

# Action Pack 11

## Eleventh Grade Teacher's Book

Edwina Johnson

Action Pack is a twelve-level course for Jordanian students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of teaching language, combining a topic-based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skills syllabus.

This level is for Grade 11 students.

### The Action Pack series offers learners:

- modern, interesting and relevant topics
- a clear and systematic approach to grammar, with thorough practice
- integrated skills which work with a particular focus on reading and writing
- consistent building and recycling of vocabulary
- special sections devoted to functional and situational language
- project work at the end of every module
- the development of critical thinking skills

Each level of Action Pack consists of a Student's Book, an Audio Cassette or CD, an Activity Book and a comprehensive Teacher's Book.



[www.EducationalRC.org](http://www.EducationalRC.org)

Cover Photograph: Yarmouk River



إدارة المناهج والكتب المدرسية

# Action Pack 11

## Eleventh Grade Teacher's Book

Edwina Johnson



إدارة المناهج والكتب المدرسية

# Action Pack 11

## Teacher's Book Eleventh Grade

*Edwina Johnson*



## Acknowledgements

The publishers and the writers would like to acknowledge the contribution made by the Review and Adaptation Committee appointed by the Ministry of Education of the Hashemite Kingdom of Jordan, through their guidance and valued assessment of the materials, to the development of the *New Action Pack II* course.

### Evaluation and Adaptation Committee

- Dr Hamza Ali Al-Omary
- Dr Hussein Mohammad Yagi
- Isam Radwan Al-Kasasbeh
- Haifa Hafez Takroui
- Oba Talal Abu Hamdeh
- Arwa Hamad Al-Zurqan

قررت وزارة التربية والتعليم تدریس هذا الكتاب في مدارس المملكة الأردنية الهاشمية بموجب قرار مجلس التربية والتعليم رقم ٣٧/٢٠١٤ في جلسته رقم ٣/٢٠١٤ بتاريخ ٢٠١٤/٦/١ بدءاً من العام الدراسي ٢٠١٤/٢٠١٥ م.

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Board of Education decision No. 37/2014 in its meeting No. 3/2014 on 1/6/2014 for the 2014/2015 academic year.

تدقيق: أبي طلال أبو حمدة  
مراجعة: عصام رضوان الكساسبة

The authors and publishers are grateful to all those who have given permission to reproduce copyright material.

© Dar Al Tarbawiyoun House of Education Ltd and Pearson Education Ltd 2014

*All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.*

ISBN: 978-614-406-674-4  
Printed 2014

York Press  
322 Old Brompton Road,  
London SW5 9JH, England

Pearson Education Ltd  
Edinburgh Gate, Harlow,  
Essex CM20 2JE, England  
and associated companies throughout the world.

House of Education Ltd  
Woodbourne Hall,  
P.O. Box 916,  
Road Town,  
Tortola,  
British Virgin Islands

# Contents

<b>Student's Book scope and sequence</b>	<b>4</b>
<b>Introduction</b>	<b>6</b>
<b>Module 1 Starting out</b>	<b>15</b>
<b>Module 2 Celebrations</b>	<b>27</b>
Unit 1	28
Unit 2	37
<b>Module 3 Sport</b>	<b>47</b>
Unit 3	48
Unit 4	57
<b>Revision A</b>	<b>67</b>
<b>Module 4 Earth's resources</b>	<b>71</b>
Unit 5	72
Unit 6	81
<b>Module 5 The written word</b>	<b>91</b>
Unit 7	92
Unit 8	101
<b>Module 6 World cultures</b>	<b>111</b>
Unit 9	112
Unit 10	121
<b>Revision B</b>	<b>131</b>
<b>Extra reading A and B</b>	<b>134</b>
<b>Learning strategies and Assessment strategies</b>	<b>140</b>
<b>Tests A and B and answer key</b>	<b>150</b>
<b>Activity Book answer key</b>	<b>155</b>
<b>Grammar games and Dictionary work</b>	<b>163</b>
<b>Sample writing tasks</b>	<b>170</b>
<b>Project assessment</b>	<b>174</b>
<b>Wordlist</b>	<b>176</b>

# Student's Book scope and sequence

UNIT	LANGUAGE	SKILLS/TOPICS
<b>Module 1 Starting out page 5</b>		
A healthy and active brain page 6	<b>Grammar:</b> revision of the structures in the previous level <b>Vocabulary:</b> positive and negative adjectives, sleep <b>Functions:</b> evaluating your sleep, analysing sources of stress, making judgments about ways of dealing with stress, describing ways to relax, giving advice about solving problems, recounting what happened the previous day	<b>Listening:</b> a patient speaking about the Lung and Sleep Centre, a diary <b>Speaking:</b> talking about your sleeping habits, conversing about how you relax, talking about feelings, talking about solving specific problems, talking about what happened the previous day <b>Pronunciation:</b> consonant clusters <b>Reading:</b> an article about sleep, short texts about people, a short text about how people should relax <b>Writing:</b> a paragraph describing a dream, two paragraphs about what you do to relax, a diary entry about what happened the previous day

**Project:** Write about your free time activities.

<b>Module 2 Celebrations page 13</b>		
<b>1</b> Celebrations around the world page 14	<b>Grammar:</b> future forms <b>Vocabulary:</b> persuasive words <b>Functions:</b> giving information about two Middle Eastern festivals, describing future plans, giving reasons for going to a festival, giving information about attending a festival in the future, describing a celebration that you have been to	<b>Listening:</b> speakers describing celebrations <b>Speaking:</b> talking about things to do at a certain festival, discussing future plans, explaining which festival you would like to go to <b>Pronunciation:</b> combinations of letters with different pronunciations <b>Reading:</b> a brochure about two festivals, an article about flower festivals <b>Writing:</b> three paragraphs about your plans for a festival, a four-paragraph essay about a festival
<b>2</b> Customs and traditions page 20	<b>Grammar:</b> modal verbs of obligation and prohibition <b>Vocabulary:</b> customs, words with modal meanings, phrasal verbs <b>Functions:</b> comparing customs in your country and others, giving information about customs in a country, expressing politeness, analysing special occasions, inviting people for a celebration, planning a celebration	<b>Listening:</b> people speaking politely <b>Speaking:</b> talking about customs, discussing rules at home and at school, talking about traditions for welcoming new babies, discussing special occasions <b>Pronunciation:</b> stress patterns in polite speech <b>Reading:</b> a text about customs and traditions in different countries, a text about welcoming new babies around the world, invitations <b>Writing:</b> two paragraphs about customs and traditions in Jordan, an invitation to a celebration, two paragraphs about a recent celebration

**Project:** Plan a celebration.

**Extra reading A page 87**

<b>Module 3 Sport page 27</b>		
<b>3</b> The Olympic Games page 28	<b>Grammar:</b> the Present, Past and Future Simple passives <b>Vocabulary:</b> sports, sport venues <b>Functions:</b> conversing about sports, giving opinions about your preferred sport, explaining why a certain sport is preferable, making offers to do sports, evaluating whether having a stadium is a good idea, explaining why it's important to have sports facilities	<b>Listening:</b> a radio programme about the Olympic Games <b>Speaking:</b> asking and answering questions about the Paralympic Games, asking and answering questions about sports, discussing sports facilities in your town <b>Pronunciation:</b> sentence intonation <b>Reading:</b> an article about the Paralympic Games, a text about the Special Olympics <b>Writing:</b> a four-paragraph essay about sports facilities
<b>4</b> Recreation page 34	<b>Grammar:</b> the Present Perfect Continuous <b>Vocabulary:</b> sports equipment <b>Functions:</b> giving information about what sports you do, giving opinions about being a cyclist, guessing a sport from a description, giving information about a sport and its benefits	<b>Listening:</b> a radio programme about three sports, a talk by a sports coach <b>Speaking:</b> describing pictures, talking about a sport of interest <b>Pronunciation:</b> intonation in tag questions <b>Reading:</b> a text about a sporting hero, a text about cycling in Jordan <b>Writing:</b> an essay about the benefits of taking part in sporting events

**Project:** Research a sport.

**Revision A page 41**

**Module 4 Earth's resources page 43**

<b>5</b> Sources of energy page 44	<b>Grammar:</b> reported speech (all tenses) <b>Vocabulary:</b> sources of energy, synonyms/near-synonyms <b>Functions:</b> stating advantages and disadvantages of energy sources, making suggestions about renewable sources of energy, making predictions about the job of a nuclear physicist, arguing about the most convenient energy source for the school, explaining why crude oil is the most important source of energy	<b>Listening:</b> a talk about types of non-renewable energy in Jordan <b>Speaking:</b> reporting what others say about renewable energy sources, debating why the school should change to a different kind of power, explaining why a non-renewable source is best for Jordan <b>Pronunciation:</b> the sound /aʊ/ <b>Reading:</b> a classroom conversation about preferred renewable energy sources, an interview with a nuclear physicist, a short text about crude oil <b>Writing:</b> a four-paragraph essay about renewable energy sources, three paragraphs about crude oil
<b>6</b> Natural resources in Jordan page 50	<b>Grammar:</b> reported questions <b>Vocabulary:</b> natural resources, near-synonyms <b>Functions:</b> making suggestions for the use of solar water heating in Jordan, evaluating a television programme, giving information about conserving water, expressing advice, instructions, warning, threat, regret, blame, complaint and excuses, making project proposals for an organisation that preserves Jordan's natural resources	<b>Listening:</b> an article about the Natural Resources Authority in Jordan <b>Speaking:</b> reporting questions and answers about people, presenting projects for preserving Jordan's natural resources <b>Pronunciation:</b> intonation in expressing advice, instructions, warning, threat, regret, blame, complaint and excuses <b>Reading:</b> a quiz show, a text about water resources in Jordan <b>Writing:</b> a review of the Mastermind programme, a three-paragraph essay about an organisation that preserves Jordan's natural resources

**Project:** Write about a source of energy.

**Module 5 The written word page 57**

<b>7</b> Literature page 58	<b>Grammar:</b> verbs followed by gerunds or infinitives <b>Vocabulary:</b> types of writers, types of books <b>Functions:</b> giving personal opinion, expressing preferences about books, giving recommendations	<b>Listening:</b> speakers talking about books <b>Speaking:</b> discussing favourite books, talking about certain books <b>Pronunciation:</b> diphthongs <b>Reading:</b> a text about Charles Dickens, a review of <i>Oliver Twist</i> <b>Writing:</b> a four-paragraph essay about your favourite book, a blurb and a review of a book
<b>8</b> Communication page 64	<b>Grammar:</b> narrative tenses <b>Vocabulary:</b> forms of communication, parts of a newspaper, means of communication <b>Functions:</b> giving opinions about ways for blind people to receive information, evaluating a journalist's job, discussing favourite leisure activities as a child, giving information about the form of communication you use, rephrasing and giving information about what you have learnt	<b>Listening:</b> an interview with a young journalist about his work <b>Speaking:</b> discussing events about the life of Braille, talking about newspapers or magazines you read, talking about activities <b>Reading:</b> a text about Braille, a newspaper article about childhood activities, four short articles, an extract from a novel <b>Writing:</b> two paragraphs about your childhood, a story about an unusual or exciting event

**Project:** Advertise a book.

**Module 6 World cultures page 71**

<b>9</b> Food page 72	<b>Grammar:</b> the causative <b>Vocabulary:</b> food, cooking verbs <b>Functions:</b> comparing dishes, giving information about your favourite dish, evaluating your diet, judging how easy a dish might be to make	<b>Listening:</b> a conversation about making a recipe <b>Speaking:</b> talking about chores being done, discussing your favourite pizza, discussing your food intake, talking about a Jordanian dish <b>Pronunciation:</b> graphemes with different sounds <b>Reading:</b> an account of different foods, a text about pizza, short texts about favourite foods <b>Writing:</b> a four-paragraph essay about your favourite dish, a recipe for your favourite dish
<b>10</b> Ancient civilisations page 78	<b>Grammar:</b> modal verbs of possibility in the past <b>Vocabulary:</b> civilisations, natural disasters, everyday traditions in the past <b>Functions:</b> making predictions about the Nabatean culture, expressing possibility, giving information about an archeological site you have visited, speculating about past traditions in Jordan	<b>Listening:</b> a tour around Pompeii <b>Speaking:</b> describing what may have happened (from pictures), talking about what people could/might have done, describing an archaeological site you have visited, talking about past traditions in Jordan <b>Reading:</b> a text about the Nabateans, an article about the Minoan civilisation <b>Writing:</b> a paragraph about being born in a different place, two paragraphs about Jordanian everyday activities in the past

**Project:** Write about the culture of an ancient civilisation.

**Revision B page 85**

**Extra reading B page 89**

# Introduction

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

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

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

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

## The course

### THE STUDENT'S BOOK

*Action Pack 11* consists of six thematic modules based on a carefully graded language syllabus. This approach will make it possible for students to develop all four language skills: listening, speaking, reading and writing. The themes vary from speaking about the advantages of waking up early and

the disadvantages of oversleeping, to finding out about celebrations around the world, the Olympic Games and recreation, natural resources and energy sources, literature and communication and world cultures.

Module 1, *Starting out*, is a revision of structures in the previous level to help students get ready for this level.

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

### THE ACTIVITY BOOK

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

### THE TEACHER'S BOOK

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

Of course you know your own class best, so you should not feel bound to the Teacher's Book if you have more appropriate ways of treating the material.

### THE CLASS CASSETTE/CD

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

## How to use the course

### MODULE PRESENTATION

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

## How the units work

The first unit in each of Modules 2–6 covers six lessons and the second unit covers seven lessons, including the project. After every three modules, there are revision exercises in both the Student's Book and the Activity Book.

### LESSONS 1 AND 2

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

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

### LESSONS 3 AND 4

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

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

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

### LESSONS 5 AND 6

These pages often contain either a reading passage or a listening activity, developing the students' reading and listening skills. These activities extend what the students have learnt in the unit so far and offer an opportunity for further communicative work through the other skills.

### LESSON 7: PROJECT

The integration of the skills is further promoted in the project work, which comes at the end of each module. For this reason, you should assess your students' work during their preparation, as well as the end product, making use of the *Project assessment strategies* found in the Teacher's Book page 174. Before they do the projects, students should have read material relating to the topic, should have studied the vocabulary and the

grammar required and should have discussed their ideas in pairs, in groups and as a class.

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

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

The students should present their final projects to the class. They will spend time and effort creating their projects, so make a class display of their work and try to encourage other students in the school or teachers to come and see it. Also, provide students with the *Project assessment tools* pages 174–175 so that they evaluate their project work at the end of the lesson.

### REVISION AND TESTING

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

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

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

## Features of Action Pack 11

### INITIAL TEST

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

### STRATEGIES BOXES

Throughout the units, there are skill strategies boxes which give students advice on how to tackle the different skills. For example, in reading, the box might cover matching, scanning an exposition

for particular information, completing a text, etc. Each time these boxes appear, read them through with the students and encourage them to follow the advice. In this way, students will become more effective learners and will be able to deal competently with more difficult language when they come across it.

### RESEARCH BOXES

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

### QUOTATION BOXES

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

### EXTRA READING

Reading for enjoyment increases a student's vocabulary and improves their reading skill. To this end, *Action Pack 11* includes two poems: *If* by Rudyard Kipling and *If I Can Stop One Heart from Breaking* by Emily Dickinson. This section is recommended to be covered after Module 2. The second reading section is a summary of one of Charles Dickens' novels, *Hard Times*. This section is recommended to be covered after Module 6. It is hoped that, by introducing the students to this *Extra reading* section, they may be motivated to read for enjoyment and so improve their English. Refer to page 137 of the Teacher's Book for more details about teaching literature and extensive reading.

## Teaching Action Pack 11

### TEACHING VOCABULARY

Vocabulary is an important feature of *Action Pack 11*. It is presented in lexical sets and practised in the Student's Book and in the Activity Book.

- Encourage students to record vocabulary in special notebooks. At the beginning of the year, discuss with students how they can record the vocabulary. Sometimes they might draw a picture

to remind them of a meaning (e.g. a turbine), or sometimes they can write a sentence using the word (e.g. biography – A biography is an account of someone's life written by someone else.)

### TEACHING GRAMMAR

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

- *Action Pack 11* teaches grammar in context and uses a variety of text types to do this. Encourage students to work out the grammar for themselves. This will lead to a better understanding of each point for functional purposes.
- The grammar and vocabulary together are practised in the speaking and writing activities. In this way, the skills are integrated into each unit and students will see how the language they have learnt can be used in a communicative way.
- Let students compare answers to grammar exercises and discuss their answers. By doing this, students are taking more responsibility for their learning.
- Students can always refer to the *Grammar notes* pages at the end of the Activity Book so that they consolidate their knowledge.

### TEACHING PRONUNCIATION

Pronunciation exercises are found in each module of the Student's Book. Some of them teach students some consonant clusters, and others teach students stress patterns and intonation.

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

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

### TEACHING LISTENING

*Action Pack 11* provides plenty of opportunity for listening to native speakers. Remember, however, that you are your students' closest model, so you should follow some simple rules:

- Speak slowly and clearly and look at students when you speak.

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

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

- recognise tone in spoken language for expressing advice, instructions, warnings, threats, regrets, blame, complaints and excuses: page 53, exercise 7
- identify the characteristics of different types of speech when listening (e.g. formal and informal): page 11, exercise 8
- use various vocal clues to predict and understand the ideas and information when listening (e.g. speed, volume and emphasis): page 48, exercise 3
- assess the quality of the speaker's presentation style by using criteria such as volume and tone of voice: page 31, exercise 8
- identify cultural influences in audio texts and performances: page 66, exercise 3
- elicit information from someone by asking appropriate questions orally: page 51, exercise 6
- respond to oral presentations by asking relevant questions (e.g. audio-visual and class presentations): page 82, exercise 5
- distinguish fact from opinion when listening: page 16, exercise 4
- demonstrate understanding of material recorded by English speakers on specific topics: page 16, exercise 2
- identify the main idea of a taped talk on topics of personal or academic interest: page 60, exercise 4

### TEACHING SPEAKING

*Action Pack 11* provides plenty of opportunity for practising this skill.

- Encourage students to use English in their classroom exchanges to make them feel confident. Speak to them in English and give instructions in English as much as possible.
- Encourage students to participate in class and group discussions. In group discussions, you can monitor how the students are performing, virtually unobserved. Note any students who

are not taking part and encourage them in class discussions.

- There are numerous opportunities for pair work throughout the course. Try to vary the partners the students work with. When putting them in pairs, give instructions such as *Work with the person sitting next to you/behind you/in front of you*, etc.

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

- use online dictionaries with a pronunciation function to check correct pronunciation of words: page 10, exercise 3
- use an appropriate tone to influence the audience: page 60, exercise 4
- take part in a plan-based discussion by defining a position and selecting evidence to support that position: page 47, exercise 6
- engage in discussions to understand details about topics in other subjects: page 55, exercise 5
- interview speakers of English, if possible, on several topics of interest (e.g. food): page 75, exercise 4
- defend a position or present information by developing well-organised informational and literary presentations: page 47, exercise 7
- present evidence clearly and convincingly to support an interpretation of a story or play studied in class: page 91, exercise 4
- elicit information from someone by asking appropriate questions orally: page 51, exercise 6
- respond to oral presentations by asking relevant questions (e.g. audio-visual and class presentations): page 82, exercise 5

### TEACHING READING

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

- Explain that the reading texts might contain words that students are not familiar with. They should not turn to a dictionary or to the Activity Book glossary immediately. Instead, they read around the word, i.e. the full sentence and, if necessary, the sentences before or after. Students can use their knowledge of structures and morphology to establish the meaning of new words.
- The first reading passage is always recorded. Play it to the students so that they have a model for pronunciation and intonation. Students can practise reading the passages aloud.
- Use the strategies boxes to help the students develop their reading skills.

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

- read various types of texts silently and take notes for study purposes: page 87, Extra reading
- use context clues to determine the meaning of unknown words: page 19, exercise 5
- use knowledge of stems and affixes to determine the meaning of new vocabulary: Teacher's Book page 161, Dictionary work
- use syntax clues to understand the meaning of a text: page 59, exercise 5
- make, confirm and revise predictions based on prior knowledge and evidence from the text: page 64, exercise 1
- scan an exposition for particular information: page 8, exercise 2
- skim an exposition to get the gist: page 24, exercise 3
- identify the characteristics of different forms of text such as narrative, factual, poetic (e.g. through analysis of content, format, and layout of a text): page 87, Extra reading
- make judgements and draw supported conclusions about ideas in written materials: page 81, exercise 4
- describe information of different types (e.g. local/ foreign, contemporary/traditional): page 20, exercise 3
- read for enjoyment texts recommended by peers, teachers and family members: page 63, exercise 5
- read functional texts to perform a task (e.g. read instructions, and use that information to perform everyday life functions): page 76, exercise 4
- present evidence clearly and convincingly to support an interpretation of a story or play studied in class: page 91, exercise 4

### TEACHING WRITING

- Extended writing tasks are provided regularly throughout the modules. Writing longer texts at this level requires a development of personal style, and you can help your students develop their own voice and become more aware of purpose and audience, so that they find writing rewarding.

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

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

- use multiple Internet sources to gain information for oral and written reports on topics related to personal interests and school projects: page 40, Project
- locate and use print and electronic English reference materials found in the school and public libraries (e.g. multimedia on theme or issue related to literature): page 91, exercise 5
- translate informational and literary reading materials from Arabic into English and vice versa (four or five sentences): page 63, exercise 3
- produce written responses to analytical comprehension questions related to texts read in class: page 52, exercise 3
- write 3–4 paragraphs explaining a concept (e.g. the role of technology in Jordan): page 45, exercise 8
- complete authentic forms in English (e.g. a magazine subscription form): Activity Book page 38, exercise 14
- write a job application: Activity Book page 34, exercise 12
- organise information to develop a central idea using well-linked paragraphs (e.g. with well-selected transition words): page 55, exercise 7
- write well-organised and coherent paragraphs with a topic sentence, supporting sentences and a concluding sentence: page 49, exercise 9

- write different types of sentences showing different discourse functions (e.g. negatives, statements): page 83, exercise 9
- review own written work and that of peers for appropriate use of form, style and tone to suit intended purposes and audiences: page 55, exercise 7
- edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar: page 73, exercise 8

## Hints for various classroom activities

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

### DEBATING

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

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

### MAKING AN E-PRESENTATION

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

#### Before

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

#### During

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

#### After

Thank the audience for listening attentively.

### USING E-DICTIONARIES

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

- An electronic dictionary is a user-friendly small computer which contains integrated reference material and is easy to carry around.

- The use of e-dictionaries is motivating and popular for the ease of using them and their availability. The students can purchase one of any brand in the market and keep it in their school bags to use in class.
- Learners also get quick results for their search. Like paper dictionaries, e-dictionaries give the meaning of the words but have the advantage of giving the audio pronunciation of the word.
- An e-dictionary gives practice in writing (spelling) and reading. The students are given all possible meanings of the word as well as sentences for the different usages.
- First, inform your students of the e-dictionaries that you think are suitable for them. One way to decide is the number of words each dictionary has.
- Second, advise them which dictionary suits their purpose: monolingual or bilingual. In some activities in *Action Pack 11*, students might need to know the meaning of some words in Arabic. E-dictionaries provide quick and easy Arabic translation of English words.
- In using e-dictionaries, students use a small keyboard to type in the word they want to research in a given space. Spelling the word correctly is essential. For example, if the student wants to research the word 'knight' and they type in the word without the initial 'k', the meaning given by the e-dictionary will not be correct.
- Alternatively, some e-dictionaries receive scanned texts and/or voice input. The result is either print on a small screen or a voice with the accurate pronunciation.

### USING A THESAURUS

A number of exercises in *Action Pack 11* require the students to make use of a thesaurus. Additionally, students should be encouraged to use a thesaurus when doing writing exercises for homework or research on the Internet as part of paraphrasing. Thesauruses (or 'thesauri') are used to find synonyms, near-synonyms and antonyms. Students look up a word, and search next to the word to find an appropriate synonym (or antonym). They can be very useful for students, to build and refresh their vocabulary knowledge and their use of English. They are used in the secondary editions of *Action Pack* to complete some vocabulary exercises, as well as being recommended for homework use, and students' own vocabulary notebooks. Paper

editions can be found in school and public libraries, and e-thesauruses are readily available, as well as numerous Internet-based thesaurus websites.

**emphasis** *n* force brought to bear on something to bring out what is important <the school's *emphasis* on discipline>  
*syn* accent, accentuation, stress  
*rel* attention; force, insistence; weight  
**emphasize** *vb* to give emphasis to especially by displaying more or less prominently <the papers *emphasized* crime stories>  
*syn* feature, italicize, play (up), stress, underline, underscore  
*rel* accent, accentuate, charge, highlight, mark, pinpoint, point (up), punctuate, spotlight; as-

### CRITICAL THINKING

Critical thinking has become a focus in the English language class along with the other language and study skills such as reading, listening, grammar, planning and organising information in a writing task. Critical thinking can be defined as the process of analysing, evaluating and synthesising information that students get from different sources.

Students read about, listen to or choose an issue that has many perspectives. They take a position, such as their interest in a sport or love of a character, and identify reasons to support it. They challenge possible assumptions and then they draw their conclusions. A whole-class discussion or a debate may be conducted for students to exchange and evaluate each other's ideas.

The English language teacher has various roles in promoting the students' critical-thinking skills. Find out what their interests are and hold discussions relevant to their age level and language proficiency. Help in developing the students' background knowledge and vocabulary needed for the task. Use a variety of sources such as magazine articles, short stories, poems, plays and advertisements. Go beyond asking referential questions to higher-order critical questions such as *How did this happen? Why does the author/speaker say so? How do they achieve their purpose? What is their attitude? What evidence do they provide? What if things were different? Why do you think that happened?*

Classes that involve problem solving and critical thinking are more interesting. For example, writing a letter to the city's mayor about the students' concern for an environmental issue in their city is more engaging than writing a summary of a text. Students are encouraged to participate more in a context that relates to them and to interact with others. Believe in your students' ability to think, guide them through questions and they will develop better understanding and critical-thinking skills.

## Establishing the right atmosphere in the classroom

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

### RAPPORT BUILDING

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

### CLASSROOM ORGANISATION

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

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

### CLASSROOM CLIMATE

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

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

## SAMPLE ICEBREAKING ACTIVITIES

### What's my question?

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

### Establishing classroom etiquette

- Involve students in creating classroom rules. Ask students to work in pairs and create five rules they should follow at all times.
- Use this as an opportunity to practise imperatives 'Always be polite', 'Never interrupt the teacher', etc.
- Ask why students chose each rule as you walk around the classroom. Vote as a class on the best six or more. Ensure you refer back to the rules at all times in class throughout the year.

### The important item

Bring an item that is important to you in some way to show the students. You can do one of the following:

- Tell students an anecdote connected to this item, and get them to write questions about it to ask you at the end.
- You can explain why the item is important to you by getting into the 'hot-seat'. You sit in a chair at the front with the item, and answer questions that students ask you. You can choose whether or not to give any background information beforehand. Explain that they need to think very carefully about the types of questions they ask.

You can also ask students to bring in an item that is important to them for the next lesson, and choose students who are confident to be in the 'hot-seat'. Follow the same procedure.

### Class survey

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

Name	Hobbies	Favourite subject	Good at	Age
Me				

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

### Getting to know you in writing

- After establishing rules and breaking the ice, you can move on to writing. This will provide a useful first writing assessment.
- Tell students they are going to write a letter to you, giving some information about themselves. They will need to give you information about three things: their family, the school subjects/sports they are good at and what they would like to learn/improve this year in English.
- Help students draft this letter in class, but give it to them for homework to improve. Editing and improving their own work is an important skill.

## Looking at the Student's Book – learner training

### Treasure book hunt

- To make sure students are using their books effectively, you can facilitate a student-focused search through their books by asking what they think they will find out about this year in English lessons.
- Prepare a list of 20 questions as their 'guide' to finding the 'treasure', and set a time limit for the activity. You could ask questions such as the following:
  1. 'Where can you find out about an English novelist?' (p58)
  2. 'What is the symbol showing a Listening exercise?' (🔊)
  3. 'Which page do you learn the Present Perfect Continuous on?' (p35)
  4. 'Where does Unit 10 start?' (p78)
  5. 'What is on page 26?' (a project to plan a celebration)
  6. 'What is the very last section in the book?' (Extra reading)
  7. 'Which pages is the *Scope and sequence* on?' (pp3–4)

8. What is the first exercise of every unit called? (*Before you begin*, along with any other questions that might be useful to them later on.)

- Students work in pairs to find the answers.
- Stop them at the time limit and go through the answers. This should be a fast-paced exercise. Emphasise that winning is not important, though.

### Learner quiz

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

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

MODULE  
**1**

Student's Book, page 5

**OPENER**

At the beginning of the lesson, tell the students that, in this book, they are going to be dealing with topics about people, celebrations, customs around the world, sport, recreation, sources of energy, natural resources, literature, world cultures and other interesting topics. Tell them what you expect them to do in class and as homework. Also, discuss with them the importance of keeping a vocabulary notebook.

Now look at page 5. Tell the students that this page tells them what they will be doing in the first module. Look at each picture with the class and choose students to try to answer the questions. The top picture represents the pattern of brainwaves during sleep. The bottom right photograph depicts a young man studying. He is most likely feeling tense and stressed. The bottom left photograph shows a man with insomnia.

When the students have answered the questions, ask them questions about themselves, for example, *What makes you feel stressed? What makes you feel relaxed? Do you usually sleep more during the summer holiday than during the school year?*

Explain to the students that they will learn how to talk about having a healthy and active brain in Module 1, as well as review the structures and some vocabulary they learnt last year.

Provide the class with some positive energy so that they start their school year with enthusiasm, explaining that waking up early in the morning is very healthy, and it eliminates laziness. Explain further that oversleeping causes many illnesses and problems, such as heart disease, low energy, depression and memory problems. Discuss these ideas with the class.

# Starting out

*Outcomes: It is expected that students will*

- read about the importance of sleep and about how people deal with stress
- listen to a patient talking about his experience at the Lung and Sleep Centre
- use vocabulary related to sleep
- talk about sleeping hours and ways to relax
- write a description of a dream, about what you and your family do together to relax and a diary entry

MODULE  
**1**

What does this picture represent?

What is this young man doing? How do you think he is feeling?

What is this young man's problem?

## Starting out

*Outcomes: It is expected that students will*

- read about the importance of sleep and about how people deal with stress
- listen to a patient talking about his experience at the Lung and Sleep Centre
- use vocabulary related to sleep
- talk about sleeping hours and ways to relax
- write a description of a dream, about what you and your family do together to relax and a diary entry

**Project**  
Write about your free time activities.

5

# A healthy and active brain

## LESSONS 1 AND 2

### Overview

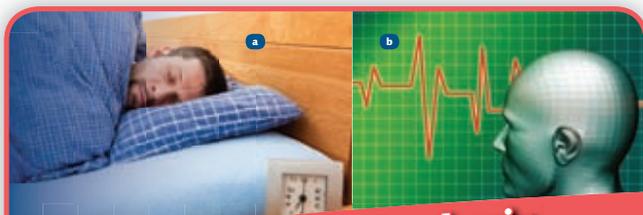
#### Outcomes: It is expected that students will

- confirm and clarify word meaning using dictionaries and glossaries
- use reading strategies to understand an authentic informational text
- identify the main ideas in an informational text about the importance of sleep
- consolidate the grammar learnt in *Action Pack 10*
- engage in a discussion about sleeping hours
- produce one paragraph to describe a dream

#### Materials

- Student's Book pages 6–7
- Dictionaries
- Glossary – Activity Book page 70
- Cassette/CD
- Activity Book: Module 1 – page 6

Student's Book, pages 6 and 7



**A healthy and active brain**

**Before you begin**

- 1 Look at the pictures. Do you know what happens in our brains when we sleep? What do you think are the health benefits of sleep? Do you think that enough sleep makes you active during the day?
- 2 Read the words in the box. Which words refer to parts of the body? Which words are associated with sleep? Check the meaning of any words you don't know in the *Activity Book glossary* or in a dictionary.

REM immune system heartbeat  
eyelids brainwave soundly muscle

- 3 Read and listen to the following article about sleep. Check your answers to exercise 1.

**The importance of sleep**

Sleep is an essential part of life. Although we think of sleep as a time when we rest completely, it's actually a very busy period for the brain. Scientists claim that sleep is the time when information is sorted and stored by the brain. Sleep is important for reducing stress and keeping the heart, the immune system and the memory healthy. Scientists have already identified five sleep stages by studying brainwaves. Stage 1 is when we begin to fall asleep. The brain tells the muscles to relax and the heart to beat slowly. This stage makes up about 5% of a young adult's sleeping time. Stage 2 is a period of deeper sleep. The heartbeat and breathing become slower. This stage makes up about 44% to 55% of a young adult's sleeping time. Stages 3 and 4 are when we sleep most soundly. Now the brainwaves and heartbeat are at their slowest and our muscles become very relaxed. We might have some dreams in this stage, which makes up about 15% to 23% of a young adult's sleeping time. Stage 5 is called the REM (Rapid Eye Movement) stage. Although our body is resting, our eyes are moving very quickly beneath our eyelids during this stage. Our heartbeat and breathing become faster, and this is when dreams are most frequent. This stage makes up about 20% to 25% of a young adult's sleeping time.

### Before you begin

1 To begin, write the word *sleep* on the board. Tell students to think of as many words as they can which are connected to sleep. Give them three minutes to do this and write a list in pairs. Share the lists as a class. Ask the students if any of them has had a very good or very bad dream. Now ask the students to say what they can see in the pictures on page 6 of the Student's Book. Choose students to answer the questions in exercise 1. Ask them to explain their answers, and scaffold (support) their answers if necessary. They will find out the answer later in the lesson.

### Answers

Students' own answers

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

Write the new vocabulary items on the board. Choose one volunteer student. Read the words in any order you choose, and ask the student to erase the word you read when you have read it. The class should repeat it after you. When you have erased all the words from the board, see how many they remember.

### Answers

**parts of the body:** immune system, eyelids, muscle  
**associated with sleep:** REM, heartbeat, brainwave, soundly

3 Tell the students that they are going to read and listen to an article about sleep. In *Action Pack 11*, unless otherwise stated, reading and writing texts will be in formal English. The majority of texts that are both speaking and listening are in informal English. Before they start, write the percentages from the text on the board and have the students guess what they refer to. You could remind them of modals such as *might* and *could* here. Tell them they will find out when reading, and remind them of some of their answers to exercise 1. Tell them to read the text quickly and find the answers to the questions in exercise 1.

Play the cassette/CD. The students listen and read at the same time. They give you their answers to the questions.

### Answers

The brain sorts and stores information and replaces chemicals. It also tells the muscles to relax and the heart to beat more slowly.

**Suggested answer:** In the second photograph, a person is taking part in an experiment to monitor the brain during sleep.

Next, have a 'race' to find a defining relative clause in the text – tell students to read the text as fast as they can, and when they find a clause they should stop and look at the board. When the majority of students are looking up, you should ask one student for the line reference. There are several, so discuss with your class and decide which one is the best example.

Do the same thing for numbers 3 (use the question *Have you already done your homework?*) and 6 (*Your homework is marked by Mr/Miss [your name].*) Let students do numbers 2, 4 and 5 alone after you have done this preparation. Check as a class.

As an extension, get students to write their own sentences using the six grammar points.

**Comprehension**

4 Read and listen to the article again. Match the stages of sleep with the events that happen.

1 Stage 1	a At this stage, we sleep most soundly.
2 Stage 2	b This stage lasts for the shortest time.
3 Stages 3 and 4	c This stage lasts for the longest time.
4 Stage 5	d This is when we usually have most of our dreams.

**Grammar**

5 Work in pairs. In the article on page 6, find one sentence with each of the following grammatical structures. Then, in your notebook, write your own sentences for each of the six items and tell them to your partner.

1 a defining relative clause	4 a state verb
2 a non-defining relative clause	5 a dynamic verb
3 the Present Perfect with <i>already</i>	6 the Present Simple Passive

6 Complete the following dialogue with the correct verb forms from the box.

Let's go   were asked   was done   Have/found out/yet   must be  
were given   Why don't we do   might have continued

**Faisal:** Kareem, I'm reading about the importance of sleep. Did you know that an experiment (1) \_\_\_\_\_ to show that our brain continues to think while we are sleeping?  
**Kareem:** Really? Who did the experiment?  
**Faisal:** I'm not sure! It (2) \_\_\_\_\_ a group of scientists. Two groups of people (3) \_\_\_\_\_ some questions in a test, but they did not answer them immediately. Both groups (4) \_\_\_\_\_ a test on the questions after only one group had a short sleep.  
**Kareem:** (5) \_\_\_\_\_ you \_\_\_\_\_ about the result of the experiment \_\_\_\_\_?  
**Faisal:** Yes! The group who slept for a short time after hearing the test questions knew the answer more quickly.  
**Kareem:** So their brains (6) \_\_\_\_\_ thinking about the problem while they were sleeping.  
**Faisal:** That's right! (7) \_\_\_\_\_ and ask our science teacher if this is true.  
**Kareem:** Good idea! (8) \_\_\_\_\_ also \_\_\_\_\_ more research on this topic?

**Speaking**

7 Work in pairs and answer the following questions.

- 1 What are the advantages of waking up early? What are the disadvantages of oversleeping? Do some research to find scientific arguments?
- 2 How many hours a day do you sleep? Do you think it is healthy for you to sleep over this period? Why / Why not?
- 3 How could you improve your sleeping habits?

**Writing**

8 Describe a dream. Imagine you are arriving at a beautiful destination. In one paragraph, describe who or what you see and what is happening in your dream.

### Reading strategies

- Matching**
- Underline the key words in the question.
  - Look for the key words or their synonyms in the text.
  - Match the stage with the correct letter by reading the appropriate part of the text quickly again.
  - Choose the summary which best describes each section.

### Possible answers

1 Stage 1 is when we begin to fall asleep.  
2 We might have some dreams in this stage, which makes up about 15% to 23% of a young adult's sleeping time. 3 Scientists have already identified five sleep stages by studying brainwaves. 4 Sleep is an essential part of life. 5 Although our body is resting, our eyes are moving very quickly beneath our eyelids during this stage. 6 Scientists claim that sleep is the time when information is sorted and stored by the brain.

6 Ask students to list as many tenses as they can in three minutes. When the three minutes are finished, ask one student to tell you one tense, and then ask another student to try to give an example. Allow others to help if they can. Use the tenses the students can remember, and give them hints if they are close to remembering one or two others. Write the example sentences they give on the board, labelling the verb tenses, for reference while students are doing exercise 6.

Students should work in pairs while completing this exercise to discuss possible answers. Before they start, remind them to read through the text and predict what they think should go in the gaps. After they have done this, they should check the yellow box as they read through slowly again. Give them time to do this, then check as a class, making sure you are clear about the answers.

### Comprehension

4 First, read through the *Reading strategies* box. Students read and listen while you play the cassette/CD again. As they listen, they should match the correct parts. The students check their answers in pairs.

### Answers

1 b 2 c 3 a 4 d

### Grammar

5 Students should be familiar with these grammatical terms. Write *defining relative clause* on the board and say this sentence: *Sara is a student who is very hard-working.* Tell students to find the defining relative clause in the sentence. They should do this without writing anything down. Check as a class. Explain what a defining relative clause is (see *Action Pack 10 Teacher's Book* for explanation).

### Answers

1 was done 2 must be 3 were asked 4 were given  
5 Have/found out/yet 6 might have continued  
7 Let's go 8 Why don't we/do

### Speaking

**7** Tell students to discuss the questions in groups of three. Question 1 will require some research on the Internet or in the school library.

If students finish this activity early, you can do a survey to find out the average number of hours of sleep that your class gets!

Next, ask the class how they could improve their sleeping habits. Explain that this question needs them to analyse their current habits and decide on any modifications they should make based on the answers that they found for question 1. Tell them that they should consider any reasons they have for these modifications.

#### Suggested answers

**1** Waking up early makes the person more productive, more energetic, more optimistic, more intelligent, a better problem-solver, a better planner, etc. However, oversleeping causes sleepiness during the day, tiredness, low energy, memory problems, depression, headache, heart disease and many other problems and illnesses. **2** Students should be getting between 7 and 8 hours of sleep per night. **3** Having a consistent routine before going to bed may help improve your sleeping habits.

#### Activity Book, page 6, exercises 1 and 2

For exercise 1, write the vocabulary items **a–e** on the board, as anagrams (*sdeliey*, *sculmse*, *sersts*, *ahterbate*, *xaderle*) and give the students a short time to work them out. More advanced students could start working on definitions. With students' books closed, start reading out the first definition. Students can guess as a pair. Do the rest as a class fairly quickly and then get students to complete the exercise alone. As an extension, students could write definitions for five more vocabulary items and then share them with the class. To review quickly at the end, use the definitions written by the more advanced students to test the students' memory.

Exercise 2 involves further review of tenses and modal verbs which were covered in *Action Pack 10*. The language is fairly casual – it is an email between friends. The students may need reminding of certain structures such as *Why don't we* + infinitive, *Let's* + infinitive, *How/What about* + gerund. Write *Shall we go on holiday to Canada?* on the board. Can any students think of another way of saying this? Give them one or two words as clues (i.e. start the sentences) if they can't remember. Students should work on this exercise alone, and once they have finished they should check with a partner and discuss any differences they may find in their work. Afterwards, check by reading the text to the class and getting one student to answer each time you come to a gap.

### Writing

**8** This is a free-writing activity, but ensure your students are ready to do some descriptive or even creative writing. First, tell students your own version of this dream. For example, *I fall asleep... and suddenly I am standing in a beautiful green orchard, with green trees and green grass all around me. Every tree has a different kind of fruit on it; apples, pineapples, pears, blackberries, plums, anything you could imagine. I go to a tree to pick a ripe, juicy pear, and I am going to bite into it when...* Leave the ending open and ask the students what they think happens next. Accept any answers.

Let the students ask questions about the details of your dream and write any interesting or imaginative ideas they have on the board. They should then plan their own account, briefly discuss this with their partner and then write their dream down. Get them to critique their own work after they have written by referring them back to the question. Did they answer it fully?

#### Answers

Students' own answers

#### Research box

Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books. Before they decide on an answer, they could discuss their proposed answers in pairs. As an extension, students could research how much an average heart rate would increase after mild and intensive exercise.

#### Answer

For adults, 95% of normal people have a resting heart rate between 60 and 100 beats per minute.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- scan an exposition for particular information about ways to relax
- pronounce consonant clusters
- demonstrate understanding of authentic texts by answering questions
- engage in a discussion about ways to relax
- confirm and clarify word meaning using dictionaries and glossaries
- produce two paragraphs about what you and your family do to relax

#### Materials

- Student's Book pages 8–9
- Dictionaries
- Glossary – Activity Book page 70
- Cassette/CD
- Activity Book: Module 1 – page 7

### Student's Book, pages 8 and 9

**Reading**

- 1 Work in pairs. Do you ever get stressed? What kind of things make you feel stressed?
- 2 Read about how three people relax or deal with stress. Do you relax in the same ways as any of these people? Discuss with a partner.

**A** **Zainab:** Every time I have exam preparations, I get very stressed and worried. I always wonder whether I will have time to study for all the subjects. I know that I will pass all my exams, as usual, but I always aim at getting high grades. Sometimes the stress that I experience stops me from concentrating on my studies. Mum is very patient with me and she knows very well the kind of stress that I go through before every exam. So she helps me to prepare a well-organised revision timetable, and that makes me feel more confident. I also make sure that I get enough sleep, and I go for a walk every afternoon, which helps me to relax.

**B** **Andy:** I work in a bank in the City of London. I earn a lot of money and have an interesting job, but sometimes I feel really stressed. I travel to work by train, but it takes three hours every day, which is very exhausting. To forget all the stress of the day, I go running after work. Jogging is a great form of exercise. I immediately stop feeling so tense and begin to relax.

**C** **Waleed:** I love my job as a doctor! It makes me really happy to see how patients improve, and most of them are very grateful to the hospital staff. Sometimes, though, we have to make difficult decisions about people, which can be very stressful. Stress is something all doctors have to live with. We usually have to work long hours, and sometimes I get upset if a person is very ill. When that happens, I think about all the positive things that have already happened to me that day, and it makes the situation seem a lot better.

**Pronunciation**

- 3 Listen to the words in the box. Notice how the underlined letters are pronounced. Listen again and repeat.

subject stress stop through improve grateful

### Reading

- 1 Ask the students to work in pairs to discuss when they get stressed and what causes it. Check answers as a class.

#### Answers

Students' own answers

- 2 Tell the students they are going to read about how three people get stressed and what they do to relax. Ask them to read the texts quickly to see if they relax in the same way as the people in the texts.

#### Answers

Students' own answers

### Pronunciation

- 3 Tell students to close their books. They now listen to the recording and try to write down the words they hear. Tell them to listen in particular to the consonants to be able to write the words as correctly as they can. Explain that this is not a test; it is a useful tool to see how they relate the spoken and written word. Students should then compare their written words in groups of three. When they have done this, they should try to remember how the words were pronounced.

They should then check their written versions with the word box on page 8. How many did they spell correctly? You can refer them to the *Pronunciation table* in the Activity Book page 75 if they'd rather transcribe the words.

Next, play the cassette/CD again, while they read the words silently. Stop the cassette/CD and drill the words with the students, mixing up the order and repeating them quietly/loudly, quickly/slowly until you feel that the students have mastered the pronunciation of the consonant clusters (two or more consonants together). Students should then get into pairs, and read the words to each other, varying the order, and repeating the words that their partner says. You should circulate and monitor here, correcting if necessary. When you are satisfied with their pronunciation, explain that they are now going to say *only* the consonants to each other, while the student listening has to guess which word these consonants come from and tell their partner the whole word. Model this with the class, saying *bj*, *str*, *st*, *thr*, *mp*, *gr*, etc., and anticipating the answers *subject*, *stress*, *stop*, *through*, *improve*, *grateful*, etc. You should repeat the sounds as often as you feel is necessary.

Finally, if you have time, get higher-attaining students to work on making a couple of sentences using the words from the box and reading them out in groups of three, and drill the words again with the lower attainers.

**Comprehension**

4 Read the three paragraphs again and answer the following questions.

1 Complete the following table in your notebook using the information from the three paragraphs.

	Zainab	Andy	Waleed
Who is this person?	a student		
What makes this person stressed?			
How does this person deal with stress?			

2 In your opinion, which way of dealing with stress is the most useful among the ones mentioned in the three paragraphs?

3 What other types of stress can you think of? How do you think they could be dealt with?

**Speaking**

5 Work in pairs. How do you relax?

A: I play sports and spend time with my friends to relax.  
B: I read a book and bake cakes for my family.

**Vocabulary: Adjectives**

6 Read the adjectives in the box. Which words have positive meanings and which ones have negative meanings?

happy grateful worried stressed  
tense great confident upset

Positive	Negative
happy	worried

**Speaking**

7 Read the adjectives from the box again. When do you experience these feelings?

A: I feel tense when I have a big project.  
B: I feel worried when I am late.

**Writing**

8 Write two paragraphs about two activities you and your family do together to relax.



### Comprehension

- 4 Tell the students that they are going to read the text again and complete the table with the correct information in their notebooks. The students check their answers in pairs. Then check answers as a class. After they have completed the exercise, students discuss their opinion with a partner about which of the methods of dealing with stress mentioned in the text they prefer. Then, ask the students to each choose one word that they would like to remember or seems important to them. As a class, work on sharing vocabulary knowledge by asking for examples. Write some vocabulary and example sentences on the board to help them remember. For questions 2 and 3, explain that these are questions for which they will need to use their 'higher order' or analytical thinking skills. Write, 'What did you have for breakfast this morning?' and 'Why am I asking you this question?' on the board. Ask students to discuss in pairs the difference between these two questions (one is a question with a factual right or wrong answer, and the other is open to interpretation). Tell them to discuss questions 2 and 3 in groups, and encourage students to present their opinions to each other. Monitor and get feedback after the exercise.

Finally, refer students to *Assessment tool 1* in the Activity Book page 77 to evaluate their performance in this exercise.

### Answers

- 1 **Zainab:** a student; exams; prepares a well-organised revision timetable / gets enough sleep / goes for a walk every day in the afternoon; **Andy:** an employee in a bank; his job / travelling to work; goes for a run after work; **Waleed:** a doctor; working long hours / making decisions; thinks about positive things that have happened
- 2 Students' own answers

### Speaking

- 5 Tell the students what you do to relax using the Present Simple. The students work in pairs and discuss what they do to relax. After a discussion with their partner about how they relax, students can play a memory game where they must remember every sentence that came before. Less advanced students can concentrate on speaking in pairs, if you feel they would benefit from a more structured review of correct sentence structure. Reassure the students that they should concentrate on using the Present Simple. Students should work in groups of four. Allow more advanced students to experiment with more unusual verbs and vocabulary. Monitor and correct their speaking if necessary. Note down a couple of corrections that arise in several cases and put a new sentence on the board that illustrates this mistake. (It is extremely important to ensure that you are not directly quoting any of the students, so change small details like names and places, but keep the error in the sentence.) Get students to correct it as a class.

### Answers

Students' own answers

## Vocabulary: Adjectives

- 6 Ask the students to look at the words in the box. In order to elicit correct pronunciation, rather than have them copy you, play a miming game where you act out each adjective for students to guess. Correct their pronunciation, if necessary, when they guess the adjective correctly. The students can check the meaning of any word they don't know in the Activity Book glossary or in a dictionary.

### Answers

**positive:** *happy, grateful, great, confident*  
**negative:** *worried, stressed, tense, upset*

### Activity Book, page 7, exercise 3

Exercise 3 involves choosing the correct adjective to describe moods and people. Get one student to read out the adjectives and the other students to do a hands-up action when it is a positive adjective, and a hands-down action when it is a negative adjective. Check they understand a few meanings by asking *How would I feel if I lost my favourite book?* (upset) (allow some variations and also allow students to look at the list in the Activity Book). Students should then fill in the gaps in the exercise alone, before comparing their answers with a partner. Check answers as a class.

## Speaking

- 7 Read the instructions and the two examples with the class. Do one or two further examples, using adjectives from exercise 6. The students then work in pairs and make sentences using each adjective. For extra support, you could have pre-prepared sentences on strips of paper, for example, *I feel grateful when / I feel confident when* to be matched with their respective endings *I am doing something I am good at. / my parents give me a present*. You could choose a student to pick a sentence starter, which the rest of the class complete with their own ideas. You then find the 'correct' ending. If you have the resources to prepare one set of sentences for each pair, then this would be ideal; otherwise complete the rest of the activity in the above manner. Monitor as they are working, helping where necessary. Choose some students to read their sentences to the class.

### Suggested answers

**A:** I feel great when I have worked hard on a project. **B:** I feel upset when I don't remember to say 'thank you'.

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

Exercise 4 can be completed by students and then compared in pairs. Ask the students questions about what makes them feel stressed, upset, relaxed, grateful, etc.

In exercise 5, students should read the paragraph quietly to each other in pairs, to practise reading out loud and sounding fluent. They should then work together to complete the questions. Check the answers as a class.

## Writing

- 8 Read the instructions with the class. Model an answer for the students. Don't forget to include some new words from this module – use some that are appropriate for more advanced students, and some for less advanced. Bring their attention to sentence structure and linking words. The students write two short paragraphs each, describing one activity they and their family do to relax. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately. Choose students to read out their paragraphs.

### Answers

Students' own answers

### Activity Book, page 7, exercise 6

Students should work in pairs to have a quick review of what Nadia says in the text for exercise 5. They should not look at their books to remember. Review the Second Conditional quickly by looking at the first sentence in exercise 6. Ask students how to make a Second Conditional, and then ask them how we use it. (*If* + subject + verb in Past Simple, subject + *would/wouldn't* + infinitive. We use it when we want to talk about the present or the future, but when there is no real possibility that this present or future might happen.) When this is clear to them, ask them to give some more examples of the Second Conditional using the text. Then they can work on their own to come up with ideas that are true for them. Check answers as a class. Correct grammar by referring students back to the grammar pattern.

## LESSONS 5 AND 6

### Overview

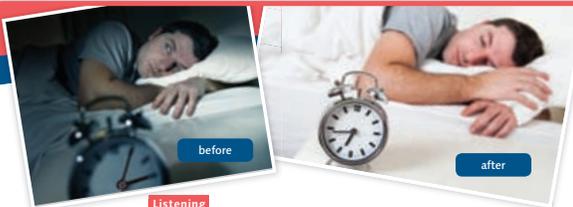
#### Outcomes: It is expected that students will

- respond to analytical questions before, during and after listening to an article about the Lung and Sleep Centre
- use online dictionaries with a pronunciation function to check correct pronunciation of words
- engage in a discussion to give advice about sleeping problems
- make connections between prior experience and an authentic text giving advice
- identify the characteristics of an informal type of speech
- produce a diary entry

#### Materials

- Student's Book pages 10–11
- Cassette/CD
- Activity Book: Module 1 – pages 8–9

### Student's Book, pages 10 and 11



**Listening**

1 You are going to listen to a patient speaking about his experience at the Lung and Sleep Centre in Amman. Look at the photographs. What is the difference between the two? What do you think happened?

**2** Listen to the patient speaking about the Lung and Sleep Centre and answer the following questions.

- 1 What is sleep apnea?
- 2 How did the Centre help this patient sleep better at night?
- 3 Do you know anyone who suffers from a sleeping disorder? How do you think this Centre could help them?
- 4 How far do you agree with this statement? 'Sleep centres are a waste of time and people should work out their problems with insomnia.'

**Vocabulary**

3 Complete the sentences with the correct words from the box. One word is not needed.

lack snores insomnia inability disorders monitored apnea

- 1 I can't sleep well because my brother \_\_\_\_\_ very loudly.
- 2 The doctor \_\_\_\_\_ the patient's oxygen levels all night.
- 3 A \_\_\_\_\_ of oxygen in the lungs can affect your sleep.
- 4 Sleep \_\_\_\_\_ happens when there isn't enough oxygen going into your lungs.
- 5 Sara went to the Centre because of her \_\_\_\_\_ to sleep.
- 6 I can't sleep at night and I feel tired all day because of \_\_\_\_\_.

**Comprehension**

4 Listen again and complete the sentences.

- 1 He would involuntarily stop breathing during his sleep, which ...
- 2 Insomnia is the ...
- 3 The Lung and Sleep Centre helped him deal ...
- 4 Taking enough oxygen in while you sleep is important because ...

**Listening strategies**

**Listening for information**

- Before you listen, use visual clues like pictures to predict content.
- Read the questions to help you focus on the needed information.
- While listening, focus on getting the information related to the questions.

**10**

*Early to bed, early to rise, makes you healthy, wealthy and wise.*  
Benjamin Franklin, leader of US independence (1707 CE–1790 CE)

### Listening

- 1 Tell the students to work in pairs, and tell one student in each pair to describe the picture labelled 'before', and the other to describe the picture labelled 'after'. When they have done this, stop them and elicit ways of comparing. Put useful words and phrases (e.g. *on the other hand*, *in comparison*, *however*, *but*, *in contrast*) on the board and go through a few sentences to practise comparing. (This should be done informally, since this will be a lesson focus later. Focus on fluency for now.)

Get students to practise some comparative sentences in pairs, and then share them, in order to answer the question *What is the difference between the two pictures?* Explain that one photograph was taken *before* and one was taken *after*. Ask the students what they think happened to change how he is sleeping. Encourage the use of speculative language such as *maybe*, *perhaps*, *might*, *could*.

### Answers

Students' own answers

- 2 Tell students they are going to listen to the patient speaking about his experience of the Lung and Sleep Centre. Before listening, go through the **Listening strategies** box with them and make sure they understand what's required. Tell them that they are only listening for the answers to questions 1–3. Help them with vocabulary if necessary, but explain that they will find out what sleep apnea is during the listening. Make sure they know that they only need to listen for basic information this time around and make short notes to answer the questions. Play the recording. Students check answers with a partner. Finally, give out the answers, asking students first, and correcting gently if necessary. For question 4, tell students that they need to decide how much they agree with this statement (not at all, not very strongly, strongly or very strongly), and explain why. Put them into groups of three and monitor their discussions. During feedback, make sure they justify their answers.

### Audioscript

I first went to the Lung and Sleep Centre in Amman when my friend Kareem told me about it. I was suffering from a lack of sleep. I later found out that what I had was called sleep apnea. I involuntarily stopped breathing during my sleep, which woke me up all night. It also caused me to snore and many times face insomnia. Insomnia is the inability to fall asleep. I felt so uncomfortable that I used to have a hard time falling asleep at night.

The Centre helped me deal with these sleeping disorders. I went to the Lung and Sleep Centre at the beginning of the week, and by the weekend, I was ready to go back home and have a good sleep. They taught me to live healthily and exercise regularly to monitor my breathing. At the Centre, I also learnt that the position in which I sleep is important. It makes sure I am getting enough oxygen into my lungs to breathe well. Taking enough oxygen in while you sleep is important because it keeps you well rested and healthy. Since my visit to the Centre, I have been sleeping much better and feeling more energetic during the day.

### Answers

1 Sleep apnea is a sleep disorder that causes you to stop breathing in your sleep. 2 It taught him to live healthily and exercise regularly to control his breathing. 3 Students' own answers 4 Students' own answers

### Vocabulary

3 Tell students they are going to review some of the vocabulary they have learnt so far in this lesson. Get a student to read the words aloud, and correct any pronunciation problems. Choose other students randomly to repeat words until you are satisfied with pronunciation. You can ask students to refer to online dictionaries when they get back home to check the correct pronunciation of the words.

Choose several students and ask them *What does snores mean? Which word would you use to say you can't sleep? I have ... (insomnia) Can you tell me a synonym of check regularly? The nurse checked the results regularly.*

Students should then start the exercise. Allow them to do this exercise in pairs to get the maximum input into their comprehension of these new vocabulary items. Check as a class.

### Answers

1 snores 2 monitored 3 lack 4 apnea 5 inability 6 insomnia

### Comprehension

4  Explain to students that they are going to listen to the recording again, and this time they will need to listen a little more in detail to what is said. Suggest that they underline the key words in each sentence. Ask how they think underlining key words might help them. (Accept any answer, but explain that if the word is highlighted or underlined on the page, they will hear it and concentrate on information around it more easily.)

Give students time to read through the incomplete sentences, and ask some of them if they can remember any details. Do not say whether they are correct or not.

Play the recording. Students write down, in note form, the ends to the sentences. Then, they check with a partner after listening in order to complete the sentences grammatically.

### Answers

1 woke him up all night. 2 inability to fall asleep. 3 with these sleeping disorders. 4 it keeps you well rested and healthy.

### Quotation

Read the quotation to the class. Ask students to translate it and then discuss the meaning (If you go to bed early and get up early, you will feel better, do better and be more intelligent). Translate if necessary. A suggested translation is:

النوم مبكراً والاستيقاظ مبكراً يُكسبان الإنسان صحّةً وثروةً وحكمةً.

Explain that Benjamin Franklin was an important man when the United States of America was trying to become independent. He was a hard-working man who was interested in learning and teaching, was greatly respected during his lifetime and is still remembered now.

Ask students why he might give this kind of advice, and get them to discuss in pairs whether they agree with the advice. Have they ever had an experience that proves it? You could set up a mini-debate in class, to argue both sides of the discussion.

Remind students that 'CE' stands for 'Common Era', which means anything after the year 0.

### Activity Book, page 8, exercises 7 and 8

The type of text in exercise 7 requires a good understanding of the questions being asked, so it is a good idea to start by getting students to read the questions and memorise them. When they are satisfied they know the questions, get one student to dictate what they remember. Write it onto the board exactly as they say it, and then encourage the rest of the class to correct any errors. Repeat this with the other three questions. Then ask students if they can predict any of the answers that might be in the article. Accept all answers at this point.

Explain that they have to find the paragraph that matches each question, and that they should do this by reading each paragraph once quickly to match vocabulary, and again more slowly, to check for exact meaning. Another helpful hint is to see if students can put the questions in a logical order before they start to read the text, then they can check it as they read. Tell students to ignore the missing words, as they can do this exercise without them. Students should do the matching activity on their own and then compare with a partner. Check as a class, and get students to explain their answers.

For exercise 8, students need to read the words in the box (provide them with help with meanings and pronunciation if necessary) and decide in which gaps they should go. Monitor and help if necessary, spending more time supporting less advanced students.

As an extension for more advanced students, get them to make up sentences using the words in the box. As an added challenge, all the sentences should fit together into a logical paragraph.

**Speaking**

5 Work in pairs. What advice would you give to the three people who have these problems?

- "I spend all evening doing my homework, and I can't relax before going to sleep." (Husam)
- "My small children often wake up at night, so I am always very tired." (Salma)
- "I am old and my wife is ill. I find it hard to talk to people about my problems." (Laith)

**Reading**

6 Read the text below about Husam, Salma and Laith. Is your advice from exercise 5 mentioned in the text?

**How to relax**

Husam spends a lot of time on his homework. His parents are worried because they think that he is studying too hard and that he's not getting enough sleep. The problem is that Husam finds it hard to relax. Husam needs to stop work at nine o'clock each evening and read in bed so that he can relax.

Salma has two small children. They are usually awake at night, so she often feels exhausted. She needs to nap at the same time as her children, after lunch. This is how she can make her life much less tiring.

Laith is old and lonely. His wife has recently become ill, and he's very sad. When people try to help him, he doesn't communicate well with them. He needs to talk to someone and share his feelings so that he becomes less stressed.

7 Read the text above again. Write sentences about the text using the Second Conditional.

If Husam got enough sleep, he would be able to relax.

**Listening**

8 Listen and complete the diary entry. Do you think a diary is usually written in a formal or an informal style?

**Speaking**

9 Write some notes about something that happened to you yesterday. Tell your partner.

**Writing**

10 Write a diary entry about what happened yesterday. Use the diary entry above as a model. Then share your work with the class.

**Speaking strategies**

**Giving advice**

- Read the texts one by one and make notes or write words to remind you.
- Check your notes and make sure you understand. Consider your reply.
- Use the proper terminology, for example *If I were you, I'd ...; You could ...; One thing you could do is ...*

**11**

**Speaking**

5 Go through the *Speaking strategies* box with the class and make sure students understand what's required. Read the instructions with the students. Do the first sentence with the students as an example and elicit some advice. Then ask the students, in pairs, to do the same with the other problems.

**Answers**

Students' own answers

**Reading**

6 Tell the students they are going to read some advice that other people have given to help solve the problems mentioned in exercise 5. Ask them to read quickly to see if the advice is similar to their own. You can ensure they do not start reading for detail instead by telling them to close their books and giving each pair of students a scanned and enlarged copy of the text only. Give children two minutes only to read and then insist they turn over the paper. This helps them pick out small chunks of information more easily and trains them to work within time constraints. If you do not want to photocopy, get them to close their books after two minutes reading. A third option, if you have a visualiser, is to use this to project the text onto the board so you can gauge students' intake of the information, and turn it off when two minutes are up.

**Answers**

Students' own answers

7 Students write Second Conditional sentences in their own words to explain the problems and give solutions to these problems. Read the example sentence and continue with the *if* clause of a chain conditional *If Husam was able to relax, ...* See if any student volunteers an ending to your sentence. If not, encourage the class together to create an ending (... he would concentrate better at school.) Students should write between 3 and 6 sentences using ideas discussed in this unit until now. When they have finished, get students to share some of the ideas they have written. Encourage constructive peer comments on grammar and content.

**Answers**

Students' own answers

**Activity Book, page 8, exercises 9 and 10**

Exercise 9 is quite a free one, where students can choose whether to write non-defining or defining relative clauses. For this, then, students will need to be fairly comfortable with the difference between the two. Put the following two sentences on the board:

*Insomnia, which I suffer from, can have bad effects on concentration.*

*People who have sleep apnea have trouble breathing while they are asleep.*

Ask what the difference between them is (the first sentence is complete without the relative clause; the second is not). Ask which is a non-defining relative clause (1), and which is a defining relative clause (2). Get them to give you any rules they remember, but don't dwell on these too much at this stage. Students then work alone to construct sentences using the material from the article in exercise 7 and their own ideas. After they have finished, ask a few students to share theirs with the class.

To start exercise 10, give the students the word suggestions. Ask them *How do we make suggestions?* They should be more familiar now with the structures *Why don't we/you ...? How/What about + gerund / Shall we ...?* and they should be able to give some examples. They can complete these pieces of advice (write this on the board as well) individually or in pairs. Tell them that they can use any extra time they have in order to think of some extra pieces of advice to treat insomnia. Ask them if there are any other ways that they have tried, if they have trouble sleeping.

## Listening

8  Tell students to read the diary entry quickly and tell you what it says. Ensure they have their books closed while they are telling you this. Is this a familiar feeling for them? Have they had this experience? Ask them if they can predict what words might go in the gaps, and give them a few minutes to discuss this with a partner. Get some suggestions, and then play the cassette/CD for them to check. Ask them if they found the reading and predicting steps helpful when doing this listening exercise. Check answers as a class.

Have a class discussion about whether a diary is written in a formal or an informal style. Elicit from students that a diary is usually informal because it contains personal experiences that people keep for themselves.

Ask a few volunteers to identify the features that make this diary entry informal (simple connectives like *so*, contractions like *I'd*, specifying the time of writing – 5.30 pm ...).

Please note that dates in British English are written, for example, 1<sup>st</sup> January 1999, but when spoken they are said 'the first of January, nineteen ninety-nine'.

### Audioscript

6<sup>th</sup> July; 5.30 pm

We had an exam at school yesterday, so I felt very **stressed** in the morning. In fact, I was **terrified**! None of my friends believed that I was **nervous** because they said that I looked so **relaxed**. I think that was because I'd done so much revision by the time the exam started – I knew everything! So actually, I feel quite **confident** about my results.

### Answers

1 *stressed* 2 *terrified* 3 *nervous* 4 *relaxed*  
5 *confident*

## Speaking

9 Tell the students to read the instructions and give them a few minutes to make notes about something that happened to them yesterday.

Pairs of students can compare their notes. Get one or two pairs to share their ideas with the class.

### Answers

Students' own answers

## Writing

10 Ask the students if any of them keep a diary, or if they know anyone who keeps a diary. What sort of information do people usually include in a diary? Explain that they are about to complete a diary. If possible, get a visualiser and project a good example of student notes from the previous exercise onto the board (if not, photocopy the notes so that

every student has a copy). Model how to use these notes to good effect by filling out the sentences with description (adjectives) and time adverbs (*first, then, next, etc.*) Allow students to contribute ideas, and keep your class model on the board. Compare it with the diary entry in the book. How similar are they? Which do they prefer and why?

Remind students that a diary is written in an informal style. Encourage them to use simple connectives such as *and, so, but, like, etc.* as well as verb contractions. Tell them to write the time of writing the diary entry to make it more authentic.

Remind students that contractions are only used in informal writing, and that a diary entry is a good example of when it is appropriate, and even correct, to use them. At other times, when writing formally, students must not use them.

Students should then write their diary entries, and work in pairs to rehearse them before sharing with the class. Feedback should be encouraged, and you can frame it by asking students to say what they liked and what they would like to see more of, thereby allowing them to give balanced and constructive criticism.

### Answers

Students' own answers

### Activity Book, page 9, exercises 11, 12 and 13

This writing project requires a lot of student input, and it would be a good idea to set the actual writing part for homework. You can remind students of the preparatory dream description they did at the beginning of the module.

For exercise 11, take students through the process of preparing to write, beginning by getting them to close their eyes and tell you some descriptive adjectives. Divide the board into three, and place all these adjectives in one third. Repeat the process with the animals or objects. You are acting as scribe to the students at this point. Now students should open their eyes. You can try a creative story-string if you think your students are strong enough. Remind them that this is just a preparation exercise, and that they are just 'having a go', and give them a sentence to start. For example, *Suddenly, I was on a beautiful desert island, surrounded by clear blue water, with colourful fish swimming in it.* Try to use examples from the words they gave you in the previous part. Note down a few words from your example sentence to remind students as they go along. Pass the dream story along to a confident student, who gives the next sentence in the dream. Do this five or six times, each time acting as the class' scribe. Point the students in the direction of the time adverbs in exercise 11.

Set exercises 12 and 13 for homework. Emphasise that they can write their own dream if they want to, but they are also free to use the one that you created together in class.

## LESSON 7

# Project

First tell students to work on their own to produce a list of their hobbies or interests. This should be individual thinking time, before you get them to share their lists with the class. As they are sharing, write the more unusual ones on the board for the students to refer to when they are in their groups and writing their essays.

Next, they should get into groups of two, three or four. They should use this opportunity to mingle and discuss common interests, but do not let them take too much time over it. When they are in their groups, they should discuss which hobby or interest they are going to choose. Explain that they will next research their chosen activity, using the school library or the Internet. Go through all the questions in the Questions box with them first, and ensure that they know what it is they are expected to do. Suggest that they assign roles within their groups; for example one person could research each question, or someone could find information and the others could work on presenting the information in their own words. Explain that they need to work out the distribution of work among their groups.

When they have researched their chosen activity, spend time explaining that their finished project will consist of a written essay and a presentation, either an e-presentation or a written presentation with photographs and pictures. They will work together to prepare the materials, but they will also be able to use their writing skills to show what they themselves have learnt this unit. This also provides an excellent opportunity for assessment on their group work, as well as their writing.

You can give them time during class to write up the essay. Alternatively, they could write it as homework (insist they plan their written work in class though, and check their plans before they take the work home). Remind them that they must recommend their activity to their fellow students.

When they have written their essays, have a whole class discussion on how to change an essay into a presentation. Gather ideas, and ensure that they know that just reading the essay is not enough. Explain that they need to make it visual, and that they need to include more informal language to reach their classmates, and ultimately recommend their activity. They must include photographs or use images in an e-presentation.

The students should present their projects in their original groups, and after each presentation, they should ask at least one question each. A slot for constructive feedback should be left, wherein students must frame their responses to the presentation in a positive manner.

To assess students, choose the most relevant Assessment Strategies on page 174 of the Teacher's Book and use these to chart each student's progress. In terms of students' self-assessment, you can either photocopy *Project assessment tool A* and give each student a copy, or write the questions on the board for them to answer after they have finished.

Finally, direct students to *What I Can Do* on page 10 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.



**Project**

Write about your free time activities.

**Your task**

- Write a list of your free time activities, hobbies or interests that help you relax and feel less stressed.
- Find a partner or several others in your class with similar interests. Choose an activity that you both like, and find information about it.
- Answer the questions. Write a three-paragraph essay.
- Present your work to the class. Include pictures or photographs to illustrate, or make an e-presentation.

**Questions**

- What is the history of the activity? When did it start and where? How has it developed through history?
- Who are the important people that made remarkable achievements in this activity?
- What skills does the activity require? Are there any rules you need to follow to do or play it?
- Why do you enjoy it?
- Do you recommend it as an activity that your classmates would enjoy?

**Hints**

**A three-paragraph essay**

**First paragraph**

- Introduce the topic.
- State the main idea in a thesis statement.

**Second paragraph**

- Develop the ideas.
- Discuss what you find out.

**Third paragraph**

- Conclude the essay by summarising your points.

12

MODULE  
**2**

Student's Book, page 13

**OPENER**

Write the word *celebrations* on the board. Ask the students when they go to celebrations and what they do at them.

Look at page 13. Tell the students that this page tells them what they will be doing in the second module. They are going to look at different celebrations and events around the world.

Ask the students to describe each photograph as a class and then choose students to answer the questions. Point out that the details of each photograph will be revealed as the students work through the module. The main photograph depicts Jerash International Festival in Jordan, the photograph at the top shows two men from different cultures greeting each other and the photograph at the bottom shows a newborn baby having his head shaved.

Tell the students they will be planning their own celebration in the project at the end of the module.

# Celebrations

MODULE  
**2**

What special customs do you have in your country?

What's happening at this special event?

What do Jordanians do to welcome new babies?

## Celebrations

**Outcomes: It is expected that students will**

- read about celebrations, festivals and customs around the world
- listen to speakers describing celebrations
- use vocabulary related to celebrations, words with modal meanings and phrasal verbs
- talk about future plans, special occasions and obligations
- use future forms and modal verbs of obligation and prohibition
- write about a festival or celebration and about customs and traditions in Jordan, and compose an invitation to a celebration

**Project**  
Plan a celebration.

13

*Outcomes: It is expected that students will*

- read about celebrations, festivals and customs around the world
- listen to speakers describing celebrations
- use vocabulary related to celebrations, words with modal meanings and phrasal verbs
- talk about future plans, special occasions and obligations
- use future forms and modal verbs of obligation and prohibition
- write about a festival or celebration and about customs and traditions in Jordan, and compose an invitation to a celebration

**Outcomes: It is expected that students will**

- read about celebrations, festivals and customs around the world
- listen to speakers describing celebrations
- use vocabulary related to celebrations, words with modal meanings and phrasal verbs
- talk about future plans, special occasions and obligations
- use future forms and modal verbs of obligation and prohibition
- write about a festival or celebration and about customs and traditions in Jordan, and compose an invitation to a celebration

**Project**  
Plan a celebration.

# Unit 1 Celebrations around the world

## LESSONS 1 AND 2

### Overview

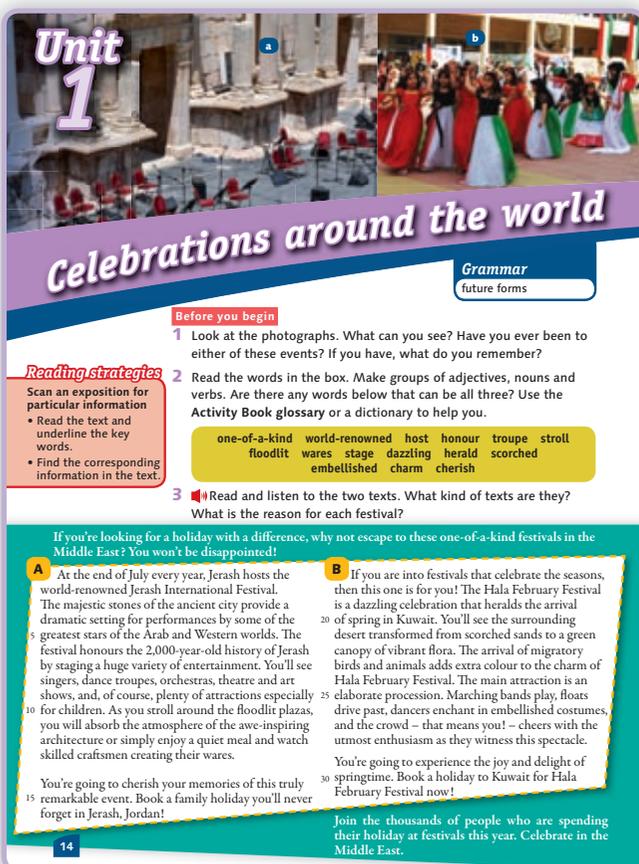
#### Outcomes: It is expected that students will

- confirm and clarify word meaning using dictionaries and glossaries
- scan an exposition for particular information
- demonstrate understanding of authentic texts about festivals by answering questions
- recognise that combinations of letters have different pronunciations
- engage in a discussion about future plans

#### Materials

- Student's Book pages 14–15
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette/CD
- Activity Book: Module 2 – page 11

### Student's Book, pages 14 and 15



### Before you begin

- 1 Ask the students to give you examples of celebrations that are special for them and get them to explain why. Now ask the students to say what they can see in the photographs on page 14 of the Student's Book. If students recognise the festivals, allow them to discuss their experiences.

### Answers

- a Jerash International Festival in Jordan
- b Hala February Festival in Kuwait

- 2 Before looking at the words in the box, divide the class into groups of four. Tell them they are going to play word tennis with vocabulary about celebrations. Explain that they need to work in teams of two, and 'throw' a word they know at the other team, who must 'return' another word to the starting team. The quick version of the game, which you will most likely want to play here, stops when one group cannot think of another word, or re-uses a word that the other team has already given. This will give you an opportunity to assess how much prior knowledge of the topic the students have. Check that students understand the task. They should put the words in the yellow box into three groups – adjectives, nouns and verbs – and decide which words can be more than one type.

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

### Answers

- Verbs:** host, honour, stroll, stage, herald, charm, cherish
- Nouns:** host, honour, troupe, stroll, wares, stage, herald, charm
- Adjectives:** one-of-a-kind, world-renowned, floodlit, dazzling, scorched, embellished

- 3 Tell the students that they are going to read and listen to two texts about festivals and specify what festivals they are. Go through the *Reading strategies* box with the students and explain it. Give the students time to read the texts and tell them to close their books and work in pairs to summarise both texts. In order to understand the texts, students need to know the purpose of each. Ask them why they think the author wrote these texts, pointing out the introductory and concluding paragraphs. (They are written to persuade people to go to these two festivals, perhaps for a holiday brochure or advertising column in a newspaper.) Next, ask the students to consider the reason for each festival. They need to find the particular piece of relevant information for each festival. Students should do this in pairs, after which you can check their answers as a class.

## Answers

They are persuasive texts (descriptive advertisements).

Jerash International Festival is held to honour the 2,000-year-old history of Jerash. The Hala February Festival celebrates the coming of spring in Kuwait.

### Comprehension

4 Read and listen to the texts again and answer the following questions.

- 1 What can you do at the Jerash International Festival? Give three examples.
- 2 What is the most important event at the Hala February Festival? What does it consist of?
- 3 The festivals might attract different types of people. What type of person would you recommend each festival to?
- 4 What kind of words does the author use to 'advertise' the two festivals? Give some examples.
- 5 Why do you think the festivals are described as one-of-a-kind? Do you think that this is a good adjective to describe the festivals? Think about other festivals you have been to or have heard of and compare them.

### Pronunciation

5 Listen to the words in the three boxes. What do you notice about the underlined letters? How do you pronounce them? Listen again and repeat.

hosts honours

ancient city

orchestra charm

### Speaking

6 Work in pairs. Imagine you and your family are attending one of the festivals in the article this year. What are you going to do there?

### Grammar: Future forms

7 Read these sentences taken from the text. They are incorrect. Correct the verb tense for each and justify your answer.

- 1 You are not going to be disappointed!
- 2 You are cherishing your memories of this truly remarkable event.
- 3 Book a family holiday you're never forgetting in Jerash, Jordan!
- 4 You are seeing the surrounding desert transformed ...
- 5 You'll experience the joy and delight of springtime.
- 6 Join the thousands of people who will spend their holiday at festivals this year.

8 Write the questions and answers in your notebook. Use the Present Continuous, the Present Simple, *going to* or *will*.

- 1 A What time / you / go / to the sports centre tomorrow?  
B I'm not sure. I think I \_\_\_\_\_ (go) at about ten o'clock. The centre \_\_\_\_\_ (open) at nine o'clock.
- 2 A you / do / anything special this evening?  
B Yes, it's my brother's birthday and we \_\_\_\_\_ (go out) for a meal.
- 3 A Have you decided what you / buy / your mother for Mother's Day?  
B Yes, I have. I \_\_\_\_\_ (buy) her some flowers.
- 4 A Look at those black clouds. Do you think there / be / a storm?  
B Yes, I think so. I \_\_\_\_\_ (close) the doors and windows.

### Speaking

9 Work in pairs. Talk about your future. Discuss what your plans are for the times in the box. Use future forms correctly.

this weekend next month in the summer  
in five years' time in ten years' time

### Speaking strategies

- Preparation**
- Check what information you are given for the task.
  - Make brief notes for each example.
  - Check the grammar that you want to use before beginning to speak.

15

## Comprehension

4 Tell the students that they are going to read and listen to the two texts once more and answer questions 1–5. Read through the questions and provide any clarification that the students need.

For the critical-thinking questions (3, 4 and 5), give students extra time to discuss them before sharing opinions and answers as a whole class. Get them to change their partners, or work in groups of three.

The students read and listen while you play the cassette/CD. As they listen, they should make a note of the answers to questions 1 and 2.

The students check their answers in pairs. Then check answers as a class.

## Answers

1 You can see a big variety of entertainment, walk/stroll around the ancient plazas, or enjoy a quiet meal at Jerash International Festival. 2 The most important event at the Hala February Festival is the procession or parade. There are marching bands, dancers and a cheering crowd. 3 Suggested answer: The Jerash International Festival might be appropriate for someone who enjoys archaeology and the Ancient World as well as popular culture, because of the setting of the festival. The Hala

February Festival might be a good experience for people who like nature and having fun, because of the theme of the festival, which is spring.

4 The author uses words such as 'one-of-a-kind', 'world-renowned', 'dazzling' and 'cherish'. These descriptive words give the reader the impression that the festivals are special. The author also uses the future tense to make the reader feel as if he or she has already booked the tickets for the festivals.

5 The word 'one-of-a-kind' really emphasises the festival's uniqueness, which is appropriate for festivals like Jerash International Festival and Hala February Festival. The two festivals are very different from each other, which makes this adjective even more effective.

## Pronunciation

5 Get students to look at the words in the yellow boxes. Which letters are underlined? Why do they think they are underlined? Don't provide answers yet, but instead let students predict, and then play the recording. Were their predictions correct? (The letters are underlined because they are pronounced differently in each word of the pair.)

They then listen to the recording again and repeat.

Tell them to think of other words with the same pronunciation irregularities; silent 'h': *hour, heir, honest*; 'ci' sounding as /ʃ/: *delicious, special, spacious*; and 'ch' sounding as /k/: *stomach, ache, monarch*. They can use a dictionary or the Internet to find other examples. Encourage them to keep a note of words that have sounds like these ones.

## Speaking

6 Read the question as a class. The students work in pairs. Monitor as they are talking, helping where necessary. Ask a few pairs of students to share their ideas with the class.

## Answers

Students' own answers

## Grammar: Future forms

7 Ask *What are you doing after this lesson?* Give an example of your own and then choose students to answer the question. Now ask them *What time does the next lesson start?* Again, give an example of your own and ask the students to answer.

Write the two questions above on the board and point out that these are two ways of asking about the future. Ask the students to say what is different about them (the first one asks about an event that is already planned, the second asks about something that has a set time in the future).

Explain that students are going to look at these and other ways of talking about the future.

Ask students to remind you of other ways of talking about the future and allow them a few minutes to make sentences to give as examples of these structures. *Action Pack 10* Activity Book provides a *Grammar notes* section that reviews the structures learnt already; use this to generate revision examples if necessary. Put the following sentences on the board and get them to quickly say why they are in the particular future structure.

*I promise I will call you tomorrow.* [certainty in the future]

*I'm going to the dentist at 8 am on Friday.* [future appointment/definite event]

*The shop's closed now, but it opens at 9 am tomorrow morning.* [officially timetabled future event]

*I'm going to get my hair cut next week, but I haven't made an appointment yet.* [intention/not absolutely definite]

Next, tell the students that they should use these rules to work out how the sentences 1–6 in the exercise are incorrect. Tell them to work together with their partner to explain what changes are needed and why, and to rewrite all six sentences with the correct future form. Do the first one with the class.

Point out that there is a *Grammar notes* section after each unit in the Activity Book on page 64. They can refer to this if they need to. Check answers as a class.

#### Answers

- 1** You won't be disappointed! (a prediction)  
**2** You will cherish your memories ... (a prediction)  
**3** ... you're never going to forget ... (a prediction based on evidence – i.e. the evidence is that the festival is a very special occasion) **4** You'll see the surrounding desert transformed ... (This is a prediction, also 'If you come to Hala February Festival' is implied.) **5** You are going to experience ... (a prediction based on evidence) **6** ... people who are spending ... (a final certain arrangement – these people have bought their tickets to the festival.)

- 8** Look at the instructions and, as a class, make a question using the word prompts in **1A**. Then elicit the answer. Now ask the students to complete the task. They can do this in pairs if you wish. Remind students of the *Grammar notes* section in the Activity Book on page 64 if they need further help. Check answers as a class.

As an extension, students can use the questions 1–4 and create their own answers to give them further controlled practice of using the correct future forms in diverse situations. Ask the students who manage to complete the extension to share their sentences and correct any errors, sensitively, with the rest of the class.

#### Answers

- 1 A** What time are you going to the sports centre tomorrow? **B** will go; opens **2 A** Are you doing anything special this evening? **B** are going out  
**3 A** Have you decided what you are going to buy your mother for Mother's Day? **B** am going to buy  
**4 A** Do you think there's going to be a storm?  
**B** will close

#### Speaking

- 9** Read the instructions as a class and go through the time expressions in the box. Give some examples by talking about your own plans for the future. Go through the *Speaking strategies* box with the students and explain it. The students work in pairs. Encourage them to talk about plans related to school and university. Monitor as they are talking, helping where necessary. Ask a few pairs of students to share their ideas with the class. If you have students who need some additional support at this point, you could give them examples to match with the time phrases.

After students have finished the exercise, ask them to refer to *Assessment tool 2* in the Activity Book page 77 to evaluate their speaking skill.

#### Answers

Students' own answers

#### Activity Book, page 11, exercises 1, 2 and 3

For exercise 1, introduce the activity by playing a guessing game. Tell students that you're thinking of a word from the lesson; they must guess which one it is by asking questions. They can only ask yes/no questions (Is it a noun? Can it be a noun or a verb? Does it have a hyphen? Does it mean a group of dancers?). They can use a dictionary or the Activity Book glossary. Do a couple of these vocabulary guessing activities, and then go through the first item. Guide them to read the whole sentence carefully so they are aware of the context (if it is 'special' and 'made only for you', then it is more likely to be one-of-a-kind. Tell them to look out for clues like this in order to complete the exercise. Students should work in pairs and discuss their answers. Check answers as a class.

Exercise 2 should be done alone, and then used as a diagnostic in pairs, where students compare their answers and discuss any differences. Focus on getting students to explain why they settled on a certain answer. As an extension, get students to write a similar conversation and perform it.

Exercise 3 can be done orally as a class so that you can informally assess the class' understanding and usage of the future forms. As an extension, students should think of an event happening in the near future and draft an email to a friend about it, using this email as a model. Ask the students who attempt this to quickly explain the usage of some of the future forms in the email beforehand, and remind them to keep these explanations in mind while they are writing.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- make predictions about celebrations based on prior knowledge
- demonstrate understanding of an informational text about a festival by answering questions
- demonstrate understanding of material recorded by English speakers on the topic of celebrations
- distinguish fact from opinion when listening
- produce one paragraph about a festival or carnival

#### Materials

- Student's Book pages 16–17
- Cassette/CD
- Activity Book: Module 2 – page 12

### Student's Book, pages 16 and 17



**Listening strategies**

**Listening for specific information**

- Read the information you are given. Try to remember it.
- Tell your partner what you remember. Check your book.
- When you listen, try to match the information that you hear with the information in your book.
- Listen again and check your matching. Do you need to change any answers?

**It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.**  
Nelson Mandela (1918 CE–2013 CE)

**Listening**

1 Look at the photographs a–c. Which celebrations from the box do you think they show?

Camel Fair Winter Carnival Gaithersburg Book Festival

**Vocabulary: Celebrations**

2 Listen to speakers describing the celebrations above. Which words from the box will the speakers use for each celebration? Write the words under the correct celebrations.

bands competitions costumes donations fireworks  
floats ice sculptures procession authors

Camel Fair	Winter Carnival	Gaithersburg Book Festival

3 Listen again and answer the following questions.  
Which of the celebrations ...

1 has processions?	5 involves authors?
2 includes special costumes?	6 has participants from all over the world?
3 has ice sculptures?	7 ends with a fireworks display?
4 takes place in January?	

4 Listen to the speakers again. Then, work in pairs completing the table with words, expressions or sentences that state facts about the celebrations as well as the speakers' opinions.

	Fact	Opinion
Speaker 1	It takes place in January every year.	one of the most interesting
Speaker 2		
Speaker 3		

**Speaking**

5 Which festival from the above would you like to visit the most and why?

### Listening

- 1 Ask the students to tell you what festivals and events are shown in the pictures on page 16. Tell the students they are going to hear about three celebrations. The students look at the pictures and discuss the question in pairs. Help them with vocabulary if necessary. Check answers as a class.

#### Answers

- a Winter Carnival b Gaithersburg Book Festival  
c Camel Fair

### Vocabulary: Celebrations

- 2 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation. The students work in pairs to answer the question as a prediction exercise.

Before you play the recording, tell students they are going to try to remember as much of the recording as they can with a partner. Students then listen to the recording and check their predictions with what they hear. Next, put them in groups of three, and explain that they should each try to remember any words, phrases or sentences they can from one of the celebrations. Get them to choose one of the celebrations, democratically, as a group, to encourage good team-working skills and effective communication. Once they have thought about their celebration, they should try to tell the rest of the group as much as they remember.

Finally, draw students' attention to the three speakers, who have three different accents. Do the students understand English speakers? Why / Why not? Help them where necessary. Note that *Gaithersburg* is pronounced /'geɪθəsbɜːg/.

### Audioscript

1 One of the most interesting festivals I've ever been to is the Camel Fair, in India. It takes place in January every year. The Camel Fair begins with the highlight: a colourful procession of camels. Even the camels wear colourful costumes! They are decorated in ribbons and cloths made of bright colours. There are acrobatics displays and competitions for camels – and people too! In the evening, the festival ends in a fantastic fireworks display.

2 I'm from Quebec, in Canada. Our Winter Carnival is famous all over the world! It takes place every year between January and February, and lasts for seventeen days. Each weekend, there are different types of activity, entertainment and sport. There are processions of colourful floats and marching bands. The highlight of the carnival is the giant snowman, the king of the carnival! I love the ice sculptures, too. They are made by top sculptors from all around the world. There is even an amazing ice palace. It consists of 9,000 tons of snow, made into thousands of bricks!

3 I'm American, and my favourite festival is the Gaithersburg Book Festival. It takes place every year in May. Authors from all over the world come to join in the festival. Some go to share and sell their books. Others like to go to meet their favourite authors. This special book festival was first started to encourage people to read and talk about books. There you can listen to writers discussing their work or to readers sharing their experiences. The festival was amazingly put together by the donations and help of the town of Gaithersburg. The Gaithersburg Book Festival is an event that celebrates and encourages education and reading.

### Answers

Camel Fair	Winter Carnival	Gaithersburg Book Festival
competitions, costumes, fireworks, procession	bands, floats, ice sculptures, procession	donations, authors

### Activity Book, page 12, exercise 4

This exercise can be completed in pairs. Support lower-attaining students in small groups. Check answers as a class. As an extension to this exercise, students can write their own vocabulary multiple-choice questions. Use these in class after the exercise as a review quiz.

- 3 Tell the students they are going to hear the information again. Go through the **Listening strategies** box with the class and explain it. As this is an exercise that aims to increase understanding gradually, get students to discuss the answers to the questions and decide together, after listening, rather than just listening and writing the answers as they hear them. This will mean that they pay greater attention to the actual listening text, giving them more practice in hearing and understanding, as well as gleaning information. Check answers as a class.

#### Answers

- 1 Camel Fair, Winter Carnival 2 Camel Fair  
3 Winter Carnival 4 Camel Fair, Winter Carnival  
5 Gaithersburg Book Festival 6 Winter Carnival, Gaithersburg Book Festival 7 Camel Fair

- 4 Explain to students that they are going to look at the difference between fact and opinion. Ask if anyone can explain the difference – can they give an example? [*The desk is made of wood* = fact / *That is a beautiful pen* = opinion]. Students should draw a table as indicated (in the Student's Book) in their notebooks, in which they will take notes to answer the question. Now explain that they must extract some words, expressions or sentences from each speaker, and write them in the appropriate *fact* or *opinion* column.

#### Suggested answers

	Fact	Opinion
Speaker 1	It takes place in January every year.	one of the most interesting
Speaker 2	lasts for seventeen days	an amazing ice palace
Speaker 3	Some go to share and sell their books.	This special book festival

#### Speaking

- 5 Tell the students which festival you would most like to visit and give a reason. The students work in pairs and give their opinions. Monitor as they are talking, helping where necessary.

#### Answers

Students' own answers

#### Grammar: Future forms

- 6 Choose the correct future forms to complete the advertisement for the Winter Carnival.

#### Quebec City (Winter Carnival) Tour



##### Day 1

##### Arrive in Quebec City

Today you (1) *arrive* / *are arriving* in the historic Quebec City. We (2) *are meeting* / *will meet* you at the airport and take you to your hotel. We (3) *are providing* / *are going to provide* you with full board, so there will be no need for you to bring your own food.

##### Day 2

##### Quebec City

Our day at the carnival (4) *starts* / *is going to start* first thing in the morning. You (5) *are going to* / *will* be able to enjoy winter sports, snow sculptures and canoe races.

##### Day 3

##### Quebec City

Today, according to the weather forecast, it (6) *is going to be* / *is being* clear and sunny. We (7) *take* / *are going to take* you on a city tour so that you visit the major attractions. If you decide to visit the Ice Hotel, you (8) *will enter* / *are entering* a fantastic world of ice and snow. The choice is yours!

- 7 Complete the following conversation with the correct future form of the verbs in brackets.

Khaled: (1) \_\_\_ your brother \_\_\_ (come) home from university for the weekend, Jaber?

Jaber: Yes, he is. He (2) \_\_\_ (come) tomorrow!

Khaled: You haven't seen him for a long time, right?

Jaber: That's right! We (3) \_\_\_ (have) so much to talk about, and the best thing is

that we (4) \_\_\_ (go) to the festival together.

Khaled: What time (5) \_\_\_ the main procession \_\_\_ (start)?

Jaber: It (6) \_\_\_ (start) early on Saturday morning, I think. Come with us!

Khaled: I can't. I'm studying for my exams tomorrow morning.

Jaber: Well, the next day we (7) \_\_\_ (participate) in the festival competitions.

(8) \_\_\_ you \_\_\_ (be able) to come?

Khaled: Yes, definitely!

- 8 Listen to the dialogue to check your answers.

#### Writing

- 9 Write three paragraphs about your plans for a festival or a carnival you are attending in the near future. Think about the following questions:

- 1 Where and when is the event?
- 2 What are you going to do there?
- 3 What do you think the best thing about the event will be?

17

#### Quotation

Ask students if they know who Nelson Mandela was. Tell them he was a very important man in the history of South Africa, because while he was President of South Africa he worked to stop the serious problems with racism and to make South Africa a fairer and safer place to live. Get students to read the quotation and try to translate it. An example translation could be:

من الأفضل أن تتولى القيادة من الخلف واضعاً الآخرين في المقدمة خصوصاً عندما تحتفل بالنصر عند حدوث الأمور الطيبة. كن في المقدمة عند الخطر، عندها سيقدّر الناس قيادتك.

Ask students to discuss the quotation in groups of three. Ask them to say why it might be 'better to lead from behind and to put others in front' (a suggested answer is that if you can manage people without dictating to them, you are a more effective leader, since people will be more likely to take responsibility for their actions). Then, ask them why this might be particularly applicable 'when you celebrate victory when nice things occur'. They should change groups to discuss this. A possible answer is that if people can feel responsible for both good and bad things that they have done, they will feel more motivated and perform better. The celebration of victory is an important morale boost. The second part of the quotation can be discussed in different groups of three. Students may arrive at a conclusion similar to the following: If you show people that you are a leader when there are troubled times (and step back when things are going well), people will know that you have their best interests at heart. Finally, you could ask students which part of this quotation is the most meaningful and important to them. How does it affect their lives? Discuss as a class.

### Activity Book, page 12, exercise 5

Students should by now be more confident and competent in their correct use of future forms, so have them complete the dialogue on their own. Check as a class, and then emphasise the need to be able to read fluently and with expression. Choose a student to play the part of Ahmad and you play Jamal. When 'Ahmad' asks you the question, reply in a bored monotonous voice and ask students if that was a good way to read it. Then read it again, animatedly, and ask them if that is better. Get the students to read the three dialogues in a manner similar to your 'correct' reading. Choose a few pairs to read one dialogue to the class.

### Grammar: Future forms

6 Remind the students that you use different future forms depending on the meaning of the sentence. Ask the students to look at the picture and to describe what they can see. Get students to predict the kinds of activities that they can do at the Winter Carnival. Tell them to read about the Winter Carnival Tour and check their predictions. Students should then select the correct answer to make the text make sense.

Tell the students to work in pairs, and to justify their choices to each other. Check the answers as a class. Students should then aim to memorise as much of the information as they can from the text, after choosing the correct alternative. In pairs, they should try to reconstruct the text's overall meaning. Explain to them that they should focus on expressing the gist of the text, rather than remembering every word. Remind them that the function of the text is as an advertised schedule for a tour, and so there will be future forms in it. This is an important exercise that gives students an opportunity to think about grammatical form in a context and with a meaning. When they have finished reconstructing the text, ensure every student's book is closed and reconstruct again as a class. Focus on any future forms that are incorrect, and ask the class to correct them.

If any students have found this task difficult, refer them back to exercise 7 on page 15 and to the *Grammar notes* section on page 64 of the Activity Book.

#### Answers

1 arrive 2 will meet 3 are providing 4 starts 5 will  
6 is going to be 7 are going to take 8 will enter

7 Tell the students they now have another opportunity to practise the future forms, this time by looking at a conversation. The students circle the correct future form. They can check their answers with their partners, but tell them they will hear the answers in exercise 8.

8  Ask the students to listen carefully to the dialogue to check their answers to exercise 7. Play the cassette/CD a second time if necessary.

### Audioscript

**Khaled:** Is your brother **coming** home from university for the weekend, Jaber?

**Jaber:** Yes, he is. He's **coming** tomorrow!

**Khaled:** You haven't seen him for a long time, right?

**Jaber:** That's right! We **will have** so much to talk about, and the best thing is that we **are going** to the festival together.

**Khaled:** What time **does** the main procession **start**?

**Jaber:** It **starts** early on Saturday morning, I think. Come with us!

**Khaled:** I can't. I'm studying for my exams tomorrow morning.

**Jaber:** Well, the next day we **are going to participate** in the festival competitions. **Will you be able** to come?

**Khaled:** Yes, definitely!

### Answers

1 Is/coming 2 's coming 3 will have 4 are going  
5 does/start 6 starts 7 are going to participate  
8 Will/be able

### Activity Book, page 12, exercises 6 and 7

For exercise 6, students can complete it alone, and then check and compare answers with a partner. Monitor answers by going round the class and asking questions to ensure attention to correct grammar. To check answers, ask a few students to say some of their examples to the class. After this, get students to change partners and tell their new partners their answers to the questions.

Exercise 7 can be done alone and then checked as a class. For lower-attaining students, read the completed text to them, and then see how much of it they remember. Ask them why they think the verbs you have used are in these tenses. Next, tell them to try to remember as much of the text as they can. Check answers as a class.

### Writing

9 Read the task to the students. Ask them for ideas of interesting festivals they have attended, or if they have not attended one, they could give ideas about what kind of things might be at a festival. Ask the whole class to give some ideas about a festival they might attend and put some of these ideas on the board, using the prompt questions in the Student's Book as headings. After this class discussion, get one student to read the task again, and tell the rest of the class what they need to do explaining that each of the three questions should be developed in one paragraph. Tell them they can use any of the ideas on the board if they wish, but they should use their own words if possible.

Encourage the students to correct any mistakes themselves, rather than your giving them the answer immediately. Choose students to read out their texts.

#### Answers

Students' own answers

## LESSONS 5 AND 6

### Overview

**Outcomes:** It is expected that students will

- make and confirm predictions based on prior knowledge and evidence from the text
- use context clues to determine the meaning of new vocabulary
- produce written responses to questions using verb phrases

### Materials

- Student's Book pages 18–19
- Dictionaries
- Glossary – Activity Book pages 70–71
- Activity Book: Module 2 – pages 13–14

Student's Book, pages 18 and 19



Reading

- 1 What's your favourite kind of celebration? What do you enjoy about it? Discuss with a partner.
- 2 Read the words in the box. Which words are connected to special occasions? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.
- 3 The article below is about flower festivals in different places in the world. In your opinion, why do people celebrate flowers? Discuss with your partner, and then read the text to find out.

commemoration legend abundantly fair (n)  
spectacle festivities imported magnificent

People have celebrated festivals from the earliest times in history, and many countries love to celebrate nature. Many countries around the world hold flower festivals. Most of these festivals celebrate the flower that represents either the whole country or a particular region. In each country, there are parties, entertainments, family get-togethers and a commemoration of traditions and culture.

In Henan Province in China, people celebrate the Luoyang Peony Festival from 15<sup>th</sup> to 25<sup>th</sup> April every year. The peony symbolises wealth and nobility in China, but the colourful flower also has a legend attached! It is said that Empress Wu of the Tang Dynasty banished the peony from her city to the city of Luoyang, where it has bloomed abundantly every year since. Certainly, if you go to Luoyang at this time of year, you will see millions of peony plants in Luoyang Peony Gardens. You can also take part in celebrations such as dance competitions and cultural fairs, as well as watch music and drama spectacles.

Jordan's national flower is the beautiful black iris, a rare flowering plant that is remarkable because it grows among rocks. It is admired for its unique beauty and strength. It is found mainly in the district of Ajloun, north of

Jordan, during February and March. Every year, Jordanians honour their national flower by putting on a day of festivities. There are classic car displays, local craft stalls, dance displays, comedians and entertainment designed for children too. All the money that is raised during the Black Iris Festival is donated to local charities.

In the 17<sup>th</sup> century, tulips were imported from the Middle East to the Netherlands. They are one of the most popular ways to 'say it with flowers', or to send messages of congratulations to loved ones. The Tulip Festival takes place every spring in the North East of Holland, an area that is famous for its colourful tulip fields. People come from all over the world to go on tulip tours, travelling by bike or by bus. A popular activity is watching people dance in traditional wooden shoes that are called clogs. They can also see photographic exhibitions, eat traditional food and, above all, visit the magnificent tulip gardens.

Perhaps the most amazing thing about festivals is how many there are around the world. You can be sure that someone, somewhere, is planning a festival right now, and wherever you live, you will find that there is soon going to be one near you!

### Reading

- 1 Briefly revise the celebrations and festivals you have been looking at in the last two lessons. Ask the students which one they found the most interesting. Now read the questions in the book. Ask the students to work in pairs to discuss their favourite kinds of celebration. Ask a few pairs of students to share their ideas.

### Answers

Students' own answers

- 2 Students should work in pairs. Tell one student from every pair to close their books, and the other student to dictate the words clearly to their partner, who will write

each word down, as he or she hears it. This exercise helps students to practise clear pronunciation and intonation, as well as spelling, if it is necessary.

Once each pair of students has a list of phrases, ask the students to decide which words are connected to special occasions. Encourage them to explain why they chose these words. They can check the meaning of the words they don't know in the Activity Book glossary or in a dictionary, only after they have guessed which ones refer to special occasions.

### Answers

commemoration, fair, spectacle, festivities

- 3 Ask students if they have ever been to a flower festival. Discuss experiences as a class. Tell students to work in pairs and decide on a reason why they think people celebrate flowers. Next, tell students to read the text to see if their guesses were correct.

Note that *Henan* is pronounced /hənæn/ and *Luoyang Peony* is pronounced /luəʊjæŋ piəni/.

### Suggested answers

People love celebrating nature. / Flowers are a symbol of tradition and culture in a country. / Flowers symbolise spring, which is a happy time of year. / Countries often have a flower as a symbol of their country, so a festival celebrating this flower is an important occasion. / Flowers are associated with love and prosperity, and these are good things to celebrate.

### Comprehension

4 Read the article again and answer the questions.

- 1 What do the underlined words refer to?
- 2 Why do many countries hold flower festivals? Find answers from the text as well as from your own.
- 3 Why do Chinese people celebrate the Luoyang Peony Festival?
- 4 How do Jordanians show respect to their national flower? Give as much detail as you can, in your own words.
- 5 If you were in charge of organising the Black Iris Festival, what events and entertainment would you arrange? Why?
- 6 Explain what 'say it with flowers' means, in your own words.
- 7 Are there any circumstances in which you would cancel a national festival like the Black Iris Festival? What are they?

Where in the world could you go to a cheese-rolling festival? What could you do there?

### Reading and vocabulary

5 Randa went to the Black Iris Festival and has written an article about it for the school newspaper. Complete her article with verb phrases from the box.

getting started look around take place  
wake-up met up settled down

Saturday was a special day for my family, and for many other Jordanians! We (1) wake up early, packed the car and set off for Ajloun very early, so we would not miss any of the events. The mood was amazing – we were all very excited!

An hour or so later, we arrived! The Black Iris Festival was just (2) \_\_\_\_\_, the gates were opening and the events were beginning to (3) \_\_\_\_\_. My father and my brother went to the exhibition of classic cars – and they (4) \_\_\_\_\_ with us later and told us just how magnificent some of the cars were. My mother and I preferred to go and watch some traditional Jordanian dancers on a huge stage in the centre of the festival. They were so good! Later on, the whole family went to (5) \_\_\_\_\_ the traditional crafts stall, and then we (6) \_\_\_\_\_ for our picnic lunch.

Altogether, it was a fantastic day to celebrate our national flower, and the atmosphere was incredible.

6 Fill in the gaps with the appropriate verb phrases in the correct form from exercise 5, and then ask and answer the questions with a partner.

- 1 What time did you wake up this morning?  
I woke up this morning at 6.30.
- 2 Do you like to \_\_\_\_\_ with a book to relax, or do you watch television?
- 3 What events and celebrations \_\_\_\_\_ in summer in Jordan?
- 4 Do you often \_\_\_\_\_ museums? What interesting artefacts have you seen?
- 5 Where do you like to \_\_\_\_\_ with your friends at the weekend?
- 6 What time do you normally \_\_\_\_\_ on your homework?

### Writing

7 Write a four-paragraph essay about a festival or celebration you have been to. Include the points in the box.

the date and place the reason for the festival/celebration  
preparations for the event traditions, customs or beliefs

### Writing strategies

- Writing a descriptive article
- Write down ideas using a spider diagram.
  - Organise your ideas into paragraphs.
  - Include descriptions, such as what it looked like and how people felt.

19

## Comprehension

4 Tell the students that they will read the text again in a minute. First of all, they should read the questions and work in pairs to see how many they can answer from their first reading. Stop them after three or four minutes and ask them to share their answers with the class. Do not give them the answers yet. Next, tell them to read the text again. They then work in pairs to answer the questions while referring to the text.

Lower-attaining students should focus on questions 1, 2 and 3, and you should let them know that they need to just find the relevant information in the text, rather than use their own words to answer the question.

Where questions 5 and 6 are concerned, remind students that they need to think using their analytical skills. Give them two minutes of silence to think about the questions. Then, they should discuss their ideas in groups of three.

As an extension, have students write their own questions about the text in pairs and give them to another pair to answer. Check answers as a class.

### Answers

1 *her* (line 17): Empress'; *It* (line 27): the plant; *their* (line 31): Jordanians'; *They* (line 39): tulips; *They* (line 49): people from all over the world

2 Many countries hold flower festivals because they enjoy celebrating nature and most of them celebrate the flower that represents either the whole country or a particular region.

3 Suggested answer: The Chinese people celebrate the Luoyang Peony Festival because the peony, which symbolises wealth and nobility, blooms in millions every year. 4 Suggested answer: They have a festival for one day per year, in which they celebrate the black iris by buying crafts, seeing classic car displays and watching entertainment shows. 5 Suggested answer: I would organise a fun fair for children because it would be entertaining for them, but it would have a Black Iris theme, and films and discussions for adults, who might want to do something intellectual. 6 Suggested answer: It means you send a bunch of flowers with a message to say 'well done!' or 'congratulations!'.

7 Suggested answer: I might cancel the festival if something tragic happened. However, perhaps there would be more reason to hold the festival in this case, to cheer people up after a tragic event.

### Research box

Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

### Answer

Cheese rolling takes place in England, and it is a very old traditional festival that consists of chasing a round piece of cheese down a steep hill.

### Activity Book, page 13, exercises 8, 9 and 10

In exercise 8, get students to read the text very quickly and find the answer to the question. After this, they can spend some time writing a summary of what the article is actually saying.

Get a few students to read theirs aloud to the class. Provide some sentence starters specifically for lower-attaining students to use so that they can focus on the content rather than the grammar here.

In exercise 9, students can work in groups of three to discuss the answers to the comprehension questions. Appoint a group spokesperson to discuss question 3 in depth as a class to give every student the chance to get their opinion heard here.

In exercise 10, students can talk in pairs about these questions. Give them a time limit on each question such as thirty seconds, so that they really have to think on their feet. Clap your hands after one minute to indicate that they have to move onto the next question. Choose a few students to stand up in front of the class and talk for 30 seconds on one question. After this speaking practice, students should write down their own answers. Emphasise the importance of correct grammar at the writing stage.

## Reading and vocabulary

5 Tell students they are going to read an article that Randa has written for her school newspaper, after going to the Black Iris Festival. First, tell students to read the verb phrases in the box aloud to each other and think about what they might mean. Can they find a single-word verb to replace them? Allow them to use dictionaries if you wish. Get feedback on the meanings. Students should then read the text and complete each gap with one of the verb phrases from the box. They should work in pairs to complete the text, and then check their answers with another pair.

Finally, check the answers with the class, and also check that all meanings of the verb phrases have been understood.

### Answers

1 *woke up* 2 *getting started* 3 *take place*  
4 *met up* 5 *look around* 6 *settled down*

6 Students should work alone on this, as a test of how much they have learnt, putting the correct verb phrase into the questions. Make sure they know that they need to change the form of the verb. Give support to the lower-attaining students, or allow them to work in pairs.

When they have finished this, check quickly as a class, and then allow them to work with a partner they don't know well, asking and answering the questions in the form of an interview. When they have answers, get them to give a report of what their interview-partner said.

#### Answers

1 wake up 2 settle down 3 take place  
4 look around 5 meet up 6 get started  
Students' own answers to the questions

#### Writing

7 Tell the students to read the instructions and the **Writing strategies**. Make sure they include all the points in the yellow box when they write, each point in one paragraph. They can use exercise 5 for ideas. Monitor as they are writing, pointing out any errors. Encourage the students to use some of the vocabulary and language from the unit.

Choose students to read out their texts.

#### Answers

Students' own answers

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

Bring in some English language tourist brochures if you can. Distribute them around the class and get students to make observations about both the language and the layout/pictures. Above all, get them talking in English about tourist brochures. Put some of their ideas on the board, and encourage them to choose phrases/sentences they like from the text. Leave them up on the board for the next part of the exercise. Ask them what kind of festivals they could write about for a tourist brochure and record any new ideas on the board. Go through all the questions in exercise 11 and get some examples from a few students. Then put the students into groups of three and get them to discuss their own festival. Emphasise that they can write about a real festival or one they have created themselves. If you want to make the exercise more challenging for higher-attaining students, insist that they write about one they have created. When the students are just planning, they should work around a spider diagram\*, rather than writing sentences, after which they can write their ideas into their Activity Book.

For exercise 12, when they are sure of their idea, students should write the actual text into the space provided. If you have time, get the groups to do presentations of the work they have done. Encourage constructive comments from the rest of the class. Students should be growing in confidence where presentation skills are concerned – this is an ideal opportunity to assess their skills in this area. For a sample brochure, refer to page 170 of the Teacher's Book.

\* A spider diagram is an ideal tool for throwing out ideas in a group activity. It consists of a main idea (the spider body), with as many legs coming off it as are needed to record ideas that students have during a discussion. It is very useful in planning essays as it gives students flexibility with order when they are writing.

For example:



# Unit 2 Customs and traditions

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- confirm and clarify word meaning using dictionaries and glossaries
- scan an exposition for particular information
- describe information of different types (e.g. local/foreign)
- demonstrate understanding of an informational text about customs and traditions by completing comprehension sentences
- engage in a discussion about customs and traditions in Jordan
- engage in a discussion about rules at home and at school
- write about customs and traditions in Jordan

#### Materials

- Student's Book pages 20–21
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette/CD
- Activity Book: Module 2 – page 15

Student's Book, pages 20 and 21

**Unit 2**  
**Customs and traditions**

**Grammar**  
modal verbs of obligation and prohibition

**Before you begin**

- 1 What is the polite way to greet people in your country? Do you think this is the same or different from other countries?
- 2 Read the words in the box. Which words are connected to eating or having a meal? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.  
offend doorbell shake tap bowl chopsticks invitation impolite noodles host hostess
- 3 Read and listen to some customs and traditions in different countries. Which customs and traditions are similar to those in your own country?

**Customs and traditions across the world**

Every society and culture has its own customs and traditions. When you travel to another country, you should make sure that you know these unwritten 'rules' so that you don't offend anyone.

- 10 If someone gives you a present in India, you mustn't open it in front of the person who has given it to you. You must open it in private.
- 15 In many countries around the world, you have to take off your shoes before entering someone's home.
- 20 In Jordan, if you are drinking black coffee with your host, you should show that you have had enough coffee by shaking your cup from side to side. If you would like more coffee, you simply hold out your cup.
- 25 In the countryside in Brazil, many homes haven't got doorbells. So when you visit someone, you must stand outside and clap your hands. If nobody comes to open the door, you can knock, but you can't go inside until it is opened.
- 30 If you are waiting to shake the hand of the Queen of England, you have to wait until she puts out her hand first.
- 35 Accepting invitations can be very confusing. If you are invited to a dinner party which starts at seven o'clock, what time should you arrive? In Turkey, you should arrive up to an hour late as arriving on time is considered impolite!
- 40 In Asia, it's considered rude to tap your chopsticks against your bowl. You shouldn't point to someone while holding chopsticks, either.
- 45 Even if you're very hungry and you're eating a meal in China, you mustn't finish your food. It's considered rude because it suggests that you are very hungry and that you haven't had enough to eat.
- 50 You are allowed to eat noodles noisily in Japan – it shows your host or hostess that you are enjoying your meal!

### Before you begin

1 Ask the students to look at the three pictures. Can the students describe them in detail? This may be a challenge, since some of the vocabulary is not particularly common. Get them to try in pairs, and monitor and help lower-ability students. Stop them after a few minutes and ask them what is happening in each picture. Give them the vocabulary (go out for a meal, shake hands, give presents) and ask them to make a sentence or two about each picture. Write these on the board, correcting them if necessary. Involve the class in the corrections.

Next, ask students to look at the questions in exercise 1. The students work in pairs to answer the questions. Choose volunteers to share their answers with the rest of the class.

### Answers

Students' own answers

2 The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Ask students which of the words that are connected to eating or having a meal are not food – and ask them if they know what general noun heading they would go under (*chopsticks* = *cutlery* – any item you use to help you eat your food or cut it; *bowl* = *crockery* – items used to serve or cook food in; *host, hostess* = *people and hospitality*). Teach these words and write them on the board.

### Answers

shake, bowl, chopsticks, noodles, host, hostess

3 Ask students to read the question. What are customs and traditions? Can they think of any customs or traditions in Jordan? Which are their favourites? Students should then read the text quickly to see if they can find any similar traditions to those they know of in Jordan. Insist that they close their books after two minutes, as they should be able to get the required information without reading in depth. After reading, discuss as a class, and then play the recording while they read to check.

### Answers

Students' own answers

**Comprehension**

4 Read and listen to the text again and continue the following sentences.

- 1 If someone gives you a present in India, you must ...
- 2 In Jordan, you should ...
- 3 In the countryside in Brazil, you can't ...
- 4 To shake the hand of the Queen of England, you have to ...
- 5 If you are invited to a party in Argentina, you mustn't ...
- 6 In Asia, you shouldn't ...
- 7 In Japan, you can ...

**Speaking**

5 Work in pairs. Compare the sentences in exercise 4 with the customs in your country. Are they the same or different?

If someone gives us a present, we don't have to open it in private. We can open it in front of them.

**Grammar: Modal verbs of obligation and prohibition**

6 Choose the correct words in the sentences.

- 1 Flash photography isn't allowed in the art gallery, so you mustn't / *don't have to* use your camera flash.
- 2 I *mustn't* / *don't have to* be late to school.
- 3 If you want to enter the competition, you *can* / *should* write your name in this list.
- 4 You *don't have to* / *must* obey your parents!
- 5 When you visit another country as a tourist, you *can't* / *have to* check whether you need a visa.
- 6 You aren't allowed to eat in the library, so you *don't have to* / *shouldn't* bring food inside.

**Speaking**

7 Work in pairs. What are the rules at home and at school? Use *must*, *mustn't*, *should*, *shouldn't*, *can*, *can't*, *have to* and *don't have to*. How many sentences can you make?

- A: In my house, we must take our shoes off before we go into the house.  
 B: In my house, my brother and I must help our mother in the kitchen.  
 A: At school, we must listen to the teacher.  
 B: At school, we can't chat in class.

8 Work in small groups. Choose a country. Find out about the customs and traditions in your chosen country. Tell the class.

In Britain, people have to start work about nine o'clock. They can't go home for lunch. They must wear smart clothes to work. They have to work from Monday to Friday.

? In Thailand, what is the polite way to greet someone? What is it called?

**Writing**

9 Write two paragraphs about the customs and traditions in Jordan.

21

**Comprehension**

4 Before the students read and listen again, quickly revise modal verbs of obligation and prohibition. Put four columns labelled *have to*, *mustn't*, *must* and *don't have to* on the board, and ask them to tell you in what situations they might see or hear these words. Expect answers such as *at home*, *at school*, *in the street*.

Remind them that *have to* and *mustn't* are used for rules, and *must* and *don't have to* are used to talk about necessary/unnecessary actions. Suggest *at school* as the category to work on, and get students to think about what sentences they might see or hear in school starting with these modal verbs. Give some prompts such as *You mustn't be late to class* / *You have to be polite to each other* / *You must bring a pencil and pen to school*. They should continue this for a few minutes. Get feedback and put examples on the board. Ask the same question about home and elicit a few examples.

Students then read and listen to the text again, and afterwards try to complete the seven sentences from memory. They can check in the reading text if they cannot remember how they ended.

Students work with each other to complete the sentences, and then check answers as a class.

**Answers**

1 ... open it in private. 2 ... shake your cup from side to side to show that you have had enough coffee. 3 ... go inside a house until the door is opened. 4 ... wait until she puts out her hand first. 5 ... arrive on time. 6 ... point to someone with your chopsticks. 7 ... eat noodles noisily.

**Speaking**

5 Read out the question and the example answer. In pairs, the students do the same with the remaining sentences in exercise 4. Go round and monitor. Check answers as a class.

**Answers**

Students' own answers

**Grammar: Modal verbs of obligation and prohibition**

6 Ask the students to read the sentences and to circle the correct modal verb. They can do this in pairs. Remind the students that *shouldn't* can also be used to give strong advice. Recap quickly on all modals of obligation you have seen so far in this unit. How are they different and similar? Refer students to the *Grammar notes* section on pages 64–65 of the Activity Book if they are still having trouble, and elicit a few more examples to put on the board as reminders. Students complete the exercise.

Check answers as a class.

**Answers**

1 *mustn't* 2 *mustn't* 3 *should* 4 *must* 5 *have to*  
6 *shouldn't*

**Activity Book, page 15, exercises 1 and 2**

Start with a quick brainstorming activity for vocabulary learnt so far in this module by dividing students into two teams and giving both teams a colour chalk/pen to write on the board. Get one person on each team to come to the board and write down ANY word they have learnt. Once they have done this, they should bring the pen back to their team and pass it to the next person. This should be done as calmly as possible, or the team loses a point. Points are rewarded for number of words and speed of writing. When both teams cannot think of any more words to write down, you should count how many words each team has. Does either team have different words from the other? Then they get a 'bonus point'. Applaud the team with the most points. Get students to complete the exercise aloud in pairs by saying, for example, 'Do you BEEP hands when you want to greet each other?' The other student in the pair should reply with a sentence such as 'Yes, I shake hands when I greet someone' / 'No, I

don't shake hands when I greet someone – I wave my hand.' Encourage them to complete the exercise in this way. Lower-attaining students may prefer to just concentrate on writing the correct word in the gap. Give them the option to do the exercise in the above manner, but don't insist on it. Check the answers as a class, and finish by cleaning the board and sitting with closed books to assess students' knowledge of spelling of these five words in particular. Ask 'How do you spell *impolite*'?

For exercise 2, get students to discuss in pairs what they think each sign means. Let them talk for two minutes, check what the students' opinions are, and then, when you have corrected any necessary errors, get them to write the answers into their books. Monitor while they are writing, reminding them of what was discussed as a class.

### Speaking

- 7 Tell the students that you want them to continue the dialogue by making more sentences using the modal verbs of obligation and prohibition.

In pairs, the students make more sentences.

As an extension, give other categories such as *in the library*, *in the street* and *at meal times*. Ask one or two pairs of students to repeat their dialogues to the class.

#### Suggested answers

**A:** *In my house, we must take our shoes off before we go into the house.* **B:** *In my house, my brother and I must help our mother in the kitchen.* **A:** *At school, we must listen to the teacher.* **B:** *At school, we can't chat in class.* **A:** *In my house, we can watch television at the weekend.* **B:** *In my house, my sister and I have to go to bed at nine o'clock.* **A:** *At school, we can play football in P.E.* **B:** *At school, we should work very hard.*

- 8 Put the class into small groups. The students can then either choose a country, or you can nominate a country for each group to research. If the students choose a country, make sure that each group chooses a different one. Ask the students to use the Internet or a library to find their information.

Provide higher-ability students with targets such as research on the historical background of the festival, or the variations of the festival in different countries; and provide lower-ability students with fact sheets from which they can select relevant and useful information. Ensure the language on the fact sheets is within their grasp – this will avoid difficulties with comprehension that they might encounter on websites.

When they have finished, ask them to report their findings to the class.

#### Answers

Students' own answers

### Research box

Ask the students if they know the answer to the questions. If not, give them time to look up the answer on the Internet or in reference books.

As an extension, ask students to find out about the different types of Thai greeting.

### Answer

In Thailand, you greet someone by putting the palm of your hands together under your chin and bowing slightly. It is called 'wai'.

### Activity Book, page 15, exercises 3 and 4

Review the modal verbs of obligation and prohibition quickly by getting students to tell you some examples of the usage of each one around school, in the city and at home. Correct any misconceptions. Students should work through exercise 3 on their own and then compare with a partner. Run through the answers with the class, getting a student to explain why each one is the correct/incorrect answer.

Exercise 4 can be done as a written recap of the ideas you talked about as a class to introduce exercise 3. Students should first work in pairs to come up with at least two ways of completing each sentence, and then they should write them down. Compare and check answers as a class. Don't forget to celebrate unique and creative answers as well as hard work.

### Writing

- 9 Tell the students that they are going to write about customs and traditions in their own country, using the language from the lesson. Quickly brainstorm the grammar and some vocabulary learnt, and get a few students to give you some examples. Does everyone agree? Have a brief discussion and make some notes on the board.

The students complete the exercise. Monitor as they are writing, pointing out any errors. Make sure that they use the modal verbs of obligation and prohibition correctly. Encourage the students to correct any mistakes themselves, rather than your giving them the answer immediately.

Choose students to read out their work.

#### Answers

Students' own answers

## LESSONS 3 AND 4

### Overview

**Outcomes: It is expected that students will**

- engage in a discussion about welcoming newborn babies in Jordan
- make predictions based on prior knowledge and evidence from the text
- use online dictionaries with a pronunciation function to check correct pronunciation of words
- demonstrate understanding of an informational text about traditions for welcoming newborn babies in different countries by completing sentences
- recognise tone in spoken language for expressing politeness

### Materials

- Student's Book pages 22–23
- Cassette/CD
- Activity Book: Module 2 – page 16

Student's Book, pages 22 and 23



**Speaking**

1 What do your relatives do when there is a new baby in the family? Is this typical for your country, or is it specific to your family? Discuss with a partner.

**Reading**

2 Read about some traditions surrounding the birth of a newborn baby. Which country from the box do you think each tradition is from?

Turkey  
Saudi Arabia  
Bali  
Germany

### Welcoming new babies around the world

The birth of a newborn baby is a special occasion all over the world, and of course there are many traditions that follow similar patterns worldwide. However, there are some that are peculiar to one country or a group of countries. Here is a guide to some of the more diverse ways to observe this universally important event.

1 Newborn baby girls are likely to be welcomed into the world with a tree-planting party in \_\_\_\_\_. The baby's relatives typically plant two trees, which are then chopped down and sold when she gets engaged. The proceeds from this tree-planting venture are then used to buy her wedding dress. Additionally, the German government has come up with a list of accepted names, which parents are expected to choose from when they name their child.

2 In \_\_\_\_\_, new mothers might well ask you not to give them gifts until the baby has been born. When a mother has given birth, she is supposed to stay inside with her baby for 28 to 40 days. This is

to protect the baby's immune system, and develop the bond between mother and baby. After this period, mother and baby will be capable of going out to visit neighbours and family. This is when you should give them gifts.

3 You won't see a newborn baby lying on a blanket in any homes in \_\_\_\_\_. Tradition there means that relatives are willing to carry the baby around for about 100 days at the beginning of his or her life. This period of healing and holding might well last longer than this, as well!

4 In several Muslim countries, including \_\_\_\_\_, new parents are likely to shave the head of their week-old baby, and then weigh the hair. The parents are expected to give gold and silver to charity after the birth, to thank God for blessing them with a child. The weight of the hair should be equal to the amount of gold and silver that is given. This custom might well form a part of an *aqiqah*, or welcoming ceremony, where the baby is given his or her name.

### Speaking

- 1 Tell the students to describe the pictures. Ask them what they think is happening in each photograph. Get a student to read out the questions in the book. Students can share their experiences with the class.

### Answers

Students' own answers

### Reading

- 2 Ask students to read the title of the article. Which countries do they think will have similar customs to those in Jordan? Which will be very different? Get the students to discuss their predictions with their partners. There is no need to share ideas as a class, unless you wish to.

Next, get students to quickly read the first paragraph. When they have done so, ask them to find at least two words of which they are unsure of the pronunciation, and two whose meaning they do not know. Write the words at the side of the board, and provide the meanings for the students.

Then, get students to summarise the introduction in pairs. Tell them to try to use the new words in their summary. Next, with students working in pairs, designate paragraphs 1 and 3 to Student A, and paragraphs 2 and 4 to Student B. When they have read the paragraphs, they should summarise the content to their partner, and work together to decide which country from the box each tradition belongs to.

To finish this exercise, get students to find three more words that are new or difficult for them, and write them on the board after you have explained them.

### Answers

1 Germany 2 Turkey 3 Bali 4 Saudi Arabia

### Activity Book, page 16, exercise 5

Go through the words at the top of the exercise. Ask the students to read them to you, and correct their pronunciation. Be fastidious with this, and backchain the words syllable by syllable to give them a good pronunciation guide if necessary. Point out the silent 'g' in *sign*. You can ask students to refer to online dictionaries when they get back home to check the correct pronunciation of the words.

Read the email to the class, and get them to follow it as you read. In the gaps, just say 'beep', or something similar. Now, get the students to summarise the email in pairs. Get one student to tell the class their summary without looking at the email – others can add to it if they think there is anything missing. Next, students should read through it again, slowly, to see if they can put any of the missing words in, after which they should compare with their neighbours and discuss the words they have used. They should then swap Activity Books and try the same thing again. Finally, tell them to swap back, and check answers as a class.

**Vocabulary: Words with modal meanings**

3 Read the words in the box. Decide what each word means and match it with its synonym below.

likely expected might well had better  
would rather supposed to willing to capable of

1 can \_\_\_\_\_ 5 it would be better \_\_\_\_\_  
2 probably \_\_\_\_\_ 6 what is (socially) expected \_\_\_\_\_  
3 will possibly \_\_\_\_\_ 7 wants to \_\_\_\_\_  
4 would prefer to \_\_\_\_\_ 8 should \_\_\_\_\_



**Speaking**

4 Cover the article on page 22 and add more information to these sentences.

- You are not supposed to give gifts to the mother until the baby is born. You are expected to ...
- If you would rather choose an 'interesting' name for your baby, you had better not live here! German parents might well plant ...
- The newborn baby's feet are not supposed to touch the floor in this country! Some mothers would rather carry them for longer than 100 days ...
- Families with newborn babies are very likely to shave the baby's head and weigh the hair. They are expected to ...

5 Talk to your partner about some social traditions in Jordan, starting with those surrounding a newborn baby. Use the vocabulary and language introduced in this lesson.

**Writing**

6 Write down five sentences describing these traditions. Ensure that you use the language correctly. Vary the expressions that you use.

**Listening**

7 Think of three situations in which you should be very polite. Discuss these with a partner. How do you think being very polite changes the way you speak? Think about what your voice sounds like and the words you use.

8 Listen to three people speaking. The people are being very polite. What is the context of each sentence, do you think?

9 Listen again. Write down the words that you hear. Which words are emphasised? Underline them. Where does the speaker's voice rise, in tone? Draw a line over the word, like this.

**Pronunciation**

10 Look at the stress patterns you have drawn. Listen once more to the recording and then read the sentences to your partner. Are you polite enough?

**Speaking strategies**

**Interacting fluently**

- Start a conversation by asking your partner his or her opinion.
- If you agree, tell your partner that you do. You can say, 'Yes, you're right,' or 'I agree with you on that.'
- To keep the conversation going, you can say 'I wonder what you think about ...' or 'What's your experience of ...'

23

## Suggested answers

1 You are expected to wait until mother and baby are capable of visiting you. This is when they would rather accept gifts from you. 2 German parents might well plant two trees when their daughter is born. When the daughter gets engaged, it's likely they'll sell the wood to buy her wedding dress. 3 Some mothers would rather carry them for longer than 100 days, but they needn't keep doing it – it's up to the mother to choose. 4 They are expected to match the weight of the hair with gold and silver, and give this gold and silver to charity.

5 Read the question to the students, and ask them to clarify what they need to do. Explain that they should think back to the beginning of the lesson and what they said about traditions surrounding newborn babies in Jordan. Their task now is to upgrade what they said at the beginning of the lesson, using the words with modal meanings that were introduced. Get a few examples from enthusiastic students, and write them on the board for reference, then give students about 10 minutes to talk in pairs.

Refer them back to the *Speaking strategies* box on this page. Remind them to use the other vocabulary that they have learnt in this lesson as well. Finally, get feedback and correct as a class if necessary.

## Answers

Students' own answers

## Writing

6 Students should now concentrate on using the modal language correctly and precisely, in writing. Explain that this is an opportunity to consolidate the knowledge of the language that they have gained in these lessons. Students should write about Jordanian traditions surrounding new babies in the family, using as many of the expressions they have learnt. Remind them again that they should focus on writing correct grammatical sentences and varying the expressions that they use. Monitor while they are writing, and consider whether you need to give sentence starters to lower-ability students in order to scaffold their writing. Choose three students to read out their work when they have finished, and involve the rest of the class in their work by encouraging constructive comments. When the exercise is finished, ask students to complete *Assessment tool 3* in the Activity Book page 77 to evaluate their writing skill.

## Answers

Students' own answers

## Vocabulary: Words with modal meanings

3 Direct students' attention to the words in the yellow box. Tell them that they have already learnt one way (at least) of saying these things, so they will know synonyms of these words.

Explain that, by looking at the text on page 22, they need to match the words in the yellow box to their synonyms below. Tell them to work alone, and then to compare their answers with their partner. Give them five to ten minutes to do this exercise, and then check answers as a class.

## Answers

1 capable of 2 likely 3 might well 4 would rather  
5 had better 6 supposed to 7 willing to  
8 expected

## Speaking

4 This exercise requires students to use the information they have collected to create their own sentences in a spoken environment. Read through the prompts with them, and get suggestions from a few students about how to finish each sentence. Explain that they don't need to use the prompt if they don't want to. Go through the *Speaking strategies* box and rehearse the example responses given in the box. Encourage students with higher competence in speaking to close their books and try to make sentences without the prompts. Give students 10 to 15 minutes to do the exercise. Get feedback from students at various levels of attainment, and write the best examples on the board.

### Activity Book, page 16, exercises 6 and 7

Remind students of Aisha's email in exercise 5, and see if they can remember their summaries. Tell them to work alone on the first part of exercise 6, whereby they should make whole sentences out of the prompts. When they have finished this, they should work in pairs to find the answers in the text and answer the comprehension questions. Check all of the exercise as a class, after the allotted time, starting with the questions.

For exercise 7, ask students what they know about graduation celebrations in Jordan. Write a few sentences from students on the board, and then get them to look at the prompts in their Activity Book. Can they make any sentences using these? Remind them to pay a lot of attention to grammar before telling them to write sentences using these prompts in their books. If you prefer, get lower-attaining students to use this as a speaking exercise, and monitor their speaking closely, suggesting ways to improve sentences. When students have finished, get a few of them to read out their sentences.

### Listening

- 7 Get students to discuss situations that require extremely polite behaviour and then get feedback. Examples could be as follows: talking to an elderly relative or to an older person in general; at school in a lesson; at an interview; meeting someone important. Ask them to discuss how politeness changes the way you speak. They might say that you speak more correctly or more clearly. Share ideas as a class.

### Answers

Students' own answers

- 8  Tell the students they are going to listen to three people speaking politely. They need to decide, in pairs, after each sentence, what the context is. Play the recording, stopping after each speaker, and let students discuss directly after hearing it. Check answers as a class.

### Audioscript

- 1 Thanks, but I couldn't possibly eat anything else!
- 2 Would you mind opening the window?
- 3 I understand that's how you feel. Perhaps we can talk about it again tomorrow.

### Answers

- 1 refusal of someone serving of food
- 2 requesting a favour
- 3 disagreeing politely

- 9  Explain that you will play the recording again. Students must first listen and write down the sentences they hear. When they have done this, project an image of the audioscript (via OHP or visualiser) so that students can check their own work. Students then have to listen in detail to work out the stressed syllables/words in each sentence. They should also listen for a rising tone in the speaker's voice. If you like, you could have one student listen for stress and one for intonation. Tell them they should underline the stressed syllables, and put a line above the words with rising intonation. Play the recording twice more, and then check the answers as a class.

### Answers

- 1 Thanks, but I couldn't possibly eat anything else!
- 2 Would you mind opening the window?
- 3 I understand that's how you feel. Perhaps we can talk about it again tomorrow.

### Pronunciation

- 10  Direct students to look at their own stress and intonation marks. They should read their texts in silence as they listen to the recording one more time, and then read the sentences to their partner, in the most polite manner they can.

## LESSONS 5 AND 6

### Overview

**Outcomes: It is expected that students will**

- skim an exposition to get the gist
- write a paragraph using phrasal verbs
- engage in a discussion about special occasions
- produce an invitation to a celebration

### Materials

- Student's Book pages 24–25
- Activity Book: Module 2 – pages 17–18

### Student's Book, pages 24 and 25

**Vocabulary: Celebrations**

1 Match the words for different celebrations with their definitions.

1 leaving party	a a party celebrating finishing school or university
2 get-together	b a party to say goodbye to someone
3 ceremony	c a celebration of the day on which someone is born
4 birthday party	d a public event with music, food, etc.
5 festival	e an informal gathering
6 graduation party	f a formal event to celebrate an occasion

**Reading**

2 When do you write invitations? How often do you write invitations?  
3 Read the texts. Which texts are invitations, and which are replies?  
4 Match each invitation with its correct reply.

**Reading strategies**

Reading for general information

- Read the question then read the text quite quickly to find the answer.
- Don't worry about words you don't know.
- Think about the general meaning of the text.
- Highlight key words which help you to answer the question.

**A** The Old People's Home in our town is having a small get-together this weekend. There will be a light dinner and some entertainment. We need volunteers to help out. Would you like to come? It would mean a lot to the elderly if you could help them to have a good time. They would enjoy your company! It would also be an opportunity for me to catch up with you again!

**B** Thanks very much for the invitation! I'd love to come and help. I'm looking forward to meeting these older people and helping them to have a good time.

**C** I regret that I won't be able to come and wish Laila well. Unfortunately, I have another commitment that day, which I can't get out of. Please tell her I'll look her up next time I visit Jordan, and wish her every happiness for the future!

**D** As you know, Laila's work experience with us is over, and she's going back to Jordan next week. We're having a small leaving party for her. It'll take place in the office after work on Thursday. I hope you'll all join in as we say goodbye to her. Please let me know if you can come.

### Vocabulary: Celebrations

- 1 Tell students to cover up the right-hand column **a–f** and see how many they already know. They should work in pairs to construct definitions for those ones. Once they have done that together, they should uncover and check those they knew. Were they correct? Next, they should match the remaining words with their definitions. Check answers as a class.

### Answers

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

### Reading

- 2 Ask the students to work in pairs to ask and answer the questions. Choose a few pairs to share their answers with the class.

### Answers

Students' own answers

- 3 Tell the students to read the *Reading strategies* box before they answer the questions. The students can check their answers with their partners. Check answers as a class. Point out to the students that they will look at the underlined words in more detail in exercise 5.

### Answers

invitations: A, D

replies: B, C

- 4 Ask the students to read the texts again and to match the invitations with the correct replies. Check answers as a class.

### Answer

A – B, D – C

### Vocabulary: Phrasal verbs

- 5 Write *phrasal verbs* on the board. Help students make the connection between *phrasal* and *phrase*, and then ask them what they think a phrasal verb is (a verb constructed from more than one word, normally a verb + a preposition). Explain that these kinds of verbs are very common in less formal English. Tell students to identify the phrasal verbs in the text of exercise 4 (they are underlined – *catch up with*, *look forward to*, etc.) Get students to guess what these phrasal verbs mean from the context. Once they have guessed and you have checked with them, refer them to the passage in this exercise. Tell them to read it quickly and see if they can replace any of the words underlined with phrasal verbs straight away. Let the students discuss in pairs to work through the matching process, eliminating and discussing possible definitions.

Check their answers aloud before they begin to write their new draft including the phrasal verbs. To do a final check, get a few students to read theirs aloud for pronunciation and listening practice.

### Answers

1 take place 2 join in 3 catch up with 4 get out of  
5 looking forward to 6 look you up

### Activity Book, page 17, exercises 8 and 9

Exercise 8 is a review of phrasal verbs. Write the prepositions on the board. Can students remember any of the phrasal verbs correctly? If they can, ask them what each verb means. Next, call out the verb, and get the students to reply with the prepositions that match. All this should be done with books closed. Tell students to open their books, and read the definitions 1 to 8. How quickly can they complete the exercise? Check answers, and get a few students to create sentences with each phrasal verb, by way of example. Write these examples on the board for future reference.

For exercise 9, students can use their knowledge reviewed in exercise 8 to work through the exercise on their own. If you think they need some more support, approach the exercise in the same way as you carried out exercise 5 on page 16, reading through the text and getting students to summarise it. Allow them about 10 minutes to fill in the gaps and check with a partner, after which, check the answers as a class. Ask students if there are any sentences or phrases they like or think will be useful in the invitation. Tell them to make a note of these sentences/phrases.

**Vocabulary: Phrasal verbs**

5 Rewrite this paragraph in your notebook, replacing the underlined verbs and phrases with the underlined phrasal verbs from exercise 4 on page 24.

Some relatives have moved to our neighbourhood. We're having a welcome party for them on Saturday. It's going to (1) happen in our garden. Would you like to (2) participate? I'd love you to meet them – I think you'd get on well. I haven't seen you for so long either, and I'd love to (3) exchange news and information with you! You can't (4) avoid this special party; I'm (5) very excited about seeing you again! I'll (6) make contact with you in a few days to make sure you're coming.



**Speaking**

6 Look at the photographs. What makes a special occasion 'special'? With a partner, discuss how important the following things are to you.

good food entertainment music friends and family photographs the location  
the occasion new experiences new people special clothes happy memories

I think that memories are the most important thing. An occasion will always be special if you have happy memories of it.

**Writing**

- Choose one of the celebrations in exercise 1 on page 24. Write an invitation to the event. Work in pairs.
- Exchange your invitation with another student's invitation. Write a reply to the invitation.
- Write two paragraphs about a recent celebration. What were you celebrating? How did you celebrate?

Prophet Mohammad (PBUH) said, "I was sent (by Allah) to perfect the sublime morals." Musnad Imam Ahmad Ibn Hanbal

**Speaking**

6 Tell the students to look at the photographs on the page (which depict, clockwise from the left, a birthday party, an old people's get-together and a graduation) and to say what is special about the events shown. Look at the question and the example in the book.

Ask the students to work in pairs to ask and answer the question in exercise 6. Remind them that they are answering a critical-thinking question here, and as such there is no 'correct' answer, only a well-supported one.

Go round and monitor, and encourage the students to discuss all the things in the box.

With students who might want a bigger challenge, you can impose the one-minute rule; they have to speak about the word they have chosen for one minute in total, either saying it is important or unimportant, or they lose a point. This is a good way to challenge confident speakers, but can get loud. Make sure you agree on a sensible level of noise before you start, and stop them if they become too noisy.

For those who need additional support, you could have them work in groups, thinking about one particular word or idea that they think is special, each adding their own ideas to a group pool on this subject. Get each group to share a sentence about what they were doing at the end of the exercise, and see how different opinions are across the class. Whose opinion is the best-justified?

**Answers**

Students' own answers

**Quotation**

Read the quotation to the class. Ask students if they know its translation, and then ask them what they think it means. The translation of the quotation is:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ.  
مُسْنَدُ الْإِمَامِ أَحْمَدَ بْنِ حَنْبَلٍ

Ask students what they think is meant by the three words *perfect*, *sublime* and *morals* (they can use a dictionary to look up the words, but tell them that they should not rely on a dictionary definition only. Explain to students that, in this quotation, Prophet Mohammad (PBUH) emphasises the importance of having good manners among all humans and with their relationship with God. Ask them in their groups to talk about the implications that this quotation might have on their own lives.

**Activity Book, page 17, exercise 10**

This exercise should be done in pairs. Students should take turns to read the sections of the email aloud to their partner, deciding whether each part is at the beginning, in the middle or at the end. They should justify why they think this. Working together, they should arrive at an order that seems correct to them. They should then compare their order with that of another pair. Do they all agree? Why not? This is an ideal time to assess how each student works in a group. When most groups have arrived at a consensus, stop the class and check the answers.

## Writing

- 7 For a sample invitation, refer to page 170 of the Teacher's Book. Use this if necessary when modelling for students.

Review the invitations and phrasal verbs from page 24 by asking students what they remember. Do not let them check in their books. How much vocabulary can they remember? Which phrasal verbs do they think will be most useful? Explain that they are going to write an invitation to one of the events listed in exercise 1.

Give each pair an event to write an invitation for, and allow them to use exercise 3 as a model. If possible, have students working in mixed ability pairs to provide support for lower-ability children. Monitor while they are writing, pointing out problems and suggesting solutions that make communication easier.

### Answers

Students' own answers

- 8 When the students have completed the task, ask them to exchange invites with another pair and to write a suitable reply, either accepting or declining the offer.

This exercise gives students some contextual practice, and allows them to experiment with appropriate language for this kind of social function, before they write up their own in the Activity Book.

Make sure they answer politely, as in the examples. As an extension, students should write two replies, one accepting and one describing.

### Answer

Students' own answers

### Activity Book, page 17, exercise 11

In this exercise, the students need to write an invitation to a birthday party. Remind them about the sentences they gleaned in exercise 9, and the phrasal verbs in exercise 8. Which ones would be appropriate for an invitation? Give them 20 minutes to write a first draft, which they should then pass to their neighbour for constructive comments. After this, they can work on redrafting their invitation and deciding which comments to address.

- 9 Read the instructions with the class. Students should share a recount of a recent celebration with their partner, who will then tell a summary of this to the class. Give students about four minutes to share their recounts, and then choose eight confident speakers to give the information from their partner's recount.

As they are speaking, write any interesting vocabulary, good use of structures or phrasal verbs on the board; if they are struggling you can help them by scaffolding their speech with examples written on the board. Explain to the students that they are going to use this

vocabulary to write their own descriptions. Ask them what they must do before writing (make a plan), and remind them that their work should be in paragraphs. The students write two short paragraphs describing a recent celebration, which could either be real or imaginary. Encourage the students to answer the questions and to use the vocabulary from the lesson. For a sample essay, refer to page 171 of the Teacher's Book.

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

Choose students to read out their paragraphs.

### Answers

**Suggested model:** I recently celebrated my grandmother's ninetieth birthday with all my family, on my dad's side and my mum's side. We all went to her house in the mountains, and each of us brought two tasty dishes that we had prepared. We arrived and set the table up outside with the delicious food on it. We gathered in the garden, laughing and happy to be all together as a family again.

Finally, it was time to eat. All the family, even the children, had to sit down at table and congratulate my grandmother. She looked very happy to be with all her loved ones on this special day. After the amazing meal, we packed up and went down to the lake to swim and have fun. It was a perfect celebration of my very special grandmother!

### Activity Book, page 18, exercises 12 and 13

With the class, brainstorm different celebrations that take place in Jordan. Write these on the board, and get each pair of students to choose a celebration. They should then play the 'Just 30 seconds/Just a minute' game with each other in pairs, to talk about their chosen celebration. In this game, students are given a topic or a word, and they must speak for at least 30 seconds or a minute (depending on which version they are playing) on that subject.

Stop the game if it becomes too noisy or after exactly two minutes, and move on to part 2 of this exercise. Tell students they should work on answering the questions about the celebration they have chosen. If necessary, allow them to do research on the Internet or in the school library for a limited period of time. When they have made notes in the space provided in exercise 12, get a few pairs to present their findings to the class. Encourage constructive feedback.

In exercise 13, they should write an independent description of their festival. Give higher-attaining students some words which they must include in their description, along with reminding them of the grammar points covered in this module. Can they include these too? Support lower-attaining students by giving them some starter sentences based on part 2 of exercise 12.

## LESSON 7

# Project

First tell students to make a quick spider diagram of the types of celebrations they have covered in this module. They can do this in pairs. Next, put them into groups of four, making sure to have mixed abilities across the groups. This is important for successful and cohesive group work.

In their groups, they should decide on a name, which will also be the type of celebration they will focus on throughout this project. Monitor discussions between groups, making sure that everyone has a speaking turn. Get students to explain their choices. The pictures on page 26 should serve as a starting point for students to consider aspects of celebrations such as the catering and hospitality. Ensure that their discussions of the pictures consider areas such as these.

Next, focus students' attention on the questions. Choose a student from each group to read out a question, and check students' understanding. Allow twenty minutes of discussion time, during which, students should work as a group to answer the questions. Make sure that students are working well as a group; if they aren't, stop them and help them to restructure. This might include giving each student a role within the group, such as chairperson, secretary, researcher or designer. Make sure that each student is carrying out his or her duties within the group, including writing an invitation card. When they have written the invitation cards, they should give them to another group, for them to reply appropriately. Discuss the questions as a class.

Next explain that each student must take responsibility for one area of the project. Encourage them to divide up the work themselves, and to research carefully the area that they are responsible for. They should do this in the school library or on the Internet.

When the research has been completed, students should work together to create a presentation about their particular celebration. Tell students to make sure that all the questions have been answered and that they have examples in the form of pictures or the actual items. As a further challenge, suggest they make e-presentations.

Students should present their projects, each area being presented by the student who took responsibility for the research. At the end of the presentation, students should be prepared to answer questions. For peer evaluation, get the 'audience' to give one positive point and one area for consideration. They might think about delivery (how clearly and confidently it was presented) and content (how much useful and interesting information was included).

To assess students' projects, go to page 174 of the Teacher's Book. Choose the most relevant Assessment Strategies and use them to chart students' progress. Students should complete the questions in *Project assessment tool B* on page 175 of the Teacher's Book. You can photocopy this or write the questions on the board. Finally, students should complete *What I Can Do* on page 19 of the Activity Book.

### ► Now go to *Extra reading A*

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

**Project**

Plan a celebration.

**Your task**

- Work in groups. Choose a name that is related to a celebration for your group (Eid, Ramadan, Graduation, Birthday, Get together, Festival, Carnival, Fair, etc.) This will be your theme for your project.
- Look at the pictures. Discuss what you see.
- Answer the questions. Discuss and make notes. Write an invitation card, including all the details.
- Each member of the group will be responsible for preparing one aspect of the celebration: setting and decorations, clothes ('dress code'), entertainment and food. You can research for ideas. Bring in the items themselves or bring in photographs.
- Each group sends the invitation card to another group to write a reply.
- Present your project to the class. The group that has the best project is the winner!

**Questions**

- Why did you choose your celebration?
- When and where is the event going to take place (school, sports centre, town)?
- Who are you going to invite (family, friends, classmates, the elderly)?
- What will the dress code be? Will you make any suggestions for the people you are inviting (costumes, traditional clothes, modern clothes, formal/informal outfits)?
- How will you decorate the place (wall decorations, lighting, balloons)?

26

► Now go to *Extra reading A*

The image shows a project page with a title 'Project' and a subtitle 'Plan a celebration.' It features a 'Your task' section with a list of instructions for students to work in groups, choose a theme, and prepare a presentation. A 'Questions' section lists seven questions for discussion. The page includes a photograph of a table set for a celebration with various dishes, a red envelope, and a black top hat. A small red arrow points to 'Extra reading A' at the bottom right.

MODULE  
**3**

Student's Book, page 27

**OPENER**

Write a list of sports on the board. Ask the students how they might categorise the sports they mention – for example, between indoor and outdoor sports; individual or pair sports (table tennis, weightlifting); team sports (basketball); water sports (e.g. swimming, diving, rowing); target sports (archery, darts); motor sports (sports car racing, go-karting); contact sports (boxing, judo, fencing), running events (marathon); throwing events (javelin, shot put, discus); jumping events (high, long and triple jumps), and so on. You could also test the students' knowledge of the various Olympic games (summer, winter, Paralympics) – for example, how often, location, duration, who takes part, which sports are featured, etc.

Look at page 27. Tell the students that this page tells them what they will be doing in the third module. They are going to look at different sporting events and at the people who organise and take part in these events.

Ask the students to describe each photograph and to answer the questions. If they cannot answer, tell them they will find the answers later in the module. The main photograph shows the British dressage equestrian and Olympic gold medallist Charlotte Dujardin; the top right photograph shows the Olympic flag, with its five interlocking rings that represent the five inhabited continents of the world, and the bottom right photograph shows disabled athletes playing wheelchair basketball.

Then ask the students about themselves, for example:

- Which sports do you play?
- Which sports do you like to watch live or on television?
- Have you ever attended a sports event?

# Sport

*Outcomes: It is expected that students will*

- read about the Paralympics, Special Olympics, a British female dressage equestrian and cycling in Jordan
- listen to a radio programme about the Olympic Games and another programme about three different sports
- use vocabulary related to sports, sports venues and sports equipment
- talk about sports and the sports facilities in your local area
- use the Present, Past and Future Simple passives, and the Present Perfect Continuous
- write about the sports facilities in your local area and about the benefits of taking part in sports

**MODULE 3**

At which international competition can you see these rings? What do they signify?

Who is this sportswoman? What sport does she do?

Which sport are these people playing?

**Sport**

*Outcomes: It is expected that students will*

- read about the Paralympics, Special Olympics, a female British dressage equestrian, and cycling in Jordan
- listen to a radio programme about the Olympic Games and another programme about three different sports
- use vocabulary related to sports, sports venues and sports equipment
- talk about sports and the sports facilities in your local area
- use the Present, Past and Future Simple passives, and the Present Perfect Continuous
- write about the sports facilities in your local area and about the benefits of taking part in sports

**Project**  
Research a sport.

27

# Unit 3 The Olympic Games

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- confirm and clarify word meaning using dictionaries and glossaries
- scan an exposition for particular information
- demonstrate understanding of an informational text about the Paralympics by answering questions
- ask and answer questions about the Paralympics using the passive

#### Materials

- Student's Book pages 28–29
- Dictionaries
- Glossary – Activity Book pages 71–72
- Cassette/CD
- Activity Book: Module 3 – pages 20–21

Student's Book, pages 28 and 29

**Unit 3 The Olympic Games**

**Grammar**  
the Present, Past and Future Simple passives

**Before you begin**

- 1 What do you know about the Paralympic Games? Look at the photographs. Discuss with a partner.
- 2 Read the words in the box. Which sports are played using a ball? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

**rugby tennis athletics cycling sailing basketball rowing**

- 3 When were the first Summer Paralympic Games held? Read and listen to the article to find out.

©The largest sporting events in the world today are the Summer and Winter Olympic Games, which are held regularly and watched on television by millions of people around the world. The next largest sporting events are the Summer and Winter Paralympic Games.

The first athletic event that was organised specifically for disabled athletes took place in 1948 CE. A sports competition was organised for British ex-soldiers who had disabling injuries.

It was believed that they could be helped to get well again, and be given more confidence by taking an active part in sport. The event took place on the day that the 1948 Summer Olympics in London, England, opened. At that time, the Games were called the 1948 International Wheelchair Games.

Four years later, in 1952 CE, 130 athletes were invited to take part. ©The first Summer Paralympic Games were held in Rome, Italy, in 1960 CE.

In 1976 CE, the Winter Paralympic Games became a major event on the sporting calendar, when they were hosted for the first time by Sweden.

At first, only wheelchair athletes could take part in the Paralympics, but now there are other categories of disability, including one for people with visual disabilities. ©The Paralympics are scheduled to take place every four years, and it is arranged that the Winter games occur two years after the Summer games. The Summer programme now includes more sports than the first games, among them athletics, basketball, cycling, rugby, tennis and sailing. Rowing is the newest sport on the Paralympic programme, and ©certainly more sports will be added to the list in future.

28

### Before you begin

- 1 Ask the students what problems might be experienced by people who cannot use their arms or legs or who have other disabilities, such as visual or hearing impairment. Ask the students to say what they can see

in the photographs on page 28 of the Student's Book. Tell them to discuss the question.

### Answers

Students' own answers

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

### Answer

rugby, tennis, basketball

- 3 Tell the students they are going to read and listen to a text about the history of the Paralympic Games. Read the question to get students to know what they're looking for in the text.

Play the cassette/CD. The students listen and read at the same time. The students answer the question. After they have found the answer to the question, get them to close their books and spend two minutes noting any other details they can remember. Then they should compare with two other students.

### Answer

1960 CE

### Comprehension

- 4 Check with a few students for any details they remember from the article in exercise 3. Tell the students that they are going to read and listen to the article again. Read through the questions first. Students read and listen while you play the cassette/CD again. As they listen, they should answer the questions. Students check their answers in pairs. Then check answers as a class.

As an extra challenge, get higher-achieving students to summarise the article, using only the questions as prompts.

For question 5, remind students that they should be looking for reasons for their answers. You can arrange mini-debates with students in groups of four.

## Answers

- 1 *they* (line 11): British ex-soldiers; *they* (line 24): the Winter Paralympic Games; *them* (line 33): sports
- 2 It was believed that sport could help injured British ex-soldiers to recover, and would give them confidence and improve their health and well-being.
- 3 The games take place every four years.
- 4 Rugby, basketball, tennis, athletics, cycling, sailing and rowing are all part of the Paralympic Games.
- 5 Suggested answer: I think Paralympic athletes should be allowed to take part if their scores are high enough. The Olympics should be open to anyone who can achieve the best, no matter whether they are disabled or not.

### Comprehension

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

- 1 What do the words in **bold** refer to?
- 2 Why was a sports competition organised for disabled athletes in 1948 CE?
- 3 How often do the Paralympic Games take place?
- 4 What sports are part of the Paralympic Games?
- 5 Do you think that Paralympic athletes should be permitted to take part in the Olympics if their scores are high enough to compete? Why / Why not?

### Grammar: The Present, Past and Future Simple passives

5 Match the following sentences with the underlined sentences from the article. Then, choose another sentence from the article and change it into the passive form.

- 1 Rome, Italy, was host to the first Summer Paralympic Games in 1960 CE.
- 2 People will organise the Paralympic Games every four years.
- 3 People believed that they could help the ex-soldiers get well again, and give them more confidence by taking an active part in sport.
- 4 The Summer programme will certainly include more sports in future.
- 5 People hold the Summer and Winter Olympic Games regularly and millions of people around the world watch them on television.

### Speaking

6 Work in pairs. Use the following guidelines to ask questions about the Paralympic Games and answer them in full sentences. Use the Past, Present and Future Simple passives. (Remember you will need to change the verbs into past participles too.)

- 1 What – the Paralympic Games – rank today (the second biggest sporting event in the world)
- 2 In 2012 CE – how many Jordanian athletes – involve in the Paralympic Games (12 Jordanian athletes)
- 3 How many medals – win by Jordanian athletes – 2004 Summer Paralympics (two)
- 4 Who – Jordan's first Paralympic silver medal – win – by (Imad Gharbawi)
- 5 Where – the next Paralympic Games – hold (Rio de Janeiro, Brazil)

### Writing

7 Work in pairs. Write three more sentences about the Paralympic Games using the Past, Present and Future Simple passives.



Imad Gharbawi



Which three colours make up the Paralympic symbol? What is the significance of these three colours?

29

## Grammar: The Present, Past and Future Simple passives

- 5 Students should look through the article to find passive sentences where they can. Elicit simpler sentences to give a clear idea of the structure of the passive. Remind students that there is a *Grammar notes* section on page 65 of their Activity Book. Try to have some examples in different tenses. Next, get students to read the sentences in exercise 5, and attempt to put them into the passive voice. Do not expect any definitive answers, but instead allow them to experiment with what sounds correct. They should then match these sentences with the underlined sentences in the article, working in pairs. Check if students have found the correct sentences, and then model converting an active sentence into the passive again, using the sentences from exercise 5.

As an extension, or for more advanced students who complete the exercise first, ask them to work in pairs, one saying a sentence, and the other turning it into the passive. Remind students that they should try to use the passive in three tenses, Present Simple, Past Simple and Future Simple.

## Answers

1 c 2 d 3 b 4 e 5 a

Suggested sentence: The Summer programme now includes more sports than the first games ...

Passive form: More sports than the first games are now included in the Summer programme.

## Speaking

- 6 Ask students if they watched any of the Paralympics on television. Do they know any other Paralympians (particularly Jordanian ones)? Tell them they are going to find out a bit more about Jordan and its involvement in the Paralympics now. Look at the first question as a class. Ask a student to make a question in the passive from the prompts given. Get another student to explain what the question means. Can anyone answer the question as a full sentence, using the answer prompt? Then get a pair to ask and answer the question fluently with correct question intonation. Students then repeat this process in pairs – remind them that the verbs are in the infinitive, so will need changing. Monitor and support pronunciation and intonation, as well as correcting grammar. Check answers as a class. Get a few different ability pairs to ask and answer the questions as a performed interview. Finally, get students to close their books and find out how many facts they have remembered.

## Answers

- 1 What are the Paralympic Games ranked today? Today, the Paralympic Games are ranked the second biggest sporting event in the world.
- 2 In 2012 CE, how many Jordanian athletes were involved in the Paralympic Games? In 2012 CE, 12 Jordanian athletes were involved in the Paralympic Games.
- 3 How many medals were won by Jordanian athletes in the 2004 Summer Paralympics? Two medals were won by Jordanian athletes in the 2004 Summer Paralympics.
- 4 Who was Jordan's first Paralympic silver medal won by? Jordan's first Paralympic silver medal was won by Imad Gharbawi.
- 5 Where will the next Summer Paralympic Games be held? The next Summer Paralympic Games will be held in Rio de Janeiro, Brazil.

### Activity Book, page 20, exercises 1, 2 and 3

For exercise 1, check students have their books closed. Play a quick game to introduce it. The class starts with three points; you choose a sport and put blank spaces on the board corresponding to the number of letters in the sport, thus \_ \_ \_ \_ \_

(= tennis). Students then guess the letters in the sport, one at a time. If they are correct, you put the correct letter; if they are incorrect, they lose a point. Next, write the five sports on the board. Students must try to come up with a short description of each one. Then students should open their books and compare their descriptions with the ones in the book. How close were they? Let students fill in the gaps in the exercise.

For exercise 2, write the question *Who will win the medal?* on the board and ask students to change it to the passive, in the best way they can.

If they don't think it works in the passive, ask them why not, and suggest ways of manipulating the sentence so it does work. Students should work in pairs to support each other's learning of the passive structures. Then check answers as a class.

In exercise 3, take one sentence in the passive from the article on page 28 of the Student's Book, but introduce a mistake into it when you write it on the board. Students should find the mistake and explain why it is incorrect. Put students into groups of three, and have them discuss the sentences in exercise 3 in the same way. Then, they should work alone to complete the exercise in writing.

### Research box

Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books. As an extension, students could find out about other sporting flags and their history.

### Answer

The colours are red, blue and green. These are the three colours that are most widely used in national flags around the world.

### Activity Book, pages 20 and 21, exercises 4 and 5

To start exercise 4, students should get into groups of four and discuss the best way to construct these sentences. They should then complete the exercise. As an extension, students can come up with other situations and passive sentences which result from them. Lower-attaining students will need more support, so you should prepare the sentences in the active (for example, **1** *My teacher gave me homework for the weekend.*) and the students must convert them into the passive. Check answers as a class.

In exercise 5, begin with the vocabulary words in the box. Write them on the board and have students close their books. Students should work in groups of three and come up with sentences that incorporate the words as fluently as possible. More able students could put them into a piece of continuous prose. Support less able students and give others dictionaries to work with. Choose a few groups to give answers and correct any misconceptions of meanings. Next, tell students to write the numbers 1 to 7 on a piece of draft paper, and listen while you read the passage in exercise 5 aloud. They should write which word they think goes in each gap. Once you have finished reading, they should open their books, and, working in pairs, they should re-read, compare any answers from your reading and choose the correct answers. Check answers as a class.

### Writing

- 7** Tell students they will need to do research to answer this question. They should find out three more facts about the Paralympics and try to rewrite any information they have found in the passive. For students who might take more time over this, you could produce a fact sheet so that they have information ready to use. You could research some questions yourself to ask the students, perhaps related to sporting events in your own country or to the latest Olympics that had taken place.

### Answers

Students' own answers

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- make predictions about the Olympic Games based on prior knowledge
- respond to analytical questions before, during and after listening to a radio programme about the Olympic Games
- use context clues to determine the meaning of unknown words
- use various vocal clues to predict and understand the ideas and information when listening (emphasis)
- assess the quality of the speaker's presentation style by using criteria such as tone of voice

#### Materials

- Student's Book pages 30–31
- Cassette/CD
- Activity Book: Module 3 – pages 21–22

### Student's Book, pages 30 and 31



**Listening**

- 1 Where and when do you think were the first ancient Olympic Games held? Discuss with a partner.
- 2 Listen to the radio programme and check your answer to exercise 1.

The Summer and Winter Olympic Games are events in which the world's best athletes compete with one another. The (1) Summer Olympics are the biggest and are held every (2) \_\_\_\_\_. At the Summer Olympics, there are competitions in more than (3) \_\_\_\_\_ different sports.

Today's Olympic Games are based on a competition that was invented in Ancient Greece (4) \_\_\_\_\_ years ago. These games were first held at (5) \_\_\_\_\_ in Greece. They lasted (6) \_\_\_\_\_ and were only attended by men. They included sports such as wrestling and chariot-racing.

Jordan's appearance in the 2012 Summer Olympic Games was its (7) \_\_\_\_\_ Olympic participation, with its first appearance in (8) \_\_\_\_\_. Since then, a growing number of talented Jordanian athletes have been encouraged to aim for international success. Dana Haidar is one of Jordan's top-performing taekwondo athletes. Using her high profile, she has launched a campaign for children's sport in schools. It encourages (9) \_\_\_\_\_ to take up sports and increase awareness of the importance of being healthy.

Jordan is proud of its athletes and its growing athletic tradition. Today, more resources are devoted to increasing the size of the team, and Jordan's athletes are inspired by the prospect of winning an Olympic medal to continue doing their best.

**Listening strategies 3** Listen again and complete the text of the radio programme.

**Listening for detail**

- Look at the words around the gaps.
- Think about what kind of word is needed.
- Listen and complete the missing information.

**Comprehension**

- 4 Listen again and answer the following questions.
  - 1 Where did the idea of the Olympic Games first come from?
  - 2 What kind of sports did the ancient Olympics include?
  - 3 How long has Jordan been a participant in the Olympic Games?
  - 4 Describe what the Jordanian Olympic team's goals are, in your own words.
  - 5 Do you think it is important for athletes to campaign for sport in the community like Dana Haidar does? Why / Why not?

### Listening

- 1 Ask the students to say what they can see in the photographs on page 30 of the Student's Book (the Olympic flag with flags of Olympic countries, Dana Haidar, a Jordanian taekwondo athlete, and chariot-racing in the past). Explain to students that the Olympics as we know it today is different from the ancient Olympics. Read the question and tell them to discuss this in pairs. They can check their answers after exercise 2.

#### Answers

Students' own answers

- 2 Tell the students that they are going to listen to a radio programme about the Olympic Games which will tell them the answer to exercise 1.

Challenge more able students to listen with their books closed. Ask students to listen to see if they can find this information. Check answers as a class. At this point, you could ask them whether they remember the media coverage of the Olympics. What details do they remember?

#### Audioscript

The Summer and Winter Olympic Games are events in which the world's best athletes compete with one another. The **Summer** Olympics are the biggest and are held every **four years**. At the Summer Olympics, there are competitions in more than **twenty** different sports.

Today's Olympic Games are based on a competition that was invented in Ancient Greece **2,500** years ago. These games were first held at **Olympia** in Greece. They lasted **five days** and were only attended by men. They included sports such as wrestling and chariot-racing.

Jordan's appearance in the 2012 Summer Olympic Games was its **ninth** Olympic participation, with its first appearance in **1980 CE**. Since then, a growing number of talented Jordanian athletes have been encouraged to aim for international success. Dana Haidar is one of Jordan's top-performing taekwondo athletes. Using her high profile, she has launched a campaign for children's sport in schools. It encourages **girls** to take up sports and increase awareness of the importance of being healthy.

Jordan is proud of its athletes and its growing athletic tradition. Today, more resources are devoted to increasing the size of the team, and Jordan's athletes are inspired by the prospect of winning an Olympic medal to continue doing their best.

#### Answer

Olympia in Ancient Greece 2,500 years ago

- 3 Tell the students that they are going to listen again, but this time they should complete the remaining gaps in the text. Before they listen, read the **Listening strategies** box with the class. Students then listen again. They can compare their answers with their partners. Tell the students that they are going to listen again to check their answers.

#### Answers

1 *Summer* 2 four years 3 twenty 4 2,500  
5 Olympia 6 five days 7 ninth 8 1980 CE 9 girls

### Comprehension

- 4 Ask the students to read the questions and see if they can answer any of them before you play the cassette/CD one more time. Check answers as a class. Higher-ability students can follow this up by roleplaying the comprehension as an interview. Encourage them to use their own words to answer the questions. For question 5, you can discuss the word 'privilege' with the students and how people with privilege can help a community.

## Answers

**1** The idea of the Olympic Games first came from Ancient Greece. **2** The ancient Olympics included sports such as wrestling and chariot-racing. **3** since 1980 CE **4** Suggested answer: The Jordanian Olympic team's goals are to recruit more athletes and win more medals for their country. **5** Suggested answer: I think that it is important for athletes and other privileged people in society to campaign for sports in schools and the community, so that more children and adults can get access to different sports, which might be able to change lives.

**Vocabulary: Sports**

**5** Match the sports in the box with the photographs.

archery diving  
fencing snowboarding  
rowing weightlifting



**6** In which of the sports ...

1 do you wear clothes to protect your face and body?	4 do you lift heavy objects?
2 do you jump off a board?	5 do you slide on snow using a board?
3 do you sit in a boat?	6 do you use a bow and arrows?

**Pronunciation**

**7** Read these sentences to your partner. Look at the blue marks; what do you think is missing?

- I'm ^ tired.
- We had ^ a nice evening.
- It was a ^ cold night last night.
- The view from the top of the mountain was ^ spectacular.

**8** Listen to the sentences. What is the difference in wording? What effect does this have on the meaning as well as tone of the sentence?

*They can because they think they can. Virgil, Roman poet (70 BCE–19 BCE)*

**Speaking**

**9** Work in pairs. Ask and answer the questions about sports. Use some words to emphasise your answer.

- Have you ever tried any of the sports mentioned in exercise 5?
- Which sports do you do regularly?
- Which sports are completely new to you?
- Which sports are team sports or individual events?
- Which sports would you like to watch during the next Olympics? Why?

**10** Imagine that you are organising a sports event at your school. Work in pairs and make a list of sports that you would like to offer. Discuss other issues that you might have to deal with, for example, safety, equipment, seating, refreshments, etc.

31

## Vocabulary: Sports

**5** Ensure students' books are closed. Then write the names of the sports in the yellow box as anagrams on the board. Have students 'untangle' the words on their own, silently for a maximum of two minutes, and then reveal the answers. Ask questions such as *Where do you do this sport? What equipment do you need?* to check their prior knowledge. Students then open their books and match the sports with the pictures. Check answers as a class.

## Answers

**a** rowing **b** diving **c** weightlifting **d** fencing  
**e** archery **f** snowboarding

**6** Ask the students what they know about the sports in exercise 5, and if they play any of them. If they don't, get them to imagine what it must be like to play any of the sports. Which would they like to play?

Put students into groups of three, and tell them to ask two questions each to the other members of their group. They should try to answer faster than the other person. Reassure them that they are reviewing and learning, and that this is a fun activity. Agree a sensible noise level before they begin.

Monitor and ask questions to guide them to the correct answer if necessary. Check answers as a class.

## Answers

**1** fencing **2** diving **3** rowing **4** weightlifting  
**5** snowboarding **6** archery

## Activity Book, page 21, exercises 6, 7 and 8

Remind students of the text in exercise 5, and ask a few of them to summarise its content. Ensure they have their books closed. Gradually, build up an idea of the text through additions, and ask them to remind you of the target vocabulary from the exercise. Look at the questions in exercise 6, and see if any students know the answers already. Do not confirm whether or not they are correct at this point just yet. Students then work in pairs to find the answers in the text, checking any they remembered from before. Check answers as a class.

For exercise 7, students should work alone to decide which words go in which circle. They should then check with two other students. As an extension, get students to find other exercises that fit into the categories.

In exercise 8, you can give students goals, such as including certain grammatical structures or certain words in their writing. For example, a more able student should be able to incorporate at least two passives and 8 new words, while a less able student should focus more on vocabulary. It is up to you to choose what aspect of the language each student needs practice in. After students have finished writing, get a few to read their paragraphs to the class, and use this opportunity to practise constructive criticism.

## Pronunciation

**7** Read these sentences to the students, in a neutral tone. Ask them to look at the content of the sentences, and then read them to their partner in whatever way they think is appropriate.

Next, ask them to look at the omission marks (^) and decide what word might go in the specified place. Give students a little time to experiment with this. Get feedback, but do not give answers yet.

## Answers

Students' own answers

**8**  Tell students that they now need to listen to compare their predictions with the correct sentences. Tell them to note the difference between the two sets of sentences (the unmodified set is unemphasised and does not show any emotion, whereas the recorded set is emphatic).

Play students the recording. They should write the missing words in, over the omission marks (∧).

Check students' answers as a class, by getting students to read the sentences back, using the correct intonation and words.

Next, give students a few minutes to practise being emphatic. Higher-attaining students should try to make their own sentences. You could also bring up the difference between a full stop and an exclamation mark in these sentences.

Finally, ask students to refer to *Assessment tool 4* in the Activity Book page 78 to evaluate their listening skill.

### Audioscript

- 1 I'm so tired!
- 2 We had such a nice evening!
- 3 It was a really cold night last night!
- 4 The view from the top of the mountain was absolutely spectacular!

### Answers

1 so 2 such 3 really 4 absolutely  
The additional words give more emphasis to the meaning and express emotion.

### Quotation

Ask the students to read the quotation and try to explain it. Tell them that Virgil was a Roman poet who wrote for the Caesars of Rome. He wrote many long works of poetry, which were all very well-received and are still famous today. He wrote about ancient Greek mythology, heroes and heroism, and the foundation myths of Italy. The meaning of the quotation is that people that have a positive attitude are more likely to succeed. Students should try to translate the quotation. A suggestion is as follows:

يقدرّون لأنّهم يعتقدون أنّهم يقدرّون.

Finally, get students to work in threes and come up with a sentence of seven or eight words which has a similar positive meaning. Suggest the First Conditional as a possible structure to use.

### Speaking

**9** The students work in pairs and ask and answer the questions. For lower-ability students, give them some sentence starters or tips/reminders on how to answer. For an extension, students can answer the questions in the role of different people, e.g. a famous person. Monitor as they are talking, helping where necessary. Ask a few pairs of students to share their ideas with the class.

### Answers

Students' own answers

### Activity Book, page 22, exercises 9 and 10

Ensure Activity Books are closed. For exercise 9, ask students, *Where can you play sports?* They can answer anywhere that they remember from the unit. Write all answers on the board, and then get some students to describe what each venue looks like. Re-introduce the word *venue*. The students should then open their books and match the pictures with the words in the box, checking with a partner as they do it.

As an extension, students could work in threes and draw quick sketches of other venues for each other to guess. The first to guess continues by drawing another venue. Emphasise that these drawings should be quick sketches.

For exercise 10, point to the venue vocabulary on the board, and ask *What do you play here?* Students should have this conversation in pairs, after which they can complete the exercise.

**10** The students work in pairs to plan a sports event. Remind them to think about what equipment and facilities they would need in order to hold the event. For higher-attaining students, remind them to consider why they would need to include each suggested aspect and how they would include it. For any students who are adept in mental arithmetic, you could introduce a financial element.

In pairs, the students complete the task. Ask a few pairs of students to share their ideas with the class.

Get students to join pairs into groups of four and consider other issues concerned with organising a sports event. Each group presents their ideas to the class. Encourage constructive feedback.

### Answers

Students' own answers

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions based on prior knowledge and evidence from the text
- demonstrate understanding of an informational text about Special Olympics by answering questions
- present information by answering questions about sports facilities
- produce a four-paragraph essay about sports facilities
- edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar

#### Materials

- Student's Book pages 32–33
- Activity Book: Module 3 – pages 22–23

### Student's Book, pages 32 and 33



**Reading**

- 1 Who do you think Special Olympics events are for? Discuss with a partner.
- 2 Read the text and check your answer to exercise 1.

**Special Olympics**

In the early 1960s, Eunice Kennedy Shriver, a university athlete from the USA, decided to give children with intellectual disabilities the chance to take part in sports. She felt that they were unfairly excluded from sporting events. So she held a one-day event for these children in her own garden. Eight years later, in 1968 CE, the first International Special Summer Olympic Games were held in the USA. A thousand people with intellectual disabilities from the USA and Canada competed in different sports.

Today, Special Olympics is the world's largest sports organisation for children and adults with intellectual disabilities. The Special Olympics World Games are held every two years, with more than 32 Olympic-style sports, including gymnastics, football and swimming.

10 El-Araby Houfeya is a Special Olympics athlete from Morocco. When he was very young, he was told that he had an intellectual disability. He accepted that he would never achieve the same success as his six siblings. He learnt how to read and write, and spent a lot of time playing football with other boys in the neighbourhood. Then, one day in 1992 CE, he took part in a football competition. Although he hadn't had any formal training, he impressed spectators with his skill. After the game, Princess Lalla Amina of Morocco, who supported Special Olympics in her country, asked to meet this talented boy. She told him about Special Olympics Morocco. El-Araby Houfeya joined the organisation and began to take part in their events. It was a moment that changed his life.

15 El-Araby Houfeya did horseriding and played football in Special Olympics competitions, and, through the organisation, began to travel to different countries. His confidence in himself grew, and he realised that perhaps his sporting talent wasn't the only talent he had. He began to look for employment, and eventually took a job with a security company. This helped him to become more financially independent.

20 Today El-Araby Houfeya is a successful married man and a proud father. He has been promoted in his job, but he says he will always support Special Olympics.

25

### Reading

- 1 Ask the students to look at the pictures on page 32 (the first picture is that of El-Araby Houfeya, a Special Olympics athlete from Morocco, and the three other pictures are those of children participating in Special Olympics). Read the question and tell students to discuss this in pairs. They can check their answers after exercise 2.

#### Answers

Students' own answers

- 2 Tell the students that they are going to read about Special Olympics. They should read the text in silence and answer the question, after which they should close their books and make a short, spoken summary of the text. They should then read the text again to check they have got correct information from it.

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

Note that *Eunice* is pronounced /'ju:nɪs/ and *El-Araby Houfeya* is pronounced /ɪlærəbi hu:feɪə/.

#### Answer

Special Olympics events are for children and adults with intellectual disabilities.

### Comprehension

- 3 Tell the students that they are going to read the text again. First, read the six questions with the class and make sure students understand what is required. Then, ask the students to read the text again to answer. The students check their answers in pairs. Then check answers as a class.

Questions 5 and 6 are intended for students to think about equal opportunities and how this means that different people need to be treated differently. Go through the **Reading strategies** box with the class and explain it.

You could arrange a whole class debate by splitting the class down the middle. Allow one student to speak at once, and each point made should be answered by the other side.

#### Answers

- 1 *She* (line 2): Eunice Kennedy Shriver; *He* (line 12): El-Araby Houfeya; *She* (line 16): Princess Lalla Amina of Morocco
- 2 The idea first came from Eunice Kennedy Shriver, a college athlete from the USA, who felt that children with intellectual disabilities were unfairly excluded from sporting events.
- 3 He was told that he had an intellectual disability.
- 4 He joined Special Olympics Morocco and began to take part in their events. He did horseriding and played football in Special Olympics competitions.
- 5 Suggested answer: People with intellectual disabilities might benefit from joining Special Olympics by finding different ways to excel, and being able to prove to others that they are 'differently able', rather than 'disabled'.
- 6 Suggested answer: I would definitely encourage a person with an intellectual disability to take part in Special Olympics, but only if they had a lot of sports talent. If they didn't, it might be damaging for their self-confidence.

## Vocabulary: Sport venues

- 4 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation. The students work in pairs to complete the task. The students can also check the meaning of any words they don't know in the Activity Book glossary or in a dictionary.

A sports venue is a place where sports are played. Students should then make sentences including at least 3 of the facilities in the yellow box. They should work in pairs, and then 'swap' sentences with another pair, who checks it and gives feedback on the usage of the vocabulary. If you wish you can hold a vocabulary auction with the sentences instead.

### Answers

1 *pitch* 2 court 3 rink 4 pool 5 river, sea or lake  
6 track

The venues in the photographs are:

- a an athletics running track  
b an ice rink

## Speaking

- 5 Read the task and go through the *Speaking strategies* box with the class. In pairs, the students answer the questions. Go round and monitor. Students should treat the pair work as practice, as they next need to join their pairs with a different pair. Working in groups of three or four, they should now discuss what was said and choose three questions to ask the new pair. Join up the groups of four into groups of six or eight, and practise asking and answering the questions with correct and natural intonation. You will need to model for them. Students should 'pass around' the questions, i.e. one student starts, and asks another student; this new student answers, then asks another question to someone else. If you wish, you can play this with a bean bag or a small ball.

### Answers

Students' own answers

### Activity Book, page 22, exercises 11, 12 and 13

Ask the students *How is technology changing sport?* while their books are closed. They should speak about it in threes. Challenge them to disagree with things that the other members of their group have said, giving reasons. Language of disagreement includes expressions such as *I'm not sure I agree with you on that / I don't think we see eye to eye here / I think you might have a point, but ... / I'm not really with you on that point*. You could drill them, or just let them experiment with the phrases. After they have discussed in groups for three minutes, get one spokesperson from each group to give feedback to the whole class. Next, students should read the article to themselves. When they have finished reading, ask them if any of their ideas on the original question were in the article. Now, ask them to give a summary answer to the question 'How is technology changing sport?' according to the article. Get them to close their books to give this answer, to promote effective rephrasing. For exercise 12, explain that the missing sentences or phrases in exercise 11 contain information which they can match to the article in the correct places. Ask them how they think they should do this. Elicit that certain words or vocabulary items may help, but that they can also find out by checking the words before the gaps and matching them with the words in the missing sentences/phrases. They should try this alone first of all, and then compare answers with their partner. Check answers as a class.

**Comprehension**

3 Read the text again and answer the questions.

- 1 What do the underlined words refer to?
- 2 Where did the idea of Special Olympics first come from?
- 3 Why did El-Araby Houfeya have low expectations for his future?
- 4 What event changed El-Araby Houfeya's attitude and his life?
- 5 What do you think the benefits are for people with intellectual disabilities in joining Special Olympics?
- 6 If you knew someone with an intellectual disability, would you encourage them to take part in Special Olympics? Why / Why not?

**Vocabulary: Sport venues**

4 Match the sports with the correct venues in the box. Name the venues in the photographs.

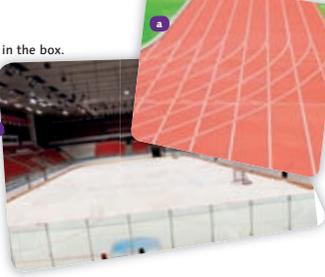
track court pool  
river, sea or lake pitch rink

- 1 football *pitch*
- 2 tennis / badminton / squash / basketball
- 3 ice skating / ice hockey
- 4 water polo / diving
- 5 sailing / rowing
- 6 running

**Reading strategies**

**Answering critical-thinking questions**

- Read the question. What part of the article says something similar?
- Read relevant parts of the article again.
- Try to think about your reactions to the information.
- Apply your reactions to the questions.



**Speaking strategies**

**Talking about your daily life**

- Read through the questions. Warm up with your partner by discussing the less challenging questions first.
- When you have warmed up, remember to include advanced-level vocabulary.
- Keep it natural. Ask your partner what he/she thinks.

**Speaking**

5 Discuss the questions in pairs. Then share your ideas with the class.

- 1 Are there any sports facilities in your town or city?
  - a If so, do you use these facilities? How often?
  - b If not, what sports facility would you like to have?
- 2 Are there any stadiums in your town or city?
  - a If so, what sports are played there?
  - b If not, do you think it would be a good idea to have a stadium? Why / Why not?
- 3 Do some research about the nearest sports facilities and stadiums to your town or city. What sports are they used for?

**Writing**

6 Write a four-paragraph essay summarising the ideas you discussed in exercise 5.

- a Discuss each of the three questions in one paragraph, and in the last paragraph, explain how important it is to have sports facilities and stadiums nearby.
- b Then, exchange essays with your partner, and review and edit their work, paying special attention to spelling, punctuation and grammar.

33

For exercise 13, divide the class in half. Half is 'for' and half is 'against'. Now explain that, in pairs, students must think of as many reasons for or against (depending on the side of the room they are on) questions 1 and 2. After three minutes, stop them and collect answers from a number of students. Ask the students if they think the arguments are balanced. Next, they should write their own opinions, but ensure they are justified well. Get some students to read their answers out to the class. Encourage constructive comments or well-justified disagreement.

### Writing

6 Read the instructions carefully with the class and make sure they are clear about the task. Remind students of the three-paragraph essay they did at the beginning of the unit, and explain they are going to write another essay.

Decide on four main ideas for the paragraphs (these will reflect exercise 5) and write them on the board. Then, discuss and note down ideas of what precisely should go in these paragraphs.

Run through a few linking words that might help them connect their thoughts and the paragraphs they are writing, and jot them down beside the content of the essay on the board. Make your notes model clear so that the students have something to refer to.

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

### Answers

Students' own answers

### Activity Book, page 23, exercises 14, 15 and 16

For exercise 14, the aim is to get students talking in preparation for writing. They should make notes in questions 1, 2 and 3, and then compare their chosen events with a partner. They should ask each other *why* they chose this particular event. Ask a few students to share their partner's ideas.

For exercise 15, students should be prepared to write an article of three paragraphs. The paragraphs should be as follows:

- 1) a short introduction to the sports event (*What?*)
- 2) more information, such as the information contained in section 2 of exercise 14 (*Where? How often? How long?*)
- 3) details such as who the athletes are and what the prizes are, as well as its media coverage, sponsorship, audience or other such details.

This exercise could be set for homework. For a sample article, refer to page 171 of the Teacher's Book.

Exercise 16 should be an opportunity for students to practise speaking to the class as well as speaking to their peers about work they have done. When the presentations are happening, remind students that they, as an audience, have the duty to respect and appreciate other people's work, and that they may comment, but they must take care to do it constructively. For example, you may want to introduce the format of 'I liked ... and I liked ... Perhaps you could have done ... a bit differently.' They should then write down their thoughts about which event they would like to see.

# Unit 4 Recreation

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- make predictions about recreation based on prior knowledge
- confirm and clarify word meaning using dictionaries and glossaries
- use online dictionaries with a pronunciation function to check correct pronunciation of words
- scan an exposition for particular information
- demonstrate understanding of an informational text about an Olympic equestrian by answering comprehension questions
- summarise information about Charlotte Dujardin using the Present Perfect Continuous
- ask and answer questions using the Present Perfect Continuous

#### Materials

- Student's Book pages 34–35
- Dictionaries
- Glossary – Activity Book pages 71–72
- Cassette/CD
- Activity Book: Module 3 – page 24

Student's Book, pages 34 and 35

**Unit 4 Recreation**

**Before you begin**

- 1 Read the title of the unit. Do you know what it means? How do you think it is related to the photographs above?
- 2 Read the words in the box. What sport links all these words? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.
- 3 Read and listen to the text. What's so special about Charlotte Dujardin as a British female rider?

**Grammar**  
the Present Perfect Continuous

dressage equestrian  
groom trot  
coach training

The scene is the London International Horse Show, on the 17<sup>th</sup> of December 2013, and the opening event is dressage, which is a show of skill and communication between rider and horse. Into the stadium trots a beautiful brown horse, with his rider on his back. They stand perfectly still, waiting for the music to begin. As the first chords are played, they start a routine which will break the only record they haven't broken until now.

This unstoppable team is Valegro and his rider Charlotte Dujardin. They are now world champions in dressage, and they haven't been beaten for three years. She rose to fame at the Olympics, where she won Great Britain's first-ever gold medal for dressage. This showed everyone that she was a skilled horsewoman, and she has only got better since then. However, Charlotte, who is Valegro's trainer as well as his rider, comes from a humble background.

She was born in a town north of London that is called Enfield, and her love for horses and riding began at the early age of two years old! Charlotte's mother was fond of horses and so she understood Charlotte's love for the animals and her hobby.

Both Charlotte's parents worked extremely hard to make enough money to fund Charlotte's passion. Charlotte grew up with horses, taking lessons at the local riding school and spending as much of her free time as she could helping out to care for the horses she rode.

Since she was 16 years old, Charlotte has been working at the stables of a famous horseman, Carl Hester. Carl asked her to work for him, as a groom, after she won a competition. Hester asked Charlotte to train Valegro, and they made an excellent team from the beginning. Their partnership has been developing ever since.

Charlotte's passion has not been lessened by her success. She trains hard, of course, but she says that she still finds time to relax with Valegro, going for rides in the countryside near her parents' home. Ever since her first global success, she has been trying as hard as she can to keep her home life as simple and stress-free as possible, by spending time at home.

She says that her family and friends (and horse) are the reason she has been able to stay relaxed and confident enough to keep up her score of unbroken records. However, her mother says she has always known Charlotte would be a star!

### Before you begin

- 1 Read the title to the students, and ask them if they know what it means (recreation is what you do in your leisure time.) Ask the students if they have ever ridden a horse. Now ask the students to say what they can see in the photographs on page 34 of the Student's Book. Then, ask the students how they think 'recreation' is related to the photographs. Elicit that horseriding is an example of recreation. Students should also expect that the woman in the second picture is an equestrian (someone who rides horses) who has won a medal for horseriding.

### Answers

Students' own answers

- 2 Choose students to read the words from the box aloud to check pronunciation. Play a game in which you say only the vowel sounds of the words, and the students must guess which word you are saying. You can ask students to refer to online dictionaries when they get back home to check the correct pronunciation of the words.

The students work in pairs to answer the question. After they have guessed that the words are connected with horseriding, ask them to try to guess what they mean and probably guess what the text in exercise 3 will be about. The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary.

### Answer

The words are connected with horseriding.

- 3 Tell the students they are going to read a text about the equestrian shown in the picture and they will find out who she is.

Play the cassette/CD. The students listen and read at the same time. Tell them that they don't need to pay attention to all the details of the audio because they only need to look for information about what makes Charlotte Dujardin so special.

### Answer

Charlotte Dujardin was the first ever British person to win an Olympic gold medal in a dressage competition. She also holds an unbroken record in all dressage competitions for the last three years.

### Comprehension

- 4  Tell the students that they are going to read and listen to the article again and answer the questions. Read through the questions first and choose some students to rephrase them. The students read and listen while you play the cassette/CD again. As they listen, they should note their answers. The students check their answers in groups of three. Then check answers as a class. Ensure students answer in full sentences. Note that questions 5 and 6 can be given as a debate or discussion between three students. You could set it up in the following way: Student A holds a certain opinion, Student B holds the opposite opinion and Student C must mediate between the two and get them to agree.

### Answers

1 Their performance was so good that it broke a record. This record was also the only one they had not broken before, which makes them world champions. 2 The words 'humble background' mean that Charlotte did not have a lot of money growing up (her parents had to work hard to get enough money for lessons). 3 Charlotte met her horse Valegro when she went to work at Carl Hester's stables, and she started to train the young horse successfully. 4 Charlotte goes for rides in the countryside and spends time at home, in order to relax. 5 Suggested answer: Charlotte and her horse could be a successful team because she trained him and so they know each other well. It might also be because they work hard together. 6 Suggested answer: It inspires me to try harder at all sports because Charlotte loves what she does and is not just competing to win. I would like to be as dedicated to sports as Charlotte is to horses and riding. It obviously makes her very happy and fulfilled.

### Comprehension

- 4  Read and listen to the text again and answer the questions.
- 1 What is special about the horse and rider's performance in the event described in the first paragraph?
  - 2 What is meant by the words 'humble background'? Explain with reference to paragraph 3.
  - 3 How did Charlotte meet her horse Valegro? Explain in your own words.
  - 4 Name two things that Charlotte does to relax.
  - 5 Why do you think Charlotte and her horse are such a successful team?
  - 6 Does this story inspire you to take up a hobby or try harder at something you are passionate about? Why / Why not?

### Grammar: The Present Perfect Continuous

- 5 Rewrite the following summary about Charlotte Dujardin in your notebook, using the Present Perfect Continuous for the verbs in brackets.
- Charlotte (1) has been training (train) in dressage since she was very young. She (2) \_\_\_\_\_ (win) competitions all over the world, and she has broken many records in her career so far. Since she was employed by Carl Hester, she (3) \_\_\_\_\_ (work) as a team with her horse, Valegro. She has always said that having free time is really important to her. Ever since she started riding, her mother (4) \_\_\_\_\_ (say) that she would be a star!

### Speaking

- 6 Look at the photographs. What have the people been doing? Use the verbs in the box.

pack paint study cook



- 7 Work in pairs. Ask and answer questions using the Present Perfect Continuous.
- 1 you / do / for the past hour?  
A: What have you been doing for the past hour?  
B: I've been learning about the Present Perfect Continuous.
  - 2 you / learn / in your English lessons this week?
  - 3 sport / you / play / in P.E. this term?
  - 4 your classmates / do / for the past half hour?

35

### Grammar: The Present Perfect Continuous

- 5 Say to the students *We have been reading about Charlotte Dujardin* and write this sentence on the board. Underline the verb form and tell students that this is the Present Perfect Continuous. Ask *Are we reading about her now? (No.) Were we reading about her a long time ago? (No.)* Explain that we usually use this tense to talk about a recent event in the past that has just finished. Read the instructions and ask the students to complete the sentences from the text with the Present Perfect Continuous. The students can work in pairs if you wish. Point out that there is a *Grammar notes* section on page 65 of their Activity Book. They can refer to this if they need to. Check answers as a class. As an extension, put the students in groups of three or four and ask them to share what they have been doing for the past hour. Go around the classroom and make sure students are using the Present Perfect Continuous correctly in form and use. Encourage the students to correct their group members if they notice any mistakes.

### Answers

1 *has been training* 2 *has been winning*  
3 *has been working* 4 *has been saying*

### Activity Book, page 24, exercises 1 and 2

For exercise 1, make sure the students have their books closed, and write the words in bold on the board. Give the definition of one of the words and students must guess which word you mean. Students should then work in threes to do the remaining words. As an extension, students should choose additional words from the lesson to define in the same way. Next, explain that the words in bold are in the wrong sentences, and they must read the sentence to understand which word is the correct one. Students should work alone to complete the exercise in their Activity Book. Check answers as a class.

For exercise 2, students can do the exercise alone, after which you should check the answers as a class. After this, lower-ability students can practise reading a few sections of the dialogue, and higher-ability students should write a similar dialogue themselves, after which you can have the students perform their dialogues in front of the class. Remind them to focus on question and answer intonation. Drill this beforehand if you think it is necessary.

### Speaking

- 6 Ask the students to look at the photographs and to make sentences saying what the people have been doing, using the verbs in the box. They should work in groups of three. Remind them of the use of the Present Perfect Continuous. Check answers as a class. As an extension, students can play Pictionary: they draw pictures of people in certain situations, and the others must guess what they have been doing. You can also ask students to leaf through their Student's Book, look for photos and tell the class what the people have been doing. For example, students can refer to page 25 of the Student's Book, third photo, and say that the students have been celebrating their graduation.

#### Answers

**a** He has been painting. **b** She has been cooking.  
**c** She has been packing. **d** He has been studying.

- 7 Read the instructions and the sample answer. Explain to the students that they are going to make sentences using the word prompts, then ask and answer the questions in pairs.

Now ask the students to complete the task. Students can then change partners to share different answers. Check answers as a class, though note that their replies may vary.

#### Answers (Suggested answers for B)

**1 A:** *What have you been doing for the past hour?*

**B:** *I've been learning about the Present Perfect*

*Continuous.* **2 A:** *What have you been learning in*

*your English lessons this week?* **B:** *I've been learning*

*about Charlotte Dujardin, a British rider.* **3 A:** *What*

*sport have you been playing in P.E. this term?* **B:**

*I've been playing hockey.* **4 A:** *What have your*

*classmates been doing for the past half hour?* **B:**

*They've been working on grammar exercises.*

### Activity Book, page 24, exercises 3 and 4

For exercise 3, write the example answer in 1 on the board. Students should answer it in pairs, and then you ask a few students for their personal answers. Compare these with the answer in 1. Elicit from students what the question word would be in 2 (how long, because there is 'for' in the answer). Ask both questions (1 and 2) and encourage the students to answer. Students should then do the remainder of the exercise in pairs. After they finish, they can swap partners and ask and answer the questions in the exercise to check them. Finally, check answers as a class.

In exercise 4, students should begin by working alone and writing their own ideas, and then they should use the questions in exercise 3 to create a dialogue with a different partner. Monitor the conversation, encouraging them to correct their own mistakes. Share some answers as a class. Correct as necessary.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- respond to analytical questions before, during and after listening to a radio programme about three sports
- make and confirm predictions based on prior knowledge and evidence from the text
- demonstrate understanding of an informational text about cycling in Jordan by answering comprehension questions

#### Materials

- Student's Book pages 36–37
- Cassette/CD
- Activity Book: Module 3 – page 25

### Student's Book, pages 36 and 37

**Listening strategies**

- Read through the text before you listen.
- Predict what words are needed for the gaps.
- Listen and check your answers.

**Listening**

- 1 Do you do any of the sports in the photographs? Discuss with a partner.
- 2 Listen to a radio programme about three sports. What aspect of sport does it talk about?
- 3 Listen again and complete the texts.

**Golf**

During the 15<sup>th</sup> century, a similar game to golf was played in Scotland. Back then, instead of using strong and durable (1) \_\_\_\_\_, people used to hit (2) \_\_\_\_\_ using wooden sticks. Later on, after getting tired of hitting pebbles, players started trying other things until the (3) \_\_\_\_\_, as we know it today, was invented. (4) \_\_\_\_\_ are now found in many Middle Eastern countries, such as Jordan, Bahrain and the United Arab Emirates.

**Badminton**

People have been playing sports with a shuttlecock and (9) \_\_\_\_\_ for thousands of years. They were mentioned in written documents about Ancient Greece around 2,000 years ago. Children played versions of the game in the Far East, and in India in the (10) \_\_\_\_\_. In 1873 CE, the sport made its way back to England. It was played by guests at a house party. The name of the house was (11) \_\_\_\_\_ House. The sport has been growing in popularity and has become the fastest racquet sport: a (12) \_\_\_\_\_ can travel up to 320 kilometres per hour.

**Fencing**

Fencing began as a way of practising for duels in the Middle Ages, when (5) \_\_\_\_\_ used to prepare themselves by fighting, in pairs, with swords that were not very sharp. It was made into a spectator sport in Spain and Italy, and fencing (6) \_\_\_\_\_ have been extremely popular events since then. Until the (7) \_\_\_\_\_, scoring was extremely difficult, with a whole group of judges watching to see if one fencer had 'hit' the other. However, the judges were replaced by an electrical scoring (8) \_\_\_\_\_, with an audible tone and a red or green light indicating when a touch landed.

**Comprehension**

- 4 Listen to the information about the origins of the three sports again and answer the questions.
  - 1 How did the game of golf use to be played in the past?
  - 2 How was fencing scored before the 1930s?
  - 3 How did the game of badminton begin in England?
  - 4 Which of the three sports do you think is most interesting to watch or play? Explain.

**Listening**

- 5 Listen to this interview with a professional golfer. What do you notice about the intonation of the questions? Are they all the same?

### Listening

- 1 Ask the students to tell you if they play any of the sports shown in the pictures on page 36 (golf, badminton, fencing). If they are not active participants, ask them if they know how the games are played. The students discuss the question in pairs. Check answers as a class.

#### Answers

Students' own answers

- 2 Tell the students that they are going to hear about three sports. First, ask them to listen without reading the texts, to find out what aspect of sport the programme is about. Make sure their books are closed

while they listen. The students discuss the question in pairs. Check answers as a class. Ask them what other information they understood. Do not correct them at this stage.

### Audioscript

#### Golf

During the 15<sup>th</sup> century, a similar game to golf was played in Scotland. Back then, instead of using strong and durable **clubs and balls**, people used to hit **pebbles** using wooden sticks. Later on, after getting tired of hitting pebbles, players started trying other things until the **golf ball**, as we know it today, was invented. **Golf courses** are now found in many Middle Eastern countries, such as Jordan, Bahrain and the United Arab Emirates.

#### Fencing

Fencing began as a way of practising for duels in the Middle Ages, when **knights** used to prepare themselves by fighting, in pairs, with swords that were not very sharp. It was made into a spectator sport in Spain and Italy, and fencing **tournaments** have been extremely popular events since then. Until the **1930s**, scoring was extremely difficult, with a whole group of judges watching to see if one fencer had 'hit' the other. However, the judges were replaced by an electrical scoring **apparatus**, with an audible tone and a red or green light indicating when a touch landed.

#### Badminton

People have been playing sports with a shuttlecock and **racquets** for thousands of years. They were mentioned in written documents about Ancient Greece around 2,000 years ago. Children played versions of the game in the Far East, and in India in the **1860s**. In 1873 CE, the sport made its way back to England. It was played by guests at a house party. The name of the house was **Badminton House**. The sport has been growing in popularity and has become the fastest racquet sport: a **shuttlecock** can travel up to 320 kilometres per hour.

### Answer

the history of golf, fencing and badminton

- 3 Tell the students that they are going to listen again, and this time they can read the text and complete the gaps. Before they listen, read through the **Listening strategies** box with the class. The students listen a second time. They can compare answers with their partners. Check answers as a class.

### Answers

1 clubs and balls 2 pebbles 3 golf ball  
4 Golf courses 5 knights 6 tournaments 7 1930s  
8 apparatus 9 racquets 10 1860s 11 Badminton  
12 shuttlecock

## Comprehension

- 4  Ask the students to read the questions first and see if they can answer them. Encourage them to answer in as much detail as possible. The students listen a third time. They can compare answers in groups of three. Check answers as a class.

### Answers

- 1 People used to hit pebbles with wooden sticks.
- 2 Before the 1930s, a whole group of judges used to watch to see if one fencer had 'hit' the other.
- 3 Badminton began in England in 1873 CE when guests at a party at Badminton House started to play it.
- 4 Students' own answers

### Activity Book, page 25, exercises 5 and 6

For exercise 5, make sure students' books are closed. Write the words *wicker basket* on the board and tell students to guess what this is. Explain that it is a basket made from reeds. Students should then label the diagram in pairs. Were they correct?

When checking answers as a class, ask each group to explain their reasoning for the answer they chose.

For exercise 6, give the students 30 seconds to find out what the article is about (basketball) and see how much detail they can get in that short time. Students should work in groups of three, each reading one paragraph. They should then try to familiarise themselves with their paragraph enough to be able to give a good summary of what it says to the rest of the group. They should not look at their texts when giving the summaries. Once they have given their summaries, they should work together to match the paragraphs with the headings.

## Listening

- 5  Ask students to think of some questions they would ask a professional sportsperson. They should work in pairs to think about this for a few minutes. Share their ideas as a class. Now tell them they are going to listen to an interview between a journalist and a professional golfer. Tell them to pay particular attention to the questions.

Ask them what they remember about tag questions (they are used to check information; *You like pasta, don't you?*) and elicit some examples. Tell them to focus on the structure of the questions, and intonation. Play the recording and see if students can tell you anything about the questions (they might have observed that the intonation of the three questions is slightly different). Explain that there is a difference, and tell them they will now listen to the recording again, and this time they should focus very carefully on the exact tone of the questions.

### Audioscript

- J:** Good afternoon. Now, I know you haven't got a lot of time, so I'll get straight to the point. You've been doing very well this season, haven't you?  
**G:** Yes, I have, as a matter of fact. I've won several competitions this season. I've been spending as much time as I can at the golf course.  
**J:** Ah, well that explains it! You didn't have so much luck last year, did you?

**G:** No, I didn't. I had a good reason, though. My wife was ill, and I was quite worried and stressed. She's better now, though, so I'm thankful.

**J:** That's great news. Now, a crucial question for our listeners. You haven't got any tips for aspiring golfers out there, have you?

**G:** Yes, of course I have! My most important tip is to choose the golf clubs that are right for your level, making it easier for you to practise and improve.

### Answer

No, they are not all the same: the journalist's final question has different intonation from the other two. The first two questions have a rising, then falling intonation on the question tag, whereas the final one rises on the final word, and doesn't fall again.

- 6  Read through the questions with the class, then play the recording. Get students to read the purposes of the questions carefully (**a** and **b** in the right-hand column). Can they match these with the questions from the context? They should work together to decide which questions fit which purpose best. Now play the recording again, and get students to decide which questions (and which intonation) fit which purpose. Ask them to read the questions, imitating the intonation they heard. Play the recording again if you need to.

### Audioscript

- 1 You've been doing very well this season, haven't you?
- 2 You didn't have so much luck last year, did you?
- 3 You haven't got any tips for aspiring golfers out there, have you?

### Answers

a 1 and 2 b 3

## Pronunciation

- 7 Explain to students that they are now going to write their own tag questions. These could be in the form of interview questions, or just everyday questions they might ask their partner.

Write a few examples on the board, such as the following: *She's from Jerash, isn't she? You've finished your homework, haven't you? You haven't tasted mansaf before, have you? You don't know where my wallet is, do you?* All of these questions could be said either way, so you can test the students by reading them with both meanings/types of intonation and asking students to guess which is which.

When they are more confident with the two types of intonation, get them to write a couple of examples and practise saying them in both ways. Their partner must guess if it is **a** or **b** intonation (see exercise 6 above).

### Answers

Students' own answers

6 Look at the questions written below. Listen to them again. Match questions 1-3 with their purpose a or b. Two questions have the same purpose.

- 1 You've been doing very well this season, haven't you?
- 2 You didn't have so much luck last year, did you?
- 3 You haven't got any tips for aspiring golfers out there, have you?

- a to check information we already know  
b to ask for information we don't know

**Pronunciation**

7 Write two tag questions using the two types of intonation a and b. Work with your partner to check each other's intonation.

**Reading**

8 How popular is cycling in Jordan? Discuss with your partner. Then read the text to find out about this sport.

### Cycling: past, present and future

**Amman at 7:30 am on a day in spring, 2014 CE:** People are on their way to work. Some are driving; some are walking and some are cycling along a cycle route.

Ten years ago, cycling in Jordan was almost unheard of. Nowadays, cyclists are everywhere; cycling is fast becoming both a popular hobby and a useful mode of transport.

Organisations such as *Cycling Jordan* have been set up to promote the ecological and health benefits of the sport. These have been a great success, with bicycle-hire businesses starting up, and cycling tours of the country becoming more and more common.

The cycling movement has grown to include school children, teenagers, families and aspiring athletes. Cycling is one of the most flexible forms of transport, for a long-distance journey through the mountains or a quick trip to the shops!

Despite this, there is still work to be done if more people are to take up cycling. The roads are still not safe enough, and knowledge about how to cycle safely is not yet widespread.

*Share the Road*, a branch of *Cycling Jordan*, is working to spread awareness of how to cycle safely, both in the city and on long-distance bike rides. It offers advice to motorists on how to drive with cyclists on the road, and advice to cyclists – of which the most important must be 'Wear a helmet at all times'. Hopefully, as awareness of how to cycle safely spreads, more and more people will join the cycling revolution!



**Comprehension**

9 Read the text again and answer the questions.

- 1 What do the underlined words refer to?
- 2 What is the main difference, according to the article, between a street in Amman in 2004 CE and the same street in 2014 CE?
- 3 Why do you think the writer of the article calls cycling a 'useful' mode of transport?
- 4 What are the two main problems that remain for road cyclists in Jordan? What is being done to resolve them?
- 5 Do you think that *Share the Road* is doing enough to increase awareness of the sport? Why / Why not?
- 6 Discuss the advantages and disadvantages of a city where private transport, such as cars and private taxis, is banned. Would you cycle or take public transport? Why?

Education is what remains after one has forgotten what one has learned in school.  
Albert Einstein (1879 CE–1955 CE)

What is the Dunwich Dynamo?

**Reading**

8 Ask the students who has, or had, a bicycle. Do they like cycling? When do they do it? Then ask the students how popular they think cycling is around the world. Get one student to read the question in the book. Students predict the answer in pairs. Discuss briefly what the students think, and then give them a time limit of two minutes to scan the article for clues to answer the question.

Before they do, brainstorm synonyms for *popular* (common, everywhere, well-liked, nice) and tell them to look out for phrases signifying this. When they have scanned it, they should discuss what they have found in threes. Then discuss quickly as a class.

**Answers**

Students' own answers

**Comprehension**

9 Tell the students that they are going to read the text again, but in more detail this time. Firstly, they should read the questions to each other, and underline one or two words from each question that are useful (the key words). Get students to share and compare their choices of key words before completing the task. They should then read the article and make notes of the answers they find, before comparing with a partner. Get them to check once more with a third person, and then give out the answers to the class.

For questions 5 and 6, remind students that they need to consider reasons for their opinions and concentrate on working out the most convincing way of expressing

their opinions. They should work in pairs and give each other feedback. The focus in question 6 is on personal choices. Students are making use of information and making informed and logical choices.

**Answers**

1 *some* (line 2): people; *These* (line 6): organisations; *It* (line 15): *Share the Road* 2 Ten years ago, there were no cyclists on the roads.

3 Students' own answers 4 The two problems are unsafe roads and lack of knowledge about cycling safety. An initiative called *Share the Road* is working to give motorists and cyclists as much advice as possible about using the road. 5 Suggested answer: Perhaps *Share the Road* could do more, such as working with town officials to create pro-cycling laws. 6 Suggested answer: The advantages are that pollution would be much less as would traffic problems. Disadvantages might include being less independent. I would like to cycle when it's not too hot, and take public transport for the rest of the time.

**Quotation**

Read the quotation with the students. Ask them if they know who Albert Einstein was (refer to *Action Pack 10 Teacher's Book*, page 43 and *Student's Book*, page 26 for a short description). Can students translate the quotation?

الثقافة هي ما يبقى بعد أن تنسى كل ما تعلمته في المدرسة.

Ask students to work in groups and imagine what Einstein meant by the quotation. They should brainstorm ideas in their groups and then change groups to share ideas. Get some feedback from confident members of the groups, and write good ideas on the board in note form. Explain that Einstein was probably saying that the skills you learn in school have to be adapted to be used well, and it is this adaptation of knowledge and skills that Einstein is referring to. Finally, students should hold mini-debates in groups of four to decide whether Einstein's comment is true or not. Monitor their responses and ask that students rephrase their sentences, if they are problematic, rather than correcting grammar. Listen for good points, well made, and bring these up at the end of the debate, as feedback.

### Research box

Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books. You could divide the class into researching the history of the Dunwich Dynamo, and the current format in which it happens. An extension could be 'why is it called the Dunwich Dynamo?' (this is a difficult question, and they may have to do a fair amount of searching to find out).

### Answers

It is a bicycle race in the south of England, which takes place overnight, beginning in East London. It is called the 'Dynamo' because the race happens at night, and the cyclists must thus use lights, a certain brand of which are called 'dynamos'.

### Activity Book, page 25, exercise 7

For exercise 7, remind students of the article on basketball and ask them what their favourite fact in the article was. Then have students answer the questions alone, after which they should compare with a partner. Check answers as a class. For question 4, set up mini-interviews in pairs. Students should try to carry on a natural conversation about basketball for at least two minutes.

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- use context clues to determine the meaning of unknown words
- engage in a discussion about sports equipment
- demonstrate understanding of material recorded by English speakers about the benefits of playing sports
- engage in a discussion about the benefits of sports
- produce an essay about the benefits of sports
- edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar

#### Materials

- Student's Book pages 38–39
- Dictionaries
- Glossary – Activity Book pages 71–72
- Cassette/CD
- Activity Book: Module 3 – pages 26–27

### Student's Book, pages 38 and 39

**Vocabulary: Sports equipment**

1 Look at the photographs. Name the sports equipment that you can see. Choose words from the box.

oars racquet ice skates helmet shuttlecock goggles stick bat



2 Work in pairs. Say a rule or the name of the sport associated with the equipment. Can your partner guess which equipment you are describing?  
A: You use this in table tennis. You hit the ball with it.  
B: It's a bat – picture f.

3 Work in pairs. Write the rules for three sports. Read the rules to the class. Can anyone guess the sport you are describing?  
A: You have to hit the ball over the net. You can't throw the ball. Kick it or catch it in your hands.  
B: Is it tennis?  
A: Yes, it is!

38

### Vocabulary: Sports equipment

- 1 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation. The students work in pairs to match the words with the pictures. Students can also check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Ask the students which of the items of equipment they have themselves, or have used in the past.

### Answers

a helmet b stick c goggles d ice skates e racquet  
f bat g shuttlecock h oars

- 2** Read the instructions and the example with the class. Give another example yourself by defining another piece of sports equipment (e.g the bow in archery). When you are sure the students understand the task, they continue in pairs. Monitor as they are talking, helping where necessary. Ask a few pairs to demonstrate their dialogues to the class.

#### Answers

Students' own answers

- 3** Read the instructions and the example with the class. Again, first give a demonstration yourself by defining the rules of another sport, and see if the students can guess which one it is. The students continue in pairs. If they don't know the rules to a sport, they can look them up on the Internet. Again, monitor as they are talking, helping where necessary. Ask different pairs to demonstrate their dialogues to the class. If you think that lower-ability students will struggle in this exercise, prepare the descriptions of the rules for three sports, and ask them to name the sports. You can extend this by giving them to say another sport with appropriate vocabulary and asking them to say the rules for this sport. As an extension, students can try inventing a sport and writing the rules for it.

#### Answers

Students' own answers

#### Listening

- 4** Tell students they are going to listen to a sports coach giving a talk. Ask students what they think he might talk about. Ask them if they think that the wording in the question will be the same as the wording in the talk (it is not). How will they know which option is correct? (They can understand from the gist of the talk, and match it to the correct option.)

#### Audioscript

Good morning, everyone. My name is Fareed, and I'm a sports coach at this gym. As you are all new members, you need to know that we have an excellent swimming pool, which you can use as often as you wish. Swimming is one of the best ways to keep fit. It builds up strength and improves stamina, too.

We have tennis courts, where you can use up a lot of energy! There's also plenty of gymnastics equipment in the hall for members who want to increase their strength and flexibility.

If you prefer running, we can organise a programme for you. Running is a good way to keep fit, and anyone can do it! It's excellent for your legs, heart and lungs.

Outside, we have football pitches and equipment for our members to use. Football helps to improve agility and builds up muscle strength, too.

New members usually follow a programme that is based on aerobic exercise. Aerobic exercise uses all of the body, all of the time. Your heart is strengthened by aerobic exercise, and your circulation improves, too.

#### Answer

a

- 5** Get students to talk in pairs about what they remember from the coach's talk. Can they work out the order of the photographs without hearing the talk again. Do not ask for answers at this point. Play the recording again, and get students to check their ideas. In pairs, they should compare their answers, and discuss any different answers. Check answers as a class.

#### Answers

1 d 2 b 3 a 4 c

- 6** Ask the students to read the instructions. See if they can complete the gapped sentences from the listening text before they listen again. The students can work in pairs. They listen again. Check answers as a class.

#### Answers

1 *Swimming* 2 tennis 3 Gymnastics 4 Running  
5 football 6 Aerobic

#### Activity Book, page 26, exercises 8, 9 and 10

For exercise 8, write the word *tennis* on the board and ask students to come up with as many collocations as they can in groups of three (suggestions: tennis match, tennis ball, tennis coach, tennis court, tennis racquet). Ask which of the collocations they have found are sports equipment. Explain that they have to match the words to make collocations which are sports equipment, and then use these words in a sentence. They should work in their groups of three to complete the first part of the exercise. Next, you should give out the answers to the collocations, before they work on the sentences. Get some students to share their sentences after checking as a class.

For exercise 9, you can either carry out the exercise as in exercise 6, or you can have the students read it aloud to each other in pairs. Explain that this is useful for their pronunciation, listening and understanding, since they will be listening to each other against a background of noise, which is a much more natural environment. It is rare that they will hear English spoken with complete silence in the background! When they have read it to each other, stop the class and ask them what they understood about the article. What kind of language does it use? (informal) What is its purpose? (a testimonial) Ask the students if there is anything else they observed about it.

Accept all answers. Then, students can work in pairs to answer the questions. Check answers as a class. For exercise 10, students should work alone to try to write the full questions. When they are done, they should work with a partner to check them. Complete a quick class-check, and then tell the students to work in groups of three to ask and answer the questions together.

### Speaking

- 7 Brainstorm sports the students have played. Are there any more unusual sports among them? What rules/equipment make the games unusual. Explain that students are going to work in pairs to tell each other about their chosen sport, and the other person in the pair will take notes, and afterwards they should ask questions. Once both students in the pair have had a turn, they should find a new partner and try to reproduce the talk that they have made notes on. At the end of the exercise, ask students to complete *Assessment tool 5* in the Activity Book page 78 to evaluate their speaking skill.

### Suggested answer

Caving, mountaineering and deep sea diving build up strength and improve stamina. They are aerobic exercises, so they strengthen the heart and improve circulation. Caving and mountaineering are particularly good for your arm and leg muscles.

### Writing

- 8 Read the instructions as a class. Ask the students to read the questions and to make notes before they start writing. Encourage the students to use vocabulary from the lesson and to correct any mistakes themselves, rather than your giving them the answer immediately. Choose students to read out their paragraphs.

### Answers

Students' own answers

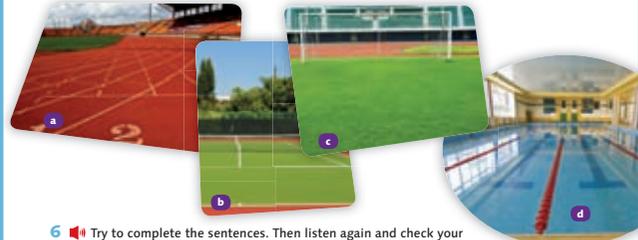
- 9 Read the instructions and briefly discuss the question as a class. You can ask if anyone thinks there could be disadvantages. If a student has this opinion, work it into the discussion. Remind them that they have three paragraphs to write the essay in. What should they have in each paragraph? Take all suggestions and then stress that they should note down three general points to be their main ideas for each paragraph, and then they should write some notes to expand each paragraph. Once they have these notes, they can write full sentences. Before the students write, read through the **Writing strategies** box with them. The students then make notes for their three paragraphs before they begin writing the final text. Monitor as they are writing, pointing out any errors. Choose students to read out their texts. Refer to page 171 of the Teacher's Book for a sample essay.

### Answers

Students' own answers

#### Listening

- 4 Listen to a talk by a sports coach. What is the sports coach talking about? Choose the correct topic.  
 a the benefits of playing sports  
 b why some sports can be dangerous  
 c the origins of different types of sport
- 5 Listen again and put the four photographs in the order that the sports coach follows in his talk from 1 to 4.



- 6 Try to complete the sentences. Then listen again and check your answers.
- Swimming builds up strength and improves stamina, too.
  - You can use up a lot of energy when you play \_\_\_\_\_.
  - \_\_\_\_\_ increases strength and flexibility.
  - \_\_\_\_\_ is excellent for your legs, heart and lungs.
  - The good thing about \_\_\_\_\_ is that it helps improve agility.
  - \_\_\_\_\_ exercise uses all of the body, all of the time.

#### Speaking

- 7 Choose a sport you have played. Tell your partner about it and about its benefits to your health.

#### Writing

- 8 Write a paragraph about the sport you chose in exercise 7, answering these questions:
- How long have you been doing this sport?
  - How often do you do this sport, and where?
  - Why do you enjoy it?
- 9 What benefits are there in taking part in sports? Write an essay of three paragraphs giving your views. Consider physical, emotional and social factors.

#### Writing strategies

- Writing a three-paragraph essay
- Write a plan for three paragraphs: introduction, body and conclusion.
  - In the first paragraph, introduce the topic and include a thesis statement.
  - In the developing paragraph explain the three factors.
  - In the third paragraph summarise the main points.

39

### Activity Book, page 27, exercises 11, 12 and 13

For exercise 11, students should work alone on making notes about their sports personality. They should then get into groups of four and compare their choices. If they have the same person they can check facts; if they have someone who the others haven't heard of before, they will be able to teach them something new. If necessary, allow the students to do some research before joining their groups. Explain that by doing this group work and making notes, they have effectively planned what they will write. Ask them how many paragraphs there will be in their writing (3). Get some suggestions of how they could start each paragraph (students' answers, but make sure they are relevant to the subject of the paragraph).

For exercise 12, they could do this for homework. Make sure you stress that they should write three short paragraphs, and follow their plans. Give higher-attaining students a little more freedom here – they may wish to make an e-presentation of their projects or do further research. If necessary, provide lower-attaining students with some sentence starters or a framework for writing their biography.

To carry out exercise 13, get students to present in larger groups, of six or seven so that they are not put under too much pressure. Monitor while the presentations are taking place. Remind students that they should give constructive feedback to those who have just presented, and ask all students to think of at least one question to ask for each presentation.

## LESSON 7

# Project

Ask the students to look at page 40 in their Student's Book and to describe what they can see in the pictures (surfing, skiing, horseriding). Read through the task with them. Explain that they are going to write a magazine article about a sport. They should first plan in their notebooks, working in groups of four to share and develop ideas. Group work is important here to let students think creatively, but give some direction to this creativity. Tell them to practise agreeing and disagreeing while giving constructive feedback to other group members.

Read through the questions, eliciting information and ideas from the students and checking that they understand what kind of information is needed. Magazine articles are usually written in fairly informal English, with catchy headlines and subheadings. You could collect a few from English language magazines and distribute them throughout the class. Tell students to look at the layout and the headings, and choose some vocabulary that they want to use in their own articles. A beginning, middle and end are important for retaining a reader's attention. Emphasise that paragraphs are important, as are linking words. Encourage students to share their work with other students, even at notes-stage, to give them a better foundation for when they come to write it up neatly.

The students work in pairs and write their answers. Once they have written a first draft, collect a few examples and choose some sentences to review as a class. This should create a good model for editing for the students.

Monitor as they are writing, pointing out any errors. Encourage the students to use the language from the unit and to correct any mistakes themselves, rather than giving them the answer immediately.

When the students are finished, direct them to the *What I Can Do* form on page 28 of the Activity Book.

At the final review stage, ask students about their audience. Who are they writing for? It is a serious fan of the sport, or someone who they hope to introduce to it? Are they adults or teenagers? Remind students to check grammar and spelling; they can swap with a partner if they wish to.

Give the students pieces of paper to write their final articles on. Encourage the students to illustrate their articles with photographs or drawings. Alternatively, tell students they can present their work as a news report in the form of an e-presentation. These could be displayed on the classroom wall.

To assess students' projects, go to page 174 of the Teacher's Book. Choose the most relevant Assessment Strategies and use them to chart students' progress. Students should complete the questions in *Project assessment tool C* on page 175 of the Teacher's Book. You can photocopy this or write the questions on the board.



**Project**

Research a sport.

**Your task**

- Choose a sport you'd like to learn more about or you'd like to tell someone about. Identify your purpose and your readers.
- Research the topic aiming to answer the *What, When, Who, Where, Why* and *How* of the sport. Read various articles and take notes.
- Make a plan. The introduction has to catch your readers' attention. The middle of the article has to develop the answers about the sport. The end has to be appealing.
- Write a draft. Use simple clear language. Decide on the style and tone.
- Rewrite the draft to shape it into a magazine article that contributes positively to the topic. Start with a quote or an interesting incident and end in a captivating way – just like the introduction.
- Review your article having your audience in mind. Make sure there are no grammar, spelling or punctuation errors.
- Choose a headline. Make it attractive.
- Include photos you've taken or pictures you found.

**Questions**

- Where is your chosen sport played? Why is it popular?
- What is the history of your chosen sport? When did people start playing the sport?
- How is the sport played?
- What equipment is used in this sport?
- Are competitions held around the world in this sport?
- Do you think there will be any changes made to the rules of this sport in the future?

40

The worksheet features three photographs: a skier on a snowy mountain slope, a surfer riding a wave, and a person riding a brown horse in a field.

# Revision A

## Overview

### Outcomes: It is expected that students will

- review the vocabulary and grammar learnt in Modules 1–3
- develop the skills introduced in the context of sleep, health, the Olympic Games, recreation, plans and celebrations

### Materials

- Student's Book pages 41–42
- Activity Book pages 29–30 and page 60

## Student's Book, pages 41 and 42

Revision A

**1** Listen to this radio interview about eating better for better sleep. What kind of advice do you think the doctor will give?

**2** Listen again. Try to remember what foods will help you sleep better and what foods will make you sleep worse. Put them in the table below.

Foods for better sleep	Foods that stop you sleeping well

**3** Listen to the text one more time and do the following exercises.

- 1 Check your answers as you listen. Write three sentences in your notebook in your own words giving advice about eating to sleep well.
- 2 Add three foods to each column. Research this if you need to.
- 3 Roleplay the interview with a partner. Close your books and try to remember as much as possible.

**4** Read the story below. Now close your books. With your partner, tell the story without reading it.

Last summer, builders rebuilt the school hall. They redesigned the playground. They fixed the roof. They renovated the bathrooms. They improved the appearance of the school a lot.

**5** Read the story again. Then, retell it with your partner as if you were a news reporter, using the passive. You can start by saying *Last summer, the school hall was rebuilt*. Work in new pairs. Make up another short news story. Use the passive where necessary.



- 1** Ask students to think back to the first module on sleep and healthy living. What can they remember? Then explain that they are going to do a listening exercise that will help them review some of the vocabulary and language from this module. Read the rubric aloud and get two students to tell you and the class what you have to do. Put students in groups of three to discuss quickly what they think the advice will include. Choose one student from each group to give feedback to the class. Then ask what advice the students themselves would give.

Play the recording. Students then get back into their groups of three and compare their predictions with anything they heard. They then share what they understood from this first listening with the class. After they have discussed this (don't let this go on too long), you should ask them to fill in the table with foods that are good/bad for sleep. Emphasise that this is just the first time they will hear the recording – they will check their answers and be able to add anything they missed during exercise 2.

## Audioscript

**Presenter:** Dr Najjar is here with us at the studio to give us a few tips about eating better for better sleep. Doctor, is there a diet to follow or certain foods to eat that would help us sleep better?

**Dr Najjar:** You can improve your sleep by eating foods like fruit, vegetables, beans and whole grains. These tend to produce serotonin, a hormone that helps cause sleepiness, and may even be responsible for giving you good dreams! However, be careful with the amount of food you eat – a big meal may make you sleepy, but digesting it could be a problem later that night.

Certain foods and drinks can stop you sleeping well. The caffeine in coffee, tea and chocolate will stop you sleeping well if you drink or eat anything that contains it four hours before bedtime.

Your diet can also have an indirect effect on your sleep. Eating a lot of sweets and white bread can cause your blood sugar to rise fast, and fall quickly again, as well as causing you to put on weight. This in turn causes snoring and sleep apnea, which will contribute to irregular sleep patterns.

**Presenter:** Well, thank you Doctor. Let's all try putting some of Dr Najjar's advice into practice! I'm looking forward to sleeping better already.

## Answers

Students' own answers. They should start their sentences with 'You should ...' or 'It is better to ...' or 'Get better sleep/Sleep better by eating ...'

- 2** Play the recording again. Students listen carefully to complete the table. If you wish, you can tell them that they should find four foods in the 'better' column, and six in the 'worse' column. Students check in pairs, and then check answers as a class.

### Answers

Foods for better sleep	Foods that stop you sleeping well
fruit, vegetables, beans, whole grains	a big meal, coffee, tea, chocolate, sweets, white bread

- 3** Students should work in pairs to write three sentences to rephrase the advice of Dr Najjar. Get students to read out their sentences to the class, and make constructive comments. Encourage students to also make constructive comments.

Then, tell students to add three foods from their own ideas to the table. Refer to the introductory part of the lesson where they had to predict the doctor's advice. Students can work in their original groups of three if you like. You may wish to extend this into a short project with Internet research. Share ideas in class. Encourage active feedback on each presentation from students.

Tell students that they are now going to act out the conversation in pairs. Get them to say useful phrases from the conversation and any vocabulary that they remember. Put these on the board. Give them some time to practise in pairs, and then choose two or three pairs to perform their interview to the class. Encourage constructive comments from any members of the class.

### Answers

**1** Students' own answers **2** Answers may vary but could include fish, fruit juice, rice, yoghurt and cereal in the 'better' column, and spicy food, fizzy drinks, pasta and too much dairy produce in the 'worse' column **3** Students' own answers

### Activity Book, page 29, exercise 1

Write the word *commentary* on the board, and ask the students if they can explain what it is. Say it is the voice of the person who explains what is happening in a sports game. Do the students remember any particular commentaries – were they good, bad, exciting? What sports commentary do they like to listen to? Do they listen on the radio or on the television?

Tell students that they are going to listen once to the commentary, and try to decide which sport it is talking about. Ask them how they can decide (they can listen for vocabulary which describes a certain sport). Play the recording, making sure that students are just listening. They do not need to write anything. After listening, put students into groups of three.

They should discuss what they heard, saying which words made them decide which sport the commentary is about.

Tell the students they are going to listen again to the commentary and answer questions 2 to 5. They should now write the answers as they listen. When the recording has finished, students should compare their answers in their groups. Check answers as a class.

To finish this exercise, you should spend some time reviewing different words for sports equipment and venues. Try charades or miming as quick review games.

Note that the audioscript for this exercise is found on page 162 of the Teacher's Book.

- 4** Read the story to the students. Answer any questions. Now explain to them that they have to retell the story from memory. When they have closed their books, give them a few minutes to remember as much as they can. Get one or two students to tell their versions to the rest of the class. Finally, get students to compare their versions with the version in the Student's Book. Ask them what they missed or added.

### Answers

Students' own answers

- 5** Tell students to read the story again. Ask them how they might report the story if they were a news reporter. Do not tell them to use the passive. Instead, get as many suggestions as possible. After they have given some suggestions, write on the board *Last summer, the school hall was rebuilt*. Ask students how this sentence is different from the first sentence (the second sentence is passive). Tell them that they should try to retell the story in the passive as much as they are able. Monitor as they do this, encouraging students to correct themselves. If students finish, tell them to create another news report story, using the passive as much as is necessary. When they have finished, get a few students to report their new stories to the class.

### Answers

*Last summer, the school hall was rebuilt*. The playground was redesigned. The roof was fixed. The bathrooms were renovated. The appearance of the school was improved a lot.

Students' own answers

### Activity Book, page 29, exercise 2

Students should decide in pairs which sport they are going to create a commentary for. You can give the students a copy of the audioscript to look at for this exercise. They should read through it and underline all the expressions and vocabulary items they might need for their commentary, and write a couple of trial sentences. In groups of four, they should try out their sentences and make improvements based on the comments of the others in their group. Circulate and check the students' progress, reminding them to use vocabulary they have learnt in Module 3.

After they have finished, choose a few students to present their commentary to the class. Ensure you choose very confident students, as this will require a fair amount of acting. Encourage constructive comments from students afterwards.

6 Read this article about the Olympic Opening Ceremony. Give two ways in which the writer thinks it is special.

In the summer of 2012, incredible sporting achievements were celebrated with a unique theatrical spectacle that marked the opening of the Olympics in London. The Olympic stadium was transformed into a stage for a four-hour event that told the history of Britain, up until the modern day.

The spectacle involved thousands of volunteers. These amateur performers and crew put together an incredible show, demonstrating impressive teamwork and a professional attitude throughout. The volunteer cast took the audience on a time-travelling journey from rural England, through the Industrial Revolution, to the 1960s, using dances and sketches that represented each decade.

The special effects were also impressive, with light-shows, optical illusions, incredible scene changes and smooth mechanics. It was a spectacle that appealed to the emotions too. Moments of pride followed moments of humour. Rowan Atkinson (better known as Mr Bean) interrupted an orchestral piece in his own comic style.

After an event such as this, only one thing remained: to pay tribute to the athletes taking part in the Summer Olympics. The Olympians marched around the stadium, capturing the magic of this moment! As the audience watched breathlessly, the Olympics were declared officially open.

To this day, audience members and people who watched the spectacle on their televisions are still talking about the incredible achievement of this celebratory opening ceremony.

7 Answer the following questions with a partner.

- 1 Read the description for a second time and give the ceremony a name. Why did you choose this name?
- 2 In the second paragraph, the writer mentions the volunteers. What two aspects of their participation is the writer impressed by?
- 3 Summarise the four main elements of the show in your own words. Write about 50 words.
- 4 Why do you think the spectacle made such a big impression on its audience?

8 Imagine you're at the Olympic Games and you are now writing postcards. Write a postcard to a friend telling them about what you have done and seen so far.

9 Next write a postcard to your mother, telling her about your plans, and what you promise to do when you get back.



- 6 Read the instructions to the students. Get them to predict answers in pairs, and then get feedback. Students should then read the first sentence of the article and then try to tell their partners what the article will be about, by rephrasing the sentence in their own words. Share ideas as a class. Did any of the students watch the 2012 Opening Ceremony? What did they think of it? Next, students should read the rest of the article and work in pairs to give two ways in which the writer thinks the ceremony is special. Get feedback from a few students.

### Suggested answer

The writer thinks it is special because he says that the amateur performers put on an incredible show; he also says that the special effects were impressive.

- 7 Students should work in pairs to read through the questions and then try to remember as many questions as they can. They should then locate the answers, or the part of the text that will help them answer. When they have found the places in the text, tell them that they need to think carefully how to rephrase the text to make their answers. They should work in pairs to do this.

Check and compare answers as a class – allow students to constructively comment on each other's answers.

### Answers

1 Students' own answers; might include ideas such as *The History of Britain, An Olympic Display, An Impressive Ceremony, A Celebration of Achievement* 2 The writer is impressed by the volunteers' ability to work as a team, as well as their professional attitude. 3 Suggested answer: The show consisted of sketches, lightshows, dances, music and comedy. The first part was a dance display, which was followed by sketches of important moments in British history. After this, the Olympic athletes joined a procession, and when this finished, the Olympics was officially opened. 4 Suggested answer: It is possible that the Olympic Opening ceremony was so impressive because it was a very different approach from those ceremonies that had happened before. It might also be because it was performed and organised very well.

### Activity Book, page 30, exercise 3

Ask students if they have ever made a paper lantern. If they have, ask them how they did it. They should try to describe the process to the class. They can refer to the pictures which clearly illustrate the process. Next, get the students to read the 'What you need' section. They should try to predict what they need to do with these things before reading the rest of the text. If you want to extend the activity, you could present the instructions and the pictures on a visualiser or an overhead projector (if available) in the incorrect order. The students should try to rearrange the instructions and probably match them to the pictures. Otherwise, have students read through the instructions and try to retell them to their partner with their books closed.

- 8 Ask students to talk in groups of three about what it must be like to go to the Olympics. Get feedback, and write any useful ideas on the board. Remind students how to write a postcard (*It should be short, perhaps 75 words and should say that you're enjoying your holiday/whatever you are doing; it should include a description of some of the events, and say how you are feeling – usually happy or excited. It can mention the weather if you like.*) Perhaps do a model postcard on the board, to show layout and use of some good phrases. You could prepare a skeleton for the lower-attaining pupils if you wished.

#### Suggested answer

(Use a modified version of this as a template for lower-attaining students.)

Dear \_\_\_\_\_,

How are you? I'm having a great time here in London! We've been here for three days now, and I've already seen so many events. I went to the incredible Opening Ceremony, which was the best thing I've ever seen – we saw all the athletes up quite close! I'm going to the women's basketball tomorrow, which I'm really looking forward to.

Hope you're well.

Love,  
\_\_\_\_\_

- 9 When students have finished writing their postcards for exercise 8, get them to swap with a partner. Give constructive feedback, including commenting on vocabulary and style, as well as finding one grammatical improvement they could make. Next, tell the students they have to write a postcard to their mother. They should explain what they are going to do when they get back, and say what they promise they will do to help her, after being away. Let them write their postcards, providing a template for lower-attaining students, as mentioned before. Get them to swap as before, but with a different partner. Monitor the feedback conversations that they have, and suggest framing criticism differently if necessary.

#### Suggested answer

(Use a modified version of this as a template for lower-attaining students.)

Dear Mum,

Hi! How are you? I'm fine, and I'm having a great time here at the Olympics. We've seen so many amazing sports events, and the Opening Ceremony was really special, too. I even saw the Jordanian team. I miss you and Dad a lot though, and I'm going to help you to clean the house when I get back. I promise I'll tidy my room and do all my homework, as well as helping you to cook the meals. I'll bring you a souvenir of the Olympics, too!

Love,  
\_\_\_\_\_

#### Activity Book, page 30, exercise 4

Tell the students to imagine they have made the lantern from exercise 3. They are going to write a report on the lantern they have made. Ask them whether we write reports in the passive or the active voice (the passive).

Ask the students to look at the first sentence given in their Student's Book. Review passive structures based on this sentence. As a class, complete the next sentence, focusing on verb structure and sense. Keep asking the students, *Does this relate to the reading text? Is it the same action?*

Students should then complete the exercise alone and check with a partner. Finally, check answers as a class.

#### Activity Book, page 60, Test A

Now, this is the most convenient time for you to refer the students to Test A in their Activity Book. Students should complete the test individually, or in pairs where required. You may ask students to exchange each other's answers and mark each other. Then, check the answers with the whole class. Where speaking activities are involved, ask pairs of students to come to the front of the class and perform the activity.

MODULE  
**4**

Student's Book, page 43

**OPENER**

At the beginning of the lesson, tell the students that, in this module, they are going to be talking about natural resources, both renewable and non-renewable. Tell them what you expect them to do in class and as homework. Also, discuss with them the importance of adding to their vocabulary notebook.

Now look at page 43. Tell the students that this page tells them what they will be doing in the module. Look at each photograph with the class and choose students to try to answer the questions. The photographs show Yarmouk River on the Jordanian borders, the water from which is used for irrigation; the Karama Dam in Jordan; a nuclear power station or plant. When the students have answered the questions, ask them questions about their use of energy (electric or other types), for example, *Are you careful with the amount of electricity you use? How do we get the power that makes our electricity?*

Explain to the students that they will learn how to talk about Earth's resources, and Jordan's resources as well.

# Earth's resources

*Outcomes: It is expected that students will*

- read about a nuclear physicist, crude oil, water resources in Jordan and oil consumption in Jordan
- listen to a talk about non-renewable energy in Jordan and an article about Natural Resources Authority in Jordan
- use vocabulary related to sources of energy, natural resources, compound adjectives and word formation
- talk about energy sources, daily water usage and preserving Jordan's natural resources
- use reported speech (statements and questions)
- write about an energy source, the importance of crude oil and a review of a programme

MODULE  
**4**

What can you see? Where do you think this place is?

What do you think this river is used for?

What do you call this place? What do these towers emit?

## Earth's resources

*Outcomes: It is expected that students will*

- read about a nuclear physicist, crude oil, water resources in Jordan and oil consumption in Jordan
- listen to a talk about non-renewable energy in Jordan and an article about Natural Resources Authority in Jordan
- use vocabulary related to sources of energy, natural resources, compound adjectives and word formation
- talk about energy sources, daily water usage and preserving Jordan's natural resources
- use reported speech (statements and questions)
- write about an energy source, the importance of crude oil and a review of a programme

**Project**  
Write about a source of energy.

43

# Unit 5 Sources of energy

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- confirm and clarify word meaning using dictionaries and glossaries
- use context clues to determine the meaning of unknown words
- demonstrate understanding of an informational text about renewable sources of energy by answering questions
- recognise the sound /au/
- take part in a plan-based discussion about renewable energy sources using reported speech
- use multiple Internet sources to gain information for a written essay about a renewable energy source
- write four paragraphs explaining a concept

#### Materials

- Student's Book pages 44–45
- Dictionaries
- Glossary – Activity Book pages 72–73
- Cassette/CD
- Activity Book: Module 4 – page 31

Student's Book, pages 44 and 45

**Unit 5 Sources of energy**

**Grammar**  
reported speech (all tenses)

**Before you begin**

- 1 Look at the pictures of different energy sources. Do you know what they are called?
- 2 Read the words in the box. Which refer to energy from the sun and which refer to energy from the wind? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

solar wind farms turbines panels  
windy heat cell generator sunlight

- 3 Three students have researched renewable energy sources. Read and listen to the conversation. Complete the text with the words in the box.

turbines electricity solar steam plant panels fuel generator cell

**Teacher:** Our project today is to find out about renewable energy resources. That means resources which are continually replaced and will not run out any time soon. Ramzi, what have you chosen as an example of a renewable resource?  
**Ramzi:** The sun is a renewable source of energy. A lot of living things depend on its energy for heat and light. This energy can also be captured and used to power things. For example, if you have a (1) \_\_\_\_\_ calculator, it contains a solar (2) \_\_\_\_\_ which uses sunlight to power the calculator. Solar (3) \_\_\_\_\_ that are used on houses have thousands of solar cells, and they make electricity from the sun's heat. The major advantage of solar energy is that, after the solar panels have been installed, electricity is not expensive to generate.  
**Teacher:** What about you, Nadia? What did you find out?  
**Nadia:** In windy places, wind energy can be used to make electricity, using wind (4) \_\_\_\_\_. These turbines are found in 'wind farms'. They have blades that are attached to a (5) \_\_\_\_\_ at the centre. The wind spins the blades and the generator runs. This makes (6) \_\_\_\_\_. However, wind turbines can't work if there is no wind, and sometimes the wind speed is so high it damages them.  
**Teacher:** Ibrahim, what's your example of a renewable resource?  
**Ibrahim:** It's biomass. Biomass is (7) \_\_\_\_\_ material and animal waste that is used as (8) \_\_\_\_\_. For example, wood is a biomass fuel as long as we continue to plant new trees to replace those we cut down. Biomass can be used to provide heat and also to make electricity. The biomass is burnt to heat water and make (9) \_\_\_\_\_. The steam is then used to make electricity.

### Before you begin

1 Ask students to look at the photos at the top of page 44. What do they show? Ask students to describe the pictures to their partners, and try to guess exactly what it is they show. Get feedback, and then read the question to the class. Students should work in mixed-ability groups of three to discuss the question.

#### Answers

a solar panels b wind turbines c nuclear power station

2 Read the words in the box to the students. Get them to repeat them after you.

When they are familiar with the sound of the words, get them to decide which words refer to energy from the sun, and which refer to energy from the wind. Remind them that they can check the words in the Activity Book glossary or in a dictionary.

#### Answers

**Sun:** solar, panels, heat, cell, sunlight

**Wind:** wind farms, turbines, windy, generator

3 Ask the students if they can give any more details about energy from the sun or the wind – and if they can remember/name any other sources of energy (nuclear, oil, gas, wood, coal). Ask them what they think *renewable* means. Write it on the board, and highlight the prefix, suffix and stem of the word in different colours. What does each part of the word tell us? Tell them they are going to hear a conversation about renewable resources.

Go through the **Reading strategies** box with the class. Ask students to follow the instructions. Tell them to read while they listen, and as they do, they should fill in the gap with the words from the box.

Next, play the cassette/CD. Tell students to cover the words in the gaps as they listen, and see if they can fill in the gaps with the correct words and the correct spellings. They can check their answers in exercise 4.

### Audioscript

**Teacher:** Our project today is to find out about renewable energy resources. That means resources which are continually replaced and will not run out any time soon. Ramzi, what have you chosen as an example of a renewable resource?

**Ramzi:** The sun is a renewable source of energy. A lot of living things depend on its energy for heat and light. This energy can also be captured and used to power things. For example, if you have a **solar** calculator, it contains a solar **cell**, which uses sunlight to power the calculator. Solar **panels** that are used on houses have thousands of solar cells, and they make electricity from the sun's heat. The major advantage of solar energy is that, after the solar panels have been installed, electricity is not expensive to generate.

**Teacher:** What about you, Nadia? What did you find out?

**Nadia:** In windy places, wind energy can be used to make electricity, using wind **turbines**. These turbines are found in 'wind farms'. They have blades that are attached to a **generator** at the centre. The wind spins the blades and the generator runs. This makes **electricity**. However, wind turbines can't work if there is no wind, and sometimes the wind speed is so high it damages them.

**Teacher:** Ibrahim, what's your example of a renewable resource?

**Ibrahim:** It's biomass. Biomass is **plant** material and animal waste that is used as **fuel**. For example, wood is a biomass fuel as long as we continue to plant new trees to replace those we cut down. Biomass can be used to provide heat and also to make electricity. The biomass is burnt to heat water and make **steam**. The steam is then used to make electricity.

### Answers

1 solar 2 cell 3 panels 4 turbines 5 generator  
6 electricity 7 plant 8 fuel 9 steam

#### Comprehension

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

- 1 What do the underlined words refer to?
- 2 Which is the only form of renewable energy that is a fuel?
- 3 What disadvantages do the three energy sources have? Complete the following table.

Disadvantages of energy sources		
Solar	Wind	Biomass

- 4 In what other situations would biomass fuel not be renewable? Explain your answer.
- 5 Which of the energy sources in exercise 3 do you think is the best for producing electricity? Justify your answer.
- 6 Wind turbines are expensive to build and maintain although the electricity they generate does not cost much at all. Is wind power a good source of renewable energy?

#### Pronunciation

5 In the text on page 44, we have three words that have the same sound. Listen to these words in the box and identify the sound. What other letter combinations make this same sound?

our out about

Read the text and find another word that has the same sound.

#### Grammar: Reported speech (all tenses)

6 Dr Peter Green, an expert in renewable energy sources, talks about how waste can be reused to produce energy. Summarise his report, beginning *Dr Green said (that)...*

"In New Jersey, USA, there has been a problem with growing rubbish dumps for almost a century. The issue became so great on one island in the area that there was more space taken up by waste than living space. The island was finally called a 'toxic zone', and people were told to leave the island. For a while, the dump grew and grew, until a group of scientists visited the island because they had decided to convert this waste into fuel. After this, experts in the field have worked hard to create a cleaner, 'greener' New Jersey, and these days, rubbish dumps are carefully separated into reusable and unusable waste. The forward-thinking state set a good example, and now not only the rest of the USA, but also some other countries such as Russia and China are following New Jersey's lead."



#### Speaking

7 Work in groups of three. Student A says a sentence about renewable energy sources. Student B reports it to Student C using reported speech. Then start again with Student C. Rotate roles.

#### Writing

8 Write a four-paragraph essay about one renewable energy source using the information you have learnt in this lesson. Write about the advantages and disadvantages of the energy source. Do some research on the Internet on experts speaking about this energy source and include their opinion in your essay using reported speech.

Which, if any, renewable energy sources emit greenhouse gases?

45

### Comprehension

4 Before they start this exercise, ask students to discuss the text, and what they understood of it. Ask questions, such as *How many types of renewable energy are mentioned? what is the third type of renewable*

*energy?* Next, read the questions with the class, and get the students to answer them in pairs, before listening again. Tell them that, as they listen again, one of the pair should listen to correct the answers in 3, and one should listen to correct the answers in 4. Students then share their checked answers with each other. Check the answers to both exercises as a class. Discuss students' answers to question 3.

For questions 4, 5 and 6, students should work in groups of four to prepare answers. They should then interview another group to compare answers. Monitor and check students' reasoning.

### Answers

1 *Our* (line 1): the teacher and the students'; *its* (line 7): the sun's; *They* (line 21): turbines; *those* (line 33): trees 2 Biomass is the only renewable energy that is a fuel.

3 Disadvantages

Solar	Wind	Biomass
expensive	<ul style="list-style-type: none"> <li>do not work if no wind</li> <li>dangerous if too much wind</li> </ul>	trees must be planted to replace those used for biomass

4 Suggested answer: Biomass would not be renewable if it was energy produced by burning wood, and the trees cut down for fuel were not being replanted, since this would mean that it was not being renewed. 5 Suggested answer: I think it depends on the country you live in. For example, in Jordan there is a lot of sun, so the sun would be the best source for producing electricity. 6 Suggested answer: In my opinion, you should find out if there is enough electricity produced by the wind to make up for the high cost of building the turbines.

### Activity Book, page 31, exercise 1

Before students begin this exercise, you should ask them to brainstorm any new words they remember from the Students' Book, Unit 5, in pairs. Give them 2 minutes to do this, and then get them to spell the words to you, so you can write them on the board. Then choose a word, such as 'solar' (don't tell the students which one you have chosen) and say a sentence, replacing the word with 'beep', for example, *Calculators have beep panels, which act like batteries*. Next, get a volunteer student to try to create a sentence with one of the words, but leaving out the word from the board, replacing it with *beep*, as you have done before. You should play this game as a class. Then students can work in pairs to unscramble the words in the sentences, replacing them with the words in the box. Check answers as a class.

### Pronunciation

5 Read the instructions with the students, and check they know what they have to do. Play the cassette/CD for the students to identify the sound /aʊ/ in all three words. Repeat the sound on its own and within the words; say /aʊ/ *our*, /aʊ/ *out*, /aʊ/ *about* and get the students to say this after you. Can they think of any

other words that have this sound? (Use the word *sound* as your first example.)

You may refer them to the *Pronunciation table* in the Activity Book page 75, if necessary. Ask them if they know any other words that have this sound. Are they spelt the same?

Students should then read the text quietly in pairs, taking turns to read a paragraph each, in order to find any other words that have the same sound. Remind them that sound does not necessarily match with spelling and give the examples of *resources* and *you*.

They may find the following words: *thousands, houses, found, power, however, down*.

### Grammar: Reported speech (all tenses)

- 6 Tell students they are going to read Dr Green's opinion on renewable energy. Get them to predict what he will say after you read the first sentence to them. Next, they should read the passage for five minutes, to get as much of an idea as they can.

Once they have read it, they should try to build up an idea of what he says without looking at the text. Share ideas on the board, and then explain that they have to use reported speech to summarise what he says.

Go through the rules of reported speech if necessary, or remind students to refer to the *Grammar notes* section on pages 65–66 of the Activity Book. Do some practice sentences with the class first: for example, using the first sentence, they would have *Dr Green said that there had been a problem for nearly 100 years*.

Remind them that, as it is a summary, they should not put the whole passage into reported speech, but only a few sentences that give the best overall idea of the speech. Students should work on this together in pairs, and afterwards, get a few students to read their summaries to the class. Encourage constructive criticism.

#### Suggested answer

Dr Green said that there had been a problem with growing rubbish dumps in New Jersey, USA, for almost a century. He said that the island had been called a 'toxic zone', and that people had been told to leave the island. He also said that scientists had decided to convert this waste into fuel. He told us that other countries were following the lead of New Jersey to become cleaner and greener countries.

#### Activity Book, page 31, exercises 2 and 3

For exercise 2, students should work in pairs to choose the correct option. Check answers as a class, getting students to explain their choice when they tell you which answers they gave.

For exercise 3, students should then work alone to complete the exercise, checking with a partner when they are finished. Check answers as a class.

### Speaking

- 7 This exercise should be used for freer practice of reported speech. Students should choose a few ideas from the texts on pages 44–45, and they should either write them down (lower-attaining levels, to practise the same exercise on a smaller number of sentences, passed between two students), or get into groups of three, nominate Students A, B and C, and say their sentences, which are reported via the middle student and on to the end student. Students will need to swap places once their sentence has been reported.

You should demonstrate this activity to the whole class, using capable students to play Students A and C. Rotate the roles as well, so they are aware of what is expected of them after one turn.

#### Answers

Students' own answers

#### Activity Book, page 31, exercise 4

Start the exercise by asking a few students what they did after school yesterday. Say to the class what each student did yesterday in reported speech.

Next, students work in pairs and tell each other what they really did yesterday; they then write down what their partner said in reported speech. Get two or three students to read theirs to the class.

### Writing

- 8 Refer to page 172 of the Teacher's Book for a sample essay and useful phrases to provide students with, if necessary. Get students to work in groups of three to decide on a renewable energy source to discuss, and tell them to decide on the advantages and disadvantages of this resource. Tell them to find some scientists who are speaking about these energy resources and report what they say.

Once they have all their material, they should start to think about how to structure an essay like this – an introduction saying what they are going to talk about, a paragraph about the advantages, a paragraph about the disadvantages and a conclusion saying which they think is more important to consider and why. Remind them that they should have at least one expert opinion in each of their middle paragraphs, using reported speech. Students could plan and discuss their essays in class, and then write them for homework.

#### Answers

Students' own answers

#### Research box

Ask students to find the answer to this as added homework, and bring in any extra information they can for the next lesson. They could bring in pictures, factsheets and questionnaires if they liked.

#### Answer

Biomass fuels emit greenhouse gases when burnt.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions about a nuclear physicist based on prior knowledge and evidence from the text
- scan an exposition for particular information
- use context clues to determine the meaning of unknown words
- take part in a plan-based discussion about a type of energy source by defining a position and selecting evidence to support that position
- defend a position or present information by developing a well-organised informational presentation about a type of energy source

#### Materials

- Student's Book pages 46–47
- Activity Book: Module 4 – pages 32–33

### Student's Book, pages 46 and 47



**Speaking**

- 1 What do you think a nuclear physicist does?
- 2 Read these extracts from an interview with a nuclear physicist. What do you think the questions are? Work with a partner and write your ideas.
  - 1 I mostly work with nuclear engineers to produce new forms of equipment.
  - 2 There isn't really ever a typical day.
  - 3 I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.
  - 4 I got a degree in Physics and then became a research assistant. After that, I worked on a PhD and taught university students ...
  - 5 I recommend that you get some kind of work experience in a laboratory ...
- 3 Read the interview with Sana, a nuclear physicist, and check your answers to exercises 1 and 2. Does Sana mention any of the points that you made in exercise 1?

**Speaking strategies**

**Making guesses**

- Get a general idea of what the speaker is aiming to convey.
- Look for key words and underline them.
- Decide what the subject of the information is.
- Make several guesses.
- Choose the most logical one.

**Reading**

Interviewer: Good afternoon and welcome to *Your Career in Science*. In the studio today, we have Sana, a nuclear physicist, who is going to tell us about her job. Welcome, Sana. How are you today?

Sana: Hi. I'm fine, thanks. It's good to be on the show.

Interviewer: I'm sure we'd all like to know about your job. What exactly do you do?

Sana: I mostly work with nuclear engineers to produce new forms of equipment. It's hard work, but I enjoy the intellectual challenge.

Interviewer: Can you describe a typical day at your work?

Sana: Well, there isn't really ever a typical day. Sometimes, I work a normal 9 to 5 day, but I might have to travel from one end of the country to the other to get to where I am needed. Sometimes, I have to work at night to complete my experiments, and at other times, I have to write a report very quickly. I have to work very long hours from time to time.

Interviewer: Are there any other kinds of work that you do?

Sana: I used to teach Physics at a university, so I spent a lot of time with students. I really enjoyed teaching, but now I do a lot more research. I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.

Interviewer: How did you become a nuclear physicist?

Sana: Well, I always wanted to work in Science. I studied scientific subjects at school and really enjoyed them. When I left school, I got a degree in Physics and then became a research assistant. After that, I worked on a PhD and taught university students before getting this job.

Interviewer: Have you got any advice for young people who want to follow your career path?

Sana: I recommend that you get some kind of work experience in a laboratory to see if you enjoy the type of work, and also to see if it suits you. Although my job is very stressful, I find it exciting and I enjoy it every day!

46

### Speaking

- 1 Ask students to look at the pictures and answer the question in pairs. Do they know what the words *nuclear energy* mean? (a type of energy produced when an element called uranium undergoes a reaction). Do they know what a physicist is? (someone whose job is related to physics). What kind of energy does nuclear power usually produce? Do they know anything else about nuclear power? Get feedback from the students and explain that it is a source of energy which might be very useful in the future. Tell the students they will find out exactly what a nuclear physicist does in exercise 3.

#### Answer

Students' own answer

- 2 Direct students' attention to the *Speaking strategies* box. Read through it with them and explain any difficult points. Choose five students to read one sentence each, and then get students to close their books and try to remember, in pairs, what each sentence said. They do not have to remember word-for-word. They should then open their books and check with the sentences again. Tell them to work in threes and discuss what they think the questions to go with the sentences are.

After five minutes, stop the students and get some feedback. Tell them they can check their predictions of the questions in exercise 3.

#### Answers

Students' own answers

### Reading

- 3 Tell students to work in pairs; one student reads the interview to find out what a nuclear physicist does (checks the answers to exercise 1) and one student reads to find what the questions in exercise 2 are. They should then explain to each other what they have found.

Next, they should read through the interview in pairs by roleplaying it to get a better idea of the text overall. Get them to answer the question in exercise 3 in pairs, and then get feedback from the class.

Finally, ask students to complete *Assessment tool 6* in the Activity Book page 78 to evaluate their own work.

#### Answers

**Exercise 1:** A nuclear physicist works with engineers to produce new forms of equipment. They also measure amounts of radiation, and they might also teach students at a university.

#### Exercise 2:

- 1 What exactly do you do?
- 2 Can you describe a typical day at your work?
- 3 Are there any other kinds of work that you do?
- 4 How did you become a nuclear physicist?
- 5 Have you got any advice for young people who want to follow your career path?

## Comprehension

4 Students should begin by looking at the questions in exercise 4. Ask students what kind of questions these are (multiple-choice). Tell them that multiple-choice questions often have four types of answer – the completely wrong answer; two wrong answers that seem possible at first, which may have one fact that makes them incorrect; and finally the correct answer. Go through the **Reading strategies** box with the class and explain it.

Get students to read the questions in exercise 4 and predict which answers could be which type of answer. Tell them to compare with a partner.

Ask students to read the text on page 46 again and close their books. They should be concentrating on remembering the information they need. Ask them to open their books and check whether their predictions are correct by reading the article once more. They should discuss in pairs before you check as a class.

## Answers

1 c 2 c 3 b

### Comprehension

4 Choose the best answer for each question.

- 1 What does Sana's job not currently involve?  
a working with other people to create machinery  
b travelling  
c teaching  
d making experiments
- 2 How did Sana get the necessary education to become a nuclear physicist?  
a She studied really hard at university.  
b She really wanted to be a scientist.  
c She studied science at school and university, and then taught it.  
d She read a lot about science and nuclear physics.
- 3 What negative things does Sana say about her job?  
a It is sometimes dangerous.  
b It is difficult to relax if you are a nuclear physicist.  
c She did not recommend it to anyone.  
d The job is not as exciting as she thought it would be.

### Reading strategies

**Answering multiple-choice questions**

- Read the questions first and eliminate any obviously incorrect options.
- Next, underline key words in the questions and skim the text to locate the information.
- Cover the options a–d and try to answer the questions.
- Check your answers against the text.

### Vocabulary

5 Match the words below with their synonyms or with words that have a close meaning.

challenge engineer hands-on laboratory assistant  
helper practical workshop inventor test

Now decide if one word from each pair would fit the sentences below better. In some sentences you may be able to use both words in the same way.

- 1 I like to \_\_\_\_\_ myself, so I try to run further every day.  
I \_\_\_\_\_ myself on my vocabulary often, so that I don't forget it.
- 2 The boss' \_\_\_\_\_ prepared all the papers for the meeting.  
There were many \_\_\_\_\_ at the festival, and they were all working voluntarily.
- 3 The \_\_\_\_\_ of the telephone is Alexander Graham Bell.  
The type of \_\_\_\_\_ that designs houses is called an architect.
- 4 I prefer \_\_\_\_\_ work because I am a \_\_\_\_\_ person.
- 5 A scientist uses his \_\_\_\_\_ to do experiments.  
My father fixes things in his \_\_\_\_\_.

**Energy is at the heart of the economy. We were amongst the first countries in the region to realise the importance of gradual diversification of energy sources to protect our country. His Majesty King Abdullah II of Jordan (1962 CE-)**

### Speaking

- 6 Work in groups of four. Your teacher will assign your group a type of energy source to research. You are going to explain to the class why your school should change to this kind of power. Make notes about how the energy is produced, the advantages and the disadvantages.
- 7 You are going to have a debate. Organise your notes so you can make a presentation, shared among all four members of the group. Afterwards, have a class discussion, and then vote for the best source of energy for your school.

## Vocabulary

5 This exercise is one to practise using near-synonyms (words that have similar, but not exactly the same, meanings) in the correct situations. Firstly, students should check the meanings of the words on the top row in the dictionary, and match them with the words which have similar meanings in the bottom row. They can do this in pairs if you wish.

The next step is to use a thesaurus to see whether the words appear under the same entry. Students can use an online thesaurus or those available in the school. They should look up both words and check to see whether the synonym is listed.

Next, you should check that they have matched the words correctly by calling out a word, either from the top or the bottom row, and having them respond with the corresponding word from the other row.

After that, direct their attention to the sentences below, and tell them that they need to match each pair of words with each pair of sentences, or single sentence. They do not need to decide on the appropriate word for each sentence yet. Check that they have the correct matches, and then explain that they may need to use a dictionary or a thesaurus, or even the Internet, to find examples of these words in the correct places.

They should work in pairs to decide what they think the correct place for each word is, and then they should carry out research to check their ideas. Give them time to find examples, and then check their answers as a class.

Test how well they have remembered these words by giving them clues and having them guess which word you are talking about, for example *This is a place where people study physics.*

## Answers

**Near-synonym pairs:** challenge – test; engineer – inventor; hands-on – practical; laboratory – workshop; assistant – helper

1 challenge; test 2 assistant; helper  
3 inventor; engineer 4 practical / hands-on (for both answers) 5 laboratory; workshop

## Activity Book, page 32, exercise 5

Ask students how they think we use the world's natural resources in our daily life. Get students to look at the phrases in the box and work in pairs to discuss what natural resources are required for each activity. They should fill in the exercise as they discuss. As an extension, get students to research any other ways of using these resources. Check answers in class. Share information with the whole class.

### Quotation

Explain that the quotation that the students are going to analyse comes from King Abdullah II of Jordan. He is talking about the importance of energy in Jordan. Explain the word family *diverse-diversify-diversification* (related to difference or change).

Students should read the quotation to their partner. They should then try to translate it. The original quotation in Arabic is below:

إنَّ عصب العمليَّة الاقتصادية هو الطاقة، وقد كُنَّا من أوائل دول المنطقة التي تنبَّهت إلى أهميَّة تطبيق برامج وسياسات تضمن تنوُّعًا متدرِّجًا لمصادرها من شأنه تحصين بلدنا.

Ask students if they can explain the quotation in English. What does the expression 'at the heart of' mean? (at the centre of/the most important issue) What does 'gradual diversification of energy sources' mean? (using more, different energy sources) Why will this 'protect' the country? (the country won't have to rely on imported oil any more) Why do they think that this is an important concern for King Abdullah II and Jordan? Do they think that this was said recently or a while ago? In groups, students should try to come up with more questions about the quotation. Answering these questions in a definite manner is not important, rather that students are learning to enquire and discuss constructively. When the students have compiled a list of questions, they should start to discuss the more interesting ones in groups of three. After discussing three questions in their groups, they should be ready for feedback to the rest of the class. Encourage them to start their sentences, 'We thought that ...', 'It seemed that ...', 'We couldn't quite agree about this ...'. As they are giving feedback, write notes or important words on the board. Explain that, as the leader of the country, King Abdullah II is talking about the energy needs of Jordan, with reference to the economy.

### Speaking

- 6 Split the class into groups of four. Assign each group an energy source to work on. Explain to students that they must concentrate only on this energy source and its advantages. They must find a way to convince the school that it should change to the source of energy that they have been assigned.

Tell them they will need to think about persuading the class to listen to the advantages that they are talking about. Also tell them that they should be prepared to deal with the disadvantages as well, since these are important to the other groups. Tell them they should make detailed notes and do any research that they need.

Let students discuss and note down anything they feel is important, and suggest that they make a poster or flow diagram to organise their notes.

### Answers

Students' own answers

- 7 Tell the students that they are going to have a debate, using their notes. First, each group must present their source of energy to the class, and then they must answer any questions that the class asks. They must decide who is going to say what before they speak.

Students should then move into groups where there is at least one person representing each energy source. They should discuss the advantages and disadvantages of each energy source. After the discussion, you should hold a vote, based only on the strength of the arguments that the students have heard.

### Answers

Students' own answers

### Activity Book, pages 32–33, exercises 6, 7 and 8

For exercise 6, have the students read the questions silently and then, with books closed, tell you what the questions were. They do not have to remember exactly – they should paraphrase them. Students should then divide questions 2 and 3 in pairs, each member answering one question, and they should read the article silently, looking for the answer to their question. When they have found the answer, they should tell their partner, who should check the answers. Next, they should discuss questions 3 and 4. Check answers as a class and discuss 3 and 4, encouraging any differences of opinion, and ensuring a safe, constructive discussion environment for all.

For exercise 7, get the students to write their ideas about renewable energy alone and then compare with two other students. They should then share the differences and similarities with the class.

For exercise 8, students use the picture to generate sentences, which they then write down. Get students to discuss the picture and construct sentences. Students then share their ideas with the class before writing them down. Play a memory game when they have finished, where they must recall what is in the picture, and try to reconstruct any sentences they remember, with their books closed.

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- respond to analytical questions before, during and after listening to a professor's talk about non-renewable energy sources
- use various vocal clues (e.g. speed and emphasis) to understand the ideas and information when listening
- take part in a plan-based discussion about the best non-renewable energy source for Jordan by defining a position and selecting evidence to support that position
- defend a position or present information by developing a well-organised presentation about the best non-renewable energy source for Jordan
- skim an exposition to get the gist
- write well-organised and coherent paragraphs with a topic sentence, supporting paragraph and a concluding sentence

#### Materials

- Student's Book pages 48–49
- Cassette/CD
- Activity Book: Module 4 – pages 33–34

### Student's Book, pages 48 and 49



**Listening**

- 1 Work in pairs and discuss what you can see in the photographs.
- 2 Listen to a professor talk about different types of non-renewable energy in Jordan. Which type(s) of energy is/are not used at the moment in Jordan, but will be very important in Jordan's future?
- 3 Listen again and complete the notes. You will need to write a phrase or a few words in each gap.

Jordan depends a lot on (1) \_\_\_\_ sources. Ninety-six per cent of the country's energy comes from oil and natural gas imported from neighbouring Arab countries. Because of this dependence on other countries, Jordan has invested in research projects to identify (2) \_\_\_\_ of energy.

At the moment, imported natural gas is used to fulfil the country's energy needs and to (3) \_\_\_\_\_. However, a recent discovery of natural gas in Jordan means that, in the future, less natural gas will need to be imported.

Oil shale rock has also been found in Jordan, most notably in the west-central area.

Shale oil can be produced from this type of sedimentary rock. It is a substitute for crude oil, but the (4) \_\_\_\_\_ for shale oil is more expensive. The process is also quite dangerous and produces a lot of (5) \_\_\_\_\_. At the moment, no shale oil industry exists in Jordan but several companies are considering using it to generate (6) \_\_\_\_\_.

Nuclear power holds hope for Jordan's future energy supply. Plans are in place to construct two (7) \_\_\_\_\_ which will double the country's electricity generation capacity. Jordan plans to get 60 per cent of its (8) \_\_\_\_\_ from nuclear energy by 2035 CE.

48

### Listening

- 1 Students should work in pairs to describe and guess what they can see in the photographs. After they have finished, you could describe one of the photographs and the students must guess as quickly as possible which one you are talking about.

#### Answers

- a oil and gas plant b oil shale  
c nuclear power plant

- 2 Students now listen to a professor talk about different types of non-renewable energy in Jordan. Read the question with the students. Ask them to clarify what they are trying to find out (which energy source is not used at the moment but might be valuable later on). They are listening to find only this information the very first time. Tell them to listen rather than read the text this time, to see how much they can understand.

Play the recording. After they have listened once, ask them to tell you what they understood from listening this time. Write notes on the board. If they managed to hear the answer, ask them to explain how they understood that it is the correct answer.

#### Answer

shale oil and nuclear energy

- 3 Tell students that they are now going to listen to the speech again, but this time they are going to complete the notes in exercise 3. This means that they will have to use more than one word to make sentences. Play the recording. Students write what they hear in their notebooks and then compare with their partner. Check answers as a class. Draw students' attention to the speed of the speaker. Explain that he is speaking at a slow pace so that the listener understands the details of his speech, not to mention the emphasis he puts upon the important ideas (which are the gaps that the students are going to fill).

## Audioscript

Jordan depends a lot on **foreign energy** sources. Ninety-six per cent of the country's energy comes from oil and natural gas imported from neighbouring Arab countries. Because of this dependence on other countries, Jordan has invested in research projects to identify **alternative sources** of energy.

At the moment, imported natural gas is used to fulfil the country's energy needs and to **generate electricity**. However, a recent discovery of natural gas in Jordan means that, in the future, less natural gas will need to be imported.

Oil shale rock has also been found in Jordan, most notably in the west-central area.

Shale oil can be produced from this type of sedimentary rock. It is a substitute for crude oil, but the **extraction process** for shale oil is more expensive. The process is also quite dangerous and produces a lot of **waste product**. At the moment, no shale oil industry exists in Jordan but several companies are considering using it to generate **thermal power**.

Nuclear power holds hope for Jordan's future energy supply. Plans are in place to construct two **nuclear reactors**, which will double the country's electricity generation capacity. Jordan plans to get 60 per cent of its **energy needs** from nuclear energy by 2035 CE.

## Answers

- 1 foreign energy 2 alternative sources  
3 generate electricity 4 extraction process  
5 waste product 6 thermal power  
7 nuclear reactors 8 energy needs

## Activity Book, page 33, exercises 9 and 10

Tell students that they are going to read the article in order to create a title for it. Students should do this as a jigsaw reading, working in pairs, reading half the article each, and then telling their partner what they have read. If any students struggle with speaking from memory, they should work alone to read the article and then join with others to discuss the title. Once students have read their half, they should report what they have read to their partner who then checks what they hear in the corresponding half. They then decide together on a title for the article. (It should have something to do with rainforests being natural resources as well as oil and natural gas.)

For exercise 10, students should change partners and answer questions 1 to 4. Tell students that they will not find all the answers in the text – they will have to use their knowledge gained from this unit to answer, as well as using discussion and critical thinking (asking 'why?' and 'how?'). Hold a class discussion about questions 1, 3 and 4. Encourage different opinions and constructive comments. Finally, get four or five students to tell the class one fact they like from the article in their own words. Each student should choose something from the article that is new or interesting to them, and write it down in their own words in their notebook.

## Speaking

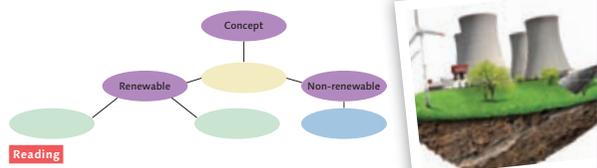
4 Which of the words in the box below refer to the following energy sources a–c?

imported expensive dependence liquid thermal  
substitute reactors hope investments

a natural gas b shale oil c nuclear power

5 With a partner, choose one non-renewable energy source from exercise 4 and briefly explain why you think it is the best one for the future of Jordan.

6 Look at the photograph on the right. What concept does it suggest? Complete the following chart accordingly in your notebook. Then, extend the diagram to include examples of each concept.



## Reading

7 Read the text below. What does it describe?

Crude oil is currently the most important source of energy in the world. It is a fossil fuel which is formed over many years by the decomposition of organic compounds, or anything that contains the element Carbon. These organic materials come from the remains of animals and plants. When sediment and other organic materials are buried deep under the ground under high temperature and pressure, crude oil is formed. It then undergoes many different processes before it is ready to be used as energy and from it we get petrol, diesel and kerosene, among other fuels. However, due to the time taken to form new supplies of crude oil, it is considered to be a finite, non-renewable source of energy.



8 Find the words 1–4 in the text and match them with their definitions a–d.

- |                 |   |
|-----------------|---|
| 1 decomposition | a matter that settles to the bottom of a liquid |
| 2 organic       | b the process of decaying                       |
| 3 sediment      | c limited in size or supply                     |
| 4 finite        | d something that came from living matter        |

## Writing

9 The text in exercise 7 states that crude oil is currently the most important source of energy in the world. Do some research, make notes and write a short report to explain this statement in three paragraphs divided as follows:

- Paragraph 1: topic sentence  
Paragraph 2: supporting paragraph  
Paragraph 3: concluding sentence

49

## Speaking

4 Write *natural gas*, *shale oil* and *nuclear power* on the board. Ask students to tell you any information they remember about each resource from the article. Write useful, correct comments on the board next to each resource.

Next, get students to check the yellow box and see how many of the words inside it have been mentioned on the board. Ask some questions about the words, such as *Which ones are nouns/verbs/adjectives, etc.*, and check that all vocabulary items are familiar to students by asking selected students what the words mean.

They should then work in pairs to group the words with categories **a**, **b** or **c**. They should try to do this without the article, and check after doing the exercise.

Check answers as a class. After you have checked, the students should try to make new sentences using this new vocabulary in pairs again. Share the new sentences as a class.

## Answers

- a** imported, dependence, investments  
**b** expensive, liquid, thermal, substitute, investments  
**c** reactors, hope, investments

**Note:** 'investments' applies to all the energy sources as a result of the statement at the end of the first paragraph.

5 Ask three students which non-renewable energy source they would choose for the future of Jordan. Get them to give at least one reason, in full sentences. Students should work in pairs to complete this task. Tell them to continue asking their partner 'why?' until they feel they have given a satisfactory explanation. When they have finished discussing, get a few pairs to roleplay their conversation in front of the class.

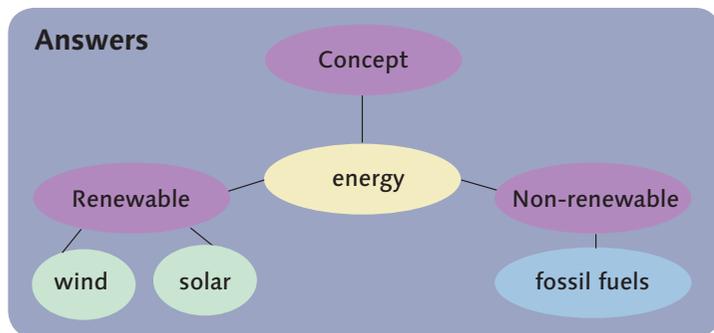
**Answer**

Students' own answers

6 Students should look at the photograph and decide in pairs what concept it suggests to them. They should then use the diagram in this exercise to categorise the energy types, and then extend the diagram with their own examples.

Before they do this, ask them which types of energy they can see in the photograph – and ask them which are missing. Get them to make a sentence to describe the concept diagram they have completed.

Check answers as a class.



**Reading**

7 Tell students to underline the words *crude*, *decomposition*, *buried*, *temperature*, *pressure* and *diesel* in the text. Tell them they should listen to the pronunciation of these words in the text. Read the text to the students, while they follow in their books, and then get them to practise saying the words, first by choosing three or four students from the class to say the words, and then by saying them to a partner.

Read the question. They should read the text again and answer the question. After this, they should read the text once more and close their books. Say it is a race to write down ten words they can remember from the article that they think will be useful. When they have finished, get them to try to make sentences with the words they have written down.

**Answer**

It describes the process of how crude oil is formed underground over many years.

8 Students should re-read the text in exercise 7 and check the words below in the exercise. They should cover the definitions if possible and try to create their own definitions in pairs. They should then uncover the definitions and compare their own. Finally, they should match the words and definitions and check with their partner before you check as a class.

**Answers**

1 b 2 d 3 a 4 c

**Writing**

9 Explain to students that they are going to write an essay based around the statement that crude oil is the most important source of energy in the world. Do they agree? Why / Why not?

Explain that the essay they will write assumes that this statement is true. They should not disagree with it in this type of essay, which is called a topic or explanation essay. Explain that they should think about the essay in three parts, which are the topic sentence or introductory sentence/paragraph; the supporting paragraph, which gives more information to back up the introductory sentence, and the concluding sentence/paragraph, which sums up everything written in one sentence, reinforcing the explanation.

Ask students to think about words they could use to add or strengthen information, and provide examples of these (*in addition*, *furthermore*, *what is more*, *overall*, *then*, *additionally*, *firstly*, *secondly*, etc.) Students should then write their essays, making sure to include the above points.

**Answer**

Students' own answers

**Activity Book, page 34, exercises 11, 12 and 13**

Ask the students if they have ever filled in a job application form, on the Internet or on paper. What did they have to fill in on the form? Why did they want to apply for the job? Then get them to prepare for the writing tasks by answering the questions in exercise 11.

For exercise 12, tell students to read the form to make sure they understand what kind of information is required from them. Then, tell them to fill in the form and remind them to use the notes they wrote in exercise 11.

In exercise 13, students check that all the different types of information are in the correct place. Also, ask them to check their partner's application form. They should then hand the forms back and give constructively-framed comments to their partners. Have a class discussion on which students are suitable for the job.

# Unit 6 Natural resources in Jordan

## LESSONS 1 AND 2

### Overview

**Outcomes: It is expected that students will**

- make predictions about different sources of energy
- confirm and clarify word meaning using dictionaries and glossaries
- scan an exposition for particular information
- demonstrate understanding of an informational text about a quiz show by answering comprehension questions
- elicit information from someone by asking appropriate questions orally
- produce a report about a quiz show using reported speech

### Materials

- Student's Book pages 50–51
- Dictionaries
- Glossary – Activity Book pages 72–73
- Cassette/CD
- Activity Book: Module 4 – page 35

Student's Book, pages 50 and 51



### Before you begin

- 1 Tell students to look at the photographs. Ask them to work in pairs to decide what the pictures show, and to talk about where or whether they have seen the things in either picture.

### Answer

- a wood from a sustainably managed forest  
b solar panels c the Sun

- 2 Ask the students what an adjective is (a word that describes a noun). Tell them they must work in pairs to find the adjectives in the yellow box. Tell them that they can check the words they don't know in the Activity Book glossary or in a dictionary. If they finish this activity in pairs, they should decide whether the remaining words are adverbs, nouns or verbs.

### Answers

**Adjectives:** abundant, derived, tidal, self-taught, worldwide, hydro, primary

**Noun:** biofuels

- 3 Read the question with the class. Ask them what kind of subjects they expect to be brought up on a quiz show about the subject of natural resources. Tell students to follow the quiz show in their books, and to answer the question.

Play the cassette/CD. When the students have heard it once, get them to discuss in pairs what they think the answers are. There are several answers, so you might want to allow them a longer period of time to compare answers and add to their list. Check answers with the class. Have a discussion about what counts as a 'subject' in this text.

### Answer

The quizmaster asks about renewable energy, solar energy, wood, fossil fuels, solar technology and nuclear power.

## Comprehension

4  Tell students they are going to listen again to the recording. First, with books closed, get a few students to try to remember the questions that were asked. Then have the other students check. Go through the instructions in exercise 4, and concept check to see that the students know what they have to do. Ask them *Do you have to use the Internet to find the answer?* (maybe) Play the cassette/CD again.

When the recording has finished, students should work in pairs to discuss what they have found out, and then decide what they still need to research. Allow limited research time, and then check the answers as a class.

## Answers

1 *It* (line 13): solar energy; *they* (line 35): the USA; *it* (line 42): nuclear power 2 All renewable energy sources, except tidal and geothermal, get their energy from the sun, for example, biomass, wind and hydropower. 3 Students' own answers; their answer should be based upon the following information: wood is a renewable energy source if trees are planted after they have been cut down for fuel. 4 Suggested answer: Jordan uses solar PV to power remote villages, but it is working on doing more by building power plants for near future usage. It is a very sunny country so it has the potential to use solar power to its advantage.

## Activity Book, page 35, exercise 1

Tell students they are going to do a vocabulary exercise to practise the words they have learnt so far. Choose one word from the lesson (e.g. *abundant*) and either explain it or mime it. If you play charades with the students often, it is a good idea to have symbols for 'number of syllables', 'adjective', 'noun', etc. They will, in this way, feel at home with the game. Play the game with the class with several other words, and then introduce the exercise. Tell them they have to use the words in the box to fill in the gaps so that they make sense. They should work in pairs to do this. When they have finished, check answers as a class. Read out the final version, or get a student to do it. How much can the class remember, after they have finished reading?

## Grammar: Reported questions

5 Ask students to talk again about the quiz show in exercise 3. Ask *What was the boy's name? What questions did he answer? Did he answer them all correctly? What have you learnt from this text?* Write these questions on the board, and get the students to tell each other what you have asked them.

Tell them to look at the *Grammar notes* section on pages 66–67 of their Activity Book if they need to. Next, they should ask their partner some simple questions such as 'Where do you live?' 'Do you have a pet?' and try to put them into reported question format after they have answered each other's questions.

For lower-achieving students, prepare slips of paper or card with questions on them, and the corresponding reported questions for them to match as a group of three or four. Support them in this activity.

Next, direct students' attention to the exercise. Explain that Zaid and Jamal are talking about Jamal's recent experience on Mastermind, and Zaid wants to know what the quizmaster asked. Jamal is going to tell Zaid, and the students must choose the correct form of the verb in his answers. Students work in pairs to choose the correct alternative in each question.

Check as a class, and then have students practise the dialogue in pairs. Choose a few pairs to perform it to the class. An extension could be to get higher-attaining students to write a dialogue between the quizmaster and his friend, asking him about the questions he asked Jamal.

## Answers

1 would be 2 was 3 had been 4 was

**Comprehension**

4  Read and listen to the quiz show again and answer the questions. You may need to do research on the Internet, in the school library or in a public library to know some of the answers.

1 What do the underlined words refer to?  
2 Jamal says that solar energy is the origin of many other sources of energy. Give examples of these sources.  
3 Do you think that wood is a renewable energy source in Jordan? Why / Why not?  
4 Is solar power common in Jordan? If so, give real examples of how and where it is used. If not, give suggestions of how and where these two technologies could be used.

**Grammar: Reported questions**

5 Zaid is asking his friend Jamal about his appearance on Mastermind. Choose the right option to complete Jamal's answers.

Zaid: So, what was the hardest question you were asked?  
Jamal: I was asked what source of energy (1) *would be / will be / is* the main energy source in the future. I wasn't sure at first, but I got the answer right!  
Zaid: What else did he ask you?  
Jamal: It's hard to remember! He asked me if wood (2) *is / has been / was* a renewable energy source.  
Zaid: Oh, right. Did he ask you anything else?  
Jamal: He asked me why solar energy (3) *was / had been / has been* given the term 'primary renewable energy'.  
Zaid: Of course you knew the answer.  
Jamal: Of course I did. Oh, and he also asked me which country (4) *was / had been / would be* the largest producer of nuclear power. In the end, I got all the answers right!

**Speaking**

6 Work in groups of three, Students A, B and C. Imagine that Students A and C want to introduce themselves to each other, but they need an interpreter because they do not speak the same language. Ask questions, and Student B 'interprets' them using reported questions. Switch roles.

A: What's your name?  
B: She asked you what your name was.  
C: My name's Amina. What's yours?  
B: She asked you what your name was.  
A: My name's Badria.

**Writing**

7 Imagine you have taken part in the Mastermind programme about a topic of your choice. Write a review of the programme describing what kind of questions you were asked. Use reported speech and reported questions.

**Writing strategies**

Writing a review of a programme

- Before beginning to write, decide whether your review will be positive, negative or neutral.
- Make notes about what happened in the programme.
- Include notes about your recommendations.
- Using your notes, write a three-paragraph review.



nuclear power plant

51

## Speaking

6 Read the instructions with the students. Have they ever been in a situation like this with someone who doesn't speak their language, or have they ever needed an interpreter? What was it like? Put students into groups of three, and nominate the students A, B and C. Tell them to use the questions and reported questions in their Student's Book to start with, and then they should ask more challenging questions.

Get the lower-attaining students to focus on the questions in the book, and then get them to write down a few more questions in direct speech and to focus on making these into correct reported questions.

If higher-attaining students finish early, get them to think of a situation in which this scenario might happen. Ask them to improvise a script between two people who don't speak the same language, and an interpreter. Examples could include a holiday, an airport, a lost tourist, etc.

### Answers

Students' own answers

### Activity Book, page 35, exercises 2, 3 and 4

For exercises 2 and 3, students should work alone to decide on the correct form of the verbs. This is more open practice, so they may need to refer to the *Grammar notes* section in their Activity Book on pages 66–67 to check their answers or their ideas. After they finish, they should check with their partners and defend their answers if they can. Check answers as a class.

For exercise 4, explain that the students should now think of more interesting questions than they asked before. Give some examples of different questions, such as *What would you like to be when you grow up?* *Where in the world have you visited?* Explain that they need to write these questions down in their notebook and then either give (this option is best for lower attainers) or ask (higher attainers) their partners the questions. They should answer the questions. Then they should write a paragraph in reported speech about the questions that their partner asked. You could play a guessing game after this, by reading out a few of the reported questions and having the rest of the class guess who asked them.

## Writing

7 Refer to page 172 of the Teacher's Book for a sample review of a programme and for examples of language in this genre of writing. Ask students if they ever get anyone to read what they have written. How does it feel? Why do they think it feels like that? Do they think it's a good idea to have someone read their work? Why? Explain that they are going to write a review of *Mastermind*, after taking part in an episode.

Go through the **Writing strategies** box with the students and explain it. Remind them that a review should say what happened in its structure, and explain that they must write at least four reported questions and use four instances of reported speech in the review to tell their readers what happened. After they have written their reviews, get them to read their reviews over to check for grammar mistakes. Then get them to swap with a partner that they know well, and encourage constructive comments. Choose a few students to read their reviews to the class.

### Answers

Students' own answers

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions about water usage in Jordan based on prior knowledge and evidence from the text
- scan an exposition for particular information
- produce written responses to analytical comprehension questions related to a text read in class
- use knowledge of synonyms to determine the meaning of new vocabulary
- recognise tone in spoken language for expressing advice, instructions, warnings, threats, regrets, blame, complaints and excuses

#### Materials

- Student's Book pages 52–53
- Activity Book: Module 4 – page 36

### Student's Book, pages 52 and 53



**Reading**

- 1 Look at the photographs. What do they represent? Discuss your ideas with a partner.
- 2 Read the text and check your answers to exercise 1.

### Water resources in Jordan

Water is essential for life. Our wellbeing, sanitation, agriculture and industry all count upon a supply of water. Beyond these uses, water brings countless other benefits to society. We use it to swim in, sail on and take pleasure in the numerous plants and animals that depend on it. In addition, our health and environment are reliant on an effective wastewater infrastructure. Jordan's scarcity of water is a long-term challenge for environmentalists. Water resources in Jordan have remained quite stable over the years, but Jordan has become a densely-populated country. Current use of water already exceeds renewable supply.

Consequently, the Jordanian government have released the following notice to commence raising awareness of this matter.

1. Jordanians must recognise that the available water supply is finite, and they must take responsibility for this issue within their own households.
2. Accountability must be assumed for water management in Jordan. This responsibility should be recognised by individual citizens, the public sector and the private sector alike. The situation necessitates the combined effort of the Jordanian people to improve conditions within their own environs.
3. A deeper understanding of the available amounts, actual quality and natural protection of Jordan's water resources must be reached. This knowledge will be circulated in schools and throughout the community.
4. Water must be used more efficiently, with more regard for energy needed to heat water for daily usage.
5. Healthy aquatic ecosystems are vital to a high quality of life for Jordanians and must be preserved.
6. The quality and standards of drinking water will be consistently maintained to ensure that Jordanians have potable water that is free from pollutants.

**Comprehension**

- 3 Read the text again and answer the questions in your notebook.
  - 1 Out of all the uses of water mentioned in the first paragraph, which do you consider the most important? Why?
  - 2 What does 'this matter' in line 17 refer to?
  - 3 Rephrase point 1 of the government notice in your own words.
  - 4 In point 2 of the notice, what idea is being expressed here? Write one sentence.
  - 5 An educational programme is proposed in point 3. What is its purpose? Explain in your own words.

### Reading

- 1 Tell students to look at the photographs. Ask them what they think the word *represent* means (show). Have the students discuss the three pictures in groups of three. They should use sentence starters such as *Maybe ... Perhaps ... I think ... It could be ... It might be ...* Remind them of this language before they start discussing. They will find out the answers in exercise 2.

### Answer

Students' own answer

- 2 Students should read the text and check their answers to exercise 1. You should divide the reading task as follows: put students in pairs and nominate Student A and B in each pair. Student A reads the first two paragraphs, and Student B reads the bulleted text. They then report to each other what they have read. They should try to do this without looking at the text. If you think some students won't manage this, have them read the first half to themselves and then you can read the second half to them. Check whole class comprehension by telling them to close their books and tell you what kind of things can be done to save water.

### Answers

The first photograph is Wadi al-Mujib Dam in Jordan and it shows how water is used and stored in Jordan. The second and third photographs represent the problem of water shortage in Jordan due to the misuse of household water.

### Comprehension

- 3 Students re-read the text and answer the questions while they read. Explain to students that these questions need to be answered with paraphrases, and to do this well, they must first fully understand what they are reading. Explain that they will need to read each paragraph several times to arrive at this level of understanding. Students should work alone at first, to work out an idea for each answer, write notes for it, then compare with a partner and rephrase their answers again. You should work with the lower-ability students to make sure they have a basic grasp of the material, and work to help them rephrase the text orally. When students have completed the comprehension questions, check as a class, and get stronger students to explain their answers.

### Answers

1 Suggested answer: I think that the use of water in sanitation is the most important because advances in sanitation have helped us to become healthier and control disease. It is necessary to continue living at the current level of sanitation. 2 'This matter' refers to the problem of water shortage, and how to use water responsibly discussed in the first two paragraphs. 3 Suggested answer: In Jordan, it is necessary that people know that water

supply is limited and begin to think about how to reduce their usage of water in their own houses, and on an individual level. **4** Suggested answer: Point 2 is talking about working together to help to solve the problem. The key to working together successfully is accepting one's own responsibility, whether it is at home or at work as part of a company. **5** The educational programme intends to make school children more aware of the problems and solutions of water shortages, starting this education from an early age. **6** 'Regard' means 'care' here. **7** Suggested answer: This could be concerning tourism, or in terms of fish. The environment is important for the government to maintain because it is a part of the Jordanian heritage. **8** Point 6 says that the quality of Jordan's water will be checked regularly to make sure that drinking water is safe.

### Answers

**1** are reliant on **2** consequently **3** accountability  
**4** combined effort **5** deep understanding  
**6** wellbeing **7** countless other benefits  
**8** free from pollutants **9** consistently maintained  
**10** more regard for **11** is finite

**5** Explain to students that they must now use the vocabulary they have been working on to complete the text. Read the text aloud to them, as they read it in silence, replacing the gaps with a 'beep' or word of your choice. While you are reading, students should listen and try to get the sense of the paragraph. Next, have the students try to tell their partner the gist, before they attempt to read through it again and select the appropriate words to put into the gaps. Tell them they can do this in pairs or threes and that discussion is important. When they have chosen the words, check as a class.

### Answers

**1** are reliant on **2** Consequently **3** deep understanding  
**4** accountability **5** more regard for  
**6** consistently maintained / free from pollutants  
**7** combined effort

### Writing

**6** Start this activity by getting students to close their books and tell you a whole sentence about either of the texts they have just read. See how much of a full picture you can build up by repeating this several times. There are several key points that can be included, including that it is both an individual and collective responsibility to save water; water needs to be saved for several reasons; these reasons are ecological, health-related and financial; an education programme will be started in schools to show children how to save water; the government works to provide people with enough water; people should respond by reducing their usage as much as they can. Any combination of two of these points is adequate to cover the requirements for this task, since its aim is to use the vocabulary from exercise 4.

### Answers

Students' own answers

### Activity Book, page 36, exercises 5 and 6

Tell students to look at the table in exercise 5 and complete it using a dictionary and their own knowledge. After they have done this, tell them to close their books. You then call out the words one by one. Students have to say any words related to it, as quickly as they can. Allow other words in the same family, but nominate a competent student to check it in the dictionary, and ensure that students understand or have found out the difference between any alternatives in each column (e.g. *pollutant/pollution* and *reliant/reliable*).

- 6** In point 4, what does the word 'regard' imply?  
**7** Why do you think point 5 is considered an important issue to the government?  
**8** What does point 6 say will be done to make sure that drinking water is safe?

#### Vocabulary

**4** Read the text again. Match the words or phrases below with an underlined phrase from the text that has a similar meaning.

- 1** need (v) \_\_\_\_\_  
**2** as a result \_\_\_\_\_  
**3** responsibility \_\_\_\_\_  
**4** partnership \_\_\_\_\_  
**5** in-depth comprehension \_\_\_\_\_  
**6** health \_\_\_\_\_  
**7** numerous different advantages \_\_\_\_\_  
**8** uncontaminated \_\_\_\_\_  
**9** routinely monitored \_\_\_\_\_  
**10** greater concern for \_\_\_\_\_  
**11** will run out \_\_\_\_\_



**5** Using the appropriate phrase or word you found in exercise 4 to complete this text.

Humans and animals **(1)** \_\_\_\_\_ water to survive. **(2)** \_\_\_\_\_, living in a country where water is scarce requires a **(3)** \_\_\_\_\_ of the relationship between mankind and nature. Whether we are part of a large business or a small family, we must build a community feeling of **(4)** \_\_\_\_\_ for our water supply, and use it with **(5)** \_\_\_\_\_ the world around us. The government provides us with drinking water that is **(6)** \_\_\_\_\_, and the least we can do is to make a **(7)** \_\_\_\_\_ to reduce our usage on a day-to-day basis.

#### Writing

**6** Now write a summary (50 words) of these two texts in your notebooks. Use at least six of the phrases in exercise 4.

#### Listening

**7** Read the following sentences aloud to your partner. In what situation would you say them?

- 1** I would only have a small bath if I were you. It's better for the environment.  
**2** To get to the nature reserve, go straight on until you reach the large tree. It's right in front of you.  
**3** I'm going to tell your mum if you waste any more water!  
**4** If you don't revise well for your exams, you'll regret it!  
**5** I wish I had drunk enough water yesterday. I feel terrible this morning.  
**6** There's no hot water left. You shouldn't have had such a long shower.  
**7** Excuse me, but this soup is cold.  
**8** I'm sorry. I didn't mean to break the plate.

**8** Listen to some people making the statements. Did they say them in the same way as you?

How does the United Kingdom conserve water?

#### Pronunciation

**9** Listen again. Repeat the sentences during the pauses in the recording. Practise saying them again with a partner.

53

### Vocabulary

**4** Direct students' attention to the words and phrases 1–11 in this exercise. Can they think of any synonyms for them? Tell students to go back through the text, focusing upon the underlined phrases and words. They should find the best-fitting synonym in each case. Remind them to think about whether the word is a noun, verb or adjective when they are choosing. Students should work in pairs, and when they have finished they should change pairs to check. Tell them they must justify their answers to their new partner. When they have matched the vocabulary for the second time, check as a class.

When you are satisfied that students are happy with the word families, tell them to move onto exercise 6. Explain that they need to choose the correct word or phrase to complete the sentences so that they make sense. They should do this alone, and try to complete it without using their Student's Book to help. Get them to check together in pairs, and then check as a class.

### Listening

**7** Students start by reading the sentences aloud to each other. Do not give them any clues, but instead let them come to their own conclusions about how the sentences should be read. When they have had a go at reading the sentences, ask them what situations they might say the sentences in, and how this might influence the way they say it. Do not give answers yet; wait until they have heard the recordings of native speakers.

#### Answers

**1** advice **2** instructions **3** warning **4** threat  
**5** regret **6** blame **7** complaint **8** apology

**8** In this exercise, students should listen and re-evaluate their responses to the sentences in exercise 7. Encourage them to mark in stress marks and rising and falling intonation.

#### Answers

**Note:** The arrows show whether the intonation of certain words should go up or down; the dot above certain words indicates that they should be stressed.

- 1** I would only have a small bath if I were you. It's better for the environment.
- 2** To get to the nature reserve, go straight on until you reach the large tree. It's right in front of you.
- 3** I'm going to tell your mum if you waste any more water!
- 4** If you don't revise well for your exams, you'll regret it!
- 5** I wish I had drunk enough water yesterday. I feel terrible this morning.
- 6** There's no hot water left. You shouldn't have had such a long shower.
- 7** Excuse me, but this soup is cold.
- 8** I'm sorry. I didn't mean to break the plate.

### Pronunciation

**9** Play the recording for the students again, but pause it after each sentence. The students should repeat the sentence several times while the recording is paused, and when they have listened to all the sentences, they should practise the intonation again with a partner. Ask confident students to say some of the sentences aloud to the rest of the class.

As an extension, students could write and say their own sentences with the intonation pertaining to each purpose outlined in exercise 7.

#### Answers

Students' own answers

#### Research box

Read the question with the students. Ask them how they think the United Kingdom is careful with its water. You could even ask them whether the United Kingdom has problems with its water supply (it does, in dry summers and winters, even though there is often rainy weather there). The students can research this either at school or at home, and write a report on the several ways that the UK conserves water at different times of the year.

#### Answer

The United Kingdom issues 'hosepipe bans', which mean you cannot use water to do 'unnecessary' jobs like cleaning the car or watering the garden during summer. Some areas in the UK also provide every household with water meters, and incentives like vouchers if a household's water consumption is low.

#### Activity Book, page 36, exercises 7 and 8

For exercise 7, students should read aloud in groups of three. The first student reads until 'the African people.' The second student continues until 'endangered animals', and the third reads to the end. Students answer the questions in their groups of three, taking care to discuss politely and listen to their fellow students' opinions. Have a class discussion to check and listen to the whole class opinions. Check answers.

For exercise 8, put students in groups of three again. They should discuss the question. Encourage differences of opinion. Write some notes on the board for future reference by the students, and then let students start to write their own ideas down. Get a few students to stand up and read their answers.

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- engage in a discussion about an organisation in Jordan
- respond to analytical questions before, during and after listening to an article about the Natural Resources Authority in Jordan
- present information by developing a well-organised informational presentation
- engage in a discussion to understand details of a graph about oil consumption in Jordan
- produce an essay about an organisation in Jordan
- organise information to develop a central idea using well-linked paragraphs
- review own written work and that of peers for appropriate use of form, style and tone to suit intended purposes and audiences

#### Materials

- Student's Book pages 54–55
- Cassette/CD
- Activity Book: Module 4 – pages 37–38

### Student's Book, pages 54 and 55



**Listening strategies**

**Summarising specific information**

- Underline key words in the question.
- While listening, focus on information directly related to the question.
- Write brief notes to make the summary with your partner.

**Listening**

- 1 Do you know any organisations in Jordan that deal with natural resources? What kind of jobs do you think they do?
- 2 Listen to an article about the Natural Resources Authority in Jordan. Close your books. What can you remember about the things this organisation does?

**Comprehension**

- 3 Listen to the article again and answer the questions.
  - 1 In your own words, describe the general goals of the NRA.
  - 2 What are the three enterprises? List two activities that each enterprise includes.
  - 3 Which enterprise do you consider the most important? Give reasons.
  - 4 Do you think the NRA could do more to involve school-age students? What could it do?
  - 5 Would you like to take part in the training that the NRA offers? Why / Why not?

**Vocabulary: Natural resources**

- 4 Sort the items in the box into the two categories in the table below.

generators solar energy glass fresh water wildlife wind turbines wind solar cells coal natural gas petroleum paper forests	
Natural resources	Products

Now write a sentence or two to explain how natural resources and products differ.

54

### Listening

- 1 Students should describe what they see in the photographs and attempt to relate them to the subject of this unit and module. Get one student to read the questions, and ask the first question to at least four or five students. They should then discuss the second question in pairs. Get feedback on their ideas, and write some of them on the board.

#### Answers

Students' own answers

- 2 Read through the *Listening strategies* box with the students and explain it to them.

Read the question, and ask one student what you have to do (listen to an article about the Natural Resources Authority in Jordan, then close books and summarise the information as best they can, focusing on the general question of what this organisation does). They should summarise the information in pairs, adding to each other's information and correcting or querying where necessary.

### Audioscript

The Jordan Natural Resources Authority was established in 1965 CE, with the aim of managing the research, use and effective waste disposal of Jordan's natural resources. This organisation has set up several enterprises to ensure that energy resource management remains in harmony with geology in Jordan.

There are several places in Jordan that are much valued for fossils, history or even spectacular scenery. Geological preservation means protecting these sites from being destroyed for mining, housing, industrial development or road construction. Geological tourism activities focus on protecting these unique landscapes as a tourist attraction. Protecting important features of Jordan's geological spectacles. The NRA have set up centres and organised routes for hiking, road-side exhibits and tourist information services.

The NRA geological museum was opened in 1989 CE. It is an applied geology museum that provides visitors with information about earth sciences from a Jordanian point of view. The museum visitors are mainly students of different ages from private and public schools and universities who visit the museum regularly, as well as foreign and Jordanian tourists.

The museum demonstrates the principal activities and achievements of the NRA. It exhibits rocks, minerals and fossils, maps, figures, photographs and models. The main goal is to demonstrate the main activities and achievements of the NRA in different fields.

At the Natural Resources Authority there is an experienced team of scientists and up-to-date equipment, which allow new analysis to be carried out. As a result, it has created opportunities for new graduates to get further training in Geological Science and Engineering. The training lasts a year, and the trainees are placed in varied paid internships. The trainees are nominated by their own universities and chosen by the NRA to participate in this highly respected programme.

### Suggested answer

It manages everything to do with natural resources in Jordan including research and use of natural resources. It has set up schemes to help promote the correct usage of Jordan's resources.

### Comprehension

- 3 Ask the students to listen to the article again and work in pairs, taking two questions each of the comprehension. The first two questions are text-based questions, so students should take one of these, and one out of 3 and 4. Explain that questions 3, 4 and 5 require critical-thinking skills, and that students must use the information given to make their own decisions. They should discuss number 5 together. Once they have worked through those two questions, they should discuss the answers they found with their partner.
- Encourage polite disagreement, and remind them how to disagree with each other without sounding impolite (Module 3, page 55, Activity Book box). Once you have allowed some time for active discussion, check the answers of 1 and 2 in class and ask a few students for the opinion of their pair in 3, 4 and 5.

#### Answers

- The NRA aim to help Jordanians become more aware of their natural resources and to look after the natural resources that are so important in Jordan.
- tourism, which includes hiking routes and protection of geological sites
  - the museum, which includes educational initiatives and permanent exhibitions
  - training or internships, which includes new analysis and opportunities for young people
- Suggested answer: I think that the research is most important because it allows development to take place in the future.
- Suggested answer: I think it could arrange days and shows in schools to spread awareness. After all, school-age children need to know about the future of their country.
- Students' own answers

### Vocabulary: Natural resources

- 4 Explain to students that the words in the box are all words they can use when talking about natural resources. There is a difference between the resources and the products though. Ask students if they know what the difference is (resources are the materials in their purest form / products are what is made from the resources). In threes, students should sort the words from the box into the two categories. Make sure they are having plenty of discussion on this, and circulate to monitor, asking them questions if they appear stuck.
- Encourage differences of opinion and careful navigating in English, using polite language. Check as a class, asking for an explanation for each word in a category that a student offers. After this, get them to write a sentence about how products and natural resources are different, based on the discussion you had with the class earlier.

### Answers

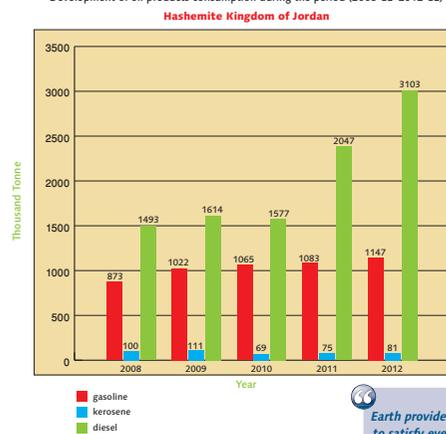
Natural resources	Products
solar energy, fresh water, wildlife, wind, coal, natural gas, petroleum, forests	generators, glass, wind turbines, solar cells, paper

**Example sentence:** Products are different from natural resources because they are often made from natural resources, or they are used to produce energy with natural resources.

#### Speaking

- 5 Work in groups. Imagine you have established an organisation for preserving Jordan's natural resources. Prepare a presentation to introduce the different projects or activities of this organisation to the class.
- 6 Answer the questions about the graph below. Use verbs like *rise*, *grow*, *fall* and *drop* for questions 1, 2 and 5.
- How did the consumption of gasoline change from 2008 CE until 2012 CE?
  - What happened to the consumption of kerosene from 2009 CE until 2012 CE?
  - How many tonnes of kerosene, diesel and gasoline were consumed altogether in the year 2011 CE?
  - In which years was the consumption of diesel above 2,000,000 tonnes?
  - What differences do you notice about the consumption of each of gasoline, kerosene and diesel in 2008 CE and in 2010 CE?

Development of oil products consumption during the period (2008 CE–2012 CE)



#### Writing

- 7 Write a three-paragraph essay about the organisation you presented in exercise 5. Make sure you use linking words to make your paragraphs coherent.

Earth provides enough to satisfy every man's need, but not every man's greed.  
Mahatma Gandhi (1869 CE–1948 CE)

55

### Speaking

- 5 Get students to listen to exercise 2 again, and then ask them what other kinds of projects they think could be set up to help manage Jordan's natural resources.
- Brainstorm class ideas onto the board. Students should then work in groups of three to decide on what the best kinds of projects or activities might be, and prepare a presentation on their ideas. The class can vote on their preferred projects or activities.

### Answers

Students' own answers

6 Ask students to study the graph. Ask them to look at the title of the graph, and talk to each other about what it shows. What does each bar colour show? What is the scale on the side axis, and what are the numbers on the bottom axis? Remind them to look at the key.

Read through the questions with the students and ask them how they will find out the answers (they should be checking the years and comparing the appropriate bar colour, and making sure they have measured accurately against the side axis). Students should have a go at answering the questions alone. Then let them discuss their answers in groups of three. Finally, check answers as a class.

### Answers

1 The consumption of gasoline rose steadily between 2008 CE and 2012 CE. 2 Between 2009 CE and 2012 CE, the consumption of kerosene first fell slightly and then rose gradually. 3 In 2011 CE, a total of 3,205,000 tonnes of gasoline, kerosene and diesel were consumed. 4 The consumption of diesel was above 2,000,000 tonnes in 2011 CE and 2012 CE. 5 Suggested answer: In 2008 CE, the consumption of gasoline and diesel was fairly high, with more diesel being consumed than gasoline, and the consumption of kerosene was quite low, at 100,000 tonnes. However, by 2010 CE, the consumption of kerosene had fallen still further, to just 69,000 tonnes, whereas the consumption of both diesel and gasoline rose.

### Activity Book, page 37, exercises 9, 10, 11 and 12

For exercise 9, tell students they are going to look at a 'line graph'. Ask them how it is different from the graph in the Student's Book. Ask them if it is finished. How do they know it is not? Read the description of the graph in exercise 9, and tell the students to follow on the graph as you read. After you have finished reading, tell students to work in groups of three to decide on a suitable heading for the graph. It should begin with *A graph to show ... / A graph showing ...* Students should share these with the class.

For exercise 10, students should work in pairs to re-read the description of the graph, and answer the six questions on it, reading from the graph and checking in the text. They should then join with another pair to check that their answers are the same. Promote discussion of correct answers in class if necessary. Check answers as a class.

For exercise 11, students should work alone to plot the extra points on the graph. Tell them to complete the graph alone, and then describe their graphs to their partner, who should check their graph against what their partner is saying. After this, students should check their graphs against each other for accuracy.

For exercise 12, students should look at the general shape of the graph throughout 2012 CE, and write about its 'trend'. Explain to students what a trend is (something that is the most normal thing that happens, so if the graph is mostly going up, then the

trend is that it is rising. There can be exceptions to this, without it disturbing the overall trend.) Students compare their answers in groups of three. Get a few students to read out their answers to the class.

### Writing

7 Students should go back to their notes in exercise 5 when they did the presentation to the class, and review the notes, adding any necessary details and taking away anything they need to. They should then start to write up their essay, paying particular attention to using linking words to make their paragraphs coherent. Suggest that they write an introductory paragraph, introducing the organisation, then a paragraph about its projects and activities and finally a concluding paragraph about the importance of this organisation. Refer to page 172 of the Teacher's Book for a sample essay.

Then, ask students to review their own work and that of their peers to check how appropriate the style and tone of their essay was.

Finally, ask students to complete *Assessment tool 7* in the Activity Book page 79 to evaluate their writing skill.

### Answers

Students' own answers

### Quotation

Mohandas Karamchand Gandhi (or Mahatma Gandhi as he became known) was an Indian leader who believed in equal rights for all, and devoted his life to campaigning for fair treatment. He is famous for helping the poorer classes of India to get more freedom and a better life. Read the quotation to the students, and ask them what they think it means. Write any good ideas on the board, and get the students to translate the quotation into Arabic. A suggested translation is as follows:

الأرض تعطي ما يكفي لإشباع حاجة كل إنسان ولكن ليس جشع كل إنسان.

Ask the students to debate this in groups of three. One student must be against it, one must agree with it, and one must be the 'mediator', who has to make a balanced point of view. Give them about five minutes to do this, monitor and record any good arguments or use of language you hear. Get student feedback and write any interesting ideas on the board.

### Activity Book, page 38, exercises 13, 14 and 15

Ask the students if they have ever filled in a form, on the Internet or on paper, in order to subscribe to a magazine or a website. What did they have to fill in on the form? Why did they want to subscribe? Have a class discussion about magazines and subscribing. What other situations do they have to fill in forms? Then get them to prepare for the writing tasks by answering the questions in exercise 13. Share answers as a class.

For exercise 14, tell students to read the form and locate the spaces for the following information; last name, reasons for subscription, payment details, contact information, personal details. When they have done this in pairs, get feedback from the class. Tell them to fill in the form and use the notes they wrote in exercise 13 to help them with this.

In exercise 15, they must be critical, and check all the different types of information are in the correct place. Also, ask them to check their partner's writing in the 'reasons for subscription' section. They should then hand the forms back and give constructively-framed comments to their partners.

## LESSON 7

# Project

Get students talking in pairs about the illustrations in the Student's Book. What do they show? (different energy plants and ways of converting energy into usable electricity, a graph showing usage, and a map showing which countries in the world use which type of fuel most). Explain to the students that they have to use their recently-gained knowledge to research and write about a source of energy. It can be one they have learnt about in class, or it could be one they research on their own. Read through the task bullet points with the students, and clarify any difficulties. Tell them they should include a graph or similar item to illustrate usage of the natural resource they have chosen.

Remember to tell students that the scientific aspect of this project is very important, and that it is very crucial for students to research accurate information about the subject. However, remind them and stress that the main purpose of the project is for students to practise their language in the context of science.

Then read through the questions with the students and help with any problems of understanding. They should answer these questions within their report. Students should do research either on the Internet or from books in the school library. Once they have finished researching, they should get into groups of four and compare what they have found. Encourage them to discuss how they will present their projects and what they will write about. Discussion of the graphs will help students to make sure their projects are coherent.

When they have done their research, drawn diagrams and found a photograph to present their project with, give out good paper or coloured card, and they can write up their work for display. Go through the hints with the students so that they know how to structure their reports. Hold a gallery, and give students the chance to look at other people's work and appreciate it.

To assess students' projects, go to page 174 of the Teacher's Book. Choose the most relevant Assessment Strategies and use them to chart students' progress. Students should complete the questions in *Project assessment tool D* on page 175 of the Teacher's Book. You can photocopy this or write the questions on the board.

Congratulate students on their hard work in Module 4 and direct them to the *What I can do* form on page 39 of the Activity Book.

**Project**  
Write about a source of energy.

**Your task**

- Research the discovery of sources of energy using the Internet and the school library.
- Choose one source of energy; it can be either renewable or non-renewable.
- Find answers to the questions. Take notes.
- Write the report in a formal style. Use short, concise paragraphs. Use of the passive also helps to maintain a formal style.
- Use numbered headings and sub-headings.
- Collect data in the form of diagrams or graphs, or draw your own from your research.
- Proofread your report for appropriate form, style and tone.
- Share your work with the class.

**Questions**

- What is the source of energy?
- How is energy produced from the source?
- What kind of energy is produced (electrical / heat / thermal)?
- What is it used for?
- What are the advantages and disadvantages of this energy source?

**Hints**  
**Writing a report**

**Introduction**

- Give background information about the topic.
- Explain the purpose of the report.
- Define key words.

**Body**

- Include information gathered from the sources.
- Write about findings or results.
- Discuss and explain the findings.

**Conclusion**

- Refer to the objectives of the report.
- Summarise the main points.

56

MODULE  
**5**

Student's Book, page 57

**OPENER**

Ask the students what sort of things use the written word – for example, school textbooks, dictionaries, story books, poetry, advertisements, posters, packaging, signs, greeting cards, labels, tickets, magazines and newspapers.

Look at page 57. Tell the students that this page tells them what they will be doing in the module. They are going to look at different types of the written word.

Ask the students to describe each photograph and to answer the questions. If they cannot answer, tell them they will find the answers later in the module. The main photograph shows Charles Dickens, the author of many famous British novels about Victorian England, including *Great Expectations*, *Hard Times* and *Oliver Twist*; the top photograph shows some lines of Braille, a type of writing designed so that the blind may read; and the bottom photograph shows the cover of *Robinson Crusoe*, one of the first novels in English. Then ask the students about themselves, for example:

- What sort of things do you like reading: books, magazines or newspapers?
- Do you prefer books with or without pictures?
- Do you prefer books with lots of characters or with lots of events and adventures?
- Do you know anyone who has difficulty reading because of a visual impairment?

# The written word

**Outcomes:** It is expected that students will

- read about the life of Charles Dickens, a book review, the development of the Braille system, childhood activities and articles about communication
- listen to people talking about various books and to an interview with a young journalist
- use vocabulary related to types of writers, types of books, forms of communication, parts of a newspaper and means of communication
- talk about your favourite book, newspapers and magazines that interest you and personal childhood activities
- use verbs followed by gerunds or infinitives, and narrative tenses
- write about your reading habits, your favourite book, a blurb and a review, childhood activities and an unusual or exciting event in your childhood

MODULE  
**5**

Who is this author? What books did he write?

What can you see? Who can read this newspaper?

**The written word**

What book is this? Have you read this book?

**Project**  
Advertise a book.

57

**Outcomes:** It is expected that students will

- read about the life of Charles Dickens, a book review, the development of the Braille system, childhood activities and articles about communication
- listen to people talking about various books and to an interview with a young journalist
- use vocabulary related to types of writers, types of books, forms of communication, parts of a newspaper and means of communication
- talk about your favourite book, newspapers and magazines that interest you and personal childhood activities
- use verbs followed by gerunds or infinitives, and narrative tenses
- write about your reading habits, your favourite book, a blurb and a review, childhood activities and an unusual or exciting event in your childhood

# Unit 7 Literature

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions about Charles Dickens based on prior knowledge and evidence from the text
- confirm and clarify word meaning using dictionaries and glossaries
- demonstrate understanding of an informational text about Charles Dickens by answering questions
- use syntax clues (gerunds or infinitives) to understand the meaning of a text
- take part in a plan-based discussion to ask and answer questions using verbs followed by gerunds or infinitives
- produce a paragraph about reading habits using verbs followed by gerunds or infinitives

#### Materials

- Student's Book pages 58–59
- Dictionaries
- Glossary – Activity Book page 73
- Cassette/CD
- Activity Book: Module 5 – page 40

Student's Book, pages 58 and 59

**Unit 7 Literature**

**Grammar**  
verbs followed by gerunds or infinitives

**Before you begin**

- 1 What do you know about Charles Dickens? Can you name any of his books?
- 2 Read the words in the box. Which words refer to types of writers? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

journalist novelist narrator clerk author  
lawyer playwright poet

- 3 Read and listen to the text and check your answers to exercise 1.

**Charles Dickens**

Charles Dickens was born on 7<sup>th</sup> February, 1812, in Portsmouth, on the southern coast of England.

He was a quiet boy, who loved reading. When he spoke later of his childhood, he said that he remembered listening to children playing outside, as he sat indoors. He always preferred reading to playing with other children.

At the age of 12, life for his family changed very suddenly. His father had financial problems, so Charles was no longer able to attend school regularly, and he had to work at a factory. The loneliness he felt there was an important influence on his writing, especially in his books *Great Expectations* and *David Copperfield*.

When he was 14, Charles stopped going to school altogether and started working as a clerk in a lawyer's office in London. He didn't like working there.

Luckily, things changed for him again. Charles had always wanted to be a writer, and he became a very respected journalist. He began to write short pieces for publication in the newspaper. In 1836, a series of pieces called *The Pickwick Papers* appeared monthly in the newspaper and were very popular. Dickens was a famous author by then.

Throughout his life, Dickens enjoyed travelling. He travelled to many countries, writing novels and giving talks about the cruelty of slavery. Novels such as *Oliver Twist* and *Dombey and Son* highlighted the cruel treatment of people, especially children, and child labour in the 19<sup>th</sup> century.

He died on 8<sup>th</sup> June, 1870, at the age of 58.

58

### Before you begin

- 1 Ask the students if they know the names of any famous writers and ask them if they know any of their books. Tell the students to discuss the questions in the book in threes. If necessary, let students do some quick Internet research.

Ask the students who already know Charles Dickens or have heard of him to do a hands-up action.

#### Answers

Students' own answers

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

#### Answers

journalist, novelist, author, playwright, poet

- 3 Tell the students that they are going to read a text about Charles Dickens to find out more about him. Play the cassette/CD. The students listen and read at the same time. The students talk in pairs about what they have found out about Charles Dickens. Get higher-attaining students to close their books. How much do they remember?

#### Answers

Charles Dickens lived in England in the 19<sup>th</sup> century. He was a very influential author who grew up in a poor family. He wrote mainly about cruelty to children. Some of his books are: *Great Expectations*, *David Copperfield*, *The Pickwick Papers*, *Oliver Twist* and *Dombey and Son*.

**Comprehension**

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

- 1 Why did Charles Dickens have to stop going to school?  
*He had to stop going to school because he had to work.*
- 2 How did Dickens' experiences of work influence his writing?
- 3 What was his first successful published work?
- 4 What issues did many of his novels highlight?
- 5 What do you think are the moral problems with using children as labour?
- 6 Do you think a novel that addresses a social problem would contribute to diminishing these problems? If so, how? If not, why not?

**Grammar: Verbs followed by gerunds or infinitives**

5 Complete the summary of the text with the infinitive or gerund form of the verbs in brackets. One of the verbs can be in both forms.

Charles was a quiet boy, who loved (1) reading (read). He remembered (2) \_\_\_\_\_ (listen) to children playing outside. When he was 12, Charles was no longer able (3) \_\_\_\_\_ (attend) school regularly. At the age of 14, he stopped (4) \_\_\_\_\_ (go) to school altogether and started (5) \_\_\_\_\_ (work) as a clerk in a lawyer's office in London. After that, he began (6) \_\_\_\_\_ (write) short pieces for the newspaper. He enjoyed (7) \_\_\_\_\_ (travel) very much too, and travelled all over the world.

**Speaking**

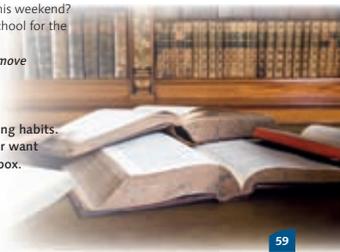
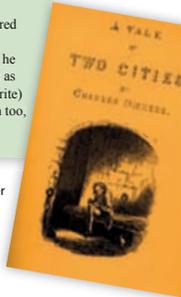
6 Work in pairs. Choose the correct alternative. Then ask and answer the questions.

- 1 What do you prefer – *playing / to play* sports or *reading / to read*?
- 2 When did you start *learning / to learn* English?
- 3 What do you hope *doing / to do* when you finish school?
- 4 What do you enjoy *to do / doing* in your free time?
- 5 Where do you want *going / to go* on holiday?
- 6 What are you planning *doing / to do* this weekend?
- 7 Do you remember *starting / to start* school for the first time?
- 8 Would you ever consider *moving / to move* to another country?

**Writing**

7 Write two paragraphs about your reading habits. Think about the books you have read or want to read in future. Use the verbs in the box.

love hate like dislike prefer  
decide don't want intend try



59

**Comprehension**

4 Tell the students that they are going to read and listen to the article again. Read through the questions first. Tell students to underline key words in the questions. Ask the students if they know any of the answers after the first reading and listening.

The students read and listen while you play the cassette/CD again. As they listen, they should answer the questions. The students check their answers in pairs. Then check answers as a class.

Higher-attaining students can write some extra questions for critical-thinking practice about Charles Dickens' life, and then roleplay them after discussing answers in pairs.

**Answers**

1 *He had to stop going to school because he had to work.* 2 He felt lonely at work and this influenced his writing. 3 *The Pickwick Papers* was his first successful work. 4 Many of his novels highlighted the issues of cruelty to children and child labour. 5 Suggested answer: I think children should not be used as labour because they need to be nourished and looked after until they are strong enough to do the tough manual jobs that they are expected to do as children. Additionally, they have a right to be children, and play and learn. 6 Suggested answer: I think a novel about these social problems might make people more aware of them, but I think it might take a very long time for people to start to take action, because it is not urgent enough. Also, people might just think it is fiction, so there is no point in getting worried about the situation.

**Grammar: Verbs followed by gerunds or infinitives**

5 Read the instructions and tell the students to read the summary themselves, but not to start filling in the gaps. Before they start, explain that there are no rules for whether a verb is followed by a gerund or an infinitive; it is just something they have to learn. Point out that there is a *Grammar notes* section on page 67 in the Activity Book. They can refer to this if they need to. Monitor their work as they complete the task, helping where necessary. Check answers as a class.

**Answers**

1 *reading* 2 *listening* 3 *to attend* 4 *going*  
5 *working* 6 *to write/writing* 7 *travelling*

**Speaking**

6 Read the instructions and ask students to work alone to choose the correct answer each time. When they have done this, they should check with a partner. Then check quickly as a class.

After finishing, they should work in groups of three, asking and answering the questions round in turns; for instance, Student A asks Student B a question, then Student B answers and asks Student C a question. Monitor to check they are using the correct verb forms. If students finish these questions, they can write their own. Tell them to check with you after they have written them so that you know they are using the correct forms. Get a few groups to ask the rest of the class their questions. Correct verb forms only.

**Answers**

1 *playing, reading* 2 *learning* 3 *to do*  
4 *doing* 5 *to go* 6 *to do* 7 *starting* 8 *moving*  
Students' own answers

### Activity Book, page 40, exercises 1, 2 and 3

For exercise 1, review the words in the box by ensuring students' books are closed, and writing the first letter of each word in the box on the board, for example a\_ \_ \_ \_ \_ . Students must try to guess which word this is by asking yes/no questions, such as *Is it a writer? Do they work for a newspaper?* They are not allowed to say the word until they are absolutely sure which one it is (author). Before they begin the exercise, make sure they know what each word means. Then, let them open their books and complete the exercise alone. They should then check their answers in pairs, before you check answers as a class.

For exercise 2, students should be getting familiar with which verbs take gerunds and which take infinitives by now. If you think they need a bit of practice, write *hope, like, want, suggest* and *love* on the board and get them to decide in silence whether each takes the gerund or the infinitive. You should point to a verb, count to three, and then they should all say what they think. Do not respond – just write the appropriate form of any verb next to the verb in question. Give students a few minutes to work in pairs to write down the answers and check them. Check answers as a class.

For exercise 3, the students should try to work out which verbs are incorrect by reading the dialogue to each other. After enough exposure to the verbs, they will be able to decide from just hearing them, and this is a first step. Once they have acted out the dialogue once, ask the whole class how many mistakes they have found (there are 5) and go through the text, asking them which ones they think are wrong. Direct them to the *Grammar notes* section on page 67, and get them to correct themselves. Finally, check as a class.

### Writing

- 7 Tell the students they are going to write about their reading habits, using as many of the verbs from the box as they can. Remind them to use either the gerund or the infinitive after each verb.

Write the following questions on the board: How often do you sit down to read a book? What kinds of book do you like reading? Why do you like reading these kinds of book? Where do you prefer reading? Do you take books out of the library or do you buy them? What is your favourite book? Where is your favourite bookshop? Do you listen to audiobooks or e-books? Which do you do more often, read or listen to audiobooks? Why? What do you intend to change about your reading habits in the future?

Get students to ask each other the questions and make brief notes of their partners' answers. When they have done this, compare some answers as a class to improve fluency and usage.

Now remind students that they are to write two paragraphs. Ask them which questions they think they should answer in the first paragraph, and which questions in the second. The answer to this is flexible, but here is a rough guide:

Paragraph one is the more general paragraph, so questions about how often they read, what kinds of book they read, and their preferred medium (reading or listening) should go here. Paragraph two should contain more detail, more personalised information, and perhaps a recommendation to the reader at the end. Remind students that they must use the verbs in the Student's Book to answer, with the appropriate verb form (gerund or infinitive).

Monitor as they are writing their notes and help them with any ideas. When they have finished, choose one or two students to read out their paragraphs.

### Answers

Students' own answers

### Activity Book, page 40, exercise 4

Read the instructions with the class, and ask one student to explain exactly what they have to do (*combine the two lists and write sentences about themselves, or just of their own*). They should work alone to complete this exercise, but then they should swap books with a partner, and read their partner's sentences. Can they find any mistakes? Higher-attaining students can do some research to see if they can find any other verbs that take the gerund or the infinitive. Can they use them in a sentence correctly?

## LESSONS 3 AND 4

### Overview

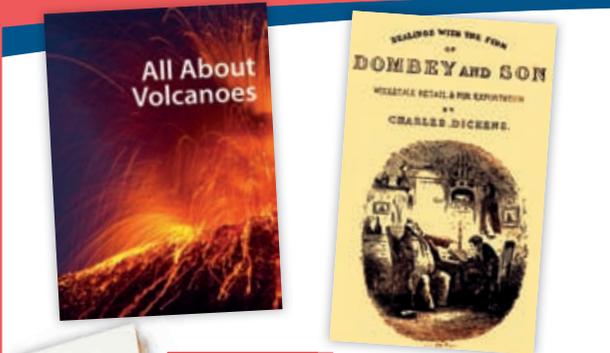
#### Outcomes: It is expected that students will

- use context clues to determine the meaning of unknown words
- pronounce a number of diphthongs
- present evidence clearly to give reasons for liking and not liking certain types of books
- respond to analytical questions before, during and after listening to people talking about books
- assess the quality of the speaker's presentation style by using criteria such as tone of voice
- identify the main idea of a taped talk on topics of personal or academic interest
- use an appropriate tone to influence the audience
- engage in a discussion to express opinions about books
- produce written responses to questions about one's favourite book

#### Materials

- Student's Book pages 60–61
- Cassette/CD
- Activity Book: Module 5 – page 41

### Student's Book, pages 60 and 61



**Vocabulary: Types of books**

1 Complete the book descriptions with the words in the box.

short stories biography novel poetry play non-fiction

1 *Julius Caesar* – a \_\_\_\_\_ by Shakespeare  
 2 *Dombey and Son* – a \_\_\_\_\_ by Charles Dickens  
 3 *A Child's Garden of Verses* – a \_\_\_\_\_ anthology by Robert Louis Stevenson  
 4 *A Thousand and One Nights* – a group of \_\_\_\_\_ told by a helpless woman to keep herself alive  
 5 *Shakespeare's Life* by J. Maxwell – a \_\_\_\_\_ of this famous playwright  
 6 *All About Volcanoes* – an informative \_\_\_\_\_ book

**Listening strategies**

**Listening for overall meaning**

- Look again at the types of books in exercise 1.
- As you listen, write key words for each person.
- Don't try to write everything they say.
- Listen again if necessary.
- Match the key words for each person to a type of book.

**Pronunciation**

2 Listen to the words in the box and pay attention to the pronunciation of the underlined vowels. Listen again and repeat.

biography poetry Julius Louis

**Speaking**

3 Which of the types of books in exercise 1 do you like reading? Which types of books do you never read? Why not?

**Listening**

4 Listen to four people talking about some of the books in exercise 1. Match a type of book from exercise 1 with each speaker.

### Vocabulary: Types of books

- 1 Ask the students to look at the words in the box. Mouth the words without saying them aloud. Students should guess which word you are mouthing. The students work in groups of three to complete the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class.

### Answers

- 1 play 2 novel 3 poetry 4 short stories  
 5 biography 6 non-fiction

### Pronunciation

- 2 Tell students to listen to the words in the box. Play the cassette/CD and model the pronunciation for students to copy as they read. Say a sentence or two with the words in to give students natural sound context, pointing out the underlined vowels as you say them. You could say 'If I could choose to write someone's biography, it would be Queen Rania's', 'My favourite poetry is written by Gibran Khalil Gibran', '*Julius Caesar* is a famous play by William Shakespeare'. Students work in pairs to try and think of other words with this double vowel, or diphthong effect. You may refer to the *Pronunciation table* in the Activity Book page 75, if necessary.

### Speaking

- 3 Ask the students to read the questions. Tell them to discuss the answers with their partner. Ask a few pairs of students to share their ideas with the class. Encourage students to respond to each other's answers, and ask further questions.

### Answers

Students' own answers

### Activity Book, page 41, exercise 5

Get students to close their books and brainstorm as many types of book as the students can remember on the board. Mouth the words and have the students guess which one you are saying silently. When they have guessed correctly, say it aloud. Practise pronunciation by putting students in pairs and having them mouth the words silently at each other, with the second student copying the mouthshape of the first, but saying the word out loud. Next get students to look at the books in the exercise (in italics). Have they read any of them? Do they know what types of books they are? Did they enjoy them? Do they want to read them? They should work in pairs to decide which type each book is. Check answers as a class.

### Listening

- 4 Tell students they are going to hear four people talking about some of the books from exercise 1. Go through the *Listening strategies* box with the students. Ask them to match a type of book from those listed in the box in exercise 1 with each of the four speakers. Draw students' attention to the tone of the speakers, which changes depending whether their comments about the books were positive or negative. Explain that even if the students didn't understand what the speaker meant to say, they will know whether their comment was positive or negative from their tone of voice.



## Speaking

7 Read the instructions and ask the class to look at the example. Go through the **Speaking strategies** box with the students and explain it. Students talk about these well-known books, giving their opinion of each if they know them, or an opinion of other books if they wish. They can do this in pairs.

Monitor their work as they complete the task, helping where necessary. Encourage them to use similar expressions to those in exercise 6. Ask a few pairs of students to share their sentences with the class.

To complete this exercise, play a guessing game with a few books, saying the plot first, and then, if students have not guessed it, the author. The students should ask only yes/no questions.

This is an ideal opportunity to assess students' independent usage of the target language. Are they able to extend their sentences or are they sticking closely to the template?

### Answers

Students' own answers

8 Explain that the students are going to discuss their favourite book in detail with a group of students. First, they need to plan what they are going to say. Go through the instructions and give them time to make notes.

### Answers

Students' own answers

9 Go over the questions with the class. Monitor the students' work as they prepare what they are going to say and give help where necessary.

The students work in pairs or groups to discuss their favourite books, using their notes and the language from the unit. Ask a few pairs or groups of students to share their ideas with the class.

Encourage students that are listening to ask questions of the students who are performing in front of the class. They should use the questions in their Student's Book or make their own questions if they were higher-attaining students. Prolong the class discussion by asking questions yourself, and include others in the discussion by asking questions such as *Who else has read this book? What did you think about it?* When the discussion has come to an end, students should review their notes that they made in exercise 8. What could they add? What is unnecessary?

### Answers

Students' own answers

## Quotation

Ask the students to read the quotation. Get them to attempt to translate it. An example translation is as follows:

إنَّ كتاباً تحمّله في جيبيك كحديقة تحمّلها معك أينما ذهبت.

Get students to work in pairs to decide on all the ways in which a book can be compared to a garden. Use the sentence starter, 'A book is like a garden because ...'. Ask the students what the quotation means (Like a garden, books can be relaxing and also allow things like thoughts and ideas to grow). Ask them if they agree or disagree with this quotation and to give reasons for their opinions.

## Activity Book, page 41, exercises 6, 7 and 8

For exercise 6, read through the instructions and ask students what they should do now. (*They need to read the book review and decide how the picture and the book review are related.*) Do not give them any more information than this, but put them into groups of four to discuss the picture for two minutes. After this, they should read the article in silence before returning to their groups and discussing the relationship of the picture to the article. Ask them what they think after a few minutes.

For exercise 7, introduce the ideas of *fact* and *opinion* by saying *My name is Miss \_\_\_\_\_ . Is this fact or opinion?* (fact). *The Prophet is a brilliant book. Is this fact or opinion?* (opinion). Ask the students what the difference is (a fact is true whereas an opinion is a belief). Get students to discuss in their groups of four which of the words and phrases in the box are facts and which are opinions. Discuss the answers with the class. They should then put them into the table.

For exercise 8, students should talk in pairs about what makes *The Wanderer* a fact or an opinion. They must justify their answer. Share answers as a class, and then ask them to write their ideas down. Get some students to read their ideas out to the others. Encourage feedback from the rest of the class.

## Writing

10 Read the instructions as a class. Tell the students they are now going to write about their favourite book, using the notes they made in exercises 8 and 9.

Monitor as they are writing, pointing out any errors. When they have finished, choose one or two students to read out their paragraphs. Students should then swap reviews with a partner and read, making constructive comments.

### Answers

Students' own answers

## LESSONS 5 AND 6

### Overview

**Outcomes: It is expected that students will**

- scan an exposition for particular information
- demonstrate understanding of a book review by answering questions
- translate informational and literary reading materials from English into Arabic
- take part in a plan-based discussion about different books
- read for enjoyment texts recommended by peers
- produce a blurb and a review of a book

### Materials

- Student's Book pages 62–63
- Activity Book: Module 5 – pages 42–43

### Student's Book, pages 62 and 63



**Reading**

- 1 Read the blurb of *Oliver Twist* and answer the questions.
  - 1 Where and when does the story take place?
  - 2 Who is the main character?
- 2 Read this review of *Oliver Twist*. Does the writer recommend the book? Why / Why not?

**Oliver Twist**

*Oliver Twist* is one of Charles Dickens' most famous novels and it tells the tale of a young orphan named Oliver. Oliver endures difficult times in 19<sup>th</sup>-century London, a city full of poverty and crime.

The story, like many of Dickens' other novels, paints a vivid picture of life for the working class, especially children, during the industrialisation of England.

Born in a workhouse, Oliver is treated cruelly, and like all children in a similar position, has to work hard at a young age.

Because of his kind and timid nature, he is often taken advantage of. One of the novel's most famous lines, 'Please sir, I want some more,' is said when Oliver is persuaded by the other boys in the workhouse to ask for another bowl of soup at dinner time. This is unheard of in the workhouse and Oliver is punished for saying it. The incident is the first of many new obstacles he has to face.

As the story progresses, we come across characters like Fagin – a sly old man who 'takes care of' a group of thieving children – the villain, Bill Sikes, and kind Rose and Nancy.

*Oliver Twist* is a story with many different characters, so it can sometimes get confusing because you have to keep track of so many people. However, Dickens is very skilled at using powerful descriptions of his characters to evoke strong feelings in the reader, feelings of sympathy as well as outrage. Because the characters are so well described, they leave a very memorable image in your mind and this helps to remember who is who.

My favourite character is Mr Brownlow, a kind and generous man, who tries to protect Oliver from the life of poverty and crime that seems inevitable for him. After Oliver is wrongly accused of a robbery, it is Mr Brownlow who believes he is telling the truth, and saves him.

My only complaint was the pace of the book; at the beginning it progresses quite slowly and then suddenly seems to speed up, leading to confusion at the end. However, none of these things alter my opinion that it is a very fine novel, and it is not difficult to see why it has such a special place in English literature.

### Reading

- 1 Ask the students what they would expect to find on the back of a book. Introduce the word *blurb* (the writing on the back of a book to tell you a bit about it). Then read the question and ask the students to discuss the question in pairs. Check answers as a class. Ask the students if they know this novel or what it is about.

### Answers

- 1 The story takes place in London during the 19<sup>th</sup> century. 2 The main character is Oliver Twist.

- 2 Tell the students that they are going to read a review of *Oliver Twist*. Read the question and give the students plenty of time to read the review. They can compare answers in pairs. Check answers as a class.

### Answers

Yes, the writer recommends the book, but he or she also says that it is confusing. The writer also praises the novel by saying that it is easy to see why the book has such a prominent position within English literature.

### Comprehension

- 3 Tell the students that they are going to read the review again in detail. Read through the questions first and check that the students understand each one. The students read the review again and answer in as much detail as they can.

The students check their answers in pairs. Then check answers as a class.

### Answers

- 1 *his* (line 16): Oliver's; *they* (line 41): the characters; *it* (line 59): the novel 2 Oliver is persuaded by the older boys to ask for some more food, and because he does this he is punished for it. This event is the cause of many of the following events in the novel. 3 The reviewer thinks that Dickens is a skilled writer because he describes his characters powerfully, and when you are reading you react with strong emotions to the events that happen to the characters. 4 Dickens describes the characters very well, and this helps the reader to keep a vivid picture of each character in their mind. 5 The reviewer likes Mr Brownlow best out of all the characters because he is a kind and generous man who rescues Oliver. 6 The reviewer says that the pace is uneven, which makes it confusing to read at the end. 7 Suggested answer:

إنّ مأخذي الوحيد على الرواية هو وتيرة تنالي الأحداث، التي تتطوّر ببطء في البداية لتبدأ فجأة بالتسارع ممّا يؤدي إلى غموض في النهاية. وعلى الرغم من هذه التفاصيل، فلا زلت أعتبرها رواية جيّدة، ولا يخفى أبداً سبب احتلالها مكانة مرموقة في الأدب الإنكليزي.

### Activity Book, page 42, exercises 9, 10 and 11

For exercise 9, review with the students the meanings of *blurb*, *summary* and *book review*. Ask how they are different (*Blurb* is the writing on the back of a book to tell you a little bit about it, *summary* is a short version of the book's plot and a *book review* tells you the opinion of someone who has read a certain book.) Get students to read quickly through the summary, and close their books, before telling their partner what they have read. Ask students what book it is a summary of, who the main character is, and get them to give you a few details of what happens to him throughout the book. Next, point out the question, and get students to discuss in pairs what kind of novel they think it is. They will find their answer in the next section.

For exercise 10, they need to read the review to find out what type of novel this is (a novel about growing up). After they have done this, they should read the words in the box, and tell you what kind of words they are (adjectives). Ask them to find **a)** a word that means 'in the countryside', **b)** a word that means 'really interesting', and **c)** a word that means 'acting too young for your real age'. Next, tell them to work in pairs, Student A reading paragraphs **A** and **C**, and Student B reading paragraphs **B** and **D**. They should find the best-fit adjectives for the gaps that occur in their paragraphs. They should then share their findings with their partner, and check each other's answers. Check answers as a class.

For exercise 11, students should read the other two paragraphs and decide which summaries fit those paragraphs best. They should then compare with another pair to check their answers. Check as a class, ensuring that students give reasons for their choices.

### Speaking

- 4** Read the instructions and ask the students to look at the first sentence. Ask them which question from the box this sentence answers (Who is the main character?) Ask them to do the same with the remaining sentences. They can work in pairs. Check answers as a class.

When they have checked the answers, they should roleplay the questions/answers in pairs. Monitor and correct intonation and pronunciation.

### Answers

- 1** Who is the main character? **2** Do you like the way that the book is written? Give reasons.  
**3** What is the title and who is the author? **4** What type of story is it? **5** Where is the story set?  
**6** Would you recommend this book? Give reasons.

### Comprehension

- 3** Read the review again and write answers to the questions in your notebook.
- 1 What do the underlined words refer to?
  - 2 Why is an early incident in the workhouse so important in the novel?
  - 3 What does the reviewer of the book think of Dickens' writing style?
  - 4 How does Dickens help the reader to remember all the different characters?
  - 5 How does the reviewer feel about Mr Brownlow?
  - 6 What negative opinion does the reviewer give about the novel?
  - 7 Re-read the last paragraph of the review and translate it into Arabic.



### Speaking

- 4** Read the extracts from blurbs of books 1–6. Which of the questions in the box are they answering?

What is the title and who is the author? What type of story is it?  
Where is the story set? Who is the main character?  
Do you like the way that the book is written? Give reasons.  
Would you recommend this book? Give reasons.

- 1 The main character is a boy called Huckleberry Finn.
  - 2 Yes, I do. It's lively and amusing.
  - 3 It's called *The Old Man and the Sea*, by Ernest Hemingway.
  - 4 It's an exciting thriller. I couldn't put it down.
  - 5 The story takes place in Medieval Italy.
  - 6 I would recommend this book. It is very exciting.
- 5** Choose a book that you have read. Then work in pairs to ask and answer the questions in exercise 4.

### Writing

- 6** Use your ideas from exercise 5 to write a blurb and a review of your chosen book.
- 7** Share your work with the class. Have any of the reviews encouraged you to read a certain book?

### Writing strategies

- Writing a blurb**
- Look at the questions and make notes of your answers.
  - Read your notes and pick out the most important parts of the story.
  - Make sure that you do not include the ending in order to create suspense.
  - Organise your notes – check that the events in your blurb will be in the same order as the story.

What was Charles Dickens' nickname, and what did he publish under it?

63

- 5** Read the instructions and ask the students to think of a book that they know well so they can ask and answer the questions from exercise 4.

Next, get them to play the guessing game you played in exercise 4 in groups of three to practise giving necessary details about their chosen books.

Students work in pairs to ask and answer the questions in the box from exercise 4.

Ask students to recommend their book to their partner, and encourage them to research that book on the Internet or buy it from a bookshop and read it for pleasure.

### Answers

Students' own answers

### Writing

- 6** Refer to page 173 of the Teacher's Book for a sample of a blurb and book review with useful language for students to use. You can use this when you model the task to the students.

The students plan their blurb and review. First, read the **Writing strategies** box with the class. Monitor the students' work as they complete the task, helping where necessary.

### Answers

Students' own answers

**7** The students read their work to the class or to their group. Encourage the other students to ask questions about the book being reviewed and ask the student reviewer to answer any questions he or she is asked. Students can tell each other one thing they liked and one thing to improve about their blurbs.

#### Answers

Students' own answers

#### Research box

Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet, in the school library or in a public library.

#### Answer

Charles Dickens was known by the (family) nickname 'Boz', and he published sketches or short pieces of writing in magazines using this name.

#### Activity Book, page 43, exercises 12 and 13

Tell students that this lesson will be about describing fictional characters. Play the yes/no game to guess famous fictional characters. Students must ask you yes/no questions to guess what fictional character you are thinking of, for example *Is it a man or a woman? Is he from a Jordanian novel? Is he from a children's novel?* After playing this game twice with you, students should play it twice in pairs. They should then look at questions 1 to 3 and tell you what kind of things they have to think about, regarding fictional characters (choose a character, write basic details; personality adjectives for character; events in story of character).

Next, after choosing which character they are going to write about, and writing a few notes in the spaces provided, they should talk to their partner for about 5 minutes about their chosen character, and try to give as much detail in all the areas mentioned above. Their partner should give constructive comments on what they have said, including grammar and vocabulary as well as content.

For question 4, students should use their notes to write about their chosen character. Remind them to use vocabulary learnt in the previous lessons and linking words to upgrade their writing. Give more advanced students a few grammar structures to include as well. Remind them of the *Grammar notes* section on pages 67–68 of the Activity Book if necessary.

For exercise 13, the students should get into groups of four or five and read their character descriptions to the members of the group. The groups should then discuss which character they think is best portrayed, and which the class should hear, giving reasons and justification.

You should monitor this part of the lesson carefully, to check that students are remembering to use constructive feedback language. When one character has been chosen from each group, the writer of the chosen descriptions should read them out, and each group should then discuss which character they would like to meet the most, again being very careful to give constructive feedback. Each student should then write their final conclusions about which character they would like to meet, giving reasons and justification.

# Unit 8 Communication

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions about the Braille system based on prior knowledge and evidence from the text
- confirm and clarify word meaning using dictionaries and glossaries
- demonstrate understanding of an informational text about the Braille system by answering comprehension questions
- engage in a discussion using narrative tenses

#### Materials

- Student's Book pages 64–65
- Dictionaries
- Glossary – Activity Book page 73
- Cassette/CD
- Activity Book: Module 5 – page 44

Student's Book, pages 64 and 65

**Unit 8 Communication**

**Grammar**  
narrative tenses

**Before you begin**

- 1 How do blind people read? Discuss with a partner.
- 2 Read the words in the box. Which words refer to forms of communication? Check the meaning of any words you don't know in the Activity Book glossary or in the dictionary.

signal drumbeat picture alphabet symbol  
mass media Braille newspaper software

- 3 Read and listen to the text and check your answers to exercise 1.

**The language of Braille**

Communication, the sharing of information, ideas and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings and drumbeats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved, using letters and symbols which represented sounds. These sounds in turn made up words.

The invention of the printing press in the 15<sup>th</sup> century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. However, only sighted people could access these media.

This all changed in 1821 CE. It happened when an officer in the military in France was visiting the Royal Institute of the Blind in Paris. He wanted to demonstrate to the students a system of dots he had invented. These dots allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man who was studying at the Institute.

After many years of work, Louis Braille had improved and completed the system of raised dots, which became known as Braille. The characters consist of six tactile dots that can form 64 combinations, spelling out letters, numbers and symbols.

By 1868 CE, 16 years after Louis Braille's death, blind people all over the world were using Braille every day. It has also been adapted to scripts in different languages. It enables blind people to read books, maps and labels, and even to press buttons in a lift. A wide range of national daily newspapers are available in Braille, too.

Nowadays, screen-reading software means that the text on a computer screen can be heard aloud. Digital talking books that simultaneously generate output in Braille are also available.

64

### Before you begin

1 Direct the students' attention to the photographs on page 64 (the left-hand image shows a Braille reader connected to a computer while the right-hand image shows someone reading a Braille newspaper) and ask the students if they know the name of the person in the middle photograph (it is Louis Braille). Ask the students to discuss the questions. They can check their answer later in the lesson.

### Answers

Students' own answers

2 Write the vowel phonemes from the words in the box on the board as follows (write the first column of the table only):

ɪ ə	signal
ʌ i:	drumbeat
ɪ ə	picture
æ ə e	alphabet
ɪ ə	symbol
æ i: iə	mass media
eɪ ə	Braille
ju: eɪ ə	newspaper
ɒ eə	software

Explain to students that these sounds are the vowel sounds of all the words in the yellow box, and that they should try to match as many of the words with their correct sounds. Do not tell them that they are also in the correct order until they have been working on this for a few minutes. When you tell them, they should try again to produce the correct sounds. Do not insist on 100% accuracy in this exercise as pronunciation accuracy comes with time, but guide them through correct pronunciation, nevertheless.

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

### Answer

They are all either ancient or modern forms of communication (e.g. mass media, Braille, newspaper).

**3** Tell the students they are going to read and listen to a text about how blind people can communicate.

Play the cassette/CD. The students listen and read at the same time. The students check their answer to exercise 1.

### Answer

Blind people read using a system of raised dots called Braille. They can also use computer software and talking books to hear the text read aloud.

### Comprehension

**4** Read and listen to the text again. Answer the following questions.

- 1 What do the underlined words refer to?
- 2 How did mass media contribute to the invention of Braille?
- 3 Why do you think soldiers had to communicate without speaking?
- 4 What makes Braille an official system of communication?
- 5 How does technology nowadays help blind people communicate?
- 6 Do you think Braille is a practical way for the blind to communicate? Justify your answer.
- 7 In your opinion, could there be another way for the blind people to "read" in the future? Explain.
- 8 Do you think blind people should be able to go to the same schools as people who can see? Why / Why not?

### Grammar: Narrative tenses

**5** Choose the correct alternative in the sentences from the text.

- 1 Until the 15<sup>th</sup> century, it wasn't / hadn't been possible to reach thousands of readers at the same time.
  - 2 Louis Braille first saw the system of dots when an officer in the military in France was visiting / had visited the Royal Institute of the Blind, in Paris.
  - 3 This method of communication was catching / caught the attention of Louis Braille, a young man who studied / was studying at the Institute.
  - 4 After many years of work, Louis Braille was improving and completing / had improved and completed the system of raised dots.
  - 5 By 1868 CE, blind people all over the world had used / were using Braille every day.
- 6** Read the following text about an organisation which distributes the Holy Qur'an in Braille. Put the verbs 1–8 in the correct form (Past Simple, Past Perfect or Past Continuous).

Mohammad Balw (1) \_\_\_\_\_ (work) as a flight attendant when his vision (2) \_\_\_\_\_ (start) to get worse. He had to take early retirement from his job as a flight attendant at Saudi Arabian Airlines where he (3) \_\_\_\_\_ (work) for 13 years. During this time, he (4) \_\_\_\_\_ (establish) the 'Meals for the Blind' project, which became famous in 1992 CE. Mohammad (5) \_\_\_\_\_ (to be) worried about the lack of provision for people with low vision and other sight disabilities, so he decided to start a centre for vision rehabilitation in Jeddah, Saudi Arabia. The centre's services were set up in 2002 CE after Mohammad (6) \_\_\_\_\_ (received) funding from different organisations. While Mohammad (7) \_\_\_\_\_ (set up) his centre, *Ebsar, Lighthouse International* trained six professionals to be ready to rehabilitate people with low vision. After *Ebsar* had been formally recognised, Mohammad (8) \_\_\_\_\_ (begin) to set up other projects, one of which was the distribution of the Holy Qur'an, in Braille format, throughout the Arab world.



### Speaking

- 7** Work in pairs. Use the Internet or the school library to find out more about the life of Louis Braille. Make notes about him using the Past Simple, Past Perfect and the Past Continuous. Work with another pair of students to ask and answer questions.

**?** How do blind people identify banknotes correctly?

### Comprehension

**4** In pairs, students should read the questions. If you like, split the questions between them; Student A should read questions 1, 3 and 5 and Student B should read questions 2 and 4. They should then tell their partner what the questions are asking, in their own words. Get students to see how many of the questions they know the answer to already.

Play the cassette/CD again so students can check the answers they know, or listen again to answer the questions. Tell students that questions 6, 7 and 8 require discussion and decision-making. Explain that they need to listen to each other's reasoning, and in turn explain why they agree or disagree with their partner. Give students a few minutes to discuss questions 6, 7 and 8 in pairs.

Check answers 1 to 5 as a class, and get feedback for 6, 7 and 8. Encourage class discussion.

### Answers

**1** *He* (line 20): the officer; *who* (line 25): a young man/Louis Braille; *It* (line 34): Braille **2** Mass media contributed to the invention of Braille by provoking the invention of a written raised dot system in order to enable the blind to 'read' newspapers and magazines. **3** Students' own answers **4** It is used all over the world. **5** Text on a screen can be heard aloud, and talking books that also have the words in Braille are also available. **6** Suggested answer: I think Braille is practical for blind people because it uses a sense that they have. It could be very slow though, as 'reading' with your fingers might take longer. **7** Suggested answer: I think that, because technology is developing so fast, there will be many more efficient ways for blind people to communicate in the future. **8** Suggested answer: In my opinion, blind people should have the choice to go to the same schools as people who can see. If they want to go, and if they can cope with very little help, they should be given the right so that they can feel like they are leading a normal life.

### Grammar: Narrative tenses

**5** Read the instructions and tell the students to look at the examples. Before they start, you can briefly revise past tenses. Remind the students that we use the Past Perfect to describe the earlier of two actions in the past, and the Past Continuous to describe an ongoing or repeated activity in the past. Point out that there is a *Grammar notes* section on pages 67–68. They can refer to this if they need to.

For lower-attaining students, you can provide a corrected version of the exercise. They should work in pairs to explain why the verb tenses are used.

Monitor the students' work as they complete the task, helping where necessary. Check answers as a class.

### Answers

**1** *hadn't been* **2** *was visiting* **3** *caught, was studying* **4** *had improved and completed* **5** *were using*

6 This activity will give you a good opportunity to check that the students understand when to use the Past Simple, Past Perfect or Past Continuous. First, ask the students to describe what the people are doing in the photograph. Then ask them to rewrite the text in their notebooks with the correct form of the verb in bold.

Monitor their work as they complete the task, helping where necessary. Check answers as a class.

Note that *Balw* is pronounced /'belu:/.

#### Answers

1 was working 2 started 3 had worked  
4 established 5 was 6 had received  
7 was setting up 8 began

#### Research box

Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet, in the school library or in a public library.

#### Answer

Banknotes have Braille on them in many currencies.

#### Activity Book, page 44, exercises 1, 2 and 3

For exercise 1, write the word *communication* in the centre of the board, and have students come to the board to write any words they know or can remember that are connected with communication. Get the class' approval for each word that is written up. Next, get students to read through exercise 1 and see whether they think that any of the words on the board fit into the gaps. Go through these with students, question their decisions, but don't give them any answers just yet. They should work in pairs to further examine the text and see if they can fill it in with words related to communication. Remind them to check their vocabulary notebooks and the glossary if necessary.

For exercise 2, get the students to read through the exercise and decide which of the events came first in each case. Use the first paragraph as an example and do it with the class. Ask them which of the three actions (*study, demonstrate, invent*) happened first in time? (*invent*). Which two actions happened at the same time? (*study, demonstrate*). Ask them to choose quickly in pairs which options are the correct ones in this case. Tell students to work in pairs to complete the exercise. Monitor as they work, asking questions to clarify time order, but don't give them the answers. When they have had five minutes or so, check answers as a class.

For exercise 3, the students should use their grammar knowledge to correct the incorrect tenses in the sentences. Higher-attaining students can write some additional sentences as well. Get students to work alone on this exercise, and then compare their answers with their partner. Check answers as a class.

#### Speaking

7 Read the instructions and ask the students to get into groups of three to research Louis Braille. When they have found information on him, they can ask and answer questions using the three tenses they have been looking at.

Monitor their work as they complete the task, helping where necessary. Ask a few groups of students to share their questions and answers with the class.

#### Answers

Students' own answers

#### Activity Book, page 44, exercise 4

Students should read the questions and answer them truthfully to their partner. They should then turn to another partner and ask and answer the same questions. However, this time they should use their imagination to answer. They should then write down a mixture of the true things and the false things, and give it to a third person. The third person must guess which ones are true and which are false.

Get students to write two more questions to ask this third person, and they can respond orally. Get feedback from the class and correct any important errors.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- use context clues to determine the meaning of unknown words
- confirm and clarify word meaning using dictionaries and glossaries
- respond to analytical questions before, during and after listening to a young journalist talking about his work
- identify cultural influences in an audio text
- respond to analytical questions before, during and after reading a newspaper article about childhood activities
- take part in a discussion about childhood activities
- write one paragraph about personal childhood experiences

#### Materials

- Student's Book pages 66–67
- Dictionaries
- Glossary – Activity Book page 73
- Cassette/CD
- Activity Book: Module 5 – pages 45–46

### Student's Book, pages 66 and 67



**Speaking**

- 1 Which newspapers or magazines do you read? What kinds of story interest you most?

**Vocabulary: Parts of a newspaper**

- 2 These words are all parts of a newspaper. Look at a recent newspaper. Find the following in your newspaper. Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

masthead
headline
lead story  
byline
article
caption

**Listening**

- 3 Listen to an interview with a young journalist about his work. Which of the words in exercise 2 does he mention?
- 4 Listen again and answer the questions.
  - 1 How did Sami first become involved with the newspaper?
  - 2 How has being a journalist changed Sami's personality?
  - 3 How can people read the work of the young journalists?
  - 4 Why does Sami think that journalists have an important job to do?
  - 5 Do you think a journalist's job is important? Why / Why not?

**Reading**

- 5 Work in pairs. Look at the photographs on this page. What were your favourite leisure activities when you were a child?

*The single biggest problem in communication is the illusion that it has taken place.*  
George Bernard Shaw (1856 CE–1950 CE)

66

### Speaking

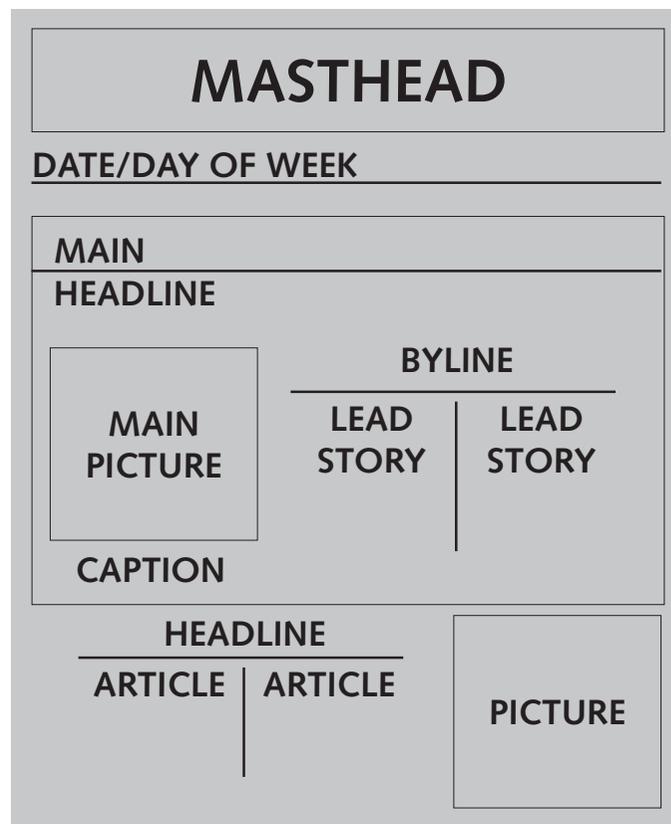
- 1 Ask the students to look at the photographs on page 66. Read the questions and discuss as a class or in pairs.

#### Answers

Students' own answers

### Vocabulary: Parts of a newspaper

- 2 Be sure to bring some newspapers (or photocopies of relevant pages) into class for the students to use for this exercise and check that there is a clear example of the *masthead* (the name of the newspaper on the front page), a *headline* (the title of an article), an *article* (a piece of writing about a particular subject), a *lead story* (a news story of great importance), a *byline* (the line below the title of the article which has the author's name) and a *caption* (the description of the photo in an article). Ideally, bring in several different examples of each of these key words and ensure that there are enough copies to go around. You can draw the diagram below on the board:



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

The students work in pairs to complete the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class.

#### Answers

Students' own answers

### Listening

- 3 Listen to the audio and explain that students will hear a young journalist talking about his job. They will also hear some of the words from the box in exercise 2. The students must listen carefully to find which ones. Check answers as a class.

Then, play the cassette/CD again and ask students to pay attention to Sami's English accent. Explain that the culture that Sami comes from, which isn't an English-speaking culture, affects his English accent. Ask them if they have understood Sami's accent.

### Audioscript

**Presenter:** Sami is fifteen. He's a Jordanian student at a school in London, but in his free time, he writes for a newspaper! Sami, tell us about the writing that you do.

**Sami:** I'm a member of an online newspaper where all the journalists are young people. We investigate stories and research topics that we think will interest people our age.

**Presenter:** How did you become a journalist?

**Sami:** Well, I was interviewed for a news story by another journalist. He was doing a story about children whose parents were immigrants in London. It ended up being the lead story of the newspaper.

**Presenter:** What kind of stories have you worked on?

**Sami:** I've done lots of different stories and I've made videos as well. I've also made a radio programme about young people and the food that they eat.

**Presenter:** What do you enjoy most about being a journalist?

**Sami:** I like the way that investigating issues makes you think about things more deeply. It has opened my mind to things that I didn't know about, and it has given me a lot of confidence. Besides, seeing my name as the byline in an article is really rewarding.

**Presenter:** How can people read your work?

**Sami:** They can go to our website. We've also got a few magazines in print.

**Presenter:** Do you think you'll work in journalism one day?

**Sami:** I hope so! I'd really love to report on issues all over the world. I think journalists have a very responsible job. It's their role to tell people about things that are happening all over the world.

### Answer

He uses the words *lead story*, *byline* and *article*.

- 4  Tell the students they are going to listen to the interview again. Read the questions. The students listen a second time. They can compare answers with their partners. Check answers as a class.

### Answers

1 He was interviewed by a journalist from the newspaper. 2 It has made him think about things more deeply, and it has opened his mind to things that he didn't know about and given him more confidence. 3 It is available on their website, and they also have a few magazines. 4 They have to tell people about things that are happening all over the world. 5 Students' own answers

### Quotation

Ask students to read the quotation. Ask them what they think it means. Can they translate it? A suggested translation is as follows:

المشكلة الكبيرة والوحيدة في التواصل هي التوهّم بأنه موجود.

Tell students that George Bernard Shaw was a respected playwright and novelist who supported poorer people. He wrote many plays about British society that focused on the relationship between the working classes and the aristocracy. He won the Nobel Prize for Literature, as well as a prestigious film award in 1938 CE. Tell students to discuss in pairs the quotation in regard to Shaw himself. Why do they think he said this? Share answers as a class. Then ask the students to decide whether communication has become easier or more difficult in the 21<sup>st</sup> century. If all students think it is easier, tell them to think of ways in which it is more difficult (the miscommunication possible in emails, lack of face-to-face communication due to people communicating by phone, text messages being misunderstood because writing is more difficult to interpret for tone than the voice). Finally, ask the students if they have ever had an experience where they have had a serious miscommunication. What happened? They should discuss this in pairs, and then you should ask any willing students to share their experiences with the class.

### Activity Book, page 45, exercises 5 and 6

For exercise 5, ask students to read the instructions and then tell you what they have to do. They should quickly look at the words in the box with their partner and come up with simple definitions for each word. Once they have done that, get a few pairs to share their definitions and correct or modify where necessary.

Next, tell students to read the article and talk to their partner briefly, telling them what it is about. Once they have done this, they should change partners, quickly summarise the article again, and work through it together, deciding on the correct placing of each word from the box. Give them about five minutes to do this, after which you should check answers as a class.

Note that *Heinicke* is pronounced /'haɪnɪkə/ and *Gallaudet* is pronounced /'gæləʊdeɪ/.

For exercise 6, get students to work in pairs to create the sentence for question 1. They can be as creative as they like, but it must make sense and be true. For questions 2 and 3, students should work in pairs, helping each other understand the text and locate the relevant parts of it. For question 4, they should change partners and work together to create a way of saying the sentence "I like reading a book before I sleep" in sign language. It can be based on letters, sounds or whole words. Share some of these sign-sentences and get students to give positive and constructive feedback.

## Reading

- 5 Ask the students to look at the photographs on page 67 and to say what they can see (kite flying and boiling a kettle on a fire/camping). If you have time you could get them to guess your actions as you mime them. Read the question and ask the students to discuss it in pairs. Get a few pairs to share their ideas with the class. You could have some pairs mime their activities if you wished.

### Answers

Students' own answers

6 Read the newspaper article. Identify the parts of a newspaper that are presented.

**Fifty things to do before you are twelve**  
Emily Johnson



children playing hide and seek

try to limit the amount of time that children are spending indoors and on computer games these days. Volunteers were asked to contribute their favourite childhood memories to the list, and from the 400 suggestions, a short list of fifty was compiled.

On the list were these activities:

- catching fish with a net
- eating an apple straight from the tree
- looking for treasure on the beach
- playing hide and seek
- running around in the meadow
- exploring rock pools at the seaside

The report says that many adults could remember a different type of childhood: one in which they had more freedom than children do these days. The author of the report says that she and other colleagues felt that children today hadn't been given the chance to experience nature and learn about the world and human relationships in the same way.

Think back to your childhood: playing house, cooking on a campfire and flying a kite. Are these things that you had done by the time you were twelve? If not, you've missed out on some important experiences, according to a new report.

The report contains a list of activities that children should experience so that they learn about how people communicate with each other and with nature. The report has been written to

**Comprehension**

7 Read the article again. Decide if the sentences are true or false. Correct the false sentences.

- 1 Playing house, cooking on a campfire and flying a kite are inessential experiences for children.
- 2 The report was written to encourage children to do more outdoor activities.
- 3 Children in the past did the same activities as children do now, but they had more freedom.

**Speaking**

8 Work in pairs. Read the list of activities again. Which of those on the list had you experienced before you were twelve? What other outdoor activities had you experienced? How do you think it has helped you become who you are today?

**Writing**

9 Think about your childhood. By what age had you learnt the skills in the box? Write a paragraph using the Past Perfect. Add other ideas of your own in another paragraph.

walk ride a bike read fly a kite write tell the time  
tie shoelaces add and subtract sums speak a second language

By the time I was one, I had learnt to walk.

67

- 6 Tell the students they are going to read a newspaper article about childhood activities. Read the instructions. Remind them about the diagram you drew in exercise 2. The students complete the task in pairs. Check answers as a class.

### Answer

The parts of the newspaper that are presented are the headline, the byline, the caption and the article.

## Comprehension

- 7 Tell the students that they are going to read the text again. First, read the sentences. Then ask the students to read the article again to decide if the sentences are true or false. Students who finish early should correct the false sentences.

The students check their answers in pairs. Then check answers as a class.

Note that "playing house" is a game for children when they play at being a family in their home. Explain it to the students or give its Arabic equivalent if necessary.

### Answers

- 1 False: Playing house, cooking on a campfire and flying a kite are important experiences for children.  
2 True 3 False: Children in the past did different activities to children now.

## Speaking

- 8 Ask the students to read the question. Tell them to discuss all the things in the list in groups of three. Ask a few groups of students to share their ideas with the class. Make sure they answer using the Past Perfect tense (*I had caught a fish*, etc.) They can begin their sentences with 'By the time I was 8, I had ...', 'Before I was 10, I had ...'

### Answers

Students' own answers

## Activity Book, pages 45–46, exercises 7 and 8

For exercise 7, remind students about the Past Perfect. Tell them that they must write complete sentences explaining what the people in the table had done *before they went to school / by the time they started school*. They should do this on their own, but go through the example with them before giving them the exercise to do. Tell them they must write one sentence about themselves. Higher attainers can write a few sentences, using different benchmarks, such as *by the time I was 12 / before I started high school*. Compare answers as a class.

For exercise 8, start by asking students how they communicate with their friends. Read the question to the students. They can read the text aloud in pairs. The noise in the classroom when this is being done resembles ordinary background noise, so students have to really focus on pronouncing everything clearly and correctly. Get them to read a paragraph each aloud, and then finish the text silently if you prefer. Students discuss the answer to the question in pairs.

## Writing

- 9 Read the instructions as a class. Ask the students to go through the activities in the box and check that they understand them. Monitor as they are writing their notes and help them with any ideas. When they have finished, choose one or two students to read out their paragraphs.

### Answers

Students' own answers

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- read various types of texts to match them with their headings
- scan an exposition for particular information
- engage in a discussion about telling stories
- write well-organised and coherent paragraphs to tell an unusual story

#### Materials

- Student's Book pages 68–69
- Activity Book: Module 5 – pages 46–47

Student's Book, pages 68 and 69

**Reading**

1 Look at the headlines of four articles. What do you think the articles have in common?

- 1 Holiday message is 50 years late
- 2 From mobile messaging to published book – communication becomes art
- 3 'Air-mail' brings best friends together
- 4 Humans not alone in using sign language

2 Read the following articles. Match the headlines in exercise 1 with the articles A–D.

**A** A scientific research project has found that wild chimpanzees use at least 66 **gestures** to communicate with each other. After researchers had spent time with the animals in Borneo, they studied 120 hours of video they had recorded. They were looking for signs that the animals were using signals to communicate with each other. They looked to see if the chimps were looking at each other, in order to be sure that the gestures had a purpose, that is, to communicate something. If the animal didn't respond to the gesture, the gesture was made over and over again, until there was a response. The results suggest that there is a common system of communication across the species.

**B** A postcard sent from Florida has finally reached its destination in England. It had been posted in 1957 CE! This postcard had been addressed to someone working at an education centre. The building had once been a school. Staff at the education centre have been trying to find the addressee. The card, which appears to have been written by a grandparent, describes a trip to Florida, USA. He wrote that it had rained a bit that day but it was still hot. A spokesperson for the Post Office said that the postcard had probably been put back in a postbox recently. He said that the mail was never in the sorting office for that length of time.

**C** In 2001 CE, a girl called Laura Buxton, from Staffordshire, UK, wrote a message with her name and address on a helium-filled balloon. She then sent it into the air, where it disappeared. A few weeks later, the balloon landed nearly 200 kilometres away in southern England. The man who found it took it to his neighbours, the Buxtons, who had a daughter called Laura. They were surprised to learn that it was from another girl with the same name. The two girls got in touch with each other, decided to meet and became best friends.

**D** An artist has kept all her text messages, and after twelve years, she had collected about 100,000 messages. She kept the first few messages because she enjoyed reading them over again – it was like a personal diary. It is also a record of history, covering world events. Every time a text message arrived, she saved the contents. She wrote them in notebooks when her phone ran out of space to store them. She eventually filled more than 60 notebooks. Then she started copying them on to her computer. The woman took her collection to a publisher, and the book has now been published and translated into several languages.

### Reading

- 1 Tell the students that they are going to look at four newspaper articles. Read the question. The students work in groups of three to answer it. Set a time limit for this activity and tell students that the first two groups who give the correct answer win. Check answers as a class.

#### Answer

All the articles are about communication.

- 2 The students read the articles very quickly to match the four headlines with the correct articles.

If you like, you can put the students in groups of four, and have each student read one article. They then explain the article to the group and match the articles with the headlines together in a group. Check answers as a class.

At the end of the exercise, ask students to complete *Assessment tool 9* in the Activity Book page 79 to evaluate their reading skill for exercises 1 and 2.

#### Answers

1 B 2 D 3 C 4 A

### Vocabulary: Means of communication

- 3 Read the instructions. Direct the students to look for words that are *forms* of communication rather than words that are incidentally connected with communication (such as *postbox*, *sorting office*, *written*, etc.) The students complete the task in pairs. Check answers as a class.

When students have all the correct answers, you should get them to work in groups of four to play a vocabulary guessing game. They should describe the word they have chosen, and their teammates need to guess which word they mean.

#### Answers

*gestures*, signs, signals, response, postcard, card, mail, message, text messages, notebooks, phone, book

**Written forms of communication:** postcard, card, mail, text message, notebook, book

### Comprehension

- 4 Tell the students that they are going to read the articles again. First, read the questions. The students complete the task. In question 7, students discuss their answers in groups. Encourage them to agree and disagree about the best way to communicate, using critical-thinking skills. Then, share answers to all eight questions with the class, giving more time for an open discussion for questions 7 and 8.

## Answers

- 1 *they* (article A, line 5): researchers; *its* (article B, line 2): a postcard's; *it* (article C, line 4): a helium-filled balloon; *them* (article D, line 8): the contents
- 2 gestures, postcard, written message, mobile phone message
- 3 They use at least 66 gestures.
- 4 The postcard had been put in a postbox again recently, so it had probably been left somewhere.
- 5 The man's neighbours' daughter was called Laura Buxton.
- 6 Suggested answer: I think that the book was published because text messages are seen as completely temporary, and it is an interesting idea to make them into something permanent.
- 7 Suggested answer: I think that communication will become even easier, and perhaps you will just be able to think of the person you want to send a message to, and a message will be sent.
- 8 Suggested answer: I think people still send letters because a letter is an object that you can keep. It has sentimental value.

## Activity Book, page 46, exercises 9 and 10

For exercise 9, with their books closed, get students to remind each other about the reading in exercise 8. They should talk for a few minutes about it. Ask content-based questions to give some ideas to them regarding what they should remember. They should then open their books to quickly read through the reading and jog their memories. Read question 1 in exercise 9 to the class, telling them to try to find the answer as fast as they can. When they have found it, they should put up their hand. Ask the first student to put up their hand to answer the question.

Next, tell students to read through the questions and discuss them with a partner, before writing their own answers in their Activity Book. Share answers as a class, and encourage students to ask their peers questions about what they have written.

For exercise 10, you can either use this as a chance for the students to get some free speaking practice (higher-attaining students), or for them to design a few, well-structured questions and answers, to practise these forms. For students that are doing the former activity, get them to roleplay asking the questions, not worrying about the content too much the first time. They should repeat the activity a few times so they have a chance to reflect and improve. When they have finished the roleplay, they can then write down their best questions and answers. Tell the whole class to focus here on grammar and spelling, as well as content. When they are finished, they should choose their favourite question and answer to share with the class.

## Speaking

- 5 Read the instructions. Encourage the students to read the extract quickly to answer the question. Tell them that the fastest way of finding the answer is to look for key words from the extract and remember which article contains these key words. Then check answers as a class.

## Answer article C

**Vocabulary: Means of communication**

- 3 Underline all of the words that are forms of communication in the articles. One word has been done for you. Which words are written forms of communication?

**Comprehension**

- 4 Read the articles again and answer the questions.
  - 1 What do the words in **bold** refer to?
  - 2 What are the four forms of communication in the four articles?
  - 3 How do chimpanzees communicate with each other, according to the scientists in Borneo?
  - 4 Why did the postcard take such a long time to be delivered?
  - 5 Why did the man in southern England take the balloon that he had found to his neighbours?
  - 6 Why do you think that the book of text messages was published?
  - 7 Our idea of communication has changed dramatically in the last 100 years. How do you think it will change in the next 100 years?
  - 8 Letters are still often sent between friends, even though we can just send an email instead. Justify this statement.

**Speaking**

- 5 Read this extract from a novel quickly. Which newspaper article from exercise 2 has the same content? Discuss with your partner and give reasons.

When I was ten, my grandfather was having his 60<sup>th</sup> birthday party. It was a lovely summer day, and the party was in the garden. I suddenly had an idea. I untied one of the brightly coloured helium-filled balloons and wrote a message with my name and address on it. Then I sent it into the air, where the gentle breeze carried it off, high above the clouds.

A few weeks later, the green balloon landed in some thick bushes nearly 200 kilometres away in southern England. A man, who was working in his garden,

15 found it lying there. He read the message and a puzzled look came across his face. He thought that it must belong to his neighbours' daughter and took it to his neighbours' house. They were shocked to learn that it was from another girl with the same name – me!

When the other Laura and I met, we couldn't believe it. We were the same age and height, and we both had brown hair cut in exactly the same style.

Of course, we became friends and we have been best friends ever since.

**Writing strategies**

**Writing a story**

- Write notes of the main events that you want to include in your story.
- Use adjectives and adverbs to make your story interesting.
- Group the events in a logical order using linking words and coordinate conjunctions.

**Writing**

- 6 Work in pairs. What are the differences in the two ways of telling the story? What additional information do you learn in the novel in exercise 5?
- 7 Write a story about an unusual or exciting event that happened to you when you were a child.

69

- 6 Tell the students that they are going to compare the way information is presented in article C and in the extract from the novel. Point out that a story usually contains a lot of detailed descriptions so that it attracts the reader and transports them in the event that's described. So, a story's aim is not only to convey information but also to get the reader to enjoy reading it.

The students work in pairs or small groups. Then get groups or pairs to share their ideas and write these on the board.

### Suggested answer

The extract from the novel is far more descriptive, with more adjectives (e.g. *lovely, brightly coloured, gentle, green, thick*) but fewer facts than the article. It is written in the first person by Laura and includes more personal detail; how she felt, what happened next, etc. The article only contains facts with few descriptive words.

### Writing

7 Refer to page 173 of the Teacher's Book for a sample story outline and useful phrases.

Read the instructions. Encourage the students to use the language from the unit in their texts.

When they have finished, ask the students to read the **Writing strategies** box and to follow the guidance it offers. Ask students for more tips on writing a story. Accept all answers, if logical, especially if they tackle making the story more exciting and emotionally involving.

Ask students to share some unusual or exciting events in their childhood, and get other students to comment on how these events could be made into a story (focus on structure, including a beginning, a middle and an end). Students should plan their story quickly, with notes, using a boxing-up structure as follows:

<b>Beginning:</b> Celebration, excited, day before
<b>Middle:</b> Cancelled trip to family house – sad, disappointed
<b>End:</b> Everyone came to my house, surprise visit, best party

They should then write their story carefully, including more detail, and remembering to use narrative tenses. Choose students to read out their stories.

### Activity Book, page 47, exercises 11, 12 and 13

For exercise 11, write the words *The message* on the board, and get students to discuss in groups of three what these words make them think of. Next, tell them they are going to write a story with this title. Get them to read the messages **a, b** and **c**, and choose one of them to base their story on. In their groups, they should discuss what the story might contain. Get them to complete a boxing-up diagram, as above, and then share the group's ideas as a class. They should then complete the note-writing stage by completing questions 2 and 3 in their Activity Book.

For exercise 12, they need to turn their boxing-up diagram and the notes they wrote for exercise 11 into a story with a clear beginning, middle and end. Remind them to include all the information in questions 2 and 3, and to use interesting adjectives and linking words as practised in exercise 7 in the Students' Book.

For exercise 13, the students should read their stories to a group of six students. Each group should then give constructive feedback to the author, based on their inclusion of structure and content, as well as interesting vocabulary.

## LESSON 7

# Project

Read through the task with the students, answering any questions as you read. If students need reminding about how to write a blurb, or what sort of language is used in advertising, they can refer to pages 62 and 14 respectively. Have a brief discussion about advertising, and what kinds of advertisement the students think are effective (and less effective). Ask them why they think this is.

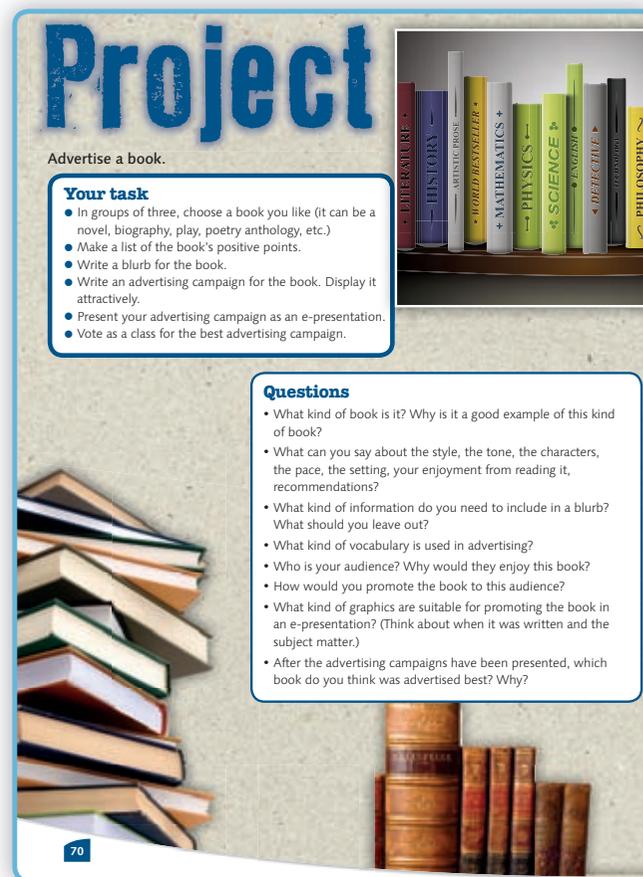
Run through the list of questions with the students, and help them understand any more difficult points. 'Good examples' of particular types of books might involve good writing, well-structured plots, well-written characters, life-like dialogue, accurate portrayal of a person's life, etc. Elicit how to write a blurb, and refer them to page 62. (They should include just enough detail to get the reader interested, and no more.) Discuss advertising with reference to the texts on page 14, and talk about the vivid adjectives that are used to attract people. Say that they can use the same kind of adjectives to promote a book, and encourage the use of a dictionary, or the Internet to research relevant advertising campaigns. You should also talk about audience. Remind students that their target audience is an average Grade Eleven student, and discuss the kinds of thing that Grade Eleven students like. Is the book they have chosen appropriate for this audience? Will they enjoy it? How can they convince their audience that they will enjoy the book?

Put students into groups of three and tell them to choose their book. They should work through the task, using the questions to help them complete the tasks properly. Monitor their work in teams, and ask concept-checking questions, especially when they come to preparing their e-presentations. Lower-attaining students could work primarily on e-presentations, with a focus on describing the book they have chosen, but if they want to prepare an advertisement, they should be permitted to do so.

Students present their advertisements, and vote for the best one. Remind them that they must justify their choices, rather than just go with 'their favourite'. Did the team fulfil the task criteria and answer all the questions?

To assess students' projects, go to page 174 of the Teacher's Book. Choose the most relevant Assessment Strategies and use them to chart students' progress. Students should complete the questions in *Project assessment tool E* on page 175 of the Teacher's Book. You can photocopy this, or write the questions on the board.

After students have finished their projects, they should complete *What I Can Do* on page 48 of the Activity Book.

A graphic titled 'Project' with a background of books. The word 'Project' is in large, blue, stylized letters. Below it, the text 'Advertise a book.' is written. There are two boxes: 'Your task' and 'Questions'. The 'Your task' box contains a list of instructions. The 'Questions' box contains a list of questions. The background shows a stack of books on the left and a row of books on the right. A small number '70' is in the bottom left corner of the graphic.

### Project

Advertise a book.

**Your task**

- In groups of three, choose a book you like (it can be a novel, biography, play, poetry anthology, etc.)
- Make a list of the book's positive points.
- Write a blurb for the book.
- Write an advertising campaign for the book. Display it attractively.
- Present your advertising campaign as an e-presentation.
- Vote as a class for the best advertising campaign.

**Questions**

- What kind of book is it? Why is it a good example of this kind of book?
- What can you say about the style, the tone, the characters, the pace, the setting, your enjoyment from reading it, recommendations?
- What kind of information do you need to include in a blurb? What should you leave out?
- What kind of vocabulary is used in advertising?
- Who is your audience? Why would they enjoy this book?
- How would you promote the book to this audience?
- What kind of graphics are suitable for promoting the book in an e-presentation? (Think about when it was written and the subject matter.)
- After the advertising campaigns have been presented, which book do you think was advertised best? Why?

70

MODULE  
**6**

Student's Book, page 71

**OPENER**

Look at page 71. Tell the students that this page tells them what they will be doing in the sixth module. They are going to look at different cultures around the world. Ask the students to describe each photograph and to try to answer the questions. If they cannot answer, tell them they will find out more later on in the module. The main photograph shows part of a building at Knossos, in Crete, where the Minoan civilisation was centred until destroyed most probably by some combination of earthquakes, volcanic eruptions and tidal waves; the photograph at the top shows rock caves in Petra; and the photograph at the bottom right shows three durians – strong-smelling fruits which are eaten in Thailand and other Asian countries. You may ask students to research more information about durians on the Internet.

Then ask the students about themselves, for example:

- Which countries have you visited?
- Which countries would you like to visit, and why?
- What is the most unusual food you have ever eaten?
- What did that food taste like? Where did you eat it? Would you eat it again?
- Have you ever seen any ancient artefacts, perhaps in a museum?

# World cultures

MODULE  
**6**

What can you see? Which civilisation do you think these belong to?

What can you see? In which country do people eat this?

Where can you see this archaeological site? Do you know how the civilisation was destroyed?

## World cultures

**Outcomes: It is expected that students will**

- read about food in different cultures, the history of pizza, favourite foods, the Nabateans and the Minoans
- listen to a recipe for a Jordanian dish and about the city of Pompeii
- use vocabulary related to food, cooking verbs, natural disasters and everyday traditions in the past
- talk about a special meal, the correct amount of different food types, the Jordanian dish *makmura*, an archaeological site and everyday traditions in the past
- use the causative and modal verbs of possibility in the past *must/could/might have (been)*
- write about a special meal, a recipe for your favourite dish and everyday activities from Jordan's past

**Project**  
Write about the culture of an ancient civilisation.

71

**Outcomes: It is expected that students will**

- read about food in different cultures, the history of pizza, favourite foods, the Nabateans and the Minoans
- listen to a recipe for a Jordanian dish and about the city of Pompeii
- use vocabulary related to food, cooking verbs, natural disasters and everyday traditions in the past
- talk about a special meal, the correct amount of different food types, the Jordanian dish *makmura*, an archaeological site and everyday traditions in the past
- use the causative and modal verbs of possibility in the past *must/could/might have (been)*
- write about a special meal, a recipe for your favourite dish and everyday activities from Jordan's past

# Unit 9 Food

## LESSONS 1 AND 2

### Overview

#### Outcomes: It is expected that students will

- confirm and clarify word meaning using dictionaries and glossaries
- scan an exposition for particular information
- demonstrate understanding of an informational text about food by answering comprehension questions
- engage in a discussion to understand details about your partners' favourite dishes
- organise information to develop a central idea using well-linked paragraphs
- edit and proofread your partner's written work to produce final drafts with correct standard English: spelling, punctuation, usage and grammar

#### Materials

- Student's Book pages 72–73
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette/CD
- Activity Book: Module 6 – page 49

Student's Book, pages 72 and 73

**Unit 9 Food**

**Grammar**  
the causative

**Before you begin**

- 1 Look at the photographs. Which foods have you tried before? Which foods would you like to try? Discuss in pairs.
- 2 Read the words in the box. Which words refer to the names of the foods in the photographs? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

raw ceviche stew marinated durian seasoned spiced mansaf

- 3 Steven and Robert have just returned from a trip around the world. Read and listen to Steven's account of the different kinds of food they ate. Which food did they like the most?

**Different cultures, different food**

In Thailand, we ate the strangest fruit, the durian. We had it picked right from the tree. It's a huge tropical fruit with a spiky skin. Its smell is so strong that it has been officially forbidden in many public places in Asia! We got it cut open and chopped, and then we ate it raw.

In South Africa, we ate a stew made from flowers, which smelt lovely! The flowers grow on top of the water in lakes. We had the flowers cooked with meat and vegetables in a large pot.

We also tried raw fish in Peru. It's called ceviche, which is a seafood dish. It is made from fresh raw fish, marinated in lemon juice. Robert didn't want it served raw at first, but when he tried it he loved it as much as I did!

In Jordan, where our friend Ramzi lives, we tried the most delicious dish. It's actually Jordan's national dish, *mansaf*. It's lamb seasoned with aromatic herbs, sometimes lightly spiced and cooked in yoghurt. It's always served with huge quantities of rice.

We had it prepared by Ramzi's mum and it was very delicious! Even though we were full after one dish, she insisted on serving us another, followed by some Arabic sweets, *kunafah*. That was very typical of the Jordanians' hospitality and generosity. Next time I visit Ramzi, I want my favourite dish prepared the first day I arrive!

72

### Before you begin

- 1 You can start this unit off by getting students to list foods that they love and hate, and foods they know how to make. Put them into groups of four and get them to talk about these foods. Read the questions to the students and clarify that 'try' has the same meaning as 'taste'. Get them to look at the pictures at the top of page 72 and discuss the questions in pairs. Get one student from the pairs to give feedback.

### Answers

Students' own answers

- 2 Read the words in the box to the students. Focus on the /i:/ sound and ask students to put up their hands when they hear it (it occurs in *ceviche* – /se'vi:ʃe/ and *seasoned*). You can read the words to them several times if you like. Students should go through the words and match the appropriate foods with the photographs. Tell them to use a dictionary if they need to. An additional challenge can be to find the three methods of adding flavour to foods (*marinated*, *seasoned* and *spiced*) and explaining the difference in their own words.

### Answers

a *mansaf* b *durian* c *ceviche*

- 3 Explain to the students that they are going to listen to and read an article about different foods around the world and answer the question. Before they do, see if anyone can name any famous foods from around the world not already talked about in exercises 1 or 2. Play the cassette/CD as they read, and then students should check their answer in pairs, before you check it as a class.

### Answer

*mansaf* from Jordan

### Comprehension

- 4 Students should read through the questions and choose two that they wish to answer on their own. As usual, they should try to answer the questions before reading again, and then read through the text (with the cassette/CD playing) again to check.

Note that near-synonyms used in this article are used in specific ways: a 'dish' can be both a ceramic 'plate' and a food item or recipe. Here it is used as a food item. 'Hospitality' and 'generosity' are distinct since you can be generous (i.e. give many things) to someone who is staying in your house as well as to someone who is not; however, you would only be showing hospitality to someone who stays in your house. Hospitality is about the specific type of generosity that you show at your home.

Group the students into threes after they have listened to the text again, and get them to share their answers. Encourage plenty of discussion, especially regarding questions 5 and 6.

Monitor and get quick group feedback to check that the students are engaging with and discussing the subject matter. Finish by checking as a class.

### Answers

**1** *Its* (line 3): the fruit's; *which* (line 9): the stew; *it* (line 25): *mansaf* **2** Durians are banned in many countries because their smell is very strong. **3** Students' own answers **4** He didn't want to try raw fish. **5** Suggested answer: I think the custom of feeding guests a lot of food comes from ancient traditions when people used to travel long distances and would need to stop and eat at your house. Hospitality and generosity were even more important back then. **6** Suggested answer: I think you should still eat it and appreciate your host's generosity, saying thank you when you finish your food.

the tree (and they did it).' Do not overcorrect here, as long as they have grasped the meaning of the structure. Let students do the rest of the questions in their groups of three, monitor and then check answers as a class. For the second part of the exercise, go through possible situations in which the causative is useful or natural, such as *getting your hair cut*, *having your house painted*, *wanting your bedroom redecorated*, *having your food cooked*. Write key words for these sentences on the board so that less-able students can access the sentences, but tell students they should try to write more adventurous sentences if they can.

### Suggested answers

**1** Someone picked it right from the tree for us. **2** We asked someone to cut it open and chop it up for us. **3** A chef cooked the flowers with meat and vegetables. **4** Robert didn't want anyone to give him the food raw at first. **5** Ramzi's mum prepared it for us. **6** I would like someone to make me my favourite dish when I first arrive.  
Students' own answers

**Comprehension**

**4** Read and listen to the text again and answer the questions.

- 1 What do the underlined words refer to?
- 2 Why are durians banned in many countries?
- 3 Do you think a dish made from flowers would taste good? Why / Why not?
- 4 Why didn't Robert want to try *ceviche* at first?
- 5 Steven talks about Jordanian hospitality. Why do you think there is this custom of feeding guests a lot of food?
- 6 If you don't like the food that a host offers you, what do you think you should do? Why?

**Grammar: The causative**

**5** In your notebook, rewrite the following sentences in your own words.

- 1 We had it picked right from the tree.
- 2 We got it cut open and chopped.
- 3 We had the flowers cooked with meat and vegetables.
- 4 Robert didn't want it served raw at first.
- 5 We had it prepared by Ramzi's mum.
- 6 I want my favourite dish prepared the first day I arrive.

Now, write three other sentences of your own in your notebook using the causative verb forms *have/get/want something done*.

**Speaking**

**6** Work in pairs. Take turns to ask and answer questions using the following ideas. Start your questions *Have you ever* or *When did you last* ...

1 have / hair / cut?	2 have / bike / fixed?
3 have / clothes / dry-cleaned?	4 have / suit / fitted?
5 get / professional photo / taken?	6 get / car / washed?
7 get / teeth / cleaned?	8 get / favourite food / prepared?

**1 A:** When did you last have your hair cut?  
**B:** I had my hair cut a month ago.

**7** Work in small groups. Share your answers to the following questions with your group.

- What is the best dish you have ever had? Did you prepare it or have it prepared?
- How did you cook it or get it cooked?
- Why was it a special meal?
- Do you want it cooked again? Why?

**Writing**

**8** Write a four-paragraph essay about the dish that you told your group about in exercise 7. Then, exchange essays with your group and edit your partner's work for spelling, punctuation and the correct use of the causative.

### Speaking

**6** Ask students when the last time was that they had their hair cut. Write the following on the board: *When did you last have your hair cut?* / *When did you last cut your hair?* Ask them which one makes more sense, and why, in English. (The first one, because the second one means that you cut your hair yourself, and this is probably not true.) Go through the questions as a class first of all, getting spoken feedback to judge how well students are grasping this structure. Structure the exercise as in the blue example font in the Student's Book, and get an able student to help you in demonstrating the exchange. Remind the students that they can use *get* or *have* interchangeably in this exercise, but not *want*. Students work in pairs to complete this exercise. Give more-able students the opportunity to experiment with their own ideas in addition to these, and support lower-ability students, getting them to explain the difference between the active and the causative if they can. Check answers as a class.

### Suggested answers

**1 A:** When did you last have your hair cut? **B:** I had my hair cut a month ago. **2 A:** Have you ever had your bike fixed? **B:** No, I've never had it fixed. **3 A:** Have you ever had your clothes dry-cleaned? **B:** No, I've never had my clothes dry-cleaned. **4 A:** Have you ever had a suit fitted? **B:** Yes, I have. **5 B:** Have you ever had a professional photo taken? **A:** Yes, I had one taken last year. **6 B:** When was the last time you got the car washed? **A:** I got it washed last week. **7 B:** Have you ever got your teeth cleaned? **A:** No, I haven't. **8 B:** When was the last time you got your favourite food prepared? **A:** Yesterday. I got it prepared by Mum.

### Grammar: The causative

**5** Direct students' attention to the sentences from the article in exercise 5. Ask them to discuss the meaning of each sentence in groups of three. Remind them they should check their ideas against the text on the opposite page, making sure that their ideas make sense within the text. Remind them they can check the *Grammar notes* on page 69 of the Activity Book to get a better idea. When they have had a look at the first sentence, you should get some feedback. Correct any issues that arise, and explain that we use this structure when we ask or want someone to do something *for* us. So, for instance, question 1 could be rephrased as 'We asked someone to pick the fruit from

### Activity Book, page 49, exercises 1 and 2

To introduce exercise 1, write *raw* and *uncooked* on the board. Do not let students open their books yet. Ask a student to tell you about the two words. They should be able to work out that they are synonyms. Once they have discovered this, get them to work in pairs to write a sentence using either word. Tell them to swap sentences with another pair and attempt to rewrite the sentence using the other word. Tell them they may just need to swap the other word in, or they may need to rewrite part of the sentence. Share the sentences they have made. Correct them if necessary. Tell students to open their Activity Book at page 49 and to look at exercise 1. Explain that they need to read the words in the box and then match *one* word from each sentence with a word from the box. Tell them this will need very careful reading skills, so they should do this exercise slowly. Explain that the last sentence is an opportunity for them to write their own sentence. Give them time to complete the exercise alone, then tell them to check with their partner. Finally, check answers as a class.

For exercise 2, review the causative quickly, by writing *I wanted to go shopping* and *I wanted my dinner heated up* on the board. Ask students to discuss the sentences in pairs. How are they different, in terms of structure, and in terms of meaning? (The first sentence is just *want* + the infinitive, and the second sentence is the causative *want* + object + past participle, meaning that you want someone to do something for you.) Emphasise the importance of word order here in meaning. Tell students to look at exercise 2 and read the instructions. Check they know what they have to do, and give them time to work through the exercise in pairs. Check answers as a class.

- 7 Students work in groups of three or four. They should spend some time writing a few notes for each question before sharing their answers to the questions in exercise 7. Tell them to think back over food they have had at special occasions or when they have been on holiday. If they have a favourite everyday dish that they eat in their family, tell them to make reference to that. When they are ready to share this information, tell students that they should make mini-presentations in their small groups, using just the bullet points as reminders as much as possible. In their groups, the students should give each other feedback, telling them what they liked, and what they would like to have seen more of. Tell them to structure their responses like this – in this way they cannot frame any negative comments at all, and the experience will be safe and encouraging for all involved. Encourage students to work cooperatively and to listen to one another. When the exercise is finished, ask students to complete *Assessment tool 10* in the Activity Book page 80 to evaluate their speaking skill.

### Answers

Students' own answers

### Writing

- 8 Tell students they are going to write an essay using the content they just practised in their groups. This should consist of four paragraphs, according to the bullet points in exercise 7. Tell them to refer to the notes they wrote before, and to remember to write full sentences and link their sentences with appropriate phrases and linking words. Monitor their work as they are writing. You might want to give the lower-attaining students a template to provide them with enough structure to get them writing freely. When the students are finished writing their essays, tell them to exchange their essays with someone from their group from the previous exercise. They should check the essay to see if it is correct, before reading it to the rest of the group. Remind them that they should be using the causative at least twice.

### Answers

Students' own answers

### Activity Book, page 49, exercises 3 and 4

Tell students to look at the first sentence in exercise 3. Can they spot the errors? The first sentence should be quite manageable because they have been introduced to this particular sentence before. Get students to explain why it is incorrect or problematic, and how it can be improved. (In this case, it should be causative because someone is doing it *for* you, and the necessary grammatical changes are changing 'to cut my hair' to 'to have my hair cut'. Share this answer as a class and then direct them to the remaining questions. They should complete the exercise in pairs. Then, check the exercise as a class.

For exercise 4, choose one student to read the sentences aloud. Then ask the rest of the class what they understood. Get another student to read the instructions, and ask the rest of the class what they have to do (rephrase sentences 1 to 6 if necessary). Students should work in pairs to complete this. Encourage them to try different ways of phrasing these sentences, and point out the prompts at the beginning of each sentence. Students can compare with a different partner before you check answers as a class.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- scan an exposition for particular information
- demonstrate understanding of an informational text about the history of pizza by answering comprehension questions
- pronounce graphemes with different sounds
- elicit information from someone by asking appropriate questions orally
- interview your partner about the topic of food
- use context clues to determine the meaning of unknown words
- present information by referring to a chart

#### Materials

- Student's Book pages 74–75
- Activity Book: Module 6 – page 50

### Student's Book, pages 74 and 75



**Speaking**

1 Work in pairs. What kind of pizza do you like?

**Reading**

2 What three ingredients do you think are traditionally in a Margherita pizza? Read the text and check your answer.

### The history of pizza

The earliest form of pizza was invented when soldiers needed food to take with them on long marches. They baked a kind of bread flat on their shields and then covered it with cheese and dates. This early pizza was a convenient, healthy food for people who were constantly on the move. The wheat flour base provided energy in the form of carbohydrates, the cheese gave the soldiers calcium, which kept their bones and teeth healthy, and the dates provided protein, fibre and various vitamins and minerals that are necessary to keep the body healthy.

Pizza is also mentioned in the 3<sup>rd</sup> century BCE, when there was written evidence of a flat round bread that had olive oil, herbs and honey on the top. It was baked on hot stones.

When people explored the remains of Pompeii, Italy, they found evidence of a flat flour cake that was baked and widely eaten there at that time. There was also evidence of the first pizza restaurants in Pompeii in the 16<sup>th</sup> century CE. Visitors can see the pizza ovens in the ruins, even today.

In 1822 CE, travellers returning to Europe from Peru brought back tomatoes with them. The people of Naples added the new tomatoes to their bread, which consisted of flour, oil, salt and yeast, and created the first simple pizza.

In 1889 CE, the King of Italy and his wife, Queen Margherita, were on holiday in Naples in Italy. They asked a famous pizza chef to come and cook for them. He prepared three kinds of pizza. The Queen's favourite one was the one that had been made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colours of the Italian flag. The chef named this pizza in honour of the Queen: the Margherita.

In the late 19<sup>th</sup> century CE, pizza became a popular snack that was sold from stalls on the streets of Naples. When many Italians emigrated to America in the 19<sup>th</sup> century CE, they took the recipe for pizza with them. Its popularity there spread all over the world, and today it is a favourite dish in almost every country.

**?** Contrary to what this article says, some pizzas are not healthy. Why is this?

74

### Speaking

- 1 Draw a quick picture of a pizza that you like on the board. The more toppings it has, the better. Students guess what the toppings are that you have drawn. Tell students to work in pairs and discuss the question. Get some feedback, and separate the ingredients into different groups such as meat, vegetables, cheese, etc. What else do students know about pizza? Brainstorm anything they come up with on the board to check later, after reading the article.

#### Answers

Students' own answers

### Reading

- 2 Ensure students' books are closed. Dictate the question and then write it on the board for students to check their versions against. Students discuss this question in threes. Feel free to add the extra question 'Why was it called *the Margherita*?' if you think they need a bit of an extra challenge. Feedback as a whole class to see what ideas they have come up with.

Next, tell them they are going to read the article to find out the answer to the question. Also, tell them they should try to remember three other facts about pizza from this, their first reading. Give them about five minutes to read the article and jot down their other three facts before they close their books.

Next, get them to swap information in their groups of three. Ask some students to tell you the three ingredients and their favourite fact from the article.

#### Answer

tomatoes, basil and mozzarella cheese

#### Research box

Let students use books from the library or the Internet to find the answer, either during the lesson or at home, for homework.

#### Answer

The base of the pizza affects how healthy it is. Thin, crispy bases are more healthy than 'deep pan' ones. Additionally, the amount of cheese on top of the pizza is a factor. Home-made pizza is probably healthier.

### Comprehension

- 3 Ask students to tell you a few more things they remember from the article before they read it again and answer the questions. Have a class discussion to set any facts straight. Write some of the students' favourite facts up on the board, making sure that you write them rephrased from the text as much as possible. Then, tell students to read through the questions and put a tick next to the ones they already know the answer to. They should have a quick discussion with a partner to set any known answers straight. Then they should underline the key words in the questions and read the text again, looking for synonyms or the same words in the text to locate the answers, or a section of text that will help them answer the question. Students should work through questions 1–3 alone, and then check their answers with a partner. Finally, check answers as a whole class.

For questions 4 and 5, put students in groups of three and get them to discuss what they know already about eating healthily. How do these facts help them answer the questions? Monitor discussions and give feedback, correcting any misconceptions.

### Answers

**1** *their* (line 4): the soldiers'; *when* (line 16): the 3<sup>rd</sup> century BCE; *them* (line 30): travellers; *Its* (line 51): pizza's **2** the soldiers' pizza, with cheese and dates; a flat, round bread with olive oil, herbs and honey; flat bread baked in Pompeii; bread with added tomatoes in Naples; the Margherita, with basil, mozzarella and tomatoes **3** Students' own answers **4** Suggested answer: Some people might do more exercise than others, so the bread base is not unhealthy for them. **5** Suggested answer: You could replace the dates with fresh vegetables because the latter are better for you than sweet fruit.

**4** Let students now read the text again and write three more questions for their partner to answer. If they like, they can also make the questions extra-challenging and ask as many students as they like. Have this as an extension to exercise 4, to encourage students and to motivate them about the task.

Ask for feedback about the questions that students asked and how easy it was to find the answers. Were they based on the text, or were they critical-thinking questions? Ask some other students for different perspectives on the questions.

### Answers

Students' own answers

### Pronunciation

**5**  Play students the recording twice as they read the words. Ask them if they notice anything about the words they are listening to and reading. They should discuss this in pairs. Get feedback from the class, and tell them that they are all pronounced very differently from how they look. Ask students to look at the word *mozzarella* and tell them to find another word that has a similar pronunciation within the article (*pizza*). Ask them how they pronounce the *zz* in *pizza* (/ts/), and then drill /mɒtsərələ/ as necessary.

Write the vowel phonemes for each word on the board in any order, and get the students to try to match them up, working in groups of three. They should be as follows:

*recipe* = /e ə i/; *oven* = /ʌ ə/; *mozzarella* = /v ə e ə/; *honour* = /v ə/; *basil* = /æ ə/; *stalls* = /ɔ:/.

When they have matched them up, tell students to try to work out from memory and the vowel phonemes where the stress(es) in each word are. (The stresses are in bold as follows: **recipe**; **oven**; **mozzarella**; **honour**; **basil**; **stalls**.)

To finish this exercise, get students to use these words (except *honour* and *stalls*) to talk about the article they have read, or describe a pizza recipe that they like.

You may refer students to the *Pronunciation table* in the Activity Book page 75, if necessary.

**Comprehension**

**3** Read the text again and answer the questions.

- 1 What do the underlined words refer to?
- 2 The text describes five kinds of pizza since its creation. What are they?
- 3 Do you think the origin of pizza is from Peru, Pompeii or Naples? Justify your answer.
- 4 Pizzas are not healthy for everyone. Can you suggest why?
- 5 What would you add to the soldiers' pizza to make it even healthier? Why?

**4** In your notebook, write three more questions about the text for your partner to answer. Ask and answer each other's questions.

**Pronunciation**

**5**  Listen to the words in the box. What do you notice about the underlined sounds? Listen again and repeat.

recipe oven mozzarella honour basil stalls

**Vocabulary: Food**

**6** Find and label the food groups in the correct place on the healthy-eating plate a-e. Suggest two additional items to go in each group.

carbohydrates  
 proteins  
 dairy  
 fruit and vegetables  
 fats and sugars



**7** Underline all the words for ingredients in the text on page 74. Then add the words in the correct spaces next to the healthy-eating plate.

**Speaking**

**8** Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct amount of each food type? How could you change your diet to improve it?

A: I normally drink about two glasses of milk every day. That's about the right amount, isn't it?  
 B: I think so. Is there anything you eat too much of? I think I probably eat too much chocolate.  
 A: Me too! I shouldn't eat so many sweets. We shouldn't really eat sweets every day. Perhaps three times a week is ok?

**75**

## Vocabulary: Food

- 6 Tell students to cover the yellow box and look at the healthy-eating plate. Can they name the food groups that the plate is separated into? Once they have looked at the plate and discussed with a partner, they should check their ideas in the yellow box. When they have finished doing this, they should try to name as many items on the plate as they can.

Ask the students why the items are arranged as they are (in different sized fractions on a plate). Write the word 'serving' on the board. They should discuss the answer with a partner and then talk about it as a class. The relative amount of food we should eat is represented by the size of each part of the plate. So it shows us very visually how much of each food group we should eat. Ask students whether it is what we should eat every day. (No! There is too much food here for a recommended daily allowance; see in the proteins section where there are 10 eggs and a whole chicken, for example.) Explain that a serving is a small amount of a certain food, which is the correct size to eat at one meal, for example one egg, six almonds, a potato.

Note that the word 'yoghurt', unlike in British English, is spelt without an 'h' in American English. Make sure you explain this difference in spelling to the students if they notice the American spelling on the dairy products found in group **c** of the healthy-eating plate.

### Answers

**a** carbohydrates **b** fruit and vegetables **c** dairy  
**d** fats and sugars **e** proteins

- 7 Ask the students if they remember what the word 'ingredients' means. Write it on the board and have them pronounce it carefully. Tell them to go back to the text and read through it quickly, underlining all the words for ingredients. They should then put these foods into the healthy-eating plate in exercise 6. Get them to check first with their partner, and then check as a class.

### Answers

**Ingredients:** cheese, dates, olive oil, herbs, honey, flour, tomatoes, oil, salt, yeast, mozzarella and basil

**Carbohydrates:** flour

**Fruit and vegetables:** dates, herbs, tomatoes, basil

**Dairy:** cheese, mozzarella

**Fats and sugars:** olive oil, honey and oil

There are two ingredients that do not fit into the healthy-eating plate – salt and yeast. Salt is a mineral and yeast is a bacteria for using with grains.

## Speaking

- 8 Get students talking in groups of three about their eating habits. How much of each food do they eat? What do they wish they ate more of? How could they improve their diet? One student should ask a question of both other students, and then pass on the role of questioner to the next student. See how long they can keep asking their peers.

Suggest they talk about flavours or interesting types of food from each group. Share ideas as a class.

### Answers

Students' own answers

### Activity Book, page 50, exercises 5, 6, 7 and 8

For exercise 5, students should brainstorm as many different types of pizza as they can remember in groups of three. When they have done this, get feedback and ask which they think is the best pizza. Find out what the most popular toppings are. Then go through the instructions to the exercise and put them in pairs to complete the exercise. They could use present modals of possibility to describe them if you like. Check answers as a class.

For exercise 6, students should read the words in the box, and choose four of the words to describe to a partner. The partner must guess which one they are describing, after which they should swap roles. After they have reviewed the vocabulary, you should read the menu to the students. While they listen to you read it, they should think about which word makes sense in each gap. When you have finished, they should work with a partner to decide which one is correct. Check answers as a class.

For exercise 7, tell students to find a new partner, someone they haven't worked with before, and discuss these questions with them. After a few minutes of pair work, get the class as a whole to discuss them.

For exercise 8, remind students what a serving is (an amount of food to be eaten at one meal), and read the instructions to the exercise. Check that students know what they have to do, and then look at the table and ask them *How many servings of fruit does Hind eat? (one) Is that enough? (no), How many servings of sweets does Jihad eat? (one) Is that ok? (yes)*. Students should read through the sentences at the bottom of the exercise and decide which option is correct. They should do this on their own before checking with a partner. In their pairs, they should write a final sentence, using information from the table. Check answers as a class, and get some students to read their final sentences out.

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- engage in a discussion to understand details about the Jordanian dish, *makmura*
- read a functional text to perform a task
- recognise tone in spoken language for expressing instructions
- respond to analytical questions before, during and after listening to a Jordanian recipe
- use context clues to determine the meaning of unknown words
- scan an exposition for particular information
- produce a recipe for your favourite dish

#### Materials

- Student's Book pages 76–77
- Cassette/CD
- Activity Book: Module 6 – pages 51–52

### Student's Book, pages 76 and 77

**Speaking**

1 Answer the following questions about the famous Jordanian dish, *makmura*. Share your answers with a partner.

- 1 Do you like this dish? Why / Why not?
- 2 Does your mother make this dish at home?
- 3 Do you have *makmura* on special occasions, or is it an everyday dish?
- 4 What is *makmura* made from?
- 5 Do you think *makmura* is healthy? Why / Why not?
- 6 How could you vary the recipe of *makmura* to make it healthier?

2 The following photographs show a few steps for making *makmura*. Put them in the correct order.






**Listening strategies**

Recognising different tones of voice

- Underline key words in the question.
- Note down the key words as you hear them.
- Don't try to write everything – instead use abbreviations.
- Make sure you use your notes to speak soon after writing them.

**Listening**

3 Listen to Alia and Nada. Check your answers to exercise 2. Do you think Nada's instructions for making *makmura* are clear?

4 Listen again. Complete the recipe below with the missing verbs.

**Recipe: Makmura**

Ingredients  
dough, flour, chicken, onion, olive oil, salt and spices

- (1) \_\_\_\_\_ the onion and add olive oil and spices to it.
- (2) \_\_\_\_\_ the chicken into 8 pieces and add them to the onion.  
Add salt.
- (3) \_\_\_\_\_ the chicken until its colour changes.
- (4) Cut the dough into equal-sized pieces and (4) \_\_\_\_\_ flour on the pieces.
- (5) Put the first layer of dough at the bottom of a container made from aluminium.
- (6) \_\_\_\_\_ 2 or 3 pieces of chicken for each layer of dough. The top of the dish should be the last layer of dough.
- (7) Put the dish in the oven for 3 hours.
- (8) When cooked, (8) \_\_\_\_\_ it over onto a large plate.

### Speaking

- 1 Write *makmura* on the board. Ask if any students can explain to you what it is. Say you are going to pretend not to know what it is so they have to be very careful when trying to explain. Read the questions to the class, and tell them they must answer them in pairs. Then share answers as a class.
- For questions 5 and 6, refer students to the previous lesson, and tell them that they need to think carefully about what ingredients are used.

### Answers

Students' own answers

- 2 Students should work together in pairs to decide how *makmura* is made. To start this off, they need to put the pictures in exercise 2 into the order they think they go in. Remind them that this is just the first stage, so they don't need to know exactly how it is made, but the pictures will give them a good clue. Again, if they know any of the cooking vocabulary, they should use it in this stage. They can check their answers in exercise 3.

### Suggested answers

Students may interpret picture a either 'cook' or 'turn on the oven' and their responses may therefore differ.

EITHER 1 d 2 b 3 c 4 a

OR 1 a 2 d 3 b 4 c

### Listening

- 3 Tell students they are going to listen to a conversation about making *makmura*. Tell them they must listen to check their answers from exercise 2 first of all. Play the cassette/CD and get students to raise their hands silently if they hear one of the steps in the recording. When it is finished, stop the cassette/CD and get students to compare their revised orders. Check as a class.

Go through the *Listening strategies* box with the students and help them with any queries they might have. Then, ask them if Nada's instructions were clear. Elicit that Nada's tone of speaking makes her instructions clear enough to follow.

### Audioscript

**Alia:** What are you making, Nada?

**Nada:** I'm making *makmura*! Do you want to help me?

**Alia:** OK. What do I have to do first?

**Nada:** First, we need to get the filling ready.

**Alia:** What filling are you going to have?

**Nada:** Chicken and onions, with a bit of spices.

**Alia:** OK, let's dice the onion. There, I think that's enough. Could you please add olive oil and some spices to the onion?

**Alia:** OK. I've done that. What happens next?

**Nada:** Well, let's cut the chicken into 8 pieces. Like this. Now, sprinkle some salt and add the onion to the chicken.

**Alia:** Is this amount of salt enough?

**Nada:** Yes, that's fine. Right, now let's move on to the dough while the chicken is being cooked. I'm going to cut the dough into equal-sized pieces.

**Alia:** Then, after that, do we need to sprinkle flour on the pieces?

**Nada:** That's right. Has the chicken's colour changed?

**Alia:** Yes, it has. It looks well-cooked now.

**Nada:** Great. Now, the first layer of dough goes at the bottom of this container. Why don't you add some chicken on top of this layer?

**Alia:** Are 3 pieces enough?

**Nada:** Absolutely, and then I'll add the second layer of dough. Could you please add more chicken? That's great! Here's the last layer of dough.

**Alia:** Are we ready to put the dish in the oven?

**Nada:** Yes, we are. We're going to wait for three hours until the dish is cooked. That's when we can turn it over onto a large plate.

### Answers

1 d 2 b 3 c 4 a

**4** Tell the students they are going to listen again to the conversation. Go through the words in the box and get students to repeat what you are saying. Drill the words slowly, quickly, loudly and quietly for students to get a good idea of how to say them. Next, mime each word, in reverse order from that of the words in the box, and see if students can tell you which one you are miming.

Then, direct students' attention to the recipe. Tell them this is the correct order, but some words are missing. Choose eight students to read one step of the recipe each. Tell them to say 'beep' instead of an empty space.

Next, play the cassette/CD and let students write the correct words in the gaps. They should check with their partner and then check as a class. You can check by calling out the number and then getting students to mime the action rather than giving the word. Then go back through, miming the action, and get students to give you the word. In this way, they will be able to learn quickly and effectively what is almost certainly some new vocabulary for them.

Finally, ask students to complete *Assessment tool 11* in the Activity Book page 80 to evaluate their listening skill.

### Answers

1 Dice 2 Cut 3 Cook 4 sprinkle 5 Add 6 turn

### Comprehension

**5** Tell students they are going to listen once more to the conversation. They need to listen carefully. Get students to work in pairs to read alternate questions to each other. Ask them what the questions are – they should be able to give a summarising answer without looking at their books.

Play the cassette/CD again, and get students to ask and answer the questions in groups of three. Share answers as a class, and get a good class discussion going, making sure students are using the target vocabulary as much as possible.

### Answers

Students' own answers

**Comprehension**

**5** Listen again and answer the following questions.

- Does your mother use the same ingredients as the ones in exercise 4? Explain.
- If you were to cook *makmura*, what other ingredients would you add to it?
- After reading the recipe, do you think it is easy for you to make *makmura*? Why / Why not?
- Have you tried *makmura* made by different people? Which one did you like the most? Why?

**Reading**

**6** Read the texts. What are the writers' favourite foods? Match each text with the correct photograph above.

**A** My favourite dish is lamb and white beans. My mother (1) *boils* / *grills* the beans in salted water. She also (2) *chops* / *marinates* the lamb overnight in olive oil, lemon juice and spices. Then she (3) *grates* / *roasts* it in the oven, and serves the beans next to it. Before we eat, we (4) *sprinkle* / *melt* fresh herbs, salt and pepper on the dish. It's delicious, and also very healthy!

**B** To make *tabouleh*, (5) *fry* / *chop* the vegetables into small pieces and (6) *grill* / *mix* them with olive oil and lemon. Make sure you (7) *slice* / *season* the dish well with salt and pepper. *Tabouleh* is salad, and so it is extremely healthy.

**C** My favourite snack is cheese on toast. I like to (8) *sprinkle* / *slice* the cheese into thick pieces and (9) *boil* / *melt* it under the grill. It's delicious! I can't have this snack very often because too much cheese is unhealthy, but it's alright if I only eat it occasionally.

**Vocabulary: Cooking verbs**

**7** Read the texts again and choose the correct alternatives in the sentences.

**Writing**

**8** Write a recipe for your favourite dish. Use the model on page 76 to help you.

*O children of Adam, take your adornment at every Masjid and eat and drink, but be not excessive. Indeed, He likes not those who commit excess.* (Qur'an 7:31)

**Writing strategies**

**Preparing to write**

- Decide on your topic.
- Write a list of the vocabulary that you might need.
- Gather all the information you need.
- Use your vocabulary and information to make a plan.
- Remember to separate your plan by paragraph.

77

### Reading

**6** Tell students they are going to read some texts about favourite foods. Ask a few students what their favourite food is – do they know how to make it?

Students work in groups of three, reading one text each, and explaining the text to the others in their group. The whole group then looks at the pictures and decides which one belongs to which description.

### Answers

A 3 B 2 C 1

### Vocabulary: Cooking verbs

**7** Once students have matched the photographs with the texts, they should read through the articles alone once more, and decide which of the alternatives is the correct one in each case. Remind them that they can use a dictionary to look up any words they are unsure of.

Students should then mime one of the cooking verbs to a different partner, using the verbs they have learnt in this lesson, and the new partner must guess which one they are referring to.

### Answers

1 boils 2 marinates 3 roasts 4 sprinkle  
5 chop 6 mix 7 season 8 slice 9 melt

### Activity Book, page 51, exercises 9, 10, 11 and 12

For exercise 9, write the four cooking methods on the board as anagrams (*orsat*, *ryf*, *etml*, *lirgl* and *olbi*) and see how quickly students can unscramble them. Then say that they have to read the definitions and write the words next to the definitions. You can extend this by asking them to tell their partner what food they like prepared with these particular cooking methods. Check answers as a class.

Get the class to look at the note with Kevin's to-do list on it. Ask them to summarise what he has to do. Do not force the use of the causative, but praise any student who manages to rephrase any of the items on the list in this way. Students should work alone to rephrase the list using the causative. Get one student to do the first one for you, and write the answer on the board (for example *He wants his hair cut.*) Ask lower-attaining students to rephrase the sentence using *have* or *get* and ask the class about the tense (with *have* or *get* the tense should be Present Continuous). Then, tell students to finish the exercise alone, and check the remaining questions as a class. For exercise 11, students should read the multiple-choice options first, and check that they know the meanings. Allow some time to use a dictionary if they need it. When they are confident in the meanings of these words, get them to read through the article and decide alone which option is the best one. When they have finished doing it alone, they can get into groups of three and check their answers. Check answers as a class, explaining why each answer is correct. Elicit the reason before actively supplying it. For exercise 12, students should read through the questions and try to remember whether they are true or false. They should do this in pairs. Once they have done this, they should read through the article to check how much they remembered. Share the answers as a class.

### Writing

8 Refer to page 173 in the Teacher's Book for guidance on writing a recipe; you can use the template to model writing a recipe for the students. Tell them they are now going to write the recipe for their favourite dish. Go through the **Writing strategies** box with the students, answering any questions. Tell them they can use the model on page 76, as well as all the cooking verbs and vocabulary in this lesson and the one before. You might wish to model one of your own favourite recipes, or prepare a simple template for the lower attainers in the group. You could start this activity off with a quick miming demonstration of making one of the foods in exercise 6.

Remind students to be absolutely clear with what they are explaining, and to use the simplest language they can, as well as to use numbered steps. When they are writing, go round and help them to keep their recipes as simple and clear as possible. Afterwards, get some confident students to read theirs to the class. Encourage constructive feedback.

### Answers

Students' own answers

### Quotation

Ask students to read the quotation and discuss its meaning in groups of three. Do they know the original Arabic? The original quotation from the Qur'an is below:

يٰۤاٰدَمُ خُذْ وَاٰزِيْنَتَكَرَّ عِنْدَ كُلِّ مَسْجِدٍ وَكُلُوْا وَاشْرَبُوْا  
وَلَا تُسْرِفُوْا اِنَّهٗ لَا يُحِبُّ الْمُسْرِفِيْنَ ﴿٣١﴾ سورة الاعراف

Ask students if they know this verse from the Qur'an by heart, and ask volunteers who do to say it to the class. Tell students to talk about how they apply this verse to their daily lives, whether they are with family or friends, what they do, and what they eat. Do they eat too much? How does this affect them? How do they think they should change the way they incorporate food into their lives? Do they think that food is an important part of living? Is it like this everywhere in the world, or how is this particular to Jordan? They can discuss these questions in pairs, and then join another pair to share their answers. Finally, as a class, they should share their answers and provide constructive comments to their peers.

### Activity Book, page 52, exercises 13 and 14

Brainstorm well-known dishes from other countries before beginning this lesson, to see how much prior knowledge students have. Students will most likely need to do some research for this, so allow them some time to look up a simple dish from another country on the Internet.

Go through the first two parts of exercise 13 and tell them to write notes about their chosen dish, answering questions 1 and 2. If you think it necessary, do some revision of vocabulary by giving definitions and asking students for the vocabulary item. Tell them to collect their notes and swap with a partner. For the second two parts, students should do further research into the dish's history. Working with a partner, with whom they should swap their writing from time to time in order to check it, they should then write up their description. Remind them that they must use their own words to describe the dish, so they need to paraphrase from their notes, rather than just write exactly what is written on the Internet.

For exercise 14, students should prepare a presentation including some photographs to show the rest of the class what they have been researching. Each student presents his/her work. Get the class to vote on the dish they would most like to try. When they vote they *must* explain why they chose that particular one.

# Unit 10 Ancient civilisations

## LESSONS 1 AND 2

### Overview

**Outcomes: It is expected that students will**

- make and confirm predictions about Petra and the Nabateans based on prior knowledge and evidence from the text
- demonstrate understanding of an informational text about the Nabateans by answering comprehension questions
- engage in a discussion using modal verbs of possibility in the past

### Materials

- Student's Book pages 78–79
- Cassette/CD
- Activity Book: Module 6 – page 53

Student's Book, pages 78 and 79

**Unit 10 Ancient civilisations**

**Before you begin**

1 Look at the photographs of Petra. Do you know who lived there in the past? What do you think life was like back then? Discuss with a partner.

2 Read and listen to the text and check your answers to exercise 1.

**Grammar**  
modal verbs of possibility in the past:  
must/could/might have (been)

**WHO WERE THE NABATEANS?**

In Petra, Jordan, there lie the remains of a majestic city carved out of the desert rock. This city was the main area inhabited by the Nabateans, who migrated gradually from Arabia during the 6<sup>th</sup> century BCE. Originally, they were a nomadic people who chose to settle in various places, such as southern Jordan, the Naqab Desert and northern Arabia.

There is little known about the lifestyle of the Nabateans, except that they were important traders in the ancient world. They might have traded goods such as spices, gold and animals with civilisations such as China, India and Rome because of their convenient position at a commercial crossroads in the world.

Many Roman writers wrote about what the Nabatean culture must have been like, but no one knows for sure. However, they agree that

the language of the Nabateans could have been a mixture of Arabic and Aramaic. These Roman writers also say that the Nabateans were ruled by a royal family, and that, unlike many cultures in the ancient world, the Nabatean society might not have used any slaves. In addition to that, the Nabateans must have been expert engineers because they managed to build complicated water conservation systems in the desert terrain.

Despite archaeologists' best efforts, there is a limit to what they can tell us about these fascinating people who lived in Jordan such a long time ago. Although it is still difficult to know much, they can't have been illiterate because there are some inscriptions that remain. However, sadly for us, most of the things the Nabateans made and owned have been too easily destroyed by time or lost in the desert.

78

### Before you begin

- 1 Ask the students if they have ever been to Petra and if so, what they saw there. Now ask them to discuss the questions and try to guess what people used to do in these places. They can check their answers later in the lesson.

### Answers

Students' own answers

- 2 Tell the students they are going to read and listen to a text about the people who lived in Petra a very long time ago. Ask students to read the title and try to answer the question based on their prior knowledge about the Nabateans.

Play the cassette/CD. The students listen and read silently at the same time. The students check their answers to exercise 1.

### Answers

The photograph on the left shows rock caves in Petra and the photograph on the right shows the treasury in Petra. The Nabateans lived in Petra in the past; Students' own answers

### Comprehension

- 3 Tell the students that they are going to read and listen to the article again. Read through the questions first. Tell the students to leave questions 5, 6 and 7 until after they have finished listening to the text. They should concentrate on answering those questions which require a close listening to the text first of all.

The students read and listen while you play the cassette/CD again. As they listen, they should answer the questions.

Students check their answers in groups of three. Then check answers as a class.

After you have checked these answers, regroup the students in groups of four and get them to discuss what life must have been like in Nabatean times. They should now try to answer questions 5, 6 and 7 using their recently-gained knowledge of the Nabatean civilisation, as well as their reasoning skills.

Note that the word "Nabatean" is used both as a noun and as an adjective in this lesson. When it is a noun, it refers to the people and takes an 's' at the end (e.g. *The Nabateans inhabited Petra.*) However, when it is an adjective, it is followed by a noun and doesn't take an 's' (e.g. *The Nabatean culture is different from other ancient cultures.*)

Monitor their speaking and correct only if form obscures the meaning of what they are saying. Join in discussions if groups need some ideas to scaffold their conversations. After the discussion, get spokespeople from each group to share ideas with the class.

## Answers

**1** *they* (line 5): the Nabateans; *They* (line 11): the Nabateans; *they* (line 18): Roman writers; *they* (line 29): archaeologists; *they* (line 31): the Nabateans  
**2** The Nabateans chose to live in southern Jordan, the Naqab Desert and northern Arabia. Students can discuss the reasons for this.  
**3** There are the remains of complicated water storage systems in Petra.  
**4** It was different because they probably didn't have slaves.  
**5** Suggested answer: I think no one knows for sure about the Nabateans because so much has been destroyed, but also perhaps because there has not been enough advance in archaeological technology.  
**6** Suggested answer: I think we will discover more about the Nabateans because people are still working to find things out, and there will be better technology in the future.  
**7** Suggested answer: I think the Nabateans might have been influenced by their discovery of a better place to live. It might have had a better climate, for example.

## Grammar: Modal verbs of possibility in the past

- 4** Write the time and day on the board, then say to the students *It must be [8.30] on [Wednesday] because ...* and elicit an answer (*we are having an English lesson*). Remind the students that we can use *must* + infinitive to talk about things you are sure about in the present. Ask the students which modal verbs you can use if you are less sure about something (*could* or *might*) and elicit sentences which use these modal verbs e.g. *It could be a hot summer. / It might rain tomorrow.*  
Read the instructions for the exercise. Explain that when we speculate about the past, we use the same modal verbs followed by the past participle (*must / could / might + have been*, etc.) Point out that there are *Grammar notes* on page 69 of the Activity Book. The students can refer to this if they need to.  
Tell the students that we don't know very much about the Nabateans. That's why, we cannot be certain about what their life was like. Ask students what language they know that we can use if we are not certain (Give an example such as *They probably ate food like the food that the Romans ate*, and use *maybe* in the same sentence.) Say we can also use past modals to say the same thing – *They might have eaten food like the food that the Romans ate*. Explain that *could have* and *might have* have similar meanings, but when we are more sure about something, we use *must have* or *can't have* if we are more certain it didn't happen.

Monitor their work as they complete the task, helping where necessary. Check answers as a class.

## Answers

**1** might have traded **2** must have been  
**3** could have been **4** might not have used  
**5** can't have been

### Comprehension

**3** Read and listen to the text again and answer the questions.

- 1 What do the underlined words refer to?
- 2 Where did the Nabateans choose to live after emigrating from Arabia? Why do you think they chose to live in these places?
- 3 What evidence is there to show that the Nabateans were excellent engineers?
- 4 How was the Nabatean culture different from other ancient cultures?
- 5 Why do you think 'no one knows for sure' about the culture of the Nabateans?
- 6 Do you think we will discover more about the Nabateans in the future? If so, why and how? If not, why not?
- 7 The Nabateans were nomads before they chose to settle in Petra. What reasons can you think of that might have influenced them to settle?

### Grammar: Modal verbs of possibility in the past

**4** Complete the following sentences from the text, using the past form of the modal verbs in brackets. Check your answers in the text.

- 1 They \_\_\_\_\_ goods such as spices, gold and animals. (might trade)
- 2 Many Roman writers wrote about what the Nabatean culture \_\_\_\_\_ like. (must be)
- 3 The language of the Nabateans \_\_\_\_\_ a mixture of Arabic and Aramaic. (could be)
- 4 The Nabatean society \_\_\_\_\_ any slaves. (might not use)
- 5 They \_\_\_\_\_ illiterate because there are some inscriptions that remain. (can't be)

**5** Choose the correct modal verb in the sentences.

- 1 It **must have been / couldn't have been** Tom who you saw in the street yesterday – he's gone away for a week.
- 2 I'm sorry to hear that your trip has been cancelled. That **might have been / must have been** a disappointment.
- 3 I don't know where I've put my glasses. I **must have left / might have left** them on my desk at home. Or I **might have left / couldn't have left** them in the car.

### Speaking

**6** Look at the photographs. Work in pairs and make sentences about what may have happened. Use **must have / might have / could have**.

a A car **might have** broken down on the road.



79

- 5** This activity will help you check that the students can use the language in controlled practice. Do the first one as a class. Note that the relative pronoun "who" in the first sentence is a substitute for "whom", which is not used any more. The normal practice in current English is to use "who" in all contexts.

The students complete the task in pairs. Ask them to justify their answers by rephrasing the sentences, for example, 'Tom's gone away for a week, so it's impossible for you to have seen him in the street yesterday.'

Check answers as a class.

## Answers

**1** couldn't have been **2** must have been  
**3** might have left, might have left

### Activity Book, page 53, exercises 1, 2 and 3

Students' books should be closed to start this exercise. Write the words from exercise 1 on the board, but miss out the vowels. Thus, *settling* = *sttlng*, *remains* = *rmns*, etc. Students should try to remember the vocabulary and come up with sentences into which they fit the words. For example, 'The remains of an old city are in Amman.' They should work in pairs to do this. After they have worked on this for a few minutes, stop them and tell them to open their books. They should work alone to put the words in the box into the sentences below. Check answers as a class.

For exercise 2, students should read the passage and talk in groups of three about what they have learnt from it. They should try to remember five facts with their books closed. After they have done this, they should look at the gaps in the text and complete them with past modal verbs. Tell them to shut their books again, and try to remember what sentences they have completed. If they cannot remember, let them read them again, until they can.

Exercise 3 can be done immediately after exercise 2, as it is a True or False comprehension of the text. When the students have finished, check answers as a class, and then get them to summarise the article in groups of three, using at least three past modals. Monitor their conversation and correct where necessary, by asking questions rather than correcting directly.

### Activity Book, page 53, exercise 4

Ask a few students to remind the class of the article, and ask the class how they think the Moai were transported such a long distance. Have a class discussion about this and make sure that all students are attempting to use past modals. Put a model sentence on the board if you wish. Next, get them to write their own ideas in exercise 4, and then exchange with a partner for editing. Have a few students read their speculations aloud to the class.

### Speaking

- 6 Read the instructions and ask the students to speculate about the reasons behind each photograph, as in the example. They can do this in groups of three.

Monitor their work as they complete the task, helping where necessary.

Ask a few pairs of students to share their dialogues with the class. Encourage constructive feedback, and tell them that this is an ideal situation for using past modals. Make sure you write the answers on the board for students' future reference.

#### Suggested answers

- a A car *might have broken down* on the road.
- b She *could have got* very good marks in an exam.
- c He *might have won* a competition.
- d The tree *must have blown down* in a storm.

## LESSONS 3 AND 4

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions about the Minoans based on prior knowledge and evidence from the text
- make judgements and draw supported conclusions about the Minoan civilisation
- confirm and clarify word meaning using dictionaries and glossaries
- demonstrate understanding of an informational text about the Minoans by answering comprehension questions
- use context clues to determine the meaning of unknown words
- take part in a discussion by selecting evidence about the identity of a person
- write one paragraph about life in another country

#### Materials

- Student's Book pages 80–81
- Dictionaries
- Glossary – Activity Book pages 73–74
- Activity Book: Module 6 – page 54

Student's Book, pages 80 and 81



**Reading strategies**

**Reading texts about unfamiliar topics**

- Before you read, find out as much as you can about the subject.
- Ask your partner questions about the subject.
- During reading, try to visualise the topic. Relate it to what you know.
- After reading, ask yourself what you have learnt. Find the main ideas of the text.

**Reading**

- 1 Look at the photographs. What do you think you are going to read about? Choose the correct topic.
  - a the museums of Crete
  - b the ancient people of Crete
  - c the people living in Crete today
- 2 Read the words in the box. Which words are related to the Minoan civilisation? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.
 

deposits   cattle   paved roads   piece together   navy
- 3 Read the article and check your answer to exercise 1.

The Minoan civilisation ruled the Mediterranean island of Crete for 1,500 years, until it was destroyed in 1450 BCE. The Minoans built the first paved roads in Europe and introduced running water. They had a powerful navy, which might have been why they were such a strong civilisation for so long.

For many years, people have been trying to find out why this developing civilisation might have disappeared. Even after Crete was hit by a large earthquake around 1,700 BCE, the Minoans rebuilt their cities. So what caused their civilisation to end?

10 Many experts say that the end of the Minoan civilisation might have been caused by the eruption of a volcano on the nearby island of Santorini, almost 3,500 years ago.

However, at Knossos in Crete, scientists have been examining deposits of ash, marine species, cattle bones and seashells in the soil. How could these deposits have got there? The only answer is that they must have been deposited in Crete by a tsunami.

Experts have now pieced together a possible explanation of what might have happened. They believe that several tsunamis might have hit the northern and eastern shores of the island, every thirty minutes due to the eruption of the volcano on Santorini. It must have been a terrifying experience for the Minoans living there!

20

### Reading

- 1 Go through the *Reading strategies* box with the class and explain it.

Ask students to discuss the question in pairs. Ask students to justify their answer by giving clues from the photographs that made them decide the answers. They can check their answer later in the lesson.

#### Answers

Students' own answers

- 2 Tell students to read the words in the box to each other, in pairs. After a minute or two, stop them and ask them to read the words back to you. Correct any words that are stressed wrongly, and get students to repeat the words after you.

Ask the whole class which words are related to the Minoan civilisation. Do not give any answers; instead, tell them they will find out later on in the lesson. Tell them to look up the words they don't know in the Activity Book glossary or in a dictionary, while they are discussing the question in their pairs. After they have discussed, check they know the meanings of the words.

#### Answers

cattle, paved roads, navy

- 3 Explain to the students that they must now read the article to check their answer to exercise 1. They should read it fairly quickly this time because they are just searching for a few quick pieces of information. Once they have found this information, get them to close their books. They should now work in groups of three to compare answers, and also to tell each other what additional pieces of information they managed to get from the text while they were reading.

Once they have done this, students should share their information with the rest of the class, including the answer for exercise 1. You can get a few children to come and write their findings on the board, if you like. Make sure you have recorded some of what they have managed to glean from their first reading of the text.

#### Answer

b

**Comprehension**

4 Read the text again and answer the questions.

- 1 What do the underlined words refer to?
- 2 How did the Minoans contribute to the development of civilisation?
- 3 Why is the disappearance of the Minoan civilisation a mystery?
- 4 What evidence made the experts believe that Crete was hit by tsunamis?
- 5 If a civilisation from our days disappeared all of a sudden, what kind of evidence do you think it would leave behind it?
- 6 Would the disappearance of the civilisation mentioned in question 5 above be a mystery for experts hundreds of years later? Why / Why not?

**Vocabulary: Natural disasters**

5 Complete the following paragraph with the words related to natural disasters from the box.

earthquake volcano flood tsunami tornado

Natural disasters happen all around the world; they can sometimes destroy cities and whole civilisations. A (1) \_\_\_\_\_ happens when it rains too much. A large amount of water would overflow from a river or from a dam. Another natural disaster is the (2) \_\_\_\_\_, which is a powerful, destructive windstorm. That's when violent winds rotate and destroy everything around them. A (3) \_\_\_\_\_ is a huge wave in the ocean that causes terrible damage to the land. This disaster can be caused by an (4) \_\_\_\_\_, when the earth shakes from deep inside, which in turn can be caused by the eruption of a (5) \_\_\_\_\_.

**Speaking**

6 Look at the objects found in a person's bag. Work in pairs. Make sentences about the person using *might (not) have / must (not) have / could (not) have*.

The person couldn't have been a child, because there is an adult train ticket.



**Speaking strategies**

**Speculating using evidence**

- You can start your conversation by asking your partner 'What do you think happened?'
- Remember to speculate using past modals as well as 'maybe', 'possibly', etc.
- If you disagree with your partner's speculations, you can say 'Oh, really?', 'Don't you think ...?', 'I'm not sure I agree with you.'

**Writing**

7 Imagine that you were born in another part of your country, or even another country. Write a paragraph about the things that would have been different about your life. Use *could (not) have / might (not) have*.

I might not have learnt the same first language as I do now.

81

## Comprehension

4 Tell the students they should read the questions 1 to 3 and then close their books and try to write them down. Tell them this is to make them concentrate on reading whole sentences for meaning. If they find this very challenging, get them to work with one sentence at a time, and then check each sentence slowly. If you see that any students are struggling with this, change it into a pronunciation and dictation exercise where students should read each question to a partner, who writes it down. When they are finished with the questions, they should open their books and check them against what they have written.

Get feedback on how difficult they found this exercise, so you can gauge it for another time. Get them to study the questions and rephrase them into their own words before they are ready to answer them. Next, tell the students to read the text again, in more detail, to find the answers. Explain that they may have to read more slowly to find the answers because the words used are paraphrases.

When they have finished working through these, tell students to work in pairs to compare answers to questions 1 to 3, and to look at, and discuss, question 4. When they have finished this, check answers to questions 1 to 3 as a class, and open up a discussion of question 4 to the whole class.

For questions 5 and 6, tell students to work with a partner they rarely work with. Encourage mixed-ability pairing, so that higher-ability students get practice explaining their point of view in a way as simple as possible, and lower attainers are exposed to reasoning at a higher level. Share ideas as a class.

## Answers

1 *it* (line 2): the Minoan civilisation; *They* (line 3): the Minoans; *they* (line 16): the deposits 2 The Minoans contributed to the development of civilisation by introducing paved roads and running water. 3 Its disappearance is a mystery because they were a very strong civilisation for a long time, even rebuilding their cities after an earthquake. 4 Scientists believe that tsunamis must have hit the island because deposits of ash, marine life, cattle bones and seashells have been found in the soil. 5 Suggested answer: I think a civilisation would leave behind examples of recent technology and also everyday life. 6 Suggested answer: I think it might be difficult to understand, years later, because daily life will have changed a lot since it was destroyed.

## Activity Book, page 54, exercises 5, 6 and 7

Tell students to look at the photograph in exercise 5 and just say individual words that occur to them about the picture. Write these words on the board, and then get them to work in pairs to discuss the questions. Discuss them again as a class. Ensure students are giving reasons for their ideas.

For exercise 6, students work in groups of four, each reading a paragraph of the exercise, and telling the rest of the group what they have read. They should check their answers to exercise 5 as they do this.

Note that there's a difference between the words *people* and *peoples* and explain it to the students. *People* means human beings in general (*A lot of people survived the earthquake*) whereas *peoples* means the men, women and children of a particular nation or community (*The native peoples of this country migrated to different places.*)

For exercise 7, students should read through the questions in their groups, and discuss the answers as they go through them. How many can they do without looking for the answer again? If they do need to look for the answers, do they know which paragraph to find them in? Check answers as a class, and compare answers for question 4.

## Vocabulary: Natural disasters

5 Tell students to read the paragraph about natural disasters, without looking at the words in the box. Tell them they should cover the yellow box before reading. The first time they read, they must not stop at the gaps in the text – the aim is to finish the text and quickly summarise the text to their partner in a sentence or two. Then, they should look at the yellow box, and see if they know what the words mean, discussing this with their partner.

When they are sure they know what each word means, tell students to read through the text again, more slowly, and put each word from the yellow box into an appropriate gap in the text. Tell them to check with a partner when they have finished this, and then ask one or two students to read the text and give the answers to the class.

#### Answers

1 flood 2 tornado 3 tsunami 4 earthquake  
5 volcano

#### Speaking

6 Read the instructions and ask the students to first describe what they can see in the photographs. Then ask them to speculate about the person, as in the example. Before they start, read through the **Speaking strategies** box with the class. Tell students that, when spoken, these past modals are always contracted (couldn't have → kʊdɒnt əv) and get them to practise this pronunciation. The students can then complete the task in pairs.

Monitor their work as they complete the task, helping where necessary.

Ask a few pairs of students to share their dialogues with the class.

#### Suggested answers

*The person couldn't have been a child because there is an adult train ticket.*

The person could have been sightseeing because there is a camera.

The person might have been going to a business meeting because there is a notebook.

The person must have had poor eyesight because there is a pair of glasses.

The person couldn't have been travelling in the summer because there are gloves and an umbrella.

#### Activity Book, page 54, exercise 8

Brainstorm ideas about life 100 years ago. Get students to think about ideas such as clothes, food, school and home life in groups of three. Don't worry about grammar now, just ideas and vocabulary are important at this stage. Get students to list ideas to another group, and then compare as a class, so that each group has a comprehensive list.

Now, get students to look at the prompts in exercise 8 and do the first one as a class. Tell them they need to use the past modals, and they should think about how to structure their sentences carefully. Students should complete the exercise in pairs or in their group. Finally, share completed sentences with the rest of the class.

#### Writing

7 Read the instructions as a class. Ask the students to plan what they are going to write first. They can discuss ideas with a partner.

As they are discussing, make sure they write notes.

They can concentrate on forming sentences later on.

Circulate and join conversations to scaffold ideas for the students who find this challenging.

Prepare a template for lower-attaining students, containing sentence starters *I might have ...*, *I could have ...*. When they have some good ideas, allow them to start writing. Check on them as they write, getting them to respond to queries by trying out corrections, rather than correcting them outright. After they have completed their paragraph, get a few students to read their ideas out to the class. Remember to choose different students each time you get them to read aloud.

#### Answers

Students' own answers

## LESSONS 5 AND 6

### Overview

#### Outcomes: It is expected that students will

- make and confirm predictions about Pompeii based on prior knowledge and evidence from the text
- respond to analytical questions before, during and after listening to a text about Pompeii
- use context clues to determine the meaning of unknown words
- respond to oral presentations by asking relevant questions (e.g. audio-visual and class presentations)
- engage in a discussion about traditions in the past
- describe information of different types (e.g. contemporary/traditional)
- write different types of sentences in two paragraphs showing different discourse (negatives and statements)

#### Materials

- Student's Book pages 82–83
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette/CD
- Activity Book: Module 6 – pages 55–56

### Student's Book, pages 82 and 83

**Listening**

1 What do you know about Pompeii? Answer the questions.

- 1 Where was it?
- 2 What was the population of the city?
- 3 When was the city destroyed?
- 4 How was the city destroyed?

2 Listen to a tour guide showing tourists around the city. Check your answers to exercise 1.

3 Look at the photographs a–f. What can you see? Listen again. Place the photographs in the order that each is mentioned.

The stone rings were used to \_\_\_\_\_

This house must have been \_\_\_\_\_

There might have been up to \_\_\_\_\_ here.

The volcano hadn't erupted \_\_\_\_\_

The brick oven looks like \_\_\_\_\_

The holes in the counter \_\_\_\_\_

**Speaking**

4 Listen again. Complete the sentences under each photograph.

5 Have you ever visited an archaeological site? What did you see there?

*The past is the future of the present.*  
Japanese proverb

### Listening

- 1 Tell the students that they are going to hear some information about Pompeii. Read the questions. The students work in pairs. Tell the students they can check their answers in the next exercise.

#### Answers

Students' own answers

- 2 The students listen carefully to check their answers to exercise 1. Tell them that they should imagine themselves with a tour guide, who's showing them around the city. Check answers as a class.

Note that *Vesuvius* is pronounced /ve'su:vɪəs/.

### Audioscript

Pompeii was once a very busy commercial city near the modern city of Naples in Italy and about 20,000 people lived here. Then, on 24<sup>th</sup> August in the year 79 CE, hot ash from the volcanic eruption of Mount Vesuvius buried the entire city. In the 1600s, archaeologists rediscovered the city's ruins under the ashes and started learning about the life that the people here must have lived.

This is the main street, Porta Marina. If you look down, you can see the stone rings where ships were tied to the dock. The sea must have come right up here in those days. These streets must have been filled with shops and stalls. There might have been chariots driving here, just where we are walking now.

It's interesting to look up at Mount Vesuvius from this main square, the Forum. Of course, the people couldn't have known that they were in danger of a volcanic eruption, because Vesuvius hadn't erupted for more than 1,000 years.

Here is an ancient take away restaurant! These holes in the counters held the pots for food.

Now here we are at what must have been the finest house in Pompeii, the House of the Faun, with the lovely bronze statue of an animal in the garden.

These four big stone cylinders were once the bakery and the mill. The brick oven looks like a modern-day pizza oven.

Lastly, we arrive at the amphitheatre. During Roman times, there might have been up to 5,000 people here, being entertained.

### Answers

1 near Naples in Italy 2 about 20,000  
3 24<sup>th</sup> August, 79 CE 4 It was buried by hot ash from a volcanic eruption.

- 3 The students describe the photographs in as much detail as possible, either as a class or in pairs. Help them with any vocabulary. Tell the students that they are going to listen to the cassette/CD again. As they listen, they place the photographs in the order that they hear them mentioned.

You may need to play the cassette/CD more than once. They can compare answers with their partners. Check answers as a class.

### Answers

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

- 4 Tell the students they are going to listen again. This time, they need to complete the sentences in each of the incomplete captions a–f below the photographs. You can play the cassette/CD more than once if necessary.

The students can compare answers with their partners. Check answers as a class.

### Answers

**a** tie ships to the dock **b** the finest house in Pompeii **c** 5,000 people **d** for more than 1,000 years **e** a modern-day pizza oven **f** held the pots for food

### Research box

Ask the students if they can guess the answer to the question. If not, give them time to look up the answer on the Internet or in reference books. The students could prepare a presentation or some work to go up in the classroom on their choice of World Heritage Site.

### Answer

Students refer to the Unesco website for World Heritage Site criteria.

### Activity Book, page 55, exercises 9 and 10

Get students to look at the pictures **a** to **c** in exercise 9. They should tell their partners what they see (the Great Pyramid of Giza, Alhambra Palace, and a section of mosaic tiling from the Roman baths in Bath), but don't give them the answers just yet. They should then work in different pairs and read the postcards to each other, using careful pronunciation and phrasing. Remind them to focus on punctuation as they read. After that, ask them which pictures match with which writing, and which one was not used. How did they know?

Brainstorm archaeological sites or sites of famous civilisations from the past. Tell students to choose one to write about for exercise 10. They should brainstorm more details about the site and share them with their partner. Explain that they should mention everything in the bullet points in exercise 10, as well as using the past modals mentioned. Once they have thought about the content of their postcard, tell them to look back at the structure of postcards in exercise 9, and to use these as a model for the beginning and ending of their postcards. They should then write the card, and swap with their partner for editing. Get some students to read their postcards to the class.

### Speaking

**5** Read the questions. The students can discuss their answers in pairs. If the students have not visited an archaeological site, ask if they have seen any artefacts from such sites displayed in museums.

This is a good opportunity for students to mingle and share experiences. You could allow them to bring in photographs and even have some of the more confident students do e-presentations or small presentations in groups.

Ask the rest of the students to provide feedback on how good the presentations were, and encourage them to ask any questions for clarification.

### Answers

Students' own answers

### Quotation

Ask the students to read the quotation. Discuss the meaning of the quotation (What is the present today becomes the past tomorrow). Tell students to translate the proverb. An example translation is as follows:

الماضي هو مستقبل الحاضر.

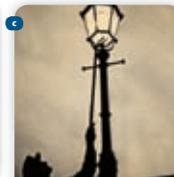
Ask the students if they know any other proverbs related to time. If students have time, they could create their own time proverb.

#### Vocabulary: Everyday traditions in the past

**6** What do you think the daily lives of your ancestors in Jordan were like? Discuss with a partner.

**7** Match the expressions in the box with the correct photograph. Which expressions are traditions related to food?

riding donkeys and horses   lighting streetlamps   making bread  
fishing   providing water   harvesting the crops



#### Speaking

**8** Look at the pictures above and answer the following questions in pairs.

- 1 Which ones were probably not everyday customs in the past in Jordan? Justify your answer.
- 2 Describe the six pictures and say what you think is happening in each one. Use *could (not) have / might (not) have / must (not) have*.

#### Writing

**9** Choose two everyday activities from Jordan's past. Write a paragraph about each one. Use *could (not) have / might (not) have / must (not) have*.

**10** Share your work with the class. Who has the most interesting ideas about what life might have been like back then?

### Vocabulary: Everyday traditions in the past

- 6 Read the question to the class, and get two or three suggestions about what the past could have been like. Take their ideas and write them on the board, if necessary adjusting the sentence structure to use past modals.

Tell students to continue the discussion in pairs. Let them discuss for a few minutes before reopening the discussion as a class, and sharing ideas and feedback. Address any disagreements as a class, too. This kind of discussion can bring to light some very common misunderstandings in terms of previous knowledge.

#### Answers

Students' own answers

- 7 Choose one student to read the expressions in the box. Check and address any mispronunciations or problems with stress. You can drill the pronunciation of each by saying them in different ways, for example whispering, saying it loudly, quickly, slowly, standing up and sitting down. Tell them they should match the phrases with the correct photographs.

Then, ask the students which traditions are related to food. They should discuss this in groups of three. Check back together as a class and discuss their final answers.

#### Answers

**a** fishing **b** harvesting the crops **c** lighting streetlamps **d** riding donkeys and horses  
**e** providing water **f** making bread

The expressions related to food are *making bread*, *fishing* and *harvesting the crops*.

### Speaking

- 8 Get students to look at questions 1 and 2. Ask them to read them slowly to themselves and decide what grammatical structure or piece of vocabulary they should use to answer them (past modals or *maybe/perhaps*). Tell them to look at question 1 and think about the countries in which these customs probably did take place.

As an extension, you can ask what life might have been like there. In pairs, they should discuss both questions, and you should monitor their discussions, writing down errors to correct later on the board, and particularly good example sentences to share with students later on. Remember to be subtle with errors and to praise excellent examples.

#### Answers

Students' own answers

### Writing

- 9 Remind students of some of the things they said in exercise 8. Focus their attention on the everyday traditions that might have happened in Jordan. Gather as much information about one tradition in particular and model writing about it, with the students' help. Try to get them to use as many instances of past modals as possible.

Now tell them they are going to do the same with two other Jordanian past activities. Remind them to plan their work, and to take care with grammar and spelling, as well as using linking words. Monitor their work, checking the spelling of words on this page of the Student's Book in particular, and reminding them that they have the Activity Book glossary, as well as dictionaries, if they need them.

When they have finished writing, get them to swap with a partner, and to edit their partner's work for all the things that you went through at the beginning of the exercise. If necessary, you can write up a checklist. Explain that students' work should contain all items on the checklist.

#### Answers

Students' own answers

- 10 When they have finished, choose one or two students to read out their paragraphs. Have a vote to see who has the most interesting ideas.

After that, ask students to complete *Assessment tool 12* in the Activity Book page 80 to evaluate their writing skill.

#### Activity Book, pages 55–56, exercises 11, 12, 13 and 14

For exercise 11, students need to make informed guesses about the tool in the picture. Do this as a class activity first, encouraging them to use the past modals in their speech. If they do not, persist and write down some sentences using past modals. Get them to read these sentences aloud. They should then write as many more sentences as they can, trying to write five in total.

While the students are writing, monitor for proper use of past modals. Get a few students to read theirs out, and check as a class.

For exercise 12, review with students how to write a newspaper article. Ask them about newspaper vocabulary and style, as well as grammar that might be important (reported questions, past modals, passives). First of all, they should think about the discovery. What would it have been like to discover an ancient civilisation? They must decide where the site was found and who found it – explain they can choose either a famous person or they can discover it themselves. Tell them to work in pairs to imagine an ancient civilisation that no one has known about until now. They can think about any details they like, but they must include the bullet points in question 2. They should write notes while they are discussing with their partner.

For exercise 13, students should assemble their notes and write the newspaper article. Remind them that they need a headline and a byline, as well as a good introductory sentence. They could spend some time on including a picture with a caption as well. Once they are done, they should give it to their partner to check, and their partner should check it for the bullet points in exercise 12, and comment on the style of their article.

For exercise 14, ask students to read the best sentences from their article to the class, and get a few volunteers to read their whole articles aloud. Ask students to decide on the most exciting article, and to give two good reasons why.

## LESSON 7

# Project

Ask students to look at page 84 in their Student's Book and to describe the photographs. Tell them to speculate which country's culture is being illustrated by these images (Arabic culture with dates and coffee, Ancient Roman culture with the Colosseum, and an ancient building's facade in India decorated with Qur'an verses). Read through the task with the students and ask them to tell you what they need to do. Go through the bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students.

After choosing a civilisation, students should discuss the questions with their partner. They should help each other to remember as much as they can about the civilisation they have chosen. If necessary, they should do some research on the Internet, in public libraries or the school library, and write some notes to answer the questions.

Students should get into groups of four to discuss their notes and their research, as well as ideas for what they are going to write and how they are going to present it. Discussion after the note-taking stage aids students to organise their thoughts and reflect on ideas before committing any words to paper.

When they are ready with their information, they can start writing. You should monitor what they are doing and help them correct their own work if there are significant errors. When they are finished writing a first draft, get them to work together with a partner to check, correct and work on the style of writing.

Give students pieces of paper to write their final projects on. Encourage them to use pictures to illustrate their

project. The completed projects could be displayed on the classroom wall.

Remember to tell students that the historical aspect of this project is very important for students' personal and general knowledge. However, remind them and stress that the main purpose of the project is for students to practise their language in the context of history.

To assess students' projects, go to page 174 of the Teacher's Book. Choose the most relevant Assessment Strategies and use them to chart students' progress. Students should complete the questions in *Project assessment tool F* on page 175 of the Teacher's Book. You can photocopy this, or write the questions on the board. Finally, students should complete *What I Can Do* on page 57 of the Activity Book.

### ► Now go to **Extra reading B**

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

**Project**

Write about the culture of an ancient civilisation.

**Your task**

- Choose an ancient civilisation that interests you. Focus on its culture.
- Write about the culture of your chosen civilisation. Answer the questions. Research the answers using books, magazines and the Internet.
- Use pictures to illustrate your project.
- Share your work with the class.

**Questions**

- What customs and traditions were there in this civilisation?
- What were the typical foods and dishes in this civilisation?
- What is the history of this civilisation?
- What archaeological sites and artefacts from this civilisation can still be seen?
- How was this civilisation unique?
- Why was this civilisation important?

84

► Now go to **Extra reading B**

# Revision B

## Overview

### Outcomes: It is expected that students will

- review the vocabulary and grammar learnt in Modules 4–6
- develop the skills introduced in the context of natural resources, sources of energy, books, literature and food

### Materials

- Student's Book pages 85–86
- Activity Book pages 58–59 and page 62
- Cassette/CD

Student's Book, pages 85 and 86

**Revision B**

1 Listen to two news reports about a new way of extracting oil that has been discovered.

- 1 What kind of process is it? Where is it happening?
- 2 Place these paraphrases into the correct speaker's column in the table below.
  - a The advantage of fracking is that we will be able to have access to fairly abundant local fuel and therefore become energy-independent.
  - b Fracking is now a good choice because it is not done in the ocean, and it is cheaper than traditional oil refining.
  - c Fracking has not been a recognised process for long enough, so we don't know how bad the damage will be in the future.
  - d This process is used to get access to the oil and gas that is found in rocks.
  - e Chemicals and water are pushed down into cracks in the rock until the cracks are made wider.
  - f Chemicals used in fracking are responsible for environmental damage.

Speaker 1	Speaker 2

2 Listen to the reports again. Write notes as you listen. Write a short summary, in your own words, about the advantages and disadvantages of fracking.

3 Think of an author you like. Write down some of the titles of their books and give them to your partner. Your partner will ask you questions about these books. Answer their questions, and then change partners. Report your conversation to your new partner.

4 Complete these questions with the correct verb forms and then ask your partner. Answer your partner's questions.

- 1 What do you like \_\_\_\_\_ at the weekend? (do)
- 2 What kind of literature do you enjoy \_\_\_\_\_? (read)
- 3 Would you prefer \_\_\_\_\_ a book or \_\_\_\_\_ a story today? (read / write)
- 4 Did you remember \_\_\_\_\_ your bedroom yesterday? (tidy)

85

- 1 Tell students they are going to listen to a report on a new type of extraction technique for oil and gas. Do they remember how oil and gas are extracted? What other sources of energy do they remember? How are these sources of energy converted to usable energy? Tell students the name of this extraction process (fracking).

Ask the students to give ideas about how this process might work. Read the first question to the students. Ask them to clarify what they are listening to find out.

Play the cassette/CD through once, and tell them to discuss the questions in pairs. For the second part of this exercise, tell students to read the paraphrases, and decide, in pairs, which speaker gave this information. This is a predicting activity, so they shouldn't worry too much about getting it correct the first time. Ask students for their ideas, and, without giving answers, play the cassette/CD again for them to check. They can then have some more time to decide with their partner about who said what.

## Audioscript

**Speaker 1:** Most non-renewable fuel is buried beneath the earth and can be reached by drilling. Fracking is the process that gives us access to oil found in rocks. With the rising price of oil, fracking has become a suitable, inexpensive option since it can be carried out on land instead of out to sea.

Fracking actually means 'breaking with water'. During fracking, fractures are created in rocks by injecting a water-based chemical fluid into cracks until they break open. Oil and gas from the rocks flow down into the well, where they are extracted. The United Kingdom and some other countries like Australia are hoping that fracking will replace the rising cost of traditionally extracted oil and gas.

**Speaker 2:** The biggest objection to fracking is the destruction of the environment. Fracking fluid leaks into the groundwater and the landscape, and it causes pollution. Transporting the fracking chemicals has led to spills and other chemical damage. It's true that there is a huge advantage in being energy-independent. The truth is that we have no idea what happens with the fracking fluids once they have performed their role in extraction. If we are going to use the oil and gas derived from the fracking process, more information needs to be made available, and more research needs to be done.

## Answers

1 It is fracking, which is a way of getting oil and gas from rocks underground. It is happening on land / in the United Kingdom and Australia, as well as other countries.

2

Speaker 1	Speaker 2
b, d, e	a, c, f

- 2 Explain that the students are going to listen to the cassette/CD again. Tell them they should write notes as they listen to the recording. Explain they are going to write a summary of the two points of view when they have finished listening.

Play the cassette/CD again, and give them five minutes after the end of the recording to finish their summaries. After they have finished, they should swap summaries with their partners and check what they have written for factual and language accuracy. Ask a few students to share their work with the class.

#### Suggested answer

The advantages of fracking are that it is cheaper and more suitable than foreign-sourced oil because it is on land and not out to sea. The disadvantages are that it is bad for the environment because of the chemicals used, and also we do not know enough about the process, so it may be even more harmful than we think.

#### Activity Book, page 58, exercises 1, 2 and 3

Tell students they are going to listen to a conversation between two friends about how they like to read.

Can students think of any other ways that they read (except books)? Get them to discuss this in pairs for a minute or so. Then, tell the students to read and listen to the conversation and identify which medium Sana likes to read with. Get students to compare their answers after listening, and check the answer as a class.

For exercise 2, explain that the students are going to listen to the conversation again. They have to fill in the gaps with a phrase (not just a single word) that they hear. Hint to them that the phrases all contain a verb + another verb in the infinitive/gerund. If they are struggling, play the cassette/CD again so they can check against it. Check answers as a class.

Note that the audioscript for these exercises is found on page 162 of the Teacher's Book.

In exercise 3, get students to work in groups of three. They should discuss the advantages of electronic readers and books. When they have had a few minutes to talk about this, get them to feed back their ideas to the rest of the class, using a spokesperson from each group. Correct any phrases that need attention.

- 3** Ask students to share a few authors they like with their partners. They should choose one in particular. They should then write down the names of some of the books they have written and hand them to their partner to have a look at.
- Tell students that they should ask questions of their partner based on the titles that their partner gives them. Give some examples of questions such as the ones given in the answers below. Tell them to ask and answer these questions before changing partners and explaining to their new partner what they talked about. While they are reporting the conversations, circle among them and monitor their sentence structure, checking particularly on how they form reported

questions. Get some class feedback at the end of the exercise, and write an example on the board.

#### Suggested answers

**Questions:** Who wrote this book? What kind of book is it? How long is it? Would you recommend it to me?

**Reported conversation:** He asked me who wrote the book. I told him that it was Charles Dickens. He asked me what kind of book it was. I said it was a novel. He asked me how long it was. I told him it was about five hundred pages. He asked me if I would recommend it to him. I said that I would.

- 4** This exercise should be done spontaneously, rather than written, since students should now have a basic feeling for which verbs take the gerund and which take the infinitive. If you think your students could benefit from a run-through of these structures, roleplay the conversation in front of the class with an able student, making sure he/she uses full sentences to respond to your questions. Choose another student to ask you the questions and respond to them appropriately to give your class a good model of the conversation.

Tell them that they should work in pairs, and that both should get a chance to ask and answer. Higher-attaining students should write, ask and answer additional questions, using more verbs that take the gerund and the infinitive. Monitor the conversations, asking questions rather than correcting directly. When they have finished the exercise, get a few pairs to have their conversation in front of the class.

#### Answers

**1** doing **2** reading **3** to read / to write **4** to tidy

#### Activity Book, page 58, exercise 4

Remind the students about studying graphs in Module 4. Ask them if they can remember anything about how to describe a graph. What kind of things can be represented in a graph? Tell them to look at graphs 1 to 4 in their Activity Book, and describe one graph as an example. You can use the vocabulary in the box if you like. Students must guess which graph you are describing by following the graphs while you are speaking. They should put their hand up when they know. Tell them to all say it together when you have finished the description. After this, they should do the same in pairs, first one partner and then the other.

- 5** Ask students whether they like pasta. What do they know about it? Do they eat it regularly? Have they seen any different types of pasta? Where do they think it comes from?

Tell them to read the article to find out some interesting facts about the history of pasta, and to answer the question. When they have finished reading, get them to discuss in pairs which cultures they think have used a variety of pasta in the past. Ask them also which cultures still use it. Check answers as a class.

### Answers

the Italians, the Chinese, the central Asians, the Europeans, the Arabs and the Americans

**5** Read this article about the history of pasta. Which cultures have used something similar to pasta?

Pasta is one of the world's most convenient foods. Nearly every country has its own unique version of this easy-to-make, inexpensive carbohydrate.

Most people believe that pasta originated in Italy, but in fact, the history of pasta is difficult to trace for several reasons. The word itself is a translation of the verb "to paste" in Italian. This is a reference to the dough which is used to make pasta. The word may come from the Greek *pastein*, which means "to sprinkle". It is also likely that pasta is a descendant of ancient Asian noodles.

A common story is that pasta was brought to Italy from China by Marco Polo. However, pasta was already gaining popularity in other areas of Italy before the time of Polo, which makes this story very unlikely.

Noodles existed in Asia long before Polo's trip to China. Archaeologists believe that central Asia is most likely the first area that produced noodles. From Asia, it travelled to Europe. Some believe that nomadic Arabs brought early forms of pasta westward.

The final journey of pasta occurred during the late 19<sup>th</sup> century. A large group of immigrants moved from Italy to America, bringing pasta with them. Pasta then became a common food in the United States.



**6** Answer the following questions.

- 1 What reason does the writer give for his statement that pasta is a convenient food?
- 2 What point does the writer make about the origins of pasta?
- 3 Describe how pasta 'travelled' from the East to the West in your own words.
- 4 Why do you think that pasta is so popular around the world?
- 5 Why do you think that, despite the very different foods around the world, pasta is basically the same?

**7** Imagine you are the judge of a cookery show. One of the contestants has made a dish you don't like at all. Decide with your partner what it is, and what is wrong with it.

*You should have fried the onions, you shouldn't have boiled them.  
You could have seasoned it better; you shouldn't have used so much salt.*

**8** Write a criticism of the dish you chose in exercise 7, using cooking vocabulary and past modals. Don't forget to link your sentences well. Write about 75 words.

86

**6** Students should read the questions together, and decide which questions need the text in order to be answered (1, 2 and 3). They should decide in pairs who will look for the answers to which questions. Once they have decided, they should read the text again, and share their answers, as well as discussing them. If you like, you could have them work in larger groups (of four) to check and go over the answers again. Check answers as a class. As a class, next look at the fourth and fifth questions and share the different answers with the class. Who has the most delicious pasta experience? Whose recipes would you like to try?

### Answers

**1** The writer says that it is convenient because it is easy to make and inexpensive. **2** The writer says that everyone thinks that pasta comes from Italy. **3** Suggested answer: Pasta travelled west from Asia. It might have come from Arab countries as well. **4** Suggested answer: I think that pasta is popular because it is so flexible. You can make so many different dishes with pasta as a base. **5** Suggested answer: I think pasta is so similar around the world because wheat is available all around the world.

### Activity Book, page 59, exercises 5 and 6

Tell students they are going to read an Italian recipe. Get them to read the recipe instructions. They should work alone to decide which verb is the best one to make sense in the recipe. Next, get them to work in groups of three to reassess their guesses – tell them to explain to their group why they chose the verb they did.

For exercise 6, tell students that the recipe is not in the correct order. They must think about the steps needed to make pasta dishes (brainstorm these on the board if you like) and try to rearrange the steps to make a logical recipe. They can add adverbs of order (*first, next, then, after that, etc.*) to make it more obvious, if they like.

**7** Tell students that they have to imagine they are the judges of a cookery show. One of the contestants has made a very bad dish, and students have to criticise it. Ask them what kind of language they should use here – they might say 'should', 'maybe', 'could', etc. Point them towards using past modals as much as possible, and give them some examples. Tell them to talk with their partner about what criticisms they could give. Get feedback from the whole class after this and write some examples they give on the board.

### Answers

Students' own answers

**8** Explain to students that they must now write down their criticisms of the dish they chose in exercise 7, as if it were a letter to the contestant. They should use as much vocabulary about cooking as they can. Refer to page 173 in the Teacher's Book for guidance on writing a criticism. Remind them to check the form of the past modals that they use. After they have finished, give them a few minutes to swap their work with their partner, so they can edit it.

### Answers

Students' own answers

### Activity Book, page 59, exercises 7 and 8

For exercise 7, brainstorm all the words students can remember related to newspapers, and explain that they should use as many as they can in their email. Explain that they should use some verbs that take gerunds or infinitives, as well as one reported question.

In exercise 8, students should swap with their partners and write a reply, as well as correcting and editing their partner's work.

### Activity Book, page 62, Test B

Now, this is the most convenient time for you to refer the students to Test B in their Activity Book. Students should complete the test individually, or in pairs where required. You may ask students to exchange each other's answers and mark each other. Then, check the answers with the whole class. Where speaking activities are involved, ask pairs of students to come to the front of the class and perform the activity.

# Extra reading A

## Overview

### Outcomes: It is expected that students will

- read two poems silently or aloud and take notes for study purposes
- present evidence clearly and convincingly to support an interpretation of two poems studied in class
- identify the characteristics of a poetic form of text (e.g. through analysis of content, format and layout)

### Materials

- Student's Book pages 87–88
- Cassette/CD

## Student's Book pages 87 and 88

**If**

by Rudyard Kipling  
(abridged)

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or, being lied about, don't deal in lies,  
Or being hated don't give way to hating,  
And yet don't look too good, nor talk too wise;

If you can talk with crowds and keep your virtue,  
Or walk with Kings – nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And – which is more – you'll be a Man, my son!

**PARAPHRASE BY STANZA**

If you can

1) remain calm when everyone near you is panicking, and they think you are responsible for the problem;  
have confidence that you are acting correctly when everyone thinks you are wrong, but also understand their doubts;  
be patient, and tolerate lies being told about you (as well as not being a liar);  
not dislike anybody, even if they dislike you;  
not try to look or sound too good;

2) not be corrupted by ordinary people or by people in high positions;  
be strong enough not to be hurt by either enemies or friends;  
value everyone equally;  
make the most of every minute of life;  
then you will be a content, honorable and reliable human being.

**Comprehension**

- 1 Look at lines 1 and 2. What personal quality is the poet recommending here? Do you think this is an important quality? Why / Why not?
- 2 What do the pronouns 'theirs' and 'it' in line 2 refer to? Look carefully at lines 1 and 2 together.
- 3 Why do you think the poet recommends making 'allowance for [other people's] doubting too'?
- 4 Look at lines 9 and 10. Is the following statement correct? 'You should always behave like people in higher social positions.' If it is incorrect, rewrite it.
- 5 What is meant by 'the unforgiving minute', and why do you think the poet is recommending that the reader fill it with 'sixty seconds' worth of distance run'?
- 6 Which lines rhyme in this poem? Did this help you read it in your head or aloud? Why / Why not?
- 7 How is the poem structured? Does this make it easy to understand? Why / Why not?
- 8 Does this poem inspire you? Why / Why not? If so, in what ways does it inspire you?
- 9 Which part of the poem do you think is the most important? Why / Why not?

## Before you begin

This section of the Students' Book is intended, above all, to increase the students' capacity for enjoyment of literature. To this end, two poems from very different authors are included; one for in-depth reading, the other as a simple model for the students' own poems. They both serve to build the students' appreciation of the vehicle of poetry as both a didactic tool and a performance medium that should be read aloud and listened to as much for the sounds of the words as for the meaning.

As a general note on teaching poetry, poetic background, content, meaning, language and structure should be taught, as well as reading aloud. Discussion of responses to the poem should also be encouraged, and writing poetry in response to poems read in class is an effective and rewarding way to access students' creativity, and to assess understanding of the poems studied.

Ensure that students' books are closed. Write the words *If I can ..., I will ...* on the board and get students to complete the sentence in any way they choose. Ask what grammatical form these sentences are using (the First Conditional). Write IF + PRESENT TENSE, FUTURE TENSE (WILL). Ask students when they might use this structure (for possible situations in the future).

Write the names *Rudyard Kipling* and *Emily Dickinson* on the board, and ask if any of the students have heard of these people before. Explain that Rudyard Kipling is the author of the famous stories called *The Jungle Book*, and that Emily Dickinson was one of the first famous female poets in America. Tell them they both wrote poems that began with the word 'if'.

## If by Rudyard Kipling

Start by reading the poem to the students or play the cassette/CD, and tell them to listen to the poem and enjoy it. Then, tell the students to discuss in groups what they think it is about and share ideas as a class.

As a more detailed look at the text, write the following words on the board: *unforgiving, distance, common, foes, lies, wise, trust, doubting, virtue, head, blaming*. Ask students to define the words in pairs, and then share the definitions. Explain to them that they must listen once more to the poem and put the words in the right order as they listen. They can then open their books to check the answers.

Now look at the paraphrase with the students. Tell them to read through it, and match each line with a part of the paraphrase. Ask them if it is easy to understand, and ask them why or why not. Ask them to try to summarise the poem's advice in one short sentence, using the First Conditional.

Next, the students read the poem silently, in preparation to reading it aloud if they wish. Ask them if they noticed where you stopped to breathe or paused for the meaning of the poem (only at commas and full stops – not at the end of lines with no punctuation). Ask them how they might emphasise important and more emotional parts of the poem (more slowly/faster/more loudly/more quietly), and where they think these parts are (there is no correct answer to this; it is down to personal expression). Finally give them a few minutes to experiment with reading the poem in their heads. If they like, after that, they can read it to their partner. Encourage constructive feedback.

Ask students what a metaphor is (a description of an object or idea as something else, which suggests that the two have similar qualities). Give them the example *He has the heart of a lion* and ask students to talk together about the sentence. Ask them *What does this mean?* Explain after a few minutes that a lion is considered to be brave, and if someone has a 'lion's heart', they are considered to have courage. Clarify by asking if the man in the example actually has a lion's heart (no, his heart is just brave, like a lion's). Students should then spend a few minutes in pairs thinking of examples of metaphors, and then they can share them with the class. (Some examples of effective metaphors are as follows: *She is the sun*; *'All the world's a stage ...'* (William Shakespeare); *My heart is broken*, etc. You could get lower-attaining students to examine these metaphors and decide in what ways they are appropriate, and when you might use them.)

Get students to look at the final four lines in the poem, and tell them to read them carefully and discuss the meaning with a partner. Ask them to find the metaphor in the last four lines (*Yours is the Earth ...*) and decide on a logical meaning for it (something similar to *you will be content with good things that have been provided for you, such as family, friends and simple pleasures*).

If the students need more explanation or are interested to know more about Kipling and/or about the poem, refer them to the school library or to the Internet, where they can find all the information they need.

### Questions 1–9

Now direct students to the comprehension questions. Read through the questions with the students and clarify any questions they may have. Work with lower-attaining students on the questions about the poem's moral content (1, 3, 4, 5) and circulate to check that students are on the right track with their answers. Correct with scaffolding questions rather than direct corrections. Finally, when students have discussed the questions in groups, share answers as a class. Allow for class discussion and let students give constructive feedback on each other's answers.

As an extension, tell the students that the abridged version of this poem that they have in their books consists of the first and last verses of the original version. If time allows, read through the second and third verses of the original version aloud, or write them on the board, and discuss them with the class. Students should try to discuss the meaning of the two verses. If they find it difficult, help them, using the paraphrase provided.

If you can dream—and not make dreams your master;  
 If you can think—and not make thoughts your aim;  
 If you can meet with Triumph and Disaster  
 And treat those two impostors just the same;  
 If you can bear to hear the truth you've spoken  
 Twisted by knaves to make a trap for fools,  
 Or watch the things you gave your life to, broken,  
 And stoop and build 'em up with worn-out tools:  
 If you can make one heap of all your winnings  
 And risk it on one turn of pitch-and-toss,  
 And lose, and start again at your beginnings  
 And never breathe a word about your loss;  
 If you can force your heart and nerve and sinew  
 To serve your turn long after they are gone,  
 And so hold on when there is nothing in you  
 Except the Will which says to them: 'Hold on!'

### Paraphrase:

If you can dream about what you want in life, but not just think about these dreams all of the time;  
 If you can think about things, but not think about them all of the time so that you don't focus on everyday life;  
 If you can accept when things go well or go badly, and not be too affected by either;  
 If you can tell the truth about yourself, and accept it;  
 Or accept when things go wrong that you put effort into, and then happily try to fix them even though you may have tried many times before;  
 If you can accept losing everything that you have gained by investing it in something better;  
 And then if you do lose, start again happily and don't complain about it;  
 If you can keep on trying again and again, so be persistent, even though you are tired of trying;  
 And keep trying and be positive, even though you think you cannot continue any more and everything is very hard.

### Answers

- The poet is recommending calmness in all situations. / Suggested answer: I think it is an important quality because you can get respect for making good decisions when you are calm.
- theirs*: the other people's heads; *it*: either the situation, or the fact that they are panicking
- I think the poet wants us to believe in ourselves and trust in our own abilities, but he also suggests that we should be open to alternative points of view. We should also allow others the freedom to challenge us, just as we have the freedom to challenge them.
- The statement is incorrect. It should read something like, 'You should be able to talk and socialise with people from all backgrounds, but not be corrupted by them. You should always behave according to your good morals.'
- The writer describes a minute as 'unforgiving' because a minute seems like such a small amount of time to waste, but in fact time passes very quickly. The poet recommends filling it with 60 seconds of running because it represents a lot of effort put in to filling that small amount of time.
- The rhyme scheme of the poem is *aaaabcbc, adadefef* / Students' own answers
- The poem is structured as a very long First Conditional, with several long *if*-clauses and one main clause at the end. Because of the *if* at the beginning, you spend the poem looking for the main clause, and it has a very strong ending because the final line is a main clause which is written as a Future *will*. / Students' own answers
- Students' own answers
- Suggested answer: I think the most important parts of the poem are the first two lines of both verses, because they are strong starting points when you are reading it. In addition to this, they are good pieces of advice.

### *If I Can Stop One Heart from Breaking* by Emily Dickinson

Write *If you lead a balanced way of life, you will be content* on the board. Ask students to point out **i)** the main clause, and **ii)** the *if*-clause. Ask how many *if*-clauses – approximately – there are in Rudyard Kipling's poem (many), and how many main clauses (one). Next, change the two instances of *you* to *I*; and the *will* to *shall*. Explain that if you are using the first person, you can use *shall* as well as *will* – it means the same.

Explain that this poem is simpler, but just as important to know. Read the poem to the students or play the cassette/CD, and, after you have finished, ask them if they noticed any difference in the structure of the two poems (there are several full First Conditional sentences in this poem, but in the previous one there were many *if*-clauses, and only one final clause.)

Ask students what they think 'in vain' means (without a purpose or reason). Get them to read through the poem in silence and try to work it out.

**Extra reading A**

## If I Can Stop One Heart from Breaking

by Emily Dickinson

If I can stop one heart from breaking,  
I shall not live in vain;  
If I can ease one life the aching,  
Or cool one pain,  
Or help one fainting robin  
Unto his nest again,  
I shall not live in vain.

**Comprehension**

- 1 Look at lines 1 and 2. What does the poet mean by this statement? Do you think it is a big task? Give some examples of how you might be able to carry this out.
- 2 The words 'ease one life the aching' are very old-fashioned English. Use a dictionary to look up any words you need to, and rewrite the phrase in modern English.
- 3 This poem is quite a short list of future possibilities. Write another sentence with the ending 'I shall not live in vain.'
- 4 If you did the things that the poet mentions, would you feel that your life had not been 'in vain'?

**5 Now write your own poem**

If I \_\_\_\_\_ (a)  
I shall \_\_\_\_\_ (b)  
If I \_\_\_\_\_ (a)  
Or \_\_\_\_\_ (b)  
Or \_\_\_\_\_ (c)  
\_\_\_\_\_ (d)  
I shall \_\_\_\_\_ (b – same as line 2)

88

### Questions 1–4

Direct the students' attention to the Comprehension section on page 88, and read through the questions with them. They should answer the questions in pairs. Check the answers as a class.

### Answers

**1** In lines 1 and 2, the poet is saying that she can consider her life worth living if she helps someone when they are extremely sad, or if she tries hard not to make someone extremely sad. It could be a big task, to look after someone like this, but it can be done. / Students' own answers **2** Suggested answer: *stop one person's life from being emotionally painful* **3** Suggested answer: *If I can contribute to a community in helpful and useful ways, I shall not live in vain.* **4** Students' own answers

### Question 5

Provide a First Conditional template *If I can \_\_\_\_\_, I shall \_\_\_\_\_*. Get students to work in groups to try to produce a one-sentence summary of the poem. Share ideas as a class. Some suggestions are as follows: *If I can help people, I shall not waste my life. If I can be a good friend, I shall be content. If I can think of other people, I shall have a full life.*

Students should then work on expanding these ideas into several First Conditional sentences. Have them work in pairs to come up with ideas, basing their sentences on things and people that are important to them. Share these sentences as a class, and then tell them that they are going to write a poem, based on these ideas. Tell them to look at the template in question 5.

Model writing a poem with this pattern. Remind students that they have written rhyming poems in *Action Pack 10*, and go through the original poem showing them how the rhyming pattern works. (The lines marked **(a)** rhyme with each other, as do the lines marked **(b)**, and so on. Ask the students if there are any lines which do not rhyme with another – **(c)** and **(d)**.) Use a sentence from the suggestions if you wish. Below is a suggested model:

If I can be a good friend (a)  
I shall be content; (b)  
If I can be with my family at the end (a)  
Or return what I've been lent; (b)  
Or think of other people (c)  
Before myself (d)  
I shall be content. (b)

Give students some time to read your model and discuss it in groups. What do they like about it? What could be improved? Is the rhyme-scheme difficult? Why / Why not? Share answers in class. Then, get students to write their own poems. Sit with the lower achievers, and encourage them to write a poem without a rhyme-scheme, but with the same sentiment. If they wish to, they can brainstorm words that have the same sound in them in order to experiment with rhyming, but they should not feel constrained by the scheme so much that they do not have the chance to write a poem.

When students have completed their poems, they should share them with their partner. In pairs, students should give constructive feedback to each other about their poems, on the assessment areas of rhyme, content, vocabulary and presentation. Monitor to see if there are any students who would like to present their poems to the whole class. Choose three or four, and get the class to give constructive feedback. If you and the class wish, you could get the students to write out their poems neatly on good paper, and put up a display.

# Extra reading B

## Overview

### Outcomes: It is expected that students will

- read a summary of a story silently and take notes for study purposes
- present evidence clearly and convincingly to support an interpretation of a story studied in class
- locate and use print and electronic English reference materials found in the school and public libraries (e.g. multimedia on theme or issue related to literature)

### Materials

- Student's Book pages 89–91
- Cassette/CD

Student's Book, pages 89 and 90

## Introduction

### TEACHING LITERATURE

Reading literature is an excellent way for students to learn a language. Studies have concluded that reading literature can benefit not only reading skills but also writing and oral skills. Literature exposes students to language that they might not otherwise come across in normal course work. In this way literature both consolidates known language and broadens the students' knowledge of structures, functions and vocabulary.

Literature also exposes students to a range of educational, cultural and emotional issues. These encourage the students to think about topics that go beyond the printed word on the page. Students learn to interpret meanings and reach their own conclusions.

Students should always be encouraged to read for pleasure in English. If students enjoy the books they are reading they will want to read more. In this way they will become better at English, more fluent in their reading skills and more rounded individuals.

Before students begin to read, talk about books in general. Find out what kind of books the students like reading and encourage class discussion. Talk about books you, the teacher, have read and how they have helped you in the past. This will make students aware of the wide range of interests that literature can embrace and bring relevance to the literature lessons.

*Hard Times* has been chosen as it is a literary classic which is challenging but gripping. Its themes should engage the

learner intellectually, emotionally and linguistically.

After the students have read *Hard Times*, encourage them to read other graded works of literature in English.

### EXTENSIVE READING

Students are used to reading relatively short texts during their course work, but there are many benefits to them reading longer texts for general understanding. However, students should be aware that they do not have to understand every word of the story. They will not enjoy reading if they have to pause constantly to check the meaning of words in a dictionary. *Hard Times* has been graded to be appropriate for the students' language level. They should be able to understand most of the material without too much help. If they cannot understand some of the words from context, it is best if they make a note of them and check all the unknown words in a dictionary after they have read the text.

You can ask students to read the story at home or in class. They can read the story silently: silent reading is the best way students initially process and absorb language and structures.

Extensive reading lessons are usually student-centred. However, you can go round while students are reading and talk to individuals. Encourage them to summarise what they have read so far. Find out if they are enjoying the story and which parts they are having problems with. Help them if necessary.

You might also wish to read some of the story aloud. This can help students with their pronunciation and also bring to life some aspects of the story.

### HARD TIMES

#### Before you begin

Write 'Charles Dickens' on the board. Remind students that he is a very famous English writer. He wrote about England during the nineteenth century, and was particularly interested in how people lived during the Industrial Revolution. Dickens grew up in a poor family and his works are often about poor people and the difficulties they faced at a time of social change.

Write 'Hard Times' on the board. Ask students what they think this might refer to in the context of Dickens. How might life have been hard for poor people at this time?

What changes do they think might have taken place in the towns and cities of England during the Industrial

Revolution? They can discuss this in groups of three. Now ask them to read the story silently. You can also play the audio for this story. Ask them if their ideas about 'Hard Times' was correct. In what ways was life difficult for the poor people in the story?

**Extra reading B**

## Hard Times

*by Charles Dickens*



Coketown is an industrial city filled with large, smoking factories. In this grey place, Thomas Gradgrind has opened a school for the children of the factory workers. "They need facts, facts and more facts," he tells the teacher on a school visit. Mr Gradgrind believes that you can pour facts into a child's mind in the same way that you can pour oil into a machine: both will work better that way.

Mr Gradgrind's ideas are shared by a rich man called Mr Bounderby, who owns many of Coketown's factories as well as the local bank. Mr Bounderby is proud of his successful life because, he tells everyone, "I grew up with nothing, without even a mother to help me".

One day, Mr Gradgrind is told that a performer from a circus belonging to a man called Mr Sleary has disappeared. Hearing that the performer's young daughter Sissy is all alone, Mr Gradgrind decides to adopt the girl. Mr Bounderby is not happy that a circus girl will share Mr Gradgrind's home with his daughter, Louisa and his son, Tom. Mr Bounderby thinks he will marry Louisa one day, and believes that a circus girl could be a bad influence on her. "Louisa should only know facts, but Sissy will have imaginative ideas from the circus," he complains.

Sissy finds her new life difficult and wonders when her father will return. Louisa feels sorry for the girl, but her brother Tom tells her it is not good to feel emotions.

One day, Mr Bounderby receives a visit from a poor factory worker called Stephen Blackpool. Stephen explains that he is so poor that he cannot afford a wedding for Rachael, the woman he wants to marry. Mr Bounderby sends Stephen away, saying that he cannot help someone who is so poor. As Stephen sadly walks home, he meets an old woman called Mrs Pegler. She tells him that she waits near the bank every few weeks to see Mr Bounderby. She does not say why she does not want Mr Bounderby to see her.

Some years pass before Mr Bounderby asks Louisa to marry him. Mr Gradgrind tells his daughter that it is logical that she should marry Mr Bounderby because he is rich. Louisa reluctantly agrees.

Life is increasingly difficult for the people working in Coketown's factories. The workers decide to call a strike to protest about their terrible conditions. Stephen Blackpool refuses to join the strike, believing it will make their conditions worse. Because of this, the other strikers refuse to talk to him. When Mr Bounderby hears about the situation, he asks Stephen to spy on the factory workers. Stephen refuses to help Mr Bounderby, who is so angry that he fires him.

89

**Extra reading B**

That evening, Stephen is surprised when Louisa and Tom visit his poor home. They tell him they were impressed by the loyalty he showed his friends. Tom offers to help Stephen. He asks him to wait outside the bank for the next three nights, and that someone will give him some money. But after the third night, no one has come to help Stephen and he decides to leave the dirty town.

The next morning, Mr Bounderby finds out that his bank has been robbed. People report that they had seen Stephen Blackpool waiting outside the bank at night and everyone assumes he is the robber. Louisa, however, suspects her brother Tom, who is now seriously in debt.

Shortly after this, Louisa's mother dies. Louisa visits her father and seems like a different person. She tells Mr Gradgrind that she has been ruined because of the way he has brought her up. She says she does not want to live like a machine without emotions. Mr Gradgrind is shocked to see how unhappy his daughter has become. He wonders if he has made a terrible mistake with his children and says that he will try to learn about the emotions he has never felt.

Meanwhile, Mr Bounderby is determined to find Stephen Blackpool. Rachael writes to Stephen asking him to return to Coketown so he can clear his name, but her fiancé does not return. Sissy spends time with Rachael each day to comfort her. One evening, as they are walking past Mr Bounderby's house, they are surprised to see one of Mr Bounderby's servants pushing an old woman into his house. "This old woman won't say why she was hiding near the bank. I'm sure she helped with the robbery!" he cries.

Mr Bounderby is shocked to see it is Mrs Pegler and reluctantly admits that she is his mother. Mrs Pegler had brought him up well and sent him to a good school, but when he became rich, he refused to see her again. That is why she visited his bank to watch him, without being seen: she wanted to see what had become of her son. Mr Bounderby confesses that he had not really grown up in a poor home.

The next day, someone hears a noise down an old disused mine. Rachael is horrified to discover that Stephen Blackpool had fallen into the mine on his way back to Coketown. A rescue team manages to get him out, but he is badly injured. He tells Louisa that she must speak to Tom about what happened to clear his name, and then he dies. It is clear that Tom is the bank robber.

Louisa immediately goes to tell her father, but they discover that Tom has disappeared. They learn that he decided to flee from the police with Mr Sleary's circus. Louisa, Sissy and Mr Gradgrind travel all night to find the circus, which is now near Liverpool. When they finally find Tom, he admits his guilt. Louisa says she forgives him and they agree to help him leave the country. Mr Sleary helps Tom on to a ship that is leaving England that night. Tom escapes and is never seen in England again.

Back in Coketown, Mr Gradgrind is a changed man. He decides to devote the rest of his life to helping the poor. He also writes in the newspaper explaining that Stephen Blackpool was an innocent man.

Sissy remains with her adopted father and one day has a family of her own. Her young children grow up full of imaginative ideas. Louisa helps her to bring them up as happy, balanced people with a future that is not only filled with facts.

90

### Question 1

Students can read the story again. Once you are sure they have a fairly good knowledge of the events, they should look at question 1. Encourage them to think about the meaning of the words from context. They should try to explain the meaning using synonyms in English. They can use a dictionary if necessary.

### Answers

- 1 it makes sense, it is necessary because of the facts
- 2 tells him he has lost his job
- 3 reluctantly admits
- 4 run away from
- 5 responsibility for something bad

### Questions 2-3

Students should now answer the questions in exercise 2 (about the plot of the story) and exercise 3 (about character in the story). They should discuss the answers in groups of three or four and use examples from the text to support their answers.

### Answers

#### Question 2

- 1 He believes that only facts are important. He thinks that someone with imaginative ideas like Sissy will be a bad influence on Louisa.
- 2 They want to protest about the terrible conditions in the factory.
- 3 Because he is seriously in debt.
- 4 Mrs Pegler visits the bank regularly to watch her son, but she does not want to be seen by him. For this reason, she probably seems suspicious.
- 5 Suggested answer: He probably thought people would be impressed that he had become so successful. He did not want them to know that he had refused to see his mother again when he became rich.

#### Question 3 (Suggested answers)

- 1 Mr Bounderby does not help Stephen when he asks for money to get married, even though he says he grew up with nothing himself. He fires Stephen Blackpool when he refuses to spy on the other workers. We find that he refused to see his mother when he became rich and lied about his past.
- 2 We feel sorry for Stephen because his life is so hard. He is so poor that he cannot afford to marry the woman he loves. Yet he does not want to strike because he thinks it will make the workers' conditions worse. He also refuses to spy for Mr Bounderby, which costs him his job. When he leaves Coketown, people think that he has robbed the bank, but when he tries to return to clear his name, he falls to his death in a mine.
- 3 Louisa slowly changes. When she is younger she is discouraged from showing any emotions, such as when she tries to show sympathy for Sissy. After her mother dies, however, she realises how important emotions can be. She forgives Tom when

she realises he was guilty of the bank robbery, and ends up helping Sissy to bring up her children. She has become more human. **4** We first see Gradgrind as a man who is obsessed with children learning facts. He seems to treat people like the machines in his factories. He wants his daughter to marry Mr Bounderby because it is logical, not because they care for each other. However, he is also a kind man. He agrees to adopt Sissy and is willing to change when he realises how unhappy Louisa has become. He travels to Liverpool to help his son Tom and wants to clear Stephen Blackpool's name. By the end he devotes his life to helping the poor. **5** Sissy is first brought up in the circus where she was with imaginative and probably caring people. Tom was brought up by Gradgrind to believe that only facts were good and that emotions were bad. Sissy does not change throughout the novel. She remains a kind and balanced person. Tom, however, becomes dishonest. He tricks Stephen Blackpool and robs the bank. Dickens seems to suggest that Tom's strict education has made him a poorly balanced person, unlike Sissy.

#### Question 4

These questions encourage students to engage in critical thinking to analyse the wider themes of the story. Give them time to discuss the answers in pairs then open up the questions into a class debate. Encourage all the pairs to give their points of view. They should back up their arguments.

#### Suggested answers

**1** They will not become balanced adults. People also need to learn about emotional development and social skills as well as facts. **2** Dickens seems to show much more sympathy for the poor people who are often exploited by the rich and powerful. The novel's 'bad' people – Mr Bounderby, Tom and Gradgrind at the beginning – seem to be selfish people who are only interested in themselves and do not care about the lives of the poor. Mr Bounderby and Tom both try to exploit Stephen. The novel's 'good' people – Sissy and Stephen Blackpool in particular – are both from poor families.

#### Question 5

Tell students that they are going to do some research about the effects of the Industrial Revolution on England and also on the rest of the world. They can work in pairs or small groups. They should use the school library or the Internet to find out the information and present their results in the form of a short article. They should back up their research with reliable sources, listing the book or website they used for the information.

When they have finished, pairs or groups should present their articles to the class. Encourage the students to ask questions and to contrast and compare their answers.

#### Answers

Students' own answers

**Extra reading B**

**Comprehension**

- What do these underlined words from the story mean?
  - Mr Gradgrind tells his daughter that it is logical that she should marry Mr Bounderby because he is rich. (lines 52–55)
  - Stephen refuses to help Mr Bounderby, who is so angry that he fires him. (lines 65–67)
  - Mr Bounderby confesses that he had not really grown up in a poor home. (lines 117–119)
  - They learn that he decided to free from the police with Mr Sleary's circus. (lines 132–134)
  - When they finally find Tom, he admits his guilt. (lines 136–137)
- Read the text again. Answer the questions.
  - Why does Mr Bounderby complain that Sissy has "imaginative ideas"?
  - Why do the factory workers decide to strike?
  - Why does Louisa suspect that her brother robbed the bank?
  - Why does a servant think Mrs Pegler took part in the robbery?
  - Why do you think Mr Bounderby pretended that he grew up with nothing?
- Answer these questions about the characters using the text to support your answers.
  - How do we know that Mr Bounderby is selfish and uncaring?
  - Stephen Blackpool represents the poor factory workers of this time. How does Dickens make the reader sympathise with him?
  - In what ways does Louisa change as the novel develops?
  - In what ways does Mr Gradgrind change as the novel develops?
  - Sissy and Tom are both brought up by Mr Gradgrind. Why do you think that one of them is so good and one is so bad?
- Discuss these questions in pairs.
  - What problems might children have if they are only taught "facts, facts and more facts"?
  - What do you think Dickens felt about the rich and poor people of nineteenth-century England?
- Hard Times* was written during the Industrial Revolution. Research how the Industrial Revolution changed life not only in England, but also in the rest of the world.

91

# Learning strategies

- Learners use a number of strategies to make their learning most effective. This is called strategic competence. It is your duty as an English language teacher to provide your students with instructions to help them build their learning strategies. Learning strategies are plans and actions that students acquire and use in their learning process.
- To help them acquire learning strategies, you have to use a variety of teaching approaches and material and to provide models, practices and real life experiences to help them transfer knowledge.
- Let's examine here your role as an English language teacher in applying teaching strategies to help your students to realise what they already know and to monitor their work. If you are going to 'personalise' the learning experience in a certain task, you have to link the material to the students' experiences and feelings through guiding questions for example. On the other hand, students try to relate the new material to their own experience and feelings.
- According to internationally-established guidelines (National Capital Language Resource Center – NCLRC), these strategies are to be developed to help students master what is known as the 5 Cs as the five words begin with the letter c: Communication, Cultures, Connections, Comparisons and Communities. Students can develop all language skills as well as grammar and vocabulary and can integrate the content with other subjects.
- There are many ways to group the learning strategies. In *Action Pack 9 and 10*, learning strategies are grouped into: cognitive, metacognitive, socio-affective, learning styles and project-based learning. In *Action Pack 11*, you are going to learn more about some metacognitive and task-based learning strategies [reference will be to the NCLRC identified categories] and learning styles.

## Metacognitive strategies

- As we have learnt in *Action Pack 9 and 10* metacognitive strategies are general and are based on the students' reflection on their own thinking and learning. Students begin to observe how they learn, how their classmates learn, and how they can adapt these in order to learn more efficiently. NCLRC identifies four general metacognitive strategies that follow a sequential order but at the same time are not linear.

Metacognitive strategies	Questions that the learner asks
organise/plan your own learning	What do I do before I start?
manage your own learning	What do I do while I am working on the task?
monitor your own learning	How do I make sure I am doing the task correctly?
assess your own learning	What do I do after I have finished the task?

- In *Action Pack 11*, there are many opportunities to implement these four metacognitive strategies. For example, in the reading task in the Student's Book page 14, guide the students to do the following:

Metacognitive strategies	The learner
organise learning	has to look at the photographs (exercise 1) before they start and make sure they know the meaning of the words in the box (exercise 2).
manage learning	needs to focus on the general meaning while they are working on the task and focus on the two questions posed in exercise 3.
monitor learning	makes sure they are doing the task correctly by responding to self-assessment statements such as: <i>I can understand the two texts in a brochure.</i> <i>I appreciate the style of writing.</i>
assess learning	can ask themselves if they could understand the instructions and if they could read the texts with ease after they have finished the task.

- Remind the students that they can go back at any step of the four to help themselves to achieve more success in the learning process.

### TASK-BASED LEARNING STRATEGIES

- Task-based learning strategies are oriented by the nature of the task and the students' resources. As the English language teacher, you have to guide your students to focus on their resources, and draw their attention to their ability to take responsibility for their own learning. Task-based learning strategies can be grouped into four categories based on the students' different resources, and within each group, there are specific strategies that are examples of what the students can do to help them learn.

Task-based strategies	The learner can
Use What You Know	use background knowledge, make inferences, make predictions, personalise, transfer/use cognates and substitute/paraphrase.
Use Your Imagination	use imagery and use real objects/roleplay.
Use Your Organisational Skills	find/apply patterns, group/classify, use graphic organisers/take notes, summarise and use selective attention.
Use a Variety of Resources	access information sources, cooperate and talk themselves through it.

- In *Action Pack 11*, there are many tasks which implement strategies. An example of "Use What You Know" is in the Student's Book page 30, exercise 1. Encourage your students to use their background knowledge of the Olympic Games to guess where and when the first ancient Olympic Games were held.
- An example of "Use Your Imagination" is the writing task in the Student's Book page 51. In exercise 7, students are required to imagine they have taken part in the Mastermind programme about a topic of their choice. You can encourage them to put themselves in a real situation of such a participation to be able to write the review of the programme.
- One example of "Use Your Organisational Skills" is in the Student's Book page 63, exercise 6, where students are asked to use their discussion and notes from the previous exercise to write a blurb and a review of a book. Another example is the writing task, on page 33, exercise 6, which is a summary of the ideas discussed in exercise 5.

- An example of "Use a Variety of Resources" is searching for the meaning of key words in the reading tasks where students have to check the meaning of the words they don't know in the Activity Book glossary or in a dictionary (can be electronic). Another example is the project at the end of every module in the Student's Book, where students are encouraged to work in groups and to search the Internet to find information related to the Project questions.

### INQUIRY-BASED LEARNING

- Inquiry-based learning was developed as a reaction against traditional forms of instruction which focused on rote learning. It is based on constructivist learning theories where knowledge or information is built from past experiences and current processes (Pioneers in the field are John Dewey 1859–1952, Maria Montessori 1870–1952, Lev Vygotsky 1896–1934, Jean Piaget 1896–1980 and David Kolb 1939– .)
- Inquiry can be simply defined as seeking information by questioning. Inquiry learning aims at increasing knowledge or solving a problem. Students do research on a topic guided by a series of questions. They are assessed by their development of experimental and analytic skills and their collaborative work. According to Wilhelm, students naturally learn when they are interested in answering guiding questions relevant to their lives. When they are guided by such questions while reading, writing or engaging in class discussions they will connect to the curriculum and invest in learning the material. Wilhelm considers inquiry as consisting of six E's:
  1. Engages with a disciplinary question,
  2. Explores what is already known,
  3. Explains the established data,
  4. Elaborates and invents,
  5. Extends and applies, and
  6. Evaluates and adapts.
- Research has shown that students who actively participate in inquiry tasks learn better than if they attend lectures. Students report that they find it easier to understand the material when they are physically involved rather than reading or hearing the material. The role of the English language teacher is to guide the students to relate the known knowledge to the unknown and also to connect the students' knowledge to the curriculum and research. Connecting the students' social world with what they are learning helps them understand the unknown (Myers, 2001).

- In inquiry-based learning we can have many approaches to learning and teaching, such as group projects and research. Students can create their own questions, get supporting evidence to answer the questions, explain the evidence, connect the explanation to the knowledge obtained and create an argument for the explanation.
- *Action Pack 11* offers students opportunities to implement inquiry learning in a variety of tasks. Module 3, Unit 4 ends with a group project: *Research a sport* (SB p. 40). Students are offered instructions in the *Your task* box and a set of six questions in another box to guide them through to research the sport they have chosen. The questions vary from a referential kind of question (where, how, what ...) to an inferential or a predictive kind of question (*Do you think ...?*)
- Unit 5 provides a writing task on page 45 where students are required to do research on the Internet on experts speaking about the advantages and disadvantages of a renewable source of energy.
- Besides the use of a set of questions, inquiry learning can depend on visual aids. Students are asked to refer to a set of pictures to discuss ideas related to a specific topic. For example, Unit 9 starts with a *Before you begin* activity where students look at three photographs of food to discuss which foods they have tried and would like to try (p. 72). Unit 10 of the same module also starts with an exercise asking students to look at the photographs of Petra to discuss who lived there, what their lifestyle was like, etc. (p. 78).
- You can assign tasks of other kinds of approaches to inquiry learning such as field-work and investigation. Ask students to conduct a field work about a Jordanian tradition or a cultural issue related to food, clothes or a social habit. The students write up their own questionnaire or interview and go around in their community to collect data, explain it and give their recommendation. In a similar manner, they can conduct an investigation about a certain issue in their community related to saving energy, for example.

- When students are involved in tasks when new information comes into contact with already existing knowledge they are more motivated and they learn better. They would be acquiring knowledge of a subject matter of interest to them through exploring the real world.

## LEARNING STYLES

Learning styles, also known as learner preferences, refer to the learner's natural and habitual preferred way of processing and retaining new information. In previous levels, we have learnt about the perceptual learning styles (visual, aural/auditory and kinaesthetic) and some other types of learning styles (active/reflective, sensing/intuitive, sequential/global and tolerance/intolerance of ambiguity). In *Action Pack 11*, we are going to learn about the following cognitive learning styles.

### Field independence/Field dependence

Field-independent learners tend to be analytical. They pay attention to details thus they tend to perceive elements independently of a context. For example, they identify hidden or unclear figures in a complicated picture fairly quickly. Field-dependent learners prefer classroom language learning that involves analysis, attention to details and mastering of drills. It's worth noting that field independence increases as a learner develops.

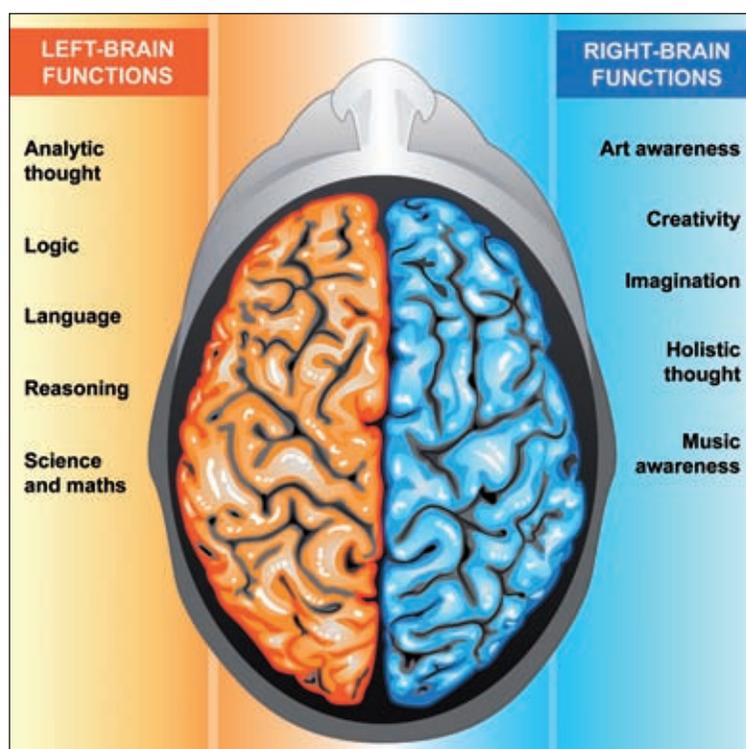
Field-dependent learners are more relational. They perceive the whole context and focus on general meaning. For example, when they are presented with a picture they tend to see it as a whole; they find it difficult to see it as parts. Field-dependent learners prefer communicative language learning that involves social interaction, empathy, perception of other people and communicative skills.

## Reflectivity/Impulsivity

Reflective learners tend to make calculated decisions slowly. They are usually more systematic in learning a language. On the other hand, impulsive learners, as the word suggests, are more intuitive. They take risks in learning the language; for example, they are willing to make a quick guess in solving a problem.

## Right-brain dominance/Left-brain dominance

The human brain is made up of two connected hemispheres. The left and right hemispheres function together, but learners tend to have one hemisphere as more dominant. The right part of the brain perceives and remembers visual, auditory and kinaesthetic images. It is more efficient in processing holistic and emotional information. The left part of the brain is associated with logical, analytical thought and linear processing of information. See below a model representing right-and left-brain dominance:



## Tolerance of ambiguity

- The learner who is tolerant of ambiguity does not get disturbed by uncertainty. They accept innovative possibilities in language learning (for example, words, grammatical rules, and cultural systems in the L2 differ from the L1). To be successful in language learning, students need to develop tolerance of such ambiguities to a certain extent that allows them to be responsible for and aware of the processes in their learning of the language.

- In the classroom, this difference in students' outlook needs to be taken into account. For students who are tolerant of ambiguity, the learning and comprehension of language points which markedly differ from Arabic will be easier than it will be for those who are by nature less tolerant. On that basis, when language points are likely to be difficult for students as they do differ greatly from Arabic, it is a good idea to spend more time in the classroom to explain these rules thoroughly to students, and also allow as much practice time as possible. It might also be beneficial to highlight to students that such language points are markedly different from Arabic and that you will be spending more time on this point accordingly. This could put students' minds at rest, so they are likely to worry less. The same would apply in a skills lesson when you are covering topics based on a reading or listening text which might be unfamiliar to students. Students may feel more comfortable highlighting the differences between Jordan and the country you are studying, and also encouraged to find out more in follow-up lessons.
- As an English language teacher, you need to know that every student has a learning style. Not one style is better than another and not one teaching method matches the needs of all learners. Your role is to help your students to be more aware of their learning styles and guide them to develop others to help themselves in any learning situation.
- In the classroom, there will be students who will have contrasting learning styles. As a teacher, it is beneficial to bear these distinctions in mind when planning classroom activities. Whenever it is possible, it is a good idea to include activities in your lessons that appeal to varying learning styles, so as an example to include activities which appeal to students with either left or right side brain dominance. This is also the case when you are explaining language points to students. It is possible to design activities that allow field-independent learners to work out grammatical rules for themselves. When considering impulsive and reflective learners, you may need to consider that impulsive learners may require closer attention at the guided practice stage to ensure that they are producing the language correctly.

# Assessment strategies

Assessment strategies help identify students' needs and inform planning for instruction. Since English language learners demonstrate their understanding in a variety of ways, we need a range of assessment strategies. Now we use assessment techniques beyond pencil and paper tasks which we call alternative assessment tools, i.e. the procedures which we use in the daily classroom activities. Alternative assessment employs strategies that ask students to demonstrate what they can do; it evaluates what they produce rather than what they are able to recall. Alternative assessment focuses on students' strengths, development, learning styles, language proficiencies, and cultural and educational backgrounds.

Alternative assessment includes a variety of measures that can be adapted for different situations. You have to use the assessment tools which are appropriate for the students' developmental age and skills competency. Learners may be at different levels in oral and literacy skills in English depending on their educational, cultural and attitudinal backgrounds. Some may also be more advanced in the listening skill than reading or in speaking than writing.

## Formative assessment

Formative assessment is a way in which you can assess students' progress in order to check that students are responding to the teaching techniques used, and modify your teaching if necessary. It is valuable for day-to-day teaching because it also allows students to develop a self-reflective attitude to their learning, as well as receiving, processing and acting on feedback from yourself and their peers. It also shows students the lifelong learning skill of framing feedback in a positive way. Formative assessment works best if it is an ongoing process which is incorporated into lessons systematically and consistently. Students must be involved in their own assessment for it to be effective.

The purpose of formative assessment is to improve student attainment. You can choose to formatively assess students in a number of ways. Here are some suggestions:

### PORTFOLIOS

You can assess students' progress by encouraging them to build up a portfolio of their work. The portfolio should include a range of work from project writing or presentations to essays. Both you and the student can use these to chart progress and set goals.

### STRATEGIC QUESTIONING

You should take into consideration the learning objective and plan specific questions related to the target grammar/vocabulary/knowledge. This can be particularly helpful when beginning a unit or module, to determine the prior knowledge level of the students, or when teaching a form of writing, such as poetry, for purposes of review.

### CONCEPT CHECKING

Each time you explain an exercise to the class, you should check the students' comprehension of what they have to do. This will provide you with the opportunity to ensure that no students are left behind at this crucial point.

### STUDENT SELF-ASSESSMENT

Provided in the Activity Book are several opportunities for students to assess their own progress, related to the outcomes in the *Scope and sequence*. These allow students to reflect on their work at appropriate times throughout the course, and set personal goals for the next unit.

### TEACHER FEEDBACK

You should provide consistent, clear and constructive feedback to students after class interaction such as speaking exercises. Your feedback could take the form of praise, questions to clarify an issue, or collaborative correction on the board. It could also (less frequently) take the form of one-to-one feedback sessions where the teacher and student set personalised goals, together, for the student.

## PEER FEEDBACK

Students are given the task of assessing their peers against the success criteria or outcomes for a particular task. Skills for lifelong learning are at the centre of this exercise, since students must learn how to couch their observations of each other in constructive terms, and how to interpret peer comments as scaffolding for progress.

## OBSERVATION

This can be carried out when students are working in groups or pairs, doing project work or speaking tasks. You should observe how students work in groups, whether they habitually take a certain role in a group, their use of language with their peers, and their listening skills. This will form the basis of *Teacher feedback*.

## COLLABORATIVE DEVELOPMENT OF ASSESSMENT CRITERIA

You should make the outcomes of each lesson transparent for students. This might involve discussion at the beginning of each lesson as to how to achieve each outcome. These 'how-to' notes (assessment criteria) to achieving the outcomes can then be written up on the board and followed by students. For example, if one of the outcomes is *I will be able to write an email to a friend about a holiday*, you should discuss with the class what is important in an informal email (an appropriate beginning and end, contractions, a description of what the student has been doing) and write these as bullet points on the board, taking care to refer to them during the lesson. If the students have some control over the assessment criteria, they will be more likely to take an active and reflective role in their learning.

## LEARNING LOGS

If you wish to provide students with a written tool for self-assessment, you can introduce them to the practice of keeping a learning log. This is where they keep track of the outcomes and assessment criteria that they have covered, and chart their responses to these, and their overall feelings about what they have learnt. These can be free writing responding to their performance in a task (suggested for Grade 10 and upwards) or in the form of a checklist (for younger pupils) consisting of categories such as *I understood the lesson*, *I wrote a letter*, *I corrected some mistakes I made*, *I felt happy with the language*. Students should be encouraged

to share their learning logs with the teacher during individual meetings so that goals can be readjusted to suit each student's progress.

## Benchmarks

Benchmarks are standards – or points of reference – that teachers use to assess or monitor students' language proficiency. They also help in planning for language instruction and giving feedback to the students, their parents and the other teachers about their proficiency in the language. The marks on top of the tables below (1–4) are given according to the student's performance. They add up to maximum of 20 points on a task.

## ASSESSING PRODUCTIVE SKILLS

Productive skills are easier to assess than receptive skills, since there is a finished 'product' by which the students' work can be measured. You should assess both single tasks and cumulatively across a semester to see improvement and next steps.

### Oral performance

Oral performance should be an ongoing process to monitor comprehension as well as thinking skills. This can be done through interviews, oral reports, roleplays, describing, explaining, summarising and retelling/paraphrasing stories. At the beginning and intermediate stages of language development, teachers are advised to use visual cues such as pictures paralleled by a set of questions to elicit the use of academic language (comparing, explaining, describing, analysing, hypothesising, etc.) and vocabulary related to the topic. In *Action Pack 11* there are many exercises that incorporate description of pictures or discussion based on pictures (p. 28 ex 1, p. 31 ex 5, p. 35 ex 6, p. 36 ex 1, p. 44 ex 1, p. 48 ex 1 ...). In roleplays, which can be used at all grade levels, students are motivated to convey facts or information prompted by questions from the other character. *Action Pack 11* provides many roleplay exercises.

To assess oral performance tasks, you can use Benchmark **B** on page 147.

## Written tasks

Writing assignments are most suitable for assessing students' progress. At the beginning stages, students' writing is often controlled. The teacher guides students through a pre-writing stage, which includes discussion, brainstorming, webbing and/or outlining. Then, the teacher assesses the independently-written product. *Action Pack 11* provides opportunities for advanced students to write within a variety of genres and topics:

**Genres:** a diary entry (SB p. 11), a review of a programme (SB p. 51), a blurb (SB p. 63), a recipe (SB p. 77), etc.

**Topics:** family activities (SB p. 9), future plans (SB p. 15), a festival (SB pp. 17 and 19), Jordanian customs and traditions (SB p. 21), reading habits (SB p. 59), favourite book (SB p. 61), etc.

You can use Benchmark **D** on page 148 to monitor or assess your students' written work.

## ASSESSING RECEPTIVE SKILLS

Receptive skills can be assessed by asking directed, scaffolding questions which determine how developed a student's skill in this area is. The assessment grid (benchmark) for reading is based upon students' performance in answering questions (for analytical skills) and producing words and sentences well (for practical reading skills). As regards listening, you can assess students' skill in this area by seeing how well they listen within a group, how much of their classmates' advice they take on in feedback sessions, how they process and act upon instructions from you or the book, and ultimately how successfully they follow the Listening Strategies in their Student's Book. Additionally, a great deal of evidence for listening skills is contained in their ability to speak well, so this should be considered when assessing oral performance, too. For periodical summative assessment for learning, you can use Benchmark **A** below for Listening and Benchmark **C** on page 147 for Reading.

### Benchmark A: Listening

	1	2	3	4
Recognise tone in spoken language for expressing various functions	Relies entirely on words spoken; reproduces little or no appropriate intonation	Listens and reproduces some effective intonation, but cannot sustain it when not listening to recording	Reproduces tone well, with good effect; attempts to apply it to own sentences	Reproduces tone well, applies it to own sentences; uses different tone in own speech to good effect
Identify the characteristics of different types of speech when listening	Makes little or no critical distinction between different types of speech	Can distinguish between different types of speech; does not offer analysis	Analyses basic differences (such as contractions) between formal and informal speech	Analyses differences such as tone, speed, inflection and word choice between formal and informal speech
Assess the quality of the speaker's presentation style by using criteria such as volume and tone of voice	Makes little or no judgement of quality	Notices volume and tone of voice, but makes little judgement of quality	Assesses quality by pointing out volume and tone of voice, but does not offer ways of improvement or comparison	Assesses quality by pointing out volume and tone of voice; offers ways of improvement or comparison
Elicit information/respond to presentations by asking appropriate questions	Asks few or no questions	Asks questions after a presentation only when prompted; questions are not relevant or useful	Asks questions after a presentation; some questions may not be directly relevant or useful	Asks useful and relevant questions after a presentation; develops own understanding and the general understanding of the class
Participate in classroom discussions	Participates in pair or group conversations with limited input; one word answers	Participates in pair, group and classroom discussions by giving own opinion; sometimes relevant	Participates in classroom discussions by offering opinions and ideas; is influenced by others' ideas	Participates in classroom discussions by asking relevant questions; offers relevant opinions

## Benchmark B: Speaking

	1	2	3	4
Task objectives and requirements	Exhibits little understanding of task objectives or requirements	Exhibits some understanding of task objectives and requirements	Exhibits a fair understanding of task objectives and requirements	Exhibits good understanding of task objectives and requirements
Use of grammar and vocabulary to express ideas	Expresses ideas without clarity; uses few appropriate grammatical structures/vocabulary	Expresses ideas with some clarity; makes considerable errors in grammar/vocabulary	Expresses ideas quite clearly with few errors in grammar and vocabulary	Expresses ideas clearly using correct grammar and technical vocabulary
Use of intonation and tone of voice to express meaning	Uses tone of voice and intonation very little; few attempts to express meaning	Uses tone of voice and intonation with some success; some attempts to express meaning which may be misunderstood	Uses fairly successful tone of voice and intonation to express intended meaning	Uses tone of voice and intonation with success; expresses intended meaning
Use of eye contact, facial expressions and gestures	Makes very little or no eye contact; uses few facial expressions or gestures	Makes some eye contact; uses some facial expressions and gestures	Makes eye contact and uses facial expressions and gestures; some enhancement to performance	Makes eye contact; uses facial expressions and gestures with successful enhancement to performance
Use of appropriate speed and volume	Uses little or no variation in speed/volume OR has very little control over speed/volume	Uses some variation in speed/volume; not always appropriate to subject matter	Uses variation in speed/volume; mostly appropriate to subject matter; exercises fair control	Uses variation in speed/volume; appropriate to subject matter; controlled and considered delivery

## Benchmark C: Reading

	1	2	3	4
Read aloud, noticing punctuation and grammar	Sounds out some words correctly	Reads whole sentences aloud; little regard for punctuation	Reads aloud with regard for punctuation; little regard for meaning implicit from grammar	Reads with regard for punctuation; notices implications of grammar
Select topic sentences and identify components of texts such as beginning/middle/end	Occasionally identifies basic components such as beginning/middle/end	Identifies topic sentences by position rather than content; identifies basic textual components	Gives reasons for locating topic sentences; locates text components; explains their purpose	Gives reasons for locating topic sentences; locates more complex text components such as story escalation or crisis
Use a range of strategies to read words	Decode familiar and unfamiliar words with help		Uses knowledge of diphthongs or combinations of letters to attempt reading sounds	
Describe/Select information or ideas from texts	Recalls some simple points from familiar texts; locates some pages/sections of interest	Recalls specific, straightforward information; generally clear idea of where to find information	Identifies most obvious points; there may also be misunderstandings, <i>e.g. information from different places in the text</i>	Identifies relevant points; supports comments by generally relevant textual reference or quotation
Deduce or interpret information or ideas from texts	Infers at a basic level with support; comments/questions about meaning of parts of text, <i>e.g. details of photographs, diagrams</i>	Makes plausible, basic, interpretations about events and information, using evidence from text	Makes interpretations based on evidence from different points in the text; often correct, but gives little reason for a particular interpretation	Makes inferences and deductions which are based on textual evidence
Identify writer's purpose, and the effect of the text on the reader	Makes some simple comments about preferences, linked to experience	Identifies main purpose; expresses personal response; unaware of effect on reader	Identifies main purpose; has some awareness of writer's viewpoint; is aware of overall effect on reader	Clearly identifies main purpose through overview; explains writer's viewpoint; explains effect on reader

## Benchmark D: Writing

	1	2	3	4
Use non-electronic and electronic English references to find information	Uses no references, or uses a single source to gain limited information	Uses few references, and does not acknowledge the sources	Uses either only electronic or only non-electronic resources, with acknowledgement	Uses both non-electronic and electronic references in English, with acknowledgement
Organise information to develop central idea	Presents information without organisation or structure; did not develop central idea	Organises information using markers; develops central idea in a limited capacity	Organises information using paragraphs; develops central idea with some success	Organises information using well-linked paragraphs; develops central idea successfully
Write well-organised, coherent paragraphs	Writes using few or no paragraphs with little idea of paragraph-level structure	Attempts paragraph-level structure; does not attempt use of topic sentence	Writes fairly well-organised paragraphs; includes a topic sentence, supporting sentences and/or a concluding sentence	Writes well-organised, coherent paragraphs; includes a topic sentence, supporting sentences and a concluding sentence
Produce grammatically-correct compound sentences	Makes little or no attempt to produce compound sentences	Attempts to produce compound sentences; attempts correct grammar and usage	Produces compound sentences; mainly effective usage, grammatical errors do not obscure meaning	Produces compound sentences; effective usage; grammatical errors are few
Edit and proofread final drafts with correct standard English	Makes few attempts to edit and proofread written work for correct final drafts	Edits and proofreads work to produce final drafts with a remaining number of errors; occasionally aggravates errors in text	Edits and proofreads written work to produce final drafts with a significantly lower number of errors in spelling, punctuation, usage and grammar	Edits and proofreads written work to produce final drafts with correct standard English (few/no errors in spelling, punctuation, usage and grammar)

## Summative assessment: Tests

### HOW TO WRITE A TEST

The test you construct must reflect the skills you have taught in the classroom, namely reading, speaking, listening and writing. So a test comprises four parts, each reflecting a language skill. The whole test should be graded 50 marks. You can assign  $\frac{1}{2}$  a mark, 1 mark or 2 marks for each question item.

The following are guidelines to help you write a test. The examples given below are taken from the tests in the Activity Book (pp. 60–63) and the Teacher's Book (pp. 150–153).

The **reading** part is 10 marks. It consists of a reading text of 100–150 words on a topic related to what students have already encountered in the modules. It's followed by comprehension and vocabulary questions. The comprehension questions may be open-ended or true/false; you can ask the students to correct the false sentences.

*What did the Phoenicians invent?* \_\_\_\_\_

*The Olympic Games started in 394 CE. True / False* \_\_\_\_\_

The vocabulary questions test the ability of students to guess the meaning of the word from the context. They can be sentence completion with words from the reading text given the first letter as a prompt or identifying the correct word out of three.

*Seasonal festivals are decided by lunar and solar c\_\_\_\_\_.*  
*Which word is not connected to the word athlete?*  
*competitor   spectator   contestant*

The **speaking** part is 15 marks. It consists of sets of dialogues for students to complete or fill in gaps using correct forms of verbs, modals, word order, etc. The question items can be filling in the blanks or choosing one of two possible answers.

*I \_\_\_\_\_ (never see) a torch relay.*  
*Where should/can you practise this sport? \_\_\_\_\_*

The **listening** part is 10 marks. Students are asked to listen to a text or more and choose one correct sentence out of two options. The instructions read as follows:

*Listen and tick the sentence that you hear.*

The **writing** part is 15 marks. The writing questions may vary from paragraph writing to sentence writing. Open-ended writing tasks comprise paragraph writing of 80–100 words about a topic which is already discussed in class. You may give them a prompt to start the paragraph writing.

Another kind of a writing task is rewriting sentences to use a grammatical form such as reported speech or the Present Perfect Continuous form of verbs.

*There are many challenges that an Olympic must overcome. First, ...*  
*"I read Great Expectations last year."*  
*The student said that \_\_\_\_\_*

To be objective and fair in marking open-ended paragraph writing tasks use a rubric such as the following:

- 2 marks for content
- 2 marks for organisation
- 2 marks for coherence
- 2 marks for grammar
- 2 marks for spelling and mechanics (punctuation and capitalisation)

# Test A (Modules 1–3)

## READING

The Olympic Games go back to 776 BCE, but it is generally accepted that they had already been practised long before that date. In 394 CE, Roman Emperor Theodosius I cancelled the games as part of a reform plan for the government. In 1896 CE the first Modern Olympic Games started. Fourteen countries were represented by 245 men in 43 competing events. No women participated then. In the 1900 CE Paris Olympics, eleven women athletes contributed in the areas of lawn tennis and golf competitions. Women started to compete in swimming events in the 1912 Stockholm Games. In 1928 CE, women competed in track and field events for the first time and in 2000 women were allowed to take part in weightlifting competitions. In 2012 CE, Qatar, Brunei and Saudi Arabia sent female participants to the London Olympics for the first time, thus ensuring a complete female worldwide participation.

**1** Read the article above. Are these sentences true or false? Correct the false sentences. (1 mark each)

1. The Olympic Games started in 394 CE.   
\_\_\_\_\_
2. Women were forbidden from participating in the Olympic Games before 1900 CE.   
\_\_\_\_\_
3. Women's contributions to the Olympic Games started with the swimming events.   
\_\_\_\_\_
4. 1928 CE was the first year that women took part in track and field events.   
\_\_\_\_\_

5. Saudi Arabia, Qatar, and Brunei do not allow female participation in Olympic competitions.   
\_\_\_\_\_  
\_\_\_\_\_

5

**2** Circle the correct answer. (1 mark each)

1. Which of these words has the same meaning as 'cancel'?  
stop   continue   disable
2. Which of these sports did women participate in before 1928 CE?  
track and field   golf   swimming
3. Which of these words has the opposite meaning of the word 'prohibit'?  
forbid   enjoy   permit
4. Which word is not connected to the word 'athlete'?  
competitor   spectator   contestant
5. Which word cannot be used in this phrase: '\_\_\_\_\_ sport'?  
do   practise   compete

5

## SPEAKING

**1** Circle the correct verb form and then read the conversation with your partner. (1 mark each)

**A:** What (1) *do you do* / *are you doing* to stay so radiant and happy?

**B:** I (2) *am reading* / *read* health articles and practice meditation twice a week.

**A:** Really. I (3) *have heard* / *heard* about aerobic exercise, but I haven't heard about meditation. Are they similar?

**B:** I (4) *suppose* / *'m supposing* not. I must research about aerobic exercise to see the difference.

**A:** That (5) *is* / *would* be enlightening for both of us.

5

**2** Tell your partner about the most amazing dream that you have had. Then write five sentences using the verb forms that you have learnt. (2 marks each)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

10

## LISTENING

**1**  Listen and tick the sentence that you hear. (2 marks each)

1.
  - a. Taekwondo is a famous Martial Arts sport in Jordan.
  - b. Taekwondo will be a famous Martial Art sport in Jordan.
2.
  - a. Zaha Talhouni, a Jordanian Martial Arts athlete, is the highest ranked female in the Middle East for her distinguished achievements.
  - b. Zaha Talhouni, a Jordanian Martial Arts athlete, has been the highest ranked female in Asia for her distinguished achievements.
3.
  - a. Nadin Dawani won the gold medal at the 2012 Asian Taekwondo Championships in Vietnam.
  - b. Nadin Dawani has won the gold medal at 2012 Asian Taekwondo Championships in Vietnam.
4.
  - a. Tennis might become a famous sport in Jordan.
  - b. Tennis is not a famous sport in Jordan.
5.
  - a. Jordan has always participated in the Summer Olympic Games.
  - b. Jordan has never participated in the Winter Paralympic Games.

10

## WRITING

**1** Write sentences. Choose the correct modal verb of obligation given in parentheses. (1 mark each)

1. Drivers / exceed / the speed limits. (mustn't / don't have to)  
\_\_\_\_\_
2. We / respect / others' opinions. (should / can)  
\_\_\_\_\_
3. You / train / hard for the Olympic Games. (should / must)  
\_\_\_\_\_
4. Everybody / exposed to different cultures. (can be / should be)  
\_\_\_\_\_
5. If / your work / is stressful, / you / find time to relax more often. (can / must)  
\_\_\_\_\_

5

**2** Write a paragraph of 80–100 words about the difficulties that an Olympic athlete faces to achieve his goal. (10 marks)

There are many challenges that an Olympic athlete must overcome. First, ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10

**Total**  50

# Test B (Modules 4–6)

## READING

Natural resources are essential features that sustain life in any kind of environment. However, due to the advancement of modern civilisation, the planet's non-renewable natural sources are overburdened. Conserving these sources is very essential today. There are many ways that one can conserve natural resources. To conserve natural gas, which is basically used to heat water, one can simply get a smaller water tank and heater; or depend on hydro, solar, or wind power that are eco-friendly energy sources. Another natural valuable resource that must be preserved are the trees. Recycling is the best solution.

The idea of reduce, reuse, recycle must be promoted and enhanced to conserve other natural resources like water. Reclaimed or recycled water is former sewage water that is treated to remove solids and some impurities to be used for irrigation. Fossil fuel will not last forever. To preserve the planet's fuel supply, we can choose to buy a hybrid car that depends on more than one energy source and is environmentally friendly. To reduce electricity consumption in heating or cooling a building, solar panels can be installed in buildings. Windows, walls and floors collect and store and distribute solar energy in the form of heat in winter and reject solar heat in summer. Conserving natural resources is possible by minimising energy use and by depending on green technology.

**1 Read the article above. Are these sentences true or false? Correct the false sentences. (1/2 mark each)**

1. The planet's non-renewable natural resources will last forever.
- \_\_\_\_\_
- \_\_\_\_\_

2. Solar energy is an eco-friendly natural resource.
- \_\_\_\_\_
- \_\_\_\_\_
3. Reclaimed or recycled water can be used for irrigation.
- \_\_\_\_\_
- \_\_\_\_\_
4. The damage done to non-renewable natural resources is irreversible.
- \_\_\_\_\_
- \_\_\_\_\_
- 2

**2 Answer the following questions. (1 mark each)**

1. Why are the planet's non-renewable natural resources threatened?
- \_\_\_\_\_
- \_\_\_\_\_
2. How can the usage of natural gas be regulated?
- \_\_\_\_\_
- \_\_\_\_\_
3. How can water and trees be maintained?
- \_\_\_\_\_
- \_\_\_\_\_
4. What is the benefit of the hybrid car?
- \_\_\_\_\_
- \_\_\_\_\_
- 4

**3 Complete the sentences with words from the article. (1 mark each)**

1. Natural resources are essential because they s\_\_\_\_\_ life.
2. Reclaimed water is former s\_\_\_\_\_ water.
3. Solar panels can be i\_\_\_\_\_ to heat and cool the building.
4. C\_\_\_\_\_ non-renewable natural resources is a possibility.

4

## SPEAKING

1 Circle the correct verb form. Then, practise the dialogue with a partner. (1 mark each)

A: What did you plan (1) *to read* / *reading* for the English assignment?

B: I considered (2) *reading* / *to read* one of Aesop's fables.

A: I decided (3) *presenting* / *to present* Jibran Khalil Jibran's Prophet although it's philosophical.

B: You should have tried (4) *finding* / *to find* something shorter and simpler.

A: I prefer (5) *to summarise* / *summarising* philosophical work to narrative.

5

2 Circle the correct verb form. Then, practise the dialogue with a partner. (2 marks each)

Teacher: What (1) *was* / *has been* the first means of communication?

Student: The human voice.

Teacher: Where (2) *was* / *is* writing invented?

Student: It was invented in Iraq in 3300 BCE.

Teacher: Who used paper first?

Student: The Chinese (3) *had used* / *had been using* it since 200 BCE before they (4) *passed* / *had passed* the knowledge of making paper to others.

Teacher: What about the printing press?

Student: Europeans (5) *used* / *have been using* it since the mid 15<sup>th</sup> century for newspaper production.

10

## LISTENING

1  Listen and tick the sentence that you hear from Aesop's fable. (2 marks each)

1. Town Mouse visits his cousin Country Mouse.

Town Mouse visits his brother Country Mouse.

2. He finds life hard and poor because he could only find roots and corn to eat. So he leaves.

He finds life rich because he could find delicious food. So he leaves.

3. After some time, Country Mouse visits Town Mouse who proudly shows his cousin the small kitchen.

After some time, Country Mouse visits Town Mouse who proudly shows his cousin the abundant food in the kitchen.

4. Country Mouse starts nibbling at a fig right away and finishes it.

Country Mouse starts nibbling at a fig right away, but soon somebody enters the kitchen. The mice hide.

5. This repeats over and over, and Country Mouse cannot finish the fig he has started in that fancy kitchen. Heartbroken, he returns home to his little house, corn and roots.

Moral: Our own home always seems the best to us.

This repeats over and over, and Country Mouse cannot finish the fig he has started in that fancy kitchen. Heartbroken, he waits for a chance to eat the fig.

Moral: Our own home always seems the best to us.

10

## WRITING

1 Rewrite the following sentences using reported speech. (1 mark each)

1. "Jordan imports 96% of the country's energy from the neighbouring Arab countries."

2. "Extracting shale oil is not very expensive."

3. "Thermal power strategy is being discussed."

4. "Nuclear plants can provide some of the country's power needs."

5. "Jordan decided to construct two nuclear reactors."

5

2 Write a paragraph of 80–100 words in your notebook describing changes that you can implement in your daily life to conserve energy. (10 marks)

10

Total  50

# Teacher's Book Tests Answer Key

## TEST A (Modules 1–3)

### READING

1. F. The games were cancelled in 394 CE.  
2. T  
3. F. Women's participation in the Olympics started with lawn tennis and golf competitions.  
4. T  
5. F. As of 2012 CE, they sent their female contestants to participate in the London Olympics.
1. stop 2. swimming 3. permit 4. spectator  
5. compete

### SPEAKING

1. do you do 2. read 3. have heard  
4. suppose 5. would
- Students' own answers (must have correct verb forms for 1 mark)

### LISTENING

-  **Audioscript**
  - Taekwondo is a famous Martial Arts sport in Jordan.
  - Zaha Talhouni, a Jordanian Martial Arts athlete, is the highest ranked female in the Middle East for her distinguished achievements.
  - Nadin Dawani won the gold medal at the 2012 Asian Taekwondo Championships in Vietnam.
  - Tennis is not a famous sport in Jordan.
  - Jordan has never participated in the Winter Paralympic Games.

1. a 2. a 3. a 4. b 5. b

### WRITING

1. Drivers mustn't exceed the speed limit.  
2. We should respect others' opinions.  
3. You must train hard for the Olympic Games.  
4. Everybody should be exposed to different cultures.  
5. If your work is stressful, you must find time to relax more often.
- Students' own answers

## TEST B (Modules 4–6)

### READING

1. F. They are being used up.  
2. T  
3. T  
4. F. There are many eco-friendly ways to conserve the non-renewable natural resources.

1. They are threatened due to the advancement of modern civilisation.  
2. The use of natural gas can be regulated by depending on hydro, solar, or wind power, and replacing big water tanks with smaller ones.  
3. Water and trees can be maintained by the reduce, recycle, reuse strategy.  
4. It is environmentally friendly, thus pollutes the air less than cars that depend on fossil fuel.
1. sustain 2. sewage 3. installed 4. Conserving

### SPEAKING

1. to read 2. reading 3. to present  
4. to find 5. summarising
1. was 2. was 3. had been using  
4. passed 5. have been using

### LISTENING

-  **Audioscript**

Town Mouse visits his cousin Country Mouse. He finds life hard and poor because he could only find roots and corn to eat. So he leaves. After some time, Country Mouse visits Town Mouse who proudly shows his cousin the abundant food in the kitchen. Country Mouse starts nibbling at a fig right away, but soon somebody enters the kitchen. The mice hide. This repeats over and over, and Country Mouse cannot finish the fig he has started in that fancy kitchen. Heartbroken, he returns home to his little house, corn and roots. Moral: Our own home always seems the best to us.

1. a 2. a 3. b 4. b 5. a

### WRITING

- Suggested answers:**
  - The teacher said that Jordan imported 96% of the country's energy from neighbouring Arab countries.
  - The experts informed that extracting shale oil was not very expensive.
  - The government announced that thermal power strategy was being discussed.
  - They said that nuclear plants could provide some of the country's power needs.
  - The government announced that Jordan had decided to construct two nuclear reactors.
- Students' own answers

# Activity Book answer key

## INITIAL TEST

### Page 4, exercise 1

1 Leonardo Da Vinci was the artist	who	Painted the Mona Lisa.
2 Emeralds are precious stones	which	were first found in Egypt.
3 Australia is a country	where	it rarely rains.
4 2007 CE was the year	when	the swimmer Martin Strel swam the entire length of the Amazon River.
5 Sir Alexander Fleming was the doctor	whose	great discovery, penicillin, is a very important medicine today.

### Page 4, exercise 2

1 shall 2 How about 3 Why don't 4 Let's

### Page 4, exercise 3

Climate	tropical, polar
Science	astronomy, botany
Materials	marble
Trees	Wollemi pines
Precious stones	pearl, ruby

### Page 5, exercise 4

- If my company asked me to move to another country, I would refuse.
- If I had more money, I would buy a new car.
- If rainforests did not exist, it would be difficult to breathe.
- If I went to Spain on holiday, I would visit Alhambra Palace.

### Page 5, exercise 5

1 extinction 2 conserve 3 organic 4 deforestation 5 clear

e	x	t	i	n	c	t	i	o	n	a	c	o
l	s	h	n	r	e	c	y	c	l	e	a	r
b	a	d	x	a	s	o	d	x	s	b	l	g
h	s	s	n	h	v	n	w	s	l	h	a	a
d	e	f	o	r	e	s	t	a	t	i	o	n
t	g	t	t	t	t	e	n	w	n	s	v	i
a	s	c	s	a	y	r	l	c	v	n	s	c
s	a	w	x	s	h	v	s	b	t	a	t	t
g	h	v	g	v	w	e	v	l	w	v	n	l

### Page 5, exercise 6

#### Suggested answers:

- The students wrote down their scores. The highest score **recorded** was 99 per cent.
- Australia, Tasmania and some small islands in the Pacific Ocean make up the **continent** of Australia.
- Jordan **was inhabited** by many different civilisations in the past.
- The black iris is not **common** in Jordan, which is why we must protect it.
- There are **floods** every year in countries with a monsoon climate.

## MODULE 1

### Page 6, exercise 1

1 c 2 b 3 e 4 a 5 d

#### Example sentences:

- During REM sleep, your eyes continue moving under your eyelids.
- During sleep, your muscles relax.
- Doing exercise is a good way to relieve stress.
- Your heart rate is measured by how many heartbeats you have in one minute.
- If you work hard, it is important to find time to relax.

### Page 6, exercise 2

1 must be 2 is always working 3 has already gone 4 hasn't woken up 5 might want 6 will have 7 Why don't we meet

### Page 7, exercise 3

1 upset 2 happy 3 worried 4 confident 5 stressed 6 grateful

### Page 7, exercise 4

Students' own answers

### Page 7, exercise 5

- She feels nervous.
- She works long hours in the evenings.
- She goes for a run.
- Doing sport makes her feel better.
- She also plays the piano to relax.

### Page 7, exercise 6

- If Nadia didn't have exams, she wouldn't feel nervous.
- If Nadia studied more in the morning, she wouldn't work long hours in the evenings.
- If Nadia didn't go for a run, she wouldn't feel better and less stressed.
- Students' own answers
- Students' own answers

### Page 8, exercise 7

A 4 B 3 C 1

**Page 8, exercise 8**

1 suffer 2 wake up 3 stress 4 are making  
5 go to bed 6 has shown 7 can

**Page 8, exercise 9****Suggested answers:**

- 1 People who find it difficult to fall asleep suffer from insomnia.
- 2 Besides stress, insomnia can be caused by many factors, which include illness, caffeine intake and noise.

**Page 8, exercise 10**

Students' own answers

**Page 9, exercises 11–13**

Students' own answers

**MODULE 2****Unit 1****Page 11, exercise 1**

1 world-renowned, one-of-a-kind 2 dazzling, troupes, floodlit 3 cherish, stroll, charm 4 stage, wares

**Page 11, exercise 2**

1 *are you doing* 2 am not doing 3 open 4 starts  
5 Are/meeting 6 finish

**Page 11, exercise 3**

1 *Are/going to* 2 's 3 'll 4 won't 5 'm not going to  
6 are/going to 7 won't

**Page 12, exercise 4**

1 b 2 d 3 c 4 a 5 b

**Page 12, exercise 5**

- 1 *is your brother doing* / isn't going
- 2 I'm going to / are you going to finish / I'll do
- 3 Is Ashraf coming / I'll call / starts

**Page 12, exercise 6**

- 1 *What will you do if it rains tomorrow? I will stay at home and spend some time with my brothers and sisters.*
- 2 What are you not going to do in the holidays?
- 3 What time are you going to get up on Saturday?
- 4 What job will you have in ten years' time?
- 5 What are you doing on Friday?
- 6 When does the summer term start at your school?  
Students' own answers to the questions

**Page 12, exercise 7**

1 starts 2 'm going 3 are going to play 4 are going to have  
5 will/stay 6 have 7 are going to have

**Page 13, exercise 8**

Ahmad is going to celebrate Eid al-Adha with all the family members at Aqaba. They're going to visit Aqaba Museum and Aqaba Castle.

**Page 13, exercise 9**

- 1 Students' own answers
- 2 Ahmad thinks what's most important about Eid al-Adha is its spiritual significance; Eid is a time when Muslims slaughter lambs for the poor and for their relatives and remember the importance of sacrifice and prayer.
- 3 Suggested answers: giving donations to the poor, buying gifts for young relatives, helping the elderly ...
- 4 Students' own answers
- 5 Students' own answers

**Page 13, exercise 10**

Students' own answers

**Page 14, exercises 11–12**

Students' own answers

**Unit 2****Page 15, exercise 1**

1 shake 2 host 3 impolite 4 offend 5 doorbell

**Page 15, exercise 2**

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

**Page 15, exercise 3**

1 have to 2 must 3 have to 4 mustn't 5 must  
6 don't have to 7 must 8 must

**Page 15, exercise 4**

Students' own answers

**Page 16, exercise 5**

1 *unique* 2 traditions 3 costume 4 luck 5 career  
6 sign 7 successful

**Page 16, exercise 6**

1 *Does Amer have to wear his graduation costume all the time?*

*Yes, he has to wear his graduation costume all the time.*

- 2 Why shouldn't Amer take his hat off?  
Amer shouldn't take his hat off because it's supposed to bring him good luck.
- 3 What should a person do if they take the hat from Amer?  
They should answer a question that Amer asks about the country he was in.
- 4 Can Amer choose to leave the hat with this person?  
Yes, Amer can choose to leave the hat with this person.

**Page 16, exercise 7**

Students' own answers

**Page 17, exercise 8**

1 *place* 2 up 3 forward to 4 up with 5 in 6 in 7 up  
8 up

**Page 17, exercise 9**

1 *take place* 2 'm looking forward 3 dress up  
4 tidy up 5 join in 6 catch up with

**Page 17, exercise 10**

1 C 2 E 3 A 4 D 5 B

**Page 17, exercise 11**

Students' own answers

## Page 18, exercises 12–13

Students' own answers

## MODULE 3

### Unit 3

#### Page 20, exercise 1

1 *cycling* 2 sailing 3 rugby 4 tennis 5 basketball

#### Page 20, exercise 2

1 were told 2 were involved 3 were given  
4 will be won

#### Page 20, exercise 3

- 1 The first athletic event for disabled athletes was organised in 1948 CE.
- 2 The Winter Paralympic Games were first hosted by Sweden.
- 3 People with visual disabilities are now included among the six categories of the Paralympics.
- 4 The next Paralympic Games will be held four years from the last time they took place.

#### Page 20, exercise 4

- 1 *I was given homework for the weekend (by my teacher).*
- 2 Is the article for the school magazine finished?
- 3 The victory will be celebrated by the football team tomorrow.
- 4 A big amount of water is needed by our bodies daily.
- 5 A small amount of money was donated to the homeless by me and my classmates.

#### Page 21, exercise 5

1 *exercise* 2 increase 3 achieved 4 cycling  
5 take part 6 relaxed 7 warm-up

#### Page 21, exercise 6

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

#### Page 21, exercise 7

**Aerobic:** swimming, running, cycling  
**Warm-up/down:** stretching, walking

#### Page 21, exercise 8

Students' own answers

#### Page 22, exercise 9

1 *stadium* 2 track 3 pitch 4 lake 5 court

#### Page 22, exercise 10

a 5 b 2 c 1 d 3 e 4

#### Page 22, exercise 11

Technology is helping athletes to achieve their best performance.

#### Page 22, exercise 12

a 3 b 2 c 4 d 1

#### Page 22, exercise 13

Students' own answers

#### Page 23, exercises 14–16

Students' own answers

### Unit 4

#### Page 24, exercise 1

1 You need a good relationship with your trainer, or **coach**, if you are going to become an Olympic champion.

2 Professional riders are called **equestrians**.

3 Horses move at four speeds; walk, **trot**, canter and gallop.

4 In **dressage**, which is a type of riding competition, horse and rider are judged for their skill and communication.

5 If you want to work with horses, you can become a **groom** at a stable.

6 Many years of training are needed to become a professional **horsecwoman**.

#### Page 24, exercise 2

1 *have / been doing* 2 've been training 3 've been following 4 've been going 5 have / been doing 6 've been studying

#### Page 24, exercise 3

- 1 *How long have you been learning English?*
- 2 How long have you been waiting for the bus?
- 3 What have you been doing today?
- 4 What have you been reading?
- 5 What have you been studying in history this term?

#### Page 24, exercise 4

Students' own answers

#### Page 25, exercise 5

1 A wicker basket is a basket made of twisted tree branches.

Students' own answers

2 1 basketball 2 backboard 3 metal hoop 4 net

#### Page 25, exercise 6

a 3 b 1 c 2

#### Page 25, exercise 7

- 1 Dr James Naismith wanted to create a sport that his students could play indoors in winter.
- 2 It spread to many countries around the world.
- 3 The national team has been participating in many Arab and Middle East basketball competitions.
- 4 Students' own answers

#### Page 26, exercise 8

1 *hockey stick* 2 tennis racquet 3 cycling helmet

4 swimming goggles 5 ice skates

Students' own sentences

#### Page 26, exercise 9

1 trainer 2 tips 3 trip 4 rocks 5 current

6 dive compass

#### Page 26, exercise 10

- 1 How long has Ameen been a trainer?  
Ameen has been a trainer for six years.
- 2 Why is scuba diving an enjoyable experience?  
Scuba diving is an enjoyable experience because it reduces stress and transports the diver into a beautiful and peaceful world.
- 3 Who will provide tips about safe scuba diving?  
Ameen will provide tips about safe scuba diving.
- 4 What is a dive compass used for?  
A dive compass is used to guide you through your trip and ensure you find your way back to the spot where you started.

**Page 27, exercises 11–13**

Students' own answers

**REVISION A**

**Page 29, exercise 1**

- 1 The radio announcer is talking about basketball. You can tell because he says 'takes the ball and bounces it', 'shoots at the net', 'court' and 'hoop'.
- 2 Britain – it says 'Britain will have to work hard to catch up with the Germans now.'
- 3 Yes, they are. 'The crowd are going wild.'
- 4 He means that the player has thrown the ball into the net and scored another goal.
- 5 The final score is 87–86, and Britain won. It is a surprise because they were losing until the last minute.

**Page 29, exercise 2**

Students' own answers

**Page 30, exercise 3**

Students' own answers

**Page 30, exercise 4**

**Suggested answer:**

A two-centimetre strip was cut off the piece of card and put aside to use as a handle. The card was folded in half along its length. Cuts were made from the folded side. The card was opened out. The card was folded with the two short sides together and secured with staples. The handle was stapled to the top of the lantern.

**MODULE 4**

**Unit 5**

**Page 31, exercise 1**

1 solar / cells 2 turbines 3 Biomass 4 steam

**Page 31, exercise 2**

1 was 2 had decided 3 would try 4 had been used

**Page 31, exercise 3**

- 1 The student said that solar power and wind power were types of renewable energy sources.
- 2 I told him that he should go to bed early on school nights.
- 3 The teacher told us that biomass was a renewable energy source that was also a fuel.
- 4 Rania said that she had been sleeping when I called.
- 5 Imad told me that he hadn't eaten fish and chips before he had come to England.

**Page 31, exercise 4**

Students' own answers

**Page 32, exercise 5**

- 1 Fossil fuel is used for heating homes and running cars.
- 2 Water is used for drinking and irrigation.
- 3 Air is used for breathing and generating electricity.
- 4 Metal is used for building bridges and making cars.

**Page 32, exercise 6**

- 1 I might read this kind of article in a newspaper.
- 2 The subject of Queen Rania's talk was the protection of Earth's resources for future generations.

3 Powerful people in the Middle East should encourage their countries to start using renewable energy sources.

4 Students' own answers

**Page 32, exercise 7**

Students' own answers

**Page 33, exercise 8**

- 1 Rubbish can be a valuable source of energy.
- 2 Natural gas is an expensive fuel.
- 3 Wind turbines are an alternative source of renewable energy.
- 4 Shale oil is not expensive to obtain, but the process used, called 'fracking' is harmful to nature.
- 5 We should use 'green' (or renewable) energy as often as we can.

**Page 33, exercise 9**

Students' own answers

**Page 33, exercise 10**

**1 Suggested answer:**

It is a tropical area with heavy rainfall. It is also home to thousands of plant species, hundreds of bird species and a very large range of animals.

2 Companies have drilled for large amounts of oil and natural gas. People have also cleared large areas of the rainforest for logging and growing oil palms.

**3 Suggested answers:**

Organisations should raise awareness through campaigns to show people that the natural resources found in this rainforest are worth a lot more than the money they make by drilling and growing oil palms. People living in the area should also learn how to take care of the environment around them without exhausting its resources.

There should also be international laws preventing businesspeople from investing in this rainforest.

**4 Suggested answers:**

We should plant new trees if we have to cut down old ones to use their wood.

We shouldn't start fires in the forest.

We shouldn't hunt in the forest.

We can raise money for funding organisations.

**Page 34, exercises 11–13**

Students' own answers

**Unit 6**

**Page 35, exercise 1**

1 Biofuels 2 derived 3 primary 4 Abundant  
5 worldwide

**Page 35, exercise 2**

1 had ever worked 2 knew 3 had  
4 would be able 5 was planning

**Page 35, exercise 3**

- 1 Have you ever worked in this domain?
- 2 Do you know what kinds of task your job requires?
- 3 Do you have a specific salary in mind?
- 4 Will you be able to work full time in the company?
- 5 Are you planning to take this job as a career?

**Page 35, exercise 4**

Students' own answers

**Page 36, exercise 5**

Adjective	Noun	Verb
accountable	accountability	-
consequent	consequence	-
maintained	maintenance	maintain
reliant/reliable	reliance/reliability	rely
-	comprehension	comprehend
polluted	pollutant/pollution	pollute

**Page 36, exercise 6**

1 finite 2 wellbeing 3 consistently maintained  
4 accountability 5 consequently 6 reliant

**Page 36, exercise 7**

1 Students' own answers  
2 The organisation works for the conservation of the communities, lands and wildlife of Africa. It trains people in conservation and works to increase penalties on hunters.

**3 Suggested answer:**

We can help AWF in its mission by raising money at school and donating it to the foundation, or preparing a big poster about the foundation and putting it up on the school notice board so that all the students know about AWF and support it.

**Page 36, exercise 8**

Students' own answers

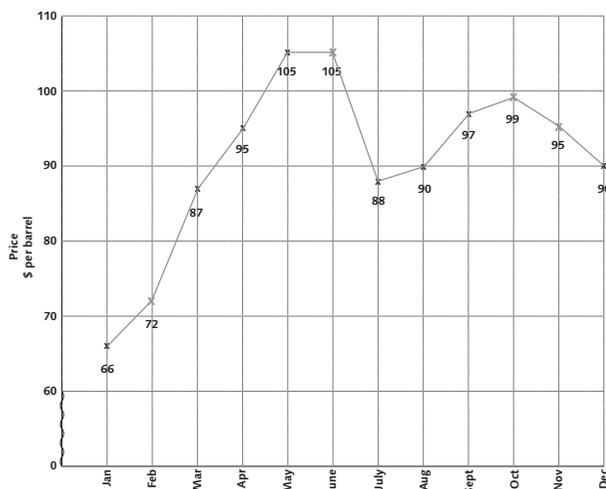
**Page 37, exercise 9**

The graph shows the pattern of the prices of oil in Jordan through the year 2012 CE.

**Page 37, exercise 10**

- 1 The price of oil rose by \$33 per barrel between February and May. ( $105 - 72 = 33$ )
- 2 The price of oil in Jordan in July was \$88 per barrel. ( $105 - 17 = 88$ )
- 3 The price of oil in October was \$99 per barrel.
- 4 The price of oil in November was \$95 per barrel. ( $99 - 4 = 95$ )
- 5 The price of oil in December was \$90 per barrel. ( $95 - 5 = 90$ )
- 6 The price of oil rose by \$24 per barrel between January 2012 CE and December 2012 CE. ( $90 - 66 = 24$ )

**Page 37, exercise 11**



**Page 37, exercise 12**

The general trend is rising because in most of the months the price of oil increases.

**Page 38, exercises 13–15**

Students' own answers

**MODULE 5**

**Unit 7**

**Page 40, exercise 1**

1 author 2 journalist 3 novelist 4 poet  
5 playwright 6 writer

**Page 40, exercise 2**

1 swimming 2 to play 3 riding 4 having  
5 to study

**Page 40, exercise 3**

1 to take out 2 reading 3 listening 4 driving  
5 downloading 6 to take 7 sitting

**Page 40, exercise 4**

Students' own answers

**Page 41, exercise 5**

1 biography 2 novel 3 non-fiction 4 anthology  
5 short stories

**Page 41, exercise 6**

Students' own answers

**Page 41, exercise 7**

Fact	Opinion
a collection of 52 short stories contains many moral lessons and pieces of wisdom	<i>my favourite</i> very relaxing a good book

**Page 41, exercise 8**

**Suggested answer:**

If Salah believes that *The Wanderer* is a masterpiece, then it's his personal opinion. However, if *The Wanderer* is collectively known as being one of Gibran's best pieces of writings, then it becomes a fact.

**Page 42, exercise 9**

1 – a novel about growing up

**Page 42, exercise 10**

1 fascinating 2 rural 3 embarrassed 4 immature  
5 sympathetic 6 realistic

**Page 42, exercise 11**

1 A 2 C 3 B 4 D

**Page 43, exercises 12–13**

Students' own answers

**Unit 8**

**Page 44, exercise 1**

1 paintings 2 alphabet 3 symbols 4 mass media  
5 newspapers 6 Braille

**Page 44, exercise 2**

1 was studying 2 demonstrated 3 had invented  
4 had seen 5 worked 6 created 7 were using

**Page 44, exercise 3**

- 1 I was writing an email when the phone rang.
- 2 People found simple ways to communicate before writing was invented.
- 3 While he was staying in Paris, he visited his grandparents.
- 4 We took a taxi because the bus didn't come.
- 5 My daughter had learnt the alphabet by the time she started school.

**Page 44, exercise 4**

Students' own answers

**Page 45, exercise 5**

- 1 communication 2 sign 3 system 4 deaf 5 gestures

**Page 45, exercise 6**

**1 Suggested answer:**

Sign language is a system of communication designed for the deaf, which consists of gestures, signs and finger spelling.

- 2 France, Germany and Britain introduced sign language in the 18<sup>th</sup> century.
- 3 Students' own answers
- 4 Students' own answers

**Page 45, exercise 7**

**Suggested answers:**

- 1 Sara had flown a kite, but she hadn't learnt to tell the time.
- 2 Ahmad had learnt to tell the time, but he hadn't cooked on a camp fire.
- 3 Asma had cooked on a campfire, but she hadn't played house.
- 4 Fawzi had learnt to tell the time, and he had also cooked on a campfire.
- 5 Sara had cooked on a campfire, but she hadn't played house.
- 6 Ahmad hadn't flown a kite, but he had played house.
- 7 Asma had flown a kite, but she hadn't learnt to tell the time.
- 8 Fawzi hadn't flown a kite, and he hadn't played house.
- 9 Students' own answers

**Page 46, exercise 8**

Students' own answers

**Page 46, exercise 9**

- 1 The teenagers have met up to see each other, but they are not talking; instead they are sitting together at a table, playing on their phones. It is surprising because they have not seen each other for a fairly long time.
- 2 The writer means that teenagers now have access to the newest technology available, and they are using it in ways particular to teenagers. This means that their most important possession is their mobile phone.
- 3 The writer says that teenagers have made communication new and different, but that they do not have the right balance between technology and talking face-to-face. He says that they think that socialising face-to-face and communicating on social networks are the same thing.

- 4 Instant messaging has caused problems such as use in more formal situations like emails, essays and face-to-face conversations.

**5 Suggested answer:**

I agree with the writer that face-to-face conversations are more important because they help us to remember how to behave in public, and they also help us to feel more connected to the people around us, even more than technology does.

**Page 46, exercise 10**

Students' own answers

**Page 47, exercises 11–13**

Students' own answers

**MODULE 6**

**Unit 9**

**Page 49, exercise 1**

- 1 uncooked / raw 2 dish / stew
- 3 soaked / marinated 4 spiced / seasoned
- 5 Students' own answers

**Page 49, exercise 2**

- 1 We had flowers arranged for my sister's wedding.
- 2 I wanted the lesson explained again.
- 3 I got the letter sent to France.
- 4 I wanted a photo taken with my best friend.
- 5 Dad had his car fixed yesterday.

**Page 49, exercise 3**

- 1 I'm going to have my hair cut at the new hairdresser's.
- 2 She needs to have her car repaired.
- 3 I need to get/have the air conditioning unit mended.
- 4 They will have that broken window fixed.
- 5 He had his favourite meal cooked by a chef.
- 6 I had/got my phone repaired after I dropped it.

**Page 49, exercise 4**

- 1 I want to have my photo taken in front of Buckingham Palace.
- 2 I need to have the bathroom painted. I'll call the painter today.
- 3 I made breakfast for the family this morning. (*no change needed*)
- 4 I had my suit dry-cleaned yesterday.
- 5 I wrote an email to my aunt this afternoon. (*no change needed*)
- 6 Go and wash your hands. They're very dirty.

**Page 50, exercise 5**

- 1 vegetarian pizza 2 chicken pizza 3 seafood pizza
- 4 seasoned pizza

**Page 50, exercise 6**

- 1 baked 2 oven 3 ingredients 4 herbs 5 seafood
- 6 chicken 7 vegetables

**Page 50, exercise 7**

Students' own answers

**Page 50, exercise 8**

- 1 eats too many / doesn't eat enough 2 eats the correct amount of / eats too much 3 too many / too much
- 4 Students' own answer

**Page 51, exercise 9**

- 1 roast 2 fry 3 boil 4 grill

**Page 51, exercise 10**

- 1 I'm getting my hair cut.
- 2 I'm having my eyes tested.
- 3 I want my teeth checked.
- 4 I'm having my jacket shortened.
- 5 I want a photo of me taken (by Farid).
- 6 I'm having my bike fixed.

**Page 51, exercise 11**

1 c 2 a 3 b 4 c 5 a

**Page 51, exercise 12**

- 1 T
- 2 T
- 3 F. To find out how many calories there are in a type of food, you can multiply the number of grams by the number of calories in a gram of that food group.
- 4 T
- 5 F. People who are less active need fewer calories than people who are active.

**Page 52, exercises 13–14**

Students' own answers

**Unit 10****Page 53, exercise 1**

- 1 inhabitants 2 majestic 3 illiterate 4 remains
- 5 settling

**Page 53, exercise 2**

- 1 could have transported 2 must have used
- 3 might have moved 4 could have been able

**Page 53, exercise 3**

- 1 F. The statues might have been transported using sledges, ropes and rollers.
- 2 T
- 3 T
- 4 F. The large stomachs on the statues might have made it easy for the islanders to move the statues.

**Page 53, exercise 4**

Students' own answers

**Page 54, exercise 5**

Students' own answers

**Page 54, exercise 6**

The photo shows modern buildings alongside an ancient citadel in the city of Amman. It suggests the importance of ancient history in our modern-day culture.

**Page 54, exercise 7****Suggested answers:**

- 1 The citadel's structures, tombs, walls and stairs might tell us about how people lived in ancient civilisations.
- 2 A country's remains and ruins should be preserved because it is important to know about history.
- 3 Students' own answers
- 4 Students' own answers

**Page 54, exercise 8****Suggested answers:**

- 1 I might have travelled to school on a horse instead of by car.
- 2 I could have worked from the age of 10.
- 3 I couldn't have had the chance to watch television.
- 4 I might not have been able to read.
- 5 I might have had a less healthy diet.
- 6 I would have only read books instead of e-books.

**Page 55, exercise 9**

1 c 2 a

**Page 55, exercise 10**

Students' own answers

**Page 55, exercise 11****Suggested answers:**

- 1 It could have been used for washing clothes.
- 2 It might have been used for grating lemons.
- 3 It can't have been used for cutting bread.

**Page 56, exercises 12–14**

Students' own answers

**REVISION B****Page 58, exercise 1**

Sana prefers using her electronic reader.

**Page 58, exercise 2**

- 1 help me do it 2 prefer turning real pages
- 3 able to keep all my books 4 easy to read
- 5 started reading much more 6 try to sort out

**Page 58, exercise 3****Suggested answer:**

I prefer reading e-books because I can keep a large number of books on my laptop wherever I go.

**Page 58, exercise 4****Suggested answer:**

- 1 The line rises sharply and then declines gradually.

**Page 59, exercise 5**

a Stir b Add c Boil d Add e heat f Serve g Mix

**Page 59, exercise 6**

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

Students' own answers

**Page 59, exercises 7–8**

Students' own answers

**ACTIVITY BOOK TEST A****READING****Page 60, exercise 1**

- 1 F. They are decided by lunar, solar, and seasonal cycles.
- 2 T
- 3 T

**Page 60, exercise 2**

- 1 because of their effect on food supply
- 2 to honour the creator
- 3 Eid al-Adha, Eid al-Fitr
- 4 Answer should include the following: to mark the end of Ramadan, to mark the end of the annual pilgrimage to Mecca

**Page 60, exercise 3**

- 1 significance 2 calendars 3 fast

**SPEAKING****Pages 60–61, exercise 1**

- 1 don't have to 2 can 3 don't have to 4 must
- 5 should

**Page 61, exercise 2**

- 1 was televised 2 have never seen 3 must watch
- 4 was the torch taken 5 will take

**LISTENING****Page 61, exercise 1**

1 a 2 b 3 a 4 b 5 a

### **Audioscript**

Sleepwalking is a sleep disorder that causes people to get up and walk while sleeping. The sleepwalker roams the house, eyes open with a glassy, staring expression. The responses of the sleepwalker are slow or absent. If the sleepwalker returns to bed without awakening, he will not remember anything.

Sleepwalking is not associated with other sleep problems such as insomnia.

### **WRITING**

#### **Page 61, exercise 1**

- 1 I have been feeling tired for the past week.
- 2 I have been training hard since the beginning of the basketball season.
- 3 My family has been producing silk for three generations.
- 4 Our school has been preparing us for future challenges.
- 5 The student has been studying hard to pass the exams.

#### **Page 61, exercise 2**

Students' own answers

### **ACTIVITY BOOK TEST B**

#### **READING**

##### **Page 62, exercise 1**

- 1 T
- 2 F. The Phoenician alphabet is the basis of most modern alphabets.
- 3 F. They were sea merchants.
- 4 T

##### **Page 62, exercise 2**

- 1 on the eastern coast of the Mediterranean Sea
- 2 the alphabet
- 3 They could control the Mediterranean and Red Sea routes from that port.
- 4 their ships, the Murex dye, the alphabet

##### **Page 62, exercise 3**

- 1 famous 2 dependent 3 occupation 4 community

#### **SPEAKING**

##### **Page 63, exercise 1**

- 1 tasted 2 eating 3 eating 4 to learn 5 preparing

##### **Page 63, exercise 2**

- 1 have invited 2 don't you prepare 3 know 4 must 5 cooking

#### **LISTENING**

##### **Page 63, exercise 1**

- 1 a 2 b 3 a 4 b 5 a

### **Audioscript**

- 1 Earth's non-renewable resources are threatened.
- 2 Solar energy is primary renewable energy.
- 3 Charles Dickens talked about poverty and bad working conditions in his novels.

4 The language of Braille is used by blind people.

5 The Nabateans migrated to Petra during the 6<sup>th</sup> century BCE.

### **WRITING**

#### **Page 63, exercise 1**

- 1 The student said that he/she had read *Great Expectations* the year before.
- 2 Mother said that her children were spending too much time indoors.
- 3 Salwa told her guests that she would serve them *maqluba* first and *kunafah* afterwards.
- 4 The archaeologist said that the Nabateans hadn't been illiterate when they had lived in Petra.
- 5 The scientist said that they had been examining deposits of ash, marine species, cattle bones and seashells at Knossos, Crete.

#### **Page 63, exercise 2**

Students' own answers

### **ACTIVITY BOOK AUDIOSCRIPTS**

#### **ACTIVITY BOOK REVISION A, PAGE 29, EXERCISE 1**

... now the British team have the ball, and they are passing it very well. Oh now the German player, Schmitt, takes the ball and bounces it all the way down the court. He shoots the ball, fast, at the net, and he scores! What a hoop! Britain will have to work hard to catch up with the Germans now. The crowd are going wild, supporters on both sides are really starting to feel the time pressure in the last few minutes of the game ... The British player Emerson gets the ball now, he's heading down the court, and he passes to Ben Green, who shoots! He shoots and scores! That's another one in the net for Britain, but is it enough to win them the match? The final minute of the game sees Britain at 84, and Germany with a score of 86. Can the German team hold onto their lead? Well, Green has the ball again – he really is playing well – and he shoots. That's three points, and the whistle is blown. The game ends, with Britain as the champions! Both teams played well, but what a surprising ending!

#### **ACTIVITY BOOK REVISION B, PAGE 58, EXERCISE 1**

**Sana:** Hi. What are you doing?

**Muna:** Oh hello. I'm sorting out my books. Will you help me do it?

**Sana:** I'd love to help you. You have a lot of books!

**Muna:** Yes, I do. When I read I prefer turning real pages! What about you? Do you enjoy reading?

**Sana:** I do enjoy it, but my parents bought me an electronic reader, which means I'm able to keep all my books in a small space – on the reader. It's much more convenient!

**Muna:** Wow! I didn't know they were so useful. I often download books on my parents' computer, which is great because the screen is very large, so they're easy to read, but of course, if you want to take them with you, it's impossible.

**Sana:** That's true. I've started reading much more since I got my electronic reader, but honestly, like you said, I miss feeling pages of real books.

**Muna:** Well, let's try to sort out these real books, shall we?

# Grammar games

## Game 1: The balloon game

**Aim:** To practise modal verbs of obligation and prohibition

**Contents of the balloon:**

- *Tins of food*
- *Bottles of water*
- *A radio transmitter*
- *A camera*
- *A torch*
- *Warm clothes*
- *First aid kit*
- *Laptop*

### Instructions

- This game is related to the grammar exercises on Student's Book page 21.
- Students work in groups. Explain the situation to the class. Each group is in a hot air balloon. It is night time and the balloon is above the sea. The balloon is falling fast. It will only stay in the air if the students throw out most of the things that are in the balloon.
- Students can only keep one of the things from the list above. In their groups, students discuss which thing they should keep. They should use the modal verbs of obligation and prohibition in their discussion. You may like to write these on the board to remind them: *must/mustn't, don't have to, can/can't, should/shouldn't*.
- After their discussion, students in each group should vote on one object to keep.
- Ask different groups to compare their answers. They should explain why they voted for the item.
- For further practice, students can write sentences explaining their choice.

## Game 2: Why are you tired?

**Aim:** To practise the Present Perfect Continuous

**Card set:**

I've been studying all day.	I've been playing tennis.	I've been watching television for a long time.
I've been swimming at the sports centre.	I've been painting my bedroom.	I've been helping in the garden.

### Instructions

- This game is related to the grammar exercises on Student's Book page 35.
- Students work in pairs, Student **A** and Student **B**. Give each pair a set of the six cards face down on the table.
- Explain the rules of the game. Student **A** holds up one card to Student **B** so that Student **B** can see it, but Student **A** cannot. The aim of the game is for Student **A** to find out what the sentence is on their card. However, Student **B** cannot say what is on the card. Student **B** must give clues to Student **A** to help him/her to guess the sentence on the card. For example:

Student's card: I've been studying all day.

Clues: You are very tired. You are putting your books away. You will do very well in the test tomorrow.

- Students should count how many clues they need before they manage to guess the sentence correctly. When they have done this, they swap roles and the partner guesses the sentence.
- Students do this for all six cards. At the end of the game, the student who used the fewest clues for their partner to guess the sentence is the winner.

## Game 3: An interview

**Aim:** To practise reported speech and reported questions

### Questions

- *Why are you famous?*
- *What have you been doing recently?*
- *Have you been to this city/place before?*
- *Are you enjoying your time here?*
- *What will you do next year?*

### Instructions

- This game is related to the grammar exercises on Student's Book pages 45 and 51.
- Divide the class into groups of four.
- Now divide each group of four into pairs. One of the students in this pair is an interviewer, and the other is a famous person. The other pairs are reporters.
- First, hand the questions to the interviewer, who should not show the questions to the other people in the group. The famous person should then decide who he/she is (this person can be real or imaginary).
- Organise the students so that the interviewer is facing the famous person like a real television or radio interview, with the reporters sitting nearby so they can listen and take notes.
- The journalist now asks the questions, and the famous person thinks of suitable answers (he/she can make these up). The reporters make a note of the questions and answers.
- At the end of the interview, the reporters take it in turns to report to the class what the interviewer and the famous person said. For example, *The interviewer asked him/her why he/she was famous. He/She said that he/she had won an Olympic medal.*
- Make sure that students use the reported speech/reported questions correctly.
- When all the reporters have finished, they can swap roles. The reporters become the interviewer and the famous person, and the other two students take notes. They think of a different famous person and should give different answers.

## Game 4: A chain story

**Aim:** To practise narrative tenses

*Our story began last month in an old house on a mountain.*

### Instructions

- This game is related to the grammar exercises on Student's Book page 65.
- Students work in groups of four or five. Write the opening sentence above on the board. Explain that you want the students to continue the story. The students can only use narrative tenses (Past Simple, Past Continuous and Past Perfect).
- Students take turns to say a sentence each. They can be as creative as they like, as long as the sentence is grammatically correct and links to the previous one.
- Encourage students to continue the story for as long as possible.
- After a suitable amount of time, ask them to reach a conclusion to their stories.
- When they have finished, ask a representative of each group to summarise their story to the rest of the class. Other members of their group can help prompt them if necessary.
- Have a vote on the best story.
- For further practice, students could write the story.

## Game 5: Say your sentence first

**Aim:** To practise modal verbs of possibility in the past

### Sample sentences

1 It must have been on Monday morning.
2 It could have happened during the last English lesson.
3 I might have told you this before.
4 He/She must have been very happy.
5 He/She could have left them in the car.
6 He/She might have been ill.

### Instructions

- This game is related to the grammar exercises on Student's Book page 79.
- Students work in pairs. Give each student one of the sentences above, on a strip of paper. Students must not show their sentence to their partner, but they must learn the sentence by heart.
- Students then start a conversation with their partner about any subject. The object of the game is to say their sentence in the context of the conversation before their partner says theirs. To do this, they need to steer the topic of conversation towards a context in which their sentence works. Note they cannot start the conversation with their sentence, and they must make sure the conversation sounds as natural as possible. They cannot just change the topic of conversation for no reason.
- When a student has said the sentence from the strip of paper, the conversation stops and they start a new conversation with different sentences.
- The student who says the most sentences correctly at the end is the winner.

# Dictionary work

## Activity 1: Phrasal verbs

All the words in this activity are taken from Student's Book, Modules 1 and 2.

### Part A

#### Instructions

- Write the following sentences on the board:
  - Tareq's father **set up** that company a hundred years ago.
  - When did the accident **take place**?
  - We're really **looking forward to** seeing you next week.
  - I haven't seen you for a long time. I'll **look you up** when I visit Amman.
  - Ali has been ill and needs to **catch up with** the work he has missed.
  - The children are **settling down** in bed now after a very busy day.
  - Huda's father wanted to go to the beach this weekend, but he must go to a meeting and he can't **get out of it**.
- Ask the students to match the phrasal verbs in the sentences to the definitions below. They can check in their dictionaries.
  - become calm and quiet
  - spend time doing something that you have not had time to do
  - avoid doing
  - start something
  - happen
  - want something to happen because you think you will enjoy it
  - visit or call

#### Answers

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

### Part B

#### Instructions

- Write the following verbs on the board: *get, look, settle, take*.
- Ask the students to use their dictionaries to find four phrasal verbs that use these verbs. They should be different to those in Part A.
- Ask the students to write each phrasal verb in context so that its meaning is clear. They should use a different sentence to the one given in the dictionary.
- They can compare their answers with other students to see if they have used the same or different phrasal verbs (for example, *get back, get away with; look into, look after; settle up, settle for; take up, take to*).

## Activity 2: Negatives

All the words in this activity are taken from Student's Book, Modules 1 to 6.

### Part A

#### Instructions

- Write the following words on the board: *ability, polite, limited, used, conventional, careful*. Ask the students to decide which of the following prefixes or suffixes is used to make these words negative: *in-, im-, un-, -less*.
- They can set their answers into a table in their notebooks and use their dictionaries to check their ideas.
- Now ask the students to think of other words that they know that use the same prefixes and suffixes to make the word negative. For example: *inaccessible, impossible, unhappy, fearless*.

#### Answers

-in	im-	un-	-less
<i>inability</i>	<i>impolite</i>	<i>unlimited</i>	<i>careless</i>
		<i>unused</i>	
		<i>unconventional</i>	

### Part B

#### Instructions

- Write the nouns *care, hope, pain* and *success* on the board.
- Now ask the students to think what prefixes or suffixes they can add to the words to make them both positive and negative adjectives (*careful/careless, hopeful/hopeless, painful/painless, successful/unsuccessful*). Students can check in their dictionaries.
- Ask the students which adjective has a prefix to make it negative (*unsuccessful*).
- They could also tell you other adjectives which have the suffix *-ful* (e.g. *grateful*) and its negative form (*ungrateful*).
- Get them to look up the stems of the words in a thesaurus. What do they notice? How else do they think thesauruses could be useful?

## Activity 3: Verbs and nouns

All the words in this activity are taken from Student's Book, Modules 1 to 6.

### Part A

#### Instructions

- Write the words *celebrate, commemorate, compete, donate, graduate* and *invite* on the board and elicit from the students that these are all verbs. Check with students that they understand their meaning. Elicit sentences that use these words in context.
- Now write the following gapped sentences on the board and ask students to complete the sentences with the noun form of each of the verbs above. They can use a dictionary to check.

1 They're going to have a \_\_\_\_\_ because his older sister has had a baby!

2 Would you like to give a \_\_\_\_\_ to this charity? The charity helps blind people.

3 Ali has received an \_\_\_\_\_ to his cousin's wedding.

4 Fahed is going to start work the week after his \_\_\_\_\_ at university.

5 There is a special \_\_\_\_\_ to remember the end of the war next month.

6 Zeinab came first in her school's writing \_\_\_\_\_.

### Answers

1 celebration 2 donation 3 invitation 4 graduation 5 commemoration 6 competition

- Ask the students what they notice about the changes to the words when they become a noun. Point out that there are slight spelling changes when the suffix *-ation/-tion* is added.

### Part B

#### Instructions

- Write the following words on the board: *abbreviation, collection, communication, definition, description, education, exhibition, information, television*.
- Ask the students to find the verb form of each of the words above, and to write a sentence that uses the verb in context, for example, *Do not abbreviate words in a formal letter*.
- Students can read out their sentences. Give a mark for each correct sentence.
- As an extension, students can look up each noun in a thesaurus. What synonyms and near-synonyms can they find? Are any of them more suitable to use in the sentences they've created?

## Activity 4: Compound nouns

All the words in this activity are taken from Student's Book, Modules 1 to 6.

### Part A

#### Instructions

- Divide the following words into their two parts (for example *basket + ball*) and write the two parts on two cards or pieces of paper:  
*basketball, brainwave, doorbell, drumbeat, earthquake, eyelids, fireworks, headline, heartbeat, newspaper, postcard, shoelace, snowboarding, sunlight, weightlifting, wildlife, workshop, worldwide*
- Jumble up the cards/pieces of paper and hand them out to the students so they each have one word (half of the compound noun).
- Students move around the class and say the word on their card to other members of the class, until they find their 'matching' word (e.g. *brain + wave = brainwave*).
- Explain that all the words are compound nouns.
- Ask students to check the meaning of the completed word in their dictionaries and to write a sentence using the word in context. This will help them to remember the meaning and use of the word.
- Now ask students to read their sentences aloud to the class, or within their groups. Check the other students have a clear understanding of each of the compound nouns.

### Part B

#### Instructions

- Ask students to work in groups of three or four.
- Groups use their dictionaries to look up another word which uses the same base as the words on their cards/pieces of paper from Part A (for example, *basketwork, brainstorm, door mat*). They should write each word in context so that the meaning is clear. Remind them to check carefully to see if the compound noun is one word, two words, or two words connected with a hyphen.
- Groups then take it in turns to read out their sentences to the rest of the class. Encourage the other students to make a note of the new words.
- Award one point for each compound noun used correctly in a sentence. Suggested answers:  
*basketwork, brainstorm, door mat, drumstick, earth-shattering, eyebrow, fireman, headland, heartbroken, newsagent, postman, shoestring, snowflake, sunrise, weightlifter, wildfire, workbook, world-class*
- You may like to extend the activity by asking students to think of words that could go in front of the second word in the new compound nouns (for example, *network, dust storm, chopstick*, etc.)

## Activity 5: Stress

### Part A

#### Instructions

- Encourage students to learn about the stress in words when they look up the meaning of words in a dictionary.
- Discuss with them what word stress is. Explain that it is an extra force we use when we pronounce a syllable in a word. Practise with them saying the word *winter* (p. 29) more than once. Guide them to realise where this force is being exerted (first syllable).
- Explain why stress is important. It gives more information about or meaning of a word. Write the word *permit* on the board. It is a verb when we stress the second syllable like *Mum won't permit that* and it is a noun when the stress is on the first syllable like *They've got a permit*. A mistake in the word stress may lead to difficulty in hearing or understanding a word or even a whole sentence.
- Then guide students how to use the dictionary entry to learn the pronunciation of a word. They first find the pronunciation key at the beginning of the dictionary they are using. The key offers guidelines for the stress symbols used in the dictionary to help them interpret the pronunciation.
- The stress mark is placed just before the syllable where the stress is placed. Refer students to the *Pronunciation table* in the Activity Book page 75 for the stress signs or symbols. Explain that there are two main kinds of stress: main / ' / and secondary / , / . Students need to practise identifying the kind of stress and to pronounce the word many times to really learn it.
- Share with students two common rules about stress.
  1. Two-syllable nouns and adjectives have primary stress on the first syllable, such as *author* (SB p. 58)
  2. Words which are used as nouns or verbs have the primary stress on the first syllable for the noun, such as *address*.

### Part B

#### Instructions

- Write the following words on the board: *event* (p. 14), *legend* (p. 18), *noodle* (p. 20), *panel* (p. 44), *helper* (p. 47).
- Ask the students to look up in a dictionary the stress on the words. They write the words in their notebooks and place the primary stress sign where correct.
- Students volunteer to read the words pronouncing them correctly.

#### Answers

e'vent 'legend 'noodle 'panel 'helper

# Sample writing tasks

## A page for a tourist brochure, Activity Book, page 14, exercise 12

**Describe the type of festival**  
(what it celebrates)

**Give more details**  
(where it is held,  
how long it lasts)

**Further details**  
(what will happen there;  
what kind of events)

**Extra information**  
(tell people to come and  
experience the festival)

Welcome to the Elephant and Castle Festival, Jordan. Named after the famous London district, it celebrates diversity in literature, showcasing work from newly-discovered authors from around the world.

It takes place in the streets and squares of Amman during the day, and in theatres and halls throughout the city in the evenings. The festival will continue throughout the whole of May, so you can be sure to catch at least a few events you want to see!

Authors will talk about the inspirations for their books, and you can ask them any questions you might have; there will be poetry readings, debates, dramatic performances, discussion and delicious food for the participants and the audiences alike.

The events will all be informal, unless it is stated that they are gala evening performances. So come along, get involved, and meet the authors who inspire you!

**Useful language:** Welcome to \_\_\_ Festival; This festival celebrates ...; It takes place in/at ...; There will be plenty of time to ...; So, if you like \_\_\_, visit \_\_\_ Festival, and ... .

## Invitation, Student's Book, page 25, exercise 7

**Background**  
Describing the occasion of the  
event (a celebration)

**Identifying setting**  
Specifying the place and time

**Closing**  
Expressing hope that the  
invitation is accepted

Dear Mariam,

It's Mothers' Day next Sunday, and we're having a small gathering to celebrate and thank our mothers for everything they've done for us. It's nothing formal, so no need to dress up. Just come along, and bring your mum. We'll have some food and drinks and share stories.

It'll take place at my house, at 5 pm until 7 pm.

I hope you can make it. It's been a while since we saw each other, and it would be a good chance for us to catch up.

Best wishes,

Sara

**Useful language:** We're having a small party to ...; There will be a small gathering ...; It'll take place in \_\_\_ on \_\_\_; It would mean a lot if you could join; I hope you'll join us; Please let us know if you can come.

## A two-paragraph essay, Student's Book, page 25, exercise 9

**Description of the celebration**

Last weekend, my classmates and I met to celebrate raising a lot of money for charity. We planned a large celebration for our class and we were all very excited about starting the party. There were 40 people invited, and 38 turned up, so it was quite a big celebration. We prepared a huge meal, with lots of food, and organised games and music. It took place in the afternoon, and lasted for several hours. The weather was good, not too hot or too cold, so we spent some time outside in the garden as well.

**Evaluation and personal response**

Everyone who came to the party appreciated the effort that we went to, and really enjoyed themselves that afternoon. We were so excited to hear these comments afterwards, and the classmates were really pleased that the party was such a success. Who knows, maybe next year we'll raise even more money for charity!

**Useful language:** Last weekend ...; A few days ago ...; The other day, ...; We were all excited about ...; It took place in/at ...

## A sports article, Activity Book, page 23, exercise 15

**Introduce the event** (what is it?)

Have you ever heard of the Tour de France? If you're not keen on cycling, you might not know it. It's the world's longest cycling race, and it's open to cyclists from all over the world.

**Give more details** (when the event is held; its history)

It takes place every year, starting in a city called Leeds, which is in England. It follows the French highways and smaller roads around France. Approximately 3,800 kilometres later, it finishes at the Arc de Triomphe in Paris. It has been held every year since 1903, when it was introduced by a man called Geo Lefevre. He introduced it to gain publicity for a sports newspaper, and ever since then it has grown in popularity, both for competitors and spectators.

**Awards Powerful concluding statement**

The event is made up of different shorter races, which are called 'stages'. The winner of each of these races is awarded a prize. Winning the overall first place in this race is an honour that every cyclist dreams of!

**Useful language:** the world's longest / most challenging / most difficult \_\_\_ [competition]; ... is held / takes place ...; ... yearly / every four years / twice a year; gets / is awarded a prize

## A three-paragraph essay, Student's Book, page 39, exercise 9

**Introduction** (the topic and thesis statement)

Taking part in sporting events is important for both adults and children, and should be encouraged much more. The benefits of participating in sports events can be grouped into three factors. These are physical, emotional and social benefits.

**Body** explanation of the three factors)

We benefit from sports physically by keeping our hearts healthy and staying in shape. Children who do sport are more likely to be healthy adults, too. The emotional benefits of playing sports consist of several factors, including improvement in self-esteem if the person enjoys the experience of taking part in a team. Social benefits include the opportunity to build positive peer relationships and develop social skills, such as how to deal with winning or losing.

**Conclusion** (summary of the main points)

Taking part in sports events can benefit people in many ways, as discussed above. As a result of this, it is advisable that children and adults take part in a sport of their choice at least twice a week, and compete on whatever level they are able.

**Useful language:** It is well known that ...; The benefits of \_\_\_ are discussed below, in three categories; Firstly, ...; Secondly, ...; Thirdly, ...; such as ...; including ...; As a result (of this), ...; In conclusion, ...

## A four-paragraph essay, Student's Book, page 45, exercise 8

Name of the energy source

Wind power is one of the cleanest and 'greenest' types of renewable energy. Wind is converted into energy by wind turbines, which rotate when the wind blows and generate electricity from the kinetic power of the wind.

Advantages

Of course, the most important advantage is that wind power is renewable. It is also the form of energy that produces the least pollution when the source is being converted into energy. The more we use wind power, the more we can reduce our dependence on fossil fuels. The initial cost of wind turbines has reduced steadily since wind power was introduced, and once they have been installed, energy is very cheap and reliable. Wind power is also very beneficial to the economy, since it creates jobs for local people in installation and maintenance of the turbines.

Disadvantages

Despite the numerous advantages, there are some disadvantages that need to be considered. First of all, wind turbines are quite noisy, so cannot be put near residential areas. Secondly, the turbines may disturb the habitats of wild animals because they need to be dug very deep into the earth. The third and final disadvantage is that wind power is unpredictable, except in certain regions, and therefore turbines are better installed in these regions.

Personal opinion

In my opinion, wind power is the best energy source for a large number of regions, especially in countries that have a lot of wind. If the initial costs can be paid, it is a cheap resource, which produces no pollution. If the area has little or unreliable wind, however, wind power will not produce enough energy.

**Useful language:** The \_\_\_ is a renewable source of energy; There are many advantages in the use of ...; It has few disadvantages; First of all, ...; [This resource] is beneficial to the economy/the environment because ...; It's my favourite energy source; In my opinion, ...

## Review of a programme, Student's Book, page 51, exercise 7

Identifying the programme

Two nights ago, I took part in *Mastermind*, and it was one of the best experiences of my life. I was so pleased to have been chosen to compete on the show, because I love my subject, the Ancient Romans, and I like to think I know a lot about them.

Developing the review

When I arrived, I was incredibly nervous. The host asked easy questions at first. He asked me when the Roman Empire had begun, and I said that it had begun in the 8<sup>th</sup> century BCE. He then asked me who the founder of Rome was, and I said that there were two possibilities; Aeneas or Romulus. He asked me all kinds of difficult questions, but I got almost all of them correct. The second round was more difficult because it was general knowledge, but I did quite well!

Stating an opinion

Finally, the host congratulated me and the audience applauded. It was so exciting to be part of such a brilliant show, and I am grateful for the experience. Now all I have to do is wait to see if I'll be in the final round!

**Useful language:** The show was ...; It's a show for ...; The questions I was asked were related to ...; The hardest question was ...; I enjoyed elaborating on ...

## A three-paragraph essay, Student's Book, page 55, exercise 7

Introduction

*Eco Jordan* is a non-profit organisation in Irbid that works for preserving Jordan's natural resources. All its members are young people aged between 15 and 22.

The organisation's projects

*Eco Jordan's* projects are numerous and varied. It organises awareness campaigns for the youth about the importance of preserving Jordan's natural resources. **Moreover**, it arranges social gatherings and entertainment to raise money. The money that it collects is usually given to larger organisations, such as the NRA, **because** these are led by specialists and professionals and have more connections.

The organisation's importance

*Eco Jordan* has been expanding rapidly since its foundation, and **consequently**, its contributions have become greater and greater ever since.

**Useful language:** It is a non-profit organisation that ...; Its projects are varied ...; ... organising awareness campaigns ...; Moreover, ...; ... raising money ...; The organisation has been expanding rapidly ...; Consequently, ...

## A blurb and a review of a book, Student's Book, page 63, exercise 6

### The blurb:

**Describing the book** { Expressing the purpose of the book, identifying the author in an attractive way and summarising the content very briefly to catch the attention of readers

### The review:

**Identifying the book** { Describing the book (title, author, date of publication, length, illustrations ...)

**Developing the review** { Summarising the content, analysing the content and approach, evaluating the ideas and identifying the significance of the book

**Stating an opinion** { Expressing your opinion of the book – you liked/disliked the book, recommend it for others to read or not ...

**Note:** Refer to Student's Book page 62 for a complete sample of a blurb and a book review.

**Useful language:** This is a book about ...; It's written by \_\_\_\_, the most famous writer ...; The author describes \_\_\_\_; It's a critique of ...; You will love reading the book if you enjoy ...

## A story, Student's Book, page 69, exercise 7

**Identifying the setting** { It was the most exciting day of my life! I had been waiting for it for so long, and now it was finally here. I was going to meet my idol, Dana Haidar. She was coming to our school to talk to us about sports, and I could hardly wait ...

**Developing the events** { I hurried downstairs, said good morning to my family, and ate my breakfast as quickly as possible. Later, sitting in my lessons, I tried to focus on Maths and Science problems. I couldn't believe that in a few hours I would meet the woman who had encouraged me to start my favourite sport: tae-kwondo. At last, the bell rang, and we all made our way down to the school hall to listen to her speak. For many of us it was the first time we'd seen someone famous. She talked to us for an hour or so, but unfortunately I was so starstruck that I can't remember anything she said!

**Stating the ending** { The day ended with me getting Dana's autograph, which I am very proud of. Even if I can't remember anything, I can still tell people that I met her once!

**Useful language:** In (a year), a young woman ...; A sportsman in (country) ...; They walked/worked/ran ...; Then they ...; After a few months ...; Finally, they...

## A recipe, Student's Book, page 77, exercise 8

**Title** { Recipe: Omlette

**Ingredients** { Ingredients: 2–3 eggs, milk, salt and pepper, butter, fresh herbs or cheese

**Steps in making the dish** { To make an omelette, first crack the eggs into a bowl and beat them. Next, add milk and season with salt and pepper. Then, beat the mixture. Melt some butter in a pan on medium heat. Pour in the eggs and cook them for 2 minutes. Don't stir the mixture. Finally, flip over and continue cooking it for 2 minutes.

**Serving suggestion** { Now, the omlette is ready. You can serve it with fresh herbs or cheese.

**Useful language:** Wash the vegetables; Chop the onions; Fry the chicken; Slice the lemon; Add olive oil; Mix the dough; Marinate the lamb; Sprinkle herbs ...

## A critical article, Student's Book, page 86, exercise 8

**Introduction** { After tasting the dessert that you prepared as an entry into our cookery show, I would like to offer the following criticisms.

**Main points** { First of all, we were impressed that you chose this dessert because it is very complicated to make. However, you could have used ready-made pastry, instead of trying to make it yourself. Moreover, you might have impressed us more if you had added more garnishing for a more attractive presentation.

**Encouragement for the future** { We hope this advice encourages you to keep trying to create new dishes. Good luck in the future!

**Useful language:** We were impressed that ...; However, it might have been better to ...; You could have ...; We hope that ...; We would like to offer ...

# Project assessment

At the end of the Project lessons, you should assess your students according to the following criteria:

## 1 Ability to work in a group

The projects are the ideal time to observe them take on a role for a longer time within a group of their peers. Two aspects of this work need to be assessed: do they contribute fairly during the group work, and do they vary the roles they take on? The development of this skill is best observed over longer periods of time.

## 2 Ability to work independently

You should observe students' ability to use the discussions and preparatory work they do in groups to inform their own work. Can they answer questions by looking for the answers, rather than simply asking someone else to help? Can they solve problems such as how to structure an e-presentation on their own?

## 3 Research skills

To assess students' research skills, you will need to assess them against the following two questions:

- i) What do students understand about how to conduct research?
- ii) Do students know about plagiarism and how to avoid it?

## 4 Editing skills

All students should be able to find and correct simple grammatical and punctuation errors. Most students are able to rephrase an awkward sentence into a more easily comprehensible one. Some students can correct work for appropriate register.

## 5 Presentation – written/visual materials

All students should possess basic skills in preparing slides for a presentation; adding words and images, etc. Most students can choose appropriate colour schemes and designs for the subject matter they are presenting. Some students can use special effects within their presentation.

## 6 Presentation – oral

All students should be able to read prepared sentences aloud in front of the class in a clear voice. Most students will attempt to speak in front of the class without prepared notes. Some students will succeed in presenting a cogent argument or opinion for an extended amount of time, with grammar mistakes that obscure meaning.

## 7 Feedback skills

*Action Pack* aims to increase students' confidence and competence when providing feedback to their peers, in as many group situations as possible within the classroom. Peer feedback occurs when students offer each other advice about their work which incorporates reference to **a)** what has been done well in relation to the success criteria; **b)** what still needs to be done in order to achieve the success criteria; and **c)** advice on how to achieve that improvement.

## PROJECT ASSESSMENT TOOLS

### Project assessment tool A

1. Are you happy with the amount of research you did? How could you have improved your research? \_\_\_\_\_
2. Did you find the suggested structure in the Hints box useful? If not, how did your project differ in structure? \_\_\_\_\_
3. How much did your first draft/your notes help you to write your final draft? If not, why not? \_\_\_\_\_
4. How much did you contribute to your group? Why? \_\_\_\_\_

### Project assessment tool B

1. How much responsibility did you take in planning the celebration?  
\_\_\_\_\_
2. Did you check the invitation that your group wrote for accuracy and use of language?  
\_\_\_\_\_
3. How far did the register and tone of the reply you sent to the other group match their invitation? \_\_\_\_\_
4. How helpful were the questions in producing the best work you could?  
\_\_\_\_\_

### Project assessment tool C

1. How did you plan for the article? \_\_\_\_\_
2. How useful was the feedback you gave? \_\_\_\_\_
3. How much did you use of the knowledge you gained in the module?  
\_\_\_\_\_
4. How did you illustrate the project? How could you have improved it?  
\_\_\_\_\_

### Project assessment tool D

1. How well did you structure your report? Did you use the suggested structure?  
\_\_\_\_\_
2. How helpful were the discussions you had with your group members? How could they have been more helpful? \_\_\_\_\_
3. How much of the language from the module did you use in your report?  
\_\_\_\_\_
4. How useful were the graphs and charts that you used in your report? If not, how could you have improved this? \_\_\_\_\_

### Project assessment tool E

1. How much of your knowledge about how to write a blurb did you use? Was your blurb a success? In what way? \_\_\_\_\_
2. Was your advertising campaign well presented? In what way?  
\_\_\_\_\_
3. How much of your knowledge from the unit did you use to write the campaign and blurb?  
\_\_\_\_\_
4. Did you refer to Module 2 to review promotional language? How did this help you to complete this project? \_\_\_\_\_

### Project assessment tool F

1. How successful was your group work? Give examples of your group working successfully together. \_\_\_\_\_
2. How different were your first and final drafts? What did you change?  
\_\_\_\_\_
3. How confident were you when you presented the project? How do you think this affected your performance? \_\_\_\_\_
4. How could you improve your performance next time?  
\_\_\_\_\_

# Wordlist

## A

able-bodied (M3)  
abundant (M4)  
abundantly (M2)  
accountability (M4)  
agility (M3)  
amphitheatre (M6)  
anthology (M5)  
apnea (M1)  
aquatic (M4)  
Aramaic (M6)  
aromatic (M6)  
artefact (M6)  
ash (M6)  
aspiring (M3)  
aubergine (M6)  
audible (M3)  
awareness (M3)

## B

badminton (M3)  
basil (M6)  
bean (M6)  
biography (M5)  
biomass (M4)  
blade (M4)  
blurb (M5)  
bond (M2)  
brainwave (M1)  
breeze (M5)

## C

capacity (M4)  
carnival (M2)  
carve (M6)  
catch up with (M2)  
ceviche (M6)  
chariot-racing (M3)  
chef (M6)  
chop (M6)  
chopsticks (M2)  
clerk (M5)  
commemoration (M2)  
commercial (M6)  
communal (M2)  
concentrate (M1)  
confident (M1)  
conservation (M6)  
conserve (M4)  
consume (M4)  
consumption (M4)  
countless (M4)  
crop (M6)  
crude oil (M4)

## D

dairy (M6)  
decomposition (M4)  
deed (M2)  
deposit (M6)

devoted (M3)  
dice (M6)  
diesel (M4)  
disabled (M3)  
disabling (M3)  
diversification (M4)  
dressage (M3)  
drumbeat (M5)  
dump (M4)  
durian (M6)

## E

ecological (M3)  
elderly (M2)  
embellished (M2)  
endure (M5)  
equestrian (M3)  
eruption (M6)  
essential (M1)  
exclude (M3)  
exhausting (M1)  
expenses (M2)  
eyelid (M1)

## F

fairytale (M5)  
fictional (M5)  
financially (M3)  
finite (M4)  
flexibility (M3)  
floodlit (M2)  
formal (M3)  
forward-thinking (M4)  
fossil fuel (M4)  
fund (M3)

## G

geothermal (M4)  
goggles (M3)  
grateful (M1)  
grill (M6)  
groom (M3)

## H

hands-on (M4)  
harvest (M6)  
heartbeat (M1)  
helium (M5)  
helmet (M3)  
herald (M2)  
herb (M6)

## I

ice hockey (M3)  
illiterate (M6)  
immune (M1)  
in-depth (M4)  
industrialisation (M5)  
inevitable (M5)  
infrastructure (M4)

ingredients (M6)  
inscription (M6)  
insomnia (M1)  
institute (M5)  
intellectual (M3)  
invest (M4)  
involuntarily (M1)

## K

keep track of (M5)  
kerosene (M4)

## L

lack (M1)  
lead (M4)  
leisure (M5)  
lessen (M3)  
likely (M2)  
look someone up (M2)

## M

marinate (M6)  
marine (M6)  
meadow (M5)  
melt (M6)  
migrate (M6)  
mode (M3)  
monitor (M1)  
muscle (M1)

## N

necessitate (M4)  
noodles (M2)  
notice (M4)  
novelist (M5)

## O

oar (M3)  
offend (M2)  
outrage (M5)  
overflow (M6)

## P

panel (M4)  
paralympic (M3)  
partnership (M3)  
paved (M6)  
pebbles (M3)  
peculiar (M2)  
peony (M2)  
photovoltaics (M4)  
procession (M2)  
profile (M3)  
promote (M3)  
provision (M5)

## R

racquet (M3)  
reduce (M1)  
regret (M2)

rehabilitation (M5)  
ritual (M2)  
rowing (M3)  
rugby (M3)

## S

sanitation (M5)  
scarcity (M4)  
scorched (M2)  
season (M6)  
sedimentary (M4)  
shale (M4)  
shield (M6)  
shuttlecock (M3)  
sibling (M3)  
simultaneously (M5)  
slavery (M5)  
slice (M6)  
snore (M1)  
soundly (M1)  
spectator (M3)  
spiky (M6)  
sprinkle (M6)  
squash (M3)  
staff (M1)  
stall (M6)  
stamina (M3)  
stand still (M3)  
stew (M6)  
stressed (M1)  
stroll (M2)  
sublime (M2)  
subtract (M5)

## T

tactile (M5)  
tae-kwondo (M3)  
telecommunication (M3)  
terrifying (M6)  
thermal (M4)  
trade (M6)  
trot (M3)  
troupe (M2)  
tsunami (M6)  
turbine (M4)

## U

uncontaminated (M4)  
unheard of (M5)

## W

wares (M2)  
water polo (M3)  
wheelchair (M3)  
willing (M2)  
world-renowned (M2)  
wrestling (M3)

## Y

yeast (M6)