المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan High Note

Grade 9

Semester 1

Teacher's Book

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متعة التعليم الهادف

المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan High Note

Grade 9

Semester 1

Teacher's Book

Lisa Darrand

Pearson

YORK PRESS

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INTRODUCTION

WHAT IS *JORDAN HIGH NOTE*?

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

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

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

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

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

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

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

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

WHAT IS THE *JORDAN HIGH NOTE* METHODOLOGY?

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

INSPIRATION

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

Relevant

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

Authentic

Audio texts introduce students to authentic accents and real experiences and stories. All of this encourages authentic language learning.

Purposeful

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

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

Absorbing

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

Well-balanced

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

INTENSITY

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

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

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

INTERACTION

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

Grammar

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

Vocabulary

- New lexis is presented and activated in most lessons, with the main lexical set of the unit in a separate Vocabulary lesson. It is then recycled, consolidated and practised in the following lessons.
- There are references to the language students have already come across in the course, which are called *Think Back*. This activates the knowledge students have already acquired.

Skills strategies

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

Pronunciation

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

INDEPENDENCE

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

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

Clear learning goals and models for success

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

Skills strategies

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

Project work

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

Resources for self-study

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

Self-assessment sections in the Workbook

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

Downloadable photocopiable activities

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

KEY CONCEPTS BEHIND *JORDAN HIGH NOTE*

21ST-CENTURY EDUCATION

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

21st-century students

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

21st-century teachers

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

21st-century skills and *Jordan High Note*

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

Learning and Innovation Skills (the five Cs)

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

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

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

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

Digital Literacy

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

Life and Career Skills

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

THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

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

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

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

THE GLOBAL SCALE OF ENGLISH

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

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

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

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

ASSESSMENT FOR LEARNING

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

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

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

Student's Book

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

Workbook

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

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

Assessment Package

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

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

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

Digital Practice (interactive workbook)

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

Video Lessons

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

COURSE COMPONENTS

STUDENT'S BOOK and WORKBOOK



STUDENT'S BOOK

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

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

WORKBOOK

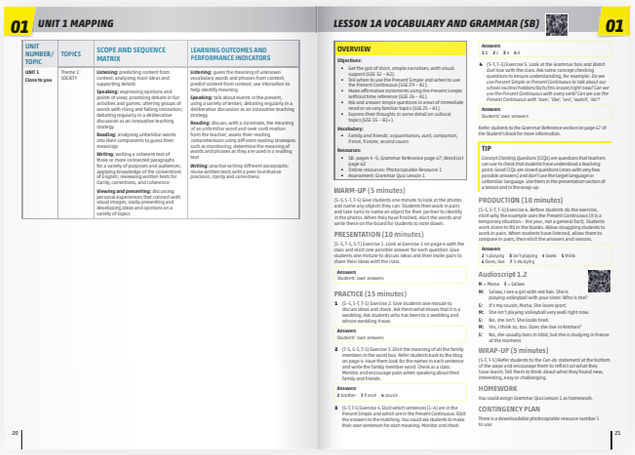
- Additional grammar, vocabulary and skills practice lessons to reinforce the lesson content in the Student's Book
- Pronunciation programme
- Self-Assessment after each unit
- Lists of phrasal verbs and dependent prepositions
- Revision for every unit: practice of language and skills in an exam task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

STUDENT'S BOOK with eBOOK

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

TEACHER'S BOOK

- Student's Book answer key
- Ideas for extra activities
- References to additional materials and the course assessment
- Student's Book audioscripts
- Workbook audioscripts
- Workbook answer key
- Culture Notes



Access code to:

PRESENTATION TOOL

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

DIGITAL ACTIVITIES AND RESOURCES

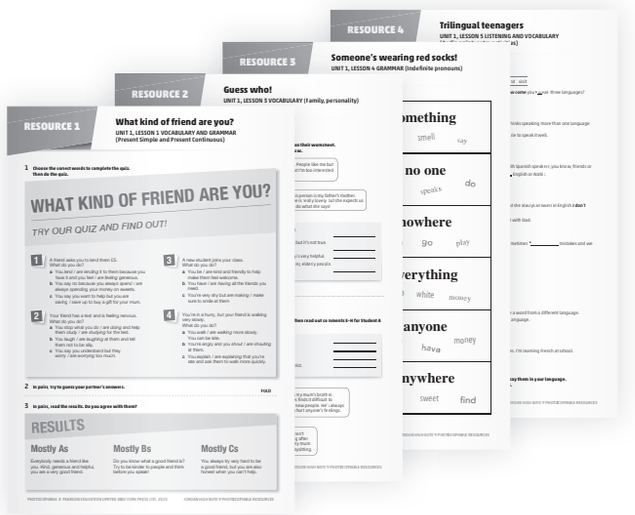
- Teacher view of digital activities

STUDENT'S eBOOK

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

TEACHER'S RESOURCES

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



JORDAN HIGH NOTE UNIT WALKTHROUGH

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

GRAMMAR

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

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

1 Clear summary of unit contents.

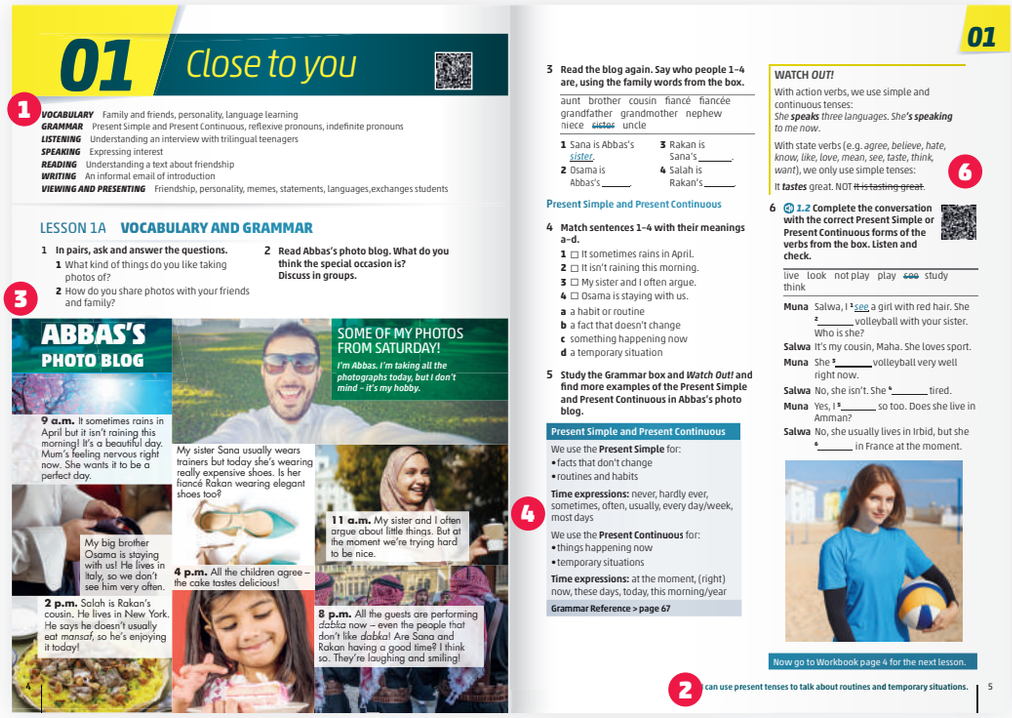
2 Learning objectives with an immediate opportunity for self-assessment.

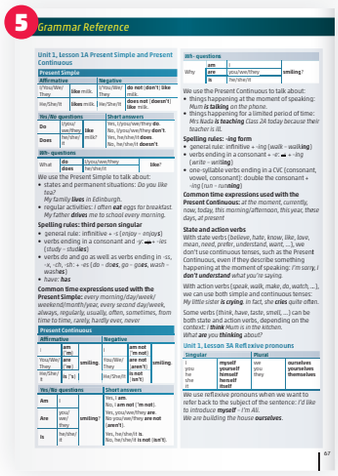
3 Grammar presented through a variety of text types (blogs, magazine articles, dialogues, etc.) or recorded conversations.

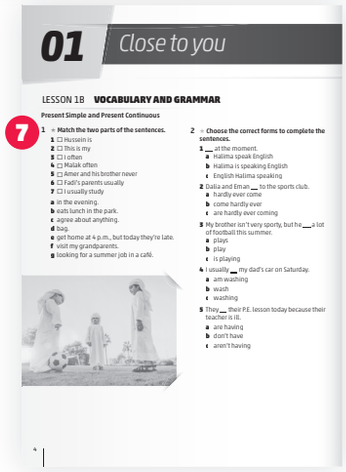
4 Guided discovery approach to grammar makes new language more memorable and enhances motivation. Students check their guesses about grammar either with the Grammar box on the page, if present, or in the *Grammar Reference* at the back of the book.

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

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







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

VOCABULARY

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

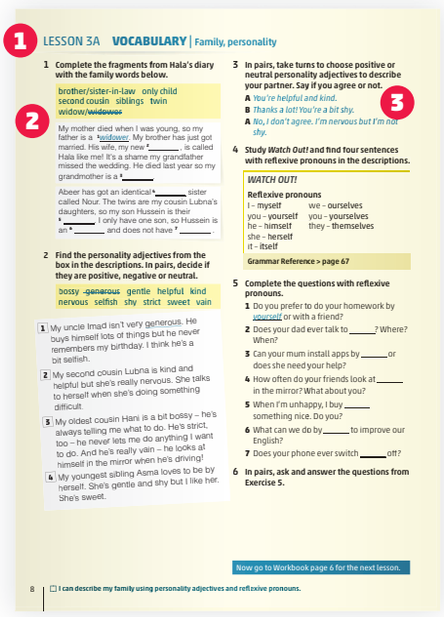
- The first lesson (Lesson 1A) combines new grammar with new vocabulary.
- There is a separate Vocabulary lesson in the Student's Book which presents the main lexical set(s) of the unit. This is further practised in the next Workbook lesson.
- There is additional vocabulary input in the Reading, Listening,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

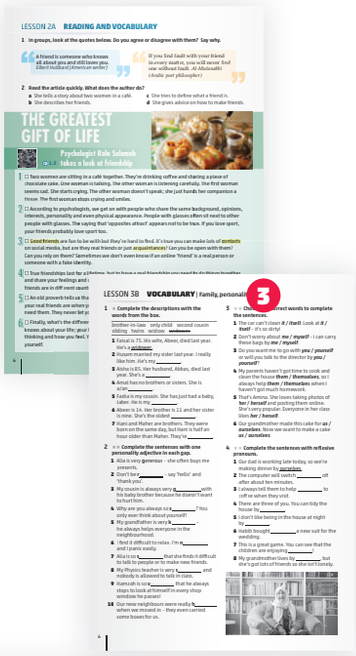
1 Vocabulary introduced in the Student's Book through a variety of reading and listening texts and activities.

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

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

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







READING

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



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

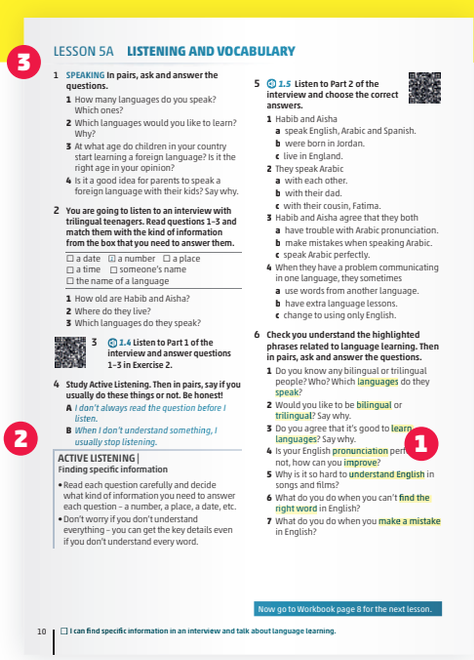
2 Main comprehension exercises in the format of exam-specific tasks.

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

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

LISTENING

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



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

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

3 Frequent opportunities for personalisation and building fluency.

WORKBOOK

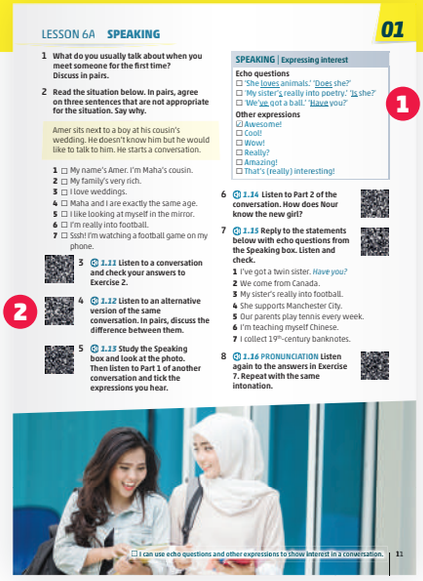
- The vocabulary and grammar covered in the Student's Book is recycled to provide more skills practice.
- *Active Pronunciation* boxes help students see superintendencies between sounds and give tips on how to pronounce particular sounds correctly.

SPEAKING

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

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

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



LESSON 6A **SPEAKING** 01

1 **What do you usually talk about when you meet someone for the first time? Discuss in pairs.**

2 **Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.**

Amer sits next to a boy at his cousin's wedding. He doesn't know him but he would like to talk to him. He starts a conversation.

1 ☐ My name's Amer. I'm Maha's cousin.
2 ☐ My family's very rich.
3 ☐ I love weddings.
4 ☐ Maha and I are exactly the same age.
5 ☐ I like looking at myself in the mirror.
6 ☐ I'm really into football.
7 ☐ Ssh! I'm watching a football game on my phone.

3 1.11 **Listen to a conversation and check your answers to Exercise 2.**

4 1.12 **Listen to an alternative version of the same conversation. In pairs, discuss the difference between them.**

5 1.13 **Study the Speaking box and look at the photo. Then listen to Part 1 of another conversation and tick the expressions you hear.**

SPEAKING | Expressing interest

Echo questions
☐ 'She loves animals.' 'Does she?'
☐ 'My sister's really into poetry.' 'Is she?'
☐ 'We've got a ball.' 'Have you?'

Other expressions
☑ Awesome!
☐ Cool!
☐ Wow!
☐ Really?
☐ Amazing!
☐ That's (really) interesting!

6 1.14 **Listen to Part 2 of the conversation. How does Nour know the new girl?**

7 1.15 **Reply to the statements below with echo questions from the Speaking box. Listen and check.**

1 I've got a twin sister. *Have you?*
2 We come from Canada.
3 My sister's really into football.
4 She supports Manchester City.
5 Our parents play tennis every week.
6 I'm teaching myself Chinese.
7 I collect 19th-century banknotes.

8 1.16 PRONUNCIATION **Listen again to the answers in Exercise 7. Repeat with the same intonation.**

☐ I can use echo questions and other expressions to show interest in a conversation. 11

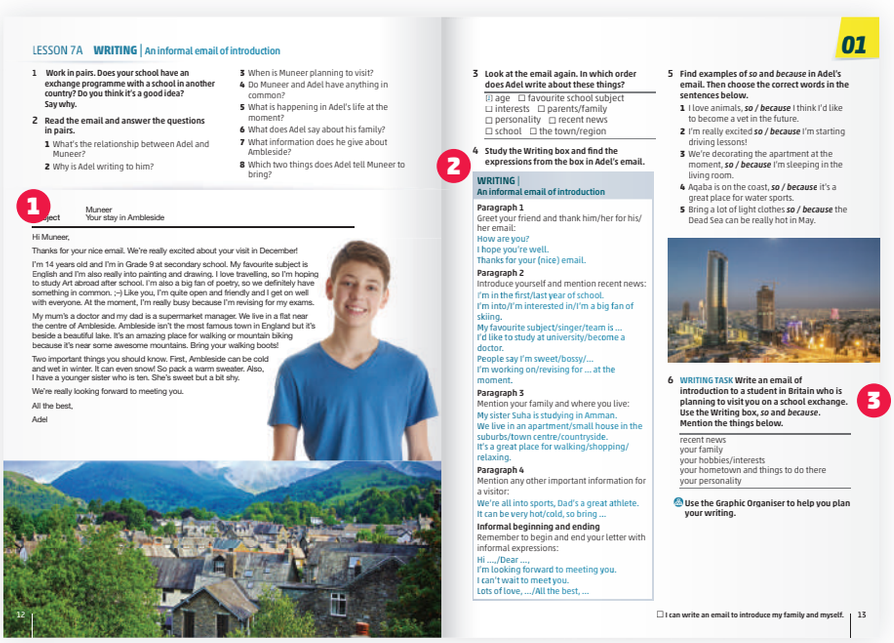
WRITING

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

1. Engaging and relevant model text.

2. *Writing* boxes with useful tips and key language.

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



LESSON 7A **WRITING** | An informal email of introduction

1 **Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.**

2 **Read the email and answer the questions in pairs.**
1 What's the relationship between Adel and Muneer?
2 Why is Adel writing to him?
3 When is Muneer planning to visit?
4 Do Muneer and Adel have anything in common?
5 What is happening in Adel's life at the moment?
6 What does Adel say about his family?
7 What information does he give about Ambleside?
8 Which two things does Adel tell Muneer to bring?

1

Subject: Muneer
Your stay in Ambleside

Hi Muneer,

Thanks for your nice email. We're really excited about your visit in December!

I'm 14 years old and I'm in Grade 9 at secondary school. My favourite subject is English and I'm also really into painting and drawing. I love travelling, so I'm hoping to study Art abroad after school. I'm also a big fan of poetry, so we definitely have something in common. ;-) Like you, I'm quite open and friendly and I get on well with everyone. At the moment, I'm really busy because I'm revising for my exams.

My mum's a doctor and my dad is a supermarket manager. We live in a flat near the centre of Ambleside. Ambleside isn't the most famous town in England but it's beside a beautiful lake. It's an amazing place for walking or mountain biking because it's near some awesome mountains. Bring your walking boots!

Two important things you should know. First, Ambleside can be cold and wet in winter. It can even snow! So pack a warm sweater. Also, I have a younger sister who is ten. She's sweet but a bit shy.

We're really looking forward to meeting you.

All the best,

Adel

12

01

3 **Look at the email again. In which order does Adel write about these things?**
☐ age ☐ favourite school subject
☐ interests ☐ parents/family
☐ personality ☐ recent news
☐ school ☐ the town/region

4 **Study the Writing box and find the expressions from the box in Adel's email.**

WRITING | An informal email of introduction

Paragraph 1
Greet your friend and thank him/her for his/her email:
How are you?
I hope you're well.
Thanks for your (nice) email.

Paragraph 2
Introduce yourself and mention recent news:
I'm in the first/last year of school.
I'm into/I'm interested in/I'm a big fan of skiing.
My favourite subject/singer/team is ...
I'd like to study at university/become a doctor.
People say I'm sweet/bossy/...
I'm working on/revising for ... at the moment.

Paragraph 3
Mention your family and where you live:
My sister Suha is studying in Amman.
We live in an apartment/small house in the suburbs/town centre/countryside.
It's a great place for walking/shopping/relaxing.

Paragraph 4
Mention any other important information for a visitor:
We're all into sports, Dad's a great athlete.
It can be very hot/cold, so bring ...

Informal beginning and ending
Remember to begin and end your letter with informal expressions:
Hi ..../Dear ...,
I'm looking forward to meeting you.
I can't wait to meet you.
Lots of love, .../All the best, ...

5 **Find examples of *so* and *because* in Adel's email. Then choose the correct words in the sentences below.**
1 I love animals, ***so / because*** I think I'd like to become a vet in the future.
2 I'm really excited ***so / because*** I'm starting driving lessons!
3 We're decorating the apartment at the moment, ***so / because*** I'm sleeping in the living room.
4 Aqaba is on the coast, ***so / because*** it's a great place for water sports.
5 Bring a lot of light clothes ***so / because*** the Dead Sea can be really hot in May.

6 WRITING TASK **Write an email of introduction to a student in Britain who is planning to visit you on a school exchange. Use the Writing box, *so* and *because*. Mention the things below.**

recent news
your family
your hobbies/interests
your hometown and things to do there
your personality

Use the Graphic Organiser to help you plan your writing.

3

☐ I can write an email to introduce my family and myself. 13

REVISION

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

WORKBOOK

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

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

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

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

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



01 Revision

1 VOCABULARY AND GRAMMAR

1 Complete the text with the words from the box. There is one extra word.

best close cousins widow friendship husband kids niece uncles

My family and friends

I've got three brothers and two sisters. My big sister Mojeda is married. Her 1husband's name is Omar. They've got two lovely little 2_____ – my nephew Mazen and my 3_____ Samar. My parents have lots of brothers and sisters and my aunts and 4_____ have lots of children. I've got 19 5_____. I've got five or six 6_____ friends but Reem is my 7_____ friend. Our 8_____ is very important to me.

2 Complete the sentences with personality adjectives.

1 Aunt Nada always gives us great birthday presents. She's very *generous*.
2 Rakan spends hours looking at himself in the mirror. He's really v_____.
3 Sawsan isn't polite. She always orders people and tells them what to do. She's b_____.
4 Kareem is really s_____. His face goes red and he finds it difficult to speak to strangers.

3 Choose the correct forms to complete the sentences.

1 ***Do you know / Are you knowing*** what time it is?
2 Hello? ***Do you listen / Are you listening*** to me?
3 Sultan ***comes / is coming*** for lunch every day.
4 Let's go out. It ***doesn't rain / isn't raining*** now.

4 Complete the conversation with the correct forms of the verbs in brackets.

A My sister Muna 1*spends* (spend) most of her time in bed. She 2_____ (not go) out with friends and she never 3_____ (go) to school.
B 4_____ (she/suffer) from an illness at the moment?
A No, she 5_____.
B What 6_____ (she/do) now?
A She 7_____ (drink) milk.
She 8_____ (love) milk.
B 9_____ (you/ever/worry) about her?
A No, we 10_____.
B Why not?
A Because Muna is only six months old!

5 Choose the correct pronouns to complete the sentences.

1 Sometimes I feel that I don't know ***anything / nothing / something***.
2 Don't worry – ***anyone / everyone / no one*** makes mistakes.
3 I want to go ***anywhere / everywhere / somewhere*** new and exciting.
4 Hello? Is there ***anyone / everyone / no one*** here?

USE OF ENGLISH

6 Choose the correct words a–d to complete the text.

We often invite our cousins Heba and Randa 1*to* dinner. They always 1__ us beautiful gifts. We get 2__ very well with them. Heba and my sister spend a lot of 3__ together and Randa 4__ the same books as I do. Randa 5__ English at night school. She speaks English very well. She doesn't usually make many 6__.

1 a at b in c to d out
2 a bring b have c make d take
3 a down b in c on d up
4 a contacts b feelings c money d time
5 a reading b read c did read d reads
6 a 's learning b learns c 's speaking d speaks
7 a homework b mistakes c speeches d words

3 READING

7 Read the text and match people 1–4 with most suitable offers A–F. There are two extra offers.

1 ☐ Malek is a big sports fan. He's into boxing and marathon running. He's interested in trying some diving during the spring break.

2 ☐ Twenty-six-year-old Lama works hard and enjoys a busy social life, but she's often nervous and worried. She wants to find something to help her relax.

3 ☐ Nineteen-year-old Adnan is very shy. He'd like to meet some new people. He's interested in history and loves walking in the countryside.

4 ☐ Fadia speaks very good English. This summer her parents want to visit Britain. She'd like to be able to talk to local people while she's there.

A **A week in the past**
Join the Archaeology Club on our spring camping trip to a 2,000-year-old Roman villa. You can help discover the secrets of the past, make new friends and enjoy the beautiful scenery of Italy. Open to young people 16–26.

B **Dance the day away**
Learn traditional dance, in one day. It's not easy but if you want to have fun and push your body and your mind, then join us at TraditionalDanceDay. All ages welcome.

C **Native speaker wanted**
I'm a 19-year-old bilingual Chinese/Portuguese student and I'd like to exchange conversation classes with an English speaker. You can learn one (or both!) of my languages if you help me improve my English. Contact Amber on 0306532787.

D **Study languages abroad**
It's time to perfect your language skills and to learn what it's like to live in another country. Contact InterComEx – four hours of language classes every morning, fun activities and super-friendly families in France, Germany, Italy and Spain.

E **Adventure time**
Do you enjoy pushing your body to its limits? Then come to the Amman Adventure Camp in Jordan. Diving, swimming, boxing, marathon training and lots more.

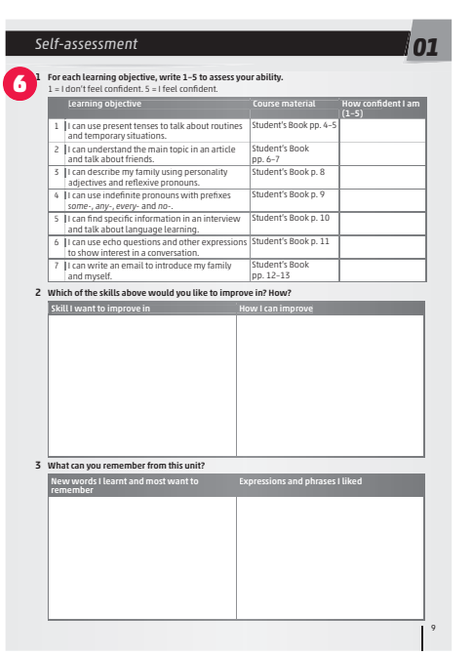
F **Chillout**
Join us for a full weekend of you time! Learn to breathe, to stand and to sit correctly, to feel good and to find calm and quiet inside yourself.

WRITING

8 Read the fragment of an email from Sami, an exchange student from Ireland. Write a letter answering Sami's question.

I'm really looking forward to visiting you for the first time and to meeting you in person. But do you think you could write back telling me more about you, your friends and your school?

10 11



Self-assessment 01

6 1 For each learning objective, write 1–5 to assess your ability.
1 = I don't feel confident. 5 = I feel confident.

	Learning objective	Course material	How confident I am (1–5)
1	I can use present tenses to talk about routines and temporary situations.	Student's Book pp. 4–5	
2	I can understand the main topic in an article and talk about friends.	Student's Book pp. 6–7	
3	I can describe my family using personality adjectives and reflexive pronouns.	Student's Book p. 8	
4	I can use indefinite pronouns with prefixes *some-*, *any-*, *every-* and *no-*.	Student's Book p. 9	
5	I can find specific information in an interview and talk about language learning.	Student's Book p. 10	
6	I can use echo questions and other expressions to show interest in a conversation.	Student's Book p. 11	
7	I can write an email to introduce my family and myself.	Student's Book pp. 12–13	

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

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

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

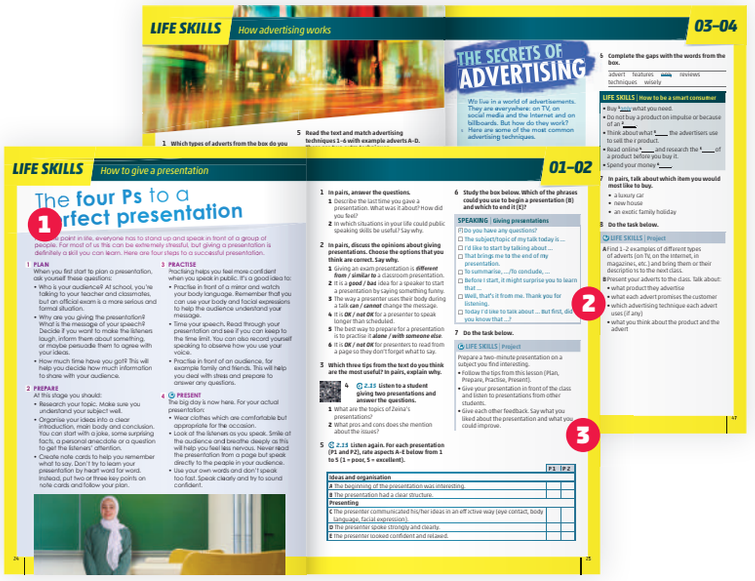
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ADDITIONAL LESSONS

LIFE SKILLS

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

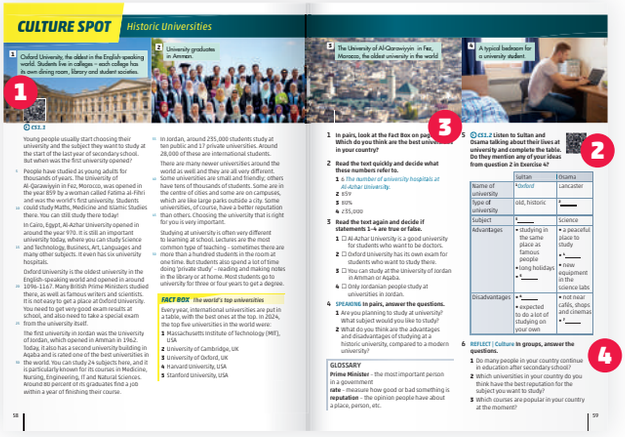
1. Engaging content and an integrated skills approach help practise new competencies in an active, discussion-driven way.
2. *How to …* boxes summarise the lessons and give useful life skills tips.
3. *Life Skills* projects involve research and encourage collaboration, critical thinking and creativity.



CULTURE SPOT

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

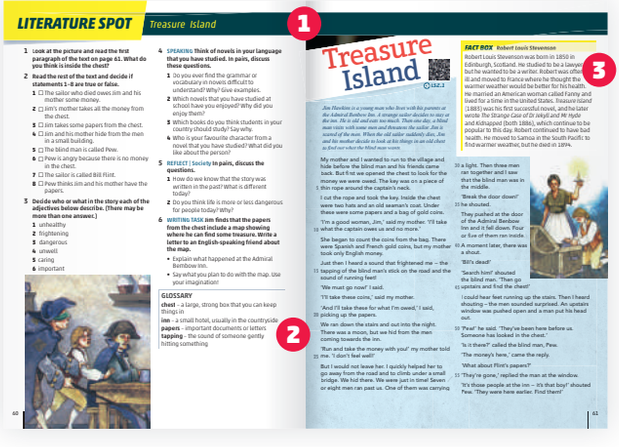
1. Culture topics are introduced through reading texts, all of which have been recorded.
2. Listening exercises extend the information introduced in the reading texts and offer extra skills practice.
3. New, culturally relevant vocabulary is introduced.
4. The final activity (*Reflect I Culture*) encourages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



LITERATURE SPOT

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

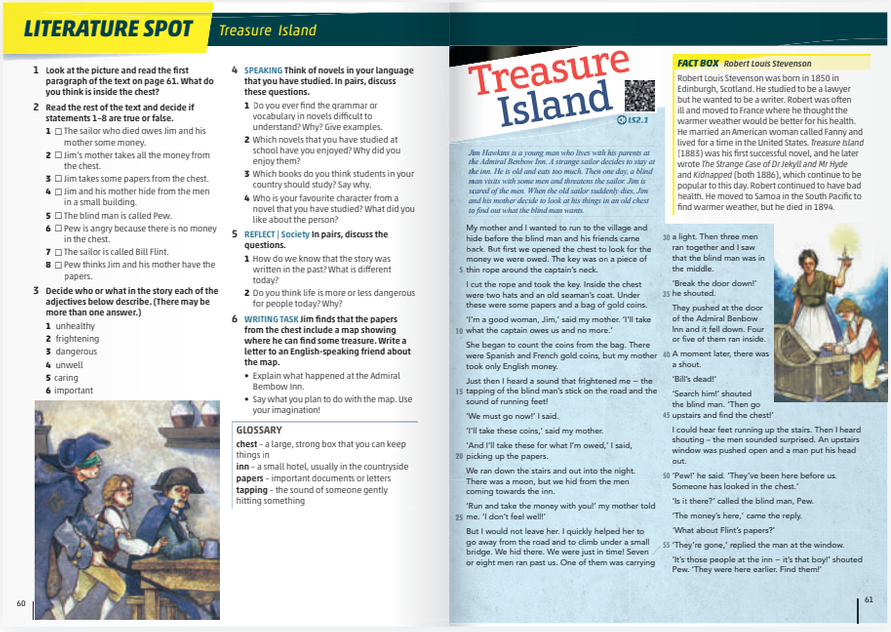
1. The literary texts have been carefully selected to offer a mixture of classic and contemporary writing and to appeal to students at this age. The language difficulty has been adjusted to the course level. All reading texts have been recorded.
2. New vocabulary is introduced.
3. *Fact Box* boxes explain more about the author or the literary work presented to further engage students' curiosity.



EXTRA WORK AND GUIDANCE IN LITERATURE

This course should give students the necessary skills and framework to be able to study literature. We include a study of classic English literature on pages 60 and 61 with the Literature Spot on *Treasure Island*.

You can use the framework provided in each Unit to create a structure for your students to study literature. We recommend using an audiobook of a text so that students can try listening to it as well as reading it. The Student's Book provides a lot of text extracts for students to discuss and analyse and they can use these skills when working on literature.



LITERATURE SPOT *Treasure Island*

1 **Look at the picture and read the first paragraph of the text on page 61. What do you think is inside the chest?**

2 **Read the rest of the text and decide if statements 1–8 are true or false.**

1 ☐ The sailor who died owes Jim and his mother some money.
2 ☐ Jim's mother takes all the money from the chest.
3 ☐ Jim takes some papers from the chest.
4 ☐ Jim and his mother hide from the men in a small building.
5 ☐ The blind man is called Pew.
6 ☐ Pew is angry because there is no money in the chest.
7 ☐ The sailor is called Bill Flint.
8 ☐ Pew thinks Jim and his mother have the papers.

3 **Decide who or what in the story each of the adjectives below describe. (There may be more than one answer.)**

1 unhealthy
2 frightening
3 dangerous
4 unwell
5 caring
6 important

4 SPEAKING **Think of novels in your language that you have studied. In pairs, discuss these questions.**

1 Do you ever find the grammar or vocabulary in novels difficult to understand? Why? Give examples.
2 Which novels that you have studied at school have you enjoyed? Why did you enjoy them?
3 Which books do you think students in your country should study? Say why.
4 Who is your favourite character from a novel that you have studied? What did you like about the person?

5 REFLECT | Society **In pairs, discuss the questions.**

1 How do we know that the story was written in the past? What is different today?
2 Do you think life is more or less dangerous for people today? Why?

6 WRITING TASK **Jim finds that the papers from the chest include a map showing where he can find some treasure. Write a letter to an English-speaking friend about the map.**

- Explain what happened at the Admiral Bembow Inn.
- Say what you plan to do with the map. Use your imagination!

GLOSSARY
chest – a large, strong box that you can keep things in
inn – a small hotel, usually in the countryside
papers – important documents or letters
tapping – the sound of someone gently hitting something

60

Treasure Island

LS2.1

Jim Hawkins is a young man who lives with his parents at the Admiral Benbow Inn. A strange sailor decides to stay at the inn. He is old and eats too much. Then one day, a blind man visits with some men and threatens the sailor. Jim is scared of the man. When the old sailor suddenly dies, Jim and his mother decide to look at his things in an old chest to find out what the blind man wants.

My mother and I wanted to run to the village and hide before the blind man and his friends came back. But first we opened the chest to look for the money we were owed. The key was on a piece of thin rope around the captain's neck.

I cut the rope and took the key. Inside the chest were two hats and an old seaman's coat. Under these were some papers and a bag of gold coins.

'I'm a good woman, Jim,' said my mother. 'I'll take what the captain owes us and no more.'

She began to count the coins from the bag. There were Spanish and French gold coins, but my mother took only English money.

Just then I heard a sound that frightened me – the tapping of the blind man's stick on the road and the sound of running feet!

'We must go now!' I said.

'I'll take these coins,' said my mother.

'And I'll take these for what I'm owed,' I said, picking up the papers.

We ran down the stairs and out into the night. There was a moon, but we hid from the men coming towards the inn.

'Run and take the money with you!' my mother told me. 'I don't feel well!'

But I would not leave her. I quickly helped her to go away from the road and to climb under a small bridge. We hid there. We were just in time! Seven or eight men ran past us. One of them was carrying a light. Then three men ran together and I saw that the blind man was in the middle.

'Break the door down!' he shouted.

They pushed at the door of the Admiral Benbow Inn and it fell down. Four or five of them ran inside.

A moment later, there was a shout.

'Bill's dead!'

'Search him!' shouted the blind man. 'Then go upstairs and find the chest!'

I could hear feet running up the stairs. Then I heard shouting – the men sounded surprised. An upstairs window was pushed open and a man put his head out.

'Pew!' he said. 'They've been here before us. Someone has looked in the chest.'

'Is it there?' called the blind man, Pew.

'The money's here,' came the reply.

'What about Flint's papers?'

'They're gone,' replied the man at the window.

'It's those people at the inn – it's that boy!' shouted Pew. 'They were here earlier. Find them!'

FACT BOX *Robert Louis Stevenson*

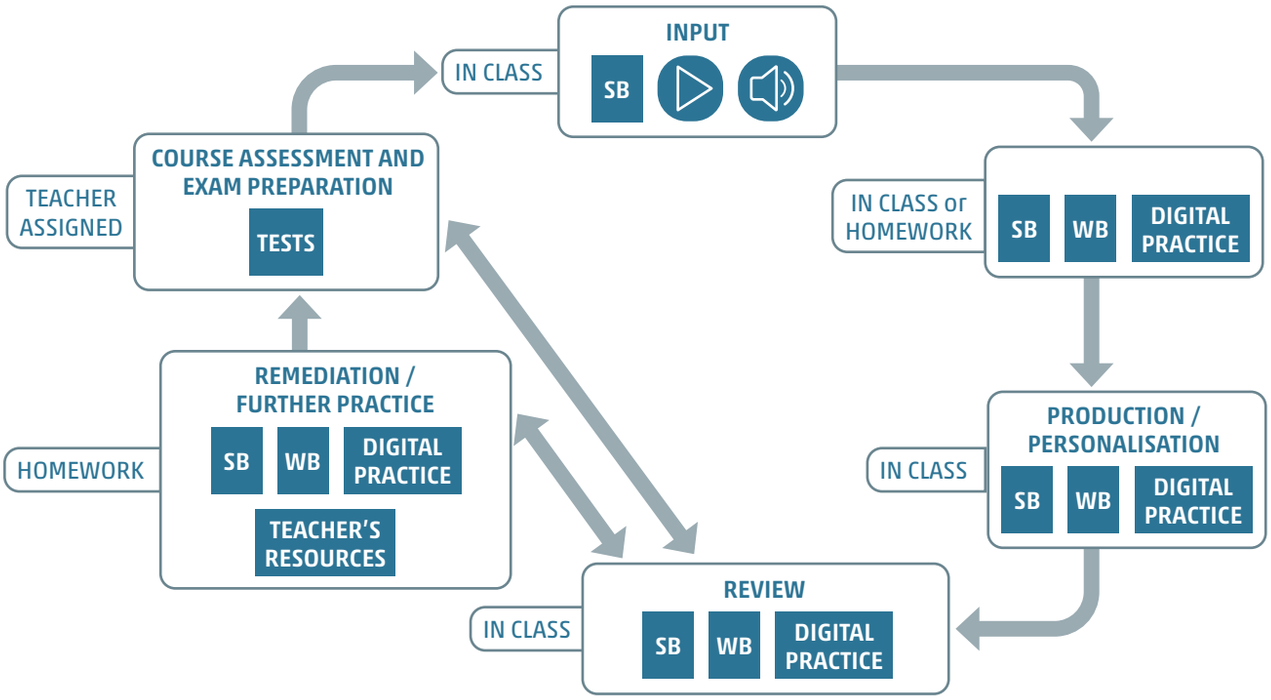
Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. He studied to be a lawyer but he wanted to be a writer. Robert was often ill and moved to France where he thought the warmer weather would be better for his health. He married an American woman called Fanny and lived for a time in the United States. *Treasure Island* (1885) was his first successful novel, and he later wrote *The Strange Case of Dr Jekyll and Mr Hyde* and *Kidnapped* (both 1886), which continue to be popular to this day. Robert continued to have bad health. He moved to Samoa in the South Pacific to find warmer weather, but he died in 1894.

61

TEACHING PATHWAYS

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

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



HOW TO TEACH FOR EXAMS WITH *JORDAN HIGH NOTE*

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

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

DEVELOPMENT OF LANGUAGE

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

SKILLS STRATEGIES

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

GRADED EXAM TASKS

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

WRITING TASKS

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

RESOURCES FOR SELF-STUDY

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

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

EXAM CORRELATION

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

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

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

HOW TO FLIP THE CLASSROOM WITH *JORDAN HIGH NOTE*

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

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

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

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

READING AND LISTENING TEXTS

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

GRAMMAR REFERENCE

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

VOCABULARY: WORD LISTS SECTION

The teacher can also start a unit by checking students' knowledge of the unit vocabulary with the aim of identifying the areas which need more focus and maximising a student's exposure to the new words.

WORKBOOK SUPPORT

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

STUDENT BOOK SYMBOLS

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

 Audio is available.

 Students to use their graphic organiser.

 Students to make a presentation to the class.

01 UNIT 1 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 1 **Close to you**	Theme 1: SOCIETY	**Listening:** predicting content from context; analysing main ideas and supporting details **Speaking:** expressing opinions and points of view; practising debate in fun activities and games; uttering groups of words with rising and falling intonation; debating regularly in a deliberative discussion as an innovative teaching strategy **Reading:** analysing unfamiliar words into their components to guess their meanings **Writing:** writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English; reviewing written texts for clarity, correctness, and coherence **Viewing and presenting:** discussing personal experiences that connect with visual images; orally presenting and developing ideas and opinions on a variety of topics	**Listening:** guess the meaning of unknown vocabulary words and phrases from context; predict content from context; use intonation to help identify meaning **Speaking:** talk about events in the present, using a variety of tenses; debating regularly in a deliberative discussion as an innovative teaching strategy **Reading:** discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from the teacher; assess their reading comprehension using different reading strategies such as monitoring; determine the meaning of words and phrases as they are used in a reading text **Writing:** practise writing different paragraphs; revise written texts with a peer to enhance precision, clarity and correctness

OVERVIEW

Objectives:

- Get the gist of short, simple narratives, with visual support (GSE 32 – A2).
- Tell when to use the Present Simple and when to use the Present Continuous (GSE 29 – A1).
- Make affirmative statements using the Present Simple without time reference (GSE 26 – A1).
- Ask and answer simple questions in areas of immediate need or on very familiar topics (GSE 25 – A1).
- Express their thoughts in some detail on cultural topics (GSE 55 – B1+).

Vocabulary:

- Family and friends: *acquaintances, aunt, companion, fiancé, fiancée, second cousin*

Resources:

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

WARM-UP (5 minutes)

(S–S, S–T, T–S) Give students one minute to look at the photos and name any objects they can. Students then work in pairs and take turns to name an object for their partner to identify in the photos. When they have finished, elicit the words and write these on the board for students to note down.

PRESENTATION (10 minutes)

(S–S, T–S, S–T) Exercise 1. Look at Exercise 1 on page 4 with the class and elicit one possible answer for each question. Give students one minute to discuss ideas and then invite pairs to share their ideas with the class.

Answers
Students' own answers

PRACTICE (15 minutes)

1 (S–S, S–T, T–S) Exercise 2. Give students one minute to discuss ideas and check. Ask them what shows that it is a wedding. Ask students who has been to a wedding and whose wedding it was.

Answers
Students' own answers

2 (T–S, S–S, T–S) Exercise 3. Elicit the meaning of all the family members in the word box. Refer students back to the blog on page 4. Have them look for the names in each sentence and write the family member word. Check as a class. Monitor and encourage pairs when speaking about their family and friends.

Answers
2 brother **3** fiancé **4** cousin

3 (S–T, T–S) Exercise 4. Elicit which sentences (1–4) are in the Present Simple and which are in the Present Continuous. Elicit the answers to the matching. You could ask students to make their own sentences for each meaning. Monitor and check.

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

4 (S–T, T–S) Exercise 5. Look at the Grammar box and *Watch Out!* box with the class. Ask some concept checking questions to ensure understanding, for example: *Do we use Present Simple or Present Continuous to talk about our school routine/hobbies/facts/this lesson/right now? Can we use the Present Continuous with every verb? Can we use the Present Continuous with 'love', 'like', 'see', 'watch', 'do'?*

Answers
Students' own answers

Refer students to the Grammar Reference section on page 67 of the Student's Book for more information.

TIP

Concept Checking Questions (CCQs) are questions that teachers can use to check that students have understood a teaching point. Good CCQs are closed questions (ones with very few possible answers) and don't use the target language or unfamiliar language. Use them in the presentation section of a lesson and in the wrap-up.

PRODUCTION (10 minutes)

(S–S, S–T, T–S) Exercise 6. Before students do the exercise, elicit why the example uses the Present Continuous (it is a temporary situation – *this year*, not a general fact). Students work alone to fill in the blanks. Allow struggling students to work in pairs. When students have listened, allow them to compare in pairs, then elicit the answers and reasons.

Answers
2 's playing **3** isn't playing **4** looks **5** think
6 Does, live **7** 's studying

Audioscript 1.2

M = Muna **S** = Salwa

M: Salwa, I see a girl with red hair. She is playing volleyball with your sister. Who is she?
S: It's my cousin, Maha. She loves sport.
M: She isn't playing volleyball very well right now.
S: No, she isn't. She looks tired.
M: Yes, I think so, too. Does she live in Amman?
S: No, she usually lives in Irbid, but she is studying in France at the moment.

WRAP-UP (5 minutes)

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

HOMEWORK

You could assign Grammar Quiz Lesson 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 1 to use.

01 LESSON 1B VOCABULARY AND GRAMMAR (WB)

OVERVIEW

Objectives:

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

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Ask students what they can remember about Abbas's photo blog from the Student's Book. Students can discuss this in pairs, then feed back to the class.

Answers
Students' own answers

2 (T–S, S–S, S–T) Write the following sentences from Lesson 1A on the board and ask students to complete them (leave blanks for the answers in brackets).

We use the Present Simple for [facts] that don't change, and [routines] and [habits].

We use the Present Continuous for things happening [now] and [temporary] situations.

With state verbs, we only use [simple] tenses.

Give students time to discuss the sentences and then invite pairs to share their answers with the class.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Read the first half sentence (Hussein is) and elicit the correct ending of the sentence (e.g. looking for a summer job in a café). Ask students why the Present Continuous is used here *(it is happening now)*. Students work alone to match the remaining two halves of the sentences. When students have finished, allow them to compare in pairs, then elicit the answers and reasons.

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

2 (T–S, S–S, S–T) ★ Exercise 2. Ask students to read the first gapped sentence and elicit the answer from the class. Ask students to explain why b is correct (*we use the Present Continuous for what is happening now*). Students work in pairs to complete the task. Invite students to share their answers with the class.

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

3 (T–S, S–S, S–T) ★★ Exercise 3. Ask students to read the whole dialogue first alone so they know what it is about. Students work alone to choose the correct form of the verbs. When students have finished, allow them to compare in pairs, then elicit the answers and reasons.

Answers
1 is having **2** always gets up **3** 'm having
4 don't often drink coffee **5** are you getting on
6 'm studying **7** don't mind **8** is working
9 always works **10** Are you talking

4 (T–S, S–S, S–T) ★★ Exercise 4. Ask students to read the example sentence and elicit the reason we use the Present Simple here (it is for a routine or habit). Students work alone to choose the correct form of the verbs in brackets. When students have finished, allow them to compare in pairs, then elicit the answers and reasons.

Answers
2 is going **3** is wearing **4** doesn't often meet
5 lives **6** is staying

PRODUCTION (5 minutes)

(T–S, S–T) Describe something you are wearing. Ask the students if you have used the Present Simple or Present Continuous. When the students have answered, ask them to say something about themselves using the Present Continuous.

Answers
Present Continuous (wearing that item of clothing is happening now and is temporary).

WRAP-UP (10 minutes)

(T –S, S –T) Ask students to tell you a fact and something they do as a routine or habit to elicit sentences in the Present Simple. Then do the same with the Present Continuous. They can say things happening now and temporary situations.

HOMEWORK

Ask students to write a short text about what they usually wear at the weekend, and what they are wearing now.

OVERVIEW

Objectives:

- Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).
- Skim a short text to identify its purpose (GSE 45 – B1).
- Scan a simple text, identifying the main topics (GSE 40 – A2+).
- Identify specific information in a simple factual text (GSE 39 – A2+).
- Give simple reasons to justify a viewpoint on a familiar topic (GSE 50 – B1).
- Talk about everyday things (e.g. people, places, jobs, study) in a basic way (GSE 31 – A2).
- Understand simple questions in questionnaires on familiar topics (GSE 31 – A2).
- Answer simple questions in a face-to-face survey (GSE 34 – A2).

Vocabulary:

- Types of friends: *acquaintances, best friend, companion, contacts, good friends*
- Collocations: *be open with, get on well with, keep in touch, let somebody down, make friends with, rely on, share your feelings, spend more time with, turn your back on*

Resources:

- SB: pages 6–7; Word List page 62
- TB: Culture Notes page 124

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before students open their books, write the title on the board: *The Greatest Gift of Life*. Put students in pairs and ask them to guess what the text is about. Students then open their books on page 6 to find out. Direct them to the sub-heading if they have difficulty.

PRE-READING (5 minutes)

(S–S, T–S, S–T) Exercise 1. In the same pairs, students discuss the quotes on page 6. Give them three minutes. Discuss each quote with the class asking what the quote means and what students think of each one. You can refer to Culture Notes on page 124 for more information about the authors.

Answers
Students' own answers

WHILE READING (15 minutes)



1 (S–S, T–S, S–T) Exercise 2. Go through the highlighted words with the class and elicit the meanings. Set a time limit of two minutes. Tell students not to try to read and understand every word, but to skim read the text trying to understand the main idea. Alternatively, you can listen to the audio version. When the two minutes are up, ask students to cover page 6 and, in pairs, answer the question and tell each other what else they remember about the text. Elicit the answers and other details students remember.

Answers
c

2 (S–S, T–S, S–T) Exercise 3. Ask students to read through the first paragraph and then decide which heading it best matches. Students may suggest A, B or E. If so, ask the class to decide which of these is the best and why. Set a time limit of eight minutes for students to read the whole text individually and match the headings to the paragraphs. Students then compare answers in pairs and, if they disagree, try to decide the correct answers together. Elicit the answers and reasons for them.

Answers
1 E **2** C **3** G **4** D **5** A **6** B

3 (T–S, S–T) Exercise 4. Tell students that, this time, they need to use scanning skills. *These are what we use, for example, when looking at a train timetable. We don't read every station and time one by one but scan the text to find the time we are interested in and then find the train we want at that time.* Tell students to look at the example sentence and decide on the key words (*psychologists, believe, close*). They then find these words or synonyms in paragraph 3. Set a time limit of two minutes and elicit the answers and key words which helped students find the information.

Answers
2 be open **3** good friends **4** real **5** keep in touch

TIP

Use strict time limits to practise skimming and scanning skills. Ensure students understand that it is more important for them to improve these skills than to complete the activities in this unit. As the course progresses, their skills will improve.

POST-READING (10 minutes)

1 (S–S, T–S, S–T) Exercise 5. Set a time limit of two minutes for students to discuss the statements, then have a class discussion about their opinions. Elicit what each sentence means and invite students to share their opinions and reasons for them. With a weaker class, you may wish to assign one or two statements to each pair rather than expect them to cover all four.

Answers
Students' own answers

TIP

Students respond well to genuine questions. Ask follow-up questions when they talk about their lives (*Is your best friend Ali? When did you first meet him?*) and try to draw other students into the conversation (*Do you have 75 Facebook contacts? Does anybody have more?*).

2 (T–S, S–T) Exercise 6. Set a time limit of three minutes for students to complete the sentences. Allow a few minutes for students to discuss the sentences while slower students complete the gaps before discussing ideas with the whole class.

Answers
2 get **3** spend **4** keep **5** turn **6** let **7** be **8** share **9** rely

PRODUCTION (5 minutes)

(S–S, T–S, S–T) Exercise 7. When students have done the quiz, ask them which of the ideas in questions 1–12 are important for a friendship and which aren't.

Put students into groups of three if possible. Students can take turns asking one of the questions from the other two students, listening to them and then agree or disagree. Invite groups to share their ideas as a class.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask them to look online for more quotes about friendship. At the start of the next class, ask them to share what they found. This can be extended into a poster-making activity (also done at home).

CONTINGENCY PLAN

Students could make wall posters of new vocabulary to display as wall posters. They could also illustrate them.

OVERVIEW

Objectives:

- Use language related to family members and relationships (GSE 30–42 – A2/A2+).
- Use simple language to describe people's personality and emotions (GSE 39 – A2+).
- Use reflexive pronouns as objects or complements (GSE 44 – B1).

Vocabulary:

- Family: *brother/sister-in-law, only child, second cousin, siblings, twins, widow/widower*
- Personality: *bossy, generous, gentle, helpful, kind, nervous, selfish, shy, strict, sweet, vain*

Resources:

- SB: page 8; Grammar Reference page 67; Word List page 62
- Online resources: Photocopiable Resource 2
- Assessment: Vocabulary Quiz 1

WARM-UP (5 minutes)

(S–S, T–S, S–T) Before students open their books, ask them to think about people in their family. For each person, they write an adjective to describe their personality. In pairs, students take turns to tell each other one adjective and their partner has to guess the person associated with it. For example:

S1: *Bossy*

S2: *Your brother!*

Invite students to share some of their adjectives with the class.

PRESENTATION (10 minutes)

1 (S–S, T–S, S–T) Exercise 1. Ask students to work alone and only complete the sentences they are sure of. They then compare answers in pairs. Elicit answers and meanings of the words from the class. Give students two minutes to discuss people they know. When they have finished, go through each word in the box inviting students to tell the class about someone they know. As this could be sensitive for students, give students the choice of sharing their sentences or not.

Answers
2 sister-in-law **3** widow **4** twin **5** second cousin
6 only child **7** siblings

2 (T–S, S–T) Exercise 2. Elicit what a neutral adjective could be *(one that could be positive or negative depending on the context)*. Give or elicit an example, for example, a talkative person is positive at a party but may not be in a classroom. Ask students to complete the exercise; then, if you did the warm-up activity, encourage students to add the adjectives they used to their lists. Elicit the answers and the meanings of each word.

Answers
1 generous (positive), selfish (negative)
2 kind, helpful (positive), nervous (negative)
3 bossy, vain (negative), strict (neutral)
4 gentle, sweet (positive), shy (neutral)

TIP

Prepare one or two interesting facts using the target vocabulary to share with the class, e.g. Scarlett Johansson has a twin brother but they aren't identical. He is 30 centimetres taller than she is. Keanu Reeves is often called the nicest man in Hollywood because he is generous and kind. Students could then work in groups to try to think of other celebrities who they could use the vocabulary from Exercises 1 and 2 to describe.

PRACTICE (15 minutes)

1 (S–S, T–S, S–T) Exercise 3. Ask students to think of two positive and one neutral adjective to describe themselves. They should note them down and hide the note. Then students tell their partner positive or neutral adjectives that describe them. After the pair activity, ask students if what their partner said about them matched what they had noted down.

Answers
Students' own answers

2 (S–T, T–S) Exercise 4. Look at the *Watch Out!* box with the class. When they have found the examples, ask the class questions using the same phrases as in the text, e.g. *What sort of things do you buy yourself? Do you ever talk to yourself? When do you look at yourself in the mirror? Do you like being by yourself?*

Refer students to the Grammar Reference section on page 67 of the Student's Book for more information.

PRODUCTION (10 minutes)

1 (T–S, S–S, T–S) Exercise 5. Ask students to read the example question and ask why the reflexive pronoun is *yourself* (the question is about *you*). Students work alone to complete the questions with a reflexive pronoun, allow them to check in pairs before you elicit the answers.

Answers
2 himself **3** herself **4** themselves **5** myself **6** ourselves
7 itself

2 (S–S) Exercise 6. In pairs, students ask each other the questions in Exercise 5. Monitor and encourage pairs to ask follow up questions to extend the conversation.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a meme like the ones on page 9 of the Student's Book. They should look for a photo and write a sentence for it using one or more indefinite pronouns. You could also assign Vocabulary Quiz 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 2 to use.

01 LESSON 3B VOCABULARY (WB)

OVERVIEW

Objectives:

- Use language related to family members and relationships (GSE 30–42 – A2/A2+).
- Use simple language to describe people's personality and emotions (GSE 39 – A2+).
- Use reflexive pronouns as objects or complements (GSE 44 – B1).

Resources:

- SB: page 8
- WB: page 6

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Ask students what they can remember about Hala's diary in the Student's Book. *Which family members does she talk about?* Students can discuss this in pairs, then feed back to the class.

2 (T–S, S–S, S–T) Ask students the completed questions from Student's Book, Exercise 5 and elicit their answers to quickly revise reflexive pronouns.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to read the example answer, then the seven words in the box. Ask them to briefly define each word. They then work alone to complete the sentences. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 brother-in-law **3** widow **4** only child
5 second cousin **6** sibling **7** twins

2 (T–S, S–S, S–T) ★★ Exercise 2. Ask students to read the example answer and explain that the first letter of the adjective is given. Ask them to read the second gapped sentence and elicit the answer *(rude)*. They then work alone to complete the sentences. If they find this difficult, they can refer to the word box in the Student's Book, page 8, Exercise 2. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 rude **3** gentle **4** selfish **5** kind **6** nervous
7 shy **8** strict **9** vain **10** helpful

3 (T–S, S–S, S–T) ★★ Exercise 3. Ask students to read the sentence and elicit the answers from the class. Students work in pairs to complete the task. Invite students to share their answers with the class.

Answers
1 itself, it **2** me, myself **3** you, yourself **4** themselves, them
5 herself, her **6** us, ourselves

4 (T–S, S–S, S–T) ★★ Exercise 4. Ask students to read the example answer, and explain they now have to complete the other sentences. They then work alone to complete the sentences. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 itself **3** themselves **4** yourselves **5** myself **6** himself
7 themselves **8** herself

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Ask the students to describe the people talking in the following sentences. Students should use one word. Students can discuss this in pairs, then feed back to the class. Students should be able to support their answers.

1 My twin sister tries to help me with my homework without me asking her to, even though I know what I'm doing!

2 My brother has just got an important job in another city; I'll really miss him when he moves away.

3 My aunt is coming to visit us next week, she's really sweet and kind.

4 I'm the youngest in my family and I always get nervous and quiet if I have to talk to people I don't know.

Suggested answers:
1 annoyed **2** sad **3** happy/ excited **4** shy

WRAP-UP (5 minutes)

(T–S, S–T) Ask students if they think it is most useful to do homework by themselves or with a friend. Then ask students what they enjoyed most about today's lesson.

HOMEWORK

Ask students to write a short description of a friend of someone they know well, using some of the adjectives from Exercise 2.

OVERVIEW

Objectives:

- Give simple opinions using basic fixed expressions (GSE 34 – A2).
- Use a range of indefinite compound pronouns prefixed with 'some-' (GSE 41 – A2+).
- Use a range of indefinite compound pronouns prefixed with 'no-' (GSE 44 – B1).
- Use a range of indefinite compound pronouns prefixed with 'every-' (GSE 43 – B1).
- Use a range of indefinite compound pronouns prefixed with 'any-' (GSE 45 – B1).
- Give simple opinions using basic fixed expressions (GSE 34 – A2).

Resources:

- SB: page 9; Grammar Reference page 67; Word List page 62
- Online resources: Photocopiable Resource 3
- Assessment: Grammar Quiz Lesson 4

WARM-UP (10 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, write the word *meme* on the board. Tell students that you keep hearing and reading this word and know it is something to do with social media or the Internet, but you don't know what it means. Students work in small groups to think of a clear definition. Elicit definitions from each group and ask more questions if their definitions are unclear. Students then open their books and tell their partner their answer to the question in Exercise 1.

In some countries, or among some language groups (such as Turkish), you may want to avoid writing the word *meme* on the board. As an alternative, you could show some famous images used in memes, such as *keep calm and carry on …*, *grumpy cat* and *success kid*, and ask students if they know the images.

PRESENTATION (10 minutes)

(S–S, T–S, S–T) Exercise 2. Ask students to read the Grammar box. Check understanding by asking CCQs such as, *When we talk about people/things/places, do we use '-body', '-thing' or '-where'? Which words mean 'all of something'? Which group of words do we use in questions? Which two groups of words do we use in negative sentences? What difference can you see between the sentences using 'any-' and the sentences using 'no-'?*

For further support, when students have read through the Grammar box you could tell them that in Maths, two negatives make a positive *3 – (–1) = 3+1; (–3) x (–3) = +9.* In the same way, in English, two negatives make a positive so, if you said *I haven't got nothing* it would mean that you must have something. Therefore, with a negative verb form, we use *any-*, not *no-*. Students then find the examples in the memes.

Answers

1 somewhere, someone **2** everything, everyone
3 nobody **4** anyone

TIP

Where different forms are possible, e.g. passive/active, *nothing/anything*, give students the opportunity to practise transforming sentences from one form to the other as this is often tested.

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

PRACTICE (10 minutes)

(T–S, S–T) Exercise 3. Look at the example sentence with students and ask why it uses *anywhere* not *nowhere* (because the verb form is negative – *can't find*). Students do the exercise alone. Allow them to compare answers in pairs and then elicit the answers by asking students to read out one sentence each.

Answers

2 Everyone **3** something, anything **4** anyone **5** nothing
6 Somebody

PRODUCTION (10 minutes)

(S–S, S–T, T–S) Exercise 4. Put students into pairs. Students look at the sentences alone and think why they agree or disagree with them. Allow one or two minutes for this. Students then discuss their ideas together. Have a class discussion.

You could follow this up by allocating each pair one of the indefinite pronouns from the Grammar box. They work together to make a sentence using their word which people might agree or disagree with. Allow two or three minutes for this and then put pairs together in groups of four to share ideas. Invite each group to share their sentences with the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Grammar Quiz Lesson 4 as homework.

CONTINGENCY PLAN

There is also a downloadable photocopiable resource number 3 to use.

OVERVIEW

Objectives:

- Use a range of indefinite compound pronouns prefixed with 'some-' (GSE 41 – A2+).
- Use a range of indefinite compound pronouns prefixed with 'no-' (GSE 44 – B1).
- Use a range of indefinite compound pronouns prefixed with 'every-' (GSE 43 – B1).
- Use a range of indefinite compound pronouns prefixed with 'any-' (GSE 45 – B1).

Resources:

- SB: page 9
- WB: page 7

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students what they can remember about indefinite pronouns from the Student's Book. Ask a few questions to check: *Is anybody in this class very tall? Is there anywhere you always go to on holiday? Is there something in your bag?*

Answers
Students' own answers

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to read the first sentence and three options, then elicit the answer. Students work in pairs to complete the task. Invite them to share their answers with the class.

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

2 (T–S, S–S, S–T) ★ Exercise 2. Ask students to read the example answer and explain that they need to replace the underlined word or phrase in each sentence with an indefinite pronoun with the same meaning. Students work in pairs to complete the task. Invite students to share their answers with the class.

Answers
2 anything **3** somewhere **4** everyone **5** nothing
6 nowhere **7** someone **8** anyone

3 (S–S, S–T) ★★★ Exercise 3. Ask students to describe what they can see in the photo, and then to read all the dialogues first alone so they know what they are about. Students work alone to choose the correct words to complete the gaps, as in the example. When students have finished, allow them to compare in pairs, then elicit the answers and reasons.

Answers
2 Nobody makes **3** Everyone likes **4** Everywhere looks
5 Everyone is waiting **6** Something is happening

TIP

Remind students that the negative can be shown in two ways. For example, *my brother doesn't do anything to help in the house* means the same as *my brother does nothing to help in the house.*

PRODUCTION (20 minutes)

1 (T–S, S–S, S–T) Ask students to decide which sentences out of the two examples given use indefinite compound pronouns. Students work in pairs to complete the task. Invite students to share their answers with the class.

a He wants to go to a new restaurant; I've never heard of before.

b He doesn't like the restaurant, he wants to go somewhere new.

a None of my friends have arrived yet. I'm going to call one of them.

b None of my friends are here; I don't have anyone to talk to!

a I'm sorry, we don't have any shoes in that size. Is there something else I can help you with?

b I'm afraid we don't have shoes in that size, but I do have a pair in a different colour. Would you like to try them on?

a You're my best friend; nobody knows me better than you do.

b I really enjoy going to the tennis club, but I prefer spending time with you.

Answers
b b a a

2 (T–S, S–S, S–T) Ask students to write a short conversation between two people that uses an indefinite compound pronoun in each sentence. Students work in pairs to complete the task. Invite students to share their answers with the class. Use this example conversation if needed:

Student 1: Is anybody going away for the weekend?

Student 2: I am, but my parents aren't saying where. It could be anywhere!

Student 1: That's so cool! Nothing exciting like that ever happens to me.

Student 2: Don't be sad; I'm sure you'll do something exciting soon!

WRAP-UP (5 minutes)

(T–S, S–T) Ask students if they agree that everyone likes science fiction. Can they think of something that nobody likes?

HOMEWORK

Ask students to write sentences about books and films that everyone likes, and books and films that nobody likes.

OVERVIEW

Objectives:

- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).
- Identify specific information in a simple presentation or lecture aimed at a general audience (GSE 48 – B1).
- Describe habits and routines (GSE 38 – A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).

Vocabulary:

- Language learning expressions: *bilingual, find the right word, make a mistake, mix up languages, pronunciation, trilingual*

Resources:

- SB: page 10; Word List page 62
- Online resources: Photocopiable Resource 4

WARM-UP (10 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, ask if they know any other languages, and elicit some answers. Put students into groups of four and ask them to list ways of greeting people in as many different languages as they can. Set a time limit of one minute and ask the groups how many they listed. Choose the group with the most and elicit their ideas then ask the rest of the class if they can add any languages. Students then open their books to answer the questions. Set a time limit of two or three minutes for students to discuss the questions, then have a class discussion.

PRE-LISTENING (5 minutes)

(S–S, T–S, S–T) Exercise 2. Look at the rubric with the class and elicit what *trilingual* means. Students then quickly do the matching alone. Elicit the answers and then ask students to look at the photo. Ask them to guess the answers to the three questions and write their ideas on the board.

Answers
1 a number **2** a place **3** the name of a language

TIP

Asking students to guess answers for a listening, even if they can have no real idea of the correct answer, gives them another reason to listen. Not just to answer the questions but to see if they guessed correctly. As it is a complete guess, both strong and weaker students have the same chance of being correct.

WHILE LISTENING (15 minutes)

1 (S–S, T–S, S–T) Exercise 3. When students have listened, elicit the answers and look at the guesses on the board with students to see whose answers were most accurate.

Answers
1 Habib 17, Aisha 15 **2** in the south of Spain
3 English, Arabic and Spanish

Audioscript 1.4

P = Presenter **H** = Habib **Da** = Dad

P: Habib and Aisha are teenagers. Habib's seventeen and Aisha's fifteen. They live in the south of Spain. Their family is pretty normal. Except for one thing ...

—

Da: Time to eat!

H: Coming!

Da: Where are Mum and Aisha? What are they doing? It's getting cold!

H: Mama! *(in Arabic)* Yalla nakoul! ... Aisha! *(in Spanish)* Ven a comer!

—

P: They speak three languages: Arabic, English and Spanish ...

2 (S–S, T–S) Exercise 4. Tell students that you won't ask them for feedback on their answers so they can be as honest as they like with each other. When they have finished, ask them why they think it is a good idea to read the questions first (*it prepares you for what you are about to hear and makes it easier to pick out key information*).

3 (S–S, T–S, S–T) Exercise 5. Before students listen to the recording again, give them one or two minutes to read through the questions and options. Tell students that, for one option to be correct, two options must be false. As well as trying to hear why one option is the correct one, they can also think of reasons why the other two aren't correct.

Students listen to the recording and mark the answers. Play the recording again and ask students to try to note down or remember what was said on the recording which helped them to decide. Allow them to compare answers in pairs before eliciting the answers and reasons why they are correct.

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

Audioscript 1.5

P = Presenter **H** = Habib **A** = Aisha

P: They speak three languages: Arabic, English and Spanish ... So, how come you speak three languages?

H: Well, we live in Spain but ...

A: We were born here.

H: Yes, but both our parents are originally from Jordan.

A: Our dad teaches Arabic and English at the university here and he thinks speaking more than one language is really important.

H: So, he always speaks to us in English because he wants us to be able to speak it well.

A: And Mum always speaks to us in Arabic.

P: What language do you speak together?

H: Spanish.

A: English. Well, both. It depends on who we're with. When we're with Spanish speakers, you know, friends or people

here, we speak Spanish because they don't understand English or Arabic.

H: And with Fatima we speak in Arabic.

P: Fatima?

A: Our favourite cousin in Jordan. She lives in Amman.

H: When we're alone, I prefer to speak to Aisha in Spanish, but she always answers in English. I don't know why.

A: Because I like to practise as much as possible. I also speak it with Dad even though his Arabic is better.

P: Which language do you speak better?

A: Spanish.

H: Yes, I agree and then English. We speak Arabic fluently but we sometimes make mistakes and we don't pronounce Arabic perfectly.

A: Speak for yourself! My pronunciation is perfect!

P: Which language do you enjoy speaking the most?

A: I don't mind. I like speaking all three languages.

H: Yes, be honest, Aisha. You just love speaking.

P: Do you ever mix up the languages?

H: *(in Arabic)* Na'am.

A: *(in Spanish)* A veces.

H: Yes, sometimes we can't find the right word so we use a word from a different language.

A: But we don't do that with someone if they don't understand that language.

P: How often do you go to Jordan?

A: We visit Jordan every year.

P: How do you feel about being trilingual?

A: It's cool. I think it's good for everyone to learn languages. I'm learning French at school.

H: Yes, it's great.

A: And we always get top marks in our English exam!

POST-LISTENING (10 minutes)

1 (S–S, T–S, S–T) You could add a stage here before focusing on the language. Students work in pairs or small groups to discuss everything they can remember about Habib and Aisha. They then work together to answer the question *What was the recording about?* Set a time limit of two or three minutes and then invite students to share their ideas with the class. After each pair has given their summary, the other students can say whether they think any vital information was left out.

2 (S–S, S–T) Exercise 6. Students check the meaning of the highlighted words. Then, discuss as a class.

Answers
Students' own answers

TIP

As an extension activity, write the word *bicycle* on the board. Ask the class what they think a *tricycle* is (a bike with three wheels). Do the same with *biplane* and *triplane* (planes with two/three wings) and *triangle* (a shape with three sides) and a *triathlon* (a sports event consisting of three events). Students could use dictionaries to find more examples of words starting with *bi-* or *tri-* meaning two or three.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to imagine they are a famous person and write four or five facts about their life. They should keep the identity of the famous person a secret. In the next class they can read their facts and their partners or groups can guess who the famous person is.

CONTINGENCY PLAN

There is also a downloadable photocopiable resource number 4 to use.

OVERVIEW

Objectives:

- Identify specific information in a simple presentation or lecture aimed at a general audience (GSE 48 – B1).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).

Resources:

- SB: page 10
- WB: page 8

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students what they can remember about the trilingual teenagers from the Student's Book.

Answers
Students' own answers

PRACTICE (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to look at the words in the box. Students work in pairs to complete the task. Invite students to share their answers with the class.

Answers
2 Paris **3** 6.30 a.m. **4** father **5** German

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 2. Ask students to read the sentences and three options carefully before they choose the correct answer. Invite students to share their answers with the class and elicit why the incorrect options are not possible.

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

PRE-LISTENING (5 minutes)

(T–S,S–T) Explain that students will hear examples of how the letter *u* is pronounced in many different words in English. Elicit examples from students and write them on the board. Ask students to read the examples out loud and correct pronunciation where needed.

WHILE LISTENING (20 minutes)

1 (T–S,S–T) Exercise 3. Ask students to listen to the four words carefully. Encourage them to repeat the words, first along with the recording, then without, chorally and individually.

2 (T–S,S–S, S–T) Exercise 4. Ask students to read the Active Pronunciation box. Students work in pairs to match the phonetic symbols with the words in the box. Check they can say the phonetic sounds first. They then listen and check their answers.

Answers
/w/ bilingual /aʊ/ sounds /ʌ/ cousins

Audioscript 1.7

/juː/ opportunity

/w/ bilingual

/aʊ/ sounds

/ʌ/ cousins

3 (S–T) Exercise 5. Students listen and repeat the words, first along with the recording, then without, chorally and individually.

Audioscript 1.8

opportunity

bilingual

sounds

cousins

4 (S–S, S–T) Exercise 6. Say the first two words, *but* and *bat*. Students repeat after you. Check they can tell the difference between the /ʌ/ and /æ/ sounds. Students then listen and tick the words they hear. To check their answers, ask students to say the words they heard.

Answers
2 hat **3** sunk **4** rung **5** cat **6** sang **7** run

5 (S–T) Exercise 7. Students listen and repeat the words, first along with the recording, then without, chorally and individually.

6 (T–S, S–S, S–T) Exercise 8. Ask students to say the two phonetic sounds, /aʊ/and /ʌ/. Then ask them to say about and elicit the correct symbol. Students then work in pairs and take turns saying the words and circling the correct symbol. They then listen to check their answers. To check their answers, ask students to say the words they heard.

Answers
1 /aʊ/ **2** /aʊ/ **3** /ʌ/ **4** /ʌ/ **5** /ʌ/ **6** /aʊ/ **7** /ʌ/ **8** /ʌ/

WRAP-UP (5 minutes)

(T–S, S–T) Ask students if they would like to learn a language by living for a time in another country and, why/why not.

HOMEWORK

Ask students to imagine they are in another country learning another language. Ask them to write a short email to a friend describing their time there.

01 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Start or end a short conversation using basic fixed expressions (GSE 32 – A2).
- Understand simple everyday conversations if conducted slowly and clearly (GSE 33 – A2).
- Show interest in conversation using fixed expressions (GSE 41 – A2+).
- Understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Describe their hobbies or things they like to do in a basic way (GSE 33 – A2).

Resources:

- SB: page 11; Word List page 62

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, ask students who their oldest and most recent friends are. Ask them to think of when and where they met. Have students tell their partner about these people. Nominate some people to tell their answers to the class. Students then open their books and discuss the question. Elicit answers.

PRESENTATION (20 minutes)

1 (S–S, T–S, S–T) Exercise 2. Set a time limit of one minute for students to find the sentences which are inappropriate. Ask students why they think so (e.g. 2 *We don't usually show off or boast when we first meet people; 5 It might make the other person think you are quite strange; 7 It's rude.*), but don't tell them if they are right yet.

Answers
Students tick boxes 2, 5 and 7

2 (S–S, T–S, S–T) Exercise 3. When students have listened, elicit the correct answers to Exercise 2 and then ask students to work in pairs to discuss anything interesting they heard in the recording. Allow one or two minutes and elicit ideas.

Answers
Students' own ideas

Audioscript 1.11

A = Amer **H** = Hani

A: My name's Amer. I'm Maha's cousin.
A: I love weddings.
H: Hmm ...
A: Maha and I are exactly the same age.
A: I'm really into football.
H: Right.
A: Oh, look! There's Kamal. I need to talk to him ... Bye!

3 (S–S, T–S, S–T) Exercise 4. Ask students to listen to the second conversation and raise their hand if they hear something different to the first. When the recording finishes, invite students to say how the two conversations were different from each other.

Answer
In the first conversation, Hani shows no interest, so Amer asks unrelated questions in an attempt to start a conversation.
In the second conversation, Hani shows interest and the conversation flows naturally.

Audioscript 1.12

A = Amer **H** = Hani

A: My name's Amer. I'm Maha's cousin.
H: Oh, that's interesting! I'm Hani. I'm Maha's husband's cousin.
A: Really? Cool ... I love weddings!
H: Do you? Me too.
A: Look at the wedding cake!
H: It looks delicious!
A: I'm really into good food.
H: Are you? I'm really into healthy food.
A: Awesome! I love to cook delicious and healthy food.
H: Wow! I'd really like to try some, Amer.
A: Oh, and I love mansaf!
H: Me too! We have a lot in common.

4 (S–S, T–S, S–T) Exercise 5. Look at the photo with the class and elicit where the two girls are and what they might be talking about. Students then listen to the recording to check their ideas. Elicit what the conversation was about and then ask students to look at the Speaking box. Ask why we use echo questions (*to show interest and to make the other person speak more*). Elicit the rules for forming echo questions using the appropriate auxiliary verb for the tense used. Tell students that, if the verb is negative, the echo question verb is also negative, e.g. *I don't like football. Don't you?* When students have read the expressions, play the recording again and elicit the expressions the girls used.

Answer
Nour is interested in meeting the new girl because she uses echo questions and other phrases for expressing interest.

Audioscript 1.13

Z = Zeina **N** = Nour

Z: Hey, Nour.
N: Oh, hi.
Z: There's a new girl in our photography class. She's really nice. You must meet her – you've got a lot in common!
N: Really?
Z: Yeah! She's interested in ecology and she loves animals.
N: Does she?
Z: She's vegetarian, like you.
N: Cool!
Z: And guess what? Her mum's French like you, too!
N: Is she? Amazing!

Z: And she takes absolutely fantastic photographs.
N: Does she?
Z: Oh, and one more thing. She's really funny!
N: Awesome!

TIP

Before Exercise 6, you could ask students to imagine what happens during the meeting and allow students to make a short dialogue in which one of them says what happened and the other responds using the phrases from the Speaking box. Invite one or two pairs to act out these dialogues in front of the class and then play the recording and elicit the answer.

PRACTICE (5 minutes)

(S–S, T–S, S–T) Exercise 6. Before playing, ask students to stand. Those that think that Nour's meeting will be successful should move to the left side of the room and those that think it will be unsuccessful should move to the right. They should remain standing while the recording plays, and if they change their minds at any point, they can also change sides. If there is limited space, have students raise their left or right hands instead of standing.

Answers
Lama is her sister.



Audioscript 1.14

Z = Zeina **N** = Nour

Z: And she takes absolutely fantastic photographs.
N: Does she?
Z: Oh, and one more thing. She's really funny!
N: Awesome!
Z: Oh, I don't believe it. She's walking through the door now. Nour, meet Lama! … Do you guys know each other?
N: Yes. Lama is my sister.
Z: That's amazing. Two awesome people in the same family!

PRODUCTION (10 minutes)

1 (S–S, T–S, S–T) Exercise 7. Look at the rubric with students and highlight that they should use echo questions, not the other expressions in the Speaking box. When students have finished and listened, elicit the answers.

Answers
2 Do you? **3** Is she? **4** Does she? **5** Do they? **6** Are you? **7** Do you?



Audioscript 1.15

S1 = Speaker 1 **S2** = Speaker 2

1
S1: I've got a twin sister.
S2: Have you?

2
S1: We come from Canada.
S2: Do you?

3
S1: My sister's really into football.
S2: Is she?

4
S1: She supports Manchester City.
S2: Does she?

5
S1: Our parents play tennis every week.
S2: Do they?

6
S1: I'm teaching myself Chinese.
S2: Are you?

7
S1: I collect nineteenth-century banknotes.
S2: Do you?

2 (T–S, S–T) Exercise 8. Stop the recording after each answer and ask students to repeat the echo question. When they have finished, ask them to cover Exercise 7 or close their books. Say each sentence from Exercise 7 in turn and elicit an appropriate echo question from different students each time.

Audioscript 1.16



1 Have you?
2 Do you?
3 Is she?
4 Does she?
5 Do they?
6 Are you?
7 Do you?

WRAP-UP (5 minutes)

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

HOMEWORK

Have students record the statements from Exercise 2 on their phones to bring to class so the teacher can check their pronunciation.

CONTINGENCY PLAN

Students could make wall posters of new vocabulary to display as wall posters. They could also illustrate them.

01 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).
- Generally understand details of events, feelings and wishes in letters, emails and online posts (GSE 51 – B1+).
- Can write simple informal emails/letters and online posts giving news or opinions (GSE 46 – B1).
- Can use 'because' with verb phrases to refer to causes and reasons (GSE 35 – A2).
- Can describe their home town or city using simple language (GSE 33 – A2).
- Can use language related to socialising (GSE 30–42 – A2–A2+).
- Can use language related to cultures, customs, traditions and celebrations (GSE 30–42 – A2–A2+).

Resources:

- SB: pages 12–13; Word List page 62
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books. Briefly explain that they'll read about a school exchange programme, and give a gloss of the meaning if necessary. Ask students to look at Exercise 1 and answer the questions with their partner. Invite students to share their ideas and ask students if they have ever been on an exchange programme.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Give students two minutes to read the email. Then ask them to close their books and discuss in pairs what it is about and any information they can remember, e.g. *It's from Adel; he talks about his family.* They then look at the questions together and try to answer as many as possible before looking at the email again to check or complete their answers. Elicit the answers from the class.

Answers
1 They're pen pals. **2** to tell him about himself, his family and his home town and to give him advice on his forthcoming visit **3** in December **4** They both like poetry and they're both open and friendly. **5** He's revising for exams. **6** His mum's a doctor, his dad's a supermarket manager, they live in a city centre apartment. He has a ten-year-old sister. **7** It's near a beautiful lake and mountains, it's good for walking or mountain biking. **8** walking boots and warm clothes

2 (S–S, T–S) Exercise 3. Students do this alone and then compare answers in pairs. Tell students to cover the email. Elicit the order of the topics and, for each one, ask a question about the information in the email, e.g. *1 age – How old is Adel?* Students try to answer the questions without referring back to the email.

Answers
1 age **2** school **3** favourite school subject **4** interests **5** personality **6** recent news **7** parents/family **8** the town/region

3 (T–S, S–T) Exercise 4. Ask students to read the Writing box, then find the phrases from the box in the email and underline them. Students should do this alone. When you elicit the answers, after each paragraph, ask the class how it could have been written differently, e.g. Paragraph 1. *I hope you're well. We're really excited about your visit in December.* With paragraph 2, you could point out that although the phrases *I'm into, I'm interested in* and *I'm a big fan of* all mean that you like something, they aren't always appropriate. You could say *I'm interested in English* in place of *My favourite subject is English* but it would sound strange to say you are a fan of English or that you are really into English. *Really into* is used more for hobbies and free time interests. *Big fan of* is usually used with sports teams or famous people.

PRACTICE (5 minutes)

1 (S–S, T–S, S–T) Group students into threes where possible. If students come from different towns, ask them to think about the town the school is in. Ask them to discuss each item in the box in turn, saying why it is or isn't a reason for coming to the town. When they have discussed all eight, if they have chosen more than three or fewer than three, they have to decide together which one to leave out or which to include. Elicit ideas from one group and then allow other students to suggest alternative ideas.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 5. Ask students to find and circle where *so* and *because* are used in Adel's email. Then, in pairs, students choose the correct conjunction. Check answers as a class.

Answers
1 so **2** because **3** so **4** so **5** because

TIP

Where there are similar phrases with slightly different coverage, it is important to point out any differences in use between them and when they are appropriate and when they sound wrong.

PRODUCTION (15 minutes)

(T–S, S–S) Exercise 6. Look at the items in the box with the class and ask how they could organise their text to arrange the visit, e.g. they decide the date and time and other details. You could use the photocopiable Graphic Organiser for this unit to help with planning. When students have discussed everything in the box, give them a suitable amount of time, for example, ten minutes, to write a first draft to show a partner. Ask pairs to read each other's work and give each other feedback. Students can write a second, improved, draft as homework.

Answers
Students' own answers

WRAP–UP (5 minutes)

(S–T, T–S) Ask students what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Students should continue with the writing task given in Exercise 6: writing a second, improved, draft as homework.

CONTINGENCY PLAN

Students could make wall posters of new vocabulary to display as wall posters. They could also illustrate them.

01 REVISION

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 1.

Resources:

- SB: Word List page 62; Grammar Reference page 67
- WB: pages 10–11; Self-Assessment 1 page 9
- Assessment: Unit 1 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
2 kids **3** niece **4** uncles **5** cousins **6** close **7** best
8 friendship

Exercise 2.

Answers
2 vain **3** bossy **4** shy

Exercise 3.

Answers
1 Do you know **2** Are you listening **3** comes
4 isn't raining

Exercise 4.

Answers
2 doesn't go **3** goes **4** Is she suffering **5** isn't
6 is she doing **7** is drinking **8** loves
9 Do you ever worry **10** don't

Exercise 5.

Answers
1 anything **2** everyone **3** somewhere **4** anyone

USE OF ENGLISH

Exercise 6.

Answers
2 a **3** c **4** d **5** d **6** b **7** b

READING

Exercise 7.

Answers
1 E **2** F **3** A **4** C

WRITING

Exercise 8.

Answers
Students' own answers

NOTES

02 UNIT 2 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 2 **Learn to play**	Theme 1: SOCIETY Theme 6: RECREATION	**Listening:** predicting content from context; analysing main ideas and supporting details **Speaking:** expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; practising debate in fun activities and games **Reading:** analysing unfamiliar words into their components to guess their meanings; identifying the author's point of view or purpose and explaining how it is conveyed **Writing:** writing a coherent text of 3 or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar) **Viewing and presenting:** orally presenting and developing ideas and opinions on a variety of topics; discussing personal experiences that connect with visual images; using PowerPoint, Google Slides and Keynote to create presentation; presenting information, conveying a clear perspective; make connections to more than one of the six course themes	**Listening:** guess the meaning of unknown vocabulary words and phrases from context; predict content from context; respond to critical thinking questions before, during and after listening **Speaking:** talk about events in the past using a variety of tenses; debating regularly in a deliberative discussion as an innovative teaching strategy; using non-verbal clues (e.g. gestures, facial expressions and eye contact) to clarify one's ideas **Reading:** discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from the teacher; assess their reading comprehension using different reading strategies such as monitoring; identify a central idea of a text and how it is conveyed through particular details; determine the meaning of words and phrases as they are used in a reading text; pronounce connected speech taking into consideration sentence stress and rising and falling intonation **Writing:** practise writing different paragraphs **Viewing and presenting:** present ideas using visual aids such as student-made posters, mind maps or charts; use appropriate body language when presenting; clearly project voice when speaking, using intonation and pauses; give high-tech and visually well-rounded presentations

OVERVIEW

Objectives:

- Use language related to personality, abilities and traits (GSE 43–58 – B1–B1+).
- Use language related to expressing emotions (GSE 30–42 – A2–A2+).
- Generally understand details of events, feelings and wishes in letters, emails and online posts (GSE 51 – B1+).
- Make affirmative statements using common irregular past simple forms (GSE 30 – A2).
- Use 'was' and 'were' with a range of complement phrases (GSE 32 – A2).
- Ask and answer questions about past times and past activities (GSE 40 – A2+).
- Talk about an event in the past using fixed expressions, given a model (GSE 38 – A2+).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Vocabulary:

- Educational instructions: *do a project, do an experiment, work in pairs*

Resources:

- SB: pages 14–15; Grammar Reference page 68; Word List page 63
- Online resources: Photocopiable Resource 5
- Assessment: Grammar Quiz 2

WARM-UP (10 minutes)

1 (S–S, S–T, T–S) Introduce the topic of school and ask students to think of their favourite teacher at school. Students describe the teacher to their partner. You may want to demonstrate this task first. Invite students to share their ideas with the class.

Answers
Students' own ideas

2 (T–S, S–S) Exercise 1. Look at the photo with the class. Put students in groups of three. Give them two minutes to describe the photo. Then have students, in pairs, read and the forum and find which of the stories 1-3 fit with the photo.

Answer
Story 3

PRESENTATION (15 minutes)

1 (T–S, S–T) Exercise 2. Ask students to read the Grammar box. Ask some questions to check understanding, e.g. *Do we usually use this structure with the words 'yesterday', 'now' or 'tomorrow'?*, *What two words do we use to make 'be' Past Simple?*, *What do we add to the end of regular verbs to make them past?*, *When we make a negative sentence, do we use an '-ed' ending? What auxiliary/helping verb do we use to make negatives and questions if the verb is not 'be'?* Elicit the other examples of the past found in the text from the class (*started, took, went, was, were, paid attention, didn't shout, put, asked*, etc.). Tell students to cover the text. Say some of the verbs which appeared in the text and elicit the past forms (e.g. *go, see, stand, take*).

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

2 (S–S, S–T, T–S) Exercise 3. Give students two minutes to do this alone and then check with a partner. Alternatively, ask them to close their books and dictate the verbs for them to write the past forms.

Answer
asked, was/were, broke, did, fell, forgot, got, gave, went, happened, had, hit, missed, paid, put, rode, saw, sat, stood, started, took, told, tried, wanted (they are all irregular, except for: asked, happened, missed, started, tried, wanted)

Audioscript 2.1

asked, was, were, broke, did, fell, forgot, got, gave, went, happened, had, hit, missed, paid, put, rode, saw, sat, stood, started, took, told, tried, wanted

3 (S–T, T–S) Exercise 4. Drill the sounds in the column headings and the example words. Students can listen to check their answers.

Answers
/d/ happened, tried /t/ asked, missed /ɪd/ started, wanted

Audioscript 2.2

/d/
filled
observed
happened
tried
/t/
pushed
watched
asked
missed
/ɪd/
handed
started
decided
wanted

TIP

When you drill these verbs, ask students to put two fingers on their voice box and elongate the final consonant sound. Ask them if they can feel the difference between the voiced sounds (the /d/ endings) and the unvoiced sounds (the /t/ endings). Then practise saying the words with their /d/ or /t/ endings (keeping fingers on voice boxes).

PRACTICE (10 minutes)

1 (S–S, S–T, T–S) Exercise 5. Students work alone, but allow weaker students to work in pairs. When students have listened, allow them to compare in pairs, then elicit the answers. Encourage self-correction of any errors in pronunciation or form by repeating what the students say in a questioning tone, e.g.:

S: *I putted a card on the glass.*

T: *I 'putted'?*

Answers
2 went **3** did you do **4** filled **5** put **6** turned
7 Did it work **8** did (work) **9** didn't fall **10** stayed



Audioscript 2.3

A = Ali **R** = Raed

A: Last Monday I did a Physics experiment in Science class and it went really well.

R: What did you do?

A: I filled a glass with water and I put a card on the glass. Then I quickly turned the glass upside down.

R: Did it work?

A: Yes. It did. The water didn't fall onto the floor, it stayed in the glass!

2 (S–S, S–T, T–S) Exercise 6. Write a simple sentence on the board: *I talked to Malek.* Ask students to identify the subject (*I*) and object (*Malek*) of the sentence. Write two questions: *Who did I talk to? Who talked to Malek?* Elicit the answers and in which question *Who?* refers to the subject (*Who talked to Malek?*). Look at the *Watch Out!* box with the class and then ask students to write the questions. Allow them to work in pairs and elicit the answers.

Suggested answers
2 Who did some drawings?
3 What happened after Nour stood on the chair?

PRODUCTION (7 minutes)

(T–S, S–S, S–T) Exercise 7. Tell students about a positive memory you have. This may be about a special celebration or a special time with a family member. Encourage the class to ask you questions about this memory, and why it is special. Then put students into pairs or small groups to share a positive memory. When they are finished, ask students to share the other student's memories with the class.

WRAP-UP (3 minutes)

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

HOMEWORK

Ask students to search online for famous people who have achieved a lot in their lives and make some brief notes about them. Use their notes to lead into Exercise 1 in Lesson 2A.

CONTINGENCY PLAN

There is also a downloadable photocopiable resource number 5 to use.

OVERVIEW

Objectives:

- Make affirmative statements using common irregular past simple forms (GSE 30 – A2).
- Use 'was' and 'were' with a range of complement phrases (GSE 32 – A2).
- Ask and answer questions about past times and past activities (GSE 40 – A2+).
- Talk about an event in the past using fixed expressions, given a model (GSE 38 – A2+).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Resources:

- SB: pages 14–15
- WB: pages 12–13

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students what they can remember about the memorable moments in the classroom from the Student's Book. Students can discuss this in pairs, then feed back to the class.

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Read the example and ask students why *laugh* is the odd one out (*it is a regular verb, the others are irregular*). Students work alone to do the same for the remaining groups. When students have finished, allow them to compare in pairs, then elicit the answers and reasons.

Answers
2 happen (happened) **3** watch (watched) **4** speak (spoke)
5 forget (forgot) **6** hit (hit)

TIP

Explain to students that there is no rule for what makes a verb regular or irregular. They just need to learn which is which.

2 (T–S, S–S, S–T) ★★ Exercise 2. Ask students to read the first example, and then to answer the question for themselves. Students work in pairs to complete the jumbled sentences and then write true answers for themselves. Invite students to share their answers with the class.

Answers
2 Were the classrooms bright? Yes, they were./No, they weren't.
3 Did you sit with the same person every day? Yes, I did./No, I didn't.
4 Was the school very big? Yes, it was./No, it wasn't.
5 Did your teachers give you homework? Yes, they did./No, they didn't.

3 (T–S, S–S, S–T) ★★ Exercise 3. Ask students to read the whole text first alone so they know what it is about. Students work alone to choose the correct form of the verbs in the box. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 didn't wear **3** wore **4** worked **5** had **6** stayed
7 didn't have **8** weren't **9** sat **10** listened **11** took
12 learnt

4 (T–S, S–S, S–T) ★★★ Exercise 4. Ask students to read the example and explain how it is the question for the answer given. Students work in pairs to complete questions. Invite them to share their answers with the class in pairs. One student reads the question and the other answers.

Answers
2 did you sit next to yesterday? **3** did you go after school yesterday? **4** did you arrive late this morning? **5** did you know about the test? **6** did you decide to study Spanish? **7** did you do last summer? **8** did it take to finish it/the book?

PRODUCTION (20 minutes)

1 (T–S, S–S, S–T) Ask students to decide which example out of the two given uses an irregular verb. Students work in pairs to complete the task. Invite students to share their answers with the class.

a *I fell over and broke my arm.*
b *I fractured my arm falling over.*

a *I hope that you enjoy fishing tomorow!*
b *I hope you catch a big fish tomorrow!*

a *My sister is a bad painter, but she practises a lot.*
b *My sister quit her painting class. She was too bad at it.*

a *I paid for the groceries last week, but mum gave me the money.*
b *I received money from my mum to purchase groceries.*

Answers
a b b a

2 (T–S) Ask students to reply to each of the questions in Exercise 4 making sure they use the correct form of any irregular verbs.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Ask students to tell you two or three things they did last weekend.

HOMEWORK

Ask students to write about two or three things they did last weekend.

02 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Express opinions and attitudes using a range of basic expressions and sentences (GSE 52 – B1+).
- Read a simple text and extract factual details (GSE 35 – A2).
- Use language related to studying, learning and teaching (GSE 30–42 – A2–A2+).

Vocabulary:

- Education: *do a project, do an experiment, get/have a degree, learn by heart, prepare/revise for an exam*

Resources:

- SB: page 16; Word List page 63
- TB: Culture Notes page 124
- Online resources: Photocopiable Resource 6
- Assessment: Vocabulary Quiz 2

WARM-UP (10 minutes)

1 (S–S, T–S, S–T) Before students open their books, write the names of the person in the photograph on the board. Ask students to work in small groups to share what they know about this person.

2 (T–S, S–T) Ask students *Which is better: to leave school to become a top sports star or to study to get a university degree?* Ask students to give reasons for their responses.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 1. Ask students if they recognise the person in the picture. Put students into pairs. Each person reads the text alone, and then they tell each other what the text was about, what she studied, and if she was a good student. Then, together, they should decide if they find it surprising. Elicit ideas and reasons. You can refer to the Culture Notes section on page 124 of the Teacher's Book for more information on Venus Williams.

Answers
Students' own answers

2 (S–S, T–S, S–T) Exercise 2. Tell students to underline or note down the words and phrases which help them to answer the questions. Elicit the answers and reasons for them, e.g. 1 (*True*) Tennis star **Venus Williams** used to be world number 1; 2 It wasn't easy to pass while playing – she did both at the same time; 3 (*True*) Venus studied online.

Answers
True statements: 1 and 3

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 3. Before the class, prepare some pairs of cards. Each pair of cards should have adjectives describing personality with opposite meanings, one positive and one negative, e.g. *hardworking – lazy*. There needs to be enough total cards for every student to have one each. Give students a short time to check the meaning of their word, then ask them to stand up and find the student with the card that means the opposite to theirs. When they have a partner, they can stick their cards together on the board and return to their seats. Elicit further pairs of words describing personality with opposite meanings. Write these on the board. Students then look at the *Watch Out!* box and do Exercise 4. You could give students more practice by asking them to make polite sentences using the adjectives on the board.

Suggested answers
2 I'm a careful student.
3 You might need some more practice.
4 It doesn't look so nice.

2 (T–S, S–T) Exercise 4. Give students one or two minutes to complete the phrases. Elicit the answers and the meanings of each phrase. Check understanding of the less common phrases with questions like: *Which one means to get 100% on an exam/to get a certificate from university/to not go to class/to remember something perfectly/to get ready for a test?* Invite students to make one or two sentences using different phrases to help them get ready for Exercise 5.

Answers
top get/have attend for pass

PRODUCTION (5 minutes)

(S–S, T–S, S–T) Exercise 5. You could ask students to write their own questions. When they have asked and answered these together, they could swap questions with different pairs so that they have different questions to answer. Invite students to share questions with the class and elicit answers to them from different students.

TIP

Where suitable, give yourself as an example when talking about real-life situations, as this can encourage students to talk about themselves as well. However, be careful about how much personal information to disclose.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to use their notes from the previous homework to write a profile of a celebrity who quit university to follow their new career. Collect these to check and give written feedback. You could also assign Vocabulary Checkpoint 2 and/or Vocabulary Quiz 2 as homework.

CONTINGENCY PLAN

There is also downloadable photocopiable resource number 6 to use.

OVERVIEW

Objectives:

- Use language related to studying, learning and teaching (GSE 30–42 – A2–A2+).

Resources:

- SB: page 16
- WB: page 14

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students what they can remember about the text about a VIP in the Student's Book. Students can discuss this in pairs, then feed back to the class.

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to read the words in the box. Read the example as a class and check students understand that the answer means the same as the first sentence. Elicit the answer to 2; then students continue in pairs. Invite students to share their answers with the class.

Answers
2 I'm not very fit. **3** He's not very quick.
4 Their house isn't very big. **5** My grandfather isn't very young.
6 You're not very good at Maths.
7 This book isn't very interesting.
8 Your car isn't very clean. **9** They're not very clever.
10 Laila isn't very kind.

2 (T–S, S–S, S–T) ★ Exercise 2. Ask students to read the example. Then ask them to complete the sentences with the correct preposition. Students work alone to complete the task. If they need help, they can refer to the yellow box in the Student's Book, Exercise 4. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 by **3** at **4** for **5** at **6** to **7** in **8** for

3 (T–S, S–S, S–T) ★★ Exercise 3. Read the first half sentence (Salah was bad) and elicit the correct ending of the sentence (e, at sport at college). Ask students why this is correct (the preposition *at* follows *bad*). Students work alone to match the remaining two halves of the sentences. When students have finished, allow them to compare in pairs, then elicit the answers.

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

4 (T–S, S–S, S–T) ★★ Exercise 4. Ask students to read all the dialogue first alone so they know what it is about. Students work alone to choose the correct words to complete the gaps, as in the example. When students have finished, allow them to compare in pairs, then elicit the answers. They can read the completed dialogue in pairs.

Answers
2 good **3** attended **4** studied **5** revised **6** study
7 degree **8** studied **9** brainy

5 (T–S, S–S, S–T) ★★★ Exercise 5. Ask students if they have heard of Ridley Scott and if they know anything about him. Then ask students to read all the text first alone so they know what it is about. Students work alone to choose the correct words to complete the gaps. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 at **3** marks **4** to **5** for

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Ask students to decide which example out of the two given is more polite. Students work in pairs to complete the task. Invite students to share their answers with the class. Ask the class to discuss why the answers are more polite.

a Ali kicked the goalpost instead of the ball! He's terrible at football.

b Ali isn't very good at football. He keeps missing the ball!

a The restaurant has been painted. It looks really ugly now.

b The walls of the restaurant are a new colour. It doesn't look very nice.

a The tennis player is starring in a new TV series, but she's very bad at acting.

b Have you seen the new TV show with the tennis player in it? She's not a very good actor.

a Nadia isn't tall enough to be on the basketball team.

b Nadia is too short to be on the basketball team.

Answers
b b b a

WRAP-UP (5 minutes)

(T–S, S–T) Ask students to talk about another film director or actor that they know. Ask them to say what they did or made in the past.

HOMEWORK

Ask students to write a short text about the life of a famous person.

02 LESSON 3A GRAMMAR (SB)

OVERVIEW

Objectives:

- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Ask and answer questions about past times and past activities (GSE 40 – A2+).

Resources:

- SB: page 17; Grammar Reference page 68; Word List page 63
- Online resources: Photocopiable Resource 7
- Assessment: Grammar Quiz 2

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Tell students what you wanted to be when you were younger (this can be true or false). If you have realia (photos or objects) to help illustrate your story and that you feel comfortable bringing to class, this can make your story more engaging. Then give students two minutes to discuss the questions. Encourage them to give as much detail as possible with reasons for their choices. When they have finished, invite students to share their ideas with the class. Ask students if they still have the same dreams for the future as when they were younger or, if not, what they wanted to be when they were younger.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Students read the grammar box and *Watch Out!* and then find an example of *used to* in the article on page 16. Elicit the answer and then look at the pronunciation of *used to*. You could compare it to the verb use and drill the two words concentrating on the /s/ and /z/ sounds.

Answers
Tennis star Venus Williams used to be world number 1.

Ask students to look at the *Watch Out!* box and point out that we don't pronounce the /d/ and /t/ separately in *used to*. We say them together, so *used to* has the same pronunciation as *didn't use to*. You could practise this by writing a sentence on the board and drilling it or asking students to identify the /s/ and /z/ sounds, e.g.:

I didn't use to use 'used to' because I didn't use to know how to use it.

TIP

Many teachers avoid pronunciation practice. However, making students aware of the sounds of English can help them with both speaking and listening skills, as well as connecting the written word to words they have heard.

2 (S–S, T–S, S–T) Exercise 3. Allow students one minute to look alone at the underlined verbs and the sentences they appear in. In pairs, they discuss whether these are single events or past habits. To give students more practice, ask them to rewrite the sentences where the verb form can be changed in their notebooks. Elicit the answers and the reasons why the other verb can't be changed. *She got* - single event.

Answers
studied - used to study

Refer students to the Grammar Reference section on pages 68-69 of the Student's Book for more information.

PRACTICE (10 minutes)

(S–S, T–S, S–T) Exercise 4. Look at the example with the class and elicit why the first verb can't be changed (*single event*) and the second can (*past habit*). Students then work alone and compare answers in pairs. Elicit the full sentences with *used to*.

Answers
2 When she was younger, actress Kate Beckinsale used to dream of being a writer.
3 Omar used to study English at Chicago State University. His mother used to work there as a professor.

PRODUCTION (10 minutes)

(T–S, S–T) Exercise 5. Look at instructions with the students. Elicit that where it says *Khalil stopped*, these are things he used to do. Where it says *Khalil started*, these are things he didn't use to do. Refer students to the example. Students work in pairs to make sentences. Decide whether they should write or just speak so that they are all doing the same thing. Elicit sentences from the class.

You could ask fast finishers to make true/false exercises using the pictures for ideas, e.g. *He used to play computer games. True or false?* These can be shared among other students.

Suggested answers
Khalil used to play video games after school. He didn't use to study.
Khalil used to spend a lot of time on his phone at night. He didn't used to turn it off at night.
He used to eat unhealthy food. He didn't use to eat healthy food.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find three of their country's most popular team sports. Use these in Lesson 4A to lead into Exercise 1. You could also assign Grammar Quiz 2 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 7 to use.

OVERVIEW

Objectives:

- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Ask and answer questions about past times and past activities (GSE 40 – A2+).

Resources:

- SB: page 17
- WB: page 15

WARM-UP (10 minutes)

(T–S, S–T) Ask students what they can remember about George Clooney, Kate Beckinsale, Omar or Khalil from the Student's Book, page 17. What did they use to do?

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to look at the pictures showing Ghada and then at the example answer. Students then work alone to complete the sentences. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 used to have **3** used to wear **4** used to be
5 didn't use to have **6** used to play **7** didn't use to watch
8 used to watch

TIP

Remind students that in the negative form and with questions (*did* or *didn't*), *used to* becomes *use to*.

2 (T–S, S–S, S–T) ★★ Exercise 2. Ask students to read the example answer and then in pairs complete the questions. When the students have finished, elicit the answers.

Answers
2 Where did you use to go in the summer holidays?
3 Did you use to ride your bike to school?
4 What did you use to eat for lunch?
5 What computer games did you use to play?
6 Did you use to use social media?

3 (T–S, S–S, S–T) ★★ Exercise 3. Read the first question from Exercise 2 again and elicit a suitable answer. Students then work alone to answer the remaining questions. When students have finished, allow them to compare in pairs and then elicit the full questions and answers.

Answers
Students' own answers

4 (T–S, S–S, S–T) ★★★ Exercise 4. Ask students if they have heard of Hugh Jackman (an Australian actor). Ask them to read the text about him. First, read the example answer, and explain they now have to complete the other sentences. Remind students that they should not use *used to* if something happened only once. They then work alone to complete the sentences. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers
2 became **3** used to work **4** used to spend
5 didn't use to dream **6** used to want **7** used to think

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to say what they used to do when they were younger that they hated.

HOMEWORK

Ask students to write about things they loved or hated doing when they were younger.

02 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Identify specific information in a simple factual text (GSE 39 – A2+).
- Extract key information from a simple academic text, if guided by questions (GSE 38 – A2+).
- Scan short texts to locate specific information (GSE 44 – B1).
- Use language related to sports actions (GSE 43–58 – B1–B1+).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).
- Talk about everyday things (e.g. people, places, job, study) in a basic way (GSE 31 – A2).
- Follow familiar topics if the speaker is clear and avoids idiomatic usage (GSE 45 – B1).

Vocabulary:

- Sports and games: *blend, glitz, legacy, spectacle*
- Sporting verbs: *captivate, host*

Resources:

- SB: pages 18–19; Word List page 63
- TB: Culture Notes page 124
- Online Resources: Photocopiable Resource 8

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Put students into groups of three or four to discuss the questions in Exercise 1. Give students one or two minutes and then invite them to share their ideas with the class.

Suggested answer
The most popular team sports in Jordan are football (also known as soccer), basketball, handball and volleyball. Swimming, boxing, and horse riding are popular individual sports.

PRE-READING (10 minutes)

1 (T–S, S–T) Exercise 2. Tell students to read the title of the article and look at the photos on the page. Ask the class: *Which event is it? Do you know anything about this event?*

Suggested answer
The article is about the FIFA 2022 World Cup in Qatar.

2 (T–S, S–T) Exercise 3. Tell students to look at the *Active Reading* box. Elicit ideas about the text without comment and ask them why predicting helps us when reading (our brains can make sense of information more easily if we have an idea of what the text is about). You can refer to the Culture Notes on page 124 of the Teacher's Book for more information about the 2022 FIFA World Cup in Qatar.

Answer
c

3 (T–S, S–T) Exercise 4. Give students one minute to read the final paragraph and ask the class which summary they now think is correct. Ask students to put their hands up if reading the last paragraph made them change their minds and, if so, why. Confirm the correct answer for them.

Answer
Answers will vary.

WHILE READING (15 minutes)

1 (T–S, S–S, S–T) Exercise 5. Before students start reading, ask them to look at the headings in pairs and identify key words in each. Look at the first one. Elicit from the class alternative ways of saying the key words, e.g. hospitality, latest technology, a lasting legacy. Students work in pairs to find synonyms for the key words in the other headings. When they have done the matching, elicit the answers and the words which helped them. Ask if they found any of their words in the text.

Answers
1 C **2** G **3** A **4** F **5** B **6** H **7** D

2 (T–S, S–T) Exercise 6. Remind students that they should think about the information they need to find; in question 1, something unusual about the stadiums; in question 2, who benefited from the change in when the tournament was played. Set a time limit of about five or six minutes for students to find the answers. Elicit the answers and where the relevant information can be found.

Answers
1 They were all state-of-the-art and had air-conditioning
2 the teams playing in the tournament that usually struggle in hot climates **3** the Souq Waqif market **4** nail-biting drama
5 with open arms

POST-READING (10 minutes)

(T–S, S–T) Exercise 7. Ask the students read the text again and to match the words in bold with the correct definition. Elicit the answers.

Answers
2 captivate **3** glitz **4** host **5** legacy **6** spectacle

TIP

If some students are able to complete tasks much more quickly than others, it may be useful for the class for those students to share their techniques.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to look for a famous Jordanian football player and find out when he played and what teams he played for.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 8 to use.

02 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Extract key factual information such as dates, numbers and quantities from a presentation (GSE 45 – B1).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech (GSE 47 – B1).
- Enter unprepared into conversation on familiar topics (e.g. family, hobbies, work) (GSE 47 – B1).
- Give detailed accounts of experiences, describing feelings and reactions (GSE 49 – B1).
- Give personal views and opinions in discussing topics of interest (GSE 45 – B1).

Vocabulary:

- Sporting terms: *first half, goal, gold medal, World Cup, world record*

Resources:

- SB: page 20; Word List page 63
- TB: Culture Notes page 124
- Online Resource: Photocopiable Resource 9

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, write the word *cheat* on the board. Ask students to think of one word which they associate with this, e.g. *exam, student*. Elicit ideas and then ask students to discuss the question in the Student's Book. Set a time limit of two minutes and then elicit stories of cheats from sports and how sports stars can cheat, e.g. by pretending to have been fouled in football matches, by taking banned substances.

Answer
a

PRE-LISTENING (10 minutes)

1 (S–S, T–S, S–T) Exercise 2. Ask students if they have ever heard of Lance Armstrong. Try to remember which pairs these students are in and, when asking for ideas, ask other students first. Then ask students who know about them to tell the class what they know. When students have listened to the interview, elicit the answers and anything surprising or interesting they heard in the listening. You can refer to the Culture Notes section on page 124 of the Teacher's Book for more information about Lance Armstrong.

Answers
1 He used illegal substances to increase his strength.
2 He was found guilty of cheating and stripped of his titles.
3 athletics, swimming, weight lifting

Audioscript 2.5

W1 = Woman 1 **W2** = Woman 2

W1: On this day in 2005, American cyclist Lance Armstrong won the Tour de France for the seventh time and became the best cyclist in history. But he did it by cheating. He used to take medicine that sports stars aren't allowed to take. So, in 2012 they took away all of his titles. Today we're taking a look at sporting cheats with our guest, psychologist Rola Quadi. Hi Rola.

W2: Hello, Jameela. Great to be here.

W1: You recently wrote a book called *Why do people cheat?* Which cheats do you describe in your book?

W2: Lots of them. In sport and in other walks of life. Lance Armstrong, obviously, and Canadian athlete Ben Johnson, who won the gold medal in the Olympic Games in 1988. He ran one hundred metres in 9.79 seconds and broke the world record but only because he took medicine to make his muscles bigger. Then there's Diego Maradona, who, of course, used to be the best footballer in the world. In the 1986 World Cup in Mexico, he played for Argentina against England. There were no goals in the first half but in the sixth minute of the second half Maradona scored a goal with his hand.

W1: That's not allowed in football!

W2: Exactly. The English players wanted the referee to give Maradona a red card but the referee gave the goal and in the end Argentina beat England 2–1.

W1: Maradona was a brilliant footballer. He really didn't need to cheat, did he?

W2: No, that's right, Jameela. I mean, a few minutes later, he scored a fantastic goal without cheating.

W1: So why do people do it? Why do they cheat?

2 (S–S, T–S, S–T) Exercise 3. Set a time limit of one or two minutes for students to complete the sentences. Elicit the answers and what the words and phrases mean.

Answers
2 world record **3** World Cup **4** second half **5** goal

TIP

In a factual listening, some students will know more about the topic than others which could make the listening task easier for them. You can level the playing field by asking them to share what they know with the rest of the class, so everyone knows something about the topic before they listen.

WHILE LISTENING (15 minutes)

(T–S, S–S, S–T) Exercise 4. Tell students that this is similar to a true/false activity, but for each question there is one true answer and two false ones. There is usually a reason for the wrong options, e.g. the information is mentioned but for some other reason.

Look at the first question with students. If, for example, *a* was correct, the text might mention that her previous best time was the time in *b* or *c*. If *c* is correct, it might say that she nearly gave up at the time mentioned in *a* or *b*. Students have to listen very carefully, not just for key words but also the information around those words which will help them decide which option is correct.

When students have listened twice, elicit the answers. As an experiment, you could then put students into pairs. They listen again and choose one false option each. As they listen, they try to hear if the information is mentioned and, if so, what it refers to. Alternatively, you could photocopy the audioscript and allow students to find references to the wrong options there. You can refer to the Culture Notes section on page 124 of the Teacher's Book for more information on Rosie Ruiz and the Boston Marathon.

Answers
1 b **2** c **3** c **4** b

Audioscript 2.6

W1 = Woman 1 **W2** = Woman 2

W1: So why do people do it? Why do they cheat?

W2: Well, almost everyone cheats sometimes. If you illegally download a book or a movie, you're a cheat. In P.E. classes students pretend to do more star jumps than they have really done. It's not as bad as taking drugs to win the Tour de France seven times but it's still cheating. One reason we do it is it's easier. It's easier to say you've done 20 star jumps than actually do them. The truth is that if they think nobody can catch them, then some people cheat. Here's a good example. In 1980 a woman called Rosie Ruiz was the winner of the Boston Marathon with a time of two hours, thirty-one minutes and fifty-six seconds. It wasn't a world record but it was the fastest time ever by a woman in that race.

W1: So when did they find out that she cheated? The next day?

W2: No, it was eight days after the race when we found out that Rosie was a cheat. She didn't run the race, she rode on the subway and only ran the last couple of miles. She wanted to win the easy way without training hard!

W1: Amazing!

W2: People cheat because they want to be famous, successful and rich and they don't think they can do it by being honest. So, Rosie Ruiz and Lance Armstrong cheated because they didn't think they were good enough to win. Another good example of that is the story of Danny Almonte in Little League baseball.

W1: Little League, that's a baseball competition for kids, right?

W2: Yeah, for kids aged twelve and under. In 2001 Danny's team finished in third place in the World League and Danny was the star player. But then they discovered he was fourteen, that's two years too old to play Little League baseball. He didn't think he was good enough to be a star in his own age group so he lied, he cheated.

W1: Do people cheat today more than they used to?

W2: Yes, because there's more pressure to succeed today than there used to be.

W1: So, we can't stop cheating. Is that what you're saying?

W2: It's hard but I think we can stop cheating if we make society less competitive, if we use honour codes in schools and publicity campaigns to persuade people not to cheat. And new technology can help too.

POST-LISTENING (10 minutes)

(S–S, S–T, T–S) Exercise 5. Before students start, ask how a friend could cheat you, e.g. they could lie to you about something or perhaps tell a lie about you. Elicit other possibilities from the class to give students ideas and then set a time limit of two or three minutes for students to discuss this in pairs. Some students may not want to share their stories so ask if anyone wants to tell the class their story, but don't force them.

Next, put students into small groups and ask them to look at Exercise 5. Encourage students to give reasons for their answers and to respond politely if they hear an idea they strongly disagree with.

Answers
Students' own ideas

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of reasons why students might need to apologise to a teacher. Elicit items from their lists when looking at Exercise 2 in Lesson 6A.

CONTINGENCY PLAN

There is a a downloadable photocopiable resource number 9 to use.

02 LESSON 5B VOCABULARY (WB)

OVERVIEW

Objectives:

- Extract key factual information such as dates, numbers and quantities from a presentation (GSE 45 – B1).
- Use language related to sports actions (GSE 43–58 – B1–B1+).

Resources:

- SB: page 20
- WB: page 16

WARM-UP (5 minutes)

(T–S, S–T) Ask students what they can remember about cheats from the Student's Book.

Answers
Students' own answers

PRACTICE (5 minutes)

(T–S, S–T) You may want to ask students what new vocabulary they can remember from the last lesson. Write the words offered onto the board and ask comprehension questions about them.

Answers
Students' own answers

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 1. Check that students know the vocabulary in Exercise 1 and how the words are pronounced. Go through the example with the class. Students work in pairs to complete the sentences. Check answers with the class.

Answers
2 dishonest **3** programme **4** marathon
5 second half **6** gold medal, broke

PRE-LISTENING (5 minutes)

(T–S, S–S, S–T) Write the words *car* and *city* on the board. Ask students to read the words out loud. Ask students if they know why the initial *c* in both letters is pronounced differently. Tell them they will study this pronunciation difference now.

WHILE LISTENING (15 minutes)

1 (T–S,S–T) Exercise 2. Ask students to listen to the words from a radio programme carefully. Encourage them to repeat the words, first along with the recording, then without, chorally and individually.

Answers
once voice

2 (T–S,S–S, S–T) Exercise 3. Ask students to read the *Active Pronunciation* box. Students work in pairs to match the phonetic symbols with the words 1–5. Check they can say the phonetic sounds first. They then listen and check their answers. Encourage them to repeat the words, first along with the recording, then without, chorally and individually.

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

3 (T–S, S–S, S–T) Exercise 4. Students work in pairs and say the words and then write if the sound is with a /k/ or /s/. Students then listen and check. Encourage them to repeat the words, first along with the recording, then without, chorally and individually.

Answers and Audioscript 2.9
Cities: Valencia /s/, Barcelona /s/, Auckland /k/
Rivers: Colorado /k/, Orinoco /k/, Cimarron /s/
Mountains: Aconcagua /k/ /k/, Cinder Cone /s/ /k/, Cederberg /s/
Islands: Cuba /k/, Iceland /s/, Cyprus /s/

WRAP-UP (5 minutes)

(T–S, S–T) Ask students if they know any commentators or presenters. Encourage them to say what they know about them.

HOMEWORK

Ask students to find out about a sport star who became a commentator or presenter and to briefly write about them.

OVERVIEW

Objectives:

- Follow short, simple social exchanges (GSE 33 – A2).
- Express regret using simple language (GSE 42 – A2+).
- Make and accept a simple apology (GSE 31 – A2).

Resources:

- SB: page 21; Word List page 63

WARM-UP (5 minutes)

(T–S, S–S) Exercise 1. Put students into pairs and give them one minute to discuss each behaviour in Exercise 2, starting with 1 – arriving late for class. Then join pairs together into groups of four to compare ideas. Repeat for the other six behaviours referenced in Exercise 2.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, T–S,S–T) Exercise 2. Encourage students to read the situations before they listen. Check that they understand the meaning of *handing in*, *on time* and *making a mess*. You could ask if they have ever done any of these at school themselves. Before listening, ask students to guess which items they think will be mentioned. When students have listened, elicit the things that happen and any other information students remember from the recording.

Answers
2, 5

Audioscript 2.10

T = Teacher **K** = Kamal **Z** = Ziad **H** = Hani **N** = Nader

T: Kamal, is this your own work?

K: Yes, it is. I mean, I used some information from the Internet.

T: Yes, I can see that. You copied and pasted a lot of information from the Internet. You didn't change it. I'm very disappointed.

K: Sorry, Miss. It was wrong of me. I forgot to write it in my own words.

T: It isn't right. I want you to do this project again.

T: So, I'm just waiting for your project, Ziad. Have you got it for me?

Z: I'm sorry. Our printer didn't work last night. Can I hand it in tomorrow?

T: Okay, but you should tell me first when things like that happen.

Z: I'm sorry that I didn't tell you.

T: Ah, good afternoon, Hani.

H: Sorry, Miss. I didn't mean to be late. My dad got a flat tyre. He rang the receptionist and left a message to say I was going to be late.

T: That's OK. These things happen. Sit down, please.

T: What's going on? Nader, why is your book on the floor?

N: It wasn't me, Miss!

F: Sorry, Miss, it was my fault. It was an accident.

T: Oh, never mind. Just sit down, please so we can start the class. Are everyone's mobile phones in the box?

H: I'm so sorry, Miss! I completely forgot. Here's mine.

2 (T–S, S–T) Exercise 3. Give students one minute to read through the Speaking box. Check understanding of some of these phrases by asking: *In 'Explaining', which phrase means 'I wanted to do it, but now I know it was bad' (It was stupid/wrong of me). / 'It wasn't my fault' (It was an accident / I did it by mistake)? In 'Accepting an apology', which sentence means the same as 'Don't worry about it'? (Never mind)*. When they have listened, elicit the answers by asking students to read out one sentence each.

Answers
2 I didn't mean to be late **3** It was my fault, never mind
4 so, completely forgot

Students tick the sentences:
I'm so sorry
I'm sorry that I (didn't) ...
It was my fault.
It was stupid/wrong of me.
I (completely) forgot.
I didn't mean to
Never mind.
That's OK/alright.

3 (T–S, S–T) Exercise 4. Tell students to put their pens down. Play the recording and ask students to focus on what the situations are. Elicit what the four situations were, then play the recording again for them to write down the phrases used. Elicit these and play the recording once more to drill the intonation of the phrases so that students sound sincere when accepting apologies.

Answers
2 It can happen to anyone. **3** Never mind!
4 Don't worry about it.

Audioscript 2.11

1

L = Lama **R =** Rana

L: Oh, Rana. I'm really sorry that I forgot your birthday.

R: That's OK.

2

N = Nasser **J =** Jaber

N: I dropped a glass and it broke. Sorry about that.

J: It can happen to anyone.

3

H = Heba **D =** Dalia

H: I'm really sorry, Dalia. You told me not to tell anyone and I told Manal about it by mistake.

D: Oh well! Never mind!

4

R = Rakan **T =** Tareq

R: Aah! You kicked my hand!

T: Oh no! I'm really sorry. It was an accident. I didn't mean to do it. I wanted to kick the ball. Is your hand OK, Rakan?

R: Don't worry about it. I've still got my other hand!

PRACTICE (5 minutes)

(S–S, T–S, S–T) Exercise 5. Look at the example with the class and ask two students to act it out. Students then act out the four situations in pairs. Invite different pairs to act out one of their conversations in front of the class.

You could follow this up by asking students to think of a new situation that they might get angry about. Students then mingle and find a new partner. They start by complaining to their new partner who has to react with an appropriate apology. The first student then accepts the apology. Students can change partners as many times as necessary to get more practice of thinking on the spot.

TIP

When students are learning functional language such as apologising and accepting apologies, it is important that they use the correct words but also that they sound sincere. Use recordings to drill intonation and, when eliciting sentences, encourage students to use the correct intonation.

PRODUCTION (15 minutes)

(S–S, S–T, T–S) Exercise 6. Put students in groups of four. Students look at one question each and think of some points to make. They then tell the group their ideas and the others agree or disagree or add their own personal experiences, depending on the question. When they have discussed all four questions, invite students to share their ideas or stories with the class.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find out three facts about the Paralympics to use for Exercise 6 in the next lesson.

CONTINGENCY PLAN

Students could write a script for a short drama about someone who makes a mistake and needs to explain and apologise about it.

OVERVIEW

Objectives:

- Predict the content of a simple academic text, using headings, images and captions (GSE 48 – B1).
- Follow chronological sequence in a formal structured text (GSE 52 – B1+).
- Write short, simple biographies about real or imaginary people (GSE 51 – B1+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).

Resources:

- SB: pages 22–23; Word List page 63
- TB: Culture Notes page 124
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, write *An inspiring life* on the board. Put students into groups of three or four to discuss what the phrase means and to suggest people they know who are inspirational for them. Students try to agree on one of the people suggested and think about why that person is inspiring. Set a time limit of two or three minutes and then invite each group to tell the class who they chose and why.

Students then stay in their groups and look for 20-30 seconds at the photo and captions. They then close their books again and discuss their ideas. Again, invite groups to share their ideas with the class.

Suggested answer
A real-life story

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Keep students in their groups. They read the text alone and then discuss what they found out and how accurate their guesses were. Ask the class to cover the text or close their books and ask questions to test their comprehension, e.g. *Where was Muhammad Ali born?* (Kentucky, USA), *What was his original name?* (Cassius Clay), *What did he win in 1960?* (a gold medal).

Suggested answer
The story is a motivational/real-life/inspirational/true story.

2 (T–S, S–T) Exercise 3. Ask students to look at the underlined words in the text and to elicit from them what the purpose of these words is.

Answer
1

3 (S–S, T–S, S–T) Exercise 4. Ask students to cover the headings in the box. Ask them to read the text again quickly and, in pairs, write down a title for each paragraph, saying what each paragraph is about. They then uncover the box and order the things in it. Don't elicit the answers yet but ask students why it is a good idea to split the text into paragraphs (it helps to organise your thoughts and makes it easier for the reader to understand the text).

Answers
1 why he wrote about him **2** why Ali is so famous today
3 Ali's early life **4** how Ali became famous **5** Ali's later life

PRACTICE (10 minutes)

1 (T–S, S–T) Exercise 5. When students have read through the Writing box, elicit the answers to Exercise 4.

2 (S–S, T–S, S–T) Exercise 6. Look at the photo with the class and ask students if they have ever watched any Paralympic events on TV or in a stadium. Ask why someone like this can be inspirational, e.g. *showing us that difficulties can be overcome, showing us that we can all succeed. Students then read through the notes*.

Elicit what information they are listening out for (2 *a place;* 3 *a medal;* 4 *a number of years;* 5 *a year*)
Re-elicit why it is useful to do this before listening (to make it easier to hear the information you need). When students have listened once, ask them to put their hands up if they have completed all the notes. Tell students who haven't finished to try to complete the notes as they listen a second time and tell those that have completed them that they should still use the second listening as a chance to check and, if necessary, correct their answers. Elicit all the answers after the second listening. You can refer to the Culture Notes section on page 124 of the Teacher's Book for more information on the Paralympics.

Answers
2 Berlin **3** gold **4** 30 **5** 2001

Audioscript 2.12

D = Dad **E =** Eman

D: Who's that, Eman?
E: Maha Al-Barghouthi.
D: Maha who?
E: Maha Al-Barghouthi. B-A-R-G-H-O-U-T-H-I
D: Never heard of her.
E: Dad! She's one of Jordan's greatest ever Paralympians.
D: Oh! Right. So why are you reading about her?
E: It's for a school project. We have to write a biographical essay about somebody inspirational, so I chose her.
D: Seems like a good choice. What information have you got?
E: Well, she's a table tennis player and she competed at five Paralympics. She started out as a wheelchair racer and in 1995 set a world record for the 200 metres in Berlin. She then switched to wheelchair table tennis and won a gold medal at the Sydney Games in 2000.
D: Wow! That's amazing.
E: Yes, she was born with polio so she can't walk. She says

her parents always supported her and this was a big help. She claims they are her number one fans. Over a thirty-year career Al-Barghouthi won a total of 105 medals of different colours.

D: That's a lot of medals.

E: She won her first gold medal at the Pan-Arab Games in 1999. It was clear from then that she was a special person. In 2001, his majesty King Abdullah awarded her the Al Hussein medal of First Order, one of the highest honours in Jordan.

D: What does she do now?

E: She retired in 2017 and became the Secretary-General of the Jordanian Paralympic Committee.

D: Wow! That's an impressive story.

TIP

It is important that students listen carefully when a recording is played a second time, even if they think they have answered all the questions correctly. They may realise they have made a mistake or misheard something.

PRODUCTION (10 minutes)

(T–S) Exercise 7. Refer students to the instructions so that they know who they can write about. Tell students that they have about eight minutes to plan their text. They should draw a plan in their notebooks using the structure laid out in the Writing box and then make notes about facts and useful vocabulary for each part. Alternatively, use the photocopiable Graphic Organiser for this unit.

It would be useful for students to write this under exam conditions so that they can't talk to other students or refer to the Student's Book for ideas. They should have all the information they need in their plan. However, you may want to allow weaker students to use the text on page 22 as a model. When they have finished, encourage them to check their work for mistakes and make sure they have included all the information necessary.

When the time is up, tell students to stop writing, even if they haven't finished yet. You could then ask students to swap texts with a partner. They open their Student's Book and check that their partner has used paragraphs and phrases from the Writing box. When they read the text, they should know who the person is, what they have done and why they are inspirational. When students have read the texts, they should think of questions they would like to ask their partner about the person their partner wrote about.

Collect the stories to check and provide written feedback. If there is time, you could invite students to tell the class who they wrote about and why.

TIP

It is a good idea for students to ask their partner questions about something they have written as it shows that the reader is interested in the writing and it may also help the writer to identify information that they could have included in their text.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to test themselves on vocabulary in the Word List on page 63. Alternatively, this can be done at the end of the lesson if there is time.

CONTINGENCY PLAN

Students could type or write their biographies to display as wall posters. They could also illustrate them and/or find photos of the person they wrote about.

OVERVIEW

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

Objectives:

- All skills-related objectives from Unit 2.

Resources:

- SB: Grammar Reference pages 68–69; Word List page 63
- WB: pages 18–19; Self-Assessment 2 page 17
- Class Debates: page 127
- Assessment: Unit 2 Language Test; Unit 2 Skills Test; Unit 2 Writing Test; Units 1–2 Cumulative Review Test; Units 1–2 Exam Speaking

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
1 hand in **2** pass, got, failed **3** work, answer, check
4 copy, cheat **5** pay, take, put up

Exercise 2.

Answers
2 swimming **3** basketball **4** volleyball

Exercise 3.

Answers
1 team **2** raced **3** match **4** competitions **5** won, medal
6 beat, scored

Exercise 4.

Answers
2 didn't **3** happened **4** was **5** ran **6** fell **7** Was
8 came out **9** was **10** went **11** arrived

Exercise 5.

Answers
6 didn't use to go **7** did she use to study **8** used to study

USE OF ENGLISH

Exercise 6.

Answers
1 c **2** b **3** a

LISTENING

Exercise 7.

Answers
1 B **2** C **3** A **4** C

Audioscript 2.13

1
G = Guide **T =** Tourist

G: … and in sport one hundred and fifty-eight Oxford graduates won Olympic gold medals. In politics, twenty-seven British Prime Ministers studied here.
T: How many were women?
G: Women? Two. Margaret …
T: Only two?
G: Well, before 1878 there weren't any female students. It was only in 1920 when women could sit exams and get degrees at Oxford. And as recently as 1974 some colleges were only for men.
T: Really?

2
G = Girl
G: I just finished it … my project for P.E. …I started writing about a professional swimmer from here, from Jordan, but it was too obvious, so I decided to write about a Jordanian basketball player … Yeah! … Then I changed my mind and went for a football player, but I didn't have enough time to write about him, so in the end I went back to our local swimming hero.

3
T = Teacher **A =** Abbas
T: Abbas, is everything okay?
A: Yes, Miss. Why?
T: You usually get good marks, but you didn't get a good mark on your last test. You look very tired too.
A: I'm sorry. I took notes in class, but I didn't have time to study them. My grandfather is in hospital so I'm visiting him every night. I'm very worried about him so it's difficult to study.
T: OK. Next time tell me about these problems so I can help you.

4
M = Maher **L =** Laith
M: Oh, I forgot to ask, Laith, how was the game?
L: Brilliant. We won 6-1, and I scored three goals.
M: Fantastic!
L: Yeah, and guess who the manager of the other team was.
M: Dunno. Who?
L: My best friend's father.
M: Really?
L: Yeah, he wasn't a happy man.
M: Was your dad there?
L: Yeah, he was. In fact, he was the referee!
M: Ha! No wonder you won! What a joke!
L: No, but …

Exercise 8.

Answers and Audioscript 2.14
Pau Gasol used to want to be a doctor. After he passed his school exams, he began to study Medicine at the University of Barcelona. He never got a degree because he left university to play professional basketball.

WRITING

Exercise 9.

Answers
Students' own answers

01-02 LIFE SKILLS (SB)

OVERVIEW

Objectives:

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

Resources:

- SB: pages 24–25

WARM-UP (3 minutes)

(T–S) Before students open their books, start with an imagination activity. Ask students to shut their eyes and tell them to imagine that they have to give a presentation. Ask them to keep their eyes closed and picture the room they are going to give the presentation in and all the people there.

PRE-LISTENING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask the students to open their eyes, and ask them how they are feeling. Then ask the students to look at Exercise 1. Give the students one or two minutes to discuss the question in pairs, then elicit ideas.

Answers
Students' own ideas

TIP

Tell students that, when discussing presentations they have seen, they shouldn't criticise anyone in the class directly so they shouldn't mention names or look at people when discussing things they didn't like.

WHILE LISTENING (15 minutes)

(T–S, S–T) Exercise 2. Give students up to eight minutes to read the text, depending on the level of the class. Then allow them a futher two or three minutes to discuss the statements. As a class, elicit reasons for their answers and ask if they have examples of presentations they have given or listened to, e.g. *I watched a presentation where someone was reading from a page and I couldn't hear them because they were looking down at the paper. It was so boring!*

Suggested answers
1 similar to **2** good **3** can **4** not OK
5 with someone else **6** OK

POST-LISTENING (10 minutes)

1 (S–S, T–S,S–T) Exercise 3. Look at the words you have written on the board and elicit what the text says about any that students didn't explain at the end of the last exercise. Students work alone to choose the three they think are the most important. They should list them in their notebooks, then compare ideas in pairs. If they have different ideas, they should try to agree on the three most important ones. Invite pairs to share their ideas and reasons with the class.

Answers
Students' own answers

2 (S–S, T–S, S–T) Exercise 4. Put students into pairs. One student in each pair should describe the first presentation and the other should describe the second. They then compare the two presentations using comparatives, e.g. *The first/second presentation sounded more interesting than the other.* When student have finished, ask what the students giving the presentations is doing right or wrong.

Answers
1 competition and students taking a break before university

2 Competition: Pros: Competition improves skills to compete in academic and working lives., Competition is motivating for students who are good and enjoy it.

Cons: It can make some students nervous and they don't do their best. Losing in competitions causes students to feel less talented, confident and encouraged.

Break before university: Pros: part-time work to earn money, work experience and discovering strengths and weaknesses, responsibility and maturity, better attitude towards studying.

Cons: It may be harder to get back into studying habits., difficulty getting a place at university, finishing the career later.

Audioscript 2.15

T = Teacher **Z =** Zeina

1

T: Good morning, everyone! Zeina is giving her presentation this morning, so I'd like you all to listen and then give us some feedback. Good luck, Zeina!

Z: Yes. The topic of my presentation today is competition. Is competition good for students? I would like to start by pointing out that today students are obliged to compete a lot. There are class tests, exams, sports competitions at school almost every week. Parents and teachers want students to compete and win all the time. Some people think this is a good thing as competition is part of our academic and working lives. They get nervous and do not do their best. Sorry ... Competition is part of our academic and working lives. In the future, we will have to compete for places at university and jobs. We shall have to prove that we are better than others. Thanks to competition, we can improve our skills. But other people do not agree that competition has a positive effect on students. It can

be motivating for those students who are able to win because they are very good at Maths or sports and enjoy taking part in school contests. However, there are some students who are just not good at competing. When they have to take exams, they get nervous and do not do their best. They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident. That is why it is certainly not encouraging for them. It is also important for children to learn to cooperate. Experts say that it is better to compete with ourselves rather than with other people. As we all know, in our future lives we shall have to work in teams and then it will be important for us to work together. Competition in a team is not a good thing because we end up fighting, which is ...

T: I'm going to have to stop you there, I'm afraid, Zeina. Your time is up. Any comments?

2

T: So, Zeina! Time for your next presentation. So, listen up everyone and good luck!

Z: Today I'd like to talk about the question: should students take a break before going to university? Let me begin by saying that lots of students go straight to university when they finish secondary school. It's expected, it's normal, it's what their parents did and what most of their friends are planning to do. But just because everyone else does something, that doesn't necessarily mean it's right for you, does it? Imagine we all do the same as everyone else. That sounds very boring, doesn't it? So, let's have a look at the pros and the cons. Yes, of course, there are lots of reasons why going straight to university is a good idea. Firstly, you're used to studying. When you're a student, you develop useful study skills – for example, you learn how to manage your time, make notes and remember things best. If you like – we're in the 'learning zone', and if we take time off, it may be harder to get back into studying habits. It might even be more difficult to actually get a place at university. Secondly, if you finish education earlier, you can start your career earlier. That's got to be a good thing! However, some students decide to take a break for a year and travel to other countries to do some part-time work. For example, my brother took a year's break and worked in Australia. He picked oranges! He loved it! He met some great people and he earned some money to help support himself at university. The only problem is that now he hates oranges! Students who take a break also mention the value of getting different types of work experience and learning about their strengths and weaknesses. They become more responsible and mature so that when they return to studying they have a different, a better attitude. So, to conclude, the decision to take a gap year is not an easy one for a young person to make, so take the time to think what's right for you. OK, that's it from me today. Thanks for listening. Any questions?

T: Great! Thanks very much, Zeina.

3 (T–S, S–T) Exercise 5. Tell students that there is no right answer here. They may be kind and not mark the bad presentation too low or they may be strict and not mark the good presentation very high. When they have listened and given their marks, ask them to compare and then elicit marks and reasons for them.

Answers
Students' own answers

PRODUCTION (7 minutes)

(T–S, S–T) Exercise 6. Read out the example sentence as if you had just given a presentation, looking at all the students to see if anyone wants to ask a question. Invite students to read out the other sentences as if they were giving a presentation. They should stand up and try to speak clearly and confidently, smiling and looking at the audience. After each sentence, elicit whether it should be said at the beginning (B) or end (E) of the presentation.

Answers
B The subject/topic of my talk today is ...
B I'd like to start by talking about ...
E That brings me to the end of my presentation.
E To summarise, ... / To conclude, ...
B Before I start, it might surprise you to learn that ...
E Well, that's it from me. Thank you for listening.
B Today I'd like to talk about ... But first, did you know that ...?

WRAP-UP (5 minutes)

Give some whole-class feedback on the way that students read out the presentation lines in Exercise 6, and practise saying those lines again if necessary. Then, introduce the homework task.

HOMEWORK

Students prepare the presentation in Exercise 7. Set a date for when they will present it and stress that the time limit is two minutes so they shouldn't prepare anything too long.

TIP

After students have given their presentations, try to find time to give them some quick feedback based on the ideas of Exercise 5. Be encouraging rather than too critical when pointing out anything they did badly.

CONTINGENCY PLAN

After Exercise 5, put students into pairs. Tell one student to play Zeina and the other her teacher. They start with the teacher giving feedback to Zeina on the first presentation, telling her the things she did well and the things she did badly and giving her advice. They then swap roles and the second student gives Zeina feedback on her second presentation.

03 UNIT 3 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 3 **Far from home**	Theme 2: CULTURE Theme 6: RECREATION	**Listening:** predicting content from context; analysing main ideas and supporting details; identifying the purpose and mood of the speaker based on verbal cues **Speaking:** expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; practising debate in fun activities and games **Reading:** analysing unfamiliar words into their components to guess their meanings; using note-taking strategies to record key ideas and specific details; using text-to-world connections to develop literacy skills and multi-cultural consciousness **Writing:** collecting information and ideas from print and electronic sources to write a coherent text; writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English; reviewing written texts for clarity, correctness, and coherence **Viewing and presenting:** discussing personal experiences that connect with visual images; orally presenting and developing ideas and opinions on a variety of topics; responding to open-ended questions related to the visual texts; making connections to more than one of the six course themes	**Listening:** guess the meaning of unknown vocabulary words and phrases from context; predict content from context; respond to critical thinking questions before, during, and after listening; begin to identify stressed and unstressed syllables **Speaking:** debate regularly in a deliberative discussion as an innovative teaching strategy; talk about events in the past using a variety of tenses **Reading:** analyse unfamiliar words into their components (root, suffix, prefix) to guess their meanings; discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from the teacher; assess their reading comprehension using different reading strategies such as monitoring; determine the meaning of words and phrases as they are used in a reading text **Writing:** practise writing different paragraphs; use reference materials found in school; use the Internet for locating specific information and taking notes for writing; collect information and ideas from print and electronic sources; revise written texts with a peer to enhance precision, clarity and correctness **Viewing and presenting:** examine text and illustrations identifying the relationship between visual and written information; discuss personal experiences that connect with visual images



OVERVIEW

Objectives:

- Use language related to holidays and travel (GSE 43–58 – B1–B1+).
- Describe a travel experience with a few very basic stock phrases (GSE 35 – A2).
- Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).
- Distinguish between the Past Simple and Past Continuous (GSE 40 – A2+).
- Use negative forms of the Past Simple (GSE 29 – A1).
- Follow the main points in a simple audio recording aimed at a general audience (GSE 43 – B1).
- Give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38 – A2+).

Vocabulary:

- Holiday activities: *climb a mountain, go for a drive, go for a swim, lie/sunbathe on the beach, make a trip, pack your bag, see the sights, visit relatives, watch the sun set/rise*

Resources:

- SB: pages 26–27; Grammar Reference page 69; Word List page 64
- Assessment: Grammar Quiz Unit 3 Lesson 1

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before students open their books, ask them to think of a holiday photo they have taken. Show a photo of your own and describe it to students. In pairs, students describe the photo to a partner and say why it is special for them. Alternatively, if phones are allowed in your classroom, students could show a picture of a holiday and describe it. Invite students to share any interesting photos they heard about from their partner.

TIP

Realia are items from the 'real world' that are brought into the classroom. Use realia such as photos, tickets or souvenirs to make your stories more engaging. Remember, students are surprisingly interested to hear about their teacher's real lives!

PRESENTATION (18 minutes)

1 (S–S, T–S) Exercise 1. Give students one minute to discuss the vocabulary and elicit what the phrases mean. After each one, take a quick show of hands to see who likes to do these things on holiday.

Answers
Students' own answers

2 (T–S, S–T) Exercise 2. Give students two or three minutes to read the texts. Elicit where each photo was taken and tell them that Patagonia includes parts of Argentina and Chile at the southern end of South America. Have a class vote on which photo they like best and invite one or two students to say why.

Answers
Students' own answers

3 (S–T, T–S) Exercise 3. Look at the sentences with the whole class. Elicit the answers. Ask one or two students questions about what they were doing at different times (try to avoid the times used in Exercise 8), e.g. *What were you doing at seven o'clock this morning?*

Answers
1 b **2** a

4 (S–T, T–S) Exercise 4. Look at the sentences with the whole class. Elicit the answers. Ask students to finish sentences using the Past Simple, e.g. *While I was walking to school today …; While my teacher was writing on the board …*

Answers
1 b **2** took this photo is shorter, it is the Past Simple

TIP

Try to encourage students to personalise the grammar by making sentences that are true for them or people they know.

5 (T–S) Exercise 5. Ask students to read the Grammar box, and then look for examples of past tenses in the text. Elicit the answers and ask students which tense we use after *while* or *as* (Past Continuous) and which we use after *when* (Past Simple or Past Continuous). Also point out that we can change the order of the sentence, e.g. *As they were going past, I took this photo. I took this photo as they were going past.*

Refer students to the Grammar Reference section on page 69 of the Student's Book for more information.

PRACTICE (10 minutes)

1 (S–S, S–T, T–S) Exercise 6. Allow students to work in pairs. Monitor and help where necessary.

Answers
2 No, he was walking on the beach when he stopped to watch a man kayaking. **3** No, Habib's mum wasn't driving the car when the horses appeared. His dad was driving the car. **4** No, the horses weren't running away from the car. They were running straight at/towards the car. **5** No, he wasn't staying in a hotel. He was hiking in the Dana Reserve.

2 (S–S, S–T) Exercise 7. Allow weaker students to work in pairs. Play the recording for confirmation and elicit the correct answers.

Answers
2 was feeling **3** went **4** was looking **5** saw
6 was swimming **7** was watching **8** jumped **9** got

Audioscript 3.1

We were travelling to France on a car ferry. I was feeling a bit sick, so I went outside to get some air. While I was looking down at the sea, I saw a dolphin. It was swimming next to the ship. As I was watching, it jumped high out of the sea. I got a wonderful photo.

PRODUCTION (7 minutes)

(S–T, T–S) Exercise 8. Elicit the correct verbs for each sentence from the whole class before they write the correct form of the verbs.

Answers
2 was driving **3** was waiting **4** was riding **5** were sailing

WRAP-UP (5 minutes)

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

HOMEWORK

Give students Workbook Exercise 3 as homework. You could also assign Grammar Quiz Unit 3 Lesson 1 as homework.

OVERVIEW

Objectives:

- Distinguish between the Past Simple and Past Continuous (GSE 40 – A2+).

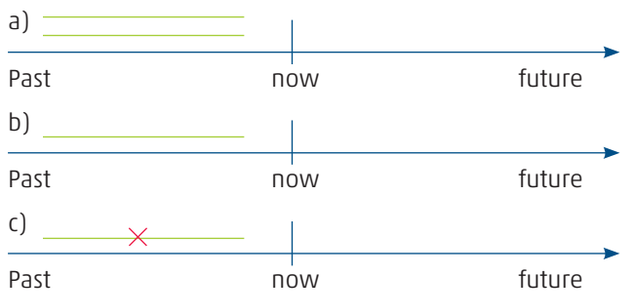
Resources:

- SB: pages 26–27
- WB pages 20–21

WARM-UP (15 minutes)

1 (T–S, S–S, S–T) Put students in small groups and ask each group to discuss and write down two things they remember from the previous lesson. Ask each group to read out their sentences for the class. Encourage other groups to ask questions to clarify any doubts they may have. Allow time for students to answer each other's questions before answering them at the board.

2 (T–S, S–T) Draw the following timelines on the board, then write the sentences, *She was sightseeing., I was taking photos while we were driving., It wasn't raining when they arrived*. Elicit which timeline represents each sentence and why. Elicit one more sentence for each timeline.



Answers

a I was taking photos while we were driving. The two actions were happening at the same time.
b She was sightseeing. One unfinished action at a time in the past.
c It wasn't raining when they arrived. A short action (arrived) happened at the same time as an unfinished action (raining) in the past.

TIP

Timelines provide a visual aid to help students understand verb tenses and the order of actions and events. They can be especially helpful for visual learners, or in cases where linguistic explanations can become more complicated than the concept being taught.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Before students open their books, write the first jumbled sentence on the board and elicit the correct sentence from the class. Allow time for students to complete the exercise alone, then put them in pairs to compare their answers. Ask volunteers to read out the completed sentences for the class to check their answers. Point out that we can change the order of the sentences in numbers 2 and 5 and elicit the correct placement of the comma.

Answers

2 At six o'clock, Alison was eating breakfast./Alison was eating breakfast at six o'clock.
3 We were waiting for the rain to stop.
4 The sun was coming up behind the mountains.
5 At eleven o'clock, I was still packing my bag./I was still packing my bag at eleven o'clock.

2 (T–S, S–S, S–T) ★★ Exercise 2. Elicit the first answer from the class, then students can complete the exercise in pairs. Allow time for them to write their answers, then read out the sentences and pause for students to call out the correct missing verbs.

Answers

1 was choosing, broke
2 saw, were driving
3 were flying, saw
4 were sailing, appeared
5 were eating, dropped

3 (T–S, S–T, S–S) ★★ Exercise 3. Ask students to read through the texts alone first to get a general understanding. Look at the example answer as a class and ask why it is correct (the past continuous here shows that the action was unfinished at the time of the story; it also provides background information). Allow time for students to complete the exercise alone, then put them in pairs to compare and discuss their answers. Nominate pairs to share their answers with the class.

You could extend this exercise by putting students into A/B pairs. All the A students should read and remember Husam's story. The B students should read and remember Dalia´s story. Tell students to close their books and retell their stories to their partners.

Answers

2 were walking **3** were sitting **4** started **5** were driving
6 was looking **7** opened **8** wasn't holding **9** flew

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Ask students say one thing about their day using either the Past Simple or Past Continuous. Students work in pairs to complete the task. Invite students to share their answers with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S–S) Put students in groups. Ask them to tell each other which parts of the lesson they found interesting, easy, or challenging. Ask each group to share one of their answers with the class.

HOMEWORK

Ask students to write one or two past continuous, past simple sentences in which a short action interrupts an unfinished action (e.g. *I was drinking orange juice when I sneezed*). Explain that in the next lesson, they will act out their sentences for each other to guess. Give one or two examples by acting out your own sentences and eliciting the answers from the class.

03 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Use language related to travel (GSE 30–42 – A2–A2+).
- Scan a simple text, identifying the main topics (GSE 40 – A2+).
- Give a short, basic description of events and activities (GSE 42 – A2+).
- Use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary (GSE 59 – B2).

Vocabulary:

- Travelling words: *adventure holiday, city break, cruise, excursion, expedition, journey, package holiday, school trip*
- Travel verbs: *arrive, board a plane, go by coach, go kayaking, miss a bus, put on sunscreen, put up a tent, stay in a hotel, take the underground, travel by train, visit a museum*

Resources:

- SB: page 28; Word List page 64
- TB: Culture Notes page 125
- Assessment: Vocabulary Quiz 3

WARM-UP (5 minutes)

(S–S, T–S, S–T) Before students open their books, ask them to think about their last holiday. Ask them to write where they went, where they stayed, how they travelled and what they did. Students then get into groups of four and compare holidays to see what things they have in common. They should try to find one thing they all did, one thing that three of them did, one thing that only two people did and something unique to every person. Invite groups to share their similarities with the class.

PRESENTATION (10 minutes)

(S–S, T–S, S–T) Exercise 1. Ask students to look through the sentences and note the highlighted words they understand. Elicit meanings of as many words as possible and then give students definitions of any that no one knew. Give students two or three minutes to discuss the different kinds of holidays and then ask them to try to agree on the best one. Invite groups to share their best holiday with the class, giving reasons for their choice.

Answers
Students' own answers

PRACTICE (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Students could do this in pairs or small groups. They read some of the texts each and then, in their own words, tell the others about them and what kinds of holidays they are. Students then tell each other which ones they like and which they don't. You can refer to the Culture Notes section on page 125 of the Teacher's book for more infomation on Wadi Rum and Heraklion.

Answers
Review 1: a school trip; **Review 2:** a package holiday

2 (S–T, T–S) Exercise 3. Ask students to add the words from the text to the table and elicit the words and meanings. Students can use a monolingual dictionary to look up the words in the text, e.g. *miss*, and see what other things it collocates with (*miss a plane*, *train*, etc.) or a bilingual dictionary to look up words which they know in their own language, but not in English. Give students two minutes and then elicit collocations and write them on the board.

Answers
Transport:
go/travel by bus, taxi, underground, plane; take a train, a coach, a bus, a taxi; leave; miss the bus; get a taxi; board the plane; take off; fly to Crete; land an hour late
Accommodation:
put up the tents; arrive at the campsite; check in a hotel
Activities:
go kayaking, windsurfing, mountain biking, hiking, sightseeing; visit museums; sunbathe

3 (S–S, T–S, S–T). Exercise 4. Look at the *Watch Out!* box with the class. Students do the exercise alone and then compare answers in pairs. Where appropriate, elicit ways to make the alternative word correct, e.g. 1 *We got a taxi to the airport.*

Answers
1 got **2** stayed **3** at **4** boarded **5** up **6** in

PRODUCTION (10 minutes)

(S–S, T–S, S–T) Exercise 5. Give students one minute to think of ideas. Put students into pairs. As one student talks, the other should note down words or phrases that their partner uses from the lesson. Stronger students should try to think of one or two more questions they could ask about the holiday. When everyone has finished, elicit these extra questions and invite other students to answer them.

TIP

Think of ways to extend activities for stronger students so that they don't finish much more quickly than others.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring in a photo of a local tourist attraction. They can talk about it during Exercise 1 in Lesson 3A.

OVERVIEW

Objectives:

- Use language related to travel (GSE 30–42 – A2–A2+).

Resources:

- SB: page 28
- WB: page 22

WARM-UP (10 minutes)

1 (S–T, T–S) Ask students what they remember about each other's holidays from the previous lesson. Elicit several answers and ask follow-up questions where possible.

2 (S–S, S–T, T–S) ★ Exercise 1. Have students do the exercise alone, then put them in pairs to compare their answers. Check answers as a class, then ask them to test each other by taking turns to close their books and read out the definitions in a random order. Their partners should respond with the correct types of holidays.

Answers
2 expedition **3** adventure holiday **4** excursion
5 package holiday **6** journey

TIP

Help students to remember the vocabulary by asking questions such as, *Do people go on adventure holidays in your country? Name two places people might go on an expedition. Do people usually sleep in tents on package holidays?*

PRACTICE (20 minutes)

1 (S–S, S–T) ★ Exercise 2. Allow time for students to read the texts alone and make sure they understand the vocabulary. Elicit the first answer from the class before having them complete the exercise alone. Put students in pairs to compare their answers and encourage them to explain their reasons. Check answers as a class.

You could extend this exercise by asking students individually to rank the holidays in order from the one they would most like to do, to the one they would least like to do. You can then put them in groups to discuss and compare their rankings. Have groups share any interesting differences or similarities with the class.

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

2 (T–S, S–S) ★ Exercise 3. Read out the first sentence and elicit the answer. Ask why it is correct (*we say arrive in for cities and countries and arrive at for specific locations).* If necessary, refer students to the *Watch Out!* box in their Student's Book on page 28 for extra support. Students can work in pairs to do the exercise. Nominate pairs to read out their sentences to check their answers.

Answers
1 at **2** for **3** took off **4** in **5** by **6** in **7** land **8** in

3 (S–S, S–T, S–S) ★★ Exercise 4. Ask students to read through the dialogue first before they complete the task individually. Point out that the first letters are given in the gaps and remind them to pay attention to the collocations. Encourage students to try the exercise without looking at their notes to start with. Check answers as a class. Fast finishers can read the mini-conversations in pairs.

You could extend the exercise by asking pairs to write their own mini-conversations. Set a time limit then join pairs into groups of six. Ask them to read out their dialogues for each other.

Answers
2 get **3** boarded **4** take **5** landed **6** take **7** arrive

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Ask students to describe the last holiday they went on, or a holiday they would love to go on. Students work in pairs to complete the task. Invite students to share their answers with the class.

Answers
Students' own answers

WRAP-UP (5 minutes)

(S–T, T–S) Ask what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Ask students to write two questions using the travel verbs. Elicit some examples and write them on the board (e.g. *Did you go kayaking on your last holiday?*). Tell students they will ask and answer their questions in pairs in the next lesson.

03 LESSON 3A SPEAKING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).
- Use language related to travel (GSE 30–42 – A2–A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Get information from a tourist office of a straightforward non-specialised nature (GSE 39 – A2+).
- Deal with practical everyday demands, exchanging straightforward factual information (GSE 38 – A2+).

Vocabulary:

- Travel words: *left luggage, taxi rank, tourist office, travel centre, tube station, waiting room*

Resources:

- SB: page 29; Word List page 64

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Ask students to think of a local tourist attraction they know about. They should tell their group what and where it is, if it's popular and if they have ever visited it. Students then open their books and answer the questions in pairs. Give students another one or two minutes for this and then discuss both questions with the whole class.

Answers
Students' own answers

PRESENTATION (20 minutes)

1 (S–S, T–S,S–T) Exercise 2. Set a time limit for students to do the matching. They then work in pairs to discuss how many of these places they have in their town and where they are, e.g. *There's a taxi rank outside the railway station.* Elicit the answers and examples of them in the students' town or in other places.

Answers
b taxi rank **c** tube station **d** Left Luggage **e** tourist office

2 (S–S, T–S, S–T) Exercise 3.Before the students listen to the conversation ask them to read the example answer with the class. Elicit or tell students that Glasgow is a city in Scotland. Students then guess the answers to the other three questions before they listen. Elicit the answers and anything else the students remember from the recording. Remember to go back to the guesses to check if they were correct.

Answers
2 the time of the train, the platform it leaves from, the nearest salad bar restaurant, how far it is to the Brunswick Centre, the nearest taxi rank **3** They can't understand English accents. **4** The person they understand perfectly is not English but Portuguese

Audioscript 3.2

J = Jimmy **TA =** Travel Agent **T =** Tim **V =** Vicente

J: Excuse me. What time is the next train to Glasgow?
TA: Five fifty-nine!
J: I'm sorry, I didn't catch that. Can you say it again, please?
TA: Five fifty-nine!
J: … fifty-nine! Two tickets for the five fifty-nine to Glasgow, please.
J: Thank you!
TA: You're welcome!
T: Oh! Which platform does the train leave from?
TA: Ite bye [pronunciation is supposed to sound like '8B' in a Midlands accent].
T: I'm sorry. We're from California. We find it hard to understand English accents.
TA: Ite bye.
J: Eight B!
TA: That's right. Ite bye.
J: Ite bye! Thank you!
T: We've got two hours to wait. Are you hungry?
J: Yeah, I am. Let's go eat.
T: Salads?
J: Excuse me. We want to get lunch. Where is the nearest salad bar restaurant?
V: There's one in the station but there's a really good one in the Brunswick Centre.
T: How far is it to the Brunswick Centre?
V: It's not far. It's about …
J: Is there a bus we can catch to get there?
T: Or maybe we can take a cab. Where's the nearest taxi rank?
V: The taxi rank is over there. But you can walk. It's only five minutes. But maybe you should leave your bags in the Left Luggage?
T: Yeah, maybe. Where is the Left Luggage?
V: Next to Platform 16.
T: Thanks for your help. You're real kind.
J: Yeah. And it's so nice to finally speak to someone we can understand. What part of England are you from?
V: Eh … I'm not from England.
T: No? Where are you from?
V: I'm from Portugal.

3 (T–S, S–T) Exercise 4. Ask students to read through the Speaking box and the *Watch Out!* box to see if they remember any of the expressions. When students have listened again, elicit the expressions used and ask students if they remember any of the answers. Drill any of the phrases you think your students are likely to find more difficult.

Answers
Students tick all the expressions except for *Is there a restaurant/bank/Travel Centre near here?* and *Pardon me, I didn't hear that.*

4 (S–S, T–S, S–T) Exercise 5. Tell students to cover the Speaking box and complete as much of the conversation as they can. If they aren't sure of a word, they should leave the gap blank and fill it in when they have listened to the recording. Elicit the answers and play the recording again. Pause the recording after each question and drill them for intonation. Students then practise the roleplays. Invite four pairs to act out one conversation each in front of the class.

Answers
2 catch **3** say **4** platform **5** far **6** there **7** nearest **8** walk **9** Where

Audioscript 3.3

J = Jimmy **TA =** Travel Agent **T =** Tim **V =** Vicente

J: Excuse me. What time is the next train to Glasgow?
TA: Five fifty-nine.
J: I'm sorry, I didn't catch that. Can you say it again, please?
T: Which platform does the train leave from?
J: 8B
T: How far is it to the Brunswick Centre?
V: It's not far. It's about ...
J: Is there a bus we can catch to get there?
T: Or maybe we can take a cab. Where's the nearest taxi rank?
V: The taxi rank is over there. But you can walk. It's only five minutes.
T: Where is the Left Luggage?
V: Next to Platform 16.

TIP

Even if some students struggle to complete the gap fill without referring back to the Speaking box, it is a good idea to ask them not to look. They have to think about the words and it gives them a real reason to listen to the recording to check their answers.

PRACTICE (8 minutes)

(S–S, T–S, S–T) Before students look at Exercise 6, ask them to look at the *Watch Out!* box. Put them into groups of three or four and ask them to think of any more words or phrases that they know which are different in British English and American English (e.g. *biscuit - cookie, sweet - candy, lorry - truck*). Give them one or two minutes and elicit examples.

PRODUCTION (7 minutes)

(S–S, T–S, S–T) Exercise 6. Play the recording once without students repeating the questions. Ask if they noticed anything about the underlined words (*they are all unstressed and have the /ə/ sound*). Drill the underlined words with the class and then play the recording again. Students then repeat the full questions, first as a whole class and then in smaller groups (girls/boys, one side of the room/the other side, different rows or desks and finally individuals). Model the sounds again if students are still pronouncing them incorrectly.

(S–S, T–S, S–T) Exercise 7. Play the recording once for students to note the answers, then play it again, pausing after each question to elicit the answers. When students have practised the conversations, invite four pairs to ask and answer one question each in front of the class.

Answers
1 About ten minutes on foot. **2** Yes, there is.
3 Half past four. **4** Yes, you can get the 16.

Audioscript 3.5

1
A: Excuse me. How far is it to the bus station?
B: About ten minutes on foot.
2
A: Is there a map of the underground?
B: Yes, here you are!
3
A: Excuse me. What time is the next coach to Leeds?
B: Half past four.
4
A: Is there a tram we can catch to the Old Town?
B: Yes, you can get the 16.

WRAP-UP (5 minutes)

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

HOMEWORK

Assign students the role of either 'place' or 'artist'. Students have to choose a famous English place or artist and do some research on it. They present what they found to their group at the start of the next lesson.

CONTINGENCY PLAN

Put students in two teams and give each team a pen and paper. Jumble the letters of the types of holidays and write them on the board one at a time (e.g. *E – U – R – I – C – S* = cruise). Cover the letters until you have finished, then say *Go!*
The first group to hold up their paper with the word correctly written, wins a point. Make sure the writer on each team changes after each turn.

03 LESSON 4A GRAMMAR (SB)

OVERVIEW

Objectives:

- Understand simple questions in questionnaires on familiar topics (GSE 31 – A2).
- Use a wide range of subject and object relative pronouns, including zero (omission of pronoun) (GSE 48 – B1).

Resources:

- SB: page 30; Grammar reference page 69; Word List page 64
- TB: Culture Notes page 125
- Online resources: Photocopiable Resource 12
- Assessment: Grammar Quiz Unit 3 Lesson 4

WARM-UP (10 minutes)

1 (S–S, T–S, S–T) Exercise 1. Before students open their books, write England vertically in the middle of the board. Ask students to write seven words horizontally which link to the letters in the word and are something to do with England – places, people, objects, food, etc. Give an example writing *London*, with the first *n* in *London* being the first *n* of *England*. Students work in pairs to write their seven words. As soon as one pair has finished, they come to the board to write their words. Ask them to explain any that aren't obvious and then ask the other pairs for other words they used. Students then open their books and do Exercise 1. Invite pairs to share one or two of their facts with the class.

Answers
Students' own answers

2 (S–S, T–S, S–T) Exercise 2. Keep students in the same pairs to try to answer the trivia questions in Exercise 2. Tell students to put their hands up as soon as they have finished. Stop the activity, elicit the answers and play the audio to check. If no pairs have finished in four minutes, stop the activity and elicit the answers they have and give information about the ones they didn't know. You can refer to the Culture Notes section on page 125 of the Teacher's Book for more information on the people and places mentioned in the quiz.

Answers
1 Shakespeare **2** Sherlock Holmes **3** Stonehenge
4 Hamleys **5** Windsor Castle **6** Stratford-upon-Avon **7** tea

Audioscript 3.6

1 William Shakespeare was an English writer and poet in the 16th century. He invented over 1,000 words that are used in English today.

2 Sherlock Holmes is a famous detective whose residence is at 221B Baker Street, London. He wasn't a real person. He only exists in books and films and on TV.

3 Stonehenge is a prehistoric monument which is over 4,000 years old. It's near Salisbury in the south of England.

4 Hamleys is a toy shop that is over 250 years old. The British royal family used to buy toys there.

5 Windsor Castle is a castle which is home to the British royal family. It is the oldest castle in the world that people still live in.

6 Stratford-upon-Avon is the town where William Shakespeare was born. It's a place where you can see lots of Shakespeare plays.

7 Tea is a drink the English love. The average English person drinks 876 cups of tea a year.

PRESENTATION (15 minutes)

1 (T–S, S–T) Exercise 3. Tell students they will look at relative clauses. These clauses tell us which one of something we are talking about. Ask students to look at the sentences in the quiz and complete Exercise 3 alone. Don't take feedback or check answers yet.

Answers
a that **b** who, that **c** where, which, that **d** whose

2 (S–S) Exercise 4. Students work alone and then compare answers in pairs. Don't take feedback or check answers yet.

Answers
1 a noun/pronoun **2** a noun/pronoun

3 (S–S, T–S, S–T) Exercise 5. Allow students one minute to look through the Grammar box and look again at Exercises 3 and 4. Now, you can check the answers to Exercises 3 and 4. To check understanding, you could ask questions like: *Which two relative pronouns can we use for places?; What two things can 'that' refer to?; Can we leave out 'who'/'where'/'that'/ 'whose'?*

Refer students to the Grammar Reference section on page 69 of the Student's Book for more information.

TIP

If you did the warm-up activity, you could look at some of the words students used in their word puzzles and elicit sentences about them using relative pronouns, e.g. *London is the city where the King of England lives.*

PRACTICE (10 minutes)

1 (S–S, T–S, S–T) Exercise 6. Ask students to work alone and then compare answers in pairs. Ask follow-up questions about some of the sentences, e.g. *1 What other relative pronoun could we use? (which); 2 Make a sentence using 'which', e.g. Cairo is a city which is famous for its pyramids. 3 What other relative pronoun could we use? (that).*

Answers
1 ✓ that **2** where **3** which **4** whose **5** ✓ who/that

2 (T–S, S–S, S–T) Exercise 7. Give students one or two minutes to complete the sentences and discuss the answers. When they have listened, elicit the answers. You could then put students into groups of three or four and ask them to think of their own questions about England. Give them three or four minutes to write the sentences and then allow each group to read out their sentences to the class for other students to guess the answers.

Answers
1 Buckingham Palace **2** which/that, Amman
3 who/that, Stephen Hawking **4** whose, Roald Dahl

Audioscript 3.7

1

A: What's the name of the place where the King of England lives?

B: Buckingham Palace. That's the place where the King of England lives.

2

A: What's the name of the city which is famous for its impressive architecture and rich history?

B: The city which is famous for its impressive architecture and rich history is Amman.

3

A: What's the name of the scientist who discovered black holes?

B: The scientist who discovered black holes is called Stephen Hawking.

4

A: What's the name of the author whose books include 'Charlie and the Chocolate Factory'?

B: The author whose books include 'Charlie and the Chocolate Factory' is Roald Dahl.

PRODUCTION (5 minutes)

(S–S, T–S, S–T) Exercise 8. Write the following headings on the board: people, places, products, food/drink, films/books. Put students into groups of three or four and set a time limit of about three minutes. When students have written their sentences ask the groups to present them to the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Grammar Quiz Unit 3 Lesson 4 as homework.

CONTINGENCY PLAN

There is also a downloadable photocopiable resource number 12 to use.

03 LESSON 4B GRAMMAR (WB)

OVERVIEW

Objectives:

- Use a wide range of subject and object relative pronouns, including zero (omission of pronoun) (GSE 48 – B1).

Resources:

- SB: page 30
- WB: page 23

WARM-UP (15 minutes)

1 (S–T, T–S, S–S) Ask students what they can remember about England from the quiz in the previous lesson. You can ask some questions to help them (e.g. *Who was Shakespeare? What is tea?*). Put students in small groups and ask them to remember one more thing they learned in the previous lesson. Ask groups to share their answers with the class.

2 (T–S, S–T) Elicit the relative pronouns and write them on the board (*who, where, which, that, whose*). Elicit which pronouns are used for people (*who/that*), places (*where/which/that*), things (*which/that*) and possessions (*whose*). Ask students if we can ever leave out a relative pronoun (*yes*) and when (*when it is followed by a noun or pronoun*).

3 (T–S, S–T) Split the class into two teams and give each team a board marker. Call out a noun (e.g. *India*, *Zendaya*, *football*). and the first team to write the correct relative pronouns gets a point. The first team to get five points are the winners.

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Elicit the first answer and ask why it is correct (*because a sport is a thing*). Have students complete the exercise individually, then compare their answers in pairs. Check answers as a class and have a class discuss to guess who, what, or where the sentences are describing. Write their answers on the board, then tell them if they are correct.

Answers
1 which **2** who **3** where **4** that **5** whose **6** that

2 (T–S, S–S, S–T) ★ Exercise 2. Check that students understand the exercise by asking CCQs (e.g. *When should you write a tick? When should you write a cross?*). Look at the example together and if necessary, briefly explain that in the example sentence the relative pronoun 'which' cannot be left out even though it is followed by a pronoun because it is the object of a preposition (*in*). Students can do the exercise alone and then compare answers in pairs. Check answers as a class and invite students to read out the sentences with the omitted relative pronouns.

Answers
2 ✓ **3** × **4** ✓ **5** × **6** ×

3 (T–S, S–S, S–T) ★ Exercise 3. Students can work in pairs to complete the exercise. Check answers as a class. Then ask them to try and answer the questions. The answers are given upside down for them to check.

Answers
2 which/that **3** which/that **4** which/that **5** which/that

4 (T–S, S–S, S–T) ★★★ Exercise 4. Go through the example as a class, then elicit the next answer and write it on the board. Ask students to complete the exercise alone, then put them in pairs to compare their answers. Ask a volunteer to read out their sentences for the class to check their answers.

Answers
2 This is the taxi driver who/that drove us from the airport to the hotel.
3 This is the room which/that I shared with my brother.
4 This was the local boy who/that taught me a few useful phrases.
5 This is the hotel where we stayed on holiday.
6 He is the chef whose food I love.

5 (S–S, S–T) Put students into groups of five or six and ask them to sit in a circle. Have them take turns to make sentences about things they can see using relative pronouns. If a student hesitates for more than ten seconds, they are eliminated and it becomes their job to listen and make sure the other students' sentences are correct. When the game is finished, ask the groups to share one of their favourite sentences with the class.

Example sentences: *These are the trousers (which/that) my mum bought me for school. This is the room where we speak English. He is the boy who/that can speak German.*

WRAP-UP (5 minutes)

(S–T, T–S) Ask students to tell you something they found interesting in the lesson. Then ask how confident they feel (on a scale of one to ten) about using relative pronouns. If they still do not feel confident, discuss options for further study.

HOMEWORK

Ask students to write one or two of their own quiz questions/clues using relative pronouns. They can test their classmates in the next lesson. Write an example on the board as a reference (e.g. *This is a place where you can borrow books*).

OVERVIEW

Objectives:

- Use language related to airports, aircraft and air travel (GSE 30–42 – A2–A2+).
- Listen to a short narrative and predict what will happen next (GSE 43 – B1).

Vocabulary:

- Airport words: *arrivals, boarding pass, book a flight, budget airline, cancelled, check-in (desk), delayed, departure lounge, gate, hand luggage, security, trolley*

Resources:

- SB: page 31; Word List page 64
- Online resource: Photocopiable Resource 13

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, tell students to close their eyes. Say that you are going to say one word and they should sit with their eyes closed for ten seconds and think about that word. Say *travel*. After ten seconds, students get together in pairs to say whatever they thought of or imagined during the ten seconds. Invite students to share ideas with the class. Students then look at Exercise 1. Set a time limit of two or three minutes and then discuss the questions with the class.

PRE-LISTENING (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Tell students to work individually and match as many words as they can without checking the meanings. Set a time limit of one or two minutes and then elicit the answers. Ask students follow-up questions to check their understanding, e.g. *What do you carry in your hand luggage? What budget airlines do you know? What do people do in a departure lounge?*

Answers
2 budget airline **3** trolley **4** boarding pass
5 departure lounge **6** security **7** check in (desk)
8 arrivals **9** gate **10** book a flight **11** delayed **12** cancelled

2 (T–S, S–T) Exercise 3. Tell students to work alone. Set a time limit of two or three minutes and then play the recording for students to listen and check or complete their answers. Elicit the answers and then play the recording again for students to listen to the whole story without having to think about any tasks. Ask students if they generally sleep during journeys or, if not, what they do. Ask if anyone ever takes school books on a journey.

Answers
2 budget **3** boarding pass **4** check-in (desk) **5** security
6 departure lounge **7** delayed **8** cancelled
9 hand luggage **10** trolley **11** gate **12** arrivals

Audioscript 3.8

I booked my flight to Amman online with a budget airline. It was a bargain! I printed my boarding pass at home, so I didn't need to go to the check-in desk. I just went straight to security. I checked a monitor in the departure lounge and saw that my flight was delayed by half an hour. I wasn't happy but at least it wasn't cancelled! My hand luggage was heavy, so I got a trolley and went round the shops. I bought a present for my mum. Then I went to the gate to board the plane. The flight was fine. I went to sleep thinking about my mum waiting for me in arrivals at Queen Alia Airport.

TIP

It can be rewarding for students to play a recording again once they have completed an exercise so they can just listen to it as they would a recording outside of the classroom.

3 (T–S, S–T) Exercise 4. Look at the *Active Listening* box with students. Students then look for key words in the questions and finally choose the correct answers in the summary. Don't tell students if they are right or wrong, but elicit the actual answers after playing the conversation.

Answers
1 two **2** plane **3** problems

Audioscript 3.9

I = Imad **F =** Fawzi **FA =** Flight Attendant
PA = Passenger Announcement

I: Excuse me. Is this row 24?
F: Yes, that's right. I'm in seat 24C.
I: I must be in the seat next to you, by the window, then. I'm Imad, by the way.
F: Hi, I'm Fawzi.
I: I was sure I was going to miss this flight.
F: It sounds like you're lucky it was delayed!
I: Yes! I had to take all my things out of my rucksack at security. They thought there was a strange object in my hand luggage. Do you know what the 'dangerous object' was? My toothpaste! I had to run all the way from security to the gate. I didn't even have time for a coffee!
F: Poor you!
I: Honestly, something goes wrong every time I fly! I think the worst time was when I went to New York. When I was leaving to go to the airport, it started raining, so I ran back inside and changed into my waterproof jacket. Hours later, when I got to the check-in desk at the airport, I suddenly remembered my passport was in the other jacket! I couldn't get on the flight. I had to go home and book a new ticket!

F: Oh no! A funny thing happened to my dad one time when he was flying from Jordan back home to Edinburgh. He had to change flights in Frankfurt and he was sitting in departures, watching a film on his laptop or something. He thought he had about two hours to kill before his flight took off. But unfortunately, he forgot to change the time on his phone and it was actually an hour later than he thought! They were calling his name, 'Can Mr Hammad please go immediately to Departures,' but he didn't hear because he was wearing headphones, so he missed the flight!

I: It's easy to make stupid mistakes!

F: Hmm.

I: I can't believe how cheap this flight is, by the way. Only £150 for a return ticket to Grenada! That's amazing!

F: You think so? I only paid £115.

I: Wow! It's usually a lot more – about five hundred I think ...

FA: Hello. Could you fasten your seatbelt please, Sir?

I: Yes, of course. Eh ... what time do we arrive? I'm really looking forward to swimming in the Caribbean.

FA: I'm sorry. Did you say the Caribbean?

I: Well, yes, we're flying to the island of Grenada in the Caribbean ...

FA: We're actually flying to the city of Granada in Spain. I think perhaps you booked the wrong flight, Sir.

I: What! I don't believe it.

PA: Can I have your attention please, ladies and gentlemen. There will now be a short safety demonstration. Can I ask you to turn off all laptops and mobile phones ...

I: Oh well, I suppose it's a chance to see a new place!

F: And another great story for you to tell!

WHILE LISTENING (10 minutes)

(S–S, T–S, S–T) Exercise 5. Ask students to read through the questions again before they listen. They mark any answers they remember from the first listening. When they have listened again, allow students to compare answers in pairs. Elicit the answers and ask students if they think the prediction tasks helped them to understand.

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

POST-LISTENING (10 minutes)

(S–S, T–S, S–T) Exercise 6. Students discuss the questions in pairs. Listen and note interesting stories and invite students to share their stories with the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes about what makes a trip an adventurous experience. They can share their ideas after Exercise 1 in Lesson 6A.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 13 to use.

OVERVIEW

Objective:

- Use language related to airports, aircraft and air travel (GSE 30–42 – A2–A2+).

Resources:

- SB: page 31
- WB: page 24

WARM-UP (5 minutes)

(S–S, T–S, S–T) Put students in groups and ask them to discuss different types of transport they have used and types they haven't used but would or would not like to.

PRACTICE (5 minutes)

(S–S, S–T) Students work in pairs to make a list of favourite and least favourite types of transport. Check answers with the class and have a vote on students' favourite and least favourite types of transport.

PRODUCTION (15 minutes)

(T–S, S–S, S–T) Exercise 1. Go through the example with the class. Students work in pairs to complete the sentences. Check answers with the class. Ask students what helped them to choose the correct answers.

Answers
1 far **2** Pardon **3** waiting **4** platform **5** tube station **6** luggage, taxi

TIP

Ask students to close their books (and maybe their eyes too) when they listen to the audio for the first time. This will help them to focus on the content and will remove the temptation to start reading and answering the questions in the following exercises.

LISTENING (15 minutes)

1 (S–S, S–T) Exercise 2. Refer students to the *Active Pronunciation* box and allow time for them to read it individually. Ask if there are any silent letters in the students' own languages. See if the students are able to give one or two examples of words with silent letters. Model the example in question 1, so students are clear that *gh* is silent in *flight*. Students can work in pairs to identify the other words with silent letters. Encourage them to read the sentences aloud to each other. Play the recording for them to check their answers. Check answers as a class.

Answers
1 flight **2** two; colleagues **3** aisle **4** bought **5** which

2 (T–S, S–S, S–T) Exercise 3. Elicit the pronunciation of *guest* and make sure students understand that the *u* is silent. Ask if they need to write all of the words in the columns (*no, there are 3 extra words*). Students can work in pairs to say and identify the words with silent letters. Check answers as a class.

Answers
silent *gh*: tonight
silent *s*: island
silent *h*: wheel

3 (T–S, S–S, S–T) Exercise 4. Model and drill the pronunciation of half before playing the audio for students to complete the exercise individually. Put students in pairs to compare their answers, then check answers as a class.

Answers
2 autumn (n) **3** psychology (p) **4** honest (h) **5** foreign (g) **6** fridge (d)

Audioscript 3.11

1 half
2 autumn
3 psychology
4 honest
5 foreign
6 fridge

WRAP-UP (5 minutes)

(S–T, T–S) Ask students what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Tell students to write a sentence using as many of the words with silent letters as possible. Elicit an example from the class and write it on the board. (e.g. *To be honest, I think only half of our guests will arrive tonight.*) Encourage students to record themselves reading their sentences aloud to make sure their pronunciation is clear and the correct letters are silent.

03 LESSON 6A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).
- Scan a simple text, identifying the main topics (GSE 40 – A2+).
- Scan short texts to locate specific information (GSE 44 – B1).
- Guess the meaning of an unfamiliar word from context (GSE 55 – B1+).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure delivered in clear, standard speech) (GSE 47 – B1).
- Research a topic by reading a range of newspapers and magazines (GSE 64 – B2).
- Express opinions and attitudes using a range of basic expressions and sentences (GSE 52 – B1+).

Vocabulary:

- Travel words: *border, hitchhiking, hospitable, overland, set out, solo, state, valid, visa*

Resources:

- SB: pages 32–33; Word List page 64
- TB: Culture Notes page 125

WARM-UP (5 minutes)

(T–S, S–S, S–T) Exercise 1. Tell students to look at the questions for one minute and think of their own answers and reasons for them. After one minute, put them into groups of three to share ideas. Then, ask one student to be the judge. The other two students will try and persuade each other to go to the place they chose for question 2. When they have run out of reasons, the judge decides which place sounds better. Then students can change roles. Invite students to tell the class about one of the places they discussed and reasons for visiting it. Alternatively, if students did the homework, they could discuss what makes a trip an adventure at this point.

PRE-READING (5 minutes)

(T–S, S–T) Exercise 2. Before students look at the instructions, re-elicit what strategies they can use before they read a text to get an idea of what it is about. Elicit ideas and then ask students to do the exercise individually. Elicit ideas and ask which clues were the most useful (the map shows that *a* is wrong, the first paragraph indicates that *b* is correct, the final paragraph indicates that *c* is wrong).

Answers
b

WHILE READING (10 minutes)

1 (T–S, S–T) Exercise 3. Ask students to underline or mark the extracts of the text which show what the correct answers are. Elicit the answers and reasons for them. If students have different answers, ask them to try to justify their answer and then decide as a class which one is correct and why. You can refer to the Culture Notes section on page 125 of the Teacher's Book for more information on Graham Hughes, his expedition and his charity.

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

2 (S–S, T–S, S–T) Exercise 4. Ask students to cover the definitions and to look at the highlighted words in pairs. They discuss which ones they understand and which they don't. Students then uncover the definitions and do the matching together. To check their answers, students replace the words in the text with the definitions and see if they make sense. They may have to make other changes to the word order, e.g. *He was setting out on an incredible solo journey. He was starting an incredible journey alone.* Elicit the answers.

Answers
2 overland **3** valid **4** setting out **5** solo **6** hitchhiking **7** hospitable

POST-READING (10 minutes)

1 (S–S, T–S, S–T) Exercise 5. Allow time for students to complete the sentences in pairs. Elicit the answers to make sure students have used the correct words. Then give students four minutes to discuss the questions. Ask half the class to start from question 1 and the other half to start from question 6. That way, even if students haven't discussed all the questions, you will be able to elicit ideas for each of them at the end of the activity.

Answers
2 valid **3** hospitable **4** setting out **5** overland **6** solo

TIP

To save time on longer exercises, you can ask different students to look at different questions so that all the questions have been answered by at least some of the students. You can also ask some students to answer some activities from the last question to the first so that, again, all questions have been asked by some students.

2 (T–S, S–T) Exercise 6. Ask students to cover the text. Ask them what charity Graham was collecting money for and to guess what the charity does with the money people donate to it. Then, ask students to listen to the recording, tick the words they hear in the recording, and elicit the answers.

Answers
The students should tick: charity, America, raise, teaches, clean, safe, magazine

Audioscript 3.13

During his trip around the world, Graham raised money for the charity WaterAid.

It's an international organisation that helps millions of people around the world to get clean water and safe toilets. It also teaches people the importance of good hygiene. The charity, whose president is King Charles, operates in thirty-seven countries in Africa, Asia, Central America and the Pacific region. It began in 1981 and is based in London but it also has offices in Australia, Japan, Sweden and the USA. WaterAid often organises sports activities to raise money for its projects. It has a magazine, Oasis, that comes out twice a year. It is one of Britain's most popular charities. To find out more visit the website www.wateraid.org.

3 (S–S, S–T, T–S) Exercise 7. Allow one or two minutes for students to discuss the questions in pairs and then have a class discussion.

Answers
Students' own answers

PRODUCTION (10 minutes)

(S–S, S–T, T–S) Exercise 8. If students have access to the Internet in the classroom, set a time limit of about five minutes for them to research a charity to present to the class. If not, you could set this as homework. Students could still discuss in pairs which charity they want to research and why, and then decide who is going to find out which pieces of information. They would then present these in a future lesson.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think of a trip they took to a town and find or draw some pictures of that town. These pictures should be kept for Lesson 7.

CONTINGENCY PLAN

Students can research information for Exercise 7 at home.

03 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).
- Identify specific information in a simple factual text (GSE 39 – A2+).
- Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).
- Derive the probable meaning of a few unknown words from short familiar contexts (GSE 48 – B1).
- Express their thoughts in some detail on cultural topics (GSE 55 – B1+).
- Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).

Vocabulary:

- Positive adjectives: *amazing*, *attractive*, *enjoyable*, *fun*, *hospitable*, *scenic*, *spectacular*, *welcoming*

Resources:

- SB: pages 34–35; Word List page 64
- TB: Culture Notes page 126
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, write the phrase *The world is your oyster* on the board and ask students to guess what it means. Take some ideas, then explain that if the world is your oyster you have the freedom to go anywhere and do anything you want. Tell students they will read a blog called *The world is your oyster*, and elicit a meaning for the word *blog*. Put students into pairs to tell each other about the incredible journeys they read about for homework. Give them a time limit of two minutes and then elicit ideas from different groups. Students then stay in their groups to discuss the photo on page 34. Ask students where they think it is and elicit some adjectives to describe the place.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Ask students to cover the questions and read the text. They then cover the text and discuss in pairs what they remember. Students uncover the questions and try to answer them without looking at the text. If there are any questions they can't answer or disagree on, they look at the text to check. Elicit the answers and anything else students remember about the text. Refer to the Culture Notes on page 126 of the Teacher's Book for more information about Aberystwyth and the Aberystwyth Castle.

Answers
2 He is a cousin. **3** He took a train. **4** Four days.
5 It was cold. It snowed. **6** Yes, he had a brilliant time.

2 (S–S, S–T) Exercise 3. Students read the text alone and complete the exercise. They then get into pairs again and, for each topic they ticked, they take turns to ask each other what they can say about it, e.g. 1 *How did he get there? He took the train.*

Answers
Students tick all except the history of the place and how much it cost.

3 (S–S, T–S, S–T) Exercise 4. Students work alone to find and note all the positive adjectives. They then compare words with a partner. When they have done the matching, they decide if any of the other adjectives they found are also synonyms or, if not, what they mean. Elicit all the other adjectives found and what they describe, e.g. *wonderful* (trip), *fantastic* (photos), *brilliant* (time) – all these are stronger synonyms for *good*. *Open*, *friendly* (people) are synonyms for *hospitable* and *welcoming*.

Answers
2 scenic **3** enjoyable **4** welcoming

PRACTICE (10 minutes)

(S–S, T–S, S–T) Exercise 5. Give students one or two minutes to read through the Writing Box and ask what its most important point is (use paragraphs to order your text in a logical way). Students then order the text. Allow them to compare their answers in pairs and then give them one or two minutes to read the whole ordered text again.

Students then work together to say what things were mentioned and also to find adjectives that the writer used *(beautiful, [not so] friendly, expensive, enjoyable, brilliant, fantastic, spectacular, dull)*. Elicit which adjectives are negative. Ask for an antonym for *expensive* (*cheap*) and a synonym for *dull* (*boring*).

You could follow this up by putting students into small groups. Each person thinks of a place they have visited and notes down some adjectives they could use to describe different things about it, e.g. weather – terrible, food – delicious. Allow one or two minutes for this. Students then tell each other about the place and what they did and describe different things about it. If they brought pictures for homework, they can use these pictures here.

Answers
2 E **3** A **4** D **5** B

PRODUCTION (10 minutes)

(T–S, S–S) Exercise 6. You could use the photocopiable Graphic Organiser for this unit to help with planning. You may wish to have students write this under exam conditions so that they can't talk to other students or refer to the Student's Book for ideas. They should have all the information they need in their plan. However, you may want to allow weaker students to use the text on page 34 as a model. When they have finished, encourage them to check their work for mistakes and make sure they have included all the information necessary.

When the time is up, tell students to stop writing, even if they haven't finished. You could then ask students to swap texts in small groups. When students have read the other texts, they take turns to ask each other questions about the place they went to and what they did and ask if the student would recommend it as a place to go. Invite a student from each group to say which place they liked best from the descriptions they read and explain why.

Collect the blogs to check and provide written feedback.

Answers
Students' own answers

TIP

When giving written feedback, you have a good opportunity to develop better rapport with your students, especially with quieter ones. Pay close attention to what they have written about, as well as how they have written it, and respond with interest. For example, in this task, if a student writes about a place you have never been, you can write *You went to New York? You're so lucky! I have always wanted to go!* You can also take the chance to write a question for each student, and leave a space for them to respond, e.g. *If I go to New York, what do you recommend I do?*

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to study the Student's Book and test themselves on vocabulary in the Word List on page 64. Alternatively, this can be done at the end of the lesson if there is time.

CONTINGENCY PLAN

Students could do the writing task at home.

03 REVISION

OVERVIEW

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

Objectives:

- All language-related objectives in Unit 3.

Resources:

- SB: Grammar Reference page 69; Word List page 64
- WB: pages 26–27; Self-Assessment 3 page 25
- Assessment: Unit 3 Language Test (Vocabulary, Grammar, Use of English); Unit 3 Skills Test (Dictation, Listening, Reading, Communication); Unit 3 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
A
2 fully **3** city **4** check-in **5** tourist **6** safari **7** boarding **8** hand
B
9 hotel **10** luggage **11** rank **12** holiday **13** bag **14** park **15** station **16** room

Exercise 2.

Answers
2 pack **3** take **4** stay, go **5** sunbathe, climb **6** go, see **7** visit, go **8** buy, watch

Exercise 3.

Answers
1 landing, taking off **2** put up **3** book **4** took **5** arrived, left, went **6** missed

Exercise 4.

Answers
1 was shining, were driving, started
2 were you doing, called, was packing, was listening, didn't hear

Exercise 5.

Answers
2 who/that **3** whose **4** (which/that) **5** where

USE OF ENGLISH

Exercise 6.

Answers
1 b **2** a **3** c **4** b **5** d **6** b **7** b **8** b

READING

Exercise 7.

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

WRITING

Exercise 8.

Answers
Students' own answers

NOTES

04 UNIT 4 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 4 **A good buy**	Theme 2: CULTURE	**Listening:** predicting content from context; analysing main ideas and supporting details; identifying the purpose and mood of the speaker based on verbal cues **Speaking:** expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; practicing debate in fun activities and games; debating regularly in a deliberative discussion as an innovative teaching strategy; using conversation management techniques, such as interrupting and "turn-taking" **Reading:** analysing unfamiliar words into their components to guess their meanings **Writing:** writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); reviewing written texts for clarity, correctness and coherence **Viewing and presenting:** discussing personal experiences that connect with visual images; orally presenting and developing ideas and opinions on a variety of topics; using PowerPoint, Google Slides and Keynote to create a presentation; examining text and illustrations identifying the relationship between visual and written information; presenting ideas using visual aids such as student-made posters, mind maps or charts; presenting information, conveying a clear perspective	**Listening:** respond to critical thinking questions before, during, and after listening; distinguish facts from opinions and make inferences; guess the meaning of unknown vocabulary words and phrases from context; predict content from context **Speaking:** talk about events in the present using a variety of tenses; debate regularly in a deliberative discussion as an innovative teaching strategy **Reading:** analyse unfamiliar words into their components (root, suffix, prefix) to guess their meanings; discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from the teacher; assess their reading comprehension using different reading strategies such as monitoring; identify a central idea of a text and how it is conveyed through particular details; determine the meaning of words and phrases as they are used in a reading text **Writing:** practise writing different paragraphs (narrative, descriptive, persuasive); revise written texts with a peer to enhance precision, clarity and correctness; use the Internet for locating specific information and taking notes for writing; collect information and ideas from print and electronic sources **Viewing and presenting:** demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; present ideas using visual aids such as student-made posters, mind maps or charts; use appropriate body language when presenting; clearly project voice when speaking, using intonation and pauses; give high-tech and visually well-rounded presentations



OVERVIEW

Objectives:

- Give brief reasons and explanations, using simple language (GSE 45 – B1).
- Read a simple text and extract factual details (GSE 35 – A2).
- Make comparisons using '(not) as ... as' with adjectives and adverbs (GSE 44 – B1).
- Make comparisons with 'more' + longer adjectives (GSE 36 – A2+).
- Form the superlative of longer regular adjectives with 'most' (GSE 36 – A2+).
- Use all forms of comparatives and superlatives of adjectives (GSE 40 – A2+).
- Form the superlative of regular adjectives with '-est' (GSE 36 – A2+).
- Express preferences about food and drink using basic fixed expressions (GSE28 – A1).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Vocabulary:

- Food – comparison of adjectives: *cheap, expensive, fattening, filling, good/bad, healthy, nutritious, popular, tasty*

Resources:

- SB: pages 36–37; Grammar Reference page 70; Word List page 65
- Online resources: Photocopiable Resource 14
- Assessment: Grammar Quiz Unit 4 Lesson 1

WARM-UP (12 minutes)

1 (S–S, S–T, T–S) Exercise 1. Give students two minutes to discuss the three questions in pairs. Have a class vote about the best chocolate bar and then invite students to share their answers for questions 2 and 3 with the class.

Answers
Students' own answers

TIP

There are many free applications online that can be used for surveying audience opinions, which are great for taking votes in big classes. Some require the audience to have smartphones, others don't. Search online for 'live audience polling'.

2 (S–S, S–T, T–S) Exercise 2. Give students one minute to discuss their ideas and then elicit possible answers.

Answers
Students' own ideas

3 (S–T, T–S) Exercise 3. Check the meaning of *to shrink* and elicit the past form (*shrank*). Give students three minutes to read the text and elicit the answer.

Answer
because quality is more important than quantity, people want to be fitter and healthier and companies can earn higher profits if the chocolate bars are smaller

PRESENTATION (8 minutes)

1 (S–S, T–S, S–T) Exercise 4. Give students two minutes to choose the correct answers alone. Let them compare in pairs before you elicit the answers.

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

2 (S–T, T–S) Exercise 5. Students read the Grammar box, then look for comparative and superlative forms. Elicit the examples from the text. Where the text doesn't use the phrase *than* ... after a comparative, elicit what this would be if stated and why it doesn't need to be stated (it is obvious or has already been mentioned). You could concept check by asking students the comparative or superlative forms of some adjectives that they know, but aren't in the box.

Refer students to the Grammar Reference section on page 70 of the Student's Book for more information.

PRACTICE (10 minutes)

(S–S, S–T, T–S) Exercise 6. Look at the example with the class and elicit what it is comparing (the size of chocolate bars now and in the past). Students work alone or in pairs. Elicit answers and encourage self-correction by repeating students' words up until their error, e.g. *aren't as big ...?*

Answers
2 larger **3** as big **4** thinner **5** more surprising **6** smaller
7 more expensive **8** greater **9** healthier **10** less expensive

PRODUCTION (10 minutes)

1 (S–S, S–T, T–S) Exercise 7. Go through some of the words in the box with students and elicit what they mean. Refer students to the example. Point out that more than one answer is possible, e.g. *fruit is more expensive/better for you/more nutritious than chocolate.* Ask students to work alone and encourage them to use a different adjective for each pair of food items. Monitor and help where necessary. Put students into pairs and give them one minute to share their sentences. Elicit possible sentences for each pair from the class.

Answers
Students' own answers

2 (S–S, S–T, T–S) Exercise 8. Ask students to discuss the question in pairs or small groups, then open it up into a class discussion.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of all the food and drink words they know (without looking any up).

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 14 to use.

OVERVIEW

Objectives:

- Make comparisons using '(not) as ... as' with adjectives and adverbs (GSE 44 – B1).
- Make comparisons with 'more' + longer adjectives (GSE 36 – A2+).
- Form the superlative of longer regular adjectives with 'most' (GSE 36 – A2+).
- Use all forms of comparatives and superlatives of adjectives (GSE 40 – A2+).
- Form the superlative of regular adjectives with '-est' (GSE 36 – A2+).

Resources:

- SB: pages 36-37
- WB: pages 28-29

WARM-UP (10 minutes)

1 (S–S, S–T) Ask students what they can remember about chocolate from the previous lesson. Students can discuss this in pairs then feed back to the class.

2 (S–T, S–S, S–T) Elicit an adjective that has one syllable, an adjective that ends in *y*, an adjective with two or more syllables, and an irregular adjective and write them on the board. Put students in pairs and ask them to write the comparative and superlative forms of all the adjectives written on the board. Invite volunteers to come up and write their answers on the board. Confirm with the rest of the class if their answers are correct.

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Elicit the first answer from the class and ask why it is correct (*the superlative form follows the definite article*). Ask students to complete the exercise individually, then compare their answers in pairs. Encourage them to give reasons for their answers. Check answers as a class.

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

TIP

Asking students to explain their answers encourages them to engage more with the target language. It also stops them being able to guess and move on without fully processing the information.

2 (T–S, S–S, S–T) ★ Exercise 2. Elicit the first answer from the class and ask why it is correct the comparative form (*healthier*) is followed by *than*. In this case, we are looking for a food which is less healthy than carrots (=*crisps*). Ask students to complete the exercise individually, then put them in pairs. One student will read out the first part of the sentences and the other will respond with the second part. Check answers as a class.

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

3 (T–S, S–S, S–T) ★★ Exercise 3. Go through the example at the board, then elicit the second answer from the class before having students complete the remaining sentences alone. Ask volunteers to read out their sentences for the class to check their answers.

Answers
2 Can I have something less fattening? **3** Your meal is the least nutritious on the menu. **4** Fruit is better for you than fruit juice. **5** The burgers here aren't as expensive as in other restaurants. **6** What's the tastiest pizza topping in this place?

4 (T–S, S–S, S–T) ★★ Exercise 4. Read the example aloud and remind students to look at the surrounding language to help them figure out the answers. Students complete the exercise alone, then compare their answers in pairs. Check answers as a class.

Answers
2 cheapest **3** better **4** tasty **5** most nutritious **6** healthier

Write the following three statements on the board and put students into small groups to decide if they are true or false. *1. Saffron is more expensive than gold.* (True) *2. Nuts aren't as healthy as dark chocolate.* (False) *3. Corn is one of the most fattening vegetables.* (True). Ask groups to write their own three true or false statements using comparatives and superlatives. If they have access to the Internet in class, you could set a time limit for them to find out some interesting food facts. In big classes, have groups swap and answer each other's quizzes. In smaller classes, groups can take turns to read out their statement for the class.

WRAP-UP (10 minutes)

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

Ask students what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Ask students to speak to an older member of their family and find out which foods are different now compared to when they were young. Tell them to write one or two comparative sentences to sum up what they find out.

04 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Use language related to food and drink (GSE 30–42 – A2).
- Scan short texts to locate specific information (GSE 44 – B1).
- Express preferences about food and drink using basic fixed expressions (GSE 28 – A1).
- Express their likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).

Vocabulary

- Food and drink: *cream, croissant, cucumber, doughnut, grapes, honey, jam, lemon, melon, milkshake, muffin, mushrooms, olives, pancake, porridge, roll, salmon, salt, sugar, watermelon, yoghurt*
- Food and drink adjectives: *bitter/sweet, crunchy/smooth, delicious/disgusting, fizzy/still, fresh/dry, hard/soft, heavy/light, mild/spicy*

Resources:

- SB: page 38; Word List page 65
- Online resources: Photocopiable Resource 15
- Assessment: Vocabulary Quiz 4

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Before students open their books, ask how many of them have stayed in a hotel in a different country. Try to put students into groups with at least one person who has stayed in a foreign hotel. Students tell their group about the breakfasts the hotels they have stayed in offered. Invite each group to share any food vocabulary that they mentioned and write this on the board.

Answers
Students' own answers

TIP

Tell students about a breakfast you once had in a hotel before they start, making the story as interesting as possible so that they have a model of what to do and also become interested in the topic.

2 (S–S, T–S, S–T) Exercise 1. Look at the three photos with the students and ask the class which one looks most like their own breakfast. Students then discuss the questions. For question 2, ask them to talk about any differences between a weekday breakfast and a weekend breakfast.

Answers
Students' own answers

PRESENTATION (10 minutes)

(S–S, T–S, S–T) Exercise 2. Give students one or two minutes to match the food items in the photos to the words. Elicit these and the meanings of the other words in the box. You could drill the words and point out that all the longer words in the box have the stress on the first syllable. For the second part of the exercise, ask pairs to try to add one food item for each letter of the alphabet (if they can't think of any, they can miss those letters out) or give each pair a meal (*breakfast, lunch, dinner, snacks*) or type of food (*vegetables, meat, dairy*). Either elicit their ideas and give a written record of these on the board for other students to write down, or have them make their lists directly on the board.

Answers
Students' own answers

PRACTICE (10 minutes)

1 (S–S, T–S, S–T) Exercise 3. Give students two or three minutes to read the texts and underline names of any foods and drinks. Elicit the correct answers to the matching activity and then give students one minute to discuss the breakfast they like the best. When they have finished, have a class vote on which breakfast they like best.

Answers
1 A **2** B **3** C

2 (S–S, T–S, S–T) Exercise 4. Start by modelling the three vowel sounds alone and drilling the class to make sure they can hear and reproduce the different sounds. Then drill the six words in the table. Students then work in pairs, saying the words out loud to each other and identifying the vowel sound before they listen to the recording. Drill all the words in each column.

Answers
/ʌ/: honey, mushroom, nuts
/e/: lemon, lentils
/æ/: jam

Audioscript 4.1

/ʌ/
muffin
butter
honey
mushroom
nuts
/e/
melon
egg
lemon
lentils
/æ/
pancake
carrots
jam

PRODUCTION (10 minutes)

(S–S, T–S, S–T) Exercise 5. Tell students to look through the words to see which ones they understand. For each one they understand they choose one food or drink item which they could describe with that adjective, e.g. *sweet – sugar*. Elicit all the adjectives they know and the examples they give, then help them with any they don't know, e.g. *fresh – bread* that has just been cooked.

You could then go through some of the foods in Exercise 2 and ask the class to say delicious or disgusting for each one. They should try to say the words with the correct intonation to show their feelings. Give students three or four minutes to discuss different foods. When they have finished, invite students to tell the class about one food or drink item that they discussed.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of what's in the fridge in their home. Give students Vocabulary Quiz 4 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 15 to use.

04 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Use language related to food and drink (GSE 30–42–A2).

Resources:

- SB: page 38
- WB: page 30

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Ask students what they can remember about the different breakfasts from the previous lesson. They can discuss this in pairs, then feed back to the class.

2 (T–S, S–T) Do a board race to review the food and drink vocabulary from the previous lesson. Put students in two teams and give each team a board marker. Give a clue for a food item (e.g. *a thick white liquid you can put in coffee)* and the first team to write the word (*cream*) on the board wins a point. The first team to get ten points are the winners.

PRACTICE (30 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Make sure students notice the negative in the rubric. Do question one as an example. Students can complete the exercise individually, then compare their answers in pairs. Check answers as a class. You may want to ask one or two additional questions.

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

2 (S–S, S–T) ★ Exercise 2. Students complete the exercise in pairs, then practise reading the mini dialogues aloud. Invite different pairs to read out the mini dialogues for the class to check their answers.

Answers
2 muffin **3** cream **4** pancake **5** butter

3 (T–S, S–S, S–T) ★ Exercise 3. Ask students for examples of mild foods, then elicit the opposite adjective. Ask students which they prefer before allowing time for them to do the exercise alone. Put students in pairs to compare their answers before checking answers as a class. Ask for examples of food for the adjectives to check that students understand the meaning.
For an extra challenge, students could cover the right-hand column and try to complete the exercise from memory before uncovering it to check and complete their answers. Alternatively, pairs could test each other by having one student close their book and their partner read out adjectives for them to say the opposites.

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

4 (T–S, S–S, S–T) ★★ Exercise 4. Read out the first sentence with the example answer, then elicit the answer to number two. Students can work in pairs to complete the exercise. Nominate pairs to read their sentences aloud for the class to check their answers.

Answers
2 delicious **3** mild **4** fresh **5** hard **6** still **7** crunchy

5 (T–S, S–T) ★★ Exercise 5. Go through the words in the box and make sure students understand them. Ask students to complete the exercise alone then read out the completed text for them to check their answers.
You could extend this exercise by asking students to share details of their own favourite foods. They can do this is small groups.

Answers
2 sugar **3** bitter **4** mushrooms **5** salt **6** beans **7** grapes

6 (T–S, S–S) If you have time, you could hold mini, food critic role-plays. Draw and label a plate of food on the board, then give students one minute to draw and label their own dishes. Tell students to imagine they are eating your dish and to give their opinions as if they were food critics. Elicit several sentences and write them on the board (e.g. *Oh dear this fish is so dry. Why is the sauce fizzy?*) Put students in pairs and have them pretend to try each other's dishes and give their opinions. Ask them to say at least three sentences for each dish. Swap pairs and repeat the exercise until students have spoken to at least three different people.

TIP

Encourage students to exaggerate and make funny sentences. Humour can help students to relax and participate more.

WRAP-UP (5 minutes)

(T–S, S–T) Ask students to share their favourite three words from the lesson and the reason they like them (*sound*, *meaning*, *difficulty*?).

HOMEWORK

Ask students to review the new vocabulary and make sure their notes contain clear examples.

OVERVIEW

Objectives:

- Use language related to food and drink (GSE 43–58 – B1–B1+).
- Use uncountable (mass) nouns with no quantifier or an appropriate quantifier (GSE 32 – A2).
- Express sufficiency and insufficiency with 'enough' and 'too' (GSE 39 – A2+).
- Ask for drink or food in a limited way (GSE 24 – A1).
- Ask and answer simple questions in areas of immediate need or on very familiar topics (GSE 25 – A1).

Resources:

- SB: page 39; Grammar Reference page 70; Word List page 65
- Online resources: Photocopiable Resource 16
- Assessment: Grammar Quiz Unit 4 Lesson 3

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, they work in pairs and tell each other what they ate and drank for breakfast that morning. Give them one minute and then join pairs together in groups of four. They try to see if there is anything that they all ate or drank. Invite students to share what they found out with the class. They then stay in their groups to discuss Exercise 1. Allow them two minutes and invite groups to share any interesting information they discussed with the class. Alternatively, you could ask students to stand in a line, with the person who ate the least breakfast at one end and the person who ate the most at the other (obviously, it doesn't have to be exact). Students have to ask each other what they ate, in order to stand in the correct place.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Students replicate the table in their notebooks, leaving plenty of room to write the different food items. Elicit what countable and uncountable nouns are (a countable noun is one you can count: *one egg, two eggs,* etc. An uncountable noun can't be used with *a/an* or with a number without adding certain information, e.g. *some fruit, a piece of fruit, two kinds of fruit*). You could put students into groups of three so they each read one text and then share the food items together when they have finished. Elicit the answers and make sure students have written them in the correct place in their tables.

2 (S–S, T–S, S–T) Exercise 3. Look at the last column of the table in the Grammar box and elicit that *eggs* are countable and *milk* is uncountable. Students then read the Grammar box and *Watch Out!* box alone and check their answers. Elicit the correct answers for each quantifier and an example sentence that is true for the student making the sentence, e.g. *a couple of – countable. I've got a couple of sandwiches in my bag.*

Ask students which form of *There is/are* we use for uncountable nouns *(there is)*, singular nouns *(there is)* and plural nouns *(there are).* If you did the warm-up activity, you could ask students to talk about their breakfasts again but using quantifiers from the Grammar box, e.g. *I had lots of toast. I had a few olives.*

Refer students to the Grammar Reference section on page 70 of the Student's Book for more information.

TIP

Try to elicit meaningful, real life examples of new structures from students so that they can see how these can be used in their own lives.

PRACTICE (10 minutes)

(S–S, T–S, S–T) Exercise 4. Give students two or three minutes to choose the correct words and then to read through the completed texts again. Elicit the difference between *We don't have much time* and *We don't have enough time*, as well as *We eat a lot of food* and *We eat too much food*. Ask which breakfast is most like their own. You could then follow this up by asking students to work in pairs to write about a typical breakfast in Jordan. Invite one or two pairs to read out their texts and ask other students if they agree or disagree with the information.

Answers
1 enough **2** a lot of **3** too much **4** a few **5** some
6 a little bit **7** a couple of **8** lots of **9** much **10** enough

PRODUCTION (10 minutes)

(S–S, T–S, S–T) Exercise 5. Ask students if they have ever been on a picnic. Ask what sort of food they may take with them. Tell students to look at the heading of the list in Exercise 5, and ask if they will need a lot of food or a little. Look at the instructions with students and ask when students would use *too much/many* (*when they don't think six people could eat or drink that much*) and when they would use *not enough* (*when they think six people would need more food and drink*). When students have written their sentences, they join up in groups of four to compare ideas. If they think the other pair has made a grammar mistake they should help them to correct it. Elicit one sentence for each food item from different groups.

Suggested answers
There isn't enough water.
There isn't enough salad.
There are too many watermelons.
There is too much yoghurt.
There isn't enough juice.
There isn't enough hummus.
There is too much bread.
There is too much cheese.
There isn't enough fruit.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes on the last thing they bought. Their notes should answer these questions: *Where did you get it? Why did you buy it?* If possible, they should bring in a photo of the item or the real thing itself. They can be used to lead into Exercise 1 in the next class.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 16 to use.

OVERVIEW

Objectives:

- Use language related to food and drink (GSE 43–58 – B1–B1+).
- Use uncountable (mass) nouns with no quantifier or an appropriate quantifier (GSE 32 – A2).
- Express sufficiency and insufficiency with 'enough' and 'too' (GSE 39 – A2+).

Resources:

- SB: page 39
- WB: page 31

WARM-UP (10 minutes)

1 (S–S, S–T) Put students in small groups and ask them to write down three things they learnt in the previous lesson. Ask groups to share their lists with the class and comment on any differences or similarities.

2 (T–S, S–T) Write the following sentences on the board and ask students to complete them.
We use _____ nouns with much/a little. (uncountable) *We use _____ nouns with many/a few.* (countable)
Elicit one or two examples of countable and uncountable nouns and write them on the board. Elicit sentences using the nouns and quantifiers written on the board (e.g. *There isn't much cheese. We've got a few apples.)*

TIP

Monitor closely and correct any errors with new language quickly and on the spot. This will help avoid errors becoming fossilised.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Look at the example as a class and elicit one answer for the other column. Students can complete the table in pairs. Ask them to add two or three more food and drink items to each column. Elicit more quantifiers used for countable nouns (*a few/a couple/many*), uncountable nouns (*a little/a bit/much*), and both (*some/any/a lot of/lots/enough*).
You could extend this exercise by telling students what you have in your fridge and inviting them to make a sentence about it. (e.g. *There are three litres of milk.* = *There's a lot of/too much milk.*)

Answers
There's some: fruit, honey, jam, sugar
There are some: beans, eggs, grapes, olives, rolls

2 (T–S, S–S, S–T) ★ Exercise 2. Read out the example answer and encourage students to read all the text first before they answer. Students compete the exercise alone, then compare answers in pairs. Check answers as a class.

Answers
2 – **3** of **4** – **5** of **6** of

3 (T–S, S–S, S–T) ★★ Exercise 3. Remind students again to pay close attention to the language surrounding the gaps. Ask students to complete the exercise alone before comparing their answers in pairs. Invite students to read out their completed sentences for the class to check their answers.
For an extra challenge, stronger students could cover the word box at the top and try to complete the exercise without the options.

Answers
2 enough **3** little **4** many **5** much **6** lots of
7 few **8** lot

4 (T–S, S–S) ★★★ Exercise 4. Look at the picture as a class and elicit all the different food and drink items they can see. Write the list on the board. Ask students to complete the exercise alone, then put them in pairs to read out the mini dialogues and compare their answers. Nominate students to read out the questions and answers for the class to check their answers.
You could extend this exercise by having students cover the text before asking and answering their own questions about the picture.

Answers
2 there are a few **3** many **4** are there **5** are a few
6 much **7** is there **8** isn't any **9** Is there any
10 there is a lot **11** much **12** is there **13** is a little
14 many **15** are there **16** aren't any

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Have students work as a class to describe a meal. Each student should say one sentence.

Answers
Students' own answers

WRAP-UP (5 minutes)

(S–T, T–S) Encourage students to reflect on what they have learnt. Ask them to tell their partner one thing they think they will remember from the lesson.

HOMEWORK

Ask students to make a note of the foods they have a lot of and the foods they don't have enough of at home. Tell them to find out how often their family goes food shopping, and where they usually buy their food.

04 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Express their likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).
- Understand the main idea of a passage using textual clues (GSE 50 – B1).
- Distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions (GSE 54 – B1+).
- Scan a simple text, identifying the main topics (GSE 40 – A2+).
- Scan short texts to locate specific information (GSE 44 – B1).
- Express opinions using simple language (GSE 45 – B1).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).

Vocabulary:

- Shopping terms: *changing rooms, checkout, customer, discount, queue, service, shop assistant*
- Types of shops: *chain store, shopping mall, department store*

Resources:

- SB: pages 40–41; Word List page 65
- TB: Culture Notes page 126
- Online Resources: Photocopiable Resource 17

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Ask students to discuss question 1 for one minute. Have a quick class vote on who enjoys and who doesn't enjoy shopping, then give them about three minutes to discuss question 2. Students discuss each item in turn saying what they like or dislike about it. You could give them ideas by giving your opinion on clothes shopping first. When students have finished, go through each item in turn with the class and invite them to give their opinions about it and reasons why. If you set the homework from the previous lesson plan, ask students to share details about what they bought.

PRE-READING (10 minutes)



(T–S, S–T) Exercise 2. Tell students to look at the *Active Reading* box and cover the reading text while they do so. Alternatively, you can use the audio. When students have finished, they cover the *Active Reading* box. Elicit what tips it gave. Now set a time limit of two or three minutes so that they read the text quite quickly. Elicit the correct answer and reasons for it.

Answer
c

WHILE READING (7 minutes)

(S–S, T–S, S–T) Exercise 3. Look at the first paragraph with the class. Without looking at Exercise 3, students read the paragraph and in pairs write a possible heading for the paragraph. Elicit ideas from one or two pairs and then ask students to look at the list in Exercise 3 to see which one most closely corresponds to their ideas. If students choose the wrong heading, ask questions for them to see that they are wrong, e.g. A – *In what way are different weeks different to each other?* Students then do the whole exercise in the same way, reading each paragraph, deciding a main idea and then doing the matching. Elicit the answers and information in the text which helped them. You can refer to the Culture Notes section on page 126 of the Teacher's Book for more information on Mystery Shopping.

Answers
1 G **2** C **3** A **4** E **5** F **6** B

POST-READING (18 minutes)

1 (T–S, S–T) As an extension activity, give students one minute to think of reasons why the job of mystery shopper does or doesn't sound interesting, then one minute to discuss their ideas. When finished, allow the class to discuss the question together, making sure they always give reasons for their opinions.

2 (S–S, T–S, S–T) Exercise 4. Tell students to cover Exercise 4 and give one or two minutes to look at the highlighted words and guess what they mean. They then compare ideas in pairs and uncover the definitions to do the matching. Elicit the answers and ask students questions about them, e.g. *Which shop has the best changing rooms? Which shops have the longest queues?*

Answers
2 chain store **3** department store **4** changing room
5 customer **6** shopping mall **7** discount **8** queue
9 checkout **10** shop assistant

3 (T–S, S–T) Exercise 5. Students do the exercise alone. Invite students to read out one of the sentences each to check the answers.

Answers
2 queues, checkouts, shop assistants **3** changing room
4 shopping mall **5** department store

4 (S–S, S–T, T–S) Exercise 6. Set a time limit of about two or three minutes for students to discuss the questions in pairs and then invite students to discuss their ideas as a whole class. Ask students for more details if necessary.

TIP

If some students are able to complete tasks much more quickly than others, it may be useful for the class for those students to be paired with struggling students in order to support them.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring their favourite item of clothing, or a photo of it. Use it to start the next lesson. Students should be able to tell their classmates about the item.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 17 to use.

04 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Use language related to describing clothes (GSE 30–42 – A2).
- Follow the main points in a simple audio recording aimed at a general audience (GSE 43 – B1).
- Identify specific information in a simple presentation or lecture aimed at a general audience (GSE 48 – B1).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).
- Understand the key points about a radio programme on a familiar topic (GSE 53 – B1+).
- Talk about everyday things (e.g. people, places, job, study) in a basic way (GSE 31 – A2).

Vocabulary:

- Clothes: *blouse, kilt, pyjamas, raincoat, suit, sweatshirt*
- Accessories: *belt, bracelet, earrings, handbag, hat, scarf, tie*

Resources:

- SB: page 42; Word List page 65
- Online Resources: Photocopiable Resource 18

WARM-UP (5 minutes)

(T–S, S–T) Before students open their books, write two headings on the board: new and used. Tell students that you'll talk about shopping, and whether they prefer buying new or used items. Read the following list, students raise their left hand if they prefer used items, right if they prefer new: *a sweater, a microwave oven, a mobile phone, a car, furniture, a textbook, a games console*. Ask students if they have heard the term second-hand before, and if they think it refers to new or used items.

PRE-LISTENING (7 minutes)

(S–S, T–S, S–T) Exercise 1. Tell students that in this lesson you'll look at second-hand shops. Then ask them to open their books and discuss the questions in Exercise 1 with a partner. If you set the homework from the previous lesson plan, the class can start with each student presenting their store to a group of four. Ask students to read through the statements before they listen. Give them about one minute for this.

Answer
The photo shows a second-hand shop/charity shop.

WHILE LISTENING (20 minutes)

1 (T–S, S–T) Exercise 2. Play the recording once for students to decide, then play it again for them to check and listen for words and phrases which justify their answers. Elicit the answers and the reasons for them.

Answers
1 F **2** F **3** T **4** T **5** F **6** T

Audioscript 4.3

S = Samia **N** = Nadia

S: Hello, and welcome to this week's Clothes Feature with me, Samia. These days more and more young people are turning to charity shops for clothing ideas and it's not surprising because it's cheap and – above all – fun! Earlier this week I met with Art student Nadia Akel to ask why she buys all her clothes from charity shops. Hi, Nadia.

N: Hi, Samia.

S: OK, here we are on the famous Kings Road in Chelsea. It's perhaps the busiest shopping street in west London and already I can see three charity shops. Is that why we're here, Nadia?

N: Well yes. This is my favourite place for charity shopping in London. First of all, there are a lot of charity shops quite close to each other, which is good. But more importantly, Chelsea is one of the most expensive parts of London. It's famous because there are lots of expensive clothes shops and boutiques here, and also a lot of cool celebrities live in the area. You know – actors, footballers, pop stars and models ... This means that if you're lucky, you can often find amazing clothes for not much money. I once bought a designer dress in a charity shop here for £30!

S: Wow!

N: And who knows – perhaps it once belonged to someone famous! Anyway, why don't we have a look in the first shop?

S: Come on then!

2 (S–S, T–S, S–T) Exercise 3. Ask students to look at the words in the yellow box. Then ask students to stand up if they are wearing the item that you read out. Read some of the words from the list. Ask students to add two more items to the list. Play the recording for students to listen for the words, then allow them to check answers in pairs. Ask how many items each pair heard and elicit these.

Answers
Students should tick belt, blouse, bracelet, earrings, handbag, hat, raincoat, scarf, sweatshirt

Audioscript 4.4

S = Samia **N** = Nadia **R** = Reem

S: OK, well now I'm here with Nadia, actually inside a charity shop. I can see some books and toys. But mostly it's clothes – lots of clothes! So how do you find the most interesting things, Nadia?

N: Well, the most important thing is to be patient. As you can see, there are a lot of clothes here. And everything is all mixed up – completely different sizes, and styles and colours all mixed together. And, let's be honest, eighty percent of the clothes here aren't very nice! So you need to have the time and patience to go through everything in the shop. Because the most interesting things are always hiding behind some terrible stuff. And don't be afraid to buy something that looks a bit old or dirty. The first thing I do when I get home is put everything in the washing machine. Clothes that look a bit shabby in the shop often look amazing when I take them out of the washing machine at home.

S: Oh wow! Look at this raincoat! The shoulders are so big.

N: Yes, that's a classic 1980s style! It makes you look like an American football player. Look at this, Samia! A lovely blouse for just £7! What a bargain! And a designer label sweatshirt for £10. It looks brand new to me. It costs about £120 in a chain store.

S: Wow! What size is it?

N: Er, a 12.

S: Oh, too big for me. Never mind. Any other advice, Nadia?

N: Yes, don't buy second-hand shoes. They don't usually fit and anyway it isn't a good idea to put shoes in the washing machine.

S: Hmm.

N: Charity shops often have really nice accessories too. You can find fantastic handbags and scarves and bracelets and earrings. Look at this, Samia. A really nice belt for £1.50.

S: Oh! I love it!

R: Hi Nadia.

N: Oh hi, Reem.

R: Did you see this dress? Electric blue – that's your favourite colour, isn't it? I saved it for you.

N: Wow, thanks Reem. I love it. And £15 – what a great price! You see, Samia, it's a good idea to make friends with the shop assistants. Reem often saves cool things for me.

S: Lucky you!

N: Oh, Samia, look, I think this black hat is just perfect for you ...

3 (S–S, S–T, T–S) Exercise 4. Ask students to read through the sentences and find any words they don't know. Elicit these and ask if any other students can give a definition. If not, give definitions yourself (students may have problems with *instincts* and *shabby*). Give students two minutes to decide which pieces of advice they agree with. When they have listened, elicit the answers and ask students if any of the advice given on the recording was strange or different to what they thought.

Answers
Students should tick sentences 2, 3, 5 and 6.

4 (T–S, S–T) Exercise 5. Look at the first sentence. Elicit what *just 7 JOD* means (*it is less than expected*) and a definition of *bargain* (*something that is cheaper than expected*). Students do the same with the other three sentences. Elicit their ideas and correct them if necessary.

5 (S–S, T–S, S–T) Exercise 6. Look at the example sentence. The word *sweatshirt* on its own would be correct but it is better for students to show that they heard more details while listening. Play the recording twice and then elicit the answers.

Answers
2 bargains **3** stylish and original **4** quality **5** experiment **6** help other people

Audioscript 4.5

S = Samia **N** = Nadia

S: Well, that was a really successful day's shopping for me. I've got a fantastic belt for £1.50, a designer label sweatshirt for £10 and a hat for £5.

N: Yes, you got some good bargains there, Samia.

S: So, apart from the great prices, what's the best thing about buying clothes from charity shops, Nadia?

N: Well, first of all, I think older clothes are more stylish and original than the new clothes of today that you find in chain stores or shopping malls. For example, I really love clothes from the 1960s. They've got a lot of character, and in my opinion the quality is better too. So, charity shops are great for people who want to be original and look a bit different. What else? Well, as you said, the prices are cheap, so charity shops are a really good way to experiment with clothing and find your own style. You can buy something in a new style or colour to see if you look good in it. It doesn't matter if you sometimes make mistakes, because you never spend too much money. But of course, the best thing of all is that the money goes to charity – so you help other people every time you buy something.

TIP

It is important in this kind of task that students' answers make grammatically correct sentences. In sentence 2, the word can't be a singular, countable noun because there is no indefinite article before the word *good*.

POST-LISTENING (8 minutes)

(S–S, S–T, T–S) Exercise 7. Tell students to work alone and to look at the two questions. They should write what they expect their partner to say for each one, e.g. 1 *Where it is, what kind of clothes they sell, why they shop there*. When their partner answers the questions, they check that their partner mentioned all the things they were expecting. If not, they can ask questions to find out this information. Set a time limit of about five minutes and then invite the class to share their ideas.

WRAP-UP (5 minutes)

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

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 18 to use.

04 LESSON 5B VOCABULARY (WB)

OVERVIEW

Objective:

- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).

Resources:

- SB: page 42
- WB: page 32

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to think of three things they can remember from the previous lesson. Once students have their individual answers, put them in groups of four to discuss them. Have groups share some of their points with the class.

PRACTICE (5 minutes)

(T–S, S–T) Check that students know the vocabulary in Exercise 1 and how the words are pronounced.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 1. Go through the example with the class. Students work in pairs to complete the sentences. Check answers with the class. Ask students what helped them to choose the correct answers.

Answers
2 Chemistry **3** Chemistry **4** brochure **5** Technology
6 Chef, cheap

LISTENING (20 minutes)

1 (T–S, S–S, S–T) Exercise 2. Write *ch* and *sh* on the board and model and drill the sounds. Point out that students should listen for sounds, not think about spelling. Play the example sentence and pause the recording. Ask students if they heard the *sh* sound in the underlined word. Play the next sentence and elicit the correct answer. Play the remaining recording for students to complete the exercise individually. Check answers as a class and play the recording again if there are any doubts.

Answers
2 ch **3** ch **4** sh **5** sh

Audioscript 4.6

1 You should be patient with your little sister.
2 Cheating is bad.
3 I took a picture with my phone.
4 I bought a new sweatshirt.
5 It's a charity organization.

2 (T–S, S–S, S–T) Exercise 3. Play the recording. Students do the exercise individually then compare answers in pairs. Check answers as a class. Model and drill any words where students made mistakes.

Answers and Audioscript 4.7
1 chair **2** ships **3** wish **4** chop
5 watch **6** cash

3 (T–S, S–S, S–T) Exercise 4. Refer students to the *Active Pronunciation* box. Allow time for them to read the information, then elicit more words with *ch* for each sound (e.g. *champion*, *machine*, *archive*). Tell students to read the text as they listen to the recording. Put them in pairs to complete the sentences. If students struggle to notice the pattern, ask additional questions such as *Did the teacher go to Munich?* Exaggerate your pronunciation of the *ch* sounds to help them. Check answers as a class and drill the three sentences.

Answers
1 mechanic **2** chef **3** teacher

WRAP-UP (5 minutes)

(T–S, S–S) Ask students what they enjoyed most about the lesson and what they found most challenging. Invite volunteers to share their answers with the class.

HOMEWORK

Ask students to write their own sentences with the three different *ch* sounds. Tell them to record themselves reading their sentences to check their pronunciation.

OVERVIEW

Objectives:

- Describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book) (GSE 36 – A2+).
- Follow a simple conversation or narrative about familiar, everyday activities (GSE 37 – A2+).
- Recognise simple expressions of agreement and disagreement in short discussions if conducted slowly and clearly (GSE 37 – A2+).
- Express belief, opinion, agreement and disagreement politely (GSE 45 – B1).

Resources:

- SB: page 43; Word List page 65

WARM-UP (5 minutes)

1 (S–S) Before students open their books, put them into pairs. Students should tell their partner what kind of shoes they like to wear, and why, e.g. *I like to wear hiking boots because they are comfortable and keep my feet warm and dry. I like to wear high heels because I think they look good.*

2 (S–S, T–S, S–T) Exercise 1. Give students two minutes to discuss the questions in pairs. Encourage students to share their ideas with the class, and to agree and disagree politely. You can also ask how often they go clothes shopping or ask them to think of their own follow-up questions about shopping for clothes.

Answers
Students' own answers

PRESENTATION (12 minutes)

1 (T–S,S–T) Exercise 2. Elicit guesses to the two questions before students listen. After listening, elicit what students heard and what they think the answers to the questions are. Ask why they think that – elicit things that the people said or their tone of voice.

Answers
He doesn't want to go shopping.
He doesn't like them.

Audioscript 4.9

M = Mum **S** = Saleem

S: Mum, I don't need new school shoes.
M: Yes, you do. Your trainers are old! You can't wear ...
S: Oh, I suppose so. But ...
M: What?
S: To be honest, I don't like the shops in the shopping mall. There are some great shoe shops in the town centre. Maybe we could go there?
M: No, there's never anywhere to park in the town centre and the shops are too expensive.
S: I could go with Talal.
M: Remember last time you went shopping with your cousin Talal? You bought those weird trousers that you never wear.
S: Hmm. You've got a point.
M: What do you think of these ones?

2 (S–S, T–S, S–T) Exercise 3. When students have listened, elicit the answer and ask students to work in pairs to summarise the whole situation in two or three sentences. Elicit ideas from different pairs and ask how they would feel or what they would do if they were in the same situation as the boy.

Answers
Students' own answers

Audioscript 4.10

M = Mum **S** = Saleem **D** = Dad

M: What do you think of these ones?
S: They're really uncool.
M: I disagree. Personally, I think they're very fashionable. What's your opinion, Hamzah?
D: I agree. There's nothing wrong with them, Saleem. They're a good price too. Try them on.
S: They're too small.
M: Excuse me! Have you got these in a size 11? Excuse ...? Oooh! Frankly, the service here is terrible.
D: Absolutely. If you ask me, the shop assistants are more interested in chatting than serving customers.
M: I totally agree. And don't you think it's hot in here?
D: You're right. In my opinion, all shopping centres are too hot. And it's starting to annoy me ...
M: Me too!
S: So why don't we go to those great little shoe shops in the town centre?
D: I'm not sure about that.
S: It might be fun. We could have a coffee in that café next to the charity shop Mum likes. Just think – fresh air, trees. What do you think?
D: Let's go!

3 (T–S, S–T) Exercise 4. Look at the Speaking box with students. Ask how the second question is different from the other two (*The speaker has their own opinion and is asking if the other person agrees or not*). In the *Giving opinions* section, elicit or tell students that *Frankly* and *To be honest* are used to introduce quite negative or controversial opinions. Students then look through the whole Speaking box and tick any expressions they remember hearing. Play the recording again and ask students to make a note of who uses each expression. Elicit the phrases used and who said them.

Answers
Asking for opinions: Students should tick all options
Giving opinions: Students should tick all options except *It seems to me...*
Agreeing: Students should tick all options except *I couldn't agree (with you) more!*
Partly agreeing: Students should tick all options except *Fair point, but...*
Disagreeing: Students should tick all sentences except *I know what you mean but..., I don't think so* and *No way!*

Audioscript 4.11

M = Mum **S** = Saleem **D** = Dad

S: Mum, I don't need new school shoes.

M: Yes, you do. Your trainers are old! You can't wear ...
S: Oh, I suppose so. But ...
M: What?
S: To be honest, I don't like the shops in the shopping mall. There are some great shoe shops in the town centre. Maybe we could go there?
M: No, there's never anywhere to park in the town centre and the shops are too expensive.
S: I could go with Talal.
M: Remember last time you went shopping with your cousin Talal? You bought those weird trousers that you never wear.
S: Hmm. You've got a point.
M: What do you think of these ones?
S: They're really uncool.
M: I disagree. Personally, I think they're very fashionable. What's your opinion, Hamzah?
D: I agree. There's nothing wrong with them, Saleem. They're a good price too. Try them on.
S: They're too small.
M: Excuse me! Have you got these in a size 11? Excuse ...? Oooh! Frankly, the service here is terrible.
D: Absolutely. If you ask me, the shop assistants are more interested in chatting than serving customers.
M: I totally agree. And don't you think it's hot in here?
D: You're right. In my opinion, all shopping centres are too hot. And it's starting to annoy me ...
M: Me too!
S: So why don't we go to those great little shoe shops in the town centre?
D: I'm not sure about that.
S: It might be fun. We could have a coffee in that café next to the charity shop Mum likes. Just think – fresh air, trees. What do you think?
D: Let's go!

PRACTICE (13 minutes)

1 (S–S, T–S, S–T) Exercise 5. As with previous units, tell students to cover the Speaking box and complete as much of the conversation as they can. If they aren't sure of a word, they should leave the gap blank and fill it in when they have listened to the recording. Elicit the answers and play the recording again.

Answers
2 so **3** think **4** don't **5** me **6** agree **7** opinion



Audioscript 4.12

A = Abeer **D** = Dana **N** = Nadia

A: Wow, Nadia! I think you look fabulous.
D: Yeah, me too! What an amazing dress, Nadia.
N: Thanks! It's second-hand. I bought it from a charity shop for five pounds.
A: Really? Doesn't it feel strange to wear somebody else's old clothes?
N: No, I don't think so. What do you mean?
A: Well. Perhaps somebody died in it? I don't think I could wear second-hand clothes. What do you think, Dana?
D: No, I don't agree. I sometimes wear my mum's old things. If you ask me, it's nice you can give some old clothes a 'second life'.
N: I totally agree . And in my opinion , the quality is much better than new clothes. No horrible synthetic materials ...
D: I couldn't agree more!

2 (S–S, T–S, S–T) Exercise 6. Give students roles and, before they practise the conversation, they each choose phrases to replace any of the phrases their character says which are in the Speaking box, e.g. Abeer: *Wow Nadia! If you ask me, you look fabulous.* When students are ready, they act out the conversation. Invite one group to act out their conversation in front of the class. If there are any inappropriate phrases used, elicit or explain why.

TIP

Try to make students aware of any slight differences in meaning or politeness when looking at similar phrases. It is easy to use phrases inappropriately if you are unaware of when to use them and with whom.

PRODUCTION (10 minutes)

(S–S, S–T, T–S) Exercise 7. Set a time limit of two or three minutes for students to discuss the issues in pairs. When they have finished, ask them to put their hands up if they disagreed with any of the statements and elicit the different opinions. You could now follow this up by joining pairs into groups of four. This time, tell students that everyone has to try to agree with the first statement, giving reasons why, two students have to agree and two disagree with the second statement, and for the third statement everyone has to disagree and say why. Give them three or four minutes for this.

Answers
Students' own answers

As an extension, after Exercise 7, write the following statement on the board: *Expensive clothes are always better quality than cheap clothes.*

Individually or in pairs, students think about their views and make notes to take part in a class debate. They should use language from the Speaking box. In bigger classes, the debate can also be held in groups.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to test themselves on vocabulary in the Word List on page 65. Alternatively, this can be done at the end of the lesson if there is time.

CONTINGENCY PLAN

Write the following categories on the board and check students understand their meaning: *Clothes*, *Accessories*, *Jewellery*. In pairs or groups, students categorise the words in Exercise 4 (both those in the box and the ones they added themselves).

OVERVIEW

Objectives:

- Express opinions and attitudes using a range of basic expressions and sentences (GSE 52 B1+).
- Identify specific information in simple letters, brochures and short articles (GSE 37 – A2+).
- Understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints) (GSE 46 – B1).
- Use language related to complaining and criticising (GSE 43–58 – B1–B1+).
- Use the definite article to refer back to something already mentioned (GSE 35 – A2).
- Make a complaint (GSE 51 – B1+).

Resources:

- SB: pages 44–45; Word List page 65
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, ask them to think back to the last time they bought something which they were disappointed with, e.g. a *product that wasn't as good as it looked in adverts, a meal which was cold.* Put them into groups of three or four to say what it was and whether they did anything about it. Allow two minutes then ask the class if anyone complained about the thing they bought and tried to change it or get their money back. Students then stay in the same groups to discuss the questions in Exercise 1. Allow two minutes then discuss the questions as a class.

PRESENTATION (15 minutes)

1 (T–S, S–T) Exercise 2. Set a strict time limit of two minutes so that students scan the article for the information required. Elicit the answers and where they can be found.

Answers

1 the poor service; the fact she received spoons instead of knives not once but twice; the fact she couldn't get through to anyone when she phoned the company; the fact she had to pay for the phone calls
2 improve the quality of their service; give prompt refunds or exchanges; employ human call centre staff instead of using automated responses
3 send her the knives she ordered and give her compensation

2 (T–S, S–T) Exercise 3. Ask students to re-read each paragraph and decide what its purpose is and then do the matching activity. Elicit the answers.

Answers

a 4 **b** 3 **c** 1 **d** 5 **e** 2

3 (S–S, T–S, S–T) Exercise 4. Look at the instructions with students. Point out that two of the underlined words and phrases have a similar meaning, so there are two answers for one of the expressions. Students work alone and then compare answers in pairs. Encourage students to make a note of the phrases in their notebooks as they can be used in almost any letter of complaint.

You could follow this up by asking students to look for other words in the text which are an improvement on the following: *bought, couldn't, quick*. They work in pairs to find the words. As soon as they have found them, they put their hands up. Elicit the correct answers and encourage students to note any new words down (*purchased, didn't manage to, prompt*).

Answers

2 This was most inconvenient.
3 I look forward to your reply.
4 This is unacceptable.
5 Unfortunately…; Sadly…

TIP

It is always useful for students to note down new vocabulary items or useful phrases whenever they read a text. They often contain many useful items which are often overlooked.

PRACTICE (12 minutes)

1 (T–S, S–S, S–T) Exercise 5. Have students read the phrases in the Writing box. Students work in pairs to find words from the box which complete each sentence. Check answers as a class.

Answers

1 should **2** complain **3** faithfully **4** forward
5 unacceptable

2 (S–S, T–S, S–T) Exercise 6. Tell students to read the *Watch Out!* box alone and do the exercise alone. They then compare answers in pairs. If they have different answers, ask them to use the information in the box to help them decide who is correct. Elicit the answers and the reasons for them.

Answers

2 a, the **3** a, the **4** the, a

Some gaps may cause problems, e.g. for question 2, some students may write *the receipt* for the first gap as we are talking about one specific thing – the receipt for the thing I just bought. If students can justify this, it is fine. The first gap in 4 can be dealt with the same way. Sometimes both can be used depending on the context. In question 4, students may write *a manager* as it is the first time they have been mentioned, but *the* is more likely as there is probably only one manager in the shop. You could point out that some expressions use *a* and some *the* for similar information, e.g. *We went to a café/restaurant/museum. We went to the theatre/cinema/post office.* The question to ask yourself when deciding is *Will the person I am talking to know which I am talking about?*

PRODUCTION (8 minutes)

(S–S) Exercise 7. Refer students to the instructions so that they know what to write about. Give students time to plan their text. They should draw up a plan in their notebooks using the five paragraphs in the Writing box and then make notes about the problem, what happened and what they want from the company. They should also note down useful vocabulary that

they can use. Alternatively, you could use the photocopiable Graphic Organiser for this unit to help with planning.

It would be useful for students to write this under exam conditions so that they can't talk to other students or refer to the Student's Book for ideas. They should have all the information they need in their plan. However, you may want to allow weaker students to use the text on page 44 as a model. When they have finished, encourage them to check their work for mistakes and make sure they have included all the information necessary.

When the time is up, tell students to stop writing, even if they haven't finished. You could then ask students to swap texts in pairs. Students react to it as if they were the owner of the company receiving the letter and decide what they should do: ignore the complaint, offer something different or do what the writer requests. Students then phone each other to apologise and say what they will do.

Collect the blogs to check them and provide written feedback.

TIP

It is good to encourage students to read each other's texts sometimes as if they were authentic texts so that they react as they would in real-life rather than concentrating on finding mistakes or examples of good vocabulary.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to test themselves on vocabulary in the Word List on page 65. Alternatively, this can be done at the end of the lesson if there is time.

CONTINGENCY PLAN

Students could make wall posters of new vocabulary to display as wall posters. They could also illustrate them.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 4.

Resources:

- SB: Grammar Reference page 70; Word List 65
- WB: pages 34-35; Self-Assessment 4 page 33

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 chocolate **2** water **3** beans **4** honey, olives
5 biscuits, crisps **6** juice, milk

Exercise 2.

Answers

1 tights, scarf, hat, raincoat **2** suit
3 second-hand, bargains, designer, bracelets

Exercise 3.

Answers

2 shop assistant **3** checkout **4** department store
5 chain store **6** shopping mall

Exercise 4.

Answers

2 more nutritious than **3** big enough **4** less exciting than
5 fresher vegetables **6** the most crowded.

Exercise 5.

Answers

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

USE OF ENGLISH

Exercise 6.

Answers

2 as good as **3** less fit than **4** not got much **5** isn't any
6 isn't enough

LISTENING

Exercise 7.

Answers

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

Audioscript 4.13

1

B = Boy **M** = Mum

B: Mum, I'm hungry. Can we have beef burgers for lunch?

M: We had beef burgers for lunch yesterday. And you had fried eggs on toast for breakfast. You eat too much unhealthy food. No, we're having a tomato salad. It's healthy.

B: I don't like salads.

2

W1 = Woman 1 **W2** = Woman 2

W1: I don't know what to get. Maybe the tomato soup to start with and then salmon.

W2: We just bought salmon in the supermarket.

W1: Maybe the spaghetti bolognese, then?

W2: You know your bolognese sauce is better than the ones in restaurants. Have something else.

3

M = Man **SA** = Shop Assistant

M: I'd like to return this phone.

SA: What's wrong with it?

M: Nothing. It's a brilliant phone. And it was a great price. I got it for my brother, but he bought himself a better one.

SA: Hold on. I'll get the manager.

4

We had a meal last night ... a curry. It was very spicy. Then we ate a cake that Khawla made herself. It looked delicious but it was hard for me to taste it because the curry was so hot and spicy. But I had some cake this morning. It was excellent.

5

W1 = Woman 1 **W1** = Woman 2

W1: How's your soup?

W2: It's OK but there isn't enough.

W1: Yes, it's a very small portion.

W2: There's a little bit too much salt. And not enough pepper. Can you pass the pepper, please?

W1: There isn't any pepper on the table.

6

I needed a new dress for Dalia's wedding, so I drove to that new shopping centre, but before I got there, I remembered there was a sale at Al-Jaradat's department store. I parked next to a charity shop and in the window, I saw the most beautiful dress, so I bought it.

7

SA = Shop Assistant **B** = Boy

SA: Can I help you?

B: Yeah, my mum bought these trousers for my birthday but I tried them on at home and they don't fit. They're the wrong size. Too big.

SA: So, you want to exchange them for a smaller pair?

B: Can I just give them back and get the money?

8

I recently purchased a *Quick Coffee* coffee maker from your company ... The Rome model, oh, no, that's wrong, it was the Milan model, sorry ... Anyway, it arrived on time, in fact, it arrived early but unfortunately, it doesn't work.

WRITING

Exercise 8.

Answers

Students' own answers

03-04 LIFE SKILLS (SB)

OVERVIEW

Objectives:

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

Resources:

- SB: pages 46–47

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, ask them to think of an advert they have seen on TV or at the cinema. They work in pairs to describe what happens during the advert without mentioning the product. Invite students to share their descriptions with the class and see if other students can guess what the product being advertised is. Students then look at Exercise 1. Give students one or two minutes to discuss the questions in pairs, then elicit ideas from the class.

Answers
Students' own answers

PRE-LISTENING (15 minutes)

1 (T–S, S–T) Exercise 2. Play the recording for students to listen and answer the questions. Elicit the answers and ask students if they have ever felt like Ibrahim.

Answers
1 computer game **2** He read about a really cool new computer game on a forum. **3** Not good and he wouldn't be good company

Audioscript 4.14

I = Ibrahim **N** = Nasser

I: Hey, Nasser. How are you?

N: Fine, thanks. What's up? Hey, do you want to come to the cinema on Saturday?

I: I can't. I've got no money.

N: What? That's impossible. It was your birthday last week and you got some money from your family, didn't you?

I: I did, yes. But I've spent it all already. I was so stupid. I read about a really cool new computer game on a forum. Everyone on there said how great it was and how you have to play it. I saw these amazing adverts for the game too. It looked incredible, so I bought it.

N: OK. But you like computer games, so what's the problem?

I: The problem is it was really expensive and I spent all of my money on it. What I didn't know was that to really play the game you have to pay for lots of other in-game features. Without these extras, the game isn't very good. And it's not like I even need another computer game! I've got lots that I haven't completed.

N: I did something similar once with a smartphone app. Now I read reviews more carefully before I buy anything.

I: But it looked so good on the advertisement! Anyway, I can't go to the cinema on Saturday. Plus, I'm not good company at the moment.

N: Sorry, Ibrahim. Maybe next time?

2 (S–S, T–S, S–T) Exercise 3. Give students an example of something you bought because of an advert. Allow students to ask you questions about your story. Then set a time limit of two or three minutes for students to discuss the question. Invite students to share any interesting stories with the class.

Answers
Students' own answers

3 (T–S, S–T) Exercise 4. Look at the table with students. Tell them to just write one or two words in the reason for buying box. So if, for example, the speaker says *It wasn't expensive at all, in fact it was a real bargain*, students would write *price*, *cheap* or *bargain*. Play the recording and elicit answers.

Suggested answers
Advert 1: 128 gigs of memory, super-high camera quality
Advert 2: sports shoes, light and comfortable
Advert 3: breakfast cakes, tasty, healthy,convenient

Audioscript 4.15

1

T1 = Teen 1 **T2** = Teen 2 **S** = Speaker

T1: Hey. Is that your new phone? Looks cool!

T2: Oh, yeah! It's the latest HandyXL5. I chose the Ocean Blue colour but there are over twenty colours to choose from. Royal Sky, Live Red, Yellow Rose ...

T1: Wow! What's inside?

T2: It's got 128 gigs of memory so I can download thousands of apps, and check out the camera: super-high quality both front and back. Let's take a selfie!

T1: Excellent! This phone is just awesome!

S: The new HandyXL5. Get one now and impress your friends!

2

W = Woman **G** = Ghada Speed

W: Hello, you're running so fast. How is that possible?

GS: I'm wearing new Hype Ultra sports shoes. They're ultra-light, and ultra comfortable. And seventy-three percent of all professional runners now wear Hype Ultra sports shoes.

W: Oh, so that's your secret.

GS: Well, yes. And the fact that I'm Ghada Speed, the Ghada Speed that won three gold medals for running in 2016 and 2020 ...

3

S = Speaker **D** = Dad **L** = Lubna

S: Strawberry Snap Cakes – the best breakfast ever! They smell fantastic and leave a wonderful fresh strawberry taste in the mouth. Full of vitamins and minerals too, to give your kids all the energy they need for the day at school. And parents love them too, because they're so quick and easy to prepare.

D: Come on Lubna, time to go soon!

L: Can I have just one more Strawberry Snap Cake, Dad? Please!

WHILE LISTENING (8 minutes)

(S–S, T–S, S–T) Exercise 5. Give students about five minutes to read the text and make notes about each technique. When they have finished, they discuss the six techniques in pairs and say in their own words what each one is. They then look together at the adverts and do the matching. Elicit the answers and information that helped them to do the matching.

Answers
A 2 **B** 6 **C** 4 **D** 1

POST-LISTENING (7 minutes)

(T–S, S–T) Exercise 6. Tell students to do this alone. Set a time limit of about two minutes, then elicit the answers. Ask the class which of these life skills they have and which they don't have. Elicit examples where possible, e.g. *I read online reviews for things like games and clothes, but I sometimes buy things on impulse when I'm out shopping.*

Answers
2 advert **3** techniques **4** reviews **5** features **6** wisely

PRODUCTION (5 minutes)

1 (S–S, T–S, S–T) Exercise 7. Ask students to discuss in pairs which items they would most like to buy and why. Invite students to share their answers with the class.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 8. Put students into groups of three or four. In their groups, students conduct research using magazines and the Internet. Ask them to choose 1-2 examples of adverts for their project. Then clarify the meaning of each point in section B as a class. Groups then make notes on each of the four points, in preparation for presenting to the class. Give the students options for how they wish to present their project: as a slideshow, a poster or as a video to show the class.

Answers
Students' own answers

WRAP-UP (5 minutes)

Elicit the students' favourite advert and the reasons why they like it.

HOMEWORK

Students prepare the presentation in Exercise 8. Set a date for when they will present it and set a time limit for the presentations so that they don't prepare anything too long.

TIP

After students have given their presentations, try to find time to give them some quick feedback. Be encouraging rather than too critical when pointing out anything they did badly.

CONTINGENCY PLAN

After Exercise 6, look at the two techniques that they didn't match (using celebrities, the ideal family) and ask students for real examples of these, e.g. *celebrities – George Clooney advertising coffee.* Students discuss examples in pairs and share these as a class.

05 UNIT 5 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 5 **Fit and well**	Theme 5: WELFARE	**Listening:** analysing main ideas and supporting details **Speaking:** expressing opinions and points of view; debating regularly in a deliberative discussion as an innovative teaching strategy **Reading:** analysing unfamiliar words into their components to guess their meanings; using note-taking strategies to record key ideas and specific details **Writing:** applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); reviewing written texts for clarity, correctness, and coherence **Viewing and presenting:** responding to open-ended questions related to the visual texts; making inferences from explicit and implicit information; orally presenting and developing ideas and opinions on a variety of topics	**Listening:** analyse the main ideas and supporting details in an oral text and explain how they add to the topic; guess the meaning of unknown vocabulary words and phrases from context; begin to use word parts (suffixes, prefixes, and roots) to help construct meaning **Speaking:** talk about events in the present and past using a variety of tenses; say words that change meaning and pronunciation with different stress; debate regularly in a deliberative discussion as an innovative teaching strategy **Reading:** discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; assess their reading comprehension using different reading strategies such as monitoring; determine the meaning of words and phrases as they are used in a reading text; accurately document what they quote from the text; identify, analyse, and interpret themes, ideas and information in different texts; pronounce connected speech taking into consideration sentence stress and rising and falling intonation **Writing:** revise written texts with a peer to enhance precision, clarity and correctness

OVERVIEW

Objectives:

- Use language related to furniture and decoration (GSE 30–42 – A2–A2+).
- Ask and answer simple questions about habits and routines (GSE 38 – A2+).
- Answer simple questions about their life and experiences (GSE 35 – A2).
- Derive the probable meaning of simple unknown words from short familiar contexts (GSE 46 – B1).
- Use 'should(n't)' to offer or ask for advice or suggestions (GSE 36 – A2+).
- Use 'must' to express obligation and necessity in the present and near future (GSE 37 – A2+).
- Express obligation and necessity in the present and near future with 'have to' (GSE 37 – A2+).
- Use 'don't/doesn't have to' to express absence of obligation in the present and near future (GSE 43 – B1).
- Make offers and suggestions using 'could' (GSE 41 – B1).
- Express opinions using simple language (GSE 45 – B1).

Vocabulary:

- Furniture and decoration: *carpets, curtains, rugs, wardrobe*
- Fixed furniture: *radiator, stairs, windowsill*
- Places for things: *drawer, hanger, surface*

Resources:

- SB: pages 48–49; Word List page 66; Grammar Reference page 71
- Online resources: Photocopiable Resource 19
- Assessment: Grammar Quiz Unit 5 Lesson 1

WARM-UP (7 minutes)

1 (T–S, S–S, S–T) Before students open their books, ask them to write one adjective which best describes their bedroom. Students compare adjectives with their partner. Invite them to share their words with the class.

Answers
Students' own answers

2 (S–S, T–S, S–T) Exercise 1. Look at the photos and ask students to compare their own bedrooms to the one in the photo with a partner. Students then read the first paragraph and discuss the question with their partner. Elicit examples of unnecessary things from different students.

Answers
Students' own answers

PRESENTATION (15 minutes)

1 (S–S, S–T, T–S) Exercise 2. Students read the text and discuss the questions. Elicit the answers and ask them if the text might make them become a minimalist or not.

Answers
Students' own answers

2 (T–S, S–T, S–S) Exercise 3. Students work together to discuss the things they can see in the photos. Elicit words and where they are in the photos. Alternatively, allow students one minute to look at the photos, then ask them to close their books and list everything they can remember seeing. You could pair them for this so that they can help each other with the language. The pair who can remember the most items wins the game.

Answers
Students' own answers

TIP

Asking students to connect the content of a reading to their own lives and to the world beyond the classroom is believed to help comprehension.

3 (S–T, T–S) Exercise 4. Ask students to find the first sentence with *should* in the text (*... you should only keep things you really like.)* Elicit which meaning matches this best (it could match *c* and *f* because any suggestion is probably a good idea). Students work alone and then compare answers in pairs. Don't elicit the answers yet. They can check them in the next exercise.

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

4 (S–T, T–S) Exercise 5. Ask students to read the Grammar box and *Watch Out!* box. When students have finished, ask comprehension questions, e.g. *Which words do you use to give someone advice?* (*should/shouldn't* and perhaps *could*), *Which words do you use for something you need to do?* (*must* and *have to*), *Which word do you use for something that is banned?* (*mustn't*), *Which words do you use when it doesn't matter if you do or don't?* (*don't have to*). You may also want to give an example of the difference between *must* and *have to*, e.g. *I must get my hair cut. I have to get my hair cut.* Elicit possible situations for both (*must* – I think my hair is too long, *have to* – the director of the school has told me my hair is too long). Elicit the answers to Exercise 4 above.

Refer students to the Grammar Reference section on page 71 of the Student's Book for more information.

PRACTICE (8 minutes)

1 (S–S, S–T, T–S) Exercise 6. Look at the first sentence with the class. Elicit the correct answer and why it is correct (*it is necessary to be organised and disciplined in order for you to be a minimalist*). Students work alone to complete the exercise, then compare answers in pairs. Elicit the answers and the meanings of each modal verb.

Answers
1 have to **2** could **3** mustn't **4** should **5** must

2 (T–S, S–T) Exercise 7. Elicit the meaning of *give away* and *share*. Point out that sometimes, more than one answer may be possible. When they have listened to the recording, elicit the answers and ask them if they agree with Malek's parents or not.

Answers
2 must **3** don't have to, could **4** right **5** have to
6 should **7** mustn't



Audioscript 5.1

M = Malek **A** = Aunt **U** = Uncle **R** = Ramzi

M: Hi.
A: Hello Malek. How are you doing?
U: Hi, nephew.
M: Come in and see my new bedroom.
A: Oh, this bedroom is really nice. There's so much light and it's very clean!
U: Yes, it's a very neat bedroom. Ramzi, you should keep your room this tidy!
R: Hmm, I'm not sure.
A: Oh, I must have a cup of tea, nephew. I'm really thirsty.
U: Yes, me too.
M: Oh, OK ...
A: Malek, you're wearing the same clothes you had on yesterday! You don't have to wear the same clothes all the time. You could put on that sweater your grandmother gave you. It's nice and warm. Where is it?
M: I gave it to a charity shop.
A: What did you do that for? Your grandmother made that for you! You shouldn't give away presents, you know. It's not right.
M: I know but I only need two sweaters. You see, I'm a minim...
A: Right, the water's ready. Shall I make the tea?
R: What were you saying?
M: I'm a minimal ...
A: Malek? Where are the mugs?
M: Oh, eh, you might have to share a mug.
A: What?
U: Why?
M: We've only got three. Sorry. I'm a minimal ...
U: Three mugs! You should get some more. Does your mother know you donated all her mugs?
M: Um, but, you see, I'm a minimalist.
A: A minimalist? What's that?
M: Minimalists are people who try to live a simple life. If you're a minimalist, you mustn't keep things that you don't use or things that you don't really like.
A: Oh!
U: Ah!
R: Ha ha!

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 8. Ask students to get into pairs. They discuss each statement for a given time, for example, five minutes. Encourage all students to give reasons and examples in their discussions. When all pairs have discussed all the questions, you can ask the class who had the best reasons and argument for their point of view, and why.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of the appliances they have at home. You can use this list to pre-teach the vocabulary in Exercise 5 in Lesson 2A.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 19 to use.

OVERVIEW

Objectives:

- Use 'should(n't)' to offer or ask for advice or suggestions (GSE 36 – A2+).
- Use 'must' to express obligation and necessity in the present and near future (GSE 37 – A2+).
- Express obligation and necessity in the present and near future with 'have to' (GSE 37 – A2+).
- Use and 'don't/doesn't have to' to express absence of obligation in the present and near future (GSE 43 – B1).
- Make offers and suggestions using 'could' (GSE 41 – B1).

Resources:

- SB: pages 48–49
- WB: pages 36-37

WARM-UP (15 minutes)

1 (T–S, S–S, S–T) Ask students what they can remember about Malek from the previous lesson. Put students in small groups and have them describe and discuss minimalism. Invite groups to share the main points of their discussion with the class. Write any modal verbs they use on the board.

2 (T–S, S–T) Check what students can remember about modal verbs by asking questions such as, *Which modal verbs do we use to say something is necessary?* Students respond with the correct modal verb, then give an example sentence. If students struggle to think of an example, you can prompt them with further questions, e.g. *What must you do before school every day?* Try to personalise the examples, so that they are contextualised for the students.

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Go through the example as a class and elicit why it is correct (*we use shouldn't to show when we think something isn't a good idea*). Ask students to complete the exercise individually, then put them in pairs to compare their answers. Check answers as a class and elicit why the answer is correct in each case.

Answers
2 could **3** mustn't **4** should **5** don't have to **6** has to

TIP

Asking students to explain why an answer is correct allows you to see if they have understood it correctly. It also helps them to process the language more thoroughly, which leads to better retention.

2 (T–S, S–S, S–T) ★ Exercise 2. Elicit the first answer as an example and ask two or three students to answer the question. Students then complete the exercise alone. Put them in pairs to compare their answers then check answers as a class.

Answers
1 has to **2** must **3** has to **4** have to **5** has to **6** must
7 does Lama have to **8** must

3 (T–S, S–T) ★★ Exercise 3. Read the rubric, then have students do the exercise alone. Invite five students to read out the completed texts for the class to check their answers.

Answers
1 b **2** a **3** a **4** b **5** b

4 (T–S, S–S, S–T) ★★ Exercise 4. Look at the rubric as a class and elicit a negative contraction as an example (*don't*, *shouldn't*, etc.). Students work alone, then compare answers in pairs. Allow time for pairs to read out the dialogue. Check answers as a class.

Answers
2 don't **3** should **4** must **5** should **6** has to **7** mustn't
8 could

5 (S–S, T–S, S–T) Put students in pairs. Each pair must draw a person. Set a time limit for this and draw an example stick figure on the board. Ask students to name their person and write a couple of sentences about an issue their person has. Monitor closely and give plenty of examples to make sure the issues are not serious (e.g. *She has an important football match at the weekend, but has hurt her leg. She wants to play anyway.* Or *His parents want him to do lots of chores when he gets home from school, but he's tired and has a lot of homework.*) Join pairs into groups of four. Students introduce their characters to each other and give them advice and suggestions to help with their issues. Invite one or two groups to share their favourite pieces of advice with the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write two questions using modal verbs that they can ask a partner in the next lesson.

05 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Use language related to housework and cleaning (GSE 30–42 – A2–A+).
- Ask for and give very basic information about the home (GSE 25 – A1).
- Describe what something is used for, using basic fixed expressions (GSE 37 – A2+).
- Express obligation and necessity in the present and near future with 'have to' (GSE 37 – A2+).
- Express opinions using simple language (GSE 45 – B1).

Vocabulary:

- Household chores: *dust the furniture, empty the washing machine, make your bed, polish your shoes, take out the rubbish, tidy up the room, vacuum the carpets*
- Collocations with *do* and *make*

Resources:

- SB: page 50; Word List page 66
- Online resources: Photocopiable Resource 20
- Assessment: Vocabulary Quiz 5

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Ask students to look at the letter at the top of the page and to discuss the questions in Exercise 1 with a partner. Depending on your class, you may want to ask some or all of the following comprehension questions about the cartoon before starting Exercise 1: *What are the two boys called? (Hamzah and Suleiman); What is their relationship? (brothers); Who is the letter from? (their mother); What does she want them to do? (chores); What will she give them if they do their chores? (the Internet password).*

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Students work in pairs to complete as much of the list as possible and then check the list in the letter. Elicit the answers.

Answers
2 the furniture **3** the carpets **4** the rubbish **5** your bed
6 the washing machine **7** your shoes

2 (S–S, T–S, S–T) Exercise 3. Look at the example with students and ask them what this means (*to open the windows to let fresh air into the house*). They write as many chores as they can. Elicit these and their meanings.

Suggested answers
clean the cooker/the floor/the house; do the dishes; iron a shirt; mop/sweep the floor; set/clear the table; wash up/dry the dishes; wipe the cooker/the surfaces/the table/the floor

3 (S–S, T–S, S–T) Exercise 4. Look at the *Watch Out!* box with the class. Point out that if they can't remember whether to use *do* or *make*, they can sometimes use an alternative, e.g. *do the ironing – iron the clothes, do the dishes – wash the dishes, do the cooking – cook (dinner)*. They then discuss the two questions in pairs. Elicit answers and ask if there are any chores they like doing.

Answers
Students' own answers

PRACTICE (10 minutes)

(S–S, T–S, S–T) Exercise 5. Ask students to close their books. Invite a student to the front of the class. Write one of the words from the box on a piece of paper and show it to them. They have to draw the object while the other students guess what it is. When someone guesses correctly, they can come to the front to draw the next object. When they have drawn all the items, they open their books and answer the questions. Elicit ideas and drill the words for pronunciation if necessary.

Suggested answers
You use a dishwasher to wash and dry the dishes.
You use a freezer to freeze food.
You use a fridge to keep food fresh/cool.
You use an iron to make clothes flat/smooth.
You use an oven to cook food.
You use a kettle to boil water.
You use a vacuum cleaner to clean the house/remove dust.
You use a washing machines to wash clothes.

TIP

Change the focus of the lesson occasionally by including short games. Games don't have to be for younger children – even older teenagers enjoy them.

PRODUCTION (10 minutes)

(S–S, T–S, S–T) Exercise 6. Refer students to the examples. Monitor and help with vocabulary if necessary. They think of ideas and write them down. Then invite each group to share their ideas with the class.

Suggested answers
Thanks to the washing machine, we don't have to wash clothes by hand.
Thanks to the dishwasher, we don't have to wash dishes in the sink.
Thanks to the kettle, we don't have to heat water on an oven/a fire.
Thanks to the microwave, we don't have to reheat food in the oven.
Thanks to the fridge and freezer, we don't have to use ice or snow to keep food fresh.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about one thing they are allowed to do, one thing they have to do and one thing they don't have to do at school. They should write one sentence about each. Collect the ideas in to check.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 20 to use.

OVERVIEW

Objectives:

- Use language related to housework and cleaning (GSE 30–42 – A2–A+).

Resources:

- SB: page 50
- WB: page 38

WARM-UP (10 minutes)

1 (S–S, S–T) Put students in groups and ask them to think of three things they remember from the previous lesson. Invite groups to share their lists with the class and discuss any similarities or differences.

2 (S–S, S–T, T–S) ★ Exercise 1. Put students in pairs to do the exercise. Check answers as a class.

You could extend this exercise by having a board race. Split the class into two teams. Read out the words from the box, and any others students may know. Teams race to write *make* or *do* on the board.

Answers
do: the cleaning, the dishes, the housework, the ironing, the windows
make: a meal, a sandwich, breakfast, your bed

PRACTICE (30 minutes)

1 (S–S, S–T) ★ Exercise 2. Students work alone, then check their answers in pairs. Encourage them to tell each other which of the chores they have to do in their own homes. Check answers as a class and hold a quick class survey to see how many students have to do each chore. Who does the most?

Answers
1 the washing machine **2** the furniture **3** my room
4 my bed **5** the rubbish **6** the carpets **7** the furniture

2 (S–S, S–T) ★★ Exercise 3. Students do the exercise alone, then compare answers in pairs. Ask them to read out the conversation, then invite one pair to read out the conversation for the class to check their answers.

Answers
2 set **3** clear **4** wash up **5** clean **6** wipe

3 (S–S, T–S, S–T) ★★ Exercise 4. Students can do the exercise in pairs. Read out the completed text for students to check their answers, then elicit the correct spelling for each appliance and write them on the board.

Answers
2 dishwasher **3** vacuum cleaner **4** microwave **5** oven
6 iron **7** fridge **8** kettle **9** freezer

4 (S–S, S–T) ★★ Exercise 5. Students do the exercise alone, then compare answers in pairs. Invite two students to read out the conversation for the class to check their answers.

Answers
2 tidy **3** wipe **4** vacuum **5** make **6** take out **7** did
8 emptied

5 (T–S, S–S) Put students in pairs and ask them to write a list of ten vocabulary items from the lesson. Elicit one or two examples and write them on the board. Join pairs into groups of four and tell them not to show each other their lists. When you say go, pairs will take turns to act out the vocabulary on their list for the other pair to guess. The first group of four to guess all 20 words are the winners and should shout *STOP*!

TIP

Playing games can help students to relax and participate more. They are also a great way to revise and remember the target language.

WRAP-UP (5 minutes)

(S–T, T–S) Ask students which words or phrases from the lesson they think they are going to use the most.

HOMEWORK

Set a chores challenge. Ask students to help with as many chores at home as possible before the next lesson. They should make a note of what they do so they can tell each other. The student who does the most chores is the winner! You can let their classmates decide if they are telling the truth.

05 LESSON 3A GRAMMAR (SB)

OVERVIEW

Objectives:

- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).
- Understand basic opinions expressed in simple language in short texts (GSE 37 – A2+).
- Use 'had to …'/'Did … have to …?' to refer to past necessity and obligation (GSE 46 – B1).
- Refer to impossibility and inability in the past using 'couldn't' (GSE 41 – A2+).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Resources:

- SB: page 51; Grammar Reference page 71; Word List page 66
- Online resources: Photocopiable Resource 21
- Assessment: Grammar Quiz Unit 5 Lesson 3

WARM-UP (5 minutes)

(T–S, S–T, S–S) Exercise 1. With books closed, ask students if they are intending to go to university and, if so, where. Ask the students to work alone and think about going to university in a different town, city or country. Ask them to write down what they think the best and worst thing would be about this change in their lives. Give them one minute and then invite students to share their ideas with the class and discuss some of their ideas as a whole class. Students discuss the two questions in pairs. Then discuss them as a class.

PRESENTATION (15 minutes)

1 (S–S, T–S, S–T) Exercise 2. Tell students that they are going to practise skimming skills. This is where they read the whole text quickly, not to find specific words or information but to get an overall understanding. When they have finished, allow students to discuss the answers in pairs or groups. Elicit ideas that students mentioned in Exercise 1 which were in the text and any others that they noticed while reading.

Answers
Students' own answers

2 (S–S, T–S, S–T) Exercise 3. Tell students that this time, they will use scanning skills to find the specific words used in the sentences which also appear in the text. Look at the example with the students and ask what words from the original sentence are also in the text (*eat when I wanted* at the end of the second paragraph). As soon as one student has found all of them, stop the activity and ask the student how they found them so quickly. Then do the same for the other three sentences. Elicit the answers and where each sentence can be found.

Answers
2 You couldn't leave school at lunchtime.
3 You had to eat meals at regular times.
4 I didn't have to eat school dinners.

3 (T–S, S–T) Exercise 4. Ask students to read the Grammar box and find more examples in the article. When they have found the examples, elicit what they are and how they would say each one in the present tense, e.g. *When you are at school, you have to be there from 8.30–3.30.* Elicit the changes from past to present (*can – could, have to – had to, don't have to – didn't have to*). Also ask what the past form of *must* is (*had to*).

Answers
You had to wear a uniform.; you couldn't leave school…; you couldn't bring food…; Suddenly I didn't have to go…; I could wear…; I didn't have to eat; I could spend…; I could eat…; You had to buy it…; I had to write…; when they had to clean it;

PRACTICE (10 minutes)

(T–S, S–T) Exercise 5. Look at the example with the class and elicit why it is *had to* (*it is an obligation in the past*). Elicit what the second gap will be (*could*) and why (*it is a past possibility*). They then complete the activity alone. When they have listened to the recording, elicit the answers. Ask them to make transformations; present sentences using the same information, e.g. *Teenagers don't have to leave school at 16. They can't. They have to stay at school until they are 18.*

Answers
1 could **2** couldn't **3** had to **4** had to **5** couldn't

Audioscript 5.2

Life was very different in Britain in the 1950s. Most teenagers had to leave school at sixteen. This was so they could start earning money. Most young people couldn't go to university in those days – there weren't as many universities then and it was harder to get a place. I started working in a garage when I was sixteen. I remember I had to give nearly all the money I earned each week to my mum! In the 1950s eighteen-year-old boys who weren't in education had to spend eighteen months in the army – it was called National Service.

Life was harder because there weren't so many gadgets and appliances back then. We couldn't wash our clothes in a washing machine because we didn't have one. Kids today don't know how lucky they are …

PRODUCTION (10 minutes)

(S–S, T–S, S–T) Exercise 6. Students write sentences about when they were ten. If some students finish more quickly, ask them to write more sentences with their own ideas. If some students wrote extra sentences, elicit these and ask other students if the sentences are true for them as well.

When students have finished, you could put them into groups of three and ask them to think about one other thing they had to do, one thing they didn't have to do and one thing they couldn't do because they weren't allowed. Ask for examples.

Suggested answers
I had go to bed early. I couldn't play in the street. I couldn't play video games. I had to tell my parents where I was going. I couldn't watch anything I wanted on TV. I had to wear a school uniform. I couldn't wear what I wanted.

Refer students to the Grammar Reference section on page 71 of the Student's Book for more information.

TIP

If you ask faster students to do something extra while other students are still working, it is nice to acknowledge what they did.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of things guests should/shouldn't do when they stay at someone's house. You can have students compare their lists to the list in Exercise 1 in Lesson 4A.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 21 and Grammar Quiz Unit 5 Lesson 3 to use.

05 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives:

- Use 'had to ...'/'Did ... have to ...?' to refer to past necessity and obligation (GSE 46 – B1).
- Refer to impossibility and inability in the past using 'couldn't' (GSE 41 – A2+).

Resources:

- SB: page 51
- WB: page 39

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Ask students what they remember about student life from the article in the Student's Book. Students discuss this in pairs then feed back to the class.

2 (T–S, S–T) Tell students some sentences about your childhood and what you could/couldn't/had to/didn't have to do. (e.g. *When I was 12, I had to cook dinner for my family every night.*) Elicit whether they think your sentences are true or false and why.

PRACTICE (15 minutes)

1 (S–S) ★ Exercise 1. Elicit the first answer and invite several students to answer the question. Students work alone. Invite students to read out their completed sentences for the class to check their answers.

Answers
1 Could you **2** didn't have to **3** Did you have to
4 couldn't **5** had to **6** Did you have to **7** had to **7** could

2 (T–S, S–S, S–T) ★★ Exercise 2. Look at the example as a class, then ask students to complete the exercise alone. Put them in pairs to compare their answers, then check answers as a class. Allow time for students to ask and answer the questions in pairs, then invite several pairs to share one of their answers with the class.

Answers
2 did your parents have to wear
3 did you have to go/could you go
4 did your parents have to do

PRODUCTION (15 minutes)

1 (S–S, T–S) ★★ Exercise 3. Students do the exercise individually. Read out the completed text for them to check their answers.

Answers
2 didn't have to **3** had to **4** could **5** couldn't **6** had to
7 could **8** could **9** could **10** had to

2 (T–S, S–S, S–T) ★★★ Exercise 4. Go through the rubric and make sure students understand they need to add extra words to make the answers correct. Draw attention to the example and elicit the extra word that was needed (*do*). If necessary, elicit the second answer as a further example. Ask students to work alone, then put them in pairs to compare their answers. Invite two students to read out the conversation for the class to check their answers, then allow time for pairs to practise reading out the complete conversation.

Answers
2 had to study **3** could rest/take a break
4 Did he have to go **5** had to go

3 (T–S, S–S, S–T) Elicit a year from the past and write it on the board (e.g. *1980*). Put students in pairs and ask them to write some sentences about what they think children in their country could/couldn't/had to, and didn't have to do at that time. Elicit one or two examples and write them on the board, e.g. *Children could play in the street more because there was less traffic.* Join pairs into groups of six and ask them to read and discuss their sentences. Invite groups to share their favourite sentences, or anything they disagreed on with the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find out something an adult in their life had to do or couldn't do when they were younger.

OVERVIEW

Objectives:

- Express opinions using simple language (GSE 45 – B1).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear, standard speech (GSE 47 – B1).
- Follow everyday conversation, with some repetition of particular words and phrases (GSE 44 – B1).
- Ask for and give or refuse permission (GSE 40 – A2+).
- Use 'shouldn't' to offer or ask for advice or suggestions (GSE 36 – A2+).

Resources:

- SB: page 52; Word List page 66

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Ask students how often they have guests stay in their home. Ask if the guests are usually family or friends. Students discuss the meaning of the phrases in the box. You could then ask one student in each pair to look at question 1 and one student to look at question 2. They decide which phrases to use for their situation, then share ideas together. Elicit what a guest should and shouldn't do and what a host should and shouldn't do.

Answers

1 host

should: clean the room, give them time to relax, make a special meal, make plans

shouldn't: leave a mess on surfaces, sleep a lot

2 guest

should: bring their own hairdryer/towel/toothpaste, bring a gift, clean the room, have fun

shouldn't: help yourself to food and drink, leave a mess on surfaces

PRESENTATION (12 minutes)

(T–S, S–S, S–T) Exercise 2. Give students one minute to read through the Speaking box and *Watch Out*! box. To check their understanding, ask them to imagine they are asking their teacher if they can go early. Ask *What would be a good answer for you?* (Yes, you can). Then ask them to imagine they ask *Do you mind if I go early?* Elicit what would be a good answer for them in this case *(No, I don't)*. Then repeat saying *Yes, you can go early. No, I don't mind if you go early*.

You could check their understanding further by putting students into groups of three. Each student thinks of three requests for permission using a verb and object that the teacher gives them, for example, ... *borrow a pencil*. One of the students asks, *Can I ...?* one asks *Is it all right if I ...?* and one asks *Do you mind if I ....?* They take it in turns to ask the other two students. Each time, if one student answers positively, the second has to answer negatively. Monitor and check they are responding appropriately.

Students then look at the three mini dialogues and decide on the best phrases. They listen and check their answers. They can listen again if necessary. When they have listened, invite three pairs of students to act out one mini dialogue each with the correct words and intonation.

Answers

1 Is it alright; of course **2** please don't **3** Do you mind if I; No, I don't mind

Audioscript 5.3

A = Amani **L** = Lama

A: Hello.
L: You must be Amani. I'm so pleased to meet you.
A: Is it alright if I come in?
L: Yes, of course. Come in. Make yourself at home. Can I take your coat?
A: No, please don't. It's a bit cold.
L: How was your trip?
A: Very tiring ... Do you mind if I keep my shoes on? My slippers are in my suitcase.
L: No, I don't mind. Of course not.
A: Thank you.

PRACTICE (10 minutes)

(S–S, T–S, S–T) Exercise 3. Tell students to cover the Speaking box while they try to complete the conversations. They compare answers and uncover the Speaking box to check. They then listen to make sure they have the correct words. Again, invite different pairs to act out one exchange each.

Answers

2 go ahead **3** can I **4** you can't **5** you mind **6** of course **7** you mind if **8** I do

Audioscript 5.4

A = Amani **L** = Lama

L: This is your room.
A: It's very nice but is it alright if I close the window?
L: Sure, go ahead.
A: Thank you. My mother says it's very cold and wet. I don't want to catch a cold.
L: These are your towels ... and this is your bathroom.
A: Oh, very nice ... Sorry to ask but can I have a shower? It was a long trip and ...
L: I'm sorry, you can't. There isn't a shower, just a bath.
A: Oh! Well, do you mind if I have a bath then?
L: No, of course not.
A: Thank you. Do you mind if I use your Wi-Fi connection?
L: Yes, I do! I'm just joking. That's no problem!

PRODUCTION (13 minutes)

(S–S, S–T, T–S) Exercise 4. Put students into pairs and name each student A or B. Play the recording for students to listen to the complete conversation. Then, Student A looks at page 73 and Student B looks at page 73 and they read through the situations. Refer them to the Speaking box again and encourage them to use a variety of question forms. Students then take turns to ask questions and respond to their partner. Then invite pairs to ask and respond to one of the prompts in front of the class.

You could follow this up by putting students into small groups. Tell the groups to think of things they could ask a teacher politely, e.g. *Could you speak more slowly, please?* When they are ready, one student in each group plays the part of the teacher and the others ask for permission. The teacher responds appropriately. Finally, ask the groups if there are any requests they would like to make about the lessons. You don't have to say yes or no, but you can think about what they ask, e.g. *Can we play more games?*

Answers
Students' own answers

TIP

It is useful to help students use a new structure in a real-life situation and for you to respond authentically to the message, not just to the grammar.

Audioscript 5.5

A = Amani **L** = Lama

A: Hello.
L: You must be Amani. I'm so pleased to meet you.
A: Is it alright if I come in?
L: Yes, of course. Come in. Make yourself at home. Can I take your coat?
A: No, please don't. It's a bit cold.
L: How was your trip?
A: Very tiring … Do you mind if I keep my shoes on? My slippers are in my suitcase.
L: No, I don't mind. Of course not.
A: Thank you.
L: This is your room.
A: It's very nice but is it alright if I close the window?
L: Sure, go ahead.
A: Thank you. My mother says it's very cold and wet. I don't want to catch a cold.
L: These are your towels … and this is your bathroom.
A: Oh, very nice … Sorry to ask but can I have a shower? It's a long trip and …
L: I'm sorry, you can't. There isn't a shower, just a bath.
A: Oh! Well, do you mind if I have a bath then?
L: No, of course not.
A: Thank you. Do you mind if I use your Wi-Fi connection?
L: Yes, I do! I'm just joking. That's no problem!

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about activities they have tried which can help them get fit. At the start of Lesson 5A, elicit these ideas as a lead-in to Exercise 1.

CONTINGENCY PLAN

If you do not have enough time to do Exercise 4, students can write their questions at home and share them with a partner in the next class.

OVERVIEW

Objectives:

- Use language related to fitness and training (GSE 43–58 – B1–B2+).
- Ask and answer questions about habits and routines (GSE 38 – A2+).
- Understand the main points of a simple podcast (GSE 48 – B1).
- Identify common objects from spoken descriptions, if spoken slowly and clearly (GSE 30 – A2).
- Understand instructions delivered at normal speed and accompanied by visual support (GSE 43 – B1).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 41 – A2+).
- Express opinions using simple language (GSE 45 – B1).

Vocabulary:

- Fitness: *aerobics, burn off calories, get fit, heart, jogging, personal trainers, press-ups, pull-ups, sit-ups, stretching, warming up, weight training, working out*

Resources:

- SB: page 53; Word List page 66
- Online resources: Photocopiable Resource 22

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, write staying fit on the board. Elicit some predictions for staying fit and write them on the board. Encourage students to use the modal verbs from earlier in the module when sharing their answers. Students then open their books. They discuss the three questions and elicit ideas for question 3 from the class.

PRE-LISTENING (10 minutes)

(S–S, T–S, S–T) Exercise 2. Go through the highlighted words with the class and elicit the meanings. Students discuss the question. You could also ask them to talk about the advantages of joining a gym or having a personal trainer, and which of the highlighted ways of getting fit in the blog they do.

Answers
Students' own answer

WHILE LISTENING (10 minutes)

1 (T–S, S–T) Exercise 3. Ask students to listen to the podcast and see which words from the board are mentioned. Then ask them to listen again to answer the questions. Elicit the answers and anything that Hussein said which helped them to decide.

Answers
1 c **2** b

Audioscript 5.6



Hi! Hussein here. Welcome back to my fitness blog. Last week we looked at getting fit by jogging and before that we talked about the advantages of going to gyms or personal trainers. But not everyone likes jogging, and gyms and personal trainers can be expensive. So, on this week's podcast I have some good news. You don't need to spend a lot of money to get fit. You can work out at home! Today I explain how to set up a home gym. It's cheap and it isn't hard at all. And I describe how to do some exercises, some simple ones first and then some more difficult ones. OK, how do you set up a home gym? Well, the first problem you ...

2 (S–S, T–S, S–T) Exercise 4. Ask students to look at the photos and work in pairs to say what each item is for. Play the recording for them to check and then and elicit the answers. Tell students that you are a newcomer to a gym. Ask *What is this for? What do I do with these?* for each picture. If you did the Warm-up activity, you could also ask students how many of their predicted words they heard during part 2 of the recording.

Answers
1 C **2** D **3** A **4** B

Audioscript 5.7



OK, how do you set up a home gym? Well, the first problem you probably have, especially if you live in a flat, is space. There isn't enough space for the big machines you find in gyms like exercise bikes and treadmills. Anyway, machines like that are expensive and I want to show you how to set up a home gym in a small space without spending a lot of money. The first thing you have to do is to choose your space. It could be your spare room if you have one. If not, you can use part of your living room. That's what I do. But you should definitely choose a space with a window because you really need to breathe fresh air in your home gym. It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs so that you can push it across the floor easily to make space. Now, equipment. Number one on my list of equipment for your home gym is a yoga mat. It's really essential. It's not expensive – you can get one for less than ten dinar – and it's really useful. You can do press-ups and sit-ups on your mat. You can stretch on it. It's a lot more comfortable than doing your exercises on the floor and it doesn't take up much space. When you finish, you just roll up your mat and put it away.

Number two: weights. You can use anything heavy: tins of soup, cartons of milk or bags of sand but I think it's a really good idea to buy at least one set of dumb-bells. They're a lot easier to hold than tins of soup.

Number three: a pull-up bar. This is a metal bar that you put across the top of a doorway so that you can do pull-ups. It's great for your arms and back and your abdominal muscles.

Number four: resistance bands. These elastic bands take up no space at all – you can keep them in your pocket, and they're really good for all sorts of exercises.

And finally, the last essential item in your home gym should be a mirror. It really helps you concentrate on the exercises if you can see yourself doing them. OK, let's start with the first exercise. You ...

POST-LISTENING (15 minutes)

1 (T–S, S–T) Exercise 5. Look at the *Active Listening* box with students. Elicit clues that might help them guess the meanings of the target words (words such as articles before a noun, a noun following an adjective or pronouns, the word *to* or a modal verb before a verb). Play the recording and elicit what kind of word each one is and how students know.

Answers
1 noun **2** adjective **3** verb



Audioscript 5.8

1 There isn't enough space for the big machines you find in gyms like exercise bikes and treadmills. Anyway, machines like that are expensive.

2 The first thing you have to do is to choose your space. It could be your spare room if you have one. If not, you can use part of your living room.

3 But you should definitely choose a space with a window because you really need to breathe fresh air in your home gym.

TIP

When doing intensive listening activities – listening carefully to a short audio recording – try to give students as much control over the recording as possible. It's best if students can listen to the recording as many times as they need on their own personal device. In many scenarios, this isn't possible, so be sure to ask them if they want you to play the audio again and don't be afraid to play and replay the text until they have what they need.

2 (T–S, S–T) Exercise 6. Ask students to do the matching exercise before they listen, as they already know what kind of words they are. As they listen, they should note down any words or phrases which would help them to decide what the words mean, e.g. if someone talks about using a treadmill at the gym, students should be able to guess that a treadmill is a piece of exercise equipment. Elicit anything students heard which helped them to decide. You could follow this activity up by asking students to work in pairs to write a simple sentence, e.g. *I often go to the beach in the summer*. Students then change one noun or verb for a nonsense word, e.g. *I often go to the 'relomp' in the summer*. Pupils take turns to read out their sentences and other pairs guess what the nonsense word means.

Answers
a 3 **b** 1 **c** 2

3 (S–S, S–T, T–S) Exercise 7. Students discuss the question. They then join another pair to share their ideas. When students have finished, discuss the question with the whole class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about a typical diet in their country/area and make notes. In Lesson 6A, they can refer to these notes after Exercise 7 to stimulate discussion.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 22 to use.

OVERVIEW

Objectives:

- Understand language related to fitness and training (GSE 43–58 – B1–B2+).

Resources:

- SB: page 53
- WB: page 40

WARM-UP/PRE-LISTENING (5 minutes)

(S–S, S–T) Ask students what they can remember about Hussein's podcast from the previous lesson. They can discuss this in pairs, then feed back to the class.

PRACTICE (5 minutes)

Check that students know the vocabulary in Exercise 1 and how the words are pronounced.

PRODUCTION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Go through the example with the class. Students work in pairs to complete the sentences. Check answers with the class. Ask students what helped them to choose the correct answers.

Answers
2 morning **3** feeling **4** during **5** switch off
6 stretching, jogging

LISTENING (15 minutes)

1 (T–S, S–T) Exercise 2. Play the recording for students to listen and choose the correct sentence, *a* or *b*. Play the recording again if necessary. Check the answers as a class.

Answers
1 a **2** b **3** b **4** a **5** b **6** a

Audioscript 5.9

1a Do you enjoy vacuuming your bedroom?
1b Do you enjoy vacuuming your bedroom?
2a I get up at 6 am every morning apart from Saturdays.
2b I get up at 6 am every morning apart from Saturdays.
3a I am feeling very happy today.
3b I am feeling very happy today.
4a She went swimming during the week.
4b She went swimming during the week.
5a She has to do a sit-up in order to switch off her alarm in the morning.
5b She has to do a sit-up in order to switch off her alarm in the morning.
6a I always do some stretching before and after I go jogging.
6b I always do some stretching before and after I go jogging.

2 (S–S) Exercise 3. Invite a volunteer to read out the information in the *Active Pronunciation* box. Elicit further examples of words with the /ŋ/ sound. Play the recording for students to listen and repeat the words. Play the recording again and have individual students repeat.

3 (S–S, S–T) Exercise 4. Play the recording for students to write the words they hear that contain the /ŋ/ sound. They can work alone or in pairs. Play the recording again if necessary. Check the answers as a class and write them on the board.

Answers and Audioscript 5.11
1 along, burning, strengthening
2 surprisingly, angry
3 rang, English
4 aching, sweating
5 evening, rushing
6 going, think, making

4 (S–S, S–T) Exercise 5. Students read the sentences in pairs and find the words with the /ŋ/ sound. Play the recording to check answers. Play the recording again and have students repeat the sentences. Encourage them to pronounce the /ŋ/ sound clearly.

Answers and Audioscript 5.12
1 I like jogging in the morning.
2 Mum will be angry if you bang the door like that!
3 During the winter holidays, I went skiing and snowboarding.
4 In the evening, I enjoy watching TV, and surfing the Internet.
5 Don't forget to bring your swimming things with you.

WRAP-UP (5 minutes)

(S–T, T–S) Ask students what they think they did well in the lesson today.

HOMEWORK

Ask students to write one sentence with as many /ŋ/ sounds in it as possible. In the next lesson, they can practise reading each other's sentences aloud.

05 LESSON 6A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Predict the content of a simple academic text, using headings, images and captions (GSE 48 – B1).
- Can scan short texts to locate specific information (GSE 44 – B1).
- Guess the meaning of an unfamiliar word from context (GSE 55 – B1+).
- Describe habits and routines (GSE 38 – A2+).
- Describe people's everyday lives using a short series of simple phrases and sentences (GSE 34 – A2).
- Give or seek personal views and opinions when discussing topics of interest (GSE 46 – B1).

Vocabulary:

- Health: *dairy products, fast food, full up, get exercise, low in sugar, sleep well, soft drinks, stay fit*

Resources:

- SB: pages 54–55; Word List page 66
- TB: Culture Notes page 126

WARM-UP (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books to page 54 and to look at the photos. Without looking at the text or at Exercise 1, they should work in pairs or small groups to try to guess where the four places are. Elicit ideas, then ask students to look at Exercise 1. Elicit guesses from the whole class about which picture matches which place. Then check the answers. Finally, ask students to decide which place they would most like to live in and why.

Answers
1 D **2** B **3** A **4** C

PRE-READING (10 minutes)

(S–S, T–S, S–T) Exercise 2. Give students thirty seconds to discuss their ideas and elicit guesses before they read the first paragraph. Write the guesses on the board. Don't comment on the guesses until students have read the answer for themselves. Elicit the answer and ask if they are surprised or not by the answer and why.

Answer
People who live in those places have a good chance of living to be a 100 years old or more.

WHILE READING (10 minutes)

(T–S, S–T) Exercise 3. Give students one minute to read through the questions and options before they start. Tell students to listen to and read the text all the way through. You can refer to the Culture Notes section on page 126 of the Teacher's Book for more information on Dan Buettner. Ask them to read through again, and, when they find a section which relates to one of the questions, read that section carefully and choose the correct option, making a note of the words which show that the option is correct. Elicit the answers and the sections of the text which helped them to decide, e.g. *people there have a good chance of living to be a hundred*.

Answers
1 c – people there have a good chance of living to be a hundred years old

2 c – He called these places 'blue zones'

3 d – in blue zones people see food as a gift and meals as a special time. They switch off TVs or smartphones and give thanks before they eat

4 b – They get exercise naturally by working outdoors. They stay fit by walking (not driving).

5 c – Community is very important to them. Neighbours, friends and family come together often, and people from different generations (for example grandparents and grandchildren) have a lot of contact with each other.

POST-READING (15 minutes)

1 (S–S, T–S, S–T) Exercise 4. Ask students to read the three sets of sentences. Play the recording and pause after the first set. Ask students which syllable is stressed in the word in bold in the first sentence (*the first*), and which is stressed in the bold word in the second sentence (*the second*). They listen to the rest of the recording and underline the correct stressed syllable. Explain that most nouns that have a verb form will be stressed on the first syllable when used as a noun, but the second syllable when used as a verb. Ask students which of the bold words are nouns and which are verbs.

Answers
1 a produce **1 b** produce **2 a** record **2 b** record
3 a increase **3 b** increase

TIP

It is a good idea to encourage students to always mark the stress on new words of two or more syllables.

Audioscript 5.14

1a There is fresh produce at the market.
1b They produce delicious cookies at that factory.
2a I keep a record of how far I walk each day.
2b Can you record that cooking show, please?
3a I need to increase the amount of fruit I eat.
3b There is an increase in fast-food restaurants in our town.

2 (T–S, S–T) Exercise 5. Look at the example sentence with students. Ask them why *fast food* is wrong (it is uncountable so it would be used with *much* not *many*) and why *soft drinks* is wrong (we would use the verb *drink*, not *eat*). They complete the exercise alone. Before they discuss the statements, elicit the correct answers and what the words and phrases mean. Then students discuss the statements, not just saying true or false but giving more details, e.g. 1 *This is false for me. I drink milk with cereal for breakfast and I often eat cheese sandwiches for lunch. I also …* Invite students to share their ideas as a class.

Answers
2 soft drinks **3** get exercise **4** full up **5** stay fit
6 get exercise **7** fast food **8** low in sugar **9** sleep well

3 (S–S, S–T, T–S) Exercise 6. Ask students to work in groups of three or four. They should look at each point in turn. If they don't do some of them but would like to, they should say why they don't do it. Students discuss all the points. Then invite each group to share their ideas about one of the points with the class. You could ask different groups to start from different points in the list to ensure that every point is covered in the available time.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of symbols they often use in text messages to friends and what these symbols mean. They can use this list to help them in Exercise 5 of Lesson 7A.

CONTINGENCY PLAN

If the reading takes more time than expected, you could set Exercise 5 for homework.

05 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Use language related to medicine and medical treatment (GSE 43–58 – B1–B1+).
- Understand short simple messages on postcards, emails and social networks (GSE 31 – A2).
- Write short simple notes, emails and messages relating to everyday matters (GSE 38 – A2+).
- Use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary (GSE 59 – B2).
- Understand basic medical advice (GSE 42 – A2+).
- Give basic advice using simple language (GSE 39 – A2+).
- Write basic instructions with a simple list of points (GSE 39 – A2+).

Vocabulary:

- Education: *do a project, do an experiment, get/have a degree, prepare/revise for an exam*

Resources:

- SB: pages 56–57; Word List page 66
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T–S, S–T) Exercise 1. Before students open their books, ask them to put their hands up if they have ever spent time in hospital. Ask if they mind answering a few questions about their time there and then invite other students to ask questions. Students then open their books on page 56 and answer the questions about the photo. When you elicit answers, clarify the names and relationships to help with Exercise 2. The young man is Samer and the man in the bed is Samer's grandad.

Answers

Samer and his grandad. In a hospital. Samer's grandad is ill. Students' own answers.

PRESENTATION (5 minutes)

(T–S, S–S, S–T) Exercise 2. Look at the example message (1) with the class. Ask why Samer's grandad is in hospital (*he had a possible heart attack*). Students then work in pairs to read the other messages and try to say who they are from and to. Elicit the answers.

Answers

2 Samer wrote a message to himself.
3 Samer wrote a message to Samer's mum.
4 Samer wrote a message to Samer's neighbour, Hamed.
5 Samer's mum wrote a message to Samer's neighbour, Hamed.
6 Samer's mum wrote a message to Samer's grandad.
7 Samer wrote a message to Samer's mum.

PRACTICE (20 minutes)

1 (T–S,S–T) Exercise 3. Students work alone. They read through the questions and write the answers. Elicit the answers from the class.

Answers

1 He had a possible heart attack.
2 Chocolates, grapes or a book.
3 It leaves London at 11.30 and arrives in Hereford at 15.40.
4 He asks him to look after Cleo and water the plants.
5 He wants his mum to pick him up (or he'll take a taxi).

2 (T–S, S–T) Exercise 4. Before students look at the exercise and the Writing box, ask them to look at message 1. Elicit anything they notice about style and content of the message, e.g. I*t doesn't start with 'I', they aren't full sentences, words are abbreviated, emoticons are used to show feelings.* Students then read the Writing box and complete the sentences alone. Ask why some words can be left out (*we can still understand the message without them*).

Answers

1 there was **2** It's **3** Do you; you **4** the **5** Hamed; to; the **6** I **7** The; are; the **8** The; is; the **9** I am; the; It

3 (T–S, S–S, S–T) Exercise 5. Students work alone. When they have finished, put students into pairs and ask them to think of other abbreviations that they know in English. Join pairs together into groups of four to share their ideas. Invite each group to share their words with the class. Write these on the board for everyone to make a note of.

Answers

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

4 (T–S, S–T) Exercise 6. Look at the first sentence with the class and ask how this could be made shorter. Write their ideas on the board, e.g. *Hope u feel better*. Ask students to complete the rest of the note alone. Elicit their answers.

Suggested answer

Hope u feel better ☺. Thx for looking after Grandma.
• meds in cupboard next to door
• make her tea in morning & afternoon
• mug next to sink.
Back Sun @ 10. xx, Zeinab

PRODUCTION (10 minutes)

1 (T–S) Exercise 7. Ask students to read through the two situations and decide which note to write. Tell students that for the first note, they should write it in full sentences and then cut out or shorten words which are unnecessary and rewrite it as a note. Students then work in groups of three or four and read each other's notes. If they notice any unnecessary words, they should point these out. Alternatively, you could use the photocopiable Graphic Organiser for this unit to help with planning.

Students now work alone and write the other note, this time not starting with a full text to abbreviate but writing the note straight away. It would be useful for the students to write this under exam conditions so that they can't talk to other students or refer to the Student's Book for ideas. When they have finished, encourage them to check their work for mistakes and make sure they have included all the information necessary.

Answers
Students' own answers

TIP

You could tell students which note to write for this first task so that equal numbers write notes 1, 2 and 3. They then join in groups of three so that they work with people who have written different notes to themselves. When they write the other notes, they may remember some ideas from the other two students which they can use in their own notes.

2 (S–S) When students have finished, ask them to swap notes in small groups again and point out any unnecessary words or anything that isn't clear from the note.

You could ask students to work in pairs and to swap note 3 with each other. They then think of a note to write in reply. Don't give any clues about what to say. When they have finished, they swap notes and read them. Ask how many people were sympathetic and asked how they were and what sort of reactions there were to the new suggestions.

Collect the notes to check and provide written feedback.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to study the Word List on page 66.

CONTINGENCY PLAN

If you do not have enough time to do the Production section of Exercise 8, students can write one or two of the notes at home. Collect the notes in the next lesson and provide written feedback.

05 REVISION

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 5.

Resources:

- SB: Grammar Reference page 71; Word list page 66
- WB: pages 42-43; Self-Assessment 5 page 41
- Assessment: Unit 5 Language Test; Unit 5 Skills Test; Unit 5 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
2 kitchen sink **3** oven **4** iron **5** microwave **6** drawer
7 kettle **8** fridge/freezer

Exercise 2.

Answers
2 carpet **3** plants **4** washing machine **5** dishes
6 dishwasher **7** bed **8** rubbish

Exercise 3.

Answers
2 We don't have to wash the dishes.
3 He should eat more fruit.
4 You mustn't eat that.
5 We could/should make a salad.

Exercise 4.

Answers
2 don't **3** can **4** couldn't **5** had **6** did
7 shouldn't/mustn't **8** should

USE OF ENGLISH

Exercise 5.

Answers
1 c **2** a **3** b

READING

Exercise 6.

Answers
2 Trade **3** translated and studied **4** discoveries
5 the influence **6** in goods **7** diverse places

WRITING

Exercise 7.

Answers
Students' own answers

NOTES

CULTURE SPOT MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT 1: **Historic Universities**	Theme 2: CULTURE	**Listening:** analysing main ideas and supporting details **Speaking:** expressing opinions and points of view; discussing desires and plans; debating regularly in a deliberative discussion as an innovative teaching strategy **Reading:** using note-taking strategies to record key ideas and specific details	**Listening:** analyse the main ideas and supporting details in an oral text **Speaking:** debate regularly in a deliberative discussion as an innovative teaching strategy **Reading:** assess their reading comprehension using different reading strategies such as monitoring

OVERVIEW

Objectives:

- Develop students' awareness of higher education and sensitivity to intercultural differences.

Resources:

- SB: pages 58–59

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, write *Historic universities* on the board. Put students into groups of three or four and give them two minutes to think about the places or other information that they might read about. When the two minutes are up, elicit ideas and write these on the board. Students then read the Fact Box. Ask if it mentions any of the things on the board and then put students into pairs and give them two or three minutes to discuss the question together. Elicit the answers and what a Fact Box for their country would say.

Answers
Students' own answers

PRE-READING (5 minutes)

(T–S, S–T) Exercise 2. Elicit the word for the symbol %. Ask students how quickly they think they can find the four numbers in the text. Tell students to put their hands up when they have found them all. Elicit where they are in the text so that everyone can find them quickly. Elicit the answers and ask students if they are surprised by any of these figures.

Answers
2 The year the University of Al-Qarawiyyin opened.
3 The percent of graduates who find a job within a year of finishing the University of Jordan. **4** The number of students studying at universities in Jordan

WHILE READING (10 minutes)

(T–S, S–T) Exercise 3. Tell students to read the text more carefully this time. Allow one minute for students to read the statements in the exercise and note key words that will help them to find where the information is. Allow them time to do the reading and answer the questions, depending on the ability of the class. When they have finished, elicit the answers and the true information for the statements which are false, e.g. 4 *There are also many international students studying in Jordan.*

Answers
1 T **2** T **3** T **4** F

TIP

After the reading, look at the glossary box with students. Ask students to find the words in the text and what they refer to. Ask them to think of some people they know who have a good reputation. Ask them why.

POST-READING (15 minutes)

1 (S–S, T–S, S–T) Exercise 4. Give students three or four minutes to discuss both questions. Ask students to put their hands up if they are planning to go to university. Invite students to share their ideas about both questions with the class.

Answers
Students' own answers

2 (S–S, T–S, S–T) Exercise 5. Put students into pairs. Tell them to each read about one of the people in the table who they are going to listen to. They then tell each other what they know the person is going to say, i.e. the information already given, and what they have to listen for to complete the information. When students have listened, they discuss the missing information. Elicit the answers and which of students' ideas they mentioned and which they didn't mention. Then ask students if they have changed their minds about whether they would rather study in a modern or traditional university and why.

CULTURE SPOT

Answers
2 modern **3** Medicine **4** modern buildings **5** easy to walk to cafés, shops and cinemas **6** his room is old and not very warm in winter **7** buses do not run often to the town centre

Audioscript CS1.2

1 I'm Sultan and I'm a first-year student at Oxford University. I'm studying Medicine.
I'm very happy to be at Oxford University. It's a very old university and it's amazing to think I'm studying at the same university as King Abdullah II of Jordan, Tim Berners-Lee, who invented the World Wide Web, and the famous scientist Stephen Hawking. Tradition is very important at Oxford. That is not always good! The room in my college is very old and in the winter it's not very warm! Students at Oxford also have very long holidays. That sounds good, but it means we have to work very hard during the terms. We are expected to do a lot of private study. But I've got to know a lot of people and I have already made some great friends. The university is in the middle of Oxford, which is a great city. It's very easy to walk to cafés, shops and cinemas.

2 I'm Osama and I'm a second-year student at Lancaster University in northern England. It's a modern campus university. That means it's outside the city with lots of trees and a beautiful lake. It's a very peaceful place to study. I don't think any famous people went to this university, but all the university buildings are very modern and my room is small but very comfortable. I'm studying science and all of the science labs have new equipment. The only negative side is public transport. There is a bus that goes from the university to the city centre, but it doesn't run very often in the evenings. So you spend a lot of time waiting for buses to and from the city. But I have a lot of friends who have a room near me, so we usually stay at the university in the evenings.

PRODUCTION (5 minutes)

(S–S, T–S, S–T) Exercise 6. Put students into groups of three or four. Ask them to discuss the questions. Set a time limit and then elicit answers.

Answers
Students' own answers

TIP

You may want to prepare some facts about further education for Exercise 6 in case the students don't know the answers or disagree about them.

WRAP-UP (5 minutes)

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

HOMEWORK

Students could research the best universities in Jordan or the Arab world and write a Fact box about them.

CONTINGENCY PLAN

Ask students to work in pairs. One of them is at university. Students write a short dialogue in which the student who is still at school asks questions about life at university and asks for advice about the best places to study and the best courses to study. When students are ready, they act out the conversation in front of the class.

LITERATURE SPOT MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT 1: **Treasure Island**	Theme 2: CULTURE	**Listening:** expressing opinions and points of view **Reading:** reading poems and literary texts representing a variety of genres, cultures, and perspectives and exhibiting level-appropriate **Writing:** writing a coherent text of 3 or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar)	**Speaking:** debate regularly in a deliberative discussion as an innovative teaching strategy **Reading:** identify, analyse, and interpret themes, ideas and information in different texts **Writing:** practise writing different paragraphs (narrative, descriptive, persuasive)

OVERVIEW

Objectives:

- Familiarise students with well-known literary works, develop students' reading skills and expand their vocabulary.

Resources:

- SB: pages 60–61

WARM-UP (5 minutes)

(T–S, S–T) Before students open their books, ask if they know any stories about treasure. Write the book title *Treasure Island* on the board and ask students if they can guess what it is about. Ask them if they have heard of the author Robert Louis Stevenson and if so, what they know about him or any of his books.

TIP

For more information about Robert Louis Stevenson, refer students to the Fact box. See if any of the students already knew any of the information in the box, or if they have heard of his other stories.

PRE-READING (5 minutes)

(S–S, T–S, S–T) Exercise 1. Students look at the picture and read the first paragraph. They discuss the question in pairs. Invite students to share their ideas as a class about what they think is inside the chest.

Answers

Students' own answers. (We later find there is some money and some papers in the chest.)

WHILE READING (5 minutes)

(T–S, S–T) Exercise 2. Tell students to read the rest of the text. Allow time for students to read the statements in the exercise and note key words that will help them to find where the information is. Allow them about five minutes to do the reading and the task, depending on the ability of the class. When they have finished, elicit the answers and the correct information for the statements which are false, e.g. *She only takes what is owed to her.*

Answers

1 True **2** False - she only takes what is owed to her.
3 True **4** False - they hide under a bridge. **5** True
6 False - they say the money is there. **7** True **8** True

TIP

After the reading, look at the glossary box with students. Ask students to find the words in the text and what they refer to.

POST-READING (10 minutes)

(S–S, S–T) Exercise 3. Students look at the adjectives and decide who or what each one describes. They can do this in pairs. Monitor and offer support if needed. Check their answers and elicit reasons why they chose each answer.

Answers

1 the sailor, Bill Flint, is unhealthy (He is old, eats too much, then suddenly dies.)
2 the blind man
3 the blind man and his men
4 Jim's mother (She says 'I don't feel well.').
5 Jim (He stays with his mother.)
6 the papers (We know this because the blind man and his men want them.)

LITERATURE SPOT

PRODUCTION (15 minutes)

1 (S–S, T–S, S–T) Exercise 4. Look at the first question with the class and elicit an example. Then put the students into pairs and give them three or four minutes to discuss the questions in pairs. When they have finished, join pairs together in groups of four to share their ideas. Invite groups to give their ideas for question 3 and then open up the discussion to the rest of the class.

2 (S–S, T–S, S–S) Exercise 5. Give pairs two or three minutes to discuss their ideas. When they have finished, open up the questions to the whole class.

Suggested answers

1 In the story, the sailor keeps money and important papers in a chest. Today, we put things like this in a bank or with a solicitor. He also has pistols and gold coins which people do not usually have today.

2 Students' own answers

3 (S–S) Exercise 6. Tell students to work alone. They make notes about the two points. Tell students to use their imagination to picture what the map shows. Set a time limit of two or three minutes to plan and then give students as much time as possible to write the letter. Alternatively, set the writing task as homework.

WRAP-UP (5 minutes)

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

HOMEWORK

Students could do the writing task in Exercise 7 as homework if there isn't time in the lesson, or research what happens to Jim in the rest of the story.

CONTINGENCY PLAN

Ask students to work in groups. If students have read the book *Treasure Island*, they should say what they thought of it. If they haven't read it, they should say whether they would like to, or not, and why. Students talk for about two or three minutes and then discuss the questions as a class.

CULTURE NOTES

Unit 1

LESSON 2 READING AND VOCABULARY

Elbert Hubbard (1856–1915) was an American philosopher, publisher and author, whose writing career began in 1895, when he set up his own printing establishment. There he began issuing Little Journeys to the Homes of the Great, a fourteen-volume series of biographical essays on famous people, and The Philistine and The Fra, two monthly magazines. One of his most famous works was A Message to Garcia, an inspirational essay published in an 1899 issue of The Philistine.

Abū al-Ṭayyib Aḥmad ibn al-Ḥusayn al-Mutanabbī al-Kindī (915 – 965), commonly known as **Al-Mutanabbi**, was an Arabic poet and philosopher. His wisdom and poetry earned him great popularity in his time and many of his poems are still widely read and are considered to be proverbial. He started writing poetry when he was nine years old. He is well known for his sharp intelligence and humour. Among the topics he discussed were courage, friendship and the philosophy of life.

Unit 2

LESSON 2 VOCABULARY

Venus Williams (1980–) is an American tennis player and four-times Olympic gold medallist. She started playing tennis at a very early age and turned professional in 1994, at the age of fourteen. She has won numerous titles and is considered one of the best female players in the history of the game. Despite a successful career in tennis, in 2011 she decided to study Business Administration and now holds a Bachelor of Science degree from the Indiana University East. She completed her course online through a reciprocal agreement between the university and the Women's Tennis Association, which allows athletes to play tennis professionally while studying online.

LESSON 4 READING AND VOCABULARY

The 2022 FIFA World Cup took place in Qatar. The FIFA World Cup was founded in 1930 and is held every four years. Thirty-two teams participated in the 2022 World Cup, the last time this number of teams would play. This was the first World Cup to take place in the Arab world and the second to be held in Asia. Because of Qatar's climate, the organisers of the 2022 World Cup had to do things a little differently. The World Cup took place in the winter months of November and December instead of summer. The venues created for the World Cup had cooling systems to reduce temperatures. The winners were Argentina, the first time a team outside Europe has won the World Cup since 2002.

Qatar created stadiums that were designed to be zero waste. Parts of the stadiums would be donated to countries in need of them. The stadiums were all close to one another, for the first time since the very first World Cup in 1930. Players were able to stay at one training base and did not need to take flights to matches, which also helped with Qatar's aims to help climate change.

LESSON 5 LISTENING AND VOCABULARY

Lance Armstrong (1971–) is an American former professional cyclist. He was a triathlete before turning to professional cycling in 1992. Armstrong was the only cyclist to win a record seven consecutive Tour De France races (1999–2005), but in 2012 he was stripped of all his titles and banned from cycling for life after evidence of performance-enhancing drug use. Apart from his cycling career, Armstrong dedicated himself to campaigning for cancer awareness. A cancer survivor himself, in 1997 he founded the Lance Armstrong Foundation (now called the Livestrong Foundation), one of the largest organisations funding cancer research in the US.

Rosie Ruiz (1953–) is a Cuban American runner who won the women's race of the 1980 Boston Marathon (see below). However, eight days after her victory, she was stripped of her medal after it was discovered that she had jumped into the race only about a mile from the finish line. Her victory raised suspicions because her winning time was a twenty-five-minute improvement over her previous marathon time. When officials examined the photographs and video tapes of the race, they found that she didn't appear in any of them until near the end of the course. Ruiz was officially disqualified from the race and her medal was revoked. It was later found out that she had taken the underground for most of the race.

The Boston Marathon is an annual marathon hosted by the city of Boston in Massachusetts, USA. The first Boston Marathon took place in 1897 and has become one of the most popular marathon races in the world, attracting an average of 20,000 registered participants each year. It is always held on the third Monday of April, on Patriot's Day, a holiday commemorating the start of the Revolutionary War. The holiday is often referred to as 'Marathon Monday'.

LESSON 7 LISTENING AND VOCABULARY

The Paralympics (Greek para = beside or alongside) is the third largest sporting event in the world (as of 2019). The games enable athletes with impairments to compete. The first Paralympic Games took place in 1960 in Rome, with 400 athletes from twenty-three countries. Sixteen years later, the first Paralympic Winter Games were held in Sweden. Both Summer and Winter Games are held every four years, and since the 1988 Summer Games and 1992 Winter Games, they have been held at the same location as the regular Olympic Games. Although sports activities for those with impairments have existed for over 125 years, they did not become popular until after World War II, when athletic competitions were used as a form of rehabilitation and relevance for injured veterans and civilians. The four values of the Paralympics are courage, determination, inspiration and equality.

Unit 3

LESSON 2 VOCABULARY

Wadi Rum, or the the Valley of the Moon, is a large valley in southern Jordan. Wadi Rum is a UNESCO World Heritage site, which was established in 2011 and covers an area of 280 square miles (720 km^2). It is very popular with tourists due to the natural beauty of the area and also the wide variety of activities on off er, such as hiking, rock-climbing, camel rides, camping, and examining the ancient ruins and rock inscriptions.

Heraklion is the largest city and the capital city of Crete in Greece. It has a population of 150,000 people. Crete is situated in the Mediterranean Sea and is the largest Greek island. Heraklion has an airport and is therefore a very popular destination for summer tourists.

LESSON 4 GRAMMAR

Sherlock Holmes is a fictional book character created by Sir Arthur Conan Doyle, a British writer. Holmes is a detective who solves crimes in sixty books, written between 1887 and 1927. In a series of detective stories, he works with Dr Watson, his devoted friend, assistant and sometimes flatmate. Sherlock Holmes has the world record for being on TV and in films more times than any other book character. Actor Basil Rathbone first played Holmes in the 1939 film The Hound of the Baskervilles.

Stonehenge is a famous prehistoric monument and site in the south of the UK, dating from 5000 BC to 2000 BC. It consists of vertical stones arranged in a circle, with each standing stone around 4m high and 2m wide. It is one of the best-known Ancient Wonders of the World and a UNESCO World Heritage site. Scientists are not sure how the structure was built or what its purpose was. It is believed that it was a burial ground but may have also been used as a calendar either for astronomy or agriculture. This is because the sun always rises and sets over the same stone on the longest and shortest day of the year. Thousands of tourists from all over the world visit the site every year. As well as visiting the monument, tourists can also visit the Stonehenge Visitor Centre, which houses nearly 300 archaeological items found buried at the site.

Stratford Upon Avon is a market town in Warwickshire county, UK, most famous for being the birthplace of William Shakespeare (see below). Shakespeare left Stratford as a young adult but returned at the age of thirty-three and died there in 1616. Stratford Upon Avon is home to the Royal Shakespeare Company and the Royal Shakespeare Theatre, and a major tourist centre because of its associations with Shakespeare.

William Shakespeare (1564–1616) was an English poet and playwright, often called the English national poet and considered by many to be the greatest dramatist of all time. He was born and educated in Stratford Upon Avon (see above) before moving to London to become an actor. From here he went on to write thirty-seven plays over the course of two decades, from about 1590 to 1613. His early plays were primarily comedies and histories. Later he wrote mainly tragedies, among them Hamlet, Macbeth and Othello. In his final period, he wrote several tragicomedies, such as The Winter's Tale and The Tempest.

Tea is the most popular drink in the world aside from water itself. It originates in South-East Asia, where it was used as a medicinal drink. It became popular with British people in the seventeenth century and remains the most popular drink in the UK, often drunk with milk. The word tea can also refer to a small afternoon meal of cake or biscuits eaten in the afternoon with a cup of tea.

LESSON 6 READING AND VOCABULARY

Graham Hughes (1979–) is a British adventurer, travel TV presenter and travel writer. He holds the world record for visiting all 193 member countries of the United Nations without flying. He studied Politics and History at Manchester University and then set up his own video production company to publish travel videos. He teamed up with Lonely Planet Australia, National Geographic and the BBC to film his world record attempt. After his Odyssey Expedition (see below), he started writing travel books. His first book, Man of the World, an account of the first year of his adventure, was published in 2017.

The Odyssey Expedition is what Graham Hughes called his attempt to visit every country in the world without flying. It spanned 1,492 days and over 220 countries and territories. Hughes began his adventure in an attempt to set a world record and also to raise funds for the charity WaterAid. It ended in January 2013, after four years and one month on the road.

WaterAid is a charity founded in London in 1981 by members of the UK water industry. Its goal is to help poor communities gain access to clean water, toilets and hygiene education. WaterAid uses the money it receives to work with local governments in countries which need their help.

LESSON 7 READING AND VOCABULARY

Aberystwyth is a coastal town in Mid Wales. It is popular with tourists as there is a seafront with beaches and many other activities and sights, including a steam train, a castle, waterfalls and local forest walks and woodlands.

Aberystwyth Castle was built between 1277 and 1289. Unfortunately, part of it was blown up in 1649 but it is still a very popular tourist attraction, with a children's playground, golf course and picnic areas.

Unit 4

LESSON 4 READING AND VOCABULARY

Mystery shopping is the activity of buying something from a store with the purpose of providing feedback to the company on the customer service and overall shopping experience. Mystery shoppers are employed to shop secretly, without telling anyone that they are giving feedback. They are given an amount of money to spend in a specific shop and told which department or type of product they should buy. Often they can make around £150 a day or £300 a day if they secretly film their shopping experience. The shopper also receives the money for any petrol or hotels they have paid for as part of the job. Mystery shoppers also say they are sometimes allowed to keep the items they have bought.

Unit 5

LESSON 6 READING AND VOCABULARY

Dan Buettner (1960–) is an American author, explorer and educator. As a result of his travels, he discovered 'blue zones', which he describes as regions of the world where people live healthier and longer lives. He initially identified five areas as blue zones: Sardinia (Italy), Okinawa (Japan), Nicoya (Costa Rica), Ikaria (Greece) and Loma Linda (California, USA). According to Buettner, the shared characteristics of blue zone inhabitants include a healthy diet, exercise and engagement in family and social life. Buettner first wrote about blue zones in his 2005 National Geographic article The Secrets of Living Longer, which was the cover story in one of the top-selling issues in the magazine's history.

CLASS DEBATES

TEACHER'S NOTES

There are five simple steps to take in order to run a successful class debate:

1 Propose a motion or controversial statement.

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

2 Make teams: proposers and opposers.

Divide the class into groups of no more than six. Half the groups should be 'the proposers', arguing for the statement. The other half should be 'the opposers', arguing against it. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge, you may also ask them to argue the opposite view to their own.

3 Prepare for the debate.

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

4 Hold the debate.

The debate structure has five simple steps:

Step	Instructions
1	Each team has a turn to present their arguments.
2	Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments.
3	Each team present their rebuttal for 2 minutes.
4	Both teams have 2 minutes to prepare a summary of their position.
5	Each team summarises their view and makes final comments for 1 minute.

- Ask students to remain silent while their opponents are speaking and take notes of the points they make.
- If you have more than two teams, tell students which teams are going to argue against each other.
- For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in step 1 and second in step 3.
- If pressed for time, you may combine steps 3 and 5 so that students present both the rebuttal and summary in one stage.

5 Provide feedback.

- After the debate, ask students whether they have been convinced by the opposing team's arguments and who, in their opinion, won the debate and why.
- You could ask students to raise their hands to vote on which side they really stand in the debate. Count the show of hands for each side and declare the winning argument.
- Provide feedback on how well the teams argued their case and suggest things they could improve in the future.
- As a follow-up activity, you could ask groups to switch sides so that students get to argue both sides of the same discussion. You could also ask students to write a 'for and against' essay using the arguments from the debate.

USEFUL LANGUAGE

Photocopy and provide students with the useful language for debating on the next page, for them to refer to during the school year.

DEBATE TOPICS

Unit 1 Friends are the most important people in our lives.

Unit 2 School should be about learning, not sports.

Unit 3 Going on holiday with family is better than Going on holiday with friends.

Unit 4 Online shopping is better than in-store shopping.

Unit 5 Children should have to work to earn their pocket money.

DEBATING

USEFUL LANGUAGE

PRESENTING THE MOTION

We are going to speak in favour of/against the statement that ...
I am going to try to explain why we think/don't think that ...
Today I hope to persuade you to agree that ...

INTRODUCING THE SPEAKERS

As the first speaker, I will talk about ...
The next speakers will then explain why/discuss ...
[Maha] will then talk about ...

PRESENTING THE MOST IMPORTANT POINT

The main thing/point is ...
The most important thing/point is ...
Most importantly, ...

PRESENTING A LIST OF ARGUMENTS

First of all, ...
Firstly, ...
To begin with, ...
Secondly, ...
Also, ...
We also need to think about ...
Something else to think about is ...
Another important point is ...

GIVING YOUR OPINION

I think/believe that ...
In my view, ...
In my opinion, ...
The way I see it, ...
If you ask me, ...

EXPRESSING CERTAINTY

Clearly, ...
Obviously, ...
There is not doubt that ...
In fact, ...
(Studies) show that ...

CLARIFYING/REITERATING

I'm talking about ...
What I'm trying to say is ...
What I mean (by that) is ...
I'm saying that ...

SUPPORTING YOUR VIEW WITH EXAMPLES

For example, ...
For instance, ...
Let me give you an example: ...
Take, for example, ...
An example of this is ...

CONCLUDING/SUMMARISING

So, ...
So, finally, ...
So, in short, ...
To sum up, ...

Jordan High Note Grade 9

PHOTOCOPIABLE RESOURCES

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2 Guess who!	Vocabulary: family words and personality adjectives	After **Unit 1, Lesson 3 VOCABULARY**	10
3 Someone's wearing red socks!	Grammar: indefinite pronouns	After **Unit 1, Lesson 4 GRAMMAR**	15
4 Trilingual teenagers	Vocabulary: useful language from the unit	After **Unit 1, Lesson 5 LISTENING AND VOCABULARY**	15
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22 Fit @ Home	Vocabulary: useful language from the unit	After **Unit 5, Lesson 5 LISTENING AND VOCABULARY**	15

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PHOTOCOPIABLE RESOURCES

TEACHER'S NOTES

Unit 1

1 What kind of friend are you?

(Unit 1, Lesson 1 Vocabulary and Grammar)

Aim: to practise the Present Simple and Present Continuous

Interaction: individual, pairs

Type of activity: personality quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and ask students to fold it over at the dotted line and only look at the quiz. Refer them to the title of the quiz and explain that they are going to do a quiz to find out what kind of friend they are. **(2)** Individually, students first choose the correct verb forms in the quiz. Check answers with the class. **(3)** Still working individually, students now do the quiz. They should not look at the results yet. **(4)** Put students in pairs. Tell them that they should try and guess their partner's answers. **(5)** In their pairs, students compare and discuss their answers. Were their guesses about their partner correct? **(6)** In their pairs, students read the quiz results and say whether they agree or disagree. How accurate are they?

Answers:

1 **1 a** lend, are feeling **b** always spend **c** are saving
2 a are doing, study **b** laugh **c** are worrying
3 a are **b** have **c** make **4 a** walk **b** shout **c** explain

2 Guess who!

(Unit 1, Lesson 3 Vocabulary)

Aim: to practise family words and personality adjectives

Interaction: pairs

Type of activity: information gap

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they each have different information. They have to share it in order to match the four people on their worksheet (A–D and E–H) with their names. **(2)** Student A starts by reading person A's comment to their partner. Student B reads the bulleted descriptions, matches person A with their name and writes the letter A on the line. Pairs continue in this way until Student B has completed A–D. Students then swap roles: Student B reads comments E–H and Student A finds the correct person and writes the letter. **(3)** Students then look at each other's worksheet to check their answers, saying which words helped them match each comment with each description. **(4)** Check answers with the class.

Optional follow-up: In their pairs, students underline all the family words and personality adjectives on their worksheets. They choose 6–8 words and write an example sentence for each one.

Answers: A Alia **B** Adel **C** Jamal **D** Dana **E** Abeer
F Faisal **G** Zeinab **H** Ali

3 Someone's wearing red socks!

(Unit 1, Lesson 4 Grammar)

Aim: to practise indefinite pronouns

Interaction: groups of three or four

Type of activity: sentence formation game

Time: 15 minutes

Materials: one set of cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of three or four and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. **(3)** Explain the activity: students take it in turns to pick up a card and make a sentence using the word at the top of the card and one of the three words listed below it. Encourage them to be as creative and funny as possible. You may wish to ask them to make true/funny sentences about people in the class (e.g. Someone's wearing red socks.) Point out that they can only use one of the three words in the list and that they can change the form of the verbs. Depending on the time available, you could give students time to write all twelve sentences or get them to write as many sentences as possible within a given time limit. During the activity, monitor and check that students' sentences are correct. **(4)** Each time all students in a group have had a turn, they vote on the funniest sentence from that turn/round – they should award one point for the funniest sentence. The winner is the student with the most points.

Optional follow-up: Groups share their sentences with the class, who vote on the funniest sentence for each card.

4 Trilingual teenagers

(Unit 1, Lesson 5 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.5 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **2** live **3** understand **4** prefer **5** practise **6** make
7 enjoy **8** find **9** visit **10** feel **11** learn **12** get

Unit 2

5 VIPs: very intelligent people

(Unit 2, Lesson 1 Vocabulary and Grammar)

Aim: to practise the Past Simple

Interaction: groups of four

Type of activity: question formation, information gap

Time: 15 minutes

Materials: one set of prompt cards and one set of information cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four and hand out one set of prompt cards to each group. **(3)** Ask students to look at the photos and prompts and to make questions about each person using the prompts given. You could check the questions as a class before the next step or you may prefer to monitor and provide help/corrections to each group as necessary. **(4)** Hand out one set of information cards to each group, face down. Each student should take one card without showing it to the rest of the group. They each read the information on their card silently and check they understand it. **(5)** In their groups, students now take it in turns to answer questions about the person on their card. The other members of the group ask the questions they formed in step 3 and listen to the answers carefully. They should not write the answers down but need to try to remember them. **(6)** When all the questions have been answered, the information cards are put in the middle, face down. Students now try to say as much as they can remember about each of the people on the cards. Finally, allow groups to turn over the cards to check the information.

Answers:

Suleiman: Where was he born? What did he study? Why was he famous? What did he do after he stopped playing football? When did he die?

Samar Nassar: Where was she born? What did she study? When did she compete at her first Olympic Games? When did she represent Jordan? When did she become a CEO?

Khawla Jammal: When was she born? What did she study? When did she finish university? What jobs did she do? Why was her work important?

Muneer Ababneh: When was he born? What did he study? Why did he become famous? When did he star in his first film? What award did he win in 2022?

6 Smart pelmanism

(Unit 2, Lesson 2 Vocabulary)

Aim: to practise vocabulary related to education

Interaction: pairs

Type of activity: pelmanism

Time: 10 minutes

Materials: one set of word cards and one set of definition cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs and hand out the two sets of cards to each pair. They should spread out the word cards face down on the table and put the definition cards in a pile face down on the table. **(3)** Explain the activity: students will take it in turns to turn over a definition card and read the definition. They should then turn over a word card and see if they can match the definition to the correct word/ phrase. If they can, they keep the pair of cards. If not, they turn the word card back over, remembering its position, and return the definition card to the bottom of the pile. Explain that there are some synonyms on the word cards, so some definitions may match more than one card. **(4)** Start the activity. Students take turns until all of the cards have been matched. The winner is the student with the most matched pairs at the end of the activity.

Alternative approach: For a shorter activity, use fewer cards. Note that the word cards match the definitions left to right and top to bottom so, for example, if you cut off and discarded the bottom row of each pack, the remaining cards would will still match. For a simpler activity, ask pairs to spread out the word cards face up on the table. Do the activity as a race for pairs to match the words with their definitions.

Answers: See worksheet: the word cards match the definitions left to right and top to bottom.

7 Memory lane

(Unit 2, Lesson 3 Grammar)

Aim: to practise *used to*

Interaction: groups four

Type of activity: gap-fill, information gap

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and explain to students that they are going to complete some sentences about their past. They should complete them so that some are true and some are false, but they should not indicate which are which. You may, however, wish to ask them to note down which sentences are true on a separate piece of paper, so that they cannot lie afterwards! **(2)** Give students time to complete their sentences individually. **(3)** Put students in groups of four. They should take it in turns to read their sentences to their group. The listeners ask one question each to decide if they think the sentence is true or false. Speakers answer, making up their answers for the false sentences – they should try to make them sound as convincing as possible. The listeners decide and note their opinions in the table. **(4)** Students tell their group which sentences were true and which were false.

Alternative approach: Students could do the activity in pairs, then change pairs so that they speak to at least three classmates.

Optional follow-up: Students write a paragraph about their partners, using the true statements as a basis for their text.

8 Head teacher gets kids moving!

(Unit 2, Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of predicting the topic and content of a reading text

Interaction: individual, pairs, whole class

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs for Exercise 1. Give them 2 minutes to discuss the questions, then elicit feedback from the class. **(2)** Exercise 2 can be done in pairs or as a whole class. Check that students understand *get someone moving* before discussing the question. **(3)** Put students in new pairs for Exercise 3. Give them 1–2 minutes to complete the activity, then elicit ideas from the class. You could write students' ideas on the board, for them to refer to in the next exercise. **(4)** Give students 2–3 minutes to read the text. If time allows, get them to discuss their answers to Exercise 4 in pairs before class feedback.

Optional follow-up: Put students in groups of three or four and ask them to think of different ways of improving students' health and/or their school work. Give them 2–3 minutes to discuss in their groups, then elicit ideas from different students. You could also have a class vote on the best idea.

Answers:

2 The article is about a head teacher who introduced running as a way of helping pupils to concentrate better on their lessons.

3 (Suggested answers) active, energy, enjoy, exercise, fast, health, outside, results, marks, happier

9 Cheats! Why do they do it?

(Unit 2, Lesson 5 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 2.6 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **2** wasn't **3** did they find out **4** cheated **5** found out **6** didn't run **7** rode **8** ran **9** wanted **10** cheated **11** didn't think **12** finished **13** discovered **14** didn't think **15** lied **16** cheated

Unit 3

10 A special memory

(Unit 3, Lesson 1 Vocabulary and Grammar)

Aim: to practise the Past Continuous and Past Simple

Interaction: individual, small groups, whole class

Type of activity: sentence and question completion, mingling

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and ask students to complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets. Point out that the sentences form a paragraph and that students do not need to choose a way to end their sentences at this stage. They should not worry about the questions at the bottom for now. **(2)** Check answers with the class. **(3)** Still working individually, students now select options to create 'a special memory'. **(4)** Put students in small groups and refer them to the questions below the 'special memory'. Explain that they need to decide what questions they will need to ask classmates in order to find out about their stories, and write these questions on their worksheet. **(5)** Students mingle, asking classmates their questions to find similarities in their 'special memories'. They can take notes if they wish. **(6)** Students report back to the class and say which classmate has the most similar 'special memory' to theirs.

Answers:

1 **1** was **2** was shining **3** were walking **4** heard **5** stopped **6** looked **7** saw

2 **1** Who were you with? **2** What was the weather like? **3** Where were you? **4** What did you hear? **5** Where did you stop? **6** Where did you look? **7** What did you see?

11 Holiday snap

(Unit 3, Lesson 2 Vocabulary)

Aim: to practise vocabulary related to holiday activities and travelling

Interaction: groups of four

Type of activity: snap game, story-telling

Time: 15 minutes

Materials: one set of verb cards and one set of phrase cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four and hand out the two sets of cards to each group. Tell students that they are going to play a game of snap to match the white cards with the grey cards to make holiday phrases, which they will then use to make a story. The more phrases students win, the more phrases they will have to make their story. **(3)** Ask one student in each group to shuffle the white cards and deal out four to each player. Players should look at their cards but not show them to other players. The grey cards should be shuffled and put in a pile face down in the middle. **(4)** Explain the game: one student turns over the top grey card. Players decide if it makes a phrase with one of their verb cards. If it does, the first person to put their verb card on the table and say 'Snap!' wins the card. If no one can make a pair, the grey card is returned to

the bottom of the pile. The winner is the first person to match all their cards. **(5)** Each player now uses their cards to make up a story about a holiday, using as many of their phrases as they can. They have 2 minutes to prepare, then tell each other their story. The group can then vote on which story was the most interesting. If there are players that have not matched any of their four cards, allow them to pick two matching phrase cards from the pile and use those.

Alternative approach: If time is short or for a simpler activity, leave out the story-telling part of the activity.

Optional follow-up: In class or as homework, students write their stories, which are put up around the classroom for everyone to read. Encourage students to draw a tick or heart on their favourite one and at the end, total them up to see which was the favourite story.

Answers: See worksheet: the verb cards match the phrase cards left to right and top to bottom.

12 A travel crossword

(Unit 3, Lesson 4 Grammar)

Aim: to practise relative pronouns

Interaction:small groups, pairs

Type of activity: a crossword

Time: 15 minutes

Materials: one worksheet per pair, cut up into A and B crosswords and answers

In class: (1) Copy the worksheet and cut out the cards as indicated: each student, A or B, needs two cards from their half of the worksheet: one crossword card and one answer card. **(2)** Divide the class into two groups, A and B, and give them their cards. Explain that they should not show their cards to the other group. **(3)** Form small groups of Student As and small groups of Student Bs (so that all students in each group have the same cards). **(4)** Explain that they have a crossword, the answers to that crossword, and in their groups, they need to complete the clues for it. Give groups 5–6 minutes to complete the clues while you monitor and provide help as necessary. **(5)** Now put students in A–B in pairs. Get them to swap crosswords and point out that they should not show their answer cards to their partner. **(6)** Students complete their crosswords and then, in their pairs, check each other's answers using their answer cards.

Optional follow-up: For homework, students create their own crosswords for their partner to complete. They choose 5–6 words they have learnt in Units 1–3 and write clues using relative pronouns. You could provide the links to some online crossword generators or encourage students to do an online search for one.

13 Grenada, Granada

(Unit 3, Lesson 5 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: multiple choice

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 3.10 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **1** by **2** like **3** at **4** to **5** for **6** into **7** to **8** on **9** on **10** off **11** by **12** to **13** to **14** off

14 Compare this!

(Unit 4, Lesson 1 Vocabulary and Grammar)

Aim: to practise comparative and superlative forms

Interaction: groups of four or five

Type of activity: card game

Time: 15 minutes

Materials: one set of topic cards and one set of adjective cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four or five and hand out the two sets of cards to each group. They should shuffle them and put them in two piles face down on the table. **(3)** Explain the activity: students take it in turns to turn over one card from each set. They must make a sentence using the adjective given on the adjective card. The sentence must be about the topic given on the topic card and use the form given on that card (e.g. if a student chooses friends/ comparative and good, they must make a sentence about friends, using the comparative form of good, e.g. Travelling with friends is better than travelling with family). The other students in the group must decide if the sentence is correct and makes sense. If it is, the student gets to keep the cards. If not, the cards are returned to the bottom of each pile. Monitor and offer help if students are unable to agree on a sentence. **(4)** Start the activity. Students play until all the cards have been used or for as long as time allows. The winner is the student with the most cards.

15 Food quiz

(Unit 4, Lesson 2 Vocabulary)

Aim: to practise vocabulary related to food and drink
Interaction: pairs
Type of activity: sorting game
Time: 10 minutes
Materials: one worksheet per pair
In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to work together to try to guess how much energy is in each of the foods at the top of the worksheet. Elicit what measurement we use to measure energy in foods (calories). Students should be familiar with this from their science lessons at school. To check their understanding, ask what happens if we don't eat enough calories (we get thinner). **(2)** Tell students that they have five minutes to match the foods with the number of calories, putting them in order from the least to the most. If students disagree over the order, encourage them to give each other reasons why and try to come to an agreement. **(3)** At the end of the five minutes, students swap their worksheet with another pair for correction. Confirm the correct answers, asking students to mark their peers' worksheets. **(4)** Students return the worksheets and count up how many they got right. Congratulate the winning pair(s) and ask the class if any of the answers surprised them.
Optional follow-up: Pairs can plan a healthy meal (breakfast, lunch or dinner) using the foods in the list and post their meal plans around the classroom for students to comment on.
Answers: 0 alt **14** cucumber **22** mushrooms **29** lemon **30** watermelon **67** grapes **68** porridge **112** milkshake **127** beans **142** salmon **145** olives **180** beef **227** pancakes **260** maple syrup **278** jam **301** cheese **310** roll **377** muffins **387** sugar **406** croissants **452** doughnuts **490** cream

16 How healthy is my diet?

(Unit 4, Lesson 3 Grammar)

Aim: to practise quantifiers
Interaction: individual, pairs
Type of activity: interview
Time: 15 minutes
Materials: one worksheet per student
In class: (1) Hand out the worksheet and ask students to complete the questions using how much or how many, then add two more diet questions of their own at the end. **(2)** Check answers and the students' own questions with the class. **(3)** Put students in pairs and refer them to the quantifiers at the bottom of the worksheet. Explain that they are going to take turns to ask their partner the questions on the worksheet in order to decide how healthy their diet is. The interviewee answers using the quantifiers at the bottom of the page (and expanding their answers where possible). For each answer, the interviewer decides which column to tick in the table: is the amount/number consumed 'not enough', 'just right' or 'too much/many' for a healthy diet? **(4)** When both students have been interviewed, pairs look at the table and discuss/compare their answers. **(5)** If time allows, interviewers tell the class about their partner's diet.
Optional follow-up: Interviewers write comments/suggestions on how their partner could improve their diet.
Answers:
1 **2** How much **3** How many **4** How many **5** How much **6** How much **7** How much **8** How much **9** How many **10** How much

17 Is online shopping better than in-store shopping?

(Unit 4, Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of understanding the main idea of a text
Interaction: individual, pairs, whole class
Type of activity: reading text and activities
Time: 15 minutes
Materials: one worksheet per student
In class: (1) Put students in pairs for Exercise 1. Give them 2 minutes to discuss the questions, then invite different students to share their ideas with the class. **(2)** Exercise 2 can be done individually or in pairs. Check that students understand in-store shopping before they begin and point out that they should read the texts quickly. The main aim here is to understand the main idea of each text, so they should not focus on detail or worry about unknown words. Give them 4–5 minutes to complete the activity, then check answers with the class. **(3)** Before students do Exercise 3, elicit/explain the meaning of topic sentence (a sentence which introduces the main idea of a paragraph, usually the first sentence in the paragraph).
Optional follow-up: Put students in pairs or small groups to discuss the advantages and disadvantages of online shopping. Give them 2–3 minutes to discuss, then elicit ideas around the class. Have a class vote on whether online shopping is better than in-store shopping.
Answers:
2 **1** b **2** b **3** c
3 **1** d **2** a **3** b

18 Fashion Feature

(Unit 4, Lesson 5 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit
Interaction: individual, pairs
Type of activity: open cloze
Time: 15 minutes
Materials: one worksheet per student
In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 4.4 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.
Answers:
1 **2** of **3** the **4** are **5** of **6** to **7** be **8** a **9** at **10** is **11** for **12** to **13** your **14** a

Unit 5

19 My new room

(Unit 5, Lesson 1 Vocabulary and Grammar)

Aim: to practise modal verbs (obligation, necessity, prohibition, ability, possibility, permission, advice and suggestions)

Interaction:

Type of activity: picture-based discussion

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. **(2)** Ask pairs to imagine that their family is moving to an old house and they are going to have the room in the picture. They need to agree on what changes to make to the room so that they like it. Refer them to the modal verbs in the box and explain that students will need to use them in their discussions. **(3)** Allow 2 minutes for students to prepare individually first: they should think about what changes they are going to suggest and check (or ask you for) any vocabulary they may need. Encourage them to be creative and come up with as many ideas as possible. They could make notes if they wish. **(4)** Pairs begin their discussion. **(5)** After 4–5 minutes stop students and tell them that there is a limited budget and they can only make the five most important changes. They should now agree on them. Remind students to use modal verbs (e.g. *We must/have to … , If there's enough money, we could … , We should also …*).

Optional follow-up: If time allows, ask pairs to report back on the changes they have decided to make.

20 Are you sweeping the floor?

(Unit 5, Lesson 2 Vocabulary)

Aim: to practise vocabulary related to household chores

Interaction: whole class

Type of activity: matching game

Time: 15 minutes

Materials: one set of white cards and one set of grey cards for the whole class

In class: (1) Tell students that they are going to play a game. Divide the class into two groups, A and B, and give each student in group A a white card and each student in group B a grey card. If there is an odd number of students, you will need to play the game as well. If there are fewer students than cards in your class, use fewer cards. If there are more students than cards, use some of the cards twice. **(2)** Students get up and walk around the room to try to find the student (from the other group) with the other half of their collocation. However, they are not allowed to show each other their cards or say what is on their cards. Instead, they must try to guess the whole collocation on their own and then mime the activity to each person they meet, until they find a student miming the same activity. **(3)** Once students think they have matched their activity, they can check to see if they are right. If they are, they should sit down. If they are wrong, they should continue until they have found the other half of their collocation. Continue the game until all the collocations are matched.

Answers: See worksheet: the white cards match the grey cards left to right.

21 It was worse for me!

(Unit 5, Lesson 3 Grammar)

Aim: to practise past modal verbs (obligation, necessity, prohibition, ability, possibility, permission)

Interaction: pairs

Type of activity: competitive conversation

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. **(2)** Refer students to the title of the worksheet and the situation in the box and check understanding. Explain that they are talking about what 'the bad old days' at school were like for them. Using the words/phrases on the worksheet for ideas (or their own ideas), they are trying to prove that their school life was worse than their partner's. They should exaggerate! Their partner says a sentence and they add to it, showing how 'it was worse for them'. If they can add to their partner's sentence, they win a point. If not, their partner wins a point and they move on to the next idea. Give an example: *A: When I was little, we had to walk for fifty minutes to get to school every day. B: When I was little, we couldn't just walk to school. We had to walk for fifty minutes to the bus stop and take a bus! A: When I was little, we had to walk for fifty minutes to the bus stop, take a bus and then walk another twenty minutes from the bus stop to the school!* Underline the past modals in the example on the board and explain to students that they should use them in their sentences. Encourage them to use their sense of humour and imagination. **(3)** When students have finished, they add up their points to find the winner.

22 Fit @ Home

(Unit 5, Lesson 5 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: multiple choice

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play tracks 5.6 and 5.7 for them to check/complete their answers. Alternatively, check answers by going through the text with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 by **2** of **3** get **4** at **5** first **6** like **7** not **8** fresh **9** so that **10** less **11** doing **12** cartons **13** at **14** so that

RESOURCE 1

What kind of friend are you?

UNIT 1, LESSON 1 VOCABULARY AND GRAMMAR
(Present Simple and Present Continuous)

1 **Choose the correct words to complete the quiz. Then do the quiz.**

WHAT KIND OF FRIEND ARE YOU?

TRY OUR QUIZ AND FIND OUT!

1 A friend asks you to lend them £5. What do you do?

- **a** You *lend* / *are lending* it to them because you have it and you *feel* / *are feeling* generous.
- **b** You say no because you *always spend* / *are always spending* your money on sweets.
- **c** You say you want to help but you *are saving* / *save* up to buy a gift for your mum.

2 Your friend has a test and is feeling nervous. What do you do?

- **a** You stop what you *do* / *are doing* and help them *study* / *are studying* for the test.
- **b** You *laugh* / *are laughing* at them and tell them not to be silly.
- **c** You say you understand but they *worry* / *are worrying* too much.

3 A new student joins your class. What do you do?

- **a** You *be* / *are* kind and friendly to help make them feel welcome.
- **b** You *have* / *are having* all the friends you need.
- **c** You're very shy but *are making* / *make* sure to smile at them

4 You're in a hurry, but your friend is walking very slowly. What do you do?

- **a** You *walk* / *are walking* more slowly. You can be late.
- **b** You're angry and you *shout* / *are shouting* at them.
- **c** You *explain* / *are explaining* that you're late and ask them to walk more quickly.

2 **In pairs, try to guess your partner's answers.**

FOLD

3 **In pairs, read the results. Do you agree with them?**

RESULTS

Mostly As

Everybody needs a friend like you. Kind, generous and helpful, you are a very good friend.

Mostly Bs

Do you know what a good friend is? Try to be kinder to people and think before you speak!

Mostly Cs

You always try very hard to be a good friend, but you are also honest when you can't help.

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RESOURCE 2

Guess who!

UNIT 1, LESSON 3 VOCABULARY (Family, personality)

Guess who! | Student A

Read out comments A–D for Student B to match them to the correct names 5–8 on their worksheet. Then listen to Student B and match comments E–H to the correct names 1–4 below.

A I live with my parents. I don't have any brothers and sisters but I'm always busy.

B I live on my own now. People like me but sometimes tell me that I'm too interested in how I look.

C This person and I have the same father but not the same mother. She's always telling me what to do. But if I ask her to do something, she's always helpful too.

D This person is my father's mother. She is really lovely but she expects us to do what she says!

1 **Faisal** is my uncle. Sometimes he is quite nervous when he meets new people. He's always gentle and calm at home. _____

2 **Zeinab** has a sister. People often think they're the same because they're twins, but it's not true. Zeinab's sister is often very rude! _____

3 **Ali** is a widower. He's a single parent with two children. It's hard, but his family is very helpful. _____

4 **Abeer** is a widow. She has some free time now and she spends some of it helping elderly people. This makes her feel helpful. _____

Guess who! | Student B

Listen to Student A and match comments A–D to the correct names 5–8 below. Then read out comments E–H for Student A to match them to the correct names 1–4 on his/her worksheet.

5 **Jamal** has a half-sister. She's a bit bossy but she can also be very helpful. _____

6 **Adel** is divorced now. His family think he is kind but vain. _____

7 **Alia** is an only child. She says she isn't lonely because she has lots of friends. _____

8 **Dana** is a grandmother. She is very sweet to her grandchildren but also very strict. _____

E After my husband's death, I spend most of my time at home. When I'm not at home, I'm at the local old people's home – I try to help and spend some time with the people there.

F This person is my mum's brother. He sometimes finds it difficult to relax around new people. He's always careful not to hurt anyone's feelings.

G This person is like me in every way except one: sometimes she says exactly what she means and she's not very polite!

H Without my wife, things aren't very easy at home. Looking after two children is hard. But my mum and dad help out with babysitting.

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RESOURCE 3

Someone's wearing red socks!

UNIT 1, LESSON 4 GRAMMAR (Indefinite pronouns)

someone red help listen	**something** bag smell say
somewhere house birthday live	**no one** eyes speaks do
nothing pocket yellow eat	**nowhere** school go play
everyone class hair small	**everything** house white money
everywhere bike green look	**anyone** know have money
anything buy find play	**anywhere** stay sweet find

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RESOURCE 4

Trilingual teenagers

UNIT 1, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

1 *1.5* **Complete the interview with the verbs from the box.**

enjoy feel find practise learn live make prefer ~~speak~~ get understand visit

Presenter: They speak three languages: Arabic, English and Spanish ... So, **how come** you [1] *speak* three languages?

Habib: Well, we [2]_____ in Spain but ...

Aisha: We were born here.

Habib: Yes, but both our parents are originally from Jordan.

Aisha: Our dad teaches Arabic and English at the university here and he thinks speaking more than one language is really important.

Habib: So, he always speaks to us in English because he wants us to be able to speak it well.

Aisha: And Mum always speaks to us in Arabic.

Presenter: What language do you speak together?

Habib: Spanish.

Aisha: English. ... Well, both. **It depends** who we're with. When we're with Spanish speakers, you know, friends or people here, we speak Spanish because they don't [3]_____ English or Arabic.

Habib: And with Fatima we speak in Arabic.

Presenter: Fatima?

Aisha: Our favourite cousin in Jordan. She lives in Amman.

Habib: When we're alone, I [4]_____ to speak to Aisha in Spanish, but she always answers in English. **I don't know why.**

Aisha: Because I like to [5]_____as much as possible. I also speak it with Dad.

Presenter: Which language do you speak better?

Aisha: Spanish.

Habib: Yes, I agree; and then English. We speak Arabic fluently but we sometimes [6]_____ mistakes and we don't pronounce Arabic perfectly.

Aisha: **Speak for yourself!** My pronunciation is perfect!

Presenter: Which language do you [7]_____ speaking the most?

Aisha: **I don't mind.** I like speaking all three languages.

Habib: Yes, **be honest**, Aisha. You just love speaking.

Presenter: Do you ever mix up the languages?

Habib: Na'am.

Aisha: A veces.

Habib: Yes, sometimes we can't [8]_____ the right word, so we use a word from a different language.

Aisha: But we don't do that with someone if they don't understand that language.

Presenter: How often do you go to Jordan?

Aisha: We [9]_____ Jordan every year.

Presenter: How do you [10]_____ about being trilingual?

Aisha: It's cool. I think it's good for everyone to [11]_____ languages. I'm learning French at school.

Habib: Yes, it's great.

Aisha: And we always [12]_____ top marks for our English exam!

2 **Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.**

RESOURCE 5

VIPs: very intelligent people

UNIT 2, LESSON 1 VOCABULARY AND GRAMMAR (Past Simple)

Prompt cards

Suleiman –
football player, doctor

- where / be / born?
- what / study?
- why / be / famous?
- what / do / after / stop / playing football?
- when / die?

Samar –
swimmer, CEO

- where / be / born?
- what / study?
- when / compete / at her first Olympic Games?
- when / represent / Jordan?
- when / she / become / a CEO?

Khawla –
mathematician

- where / be / born?
- what / study?
- when / finish / university?
- what jobs / do?
- why / her work / important?

Muneer –
author

- where / be / born?
- what / study?
- why / become / famous?
- when / star / first book?
- what award / win / in 2022?

Information cards

Suleiman – football player, doctor

- Born: Belém, Brazil, 1964
- Studied Medicine at university
- Famous football player – played for his country for seven years; also famous as one of world's most intelligent sportspeople
- Played until 1999, then practised medicine
- Died: 2001; age: 57

Samar – swimmer, CEO

- Born: Beirut, Lebanon, 1978
- Studied Molecular Biology at university
- Competed at her first Olympic Games in 2000
- Represented Jordan at the Athens Olympics in 2004
- Became CEO of the FIFA U-17 Women's World Cup Local Organising Committee, in 2016 (age 38)

Khawla – mathematician

- Born: West Virginia, USA, 1918
- Studied Maths and French at university
- Went to university at age 14 and finished at age 18
- Worked as a Maths teacher for a few years, then for NASA (1953–1986)
- Worked with first American astronauts; her work helped send the first men to the moon

Muneer – architect, actor, producer

- Born: Amman, Jordan, 2000
- Studied Architecture at university
- Became famous as an author
- Wrote his first book, The Night, in 2022
- Won a writing award at the Book Shorts Festival in 2022

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Smart pelmanism

UNIT 2, LESSON 2 VOCABULARY (Education)

Word cards

brainy	not very bright	be good at something	get top marks
learn by heart	revise	fail an exam	study a subject
pay attention	attend a class	get a degree	smart
be bad at something	take an exam	clever	get bad marks

Definition cards

able to learn easily and think quickly	not able to learn things quickly	be able to do something well	answer all the questions correctly, e.g. in a test
remember everything exactly	study something again before an exam	not pass an exam	learn about something at school/university
watch and listen carefully	go to a class that you usually go to or should go to	go to university and finish your studies on a subject	able to learn easily and think quickly
not be able to do something well	do an exam	able to learn easily and think quickly	answer most of the questions incorrectly, e.g. in a test

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RESOURCE 7

Memory lane

UNIT 2, LESSON 3 GRAMMAR (*Used to*)

What you didn't know about ME

1. When I was a child, we used to _____ for our summer holidays.
2. Before I was born, my _____ used to live in _____ .
3. I didn't use to like _____ but now _____ .
4. Before I came to this school, I didn't use to _____ but now _____ .
5. I didn't use to have _____ but now _____ .
6. When I was in primary school, my friends and I used to _____ .
7. When I was little, my hair used to _____ .
8. My parents and their friends didn't use to _____ when they were our age.
9. I didn't use to _____ at weekends but now _____ .
10. Want to know something surprising about me? I used to _____ . Can you believe it?!

Name	I think these are true:	I think these are false:
_____		
_____		
_____		

Head teacher gets kids moving!

UNIT 2, LESSON 4 READING AND VOCABULARY (Predicting)

1 **In pairs, look at the photo and answer the questions.**

1 Where are the children? What are they doing?
2 Do you think it's important for small children to exercise? Say why.

2 **Read the title and first paragraph of the article. What do you think the article is about? Think about your answers to Exercise 1.**

3 **In pairs, list ten words which you expect to find in the article.**

4 **Now read the whole article and check your answers to Exercises 2 and 3.**

TEACHER GETS KIDS MOVING!

Head teacher Jawad Mohsen noticed his pupils were always very tired and not doing very well at school. He decided to do something about it and make a change to his pupils' lives. But instead of giving them less to do, he decided to try something a little bit different: he got his school running!

Mr Mohsen saw that some of his students could not concentrate on their lessons and were often getting low marks. Some of them also weren't very fit – they couldn't even complete their PE lessons. Mr Mohsen thought exercise might be the answer, so every morning before lessons, he got the whole school to put on their sports kit and run! At first some students only ran or walked for five minutes but they were outside, active, and with their friends. They ran around the school and then they went back to class.

Mr Mohsen saw fantastic results in just the first week: the pupils at his school were happier and had more energy.

After a month, Mr Mohsen saw even bigger changes. All the students were running further and faster, they worked better in class and were able to remember facts more easily. They behaved better too. Their health was also better, and they really enjoyed it. The head teacher and the parents were delighted with the results.



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RESOURCE 9

Cheats! Why do they do it?

UNIT 2, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

1 *2.6* **Read the extract from a radio interview with a psychologist about why sportspeople cheat. Complete it with the Past Simple form of the verbs in brackets.**

Presenter: So why do people do it? Why do they cheat?

Psychologist: Well, almost everyone cheats sometimes. If you illegally download a book or a movie, you're a cheat. In P.E. classes, students pretend to do more star jumps than they have really done. **It's not as bad as** cheating to win the Tour de France seven times but it's still not right. **One reason we do it is** it's easier. It's easier to say you've done 20 star jumps than actually do them. **The truth is that** if they think nobody can catch them, then some people cheat. **Here's a good example.** In 1980 a woman called Rosie Ruiz [1] *was* (be) the winner of the Boston marathon with a time of two hours, thirty-one minutes and fifty-six seconds. It [2]_____ (not be) a world record but it was the fastest time ever by a woman in that race.

Presenter: So when [3]_____ (they/find out) that she [4]_____ (cheat)? The next day?

Psychologist: No, it was eight days after the race when we [5]_____ (find out) that Rosie was a cheat. She [6]_____ (not run) the race, she [7]_____ (ride) on the subway and only [8]_____ (run) the last couple of miles. She [9]_____ (want) to win the easy way without training hard!

Presenter: Amazing!

Psychologist: People cheat because they want to be famous, successful and rich and they don't think they can do it by being honest. So, Rosie Ruiz and Lance Armstrong [10]_____ (cheat) because they [11]_____ (not think) they were good enough to win. **Another good example of that is** the story of Danny Almonte in Little League baseball.

Presenter: Little League – that's a baseball competition for kids, **right**?

Psychologist: Yeah, for kids aged twelve and under. In 2001 Danny's team [12]_____ (finish) in third place in the World League and Danny was the star player. But then they [13]_____ (discover) he was fourteen – that's two years too old to play Little League baseball. He [14]_____ (not think) he was good enough to be a star in his own age group, so he [15]_____ (lie), he [16]_____ (cheat).

Presenter: Do people cheat today more than they used to?

Psychologist: Yes, because there's more pressure to succeed today than there used to be.

Presenter: So, we can't stop cheating. **Is that what you're saying?**

Psychologist: **It's hard but** I think we can stop cheating if we make society less competitive, if we use honour codes in schools and publicity campaigns to persuade people not to cheat. And new technology can help too.

2 **Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.**

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RESOURCE 10

A special memory

UNIT 3, LESSON 1 VOCABULARY AND GRAMMAR (Past Continuous and Past Simple)

1 **Complete the sentences with the correct Past Continuous or Past Simple forms of the verbs in brackets. Then choose words to create your 'special memory'.**

A special memory

1 I _____ (be) out with my *cousin / father / grandmother / best friend* .

2 The sun _____ (shine) and it was *raining / snowing / windy / early in the morning* .

3 We _____ (walk) *along the river / on the beach / in town / through the park* when . . .

4 . . . we suddenly _____ (hear) *a noise / fireworks.*

5 We _____ (stop) next to *a tree / a bridge / a man selling ice cream / a statue . . .*

6 . . . and we _____ (look) *over the bridge / across the road / to our right / up at the sky* .

7 We _____ (see) *lots of balloons / a big crowd / a beautiful fireworks display*

.

It was amazing and I'll never forget it!

2 **You are going to ask other students about their 'special memory'. In groups, complete the questions.**

1 Who _____ ?

2 What _____ ?

3 Where _____ ?

4 What _____ ?

5 Where _____ ?

6 Where _____ ?

7 What _____ ?

3 **Ask other students your questions. Whose special memory is more like yours? Tell the class.**

RESOURCE 11

Holiday snap

UNIT 3, LESSON 2 VOCABULARY (Travelling)

Verb cards

go	get	put on	stay
stay	arrive	miss	go
go	put up	go	stay
visit	board	go	take

Phrase cards

by coach	a taxi	sunscreen	in a budget hotel
in an expensive hotel	at the campsite	the bus	on a package holiday
climbing	the tent	on an adventure holiday	in a tent
a museum	the plane	on an excursion	the underground

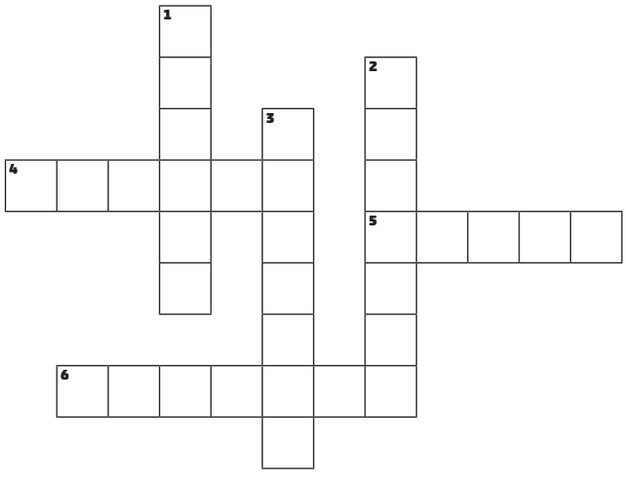
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RESOURCE 12

A travel crossword

UNIT 3, LESSON 4 GRAMMAR (Relative pronouns)

A travel crossword | Student A



Clues

Across

4 A thing *which / whose* _____ .

5 A vehicle *who / that* _____ .

6 A person *that / which* _____ .

Down

1 A building *whose / where* _____ .

2 A place *where / whose* _____ .

3 A person *who / whose* job _____ .

Answers

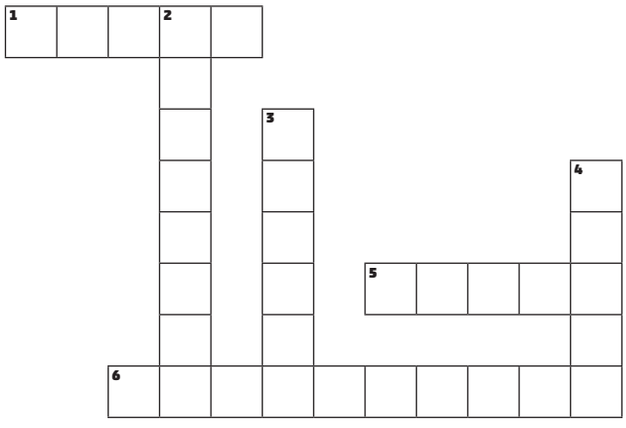
Across

4 camera **5** plane **6** tourist

Down:

1 museum **2** airport **3** captain

A travel crossword | Student B



Clues

Across

1 A person *who / whose* _____ .

5 A place *whose / where* _____ .

6 A place *where / that* _____ .

Down

2 Something *who / that* _____ .

3 Something *whose / which* _____ .

4 A person *who / whose* job _____ .

Answers

Across

1 guest **5** hotel **6** restaurant

Down:

2 suitcase **3** ticket **4** pilot

RESOURCE 13

Grenada, Granada

UNIT 3, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

1 *3.10* **Choose the correct prepositions to complete the conversation.**

Imad: Excuse me. Is this row 24?

Fawzi: **Yes, that's right.** I'm in seat 24C.

Imad: I must be in the seat next to you, by the window, then. I'm Imad,[1]*on* / *by* the way.

Fawzi: Hi, I'm Fawzi.

Imad: I was sure I was going to miss this flight.

Fawzi: It sounds [2]*as* / *like* you're lucky it was delayed!

Imad: Yes! I had to take all my things out of my rucksack [3]*at* / *on* security. They thought there was a strange object in my hand luggage. Do you know what the 'dangerous object' was? My toothpaste! I had to run all the way from security [4]*at* / *to* the gate. I didn't even have time [5]*of* / *for* a coffee!

Fawzi: **Poor you!**

Imad: **Honestly** something goes wrong every time I fly! I think the worst time was when I went to New York. When I was leaving to go to the airport, it started raining, so I ran back inside and changed [6]*on* / *into* my waterproof jacket. Hours later, when I got [7]*to* / *off* the check-in desk at the airport, I suddenly remembered my passport was in the other jacket! I couldn't get [8]*on* / *in* the flight. I had to go home and book a new ticket!

Fawzi: Oh no! A funny thing happened to my dad one time when he was flying from Jordan back home to Edinburgh. He had to change flights in Frankfurt and he was sitting in departures, watching a film [9]*in* / *on* his laptop or something. He thought he had about two hours to kill before his flight took [10]*out* / *off*. But unfortunately, he forgot to change the time on his phone and it was actually an hour later than he thought! They were calling his name: 'Can Mr Hammad please go immediately to Departures,' but he didn't hear because he was wearing headphones, so he missed the flight!

Imad: It's easy to make stupid mistakes!

Fawzi: Hmm.

Imad: I can't believe how cheap this flight is, [11]*on* / *by* the way. Only £150 for a return ticket [12]*to* / *in* Grenada! That's amazing!

Fawzi: **You think so?** I only paid £115.

Imad: Wow! It's usually a lot more – about five hundred, I think ...

Attendant: Hello. Could you fasten your seatbelt please, Sir?

Imad: **Yes, of course.** Eh ... what time do we arrive? I'm really looking forward [13]*to* / *at* swimming in the Caribbean.

Attendant: I'm sorry. Did you say the Caribbean?

Imad: We're actually flying to the city of Granada in Spain. I think perhaps you booked the wrong

Attendant: Well, yes – we're flying to the island of Grenada in the Caribbean.
flight, Sir.

Fawzi: What! **I don't believe it!**

Announcement: Ladies and Gentlemen. There will now be a short safety demonstration.
Can I ask you to turn [14]*in* / *off* all laptops and mobile phones ...

Imad: Oh well, I suppose it's a chance to see a new place!

Fawzi: And another great story for you to tell!

2 **Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.**

RESOURCE 14

Compare this!

UNIT 4, LESSON 1 VOCABULARY AND GRAMMAR
(Comparison of adjectives)

Topic cards

fashion superlative	**friends** comparative	**sport** (*not*) *as … as*	**transport** superlative
holidays comparative	**shopping** (*not*) *as … as*	**food and drink** superlative	**famous people** comparative
school (*not*) *as … as*	**technology** superlative	**family** comparative	**geography** (*not*) *as … as*
free time superlative	**education** comparative	**animals** (*not*) *as … as*	**famous places** *superlative*
art comparative	**poetry** (*not*) *as … as*	**film / TV** superlative	**science** comparative

Adjective cards

hot	new	big	interesting
cool	expensive	popular	cold
healthy	busy	sweet	tall
small	difficult	famous	boring
good	tasty	cheap	bad

RESOURCE 15

Food quiz

UNIT 4, LESSON 2 VOCABULARY (Food and drink)

1 **In pairs, match these foods with the calories on the card below. Guess!**

BEEF beans cream CROISSANT

cucumber doughnut grapes

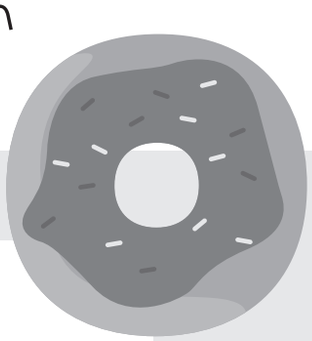
jam LEMON maple syrup milkshake

mushrooms

muffins OLIVES pancake

porridge roll salmon salt

cheese SUGAR watermelon



Energy per 100 g (in calories/kcal)

0	_____	127	_____	301	_____
14	_____	142	_____	310	_____
22	_____	145	_____	377	_____
29	_____	180	_____	387	_____
30	_____	227	_____	406	_____
67	_____	260	_____	452	_____
68	_____	278	_____	490	_____
112	_____				

2 **Check another pair's answers. Give them one point for each correct answer.**

3 **Look at your card again. How many points have you got? Are you the winners?**

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RESOURCE 16

How healthy is my diet?

UNIT 4, LESSON 3 GRAMMAR (Quantifiers)

1 Complete questions 1–10 with *how much* or *how many*. Add two questions of your own.

	Not enough	Just right	Too much/ many
1 *How many* meals do you have in a day?			
2 _____ water do you drink in a day?			
3 _____ times do you eat fast food in a month?			
4 _____ soft drinks do you drink in a week?			
5 _____ cheese do you eat in a week?			
6 _____ sugar do you take in your tea/coffee/etc.?			
7 _____ fruit do you eat in a week?			
8 _____ chocolate do you eat in a week?			
9 _____ snacks do you have in a day?			
10 _____ bread do you eat with your meals?			
11 How much _____ ?			
12 How many _____ ?			

2 In pairs, ask and answer your questions from Exercise 1. When you answer, use these phrases. When your partner answers, decide how healthy their diet is. Tick the correct column in the table.

a couple of

a (little) bit of

too much

not much

a little

any

a few

not many

some

too many

a lot of / lots of

3 Talk about your answers. Whose diet is healthier?

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RESOURCE 17

Is online shopping better than in-store shopping?

UNIT 4, LESSON 4 READING AND VOCABULARY (Understanding the main idea)

1 **In pairs, discuss the questions.**

1 Do you prefer to buy things online or in shops? Why?
2 What things do you/people you know buy online? What do you/they buy in shops? Why?

2 **Read the texts quickly. What is the main idea in each one? Choose the correct option for each text.**

1 **a** Buying clothes on the internet is best because you don't have to try anything on.
b Shopping in a real shop is a much nicer experience.
c Internet shopping is quick and easy.
2 **a** It's hard to find something for dinner online.
b Food shopping online is great for people with a special diet.
c It takes ages to walk around the supermarket.
3 **a** Small businesses are run by families.
b You should buy larger items online.
c We need to help small local shops stay in business.

3 **Read the texts again. Choose the best topic sentence for each one. There is one extra sentence that you don't need.**

a Grocery shopping online is the way to go!
b We need to stop buying things on the internet.
c You can save a lot of money shopping online.
d Me, I like the real shopping experience.



Is online shopping better than in-store shopping? What do you think?

15 comments



1 _____ It's definitely quicker and easier online, but 'fun' shopping – for books or clothes – is much better in shops. If you go shopping for clothes, you can see the colour of the clothes better and try them on. You can't do that if you buy clothes online. Often when I buy something online, I send it back because it doesn't fit or it doesn't look nice on me – or it just doesn't look like the photo on the website. Also, you can't meet up with friends to go shopping when you buy online – you're stuck on your own at home. If you want to enjoy shopping, I recommend going to the shops!

♡ Like | Reply



2 _____ I've been a vegan for a year now and I find shopping at the supermarket hard. Doing my food shopping online means that I can choose the vegan option on the website and only see vegan food. This saves me time because I don't have to walk around the supermarket trying to find something for dinner! It's also much easier to find out what's in the food online and not have to look on the back of every food packet! It's the perfect way to shop!

♥ Like | Reply



3 _____ Online shopping is taking over from our shops. The local village shops can't compete with lower prices on the internet. A good example is a small electrical shop: they can't buy 1,000 washing machines at a cheap price and sell them cheaply – they don't have the space, so they have to sell fewer washing machines at a higher price. Buying something from a small shop helps the family who owns the shop. People should pay more money so that small shops can stay in business. Think before you buy!

♡ Like | Reply

RESOURCE 18

Fashion Feature

UNIT 4, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

1 **4.4 Complete the extract from a radio programme about fashion with one word in each gap.**

Samia: OK, well, now I'm here with Nadia, actually inside a charity shop. I can see [1] *some* books and DVDs. But mostly it's clothes – lots [2]_____ clothes! So how did you find the most interesting things, Nadia?

Nadia: Well, [3]_____ most important thing is to be patient. **As you can see**, there [4]_____ a lot of clothes here. And everything is all mixed up – completely different sizes, and styles and colours all mixed together. And, **let's be honest**, eighty percent [5]_____ the clothes here aren't very nice! So you need [6]_____ have the time and patience to go through everything in the shop. Because the most interesting things are always hiding behind some terrible stuff. And don't [7]_____ afraid to buy something that looks a bit old or dirty. The first thing I do when I get home is put everything in the washing machine. Clothes that look [8]_____ bit shabby in the shop often look amazing when I take them out of the washing machine at home.

Samia: Oh wow! Look [9]_____ this raincoat! The shoulders are so big.

Nadia: Yes, that's a classic 1980s style! It makes you look like an American football player. Look at this, Samia! A lovely blouse for just £7! **What a bargain!** And a designer label sweatshirt for £10. It looks brand new to me. It costs about £120 in a chain store.

Samia: Wow! What size [10]_____ it?

Nadia: Er, a 12.

Samia: Oh, too big [11]_____ me. **Never mind.** Any other advice, Nadia?

Nadia: Yes, don't buy second-hand shoes. They don't usually fit and, **anyway** it isn't a good idea [12]_____ put shoes in the washing machine.

Samia: Hmm.

Nadia: Charity shops often have really nice accessories too. You can find fantastic handbags and scarves and bracelets and earrings. Look at this, Samia. A really nice belt for £1.50.

Samia: Oh! I love it!

Reem: Hi, Nadia.

Nadia: Oh hi, Reem.

Reem: Did you see this dress? Electric blue – that's [13]_____ favourite colour, isn't it? I saved it for you.

Nadia: Wow! Thanks, Reem. I love it. And £15 – what [14]_____ great price! You see, Samia, **it's a good idea to** make friends with the shop assistants. Reem often saves cool things for me.

Samia: **Lucky you!**

Nadia: Oh, Samia, I think this black hat is just perfect for you ...

2 **Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.**

RESOURCE 19

My new room

UNIT 5, LESSON 1 VOCABULARY AND GRAMMAR (Modal verbs)

could don't need to have to must should shouldn't



RESOURCE 20

Are you sweeping the floor?

UNIT 5, LESSON 2 VOCABULARY (Household chores)

tidy up	your room
dust	the furniture
wipe	the surfaces
vacuum	the carpet
take out	the rubbish
make	your bed
empty	the washing machine
polish	your shoes
air	the house
iron	a shirt
mop	the floor
sweep	the floor
set	the table
clear	the table
wash up	the dishes
dry	the dishes

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RESOURCE 21

It was worse for me!

UNIT 5, LESSON 3 GRAMMAR (Past modal verbs)

You're 70 years old. School was hard when you were young. But it was harder for your partner!

UNIFORM

shoes

SPORT

wipe board

classroom

clean the classroom

football

hat

SMALL

socks

hand up

breakfast

Maths

exams

lunch

WINDOW

late

pencil case

cold

sandwich

summer

leave a mess

pick up rubbish

homework

computer

GRAMMAR

silent

outside

walk to school

bag

HOURS

pencil

horrible

break time

empty bins

AFTER SCHOOL

sit still

RESOURCE 22

Fit @ Home

UNIT 5, LESSON 5 LISTENING AND VOCABULARY
(Audio script: extra activities)

1 *5.6, 5.7* **Complete the extract from Hussein's blog.**

HUSSEIN'S BLOG

Hi! Hussein here. **Welcome back to** my fitness blog. Last week we looked at getting fit [1]*by / with* jogging and before that we talked about the advantages [2]*for / of* going to gyms or personal trainers. But not everyone likes jogging, and gyms and personal trainers can be expensive. So, on this week's podcast **I have some good news**. You don't need to spend a lot of money to [3]*have / get* fit. You can work out at home! Today I explain how to set up a home gym. It's cheap and it isn't hard [4]*at / in* all. And I describe how to do some exercises – some simple ones first and then some more difficult ones.

OK, how do you set up a home gym? Well, the [5]*most / first* problem you probably have, especially if you live in a flat, is space. There isn't enough space for the big machines you find in gyms [6]*like / as* exercise bikes and treadmills. Anyway, machines like that are expensive and I want to show you how to set up a home gym in a small space without spending a lot of money.

The first thing you have to do is to choose your space. It could be your spare room if you have one. If [7]*not / no*, you can use part of your living room. **That's what I do.** But you should definitely choose a space with a window because you really need to breathe [8]*clear / fresh* air in your home gym. It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs [9]*so that / in order* you can push it across the floor easily to make space.

Now, equipment. **Number one on my list** of equipment for your home gym is a yoga mat. It's really essential. It's not expensive – you can get one for [10]*cheaper / less* than ten quid – and it's really useful. You can do press-ups and sit-ups on your mat. You can stretch on it. It's a lot more comfortable than [11]*making / doing* your exercises on the floor and it doesn't take up much space. When you finish, you just roll up your mat and put it away.

Number two: weights. You can use anything heavy: tins of soup, [12]*packets / cartons* of milk or bags of sand, but I think it's a really good idea to buy [13]*the / at* least one set of dumb-bells. They're a lot easier to hold than tins of soup.

Number three: a pull-up bar. This is a metal bar that you put across the top of a doorway [14]*so that / such as* you can do pull-ups. It's great for your arms and back and your abdominal muscles.

Number four: resistance bands: these elastic bands take up no space **at all** – you can keep them in your pocket, and they're really good for all sorts of exercises.

And finally, the last essential item in your home gym should be a mirror. It really helps you concentrate [15]*at / on* the exercises if you can see yourself doing them. OK, let's start with the first exercise. You …

2 **Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.**

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Jordan High Note Grade 9

GRAPHIC ORGANISERS

Pearson

YORK PRESS

CONTENTS

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1 An informal email	Writing: An informal email of introduction	Before **1.7A WRITING TASK, Ex. 6**	15
02 LEARN TO PLAY			
2 A biography	Writing: A biography	Before **2.7A WRITING TASK, Ex. 7**	15
03 FAR FROM HOME			
3 A blog post	Writing: A blog post	Before **3.7A WRITING TASK, Ex. 6**	15
04 A GOOD BUY			
4 A formal letter	Writing: A formal letter of complaint	Before **4.7A WRITING TASK, Ex. 7**	15
05 FIT AND WELL			
19 A note	Writing: A note/short message	Before **5.7A WRITING TASK, Ex. 7**	15

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GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 1

1 An informal email

(1.7A WRITING)

Aim: to plan an informal email of introduction

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 6 Writing Task on page 13 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 2

2 A biography

(2.7A WRITING)

Aim: to plan a biography

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 7 Writing Task on page 23 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 3

3 A blog post

(3.7A WRITING)

Aim: to plan a blog post

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 6 Writing Task on page 35 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 4

4 A formal letter

(4.7 WRITING)

Aim: to plan a formal letter of complaint

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 7 Writing Task on page 45 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework

Unit 5

5 A formal letter

(5.7A WRITING)

Aim: to plan a note/short message

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 7 Writing Task on page 57 of the Student's Book. **(2)** Ask them to work individually and choose a situation. **(3)** Hand out the worksheet and tell students to write complete sentences. **(4)** Get students to review their sentences using the checklist in Exercise 2. **(5)** Put students in pairs and give them time to check each other's work. Ask them to share anything they think their partner may have missed. **(6)** Students then complete the Writing Task individually, in class or as homework.

GRAPHIC ORGANISER 1

An informal email

1.7A WRITING (An informal email of introduction)

1 **Make notes in the boxes for each paragraph.**

Paragraph 1

Greet your friend and thank them for their email:

Paragraph 2

Introduce yourself and mention recent news:

Paragraph 3

Mention your family and where you live:

Paragraph 4

Mention any other important information for a visitor:

2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

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GRAPHIC ORGANISER 2

A biography

2.7A WRITING (A biography)

1 **Choose a famous person and make notes in the boxes for each paragraph.**

Paragraph 1
Mention why you chose this person; say why he/she is famous/important/inspiring:

Paragraph 2
Talk about their early life:

Paragraph 3
Talk about their talents or achievements, and what they did:

Paragraph 4
Talk about what the person did later (or does today):

Paragraph 5
Sum up this person's life in a few words. Perhaps mention his/her personality:

2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

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GRAPHIC ORGANISER 3

A blog

3.7A WRITING (A blog post)

1 **Make notes in the boxes for each paragraph.**

Paragraph 1
Mention where you went:

Paragraph 2
Mention how you got there and what the journey was like:

Paragraph 3
Talk about how you spent your time:

Paragraph 4
Sum up your overall experience:

2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

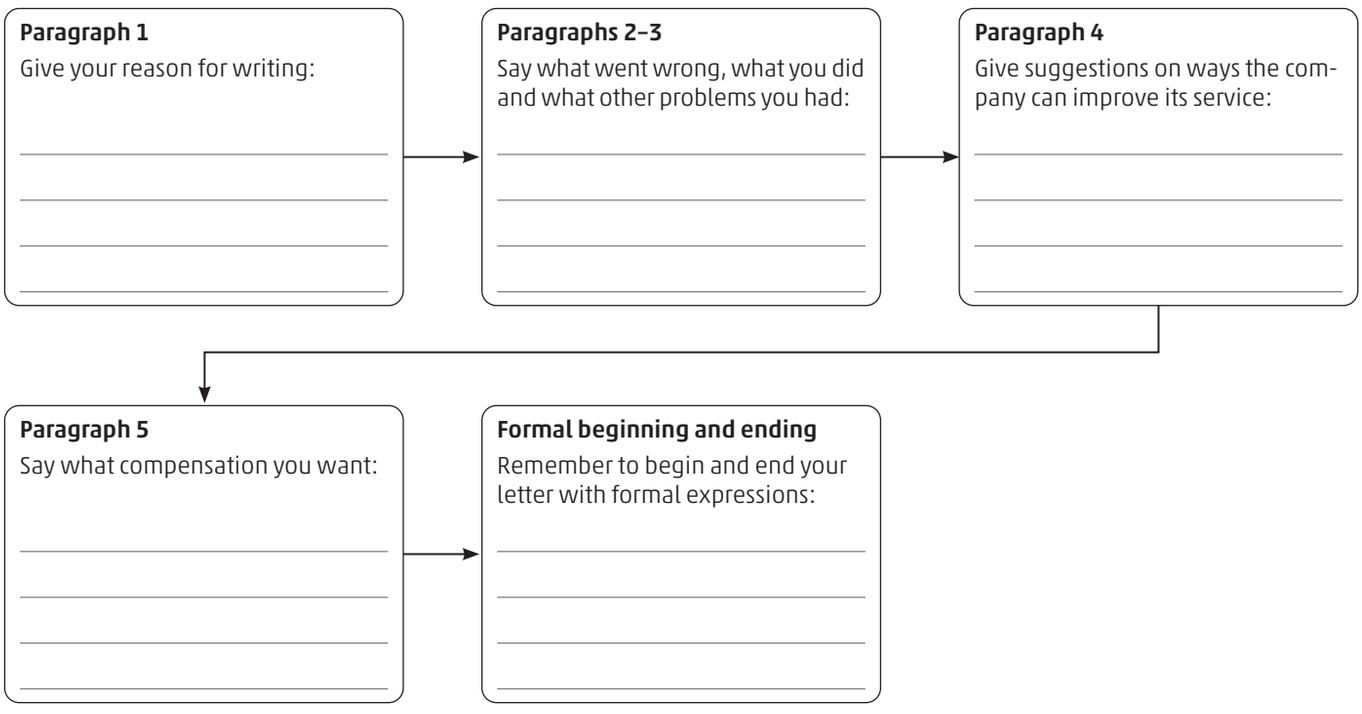
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GRAPHIC ORGANISER 4

A formal letter

4.7A WRITING (A formal letter of complaint)

1 **Make notes in the boxes for each paragraph.**



2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

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GRAPHIC ORGANISER 5

A note

5.7A WRITING (A note / short message)

1 **Look at the Writing Task on page 65 of the Student's Book and choose one of the situations. Write your note or message in the box using full sentences.**

Write complete sentences:

2 **Go through your note or message and:**

* cross out any greetings.
* cross out any pronouns i.e. *I*, *you*, *she*, *there*, etc.
* cross out the verb 'to be' and definite article 'the'.
* use contractions and abbreviations.
* add emojis ☺
* use imperatives
* use bullet points

3 **In pairs, check your partner's work. Have they missed anything?**

4 **Write your note or short message in the box.**

Write your note/short message:

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