المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan High Note

Grade 8

Semester 1

Teacher's Book

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INTRODUCTION

WHAT IS *JORDAN HIGH NOTE*?

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

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

The course aims to bridge the gap between 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 prospects. This is achieved by equipping learners with a combination of language skills and life competencies as well as systematically building their confidence when speaking English.

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

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

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

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

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

WHAT IS THE *JORDAN HIGH NOTE* METHODOLOGY?

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

INSPIRATION

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

Relevant

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

Authentic

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

Purposeful

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

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

Absorbing

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

Well-balanced

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

INTENSITY

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

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

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

INTERACTION

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

Grammar

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

Vocabulary

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

Skills strategies

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

Pronunciation

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

INDEPENDENCE

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

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

Clear learning goals and models for success

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

Skills strategies

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

Exam strategies

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

Project work

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

Resources for self-study

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

Self-assessment sections in the Workbook

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

Downloadable photocopiable activities

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

KEY CONCEPTS BEHIND *JORDAN HIGH NOTE*

21ST-CENTURY EDUCATION

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

21st-century students

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

21st-century teachers

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

21st-century skills and *Jordan High Note*

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

Learning and Innovation Skills (the five Cs)

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

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

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

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

Digital Literacy

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

Life and Career Skills

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

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

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

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

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

THE GLOBAL SCALE OF ENGLISH

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

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

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

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

ASSESSMENT FOR LEARNING

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

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

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

Student's Book

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

Workbook

The Workbook lessons are designed to be used in class: to practise and develop the previous Student's Book language and skills. Stars are given to some of the practice tasks to show how challenging they are (the easiest being one star tasks). Teachers could allocate the more challenging tasks to more able students. Every unit contains a Self-assessment page where students assess how well they did in each lesson: in which areas they feel confident and where they feel they need more practice. This encourages students to reflect on their learning and helps them become independent learners.

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

Assessment Package

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

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

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

Interactive e-book

The interactive e-book offers teachers an offline interactive version of the Student's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or by a page view. The planning area gives a useful overview with both teacher's notes and activity previews.

QR codes

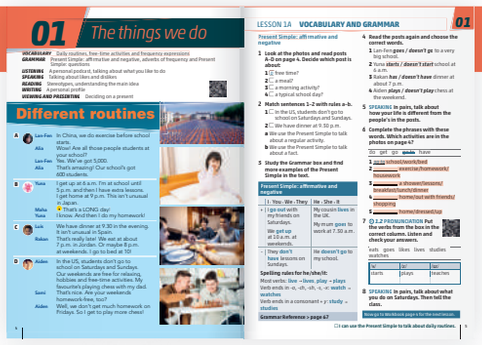
Listening activities and videos have QR codes to launch the relevant activity from the main components.

Video Lessons

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

COURSE COMPONENTS

STUDENT'S BOOK and WORKBOOK



STUDENT'S BOOK

The Student's Book and Workbook are both used in class to deliver the syllabus. There are eleven main teaching lessons; seven main teaching lessons in the Student's Book, and four 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 with exercises activating key vocabulary and tips on how to learn new words
- *Grammar Reference*: detailed explanations of all the grammar topics covered in the units with examples
- A *Culture Spot*
- A *Literature Spot*

WORKBOOK

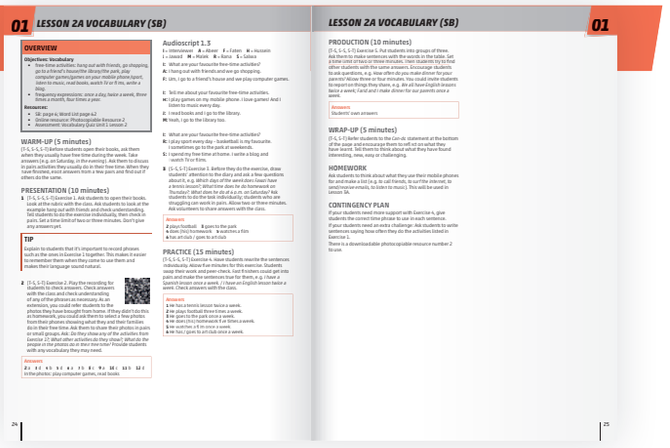
- Additional grammar and vocabulary practice lessons to reinforce the lesson content in the Student's Book
- Pronunciation programme
- Self-assessment after each unit
- Lists of phrasal verbs and dependent prepositions
- Revision for every unit: practice of language and skills in an exam task format

STUDENT'S BOOK with eBOOK

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

TEACHER'S BOOK

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


01 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives: Vocabulary
- free-time activities; hang out with friends, go shopping, play football, have extra lessons, play computer games, go to the park, read books, watch TV or films, write a blog, listen to music, read books, watch TV or if this, write a blog.
- frequency expressions: once a day, twice a week, three times a month, four times a year.

Resources:
- SB: page 14, Word List page 62
- Online resource: Photocopiable Resource 2
- Assessment: Vocabulary Quiz Unit 1, Lesson 2

WARM-UP (5 minutes)

PRESENTATION (10 minutes)

TIP

Audioscript 1.5

PRACTICE (15 minutes)

LESSON 2A VOCABULARY (SB) 01

PRODUCTION (10 minutes)

WRAP-UP (5 minutes)

HOMEWORK

CONTINGENCY PLAN

Access code to:

PRESENTATION TOOL

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

DIGITAL ACTIVITIES AND RESOURCES

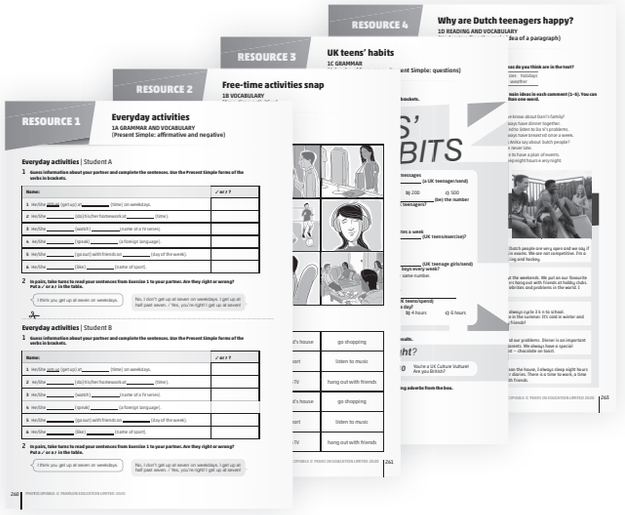
- Teacher view of digital activities

STUDENT'S eBOOK

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

TEACHER'S RESOURCES

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



JORDAN HIGH NOTE UNIT WALKTHROUGH

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

GRAMMAR

There are two grammar lessons in each unit:

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

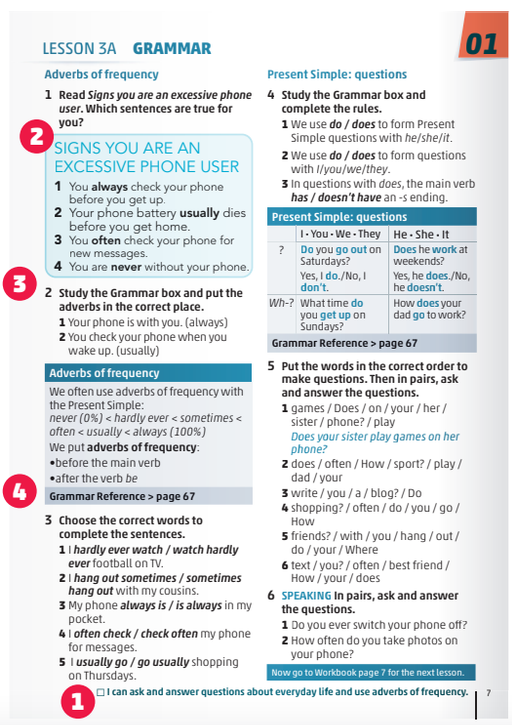
1 Learning objectives with an immediate opportunity for self-assessment

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

3 Grammar lessons often include a wide range of grammar structures and they involve comparison of grammar forms students learnt in lower levels.

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

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



LESSON 3A **GRAMMAR** 01

Adverbs of frequency

1 Read *Signs you are an excessive phone user*. Which sentences are true for you?

2

SIGNS YOU ARE AN EXCESSIVE PHONE USER

1 You **always** check your phone before you get up.
2 Your phone battery **usually** dies before you get home.
3 You **often** check your phone for new messages.
4 You are **never** without your phone.

3 **Study the Grammar box and put the adverbs in the correct place.**
1 Your phone is with you. (always)
2 You check your phone when you wake up. (usually)

Adverbs of frequency

We often use adverbs of frequency with the Present Simple:
never (0%) < hardly ever < sometimes < often < usually < always (100%)
We put **adverbs of frequency**:
•before the main verb
•after the verb *be*

4 Grammar Reference > page 67

3 **Choose the correct words to complete the sentences.**
1 I ***hardly ever watch / watch hardly ever*** football on TV.
2 I ***hang out sometimes / sometimes hang out*** with my cousins.
3 My phone ***always is / is always*** in my pocket.
4 I ***often check / check often*** my phone for messages.
5 I ***usually go / go usually*** shopping on Thursdays.

Present Simple: questions

4 **Study the Grammar box and complete the rules.**
1 We use ***do / does*** to form Present Simple questions with *he/she/it*.
2 We use ***do / does*** to form questions with *I/you/we/they*.
3 In questions with *does*, the main verb ***has / doesn't have*** an *-s* ending.

Present Simple: questions

	I • You • We • They	He • She • It
?	Do you go out on Saturdays?	Does he work at weekends?
	Yes, I do./No, I don't.	Yes, he does./No, he doesn't.
Wh-?	What time do you get up on Sundays?	How does your dad go to work?

Grammar Reference > page 67

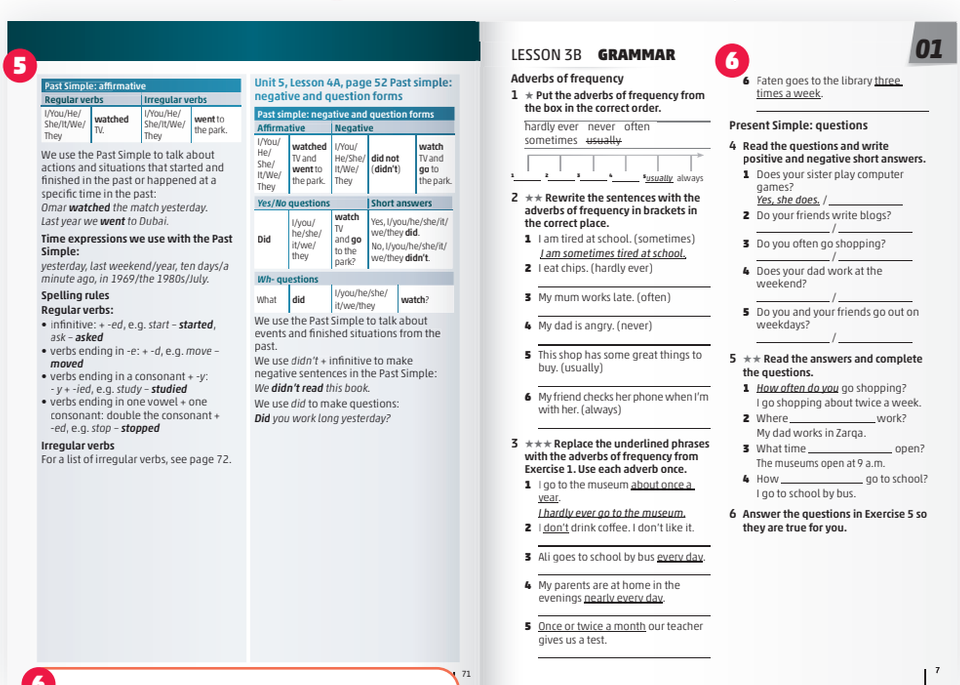
5 **Put the words in the correct order to make questions. Then in pairs, ask and answer the questions.**
1 games / Does / on / your / her / sister / phone? / play
Does your sister play games on her phone?
2 does / often / How / sport? / play / dad / your
3 write / you / a / blog? / Do
4 shopping? / often / do / you / go / How
5 friends? / with / you / hang / out / do / your / Where
6 text / you? / often / best friend / How / your / does

6 SPEAKING **In pairs, ask and answer the questions.**
1 Do you ever switch your phone off?
2 How often do you take photos on your phone?

Now go to Workbook page 7 for the next lesson.

1 ☐ I can ask and answer questions about everyday life and use adverbs of frequency.

7



5

Past Simple: affirmative

Regular verbs		Irregular verbs	
I/You/He/She/It/We/They	watched TV.	I/You/He/She/It/We/They	went to the park.

We use the Past Simple to talk about actions and situations that started and finished in the past or happened at a specific time in the past:
*Omar **watched** the match yesterday.*
*Last year we **went** to Dubai.*

Time expressions we use with the Past Simple:
yesterday, last weekend/year, ten days/a minute ago, in 1969/the 1980s/July.

Spelling rules
Regular verbs:
- infinitive: + *-ed*, e.g. *start* – ***started***, *ask* – ***asked***
- verbs ending in *-e*: + *-d*, e.g. *move* – ***moved***
- verbs ending in a consonant + *-y*: *-y* + *-ied*, e.g. *study* – ***studied***
- verbs ending in one vowel + one consonant: double the consonant + *-ed*, e.g. *stop* – ***stopped***

Irregular verbs
For a list of irregular verbs, see page 72.

Unit 5, Lesson 4A, page 52 Past simple: negative and question forms

Past simple: negative and question forms

Affirmative		Negative	
I/You/He/She/It/We/They	watched TV and went to the park.	I/You/He/She/It/We/They	did not (didn't) watch TV and go to the park.

Yes/No questions		Short answers
Did	I/you/he/she/it/we/they watch TV and go to the park?	Yes, I/you/he/she/it/we/they **did**. No, I/you/he/she/it/we/they **didn't**.

Wh- questions			
What	did	I/you/he/she/it/we/they	watch?

We use the Past Simple to talk about events and finished situations from the past.
We use *didn't* + infinitive to make negative sentences in the Past Simple:
*We **didn't read** this book.*
We use *did* to make questions:
***Did** you work long yesterday?*

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LESSON 3B **GRAMMAR** 01

Adverbs of frequency

1 ★ **Put the adverbs of frequency from the box in the correct order.**

hardly ever never often sometimes ~~usually~~

1 ____ 2 ____ 3 ____ 4 ____ 5 *usually* always

2 ★★ **Rewrite the sentences with the adverbs of frequency in brackets in the correct place.**
1 I am tired at school. (sometimes)
I am sometimes tired at school.
2 I eat chips. (hardly ever)
3 My mum works late. (often)
4 My dad is angry. (never)
5 This shop has some great things to buy. (usually)
6 My friend checks her phone when I'm with her. (always)

3 ★★★ **Replace the underlined phrases with the adverbs of frequency from Exercise 1. Use each adverb once.**
1 I go to the museum about once a year.
I hardly ever go to the museum.
2 I don't drink coffee. I don't like it.
3 Ali goes to school by bus every day.
4 My parents are at home in the evenings nearly every day.
5 Once or twice a month our teacher gives us a test.

6
6 Faten goes to the library three times a week.

Present Simple: questions

4 **Read the questions and write positive and negative short answers.**
1 Does your sister play computer games?
Yes, she does. / _____
2 Do your friends write blogs?
_____ / _____
3 Do you often go shopping?
_____ / _____
4 Does your dad work at the weekend?
_____ / _____
5 Do you and your friends go out on weekdays?
_____ / _____

5 ★★ **Read the answers and complete the questions.**
1 *How often do you* go shopping?
I go shopping about twice a week.
2 Where _____ work?
My dad works in Zarqa.
3 What time _____ open?
The museums open at 9 a.m.
4 How _____ go to school?
I go to school by bus.

6 **Answer the questions in Exercise 5 so they are true for you.**

7

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

VOCABULARY

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

- The first lesson (Lesson 1) combines new vocabulary with speaking. This lesson is an introduction to the whole unit and focuses on developing the unit topic vocabulary as well as building vocabulary through different skills, especially speaking.
- There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons.
- There are extra exercises activating the word lists and tips on how to best memorise new words.

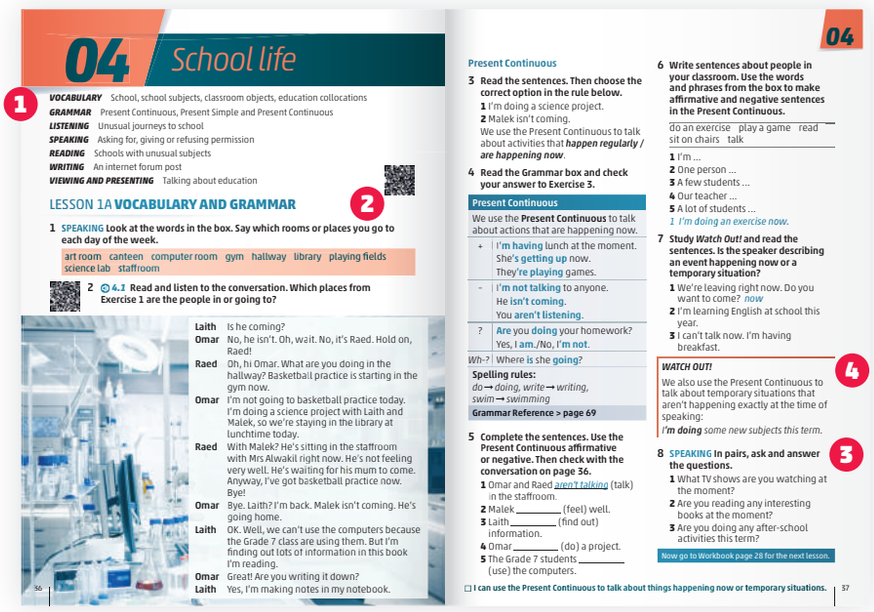
1 Clear summary of unit content.

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

3 Frequent opportunities for using the new vocabulary in speaking contexts.

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

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



04 School life

1
VOCABULARY School, school subjects, classroom objects, education collocations
GRAMMAR Present Continuous, Present Simple and Present Continuous
LISTENING Unusual journeys to school
SPEAKING Asking for, giving or refusing permission
READING Schools with unusual subjects
WRITING An internet forum post
VIEWING AND PRESENTING Talking about education

LESSON 1A VOCABULARY AND GRAMMAR 2

1 SPEAKING Look at the words in the box. Say which rooms or places you go to each day of the week.
art room canteen computer room gym hallway library playing fields science lab staffroom

2 4.1 Read and listen to the conversation. Which places from Exercise 1 are the people in or going to?

Laith Is he coming?
Omar No, he isn't. Oh, wait. No, it's Raed. Hold on, Raed!
Raed Oh, hi Omar. What are you doing in the hallway? Basketball practice is starting in the gym now.
Omar I'm not going to basketball practice today. I'm doing a science project with Laith and Malek, so we're staying in the library at lunchtime today.
Raed With Malek? He's sitting in the staffroom with Mrs Alwakil right now. He's not feeling very well. He's waiting for his mum to come. Anyway, I've got basketball practice now. Bye!
Omar Bye. Laith? I'm back. Malek isn't coming. He's going home.
Laith OK. Well, we can't use the computers because the Grade 7 class are using them. But I'm finding out lots of information in this book I'm reading.
Omar Great! Are you writing it down?
Laith Yes, I'm making notes in my notebook.

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04

Present Continuous

3 Read the sentences. Then choose the correct option in the rule below.
1 I'm doing a science project.
2 Malek isn't coming.
We use the Present Continuous to talk about activities that ***happen regularly / are happening now***.

4 Read the Grammar box and check your answer to Exercise 3.

Present Continuous
We use the **Present Continuous** to talk about actions that are happening now.
+ I'm having lunch at the moment. She's getting up now. They're playing games.
– I'm not talking to anyone. He isn't coming. You aren't listening.
? Are you doing your homework? Yes, I am./No, I'm not.
Wh-? Where is she going?
Spelling rules:
do → doing, write → writing, swim → swimming
Grammar Reference > page 69

5 Complete the sentences. Use the Present Continuous affirmative or negative. Then check with the conversation on page 56.
1 Omar and Raed *aren't talking* (talk) in the staffroom.
2 Malek _____ (feel) well.
3 Laith _____ (find out) information.
4 Omar _____ (do) a project.
5 The Grade 7 students _____ (use) the computers.

6 Write sentences about people in your classroom. Use the words and phrases from the box to make affirmative and negative sentences in the Present Continuous.
do an exercise play a game read sit on chairs talk
1 I'm ...
2 One person ...
3 A few students ...
4 Our teacher ...
5 A lot of students ...
1 I'm doing an exercise now.

7 Study *Watch Out!* and read the sentences. Is the speaker describing an event happening now or a temporary situation?
1 We're leaving right now. Do you want to come? *now*
2 I'm learning English at school this year.
3 I can't talk now. I'm having breakfast.

4 *WATCH OUT!*
We also use the Present Continuous to talk about temporary situations that aren't happening exactly at the time of speaking:
I'm doing *some new subjects this term.*

8 SPEAKING In pairs, ask and answer the questions. 3
1 What TV shows are you watching at the moment?
2 Are you reading any interesting books at the moment?
3 Are you doing any after-school activities this term?

Now go to Workbook page 28 for the next lesson.

☐ I can use the Present Continuous to talk about things happening now or temporary situations.

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Word List 5

Unit 3

LESSON 1A VOCABULARY AND GRAMMAR WL3.1
beef (n) /biːf/
biscuit (n) /ˈbɪskɪt/
bread (n) /bred/
butter (n) /ˈbʌtə/
cake (n) /keɪk/
chocolate (n) /ˈtʃɒklɪt/
coffee (n) /ˈkɒfi/
crisps (n) /krɪsps/
dessert (n) /dɪˈzɜːt/
diet (n) /ˈdaɪət/
eggs (n) /egz/
ice cream (n) /ˌaɪs ˈkriːm/
juice (n) /dʒuːs/
lettuce (n) /ˈletɪs/
meat (n) /miːt/
milk (n) /mɪlk/
pasta (n) /ˈpæstə/
potato (n) /pəˈteɪtəʊ/
rice (n) /raɪs/
snack (n) /snæk/
sandwich (n) /ˈsænwɪdʒ/
tomato (n) /təˈmɑːtəʊ/
tuna (n) /ˈtjuːnə/
water (n) /ˈwɔːtə/

LESSON 2A VOCABULARY WL3.2
bag (n) /bæg/
bottle (n) /ˈbɒtl/
box (n) /bɒks/
can (n) /kæn/
carton (n) /ˈkɑːtn/
jar (n) /dʒɑː/
packet (n) /ˈpækɪt/
price (n) /praɪs/
special offer (n) /ˌspeʃəl ˈɒfə/
tin (n) /tɪn/

LESSON 3A SPEAKING WL3.3
order (n, v) /ˈɔːdə/
vegetarian (n, adj) /ˌvedʒəˈteəriən/
waiter (n) /ˈweɪtə/

LESSON 4A GRAMMAR WL3.4
keep (v) /kiːp/
leftovers (n) /ˈleftəʊvəz/
store (v) /stɔː/
use-by date (n) /ˈjuːz baɪ deɪt/

LESSON 5A LISTENING AND VOCABULARY WL3.5
baker (n) /ˈbeɪkə/
bowl (n) /bəʊl/
butcher (n) /ˈbʊtʃə/
chef (n) /ʃef/
cup (n) /kʌp/
dietitian (n) /ˌdaɪəˈtɪʃən/
food photographer (n) /ˈfuːd fəˌtɒgrəfə/
fork (n) /fɔːk/
glass (n) /glɑːs/
knife (n) /naɪf/
plate (n) /pleɪt/
restaurant reviewer (n) /ˈrestərɒnt rɪˌvjuːə/
spoon (n) /spuːn/
waiter (n) /ˈweɪtə/

LESSON 6A READING AND VOCABULARY WL3.6
delicious (adj) /dɪˈlɪʃəs/
dish (n) /dɪʃ/
eat in (phr v) /ˌiːt ˈɪn/
eat out (phr v) /ˌiːt ˈaʊt/
environment (n) /ɪnˈvaɪrənmənt/
ethical (adj) /ˈeθɪkəl/
find out (phr v) /ˌfaɪnd ˈaʊt/
give out (phr v) /ˌgɪv ˈaʊt/
give up (phr v) /ˌgɪv ˈʌp/
help out (phr v) /ˌhelp ˈaʊt/
homeless people (n) /ˈhəʊmləs ˌpiːpəl/
natural/local ingredients /ˌnætʃərəl/ˌləʊkəl ɪnˈgriːdiənts/
search (v) /sɜːtʃ/
serve (v) /sɜːv/
sit down /ˌsɪt ˈdaʊn/
spend/save money /ˌspend/ˌseɪv ˈmʌni/

LESSON 7A WRITING WL3.7
opening hours (n) /ˈəʊpənɪŋ ˌaʊəz/
speciality (n) /ˌspeʃiˈælәti/

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Unit 4

LESSON 1A VOCABULARY AND GRAMMAR WL4.1
after-school activity (n) /ˌɑːftəˈskuːl ækˈtɪvәti/
art room (n) /ˈɑːt ruːm/
canteen (n) /kænˈtiːn/
computer room (n) /kəmˈpjuːtə ruːm/
gym (n) /dʒɪm/
hallway (n) /ˈhɔːlweɪ/
library (n) /ˈlaɪbrәri/
playing fields (n) /ˈpleɪɪŋ fiːldz/
science lab (n) /ˈsaɪəns læb/
staffroom (n) /ˈstɑːfruːm/
term (n) /tɜːm/

LESSON 2A VOCABULARY WL4.2
Art (n) /ɑːt/
backpack (n) /ˈbæk.pæk/
Biology (n) /baɪˈɒlədʒi/
calculator (n) /ˈkælkjəleɪtə/
Chemistry (n) /ˈkemɪstri/
dictionary (n) /ˈdɪkʃənәri/
Drama (n) /ˈdrɑːmə/
education (n) /ˌedjʊˈkeɪʃən/
electricity (n) /ɪˌlekˈtrɪsәti/
element (n) /ˈelәmәnt/
folder (n) /ˈfəʊldə/
Foreign Languages (n) /ˌfɒrɪn ˈlæŋgwɪdʒɪz/
Geography (n) /dʒiˈɒgrәfi/
headphones (n) /ˈhedfəʊnz/
highlighter (n) /ˈhaɪlaɪtə/
History (n) /ˈhɪstәri/
keys (n) /kiːz/
Maths (n) /mæθs/
notebook (n) /ˈnəʊtbʊk/
Physical Education (n) /ˌfɪzɪkəl ˌedjʊˈkeɪʃən/
Physics (n) /ˈfɪzɪks/
ruler (n) /ˈruːlə/
textbook (n) /ˈtekstbʊk/
tissue (n) /ˈtɪʃuː/

LESSON 3A GRAMMAR WL4.3
character (n) /ˈkærəktə/
essay (n) /ˈeseɪ/
improve (v) /ɪmˈpruːv/
listening/speaking skills (n) /ˈlɪsnɪŋ/ˈspiːkɪŋ skɪlz/
meeting (n) /ˈmiːtɪŋ/
pen (n) /pen/
practise (doing something) (v) /ˌpræktɪs ˈduːɪŋ ˌsʌmθɪŋ/
put down (phr v) /ˌpʊt ˈdaʊn/

LESSON 4A READING AND VOCABULARY WL4.4
adventure (n) /ədˈventʃə/
app designer (n) /ˈæp dɪˌzaɪnə/
assembly (n) /əˈsembli/
design an app /dɪˌzaɪn ən ˈæp/
do a project /ˌduː ə ˈprɒdʒekt/
do a subject /ˌduː ə ˈsʌbdʒɪkt/
get a qualification (in something) /ˌget ə ˌkwɒlɪfɪˌkeɪʃən ɪn ˌsʌmθɪŋ/
get good grades /ˌget gʊd ˈgreɪdz/
motivated (adj) /ˈməʊtɪveɪtəd/
pass an exam /ˌpɑːs ən ɪgˈzæm/
practical (adj) /ˈpræktɪkəl/
take a break (from something) /ˌteɪk ə ˈbreɪk (frəm ˌsʌmθɪŋ)/
take an exam /ˌteɪk ən ɪgˈzæm/
test (v) /test/

LESSON 5A LISTENING AND VOCABULARY WL4.5
canal (n) /kəˈnæl/
closed (adj) /klәʊzd/
dangerous (adj) /ˈdeɪndʒərəs/
expensive (adj) /ɪkˈspensɪv/
freezing (adj) /ˈfriːzɪŋ/
fun (adj) /fʌn/
get to school /ˌget tə ˈskuːl/
journey (n) /ˈdʒɜːni/
kilometre (n) /ˈkɪləˌmiːtə/
ladder (n) /ˈlædə/
plane (n) /pleɪn/
skaters (n) /ˈskeɪtəz/
skating/ice-skating (n) /ˈskeɪtɪŋ/ən ˌskeɪtɪŋ/
take (v) /teɪk/
take a flight /ˌteɪk ə ˈflaɪt/
tiny (adj) /ˈtaɪni/
village (n) /ˈvɪlɪdʒ/

LESSON 6A SPEAKING WL4.6
borrow (v) /ˈbɒrəʊ/
loud (adj) /laʊd/

LESSON 7A WRITING WL4.7
chat with friends /ˌtʃæt wɪð ˈfrendz/
internet forum post (n) /ˌɪntənet ˈfɔːrəm pəʊst/
secondary school (n) /ˈsekəndəri skuːl/

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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.


LESSON 4A **READING AND VOCABULARY** 01

1 **SPEAKING** A stereotype is an idea that most people have about a type of person. Read the stereotypes about teenagers. Do you agree or disagree?
a 'They don't think about the future.'
b 'They aren't interested in the real world.'
c 'They don't do any exercise.'
d 'They're only interested in playing computer games.'

2 Study Active Reading. Read the text and match quotes a–d from Exercise 1 with comments 1–4.

ACTIVE READING | Understanding the main idea
• Read the text quickly.
• Don't worry about new words.
• Find important words or phrases in each paragraph.

STEREOTYPES! ARE THEY TRUE? 1.4

1 EMAN
My dad often says this about me. It's true that I hardly ever read newspapers. But I read the news online every day. And it isn't all stuff about my favourite actors! At school, we also talk about important events or problems. And we often look up more information about them online.

2 OSAMA
Do people really think this is true? It's a really old and boring stereotype. I love doing all kinds of things: from playing football to reading books about history. My brother is only 13 and he's the same. When my parents put on the TV we usually want to watch the same things.

3 HAMED
The problem is, they think I am not serious enough about my future job. I think I have lots of interesting ideas about my future, but my friends and hobbies are more important right now. When I get back from school, I don't always want to be serious. We all need to relax sometimes!

4 MARIAM
This isn't true! I play sports at school twice a week. I get up at eight on Saturdays and I play volleyball in a team. I usually cycle to school and when I go out, I hardly ever eat fast food. Of course, some teenagers stay in all the time and their only hobby is TV or computer games.

3 Read comments 1–4 on page 8 again and choose the correct answers.
1 Eman thinks that teenagers
a prefer talking about news to reading news.
b are only interested in the news.
c care about the real world.
2 What do we know about Osama's taste in television programmes?
a It's often similar to his parents'.
b It's very different from his brother's.
c It's mainly modern.
3 Hamed thinks that teenagers
a often have jobs.
b think more about their hobbies than getting a job.
c relax too much.
4 Mariam says she
a often eats unhealthy food.
b loves computer games.
c does a lot of sport.

4 Match the highlighted phrasal verbs in the comments on page 8 with their meanings.
1 to return to a place
2 to try to find information in a book or on a computer
3 to not leave your home
4 to play something, such as a song

5 Complete the questions with the highlighted phrasal verbs in the comments on page 8. Then in pairs, ask and answer these questions.
1 When you _____ from school, do you do your homework or relax first?
2 Do you ever _____ on Saturday night?
3 How often do you _____ a favourite song when you get up?
4 What kind of information do you often _____ on your phone?

6 REFLECT | Society Read the quotes. Which group of people are they about? Do you agree with the quotes? Discuss in groups.
"They never listen to young people."
"They work all the time."
"They often talk about their jobs."
"They always watch TV in the evenings."

7 **SPEAKING** In groups, think of other stereotypical views teenagers have of adults. Are they always true?

I can understand the main idea of a paragraph and talk about stereotypes.

8 9

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

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

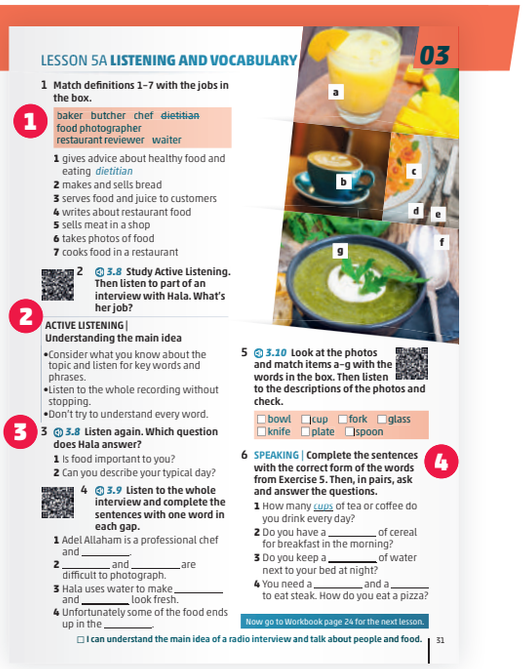
3 Vocabulary-from-the-text activities encourage students to notice and absorb new words and phrases.

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

5 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.


LESSON 5A **LISTENING AND VOCABULARY** 03

1 Match definitions 1–7 with the jobs in the box.
baker butcher chef ~~dietitian~~ food photographer restaurant reviewer waiter
1 gives advice about healthy food and eating *dietitian*
2 makes and sells bread
3 serves food and juice to customers
4 writes about restaurant food
5 sells meat in a shop
6 takes photos of food
7 cooks food in a restaurant

2 3.8 Study Active Listening. Then listen to part of an interview with Hala. What's her job?

ACTIVE LISTENING | Understanding the main idea
• Consider what you know about the topic and listen for key words and phrases.
• Listen to the whole recording without stopping.
• Don't try to understand every word.

3 3.8 Listen again. Which question does Hala answer?
1 Is food important to you?
2 Can you describe your typical day?

4 3.9 Listen to the whole interview and complete the sentences with one word in each gap.
1 Adel Allaham is a professional chef and _____.
2 _____ and _____ are difficult to photograph.
3 Hala uses water to make _____ and _____ look fresh.
4 Unfortunately some of the food ends up in the _____.

5 3.10 Look at the photos and match items a–g with the words in the box. Then listen to the descriptions of the photos and check.
bowl cup fork glass knife plate spoon

6 **SPEAKING** | Complete the sentences with the correct form of the words from Exercise 5. Then, in pairs, ask and answer the questions.
1 How many *cups* of tea or coffee do you drink every day?
2 Do you have a _____ of cereal for breakfast in the morning?
3 Do you keep a _____ of water next to your bed at night?
4 You need a _____ and a _____ to eat steak. How do you eat a pizza?

Now go to Workbook page 24 for the next lesson.

I can understand the main idea of a radio interview and talk about people and food.

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

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

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

4 Frequent opportunities for personalisation and building fluency.

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 3A **SPEAKING** 03

1 Look at the photo. In pairs, discuss the questions.
1 Do you go to restaurants? How often?
2 What do you have?

2 3.5 Listen to Part 1 of the conversation. Decide if statements 1–4 are true (*T*) or false (*F*).
1 ☐ Salwa is at the restaurant.
2 ☐ Laila orders two tuna salads.
3 ☐ There aren't any cheese sandwiches.
4 ☐ Laila's order is 12.50 JOD.

3 3.5 Listen to Part 1 again and answer the questions.
1 What does Laila order for herself?
2 What does Laila order for Salwa?

4 Study the Speaking box and complete the conversation with one or two words in each gap.

Waiter Hi. How can I [1]*help* you?
Laila Hi. I'd like ... Sorry ... Hi, Salwa.
Salwa Sorry, Laila. I'm on my way.
Laila I'm in the restaurant! What would you like?
Salwa A cheese sandwich, please.
Waiter Are you [2]_____ to order?
Laila OK. Bye. Sorry about that. Erm ... Can I [3]_____ a tuna salad, please? And...
Waiter OK. Anything [4]_____?
Laila Yes, please. A cheese sandwich.
Waiter We haven't got any cheese. Is chicken OK?
Laila Um, maybe I can check ... No, OK. Chicken is fine.
Waiter [5]_____ you like any desserts?
Laila Yes, I'd like a piece of carrot cake, please.
Waiter OK. [6]_____ to drink?
Laila Yes, a glass of apple juice, please.
Waiter One glass of apple juice.
Laila [7]_____ much is that?
Waiter [8]_____ 11.50 JOD, please.

SPEAKING | Ordering food

Taking orders	Ordering
How can I help you?	Can I have (a tuna salad), please?
Are you ready to order?	I'd like a/some ..., please.
What would you like to eat/drink?	Yes, I want ..., please.
Would you like any cake or desserts?	How much is that?
Anything else?	Here you are.
Anything to drink?	Thank you.
Is that all?	
That's 11.50 JOD, please.	
You're welcome.	

5 3.6 Listen to Part 2. What's the problem with Salwa's food?
6 In pairs, practise the dialogue in Exercise 4.
7 In pairs, role play the situations. Student A, go to page 74. Student B, go to page 75.

☐ I can order food in a restaurant. 29

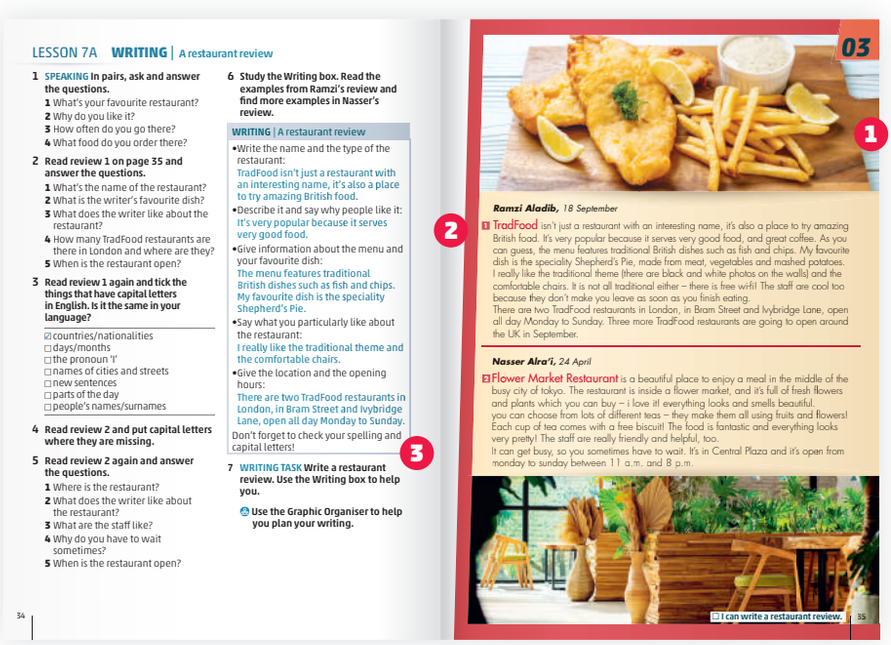
WRITING

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

1. Engaging and relevant model text.

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

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



LESSON 7A **WRITING** | A restaurant review

1 SPEAKING In pairs, ask and answer the questions.
1 What's your favourite restaurant?
2 Why do you like it?
3 How often do you go there?
4 What food do you order there?

2 Read review 1 on page 35 and answer the questions.
1 What's the name of the restaurant?
2 What is the writer's favourite dish?
3 What does the writer like about the restaurant?
4 How many TradFood restaurants are there in London and where are they?
5 When is the restaurant open?

3 Read review 1 again and tick the things that have capital letters in English. Is it the same in your language?
☑ countries/nationalities
☐ days/months
☐ the pronoun 'I'
☐ names of cities and streets
☐ new sentences
☐ parts of the day
☐ people's names/surnames

4 Read review 2 and put capital letters where they are missing.

5 Read review 2 again and answer the questions.
1 Where is the restaurant?
2 What does the writer like about the restaurant?
3 What are the staff like?
4 Why do you have to wait sometimes?
5 When is the restaurant open?

6 Study the Writing box. Read the examples from Ramzi's review and find more examples in Nasser's review.

WRITING | A restaurant review
- Write the name and the type of the restaurant:
  TradFood isn't just a restaurant with an interesting name, it's also a place to try amazing British food.
- Describe it and say why people like it:
  It's very popular because it serves very good food.
- Give information about the menu and your favourite dish:
  The menu features traditional British dishes such as fish and chips. My favourite dish is the speciality Shepherd's Pie.
- Say what you particularly like about the restaurant:
  I really like the traditional theme and the comfortable chairs.
- Give the location and the opening hours:
  There are two TradFood restaurants in London, in Bram Street and Ivybridge Lane, open all day Monday to Sunday.

Don't forget to check your spelling and capital letters!

7 WRITING TASK Write a restaurant review. Use the Writing box to help you.
Use the Graphic Organiser to help you plan your writing.

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03

Ramzi Aladib, *18 September*

1 TradFood isn't just a restaurant with an interesting name, it's also a place to try amazing British food. It's very popular because it serves very good food, and great coffee. As you can guess, the menu features traditional British dishes such as fish and chips. My favourite dish is the speciality Shepherd's Pie, made from meat, vegetables and mashed potatoes. I really like the traditional theme (there are black and white photos on the walls) and the comfortable chairs. It is not all traditional either – there is free wi-fi! The staff are cool too because they don't make you leave as soon as you finish eating.
There are two TradFood restaurants in London, in Bram Street and Ivybridge Lane, open all day Monday to Sunday. Three more TradFood restaurants are going to open around the UK in September.

Nasser Alra'i, *24 April*

2 Flower Market Restaurant is a beautiful place to enjoy a meal in the middle of the busy city of Tokyo. The restaurant is inside a flower market, and it's full of fresh flowers and plants which you can buy – I love it! everything looks and smells beautiful. you can choose from lots of different teas – they make them all using fruits and flowers! Each cup of tea comes with a free biscuit! The food is fantastic and everything looks very pretty! The staff are really friendly and helpful, too.
It can get busy, so you sometimes have to wait. It's in Central Plaza and it's open from monday to sunday between 11 a.m. and 8 p.m.

☐ I can write a restaurant review. 35

REVISION

WORKBOOK

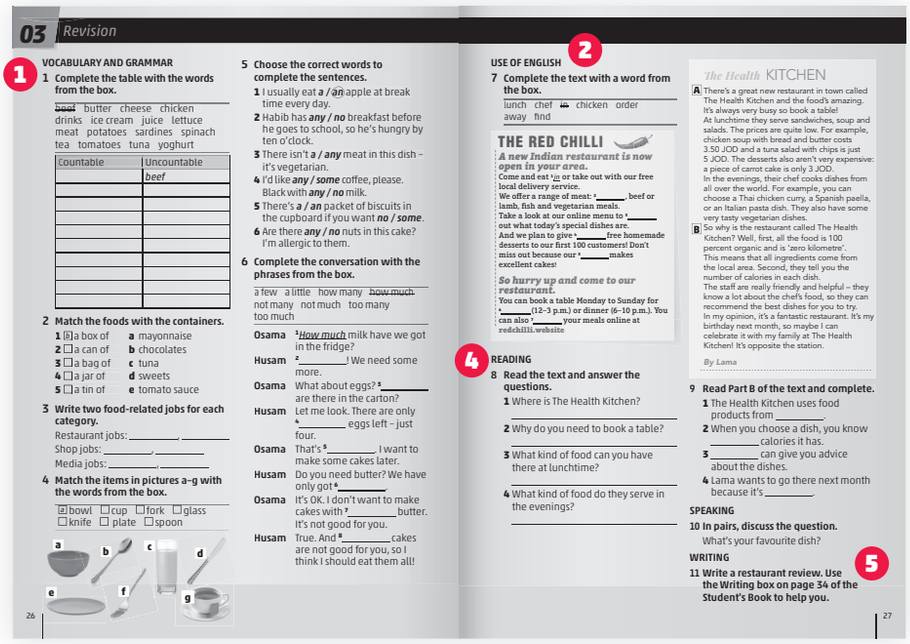
Unit revisions reinforce skills and practise the language covered in the unit. They have two parts: a review of vocabulary and grammar with a focus on the Use of English type of tasks, and an integrated skills section. Revision sections should be set for homework.

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

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

3 Useful strategies to deal with typical exam task types.

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



03 Revision

1 VOCABULARY AND GRAMMAR

1 Complete the table with the words from the box.

~~beef~~ butter cheese chicken drinks ice cream juice lettuce meat potatoes sardines spinach tea tomatoes tuna yoghurt

Countable	Uncountable
	beef

2 Match the foods with the containers.

1 ☒ a box of — a mayonnaise
2 ☐ a can of — b chocolates
3 ☐ a bag of — c tuna
4 ☐ a jar of — d sweets
5 ☐ a tin of — e tomato sauce

3 Write two food-related jobs for each category.

Restaurant jobs: _____, _____
Shop jobs: _____, _____
Media jobs: _____, _____

4 Match the items in pictures a–g with the words from the box.

☑ bowl ☐ cup ☐ fork ☐ glass ☐ knife ☐ plate ☐ spoon

5 Choose the correct words to complete the sentences.

1 I usually eat *a* / *an* apple at break time every day.
2 Habib has ***any* / *no*** breakfast before he goes to school, so he's hungry by ten o'clock.
3 There isn't ***a* / *any*** meat in this dish – it's vegetarian.
4 I'd like ***any* / *some*** coffee, please. Black with ***any* / *no*** milk.
5 There's ***a* / *an*** packet of biscuits in the cupboard if you want ***no* / *some***.
6 Are there ***any* / *no*** nuts in this cake? I'm allergic to them.

6 Complete the conversation with the phrases from the box.

a few a little how many ~~how much~~ not many not much too many too much

Osama [1] *How much* milk have we got in the fridge?
Husam [2] _____! We need some more.
Osama What about eggs? [3] _____ are there in the carton?
Husam Let me look. There are only [4] _____ eggs left – just four.
Osama That's [5] _____. I want to make some cakes later.
Husam Do you need butter? We have only got [6] _____.
Osama It's OK. I don't want to make cakes with [7] _____ butter. It's not good for you.
Husam True. And [8] _____ cakes are not good for you, so I think I should eat them all!

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2 USE OF ENGLISH

7 Complete the text with a word from the box.

lunch chef ~~in~~ chicken order away find

THE RED CHILLI

A new Indian restaurant is now open in your area.
Come and eat *in* or take out with our free local delivery service.
We offer a range of meat: [1] _____, beef or lamb, fish and vegetarian meals.
Take a look at our online menu to [2] _____ out what today's special dishes are.
And we plan to give [3] _____ free homemade desserts to our first 100 customers! Don't miss out because our [4] _____ makes excellent cakes!

So hurry up and come to our restaurant.
You can book a table Monday to Sunday for [5] _____ (12–3 p.m.) or dinner (6–10 p.m.). You can also [6] _____ your meals online at redchilli.website

4 READING

8 Read the text and answer the questions.

1 Where is The Health Kitchen?
_____
2 Why do you need to book a table?
_____
3 What kind of food can you have there at lunchtime?
_____
4 What kind of food do they serve in the evenings?
_____

The Health KITCHEN

A There's a great new restaurant in town called The Health Kitchen and the food's amazing. It's always very busy so book a table! At lunchtime they serve sandwiches, soup and salads. The prices are quite low. For example, chicken soup with bread and butter costs 3.50 JOD and a tuna salad with chips is just 5 JOD. The desserts also aren't very expensive: a piece of carrot cake is only 3 JOD.
In the evenings, their chef cooks dishes from all over the world. For example, you can choose a Thai chicken curry, a Spanish paella, or an Italian pasta dish. They also have some very tasty vegetarian dishes.

B So why is the restaurant called The Health Kitchen? Well, first, all the food is 100 percent organic and is 'zero kilometre'. This means that all ingredients come from the local area. Second, they tell you the number of calories in each dish.
The staff are really friendly and helpful – they know a lot about the chef's food, so they can recommend the best dishes for you to try.
In my opinion, it's a fantastic restaurant. It's my birthday next month, so maybe I can celebrate it with my family at The Health Kitchen! It's opposite the station.

By Lama

9 Read Part B of the text and complete.

1 The Health Kitchen uses food products from _____.
2 When you choose a dish, you know _____ calories it has.
3 _____ can give you advice about the dishes.
4 Lama wants to go there next month because it's _____.

SPEAKING

10 In pairs, discuss the question.
What's your favourite dish?

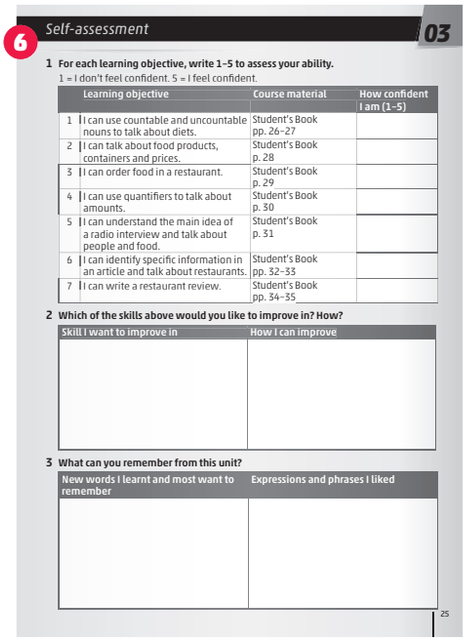
WRITING

11 Write a restaurant review. Use the Writing box on page 34 of the Student's Book to help you.

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

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



Self-assessment 03

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 countable and uncountable nouns to talk about diets.	Student's Book pp. 26–27	
2	I can talk about food products, containers and prices.	Student's Book p. 28	
3	I can order food in a restaurant.	Student's Book p. 29	
4	I can use quantifiers to talk about amounts.	Student's Book p. 30	
5	I can understand the main idea of a radio interview and talk about people and food.	Student's Book p. 31	
6	I can identify specific information in an article and talk about restaurants.	Student's Book pp. 32–33	
7	I can write a restaurant review.	Student's Book pp. 34–35	

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 encouragement collaboration, critical thinking and creativity.



CULTURE SPOT

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

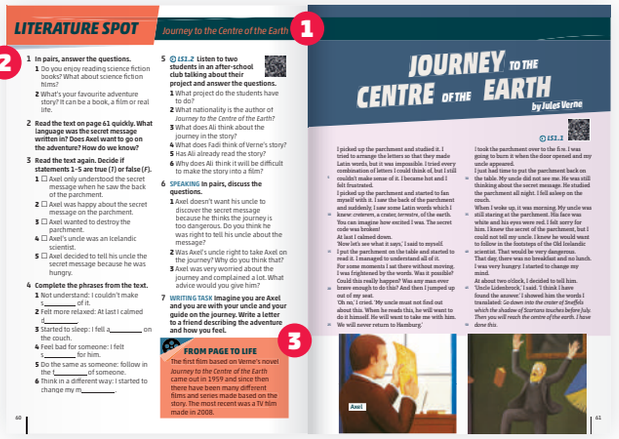
1. Culture topics are introduced through reading texts.
2. New, culturally relevant vocabulary is introduced.
3. The final activity (*Reflect* I *Culture*) encourages students to reflect on the cultural topics introduced in the lesson.



LITERATURE SPOT

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

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



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.

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 *Journey to the Centre of the Earth*

1 In pairs, answer the questions.
1 Do you enjoy reading science fiction books? What about science fiction films?
2 What's your favourite adventure story? It can be a book, a film or real life.

2 Read the text on page 61 quickly. What language was the secret message written in? Does Axel want to go on the adventure? How do we know?

3 Read the text again. Decide if statements 1–5 are true (T) or false (F).
1 ☐ Axel only understood the secret message when he saw the back of the parchment.
2 ☐ Axel was happy about the secret message on the parchment.
3 ☐ Axel wanted to destroy the parchment.
4 ☐ Axel's uncle was an Icelandic scientist.
5 ☐ Axel decided to tell his uncle the secret message because he was hungry.

4 Complete the phrases from the text.
1 Not understand: I couldn't make s_____ of it.
2 Felt more relaxed: At last I calmed d_____.
3 Started to sleep: I fell a_____ on the couch.
4 Feel bad for someone: I felt s_____ for him.
5 Do the same as someone: follow in the f_____ of someone.
6 Think in a different way: I started to change my m_____ .

5 LS1.2 Listen to two students in an after-school club talking about their project and answer the questions.
1 What project do the students have to do?
2 What nationality is the author of *Journey to the Centre of the Earth*?
3 What does Ali think about the journey in the story?
4 What does Fadi think of Verne's story?
5 Has Ali already read the story?
6 Why does Ali think it will be difficult to make the story into a film?

6 SPEAKING In pairs, discuss the questions.
1 Axel doesn't want his uncle to discover the secret message because he thinks the journey is too dangerous. Do you think he was right to tell his uncle about the message?
2 Was Axel's uncle right to take Axel on the journey? Why do you think that?
3 Axel was very worried about the journey and complained a lot. What advice would you give him?

7 WRITING TASK Imagine you are Axel and you are with your uncle and your guide on the journey. Write a letter to a friend describing the adventure and how you feel.

FROM PAGE TO LIFE
The first film based on Verne's novel *Journey to the Centre of the Earth* came out in 1959 and since then there have been many different films and series made based on the story. The most recent was a TV film made in 2008.

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JOURNEY TO THE CENTRE OF THE EARTH
by Jules Verne

LS1.1

I picked up the parchment and studied it. I tried to arrange the letters so that they made Latin words, but it was impossible. I tried every combination of letters I could think of, but I still couldn't make sense of it. I became hot and I felt frustrated.
I picked up the parchment and started to fan myself with it. I saw the back of the parchment and suddenly, I saw some Latin words which I knew: *creterem*, a crater, *terrestre*, of the earth. You can imagine how excited I was. The secret code was broken!
At last I calmed down.
'Now let's see what it says,' I said to myself.
I put the parchment on the table and started to read it. I managed to understand all of it. For some moments I sat there without moving. I was frightened by the words. Was it possible? Could this really happen? Was any man ever brave enough to do this? And then I jumped up out of my seat.
'Oh no,' I cried. 'My uncle must not find out about this. When he reads this, he will want to do it himself. He will want to take me with him. We will never return to Hamburg.'

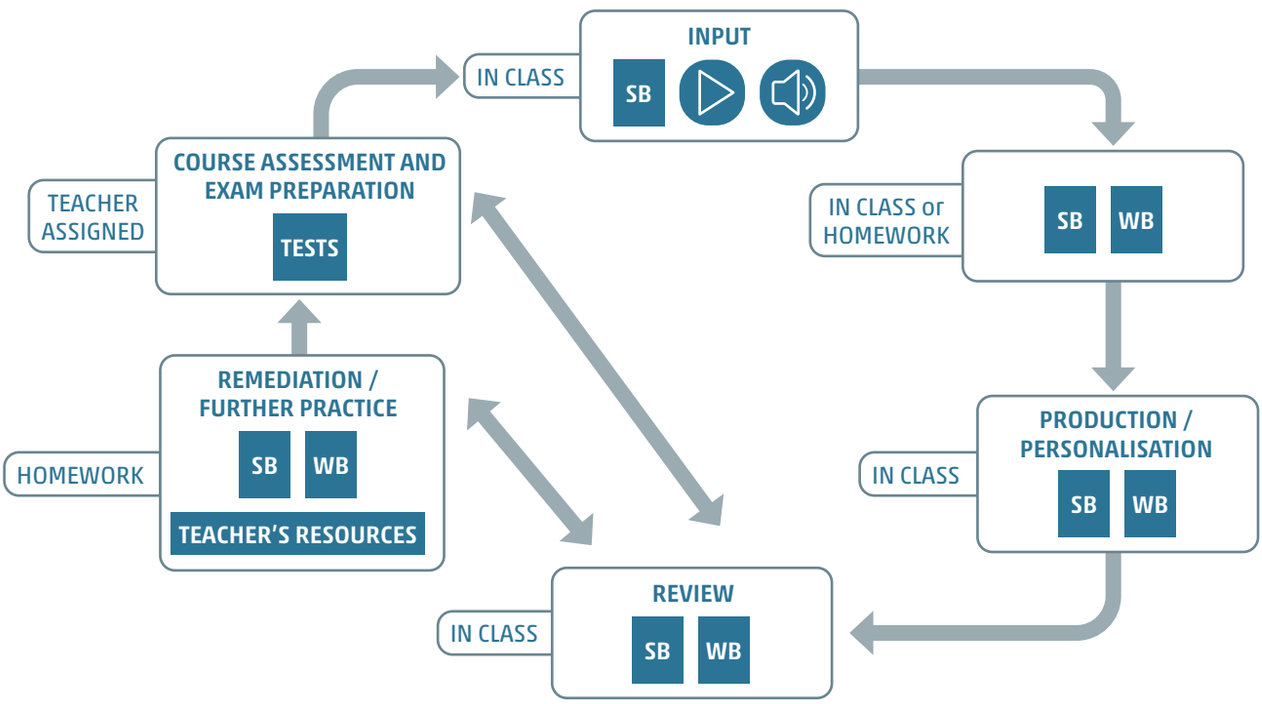
I took the parchment over to the fire. I was going to burn it when the door opened and my uncle appeared.
I just had time to put the parchment back on the table. My uncle did not see me. He was still thinking about the secret message. He studied the parchment all night. I fell asleep on the couch.
When I woke up, it was morning. My uncle was still staring at the parchment. His face was white and his eyes were red. I felt sorry for him. I knew the secret of the parchment, but I could not tell my uncle. I knew he would want to follow in the footsteps of the Old Icelandic scientist. That would be very dangerous.
That day, there was no breakfast and no lunch. I was very hungry. I started to change my mind.
At about two o'clock, I decided to tell him.
'Uncle Lidenbrock,' I said. 'I think I have found the answer.' I showed him the words I translated: *Go down into the crater of Sneffels which the shadow of Scartaris touches before July. Then you will reach the centre of the earth. I have done this.*

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TEACHING PATHWAYS

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

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



HOW TO TEACH FOR EXAMS WITH *JORDAN HIGH NOTE*

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

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

DEVELOPMENT OF LANGUAGE

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

SKILLS STRATEGIES

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

GRADED EXAM TASKS

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

EXAM STRATEGIES

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

WRITING TASKS

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

RESOURCES FOR SELF-STUDY

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

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

EXAM CORRELATION

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

	GSE	CEFR	EXAMS
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 to study.

VOCABULARY: WORD LISTS

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

WORKBOOK SUPPORT

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

STUDENT'S BOOK SYMBOLS

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

 Audio is available.

 Students to use their graphic organiser.

 Students to make a presentation to the class.

01 UNIT 1 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 1 **The things we do**	Theme 1: Society Theme 2: Culture Theme 6: Recreation	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening; identifying basic rhetorical structures **Speaking:** expressing opinion and point of view; summarising main ideas **Reading:** using contextual clues and metalinguistic knowledge to infer the meaning of words; using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; explaining what the text says by quoting from it **Writing:** using freewriting to create personal and reflective narratives, essays and other texts; revising written texts for clarity, correctness and coherence **Viewing and presenting:** understanding visual information by asking relevant questions and discussing intended meaning; responding to open-ended questions related to the visual texts	**Listening:** analyse the main ideas and supporting details; identify the gist of short to medium-length passages, presentations and messages; respond to critical thinking questions before, during and after listening; make a variety of simple inferences (setting, relationship between speakers, speaker's feelings or motivation); tell the intention of the speaker **Speaking:** voice an opinion or point of view in meaningful, connected sentences **Reading:** use contextual clues and metalinguistic knowledge to infer meaning of new words and phrases; identify the word in a text whose meaning, or opposite is given **Writing:** write diaries and personal journals; compose a coherent text of 2-3 paragraphs considering purpose and audience; use coordinating conjunctions to link clauses, sentences and paragraphs **Viewing and presenting:** demonstrate understanding of visual information by asking relevant questions and discussing intended meaning

OVERVIEW

Objectives: Grammar

- Use the Present Simple to refer to daily routines (GSE 26 – A1).
- Make negative statements using the Present Simple (GSE 26 – A1).
- Use language related to everyday activities (GSE 30–42 – A2–A2+).
- Write simple sentences about someone's life and routines (GSE 28 – A1).
- Describe habits and routines (GSE 38 – A2+).

Vocabulary:

- daily routines: *go to school/work/bed, do exercise/homework/housework, have a shower/lessons/breakfast/lunch/dinner, go home/out with friends/shopping, get home/dressed/up.*

Resources:

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

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before students open their books, write *every day* on the board. Put students into groups of four and ask them to list five activities they do every day, such as raising the national flag. Set a time limit of two minutes. Elicit answers and discuss which things different groups have in common.

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books and look at the blog lists. Check understanding if necessary. Students match the topics and posts in pairs. Set a time limit of two or three minutes for students to discuss this then have whole-class feedback.

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

2 (T–S, S–S, S–T) Exercise 2. Look at the rubric with the class. Students do the matching in pairs. Allow two or three minutes. Elicit answers and give feedback. You could elicit a few more examples for each meaning.

Answers
1 b **2** a

3 (T–S, S–S, S–T) Exercise 3. Look at the Grammar box with the class. Ask some questions to ensure understanding, for example: *What verb endings do we use with 'he/she/it'?; How do we form the Present Simple negative?; When do we use 'doesn't'?; How does the spelling change for the third person if a verb ends in '-y'?* Ask students to do the exercise individually. Allow two or three minutes. Then ask students to check in pairs. Check answers with the class.

Suggested answers
we *do* exercise
school *starts*
I *get up*
I *have* extra lessons
I *get* home
I *know*
I *do* my homework
We *have* dinner
We *eat* at about 7 p.m.
I *go* to bed
students *don't go* to school
we *don't get* much homework
I *get* to play more chess

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

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) Exercise 4. Students do this in pairs. Allow two or three minutes. Nominate different pairs for feedback.

Answers
1 goes **2** doesn't start **3** has **4** plays

2 (T–S, S–S, S–T) Exercise 5. Students do the exercise in pairs. Allow three or four minutes. Ask volunteers to share ideas. Students could share one sentence about themselves and another sentence about their partner.

Answers
Students' own answers

3 (S–S, S–T, S–S) Exercise 6. Ask students to complete the phrases,then check with a partner. Have a whole-class discussion for feedback. Then put students into pairs. Ask them to look at the photos on page 4 and talk about the activities.

Answers
2 do **3** have **4** go **5** get
Activities in the photos: do exercise, get up, have dinner

4 (T–S, S–T) Exercise 7. Look at the rubric with the class and elicit the first example in each column. Model pronunciation as necessary. You could ask students to gently put a finger on their throat when they say each word to notice which sounds are voiced/unvoiced. Ask students to do the task individually. Set a time limit of two or three minutes. Students listen and check their answers. Drill pronunciation for extra practice.

Answers
/s/: eats, likes
/z/: goes, lives, studies
/ɪz/: watches

Audioscript 1.2

/s/
starts
eats
likes
/z/
plays
goes
lives
studies
/ɪz/
teaches
watches

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 8. Tell students about what you do on Saturdays to demonstrate. Ask students to tell a partner about the things they do on Saturdays. When they have finished, ask a few pairs to share ideas with the class.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring photos showing what they and their friends/family do in their free time (or have them available on their phone). These will be used in lesson 2A.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 8, put a list of possible activities on the board for them to refer to.

If your students need an extra challenge: After Exercise 6, ask them to come up with other words they can use with *do*, *get*, *go*, *go to* and *have*.

There is a downloadable photocopiable resource number 1 to use.

OVERVIEW

Objectives: Grammar

- Use the Present Simple to refer to daily routines (GSE 26 – A1).
- Make negative statements using the Present Simple (GSE 26 – A1).

Vocabulary:

- daily routines: *go to school/work/bed, do exercise/homework/housework, have a shower/lessons/breakfast/lunch/dinner, go home/out with friends/shopping, get home/dressed/up.*

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (10 minutes)

(T–S, S–T) Ask students to practise the vocabulary used in describing their daily life, e.g. *I get up at, I leave home at, I start lessons at.*

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to work individually to choose the correct form of the verbs in each sentence. They then compare answers in pairs. Check answers as a class.

Answers
1 gets **2** have **3** like **4** eat **5** live **6** comes

2 (T–S, S–T) ★ Exercise 2. Ask students to read through the text. Then explain that they need to fill in the gaps. Go through the example with the class, eliciting that the verb changes after *he/she/it*.

Answers
2 has **3** gets **4** eats **5** goes **6** has **7** gets **8** does **9** watches **10** goes

3 (S–T) ★ Exercise 3. Ask students to read through the text and select the correct form of the verbs to fill the gaps.

Answers
1 a **2** b **3** b **4** a **5** b **6** b **7** a **8** b

4 (T–S, S–T) ★★ Exercise 4. Ask students to form the negative form of the verbs in brackets. Go through the example with the class.

Answers
2 doesn't have **3** don't go **4** don't have **5** doesn't speak **6** doesn't live

PRODUCTION (10 minutes)

1 (T–S, S–T) ★★ Exercise 5. Students work individually and use the word prompts to write correct sentences. Go through the first example with the class.

Answers
1 Ghada doesn't have lessons on Fridays. She goes out with her family.
2 My mum is from Italy but I don't speak Italian.
3 I go to bed at 9 o'clock on weekdays, but on Fridays I don't go to bed early.
4 My sister plays tennis on Saturdays, but I don't play tennis.
5 My parents have breakfast at 7 a.m., but I don't have breakfast with them. I get up at 7.15.

2 (T–S, S–T) ★★★ Exercise 6. Students work individually to complete the texts with the correct forms of the verbs from the box. Go through the first example with the class.

Answers
2 don't go **3** don't like **4** goes **5** has **6** goes **7** plays **8** like **9** plays **10** don't play **11** gets up **12** goes **13** comes **14** knows

WRAP-UP (10 minutes)

(T–S, S–T) Exercise 7. Ask students to think about their daily routines and ask them to write five true sentences using five different verbs from the lesson. Make sure at least two of the sentences use the negative form of the verbs. Check answers with the class.

Answers
Students' own answers

HOMEWORK

Ask students to write their daily routine. Remind them to use the text about Fadia as a guide.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 7, put a list of ten verbs on the board for them to choose to use.

If your students need an extra challenge: For Exercise 7, ask them to write 8–10 sentences, with at least three negative sentences.

01 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives: Vocabulary

- free-time activities: *hang out with friends, go shopping, go to a friend's house/the library/the park, play computer games/games on your mobile phone/sport, listen to music, read books, watch TV or films, write a blog.*
- frequency expressions: *once a day, twice a week, three times a month, four times a year.*

Resources:

- SB: page 6; Word List page 62
- Online resource: Photocopiable Resource 2
- Assessment: Vocabulary Quiz Unit 1 Lesson 2

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before students open their books, ask them when they usually have free time during the week. Take answers (e.g. *on Saturday, in the evening*). Ask them to discuss in pairs activities they usually do in their free time. When they have finished, elicit answers from a few pairs and find out if others do the same.

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Ask students to look at the example *hang out with friends* and check understanding. Tell students to do the exercise individually, then check in pairs. Set a time limit of two or three minutes. Don't give any answers yet.

TIP

Explain to students that it's important to record phrases such as the ones in Exercise 1 together. This makes it easier to remember them when they come to use them and makes their language sound natural.

2 (T–S, S–T) Exercise 2. Play the recording for students to check answers. Check answers with the class and check understanding of any of the phrases as necessary. As an extension, you could refer students to the photos they have brought from home. If they didn't do this as homework, you could ask them to select a few photos from their phones showing what they and their families do in their free time. Ask them to share their photos in pairs or small groups. Ask: *Do they show any of the activities from Exercise 1?; What other activities do they show?; What do the people in the photos do in their free time?* Provide students with any vocabulary they may need.

Answers

2 a **3** d **4** b **5** d **6** a **7** b **8** c **9** a **10** c **11** b **12** d
In the photos: play computer games, read books

Audioscript 1.3

I = Interviewer **A** = Abeer **F** = Faten **H** = Hussein
J = Jawad **M** = Malek **R** = Rana **S** = Salwa

I: What are your favourite free-time activities?

A: I hang out with friends and we go shopping.

F: Um, I go to a friend's house and we play computer games.

I: Tell me about your favourite free-time activities.

H: I play games on my mobile phone. I love games! And I listen to music every day.

J: I read books and I go to the library.

M: Yeah, I go to the library too.

I: What are your favourite free-time activities?

R: I play sport every day – basketball is my favourite. I sometimes go to the park at weekends.

S: I spend my free time at home. I write a blog and I watch TV or films.

3 (S–S, S–T) Exercise 3. Before they do the exercise, draw students' attention to the diary and ask a few questions about it, e.g. *Which days of the week does Fawzi have a tennis lesson?; What time does he do homework on Thursday?; What does he do at 6 p.m. on Saturday?* Ask students to do the task individually; students who are struggling can work in pairs. Allow two or three minutes. Ask volunteers to share answers with the class.

Answers

2 plays football **3** goes to the park
4 does (his) homework **5** watches a film
6 has art club / goes to art club

PRACTICE (15 minutes)

(T–S, S–S, S–T) Exercise 4. Have students rewrite the sentences individually. Allow five minutes for this exercise. Students swap their work and peer-check. Fast finishers could get into pairs and make the sentences true for them, e.g. *I have a Spanish lesson once a week. / I have an English lesson twice a week.* Check answers with the class.

Answers

1 He has a tennis lesson twice a week.
2 He plays football three times a week.
3 He goes to the park once a week.
4 He does (his) homework five times a week.
5 He watches a film once a week.
6 He has / goes to art club once a week.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Put students into groups of three. Ask them to make sentences with the words in the table. Set a time limit of two or three minutes. Then students try to find other students with the same answers. Encourage students to ask questions, e.g. *How often do you make dinner for your parents?* Allow three or four minutes. You could invite students to report on things they share, e.g. *We all have English lessons twice a week; Farid and I make dinner for our parents once a week.*

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about what they use their mobile phones for and make a list (e.g. *to call friends, to surf the internet, to send/receive emails, to listen to music*). This will be used in Lesson 3A.

CONTINGENCY PLAN

If your students need more support with Exercise 4, give students the correct time phrase to use in each sentence.

If your students need an extra challenge: Ask students to write sentences saying how often they do the activities listed in Exercise 1.

There is a downloadable photocopiable resource number 2 to use.

01 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives: Vocabulary

- free-time activities: *hang out with friends, go shopping, go to a friend's house/the library/the park, play computer games/games on your mobile phone/sport, listen to music, read books, watch TV or films, write a blog.*
- frequency expressions: *once a day, twice a week, three times a month, four times a year.*

Resources:

- SB: page 6
- WB: page 6

WARM-UP (10 minutes)

(T–S, S–T) Ask students what they usually do in their free time. Do they have regular activities that they participate in? Are they members of any clubs or sports teams? Or do they like to spend their free time on their own? You could write common sports and hobbies on the board and make a tally of how many students do each one.

PRACTICE (15 minutes)

1 (T–S, S–S, S–T ★ Exercise 1. Get students to read the sentences, paying particular attention to the words in italics. Look at the first sentence together. Students then work individually to choose the two correct answers. They then compare answers in pairs. Check answers as a class.

Answers

1 shopping, to the park **2** sport, computer games
3 the park, a friend's house **4** TV, films **5** music, the radio

2 (T–S, S–S, S–T) ★★ Exercise 2. Remind students that they should read the whole text before they make their choices to complete the gaps. Put students in pairs and have them share their answers with the whole class.

Answers

2 sport **3** football **4** dinner **5** shopping
6 lessons **7** school **8** homework

3 (T–S, S–S, S–T) ★★ Exercise 3. Ask students to look at Samar's calendar for the month of October. Look at the first example together. Students then work individually to complete the sentences with the correct frequency expressions. Allow students to compare their answers in pairs before checking as a class.

Answers

2 twice a week **3** once a week **4** twice a month
5 three times a week

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 4. Put students into groups of three. Ask students to question each other about their free-time activities, e.g. *How many times a week do you have basketball practice? Do you visit your cousins often? How often do you go to the park?* Allow three or four minutes for discussion then ask students to write four or five sentences about their free-time activities using as many frequency expressions as possible. You could write some of them on the board as a reminder.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T–S, S–T) Encourage students to reflect on how many different frequency expressions they have learnt. Ask them to close their books and, with a partner, make a list. Then they can open their books and check which ones they missed.

HOMEWORK

Ask students to draw up a monthly calendar recording all their free-time activities. They can use Samar's calendar as a guide.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 4, put a list of verbs and time phrases on the board that they can use in their text.

If your students need an extra challenge: For Exercise 4, ask them to write what they do in their free time every week and how often they do it.

OVERVIEW

Objectives:

- Use adverbs of frequency and manner in the correct position (GSE 36 – A2+).
- Use a range of common adverbs of frequency (GSE 33 – A2).
- Ask *Yes/No* questions using the Present Simple (GSE 26 – A1).
- Ask *Wh-* questions using the Present Simple (GSE 26 – A1).
- Ask and answer questions about habits and routines (GSE 38 – A2+).

Resources:

- SB: page 7; Grammar Reference page 67
- Online resource: Photocopiable Resource 3
- Assessment: Grammar Quiz Unit 1 Lesson 3

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Ask students to share their lists they have prepared about what they use their mobile phones for (e.g. *to call friends, to surf the internet, to send/receive emails, to listen to music*). If they didn't do this for homework, then give them three minutes to prepare lists individually. Put students into pairs to discuss ideas. Set a time limit of two or three minutes. Take ideas and write them on the board.

2 (T–S, S–T) Ask students how often they do the things in their lists. Elicit *once/twice a day* or *always/all the time*. Clarify the meaning of *excessive* (too much or too many), e.g. *Having a phone is useful, but having six phones is excessive.*

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Tell students to read the text and do the task individually. Then put students into small groups and ask them to share their ideas. When they have finished, elicit answers from a few students and find out if others agree.

Answers
Students' own answers

2 (T–S, S–T) Exercise 2. Refer students to the text and ask: *Where in the sentence do we put adverbs of frequency?* Ask students to look at the examples in the text and read the Grammar box to check. Students then complete the task individually. Check answers with the class.

Answers
1 Your phone is always with you.
2 You usually check your phone when you wake up.

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

3 (T–S, S–T) Exercise 3. Students complete the task individually, then check answers as a class.

Answers
1 hardly ever watch **2** sometimes hang out **3** is always
4 often check **5** usually go

4 (S–S, S–T) Exercise 4. Ask students to read the Grammar box. Go through the use of the auxiliary *do* in questions and short answers. Read the questions with the class, then ask students to do the task individually. Have students check in pairs.

Answers
1 does **2** do **3** doesn't have

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 5. Read the example with the class. With weaker classes, elicit the next question and write it on the board. Ask students to make questions on their own, then check in pairs. Allow three or four minutes. Check answers with the class and write the questions on the board (or invite different students to come up and do so). Then put students into pairs to ask and answer the questions. In feedback, ask a few students to share any interesting information they found out about their partner with the class.

Answers
2 How often does your dad play sport?
3 Do you write a blog?
4 How often do you go shopping?
5 Where do you hang out with your friends?
6 How often does your best friend text you?

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 6. Put students into new pairs and ask them to ask and answer questions. Encourage them to give more information. When they have finished, ask a few students to share their answers with the class.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Write *Things most teenagers do* on the board. Ask students to make a list at home.

CONTINGENCY PLAN

If your students need more support with the ordering task in Exercise 5, you could dictate the sentences to them.

If your students need an extra challenge: Ask them to write a paragraph about why they are or are not an excessive phone user.

There is a downloadable photocopiable resource number 3 to use.

01 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives:

- Use adverbs of frequency and manner in the correct position (GSE 36 – A2+).
- Use a range of common adverbs of frequency (GSE 33 – A2).
- Ask *Yes/No* questions using the Present Simple (GSE 26 – A1).
- Ask *Wh-* questions using the Present Simple (GSE 26 – A1).
- Ask and answer questions about habits and routines (GSE 38 – A2+).

Resources:

- SB: page 7
- WB: page 7

WARM-UP (5 minutes)

(T–S, S–T) Remind students about adverbs of frequency. Write them on the board as they call them out.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to work in pairs to put the adverbs in the correct order. Check the answer as a class, encouraging students to justify their answers.

Answers

1 never **2** hardly ever **3** sometimes **4** often

2 (T–S, S–T) ★★ Exercise 2. Remind students that adverbs of frequency usually go before the main verb. Go through the first example with the class. Ask them to work on their own. Then ask students to volunteer to write the correct answers on the board.

Answers

2 I hardly ever eat chips.
3 My mum often works late.
4 My dad is never angry.
5 This shop usually has some great things to buy.
6 My friend always checks her phone when I'm with her.

3 (T–S, S–S, S–T) ★★★ Exercise 3. Ask students to work in pairs. Remind them that they may need to change the word order of the sentences. Check answers with the whole class.

Answers

2 I never drink coffee. I don't like it.
3 Ali always goes to school by bus.
4 My parents are usually at home in the evenings.
5 Our teacher sometimes gives us a test.
6 Faten often goes to the library.

PRODUCTION (15 minutes)

1 (T–S, S–T) Exercise 4. Ask students to work on their own. Go through the first part of question 1 as an example. Check answers with the class.

Answers

1 No, she doesn't.
2 Yes, they do. / No, they don't.
3 Yes, I do. / No, I don't.
4 Yes, he does. / No, he doesn't.
5 Yes, we do. / No, we don't.

2 (T–S, S–T) ★★ Exercise 5. Students work individually to complete the sentences. Go through the first answer as an example. Check answers as a class.

Answers

2 Where does your dad work?
3 What time do the museums open?
4 How do you go to school?

3 (T–S, S–T) Exercise 6. Students work individually to complete the sentences. Check answers as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Ask students where adverbs of frequency usually go in a sentence and what the exception is (the verb *to be*).

HOMEWORK

Ask students to write three sentences using adverbs of frequency. They can choose any three but cannot repeat any. Students can use the Workbook page for ideas.

CONTINGENCY PLAN

If your students need more support with Exercise 3, dictate the correct answers for them to write.

If your students need an extra challenge: Ask them to write more questions like those in Exercise 5. They can then ask and answer these questions with a partner.

OVERVIEW

Objectives: Reading

- Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).
- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Answer simple questions about their life and experiences (GSE 35– A2).
- Give simple opinions using basic fixed expressions (GSE 34 – A2).

Vocabulary:

- *get back, look up, put on, stay in, stereotype, stereotypical*

Resources:

- SB: pages 8–9; Word List page 62
- Online Resource: Photocopiable Resource 4

WARM-UP (5 minutes)

(T–S, S–T) Ask students to look at the photos of four teenagers and ask: *Are these typical teenagers? Why/Why not?* Elicit things most teenagers do (e.g. *spend time with friends, use technology, worry,* etc.). Pre-teach: *stereotype/stereotypical*. Ask what other stereotypes they know for other age groups.

PRE-READING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to read the sentences and then answer the question in pairs. Invite pairs to share their ideas. Have a whole-class discussion.

Answers
Students' own answers

WHILE READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Students read the *Active Reading* box. Ask the class if they usually do this, and explain that it's a useful strategy to use before they read a text more carefully. Ask some comprehension questions, e.g. *How should you read the text?; What do you need to do if there are new words in the text?; What do you need to find in each paragraph?* Ask students to follow the tips in the *Active Reading* box and do the task individually. Then students quickly check with a partner. Allow five or six minutes. Check answers with the class.

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

TIP

Draw students' attention to the 'important words' in a text. Ask students what they are and how they help understanding. Get students in pairs to find some examples in the text. Have a class discussion about how these important words made them select the correct answers in Exercise 2.

2 (S–S, S–T) Exercise 3. Ask students to do the task on their own first and then peer-check. Students who struggle can work in pairs. Allow three or four minutes to discuss before checking answers with the class.

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

POST-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Ask students to look at the expressions highlighted in the text. Get students to notice that they are verbs followed by a particle. Tell students that these are called Phrasal verbs. Explain that they have a different meaning to the verbs used on their own, e.g. *stay – stay in*. Provide examples as necessary. Students do Exercise 4 individually, then peer-check. Take answers and give feedback. Then ask students to ask and answer the questions in pairs. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

Answers
1 get back **2** look up **3** stay in **4** put on

2 (T–S, S–S, S–T) Exercise 5. Ask students to read the questions and answer them in pairs.

Answers
1 get back **2** stay in **3** put on **4** look up

PRODUCTION (10 minutes)

1 (T–S, S–S, S–T) Exercise 6. Ask students to read the quotes and answer the questions in groups. Ask them to discuss the quotes. Stress that they need to agree/disagree and explain why/why not. Allow three to five minutes. Take ideas in open class feedback.

Answers
They are about adults.
Students' own answers

2 (T–S, S–S, S–T) Exercise 7. Students stay in their groups. Demonstrate the activity by providing an example yourself (e.g. *Adults are boring*.), then elicit another example from the class. Ask them to answer the question in the rubric. Set a time limit of three or four minutes. Invite groups to share their ideas as a class.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to draw a table with three columns with an emoji in each column. Then students write a list of presents they would hate (first column), wouldn't mind (second column) or would love (third column) to receive. Point out that they will talk about presents in the next lesson.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 7, suggest some ideas for them to discuss.

If your students need an extra challenge: After Exercise 5, ask them to write more sentences using the phrasal verbs in context.

There is a downloadable photocopiable resource number 4 to use.

01 LESSON 5A SPEAKING (SB)

OVERVIEW

Objectives: Speaking

- Say what they like and dislike (GSE 34 – A2).
- Describe a person's likes and dislikes using simple language (GSE 28 – A1).
- Use *like/hate/love* with the *-ing* forms of verbs (GSE 31– A2).
- Participate in short conversations in routine contexts on topics of interest (GSE 41 – A2+).

Resources:

- SB: page 10; Word List page 62

WARM-UP (5 minutes)

(T–S, S–T) Before they open their books, tell students you need some help: you need to buy a last-minute present for a friend/family member. It's his/her graduation tomorrow. Tell students what the person likes/doesn't like/hates. You could pre-teach *can't stand* and *doesn't mind* here. Teach the phrase: *How about buying a ...?* and write it on the board for students to use. Respond to students' suggestions appropriately, e.g. *Yes, good idea. He/she quite likes/loves (tennis)*. Have a whole-class discussion about good ideas for a present. Thank students for their ideas. Say: *Speaking of presents ...*

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Closed books. Tell the students that they are going to listen to Fatima talking to her mum about a graduation present for her brother, Faisal. Tell the students to listen and write down the three ideas they hear. Play the audio. Students check in pairs. Then check answers as a class.

Answers

a computer game, a book, two tickets to a football match

2 (T–S, S–T) Exercise 2. Ask students to open their books, cover the dialogue in Exercise 2 and then read the sentences in the Speaking box. Ask students which sentences they heard in the audio. Then students check their answers with the dialogue transcript in Exercise 2. Alternatively, you could play the audio again and have students check their answers against the audio. Elicit the correct answers. Check that students understand *can't stand* and *don't mind*, if you didn't teach them in the Warm-up. You could elicit some other examples from the audio, e.g. *What does Fatima like? What does she say she can't stand?*, etc. Alternatively, you could write some prompts on the board for students to complete, e.g.: *Fatima _____ playing games.*

Answers

What kind of books does he like reading?
He enjoys playing computer games.
He loves going to sports events.
I quite like watching football.
I can't stand playing computer games.

PRACTICE (10 minutes)

(T–S, S–T, S–S) Exercise 3. Ask students what form of the verb we use with verbs such as *love, like, enjoy, hate*, etc. Ask students to look at the example and do the next one as a class to check understanding. Students do the task individually. Nominate students who have the correct answers to give feedback to the class. Put students into pairs to ask and answer the questions.

Answers

2 hanging out **3** doing **4** playing **5** watching
6 watching

PRODUCTION (15 minutes)

(T–S, S–S, S–T) Exercise 4. Put students into pairs. Read the situation and ask students to decide on a present that their friend will like. When they have finished, ask each pair what they decided to buy.

Answers

Students' own answers

TIP

Raise students' awareness of the different ways we use to show interest in conversations. This is also important to show that we are listening and there is no communication breakdown. You could ask students to read the conversation in Exercise 2 again and ask students to find some common expressions that Fatima and her mum are using (Fatima: *Yes, sure; Actually, that's a good idea; Yeah, but ...;* Mum: *OK, but ...; Um, yes... But; I know ...*).

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to prepare a set of questions about free-time activities to ask a partner in the next class, to find out whether he/she enjoys doing these activities.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 2, pause the audio after each sentence from the Speaking box so they have time to tick.

If your students need an extra challenge: For Exercise 4, put students into different pairs and ask them to act out a dialogue in which they decide on a present for another friend.

OVERVIEW

Objectives: Listening

- Say what they like and dislike (GSE 34 – A2).
- Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).
- Describe a person's likes and dislikes using simple language (GSE 28 – A1).
- Identify basic factual information in short, simple dialogues or narratives on familiar topics, if spoken slowly and clearly (GSE 33 – A2).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Vocabulary:

- *agree with, dream about, listen to, tell somebody about, wait for*

Resources:

- SB: page 11; Word List page 62
- Online Resource: Photocopiable Resource 5

WARM-UP (5 minutes)

(T–S, S–S, S–T) Put students into pairs. Ask them to ask and answer the questions they prepared at home about which free-time activities they enjoy doing. Set a time limit of three or four minutes. Monitor and note any interesting ideas. Invite pairs to share one sentence with the class.

PRE-LISTENING (5 minutes)

1 (T–S, S–S, S–T) Exercise 1. Put students into new pairs. Ask them to discuss the activities. Ask volunteers to share their ideas with the class.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Students stay in the same pairs. Read the instructions and explain what a podcast is (a recording that you can download from the internet and listen to on your phone or computer). Ask them to read the podcast summary and answer the question. Set a time limit of two or three minutes.

Answers
Students' own answers

WHILE LISTENING (10 minutes)

1 (T–S, S–S, S–T) Exercise 3. Explain to students that they're going to hear some people talking about what they like doing. Elicit what students think they might be. After students have listened to the conversation, ask them to peer-check and share ideas with the class. Provide the correct answers.

Answers
1 reading magazines **2** sleeping late
3 watching reality TV (shows)

Audioscript 1.6

A = Alia **L** = Lama **N** = Nawal **Z** = Zeina

A: Hi! I'm Alia. And this week's podcast is about things you like doing but you never tell anyone about. What things do you like doing but you never tell anyone about? Today some of my friends and family members tell me about these things. First up is Lama. She's my cousin.
So, what kind of things do you like doing but you don't tell people about, Lama?

L: I love reading magazines. I look at the pictures and dream about the different places. I often buy one on the way home from school. I sometimes read it on the bus, but I don't usually read it with friends. They don't really enjoy reading magazines – they prefer listening to podcasts. I prefer reading at home. I put on some quiet music, then I lie on the sofa and start reading. I don't put it down until I finish!

A: Thanks, Lama. Now, Nawal is one of my best friends.

N: I really like sleeping late. On Saturday mornings, my dad goes to work – he has a shop. My mum takes my sister to her tennis lesson and our flat is empty. It's really quiet so I just stay in bed … I get up at about 11 and then have some breakfast and start my homework. I never tell anyone about my extra sleep. It's the best part of my weekend!

A: Secret sleep, eh? Now here's Zeina, Nawal's sister.

Z: I like watching reality TV shows. I love watching the strange lives of celebrities or just normal people. My sister doesn't agree with me. She thinks they're a waste of time. But some of my friends love them too. We watch them together.

2 (T–S, S–T) Exercise 4. Tell students that they are going to listen to the conversation again. Ask students to read the questions and to predict possible answers. Ask students to work on their own and then peer-check after listening. For speed, write the answers on the board and get students to self-check. Ask students which part they found difficult and if they want to listen again. To add a bit of challenge, you could add an extra stage and ask students to listen again for further details. Tell students to listen carefully and answer three more questions: *When does Lama buy a magazine?* (after school/on her way home from school); *What time does Nawal get up on Saturdays?* (at about 11 a.m.); *What do Zeina and her friends watch together?* (reality TV shows).

Answers
1 She's Alia's cousin. **2** On the sofa at home. **3** He's at work (at his shop). **4** She has tennis lessons. **5** She thinks they're a waste of time.

POST-LISTENING (10 minutes)

1 (T–S, S–S, S–T) Exercise 5. Ask students to work on their own. Tell students that they can listen more than once if necessary. Play the recording and pause after each sentence. When students have finished listening, ask them to check with a partner. Take answers from pairs. Play the recording again for missing phrases or sentences.

Answers and Audioscript 1.7

Alia: I like listening to podcasts in bed.
In the morning, I wait for my parents to go to work.
I haven't got any brothers or sisters.
I put on a podcast and relax!

2 (T–S, S–S, S–T) Exercise 6. Put students into pairs to complete the sentences. Play the recording and ask students to check the answers.

Answers

2 to **3** about **4** with **5** for

Audioscript 1.8

1 I look at the pictures and dream about the different places.
2 They don't really enjoy reading magazines – they prefer listening to podcasts.
3 I never tell anyone about my extra sleep.
4 My sister doesn't agree with me.
5 I wait for my parents to go to work.

3 (T–S, S–S, S–T) Exercise 7. Ask students to write sentences using the verbs and prepositions in Exercise 6 on their own. Set a time limit of four or five minutes. Monitor and offer help where necessary. When they have finished, ask students to swap sentences to peer-check. As an extension, you could assign students numbers 1–5 so each student focuses on a sentence. Ask students to try and find someone around the class who has the same sentence, e.g. *I dream about flying to the moon.* Invite students to feed back to the class: *Rashed and I both dream about …*

Answers

Students' own answers

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 8. Put students into groups of three. Ask students to discuss the question. Take a few answers and have a quick class discussion. Encourage students to give reasons for their answers.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to imagine they have to write a short paragraph about themselves for a social media website. Ask them to make a list of the type of information they would include in it, e.g. name, age, likes and dislikes, etc.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 3, pause the audio after each key piece of information so students have time to write the answers.

If your students need an extra challenge: For Exercise 7, ask them to write 8–10 sentences using the verbs and prepositions.

There is a downloadable photocopiable resource number 5 to use.

OVERVIEW

Objectives:
- pronounce /s/, /z/ and /ɪz/ in plural nouns

Resources:
- WB: page 8

WARM-UP (5 minutes)

(T–S, S–T) Remind students that there are three different sounds for the letter *s* in plural nouns. Go through the examples in the *Active Pronunciation* box.

PRACTICE (25 minutes)

1 (T–S, S–T) Exercise 1. Play the recording. Ensure all students can hear and reproduce the different pronunciations of *s* in plural nouns. Practise the difference between /s/ in *sports*, /z/ in *sings* and /ɪz/ in *races*.

Answers
Students' own answers

2 (T–S, S–T) Exercise 2. Play the recording. Ask students which sounds are used in each of the words in the recording – /s/, /z/, /ɪz/.

Answers
places /ɪz/
sports /s/
friends /z/

3 (T–S, S–S, S–T) Exercise 3. Play the recording. Ask students to work in pairs. They should write the words they hear in the correct columns.

Answers
/s/ events, groups, concerts, tickets
/z/ museums, things, clubs, words
/ɪz/ messages, languages

Audioscript 1.11

messages
events
groups
things
tickets
museums
languages
concerts
clubs
words

4 (T–S, S–S, S–T) Exercise 4. Ask students to work in pairs. Play the audio for them to listen and repeat. Then, one reads one sentence and the other notes whether the *s* is pronounced /s/, /z/ or /ɪz/. Then they swap roles. Ask the students in turn to read the sentences out loud.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Students can work in pairs or small groups to discuss their ideas and then write three or four sentences about one or more of their hobbies. Invite students to share their work with the whole class.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Write several words with different *s* sounds on the board. Draw three columns on the board labelled /s/, /z/ and /ɪz/and ask the class to say which word belongs in which column.

HOMEWORK

Ask students to make a chart like the example in Exercise 3 and to add three more examples of each *s* sound.

CONTINGENCY PLAN

If your students need more support with listening task Exercise 3, say each word to them clearly, emphasising the plural ending. Then get them to repeat before they complete the table.

If your students need an extra challenge: For Exercise 4, ask them to say each sentence to each other faster and faster.

01 LESSON 7A WRITING (SB)

OVERVIEW

Objectives: Writing

- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Give personal details in written form in a limited way (GSE 31 – A2).
- Use very basic connectors such as 'and', 'but', 'so' and 'then' (GSE 31 – A2).
- Identify basic personal details about someone on website profiles, business cards, etc. (GSE 33 – A2).

Vocabulary:

- *nationality, gadget, gym club, training*

Resources:

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

WARM-UP (5 minutes)

(T–S, S–T) Before they open their books, ask students if they use social media, blogs or vlogs and if they have a personal profile. If students answer yes, ask further questions: *Is it in English or in your first language?; What kind of information does it have?* If students answer no, you could ask: *Would you like to use social media?; Is it important to have a personal profile? Why/Why not?* Elicit answers. Have a class discussion.

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Give students one or two minutes to read the profile and answer the question. Elicit the correct answer. Ask students to read the text again and try to remember three facts about Dana. Ask students to cover the text and tell a partner. They can then read it again and check. Find out how much information they remembered.

Answers

Paragraph 2 / photo A Paragraph 3 / photo B

TIP

Draw students' attention to how the text is organised. Elicit ideas: there are three paragraphs, there's some space between paragraphs, each paragraph covers different topics (personal information, daily routine and free-time activities). Elicit that the organisation of a text helps students to make their ideas clear and easy to understand.

2 (T–S, S–S, S–T) Exercise 2. Ask students to match the topics to the paragraphs. Students then check their answers in pairs. Don't give any answers at this stage.

Answers

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

3 (T–S, S–S) Exercise 3. Ask students to study the Writing box and check their answers to Exercise 2. Check answers with the class and have a quick whole-class feedback session. You could ask students to create a bank of expressions to use in their own profile in pairs. They could select some ideas from the text and then add a few more. For example:

Daily routines
On schooldays, I get up at ...
I usually get home at ...
My favourite is ...

Free time
I enjoy ...
At weekends, I ...
I also love ...

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Ask students to do the task individually. Have students swap books with a partner. Set a time limit of three or four minutes. Check answers with the class.

Answers

1 her parents and sister **2** 2.30 p.m. **3** volleyball and gym clubs **4** gym club **5** She goes to the park and plays board games.

2 (T–S, S–S, S–T) Exercise 5. Ask students to look at Dana's profile again and find words that she uses to connect the sentences. Then, ask students to read the *Watch Out!* box. To check understanding, you could play a quick game where you say two unconnected sentences for students to connect with the appropriate linker, e.g. *I like swimming. I like cycling. (I like swimming and cycling.)* After a few examples, ask students to do the same in pairs.

Answers

1 but **2** and **3** so **4** because **5** because **6** and **7** but **8** so

3 (T–S, S–T) Exercise 6. Ask students to complete the text with the phrases in the box.

Answers

2 he doesn't live with us **3** I get up very early **4** I get home at about 2.30 p.m. **5** I love gadgets **6** going shopping

PRODUCTION (15 minutes)

(T–S, S–T) Exercise 7. Ask students to write their own personal profile, using Dana and Nadia's examples as a guide. Remind them to use linking words such as *and, but, so* and *because*. They can use the Writing box and the Graphic Organiser to help them.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to choose someone they know and write a personal profile for them using the Writing box as a guide. Students can also do the Self-assessment on Workbook page 9.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 7, write some of the sentence beginnings on the Graphic Organiser for them to complete.

If your students need an extra challenge: After Exercise 5, ask them to write three more sentences of their own, using *but*, *because* and *so*.

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 AND GRAMMAR

Exercise 1.

Answers
1 sport
2 home, out with friends
3 homework, housework
4 bed, school
5 a shower, dinner
6 films, TV

Exercise 2.

Answers
2 look up **3** agree with **4** stay in **5** dream about
6 put on

Exercise 3.

Answers
2 watch **3** do you like **4** love **5** doesn't like
6 does your brother do **7** listens **8** reads **9** doesn't enjoy

Exercise 4.

Answers
2 c **3** e **4** b **5** f **6** d

Exercise 5.

Answers
Students' own answers

USE OF ENGLISH

Exercise 6.

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

READING

Exercise 7.

Answers
1 c **2** b

SPEAKING

Exercise 8.

Answers
Students' own answers

WRITING

Exercise 9.

Answers
Students' own answers

02 UNIT 2 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 2 **No place like home**	Theme 1: Society	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening **Speaking:** shifting from teacher-guided exchanges to more independent interaction; expressing opinion and point of view; summarising main ideas **Reading:** using contextual clues and metalinguistic knowledge to infer the meaning of words; using note-taking strategies to record key ideas and specific details; using text-to-self connections to reflect on personal life experiences **Writing:** using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting and publishing); using freewriting to create personal and reflective narratives, essays and other texts; composing a coherent text of 2–3 paragraphs; revising written texts for clarity, correctness and coherence **Viewing and presenting:** understanding visual information by asking relevant questions and discussing intended meaning; presenting and developing ideas and opinions on a variety of topics orally and/or visually; responding to open-ended questions related to the visual texts	**Listening:** identify the gist of short to medium-length passages, presentations and messages; use resources (dictionaries, online search engines) to help construct meaning; ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of a topic or issue **Speaking:** voice an opinion or point of view in meaningful, connected sentences; converse in a variety of social situations; partake in formal exchanges and dialogues using appropriate expressions **Reading:** use contextual clues and metalinguistic knowledge to infer meaning of new words and phrases; use note-taking strategies to record key ideas and specific information in a text (T-chart); explain how an author uses reasons and evidence to support particular points in a text, identifying which reason(s) and evidence support which point(s) **Writing:** use the writing strategies of brainstorming, outlining, drafting, revising, editing and redrafting; revise written texts for clarity, correctness and coherence; compose a coherent text of 2–3 paragraphs considering purpose and audience; use coordinating conjunctions to link clauses, sentences and paragraphs **Viewing and presenting:** demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to a particular audience and influence it in some way, and discuss the effects used and how they might influence the audience; interpret posters and media images

OVERVIEW

Objectives: Grammar

- Talk about their life (e.g. family, home, job) using simple language (GSE 34 – A2).
- Use language related to describing homes and living conditions (GSE 30–42 – A2–A2+).
- Use language related to rooms and parts of a building (GSE 30–42 – A2–A2+).
- Understand the general meaning of short, simple informational material and descriptions if there is a visual (GSE 34 – A2).
- Use 'some' and 'any' as quantifiers in negative statements and questions with mass and count nouns (GSE 37 – A2+).
- Use 'a/an' with single countable nouns (GSE 26 - A1).
- Give simple reasons to explain preferences, given a model (GSE 38 – A2+).

Vocabulary:

- homes and rooms: *attic, balcony, bathroom, bedroom, ceiling, dining room, door, floor, garage, hall, kitchen, living room, roof, stairs, study, wall, window*

Resources:

- SB: pages 14–15; Grammar Reference page 67; Word List page 63
- Online resource: Photocopiable Resource 6
- Assessment: Grammar Quiz Unit 2 Lesson 1

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask volunteers questions about their own house: *What is your family home like? Is it a flat or a house? Do you like the place where you live? Why?* Give students one minute to think of as many kinds of home as they can (e.g. *cottage, flat, house, bungalow*). When they have finished, elicit answers and write them on the board. Give students two minutes in pairs to write as many rooms of a house (e.g. *living room, dining room, bedrooms*) as they can think of. Write these on the board, too.

PRESENTATION (15 minutes)

1 (T–S, S–T) Ask students to look at the picture on page 14. Ask: *What can you see in the bedroom that is unusual?* (a climbing wall) *What kind of homes are these? What is a hobby? What are your hobbies?* Elicit/Check: *hobby* (= craft or interests like painting or board games or collections), *hobby houses* (= houses which people design themselves for a particular hobby). With less confident classes, you could go through the words in the box in Exercise 1 as a class and check understanding.

2 (T–S, S–S, S–T) Exercise 1. Ask students to look at the photo and say what they can see. Have students check their answers in pairs. Elicit answers from pairs. Check the pronunciation of: *ceiling* /ˈsiːlɪŋ/, garage /ˈgærɑːʒ/, *hall* /hɔːl/ and *wall* /wɔːl/ .Tell students to look at the vocabulary map and complete with the words from the box. Students can do the task in pairs. In feedback, copy the map onto the board and elicit the answers from volunteers (or invite students to the board to complete it).

Answers

In the photo: living room, wall, window
Rooms: *bathroom*, bedroom, dining room, hall, kitchen, living room, study
Parts of a room: *ceiling*, door, floor, wall, window
Parts of a house: *attic*, balcony, garage, roof, stairs

3 (T–S, S–S, S–T) Exercise 2. Ask students to read the questions 1–3. Then, they read the texts A–C and match them with the sentences. Have students check their answers with a partner. Invite pairs to share the correct answers with the class.

Answers

1 C **2** B **3** A

4 (T–S, S–S, S–T) Exercise 3. Ask students to read the examples from the texts. Students choose the correct alternatives in pairs. Do not give them the correct answers yet. Have students read the Grammar box individually and check their answers to Exercise 2. Check understanding by eliciting answers to the following questions: *Do you use 'some' in negative sentences?* (no); *Which word do you use?* (any); *Which word do you use in questions?* (any); *Which word do you use in affirmative sentences?* (some).

Ask students to refer to the picture on page 14. Elicit extra examples, e.g. *Are there any stairs in the picture?* (No, there aren't); *Are there any books in the picture?* (Yes, there are). Ensure students are confident using *There is* with *a/an* and *There are* with *some* and *any*. You could write a few extra gapped sentences on the board and elicit the correct verb form or article, e.g. *There (is) a bed; There (are) some walls; There isn't (a) window; Are there (any) stairs?*

Answers

a some **b** any

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

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 4. Ask students to do this individually. Set a time limit of two or three minutes. Then get students to peer-check. Ask for volunteers to read out sentences with correct answers.

Answers

2 there is **3** There is **4** there are **5** there isn't
6 there aren't

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Read the example with the class, then give students two or three minutes to think about their dream house and make notes if they want to. Go round and help with vocabulary, writing any new words or phrases on the board. When they are ready, put students into pairs to describe their dream house to each other. When they have finished, ask a few students to describe their partner's dream house to the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring a photo of a room they like (it can be any room in a house). This will be used in Lesson 2A.

CONTINGENCY PLAN

If your students need more support with the house vocabulary, ask them to work in pairs to make flashcards of the words from the lesson. They can add extra house words if they wish.

If your students need an extra challenge: Put students in pairs to play a game. One student gives a definition of the vocabulary from the lesson, and the other student has to guess the word. Students swap roles and continue the game.

There is a downloadable photocopiable resource number 6 to use.

OVERVIEW

Objectives:

- Talk about their life (e.g. family, home, job) using simple language (GSE 34 – A2).
- Use language related to describing homes and living conditions (GSE 30–42 – A2–A2+).
- Use language related to rooms and parts of a building (GSE 30–42 – A2–A2+).
- Understand the general meaning of short, simple informational material and descriptions if there is a visual (GSE 34 – A2).
- Use 'some' and 'any' as quantifiers in negative statements and questions with mass and count nouns (GSE 37 – A2+).
- Use 'a/an' with single countable nouns (GSE 26 – A1).

Resources:

- SB: pages 14–15
- WB: pages 12–13

WARM-UP (10 minutes)

(T–S, S–S, S–T) Give students one minute to think of as many things they would want in their dream flat as they can (e.g. *two bedrooms, a modern kitchen, big windows, no stairs*). When they have finished, elicit answers and write them on the board. Give students two minutes in pairs to put the things in order of importance, e.g. It is more important to have (1) the correct number of bedrooms than (2) big windows. Write these on the board, too.

PRACTICE (20 minutes)

1 (T–S, S–T) ★ Exercise 1. Ask students to read the advert and complete the sentences with *there is, there isn't, there are* or *there aren't*.

Answers
2 There is **3** There is **4** There are **5** There is
6 There is, there isn't **7** There is, there isn't **8** There aren't

2 (T–S, S–T) ★ Exercise 2. Ask students to read the advert again and match questions 1–8 with answers a–d. Point out that each answer matches two questions.

Answers
1 a **2** c **3** b **4** d **5** b **6** a **7** c **8** d

3 (T–S, S–T, S–S) ★★ Exercise 3. Students should complete the dialogue individually. They can check their answers in pairs. To check their answers, ask pairs to read the completed dialogue.

Answers
2 there are **3** Is there **4** there is **5** there is **6** Is there
7 there isn't **8** there is **9** Is there **10** there are

4 (T–S, S–S, S–T) ★★ Exercise 4. Ask students to complete the sentences with *a*, *some* or *any*. Then ask them to peer-check.

Answers
2 any **3** some **4** a **5** some **6** any

5 (T–S, S–T) ★★ Exercise 5. Ask students to read the email and to complete it with words a–c. Students work individually to choose the correct words. Check answers as a class.

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

6 (T–S, S–T) ★★ Exercise 6. Students work individually to complete the sentences by putting the words in the correct order. When students have finished, ask for volunteers to model the sentences and check answers with the class.

Answers
2 There is a poster on the wall.
3 There isn't a computer in my bedroom.
4 Is there a garden behind the big house?/ Is there a big garden behind the house?
5 Are there any football matches this weekend?

PRODUCTION (10 minutes)

(S-T, S-T) Exercise 7. Ask students to write a short description of a friend's house. Choose two or three volunteers to read out their descriptions to the class. Ask the students what the most interesting thing mentioned was.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Ask students to think about any other things they might like to find in a dream flat, e.g. *a vegetable garden, a swimming pool, a gym or a coffee shop in the entrance hall.* Compare with a partner. Check answers with the class.

HOMEWORK

Ask students to bring in photos of rooms in their home.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 7, ask them to draw a picture of their friend's house and to label it with the words they have learnt from the lesson.

If your students need an extra challenge: For Exercise 7, ask them to write a description of their friend's house and to compare it with their own.

02 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (GSE 31 – A2).
- Recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly (GSE 29 – A1).
- Talk about furniture and rooms using simple language (GSE 31 – A2).
- Use language related to location and position (GSE 30–42 – A2–A2+).
- Understand simple descriptions of places (GSE 27 – A1).
- Use language related to household objects and possessions (GSE 30–42 – A2–A2+).
- Give simple reasons to explain preferences, given a model (GSE 38 – A2+).
- Answer simple questions about the location of people or things in a limited way (GSE 28 – A1).

Vocabulary:

- furniture and household objects: *armchair, bath, bed, carpet, cooker, cupboard, dishwasher, fireplace, fridge, (LED) TV, microwave, mirror, rug, shelf, shower, sink, sofa, toilet, wardrobe, washbasin, washing machine*
- prepositions of place: *behind, between, in front of, opposite, next to, on, under*

Resources:

- SB: page 16; Word List page 63; Communication pages 73–74
- Online resource: Photocopiable Resource 7
- Assessment: Vocabulary Quiz Unit 2 Lesson 2

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before students open their books, refer them to the photos they have brought from home (or have on their phones) of a room they like. Ask them to share their photos in pairs. Give students three minutes to memorise five details about their partner's photo. Students return the photo. Model a few questions and answers with a stronger student, then have students test their partner's memory by asking questions, e.g. *Is there a lamp in my picture? Yes, there is./No, there isn't. Are there any books in my picture? Yes, there are some books./No, there aren't any books.* Set a time limit of three or four minutes. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) Exercise 1. Read the words in the box with the class and make sure students know the meaning of each word. Ask students to look at the vocabulary map. Ask: *Which room does an armchair usually go in?* (the living room). Play the recording for them to listen and complete the map. Pause between each word if necessary to give students time to write the words. Ask students to peer-check. Elicit the correct answers from pairs and write them on the board (or invite students to come up and do so).

Ask students what other rooms could have a shelf (all four rooms). Put students in pairs to add some items to other rooms.

Suggested answers

Kitchen: cooker, cupboard, dishwasher, fridge, (LED) TV, microwave, shelf, sink, washing machine
Bedroom: bed, carpet, cupboard, fireplace, (LED) TV, mirror, rug, shelf, wardrobe
Bathroom: bath, carpet (although not so common now, UK bathrooms used to have carpet), cupboard, mirror, rug, shelf, shower, toilet, washbasin
Living room: armchair, carpet, fireplace, (LED) TV, mirror, rug, shelf, sofa

Audioscript 2.1

Kitchen: cooker, dishwasher, fridge, microwave, sink, washing machine, cupboard

Bedroom: bed, rug, shelf, wardrobe, cupboard

Bathroom: bath, mirror, shower, toilet, washbasin

Living room: armchair, fireplace, LED TV, rug, sofa

2 (T–S, S–S, S–T) Exercise 2. Look at the prepositions with the class and make sure students understand the meaning of each of them. You could also use hand gestures to explain. Read the example with the class, then put students into pairs and ask them to say where the animal is. Fast finishers can write some sentences about the pictures. When students have finished, elicit answers from the class.

Answers

b The animal is under the rug.
c The animal is on the sofa.
d The animal is behind the ball.
e The animal is next to the vase.
f The animal is opposite the brown animal.
g The animal is in front of the fire.

3 (T–S, S–S, S–T) Exercise 3. Read the example with the class. Have students complete the text individually, then peer-check. Weaker students can work in pairs from the start. Set a time limit of two or three minutes. Elicit correct answers from pairs. You could ask students to compare the room in the text with their own living room (if they have one). Demonstrate the task with an example about you, e.g. *My living room is very different to this. The sofa is opposite the TV and the window is next to the cupboard.*

Answers

2 behind **3** Next to **4** in front of **5** opposite **6** under **7** between

PRODUCTION (15 minutes)

(T–S, S–S, S–T) Exercise 4. Tell students they will now role play a situation. Assign each student a role (A or B). Ask Student A to turn to page 73 and Student B to turn to page 74 and read their instructions. Monitor and offer help where necessary. Demonstrate the role-play with a strong student. Alternatively, you could ask two strong students to demonstrate the task. When they have finished, ask one or two pairs to perform their role-play for the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to choose a room in their home and write three sentences about it, using vocabulary from the lesson.

CONTINGENCY PLAN

If your students need more support with the vocabulary, put students into groups of three. Ask students to look at the photos they have brought from home. Ask them to identify furniture words.

If your students need an extra challenge: Ask students to look at the photos they have bought from home. After Exercise 2, tell students to imagine they want to move things around the room. Students tell their partner where things are now and where they want to put them.

There is a downloadable photocopiable resource number 7 to use.

02 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (GSE 31 – A2).
- Recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly (GSE 29 – A1).
- Talk about furniture and rooms using simple language (GSE 31 – A2).
- Use language related to location and position (GSE 30–42 – A2–A2+).
- Understand simple descriptions of places (GSE 27 – A1).
- Use language related to household objects and possessions (GSE 30–42 – A2–A2+).
- Give simple reasons to explain preferences, given a model (GSE 38 – A2+).
- Answer simple questions about the location of people or things in a limited way (GSE 28 – A1).

Resources:

- SB: page 16
- WB: page 14

WARM-UP (5 minutes)

(T–S, S–T) Ask students to think about a room in their home. Ask them to visualise the objects in it and to make some notes about where these objects are located, e.g. *There is a lamp on the table.* Ask them to compare their rooms and objects in pairs.

PRACTICE (20 minutes)

1 (T–S, S–T) ★ Exercise 1. Ask students to think about each room mentioned and what furniture or objects are there. Ask them to complete the words with one letter in each gap.

Answers

2 shelf **3** bed **4** cooker **5** fridge **6** dishwasher
7 shower **8** mirror **9** washbasin **10** armchair
11 fireplace **12** carpet

2 (T–S, S–T) ★★ Exercise 2. Tell students to match the words from Exercise 1 with the definitions. Then check as a class.

Answers

2 carpet **3** washbasin **4** armchair **5** shower
6 dishwasher **7** cooker

3 (S–T, S–S, S–T) ★★ Exercise 3. Students can work in pairs to complete the task. Check answers as a class. Make sure they can correct the false sentences.

Answers

2 T **3** F – There is a chair in front of the desk. **4** T **5** F – There isn't a laptop on the desk. **6** F – There are some flowers in front of the window.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 4. Ask students to write about a room in their house. Say what there is in the room and where it is. Ask students to peer-check. Then choose one or two to read together as a class.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to think about what things are only found in one room (for example, a dishwasher in the kitchen) and what things are found in several rooms (for example a carpet in the bedroom, living room, study, etc.). Check answers with the class and write them in two columns on the board.

HOMEWORK

Ask students to write a short description of the room they can see at the top of page 14.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 4, write some sentence beginnings to help them: *In the (name of room), there is/are ... There is/are also ... There isn't/aren't ... The room is ...*

If your students need an extra challenge: For Exercise 4, ask them to write about two or three rooms in their house.

OVERVIEW

Objectives: Grammar

- Understand the meaning of short, simple informational material and descriptions if there is visual support (GSE 34 – A2).
- Use language related to housework and cleaning (GSE 30–42 – A2–A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Use 'can' to refer to ability in the present (GSE 29 – A1).
- Make requests related to intermediate needs using basic fixed expressions (GSE 30 – A2).
- Ask others if they can do everyday activities using simple language, given a model (GSE 32 – A2).

Vocabulary:

- housework and cleaning: *chores, clean the floor, cook a meal, do the washing-up, dry your clothes, iron your clothes, keep your room tidy, wash your clothes, vacuum the carpets*

Resources:

- SB: page 17; Grammar Reference page 68; Word List page 63
- Online resource: Photocopiable Resource 8
- Assessment: Grammar Quiz Unit 2 Lesson 3

WARM-UP (5 minutes)

(T–S, S–S, S–T) With books closed, ask students: *Who do you live with? Who does the cleaning/the cooking?* Elicit answers. Write *Housework* on the board. Put students into pairs. Ask students to make a list of things they do around the house. Go round and help with vocabulary where necessary, writing any new words/phrases on the board. Set a time limit of two or three minutes. Once students have finished, elicit vocabulary from pairs and put it on the board (or invite different students to come up and do so), e.g. *clean the kitchen, tidy up, wash clothes, do the washing-up.* Pre-teach the word *chores*. You could say *chores are the things we need to do around the house*, giving examples from the list.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books and read the question with the class so they know what information to look for. Set a time limit of three or four minutes. When they have finished, ask students to discuss their answers in pairs. Ask volunteers to share their ideas and have a brief class discussion.

Suggested answer

People who can influence how buildings can help wheelchair users.

2 (T–S, S–S, S–T) Exercise 2. Draw students' attention to the rubric and go through the sentences with the class so they know what to listen for. Ask students to listen and complete the text with the words in the box. Have students work individually and then peer-check. Elicit answers from pairs.



Answers

2 cook **3** wash and dry **4** vacuum, clean
5 keep my room tidy **6** iron

Audioscript 2.2

D = Dalia **E** = Eman

D: Welcome to my home, Eman. Come in and make yourself at home.

E: Wow. It's a beautiful flat, Dalia. I can see that it's been designed to help wheelchair users like you.

D: That's right. My parents made all the changes when I was little, so it has always been great for me.

E: I can see that all the shelves are low down so you can reach things. Even the sinks are low!

D: Yes, that's so I can wash easily in the bathroom. Low sinks also mean that I can do the washing-up, which helps my parents, of course!

E: What other household chores can you do here? Can you cook?

D: There are low tables so I can help prepare all the food. But I can't cook on the cooker. It can be dangerous to have a low cooker, perhaps.

E: Can you wash and dry your clothes?

D: We've got a washing machine to do that. But I can wash and dry clothes if I need to. We have low sinks and things to dry clothes on.

E: What else can you do?

D: I can vacuum the carpets with the vacuum cleaner, and I can clean the floor if I have a mop or broom. This is my bedroom.

E: It's nice and tidy.

D: Thank you! Mum always complains that I don't keep it tidy, but I can keep my room tidy when I want to – when I have guests like you, for example.

E: What's this? Is it an ironing board?

D: Yes, it's a special low ironing board so I can iron my clothes.

E: I can't iron very well.

D: Do you want me to show you how?

E: Go on then!

D: Look! It's really easy. Now it's your turn.

E: Oops! It's not easy.

D: Keep practising, you can do it.

E: You can do nearly all the things I can do in a house, Dalia – and very well.

D: Thank you, Eman.

3 (T–S, S–T) Exercise 3. Ask students to read the two sentences and do the exercise individually. Set a time limit of one or two minutes. Alternatively, students can work in pairs. Ask a volunteer to provide the correct answer.

Answer
a is correct – *Can* has the same form for all persons.

4 (T–S, S–T) Ask students to study the Grammar box. Then ask some comprehension questions to make sure students have understood the grammar point: *Do you add '-s' to 'can' in the third person? (no); Does 'can' have a plural form? (no); How do you make the negative? (can't); How do you form a question? (Can you + infinitive).*

Write the following in a vertical line on the board: *you, your friend, your brothers/sisters (siblings)*. Ask students to dictate three chores (from Exercise 2) to you and write them on the board in a vertical line next to the people. Add a question mark after each chore. Ask students to make questions with *can* and answer them in pairs, e.g.

Can you cook a simple meal?

Can your friend iron his/her clothes?

Set a time limit of three or four minutes. Ask three volunteers to share one of their questions. Ask three more volunteers to answer them. If students answer no, ask them what they can do, e.g. *Can you cook a simple meal? No, I can't, but I can make tea!*

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

PRACTICE (10 minutes)

(S–S, S–T, T–S) Exercise 4. Ask students to complete the conversation individually. Set a time limit of two or three minutes. Then ask them to peer-check. You could act out the conversation with a strong student for the rest of the class to listen and check. Alternatively, you could have two strong students act it out in front of the class.

Answers
2 can't **3** can **4** can

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Refer students to the phrases in the box in Exercise 2. Ask students to use these phrases to ask and answer questions. Set a time limit of about five minutes. When they have finished, ask a few volunteer students to share their answers and have a class discussion about the chores students do at home.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of the things they love about their home. This will be used in Lesson 4A.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 2, pause the audio after each gap and allow students time to write the answers.

If your students need an extra challenge: For Exercise 5, ask students to think of and write four questions with *Can you ...?* They then ask and answer with a partner.

There is a downloadable photocopiable resource number 8 to use.

OVERVIEW

Objectives:

- Use language related to housework and cleaning (GSE 30–42 – A2–A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Use 'can' to refer to ability in the present (GSE 29 – A1).
- Make requests related to intermediate needs using basic fixed expressions (GSE 30 – A2).
- Ask others if they can do everyday activities using simple language, given a model (GSE 32 – A2).

Resources:

- SB: page 17
- WB: page 15

WARM-UP (10 minutes)

(T–S, S–T) Ask students what chores they can do. *Who can do the washing-up? Who can cook? Who can use a washing machine? Who can iron?* Elicit answers from the class and draw a table on the board to illustrate which activities most people do and which is the most popular activity.

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Go through the example with the class, *Muna can cook dinner.* Make sure that students understand the tick shows what they can do and the cross shows what they can't do. Students work individually to complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

2 can speak, can't speak
3 can, can
4 can cook, can't iron
5 can, can't
6 can cook, can't iron

2 (T–S, S–T) ★★ Exercise 2. Ask students to read the questions and write short answers.

Answers

2 Yes, she can. **3** No, I can't. **4** Yes, I can. **5** No, we can't.

3 (T–S, S–S, S–T) ★★ Exercise 3. Students can do the task individually and compare answers in pairs. Point out that more than one answer may be possible.

Answers

2 Can your grandad look up information online? **3** My mum can't always understand my friends./My friends can't always understand my mum. **4** I can see my house from my school./ I can see my school from my house. **5** Can your dad climb on your roof? **6** My best friend can paint very good pictures.

4 (T–S, S–T) ★★★ Exercise 4. Ask students to use the prompts to write questions and then answers using *can*.

Answers

2 Can you and your sister make a cup of tea? Yes, we can.
3 Can your dad cook dinner? Yes, he can cook eggs, but he can't cook meat.
4 Can you do the washing-up? Yes, I can, but I don't enjoy it!

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to think about other things they can do around the house, e.g. *clean the car, sweep the path, water the plants*. Check answers with the class.

HOMEWORK

Ask students to write about four or five things they do around the house indicating what they like and don't like doing, e.g. *I like cooking and ironing my clothes, but I don't like using the washing machine and doing the washing-up.*

CONTINGENCY PLAN

If your students need more support with Exercise 4, write the questions on the board but in the wrong order. Students write them in the correct order and then answer them.

If your students need an extra challenge: After Exercise 4, ask students to write and answer 2–3 more questions with *Can ...?*

02 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives: Reading

- Identify key information in short, simple factual texts from the headings and pictures (GSE 35 – A2).
- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Identify specific information in a simple factual text (GSE 39 – A2+).

Vocabulary:

- Adjectives and their opposites: *comfortable/uncomfortable, dark/light, different/same, fantastic/terrible, full/empty, modern/traditional, noisy/quiet, small/big, special/normal*

Resources:

- SB: pages 18–19; Word List page 63
- Online Resource: Photocopiable Resource 9

WARM-UP (5 minutes)

(T–S, S–S, S–T) With their books closed, ask students to refer to the lists of the things they love about their home that they did for homework and get them to share their ideas. Depending on the time available and the size of your class, they could do this in pairs, small groups or as a whole class. Alternatively, you could start with an anecdote, e.g. say you are going on holiday and you know you will miss your home. Say three things you will miss. Put students into pairs. Ask students to make a list of three things they miss when they are on holiday.

PRE-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Focus students' attention on the words in the box and ask if they mentioned any of these things in their lists in the Warm-up. Put students into groups of three. With weaker classes, go through the items in the box first and check understanding. Read the examples with the class. Ask them to discuss the question in the rubric. Tell students to give reasons if possible, e.g. *I miss the food my mum cooks, because it is delicious.* Set a time limit of four or five minutes. When they have finished, elicit ideas from a few students and find out if others agree.

2 (T–S, S–S, S–T) Exercise 2. Ask students to read the *Active Reading* box on their own. Tell students that predicting (= saying what you think will happen next) can help you anticipate the information in a text and so make it easier to understand while you read it. Have students discuss the questions in pairs. When they have finished, elicit answers from volunteers.

WHILE READING (10 minutes)

(T–S, S–S, S–T) Exercise 3. Refer to the rubric. Ask students to find the information in the text and circle it as they read. Put students into pairs to answer the questions. Ask volunteers to give the correct answers.

Answers

1 People relax in the living room.
2 Huda likes to be in her bedroom.
3 Huda's father's favourite place is the armchair in the living room.
4 Huda's older sister is away at university so her room is used for ironing.
5 Huda's mum does most of the cooking.
6 When Huda is away from home she misses her games, her books and her photographs.
7 Huda's house is noisy in the morning.

POST-READING (5 minutes)

1 (T–S, S–S, S–T) Exercise 4. Ask students to look at the adjectives highlighted in the text. Elicit opposites 1 and 2 as examples, and write them on the board. Refer students to the table and ask them to do the rest of the exercise in pairs. Set a time limit of two or three minutes. Elicit correct adjectives from pairs and write them on the board for students to check correct spelling (or invite different students to the board to do so). You could play a quick snap game to memorise the adjectives: you say an adjective, students say the opposite. Then ask students to say an adjective for the rest of the class to say the opposite.

Answers

1 modern **2** full **3** comfortable **4** big **5** noisy
6 different **7** fantastic **8** special **9** dark

2 (T–S, S–S, S–T) Exercise 5. Read the example with the class. Then ask students to complete the text individually. Set a time limit of two or three minutes. Students check answers in pairs. Ask volunteers to provide the correct answers.

Answers

2 light **3** noisy **4** full **5** modern

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Put students into pairs to discuss the questions. When they have finished, put pairs together into groups of four to share ideas. Elicit a few answers from different groups and have a brief class discussion.

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Vocabulary Quiz 2 as homework.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 6, write a list of suitable adjectives they could use to answer.

If your students need an extra challenge: For Exercise 6, ask students to write a short paragraph about their neighbours, which ones are the best, and why.

There is a downloadable photocopiable resource number 9 to use.

OVERVIEW

Objectives: Listening

- Generally identify the topic of a discussion around them when conducted slowly and clearly (GSE 39 – A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Prepare a simple questionnaire in order to gather data (GSE 48 – B1).
- Ask and answer questions about habits and routines (GSE 38 – A2+).

Vocabulary:

- personality and emotions
- school life and equipment
- collocations with *make* and *do*: *make suggestions, make new friends, do a questionnaire, do our best*

Resources:

- SB: page 20; Word List page 63
- TB: Culture Notes page 116
- Online Resource: Photocopiable Resource 10

WARM-UP (5 minutes)

(T–S, S–S, S–T) With their books closed, ask students if they have a bedroom for themselves or if they share their room. Take answers. If necessary, explain that this is very common in many cultures. Ask students to work in pairs and make a list of good/bad things about sharing a room. Pre-teach *roommate* if necessary. Provide prompts for weaker students, e.g. *You can* … (listen to podcasts); *You can't* … (have a lot of space for yourself); *You need to* … (tidy up every day). Set a time limit of two or three minutes. Ask pairs to join another pair to share their ideas and add new ideas to their lists. When they have finished, nominate a student from each group to share their ideas with the class.

PRE-LISTENING (5 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books on page 20. Put students into pairs and ask them to answer the questions in the text. When they have finished, elicit answers from a few students and have a whole-class discussion.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Ask students to read the qualities in a roommate and check understanding. Ask them to think what qualities are important and write 1–5, where 1 is very important. Put students into new pairs, and read the examples with the class. Ask students to compare their ideas using the model provided. In feedback, have a quick class survey and find out which qualities are most important.

Answers
Students' own answers

WHILE LISTENING (10 minutes)

(T–S, S–S, S–T) Exercise 3. Refer students to the rubric. Give students one or two minutes to read through the questions/options and underline the key words on their own. Play the recording once. Ask students to peer-check, then play the recording again if necessary. Elicit the correct answers from pairs.

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

Audioscript 2.4

P = Presenter **H** = Husam

P: In today's programme for schools, we look ahead at what it's like to be a university student, and in particular, how you can become independent from your family in everyday life. With us we have a Grade 8 student, Husam, from Zarqa. He's going to tell us about an older cousin, is that right, Husam?

H: Yes, my older cousin, Osama, is 18 and he's in his first year at university in Amman. Last weekend, I went to visit him with my family. I want to go to university as well when I'm older, so my mum and dad said I can learn from his experiences.

P: That sounds like good advice! So what did you learn?

H: Well, Osama's from Zarqa like me, so the first thing he had to do in Amman was to find a roommate.

P: How did he do that?

H: Before students start at the university, they do a questionnaire. The questions are about everyday habits – for example, what time do you get up and go to bed? Do you make a lot of mess in your room or is it always tidy? These habits need to be similar for roommates. The university does its best to match people with similar interests and habits.

P: Good idea. And is Osama's roommate from Zarqa too?

H: No, I asked Osama that. He said that some students ask to live with a school friend, but he didn't want to do that – he wanted to make a new friend when he got there.

P: Did Osama get any information about his roommate before he started?

H: He could message his roommate before they met, and make suggestions about which things to take – for example, a microwave or a small fridge. But he didn't speak to him before he met him on the first day.

P: And how is Osama doing in his first year?

H: He loves it! He is good friends with his roommate now, although they do different subjects. And they both help to cook and clean the flat. It was very tidy when we visited.

P: So do you think you'll do the same as Osama when you're older, Husam?

H: I'd like to, yes. But my mum says I need to learn to cook better first!

POST-LISTENING (5 minutes)

(T–S, S–S, S–T) Exercise 4. Write on the board: *questionnaires, our best* and *new friends*. Elicit which verbs usually go with these nouns. Give options if necessary (e.g. *make/do*). Get students to make hypotheses on when we use *do* and *make*. Take answers. Ask students: *Which verb do we use with an activity?* (do) *Which verb do we use with a physical product/result?* (make). Have students do the exercise in pairs. Tell students to listen and check their answers. When they have finished, ask volunteers to provide the correct answers. You could then elicit more examples, e.g. *make plans, make dinner, do exercise, do the shopping*. Write them on the board.

Answers
2 do **3** make **4** make

Audioscript 2.5

1 Before students start at the university, they do a questionnaire.
2 The university will do its best to match people with similar interests.
3 Osama wanted to make new friends when he got there.
4 He could make suggestions about which things to take, for example, a microwave or a small fridge.

PRODUCTION (15 minutes)

1 (T–S, S–S, S–T) Exercise 5. Put students into groups of four. Set a time limit of five minutes. When students are ready, ask groups to swap their questions to check for errors. Depending on your class size, you could have a whole-class discussion to choose the ten best questions or ask each group to choose the three best questions from the set they have received. Allow five or six minutes.

Answers
Students' own answers

2 As an additional activity, ask students to write five sentences about themselves using the phrases with *do* and *make* from Exercise 4, e.g. *I sometimes do questionnaires online*.
3 (T–S, S–S, S–T) Exercise 6. In their groups, have students ask and answer the questions to find the best roommate for them. When they have finished, ask a few students to share who they have chosen as a roommate and why.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring in a photo of (the exterior of) a house or flat in their area.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 3, pause the audio after each key piece of information to help students to answer.

If your students need an extra challenge: After Exercise 6, ask students to write a paragraph about their best roommate saying why they are the best.

There is a downloadable photocopiable resource number 10 to use.

OVERVIEW

Objective: Pronunciation

- know when to pronounce the letter 'h' as /h/ and when it is silent.

Resources:

- SB: page 20
- WB: page 16

WARM-UP (10 minutes)

(T–S, S–S) Ask students if they have ever had to share a room with someone. It could be while on a holiday, or when visiting their grandparents, or maybe they normally share a room with siblings. Ask them to think what they remember about it. In pairs they tell each other about the experience.

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to think a bit more about sharing a room. They answer the question and write a short paragraph. When they have finished, they can compare answers in pairs. Ask a few students to share their answers with the class.

Answers
Students' own answers

2 (T–S, S–T) Exercise 2. Read the *Active Pronunciation* box as a class. Ask students to listen to the recording and to tick the words which contain a silent *h*. They listen, check and repeat.

Answers
1 ✓ **2** ✓ **3** ✓ **4** ✗ **5** ✗ **6** ✗ **7** ✓ **8** ✗

3 (T–S, S–T) Exercise 3. Students should listen to some words containing a silent *h*. Ask them to write them correctly and then listen again and repeat them.

Answers and Audioscript 2.7
1 wheel **2** white **3** vehicle (but note that in American English the *h* is pronounced) **4** exhausted **5** whale **6** when

4 (T–S, S–T) Exercise 4. Check the meaning of *whose* by eliciting or providing an example sentence (e.g. *Whose bag is that in the corner*?). Students then complete the table in pairs. Then have students listen, check and repeat.

Answers
Silent *h* = what, where, when, why, which
/h/ sound = who, whose

Audioscript 2.8

what
where
why
when
who
whose
which

5 (T–S, S–T) Exercise 5. Read the example as a class and point out how *whole* and *hole* sound the same. Then play the recording. Students circle the word they hear from the context.

Answers
1 our **2** where **3** whose **4** whole **5** hour **6** weather

Audioscript 2.9

1 Our house is very small.
2 Where does your friend live?
3 Whose hat is that?
4 He ate the whole pizza.
5 The game starts in one hour.
6 The weather is sunny today.

WRAP-UP (10 minutes)

Ask students to work in pairs to write more sentences that use the words in Exercise 5. Then they should read them out for another pair to guess which word they used.

HOMEWORK

Ask students to do the Self-assessment on page 17.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 1, write a list of word prompts they can use on the board.

If your students need an extra challenge: After Exercise 5, ask students to write a sentence with each of the words in context.

02 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives: Speaking

- Deal with practical everyday demands, exchanging straightforward factual information (GSE 38 – A2+).
- Talk about furniture and rooms using simple language (GSE 31 – A2).
- Make requests related to immediate needs using basic fixed expressions (GSE 30 – A2).
- Give a short description of their home, family and job, given some help with vocabulary (GSE 30 – A2).

Resources:

- SB: page 21; Word List page 63; Communication pages 73–74

WARM-UP (5 minutes)

(T–S, S–S, S–T) With their books closed, ask students to describe their ideal holiday home to a partner in one minute. Write prompts on the board for weaker students:

It's a flat/house/cottage.

It's in a (new/modern/quiet) area.

It has got _____ rooms.

It has got a _____ and a _____.

Have a quick whole-class discussion about what kind of place most students like.

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Focus attention on the advert and elicit what it is for (a holiday flat). Check that students can identify the adjectives (*modern, tidy, quiet*). Ask students to read the advert and describe it. Ask students to answer questions 1–3 in pairs. Set a limit of two or three minutes.

Answers

1 It is ten minutes' walk from the beach in Aqaba.
2 Suggested: Yes, because it is modern, tidy and quiet and near the beach.
3 Yes, it says *Available now!*

2 (T–S, S–T) Exercise 2. Ask students to read the Speaking box. Go through the questions and check understanding. Drill the questions chorally and individually. Ask students to listen to the conversation and answer the questions. Set a time limit of three or four minutes. Get students to then read the conversation to check.

Suggested answers

1 Yes. **2** Just one. **3** Yes, there's a bath and a new shower. **4** There's a small garden. **5** Yes, there's a BBQ. **6** There's space for four people. **7** No.

PRACTICE (10 minutes)

(T–S, S–S, S–T) Ask students to study the Speaking box again. Play 'Guess the question'. Tell students: *There are three bedrooms. What's the question?* Elicit the answer (*How many bedrooms are there?*). Put students into pairs, and ask them to take turns to say three positive sentences about their holiday homes for their partner to say the questions. Weaker students can use the sentences from the Warm-up. Fast finishers can add three more sentences.

PRODUCTION (15 minutes)

(S–S, S–T, T–S) Exercise 3. Put students into pairs (A and B) and ask them to turn to the pages indicated in the Student's Book. Allow one or two minutes for students to look at the task. Circulate and offer help where necessary. When they are ready, have students role play the situation in pairs. Set a time limit of four or five minutes. When they have finished, ask one or two pairs to perform their role-play for the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring in photos of their bedroom (or have them available on their phones).

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 3, place them in pairs with a more able student who can help them.

If your students need an extra challenge: After Exercise 3, ask Student B to change small details of their information in pencil in their books, e.g. *It's a beautiful two-bedroom house in central Edinburgh, suitable for three or four guests. There are two bathrooms: one with a bath and the other with a shower. There's one extra bed, there's no wi-fi and parking space in the street.* Student A asks questions and finds the mistakes in the advert.

OVERVIEW

Objective:

- Write short, basic descriptions of places, people or things (GSE 38 – A2+).

Resources:

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

WARM-UP/PRESENTATION (5 minutes)

(T–S, S–S, S–T) With their books closed, ask students to swap the photos of their bedrooms they brought from home with a partner. Ask students what the bedroom says about their partner. Students write some notes/sentences. Allow three or four minutes, then ask students to swap sentences. Students tell their partners if their guesses are correct and say why/why not. In feedback, ask a few students if their partners were correct or not and why.

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) Ask students to open their books and get them to look at the online post. Ask a few questions like: *Who's Ghada? Is this her room?* Take answers. Then put students into pairs and ask them to look at the picture. Ask them to guess what Ghada likes and what they think her personality is like. Students could write some sentences. You could provide prompts for weaker students, e.g. *I think Ghada likes drawing because …* (there are a lot of pictures in her room). Allow two or three minutes. When they have finished, ask pairs to share their ideas with the rest of the class.

2 (T–S, S–S, S–T) Exercise 1. Ask students to read the online post and to answer the question in pairs. Elicit the correct answer. Elicit two or three examples of things in Ghada's room that tell something about her personality and interests, e.g. *The room is clean and tidy, so I think she's tidy; She enjoys reading because there's a book on her bed.*

Answer

Yes, it does.

3 (T–S, S–S, S–T) Exercise 2. Ask students to read the post again and tick the true sentences. Students do this on their own and then peer-check. Allow two or three minutes. Check answers with the class. Put students into pairs and ask them to discuss why the false statements are false. Ask students to find the correct information in the text. Allow two or three minutes, then check answers with the class.

Answers

1 ✓ **2** ✗ **3** ✓ **4** ✓ **5** ✗

4 (T–S, S–T) Exercise 3. Students complete the task individually. Check their answers as a class.

Answers

2 on **3** in front of **4** wall **5** so **6** but

PRODUCTION (20 minutes)

1 (T–S, S–S, S–T) Exercise 4. Ask students to read the Writing box. With weaker classes, go through the box with the class and answer any questions students have. Put students into pairs. Ask them to look at Ghada's online post again and find the parts in the description that match the tips in the Writing box. Allow two or three minutes. Tell students that they are going to write a description of their bedroom using the photos they brought from home. Ask them to write three headings on a piece of paper leaving some space in between:

General description of my room

My room in more detail

Why I like my room

Set a time limit of five to eight minutes. Students brainstorm ideas for their descriptions. Ask students to write notes/short phrases at this stage.

2 (T–S, S–T) Ask students to write their description, using the notes in their plan. Students need to add verbs, prepositions and linkers. Refer them back to the Writing box if necessary. While they are writing, go round and help as necessary. Set a time limit of ten to fifteen minutes.

3 (T–S, S–S) Ask students to swap their work with a partner for peer feedback. Students check for errors. Write these questions on the board to guide students while they check: *Does the description have three paragraphs? Does the description include details about the furniture and your hobbies/interests? Are there prepositions and linkers? Does the description end with why they like the room?* Allow four or five minutes. Ask students to look at the descriptions and tick the parts of the texts that match the Writing box requirements. Monitor and be on hand to help where necessary. Ask students to give their peers their feedback.

4 (T–S) Ask students to improve their writing, following up on their peers' feedback, and write a second draft. Set a time limit of eight to ten minutes.

5 (T–S, S–S, S–T) You could ask students to publish their descriptions on a classroom wall display. Put students' photos scattered on your desk. Students could read the descriptions and look at the photos to try to guess whose bedroom it is.

WRAP-UP (5 minutes)

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

HOMEWORK

Students choose a different room that they like (in their house, at school or in a friend/relative's house) and write a short description.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 4, ask them to use Saeed's description in Exercise 3 as a model. They can change the details to be correct for them.

If your students need an extra challenge: For Exercise 4, ask students to describe a brother or sister's room as well, comparing it with their own.

02 REVISION (WB)

OVERVIEW

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

Objective:

- All language-related objectives from Unit 2.

Resources:

- SB: Word List page 63; Grammar Reference page 68
- WB: pages 18–19; Self-assessment 2 page 17
- Assessment: Unit 2 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
2 kitchen **3** living room **4** bathroom **5** office **6** garage

Exercise 2.

Answers
2 bath **3** wardrobe **4** rug **5** mirror **6** microwave **7** sofa **8** cooker

Exercise 3.

Answers
2 Opposite **3** next to **4** between **5** on **6** under

Exercise 4.

Answers
2 any **3** There are **4** there is / there's **5** There isn't **6** there is / there's **7** some **8** there is / there's **9** any **10** some

Exercise 5.

Note: Bolognese is pronounced /ˌbɒləˈneɪz/.

Answers
2 can keep **3** can do **4** can't **5** Can you iron **6** can **7** can't cook **8** can't **9** Can you cook **10** can make

USE OF ENGLISH

Exercise 6.

Answers
1 traditional **2** door **3** some **4** next **5** in **6** area **7** suggestions

LISTENING

Exercise 7.

Answers
2 six months **3** dishwasher **4** living room **5** big table **6** small

Audioscript 2.11

Flat in Irbid

It's perfect for us – there are four big bedrooms!

The kitchen's very new – it's only six months old. In the kitchen there's a sink, a dishwasher, a cooker, a microwave and a washing machine.

When it's sunny, the best room in the flat is the living room.

The flat doesn't have a dining room, but there's a big table in the kitchen.

When it's not too hot, you can sit outside, but the garden's a bit small.

SPEAKING

Exercise 8.

Answers
Students' own answers

WRITING

Exercise 9.

Answers
Students' own answers

NOTES

01-02 LIFE SKILLS (SB)

OVERVIEW

Objectives: Reading

- Can read a simple text and extract factual details (GSE 35 – A2).
- Can identify specific information in a simple factual text (GSE 39 – A2+).
- Can understand short, simple messages on postcards, emails and social networks (GSE 31 – A2).

Resources:

- SB: pages 24–25

WARM-UP (5 minutes)

(T–S, S–T) Before students open their books, ask them to think about their study problems. Ask students to think about how they waste time when studying and how they could improve their time management.

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to work in pairs asking and answering the questions about their study habits.

Answers
Students' own answers

2 (T–S, S–T) Exercise 2. Tell students to read the website about how to avoid time wasters and write the name Fadi, Laila or Ziad next to each question.

Answers
2 Fadi **3** Ziad **4** Laila **5** Ziad **6** Fadi

PRACTICE (15 minutes)

1 (T–S, S–T) Exercise 3. Ask students to listen and complete the advice given with the words and phrases from the box.

Answers
2 Close **3** off **4** Switch **5** room **6** Remove **7** desk **8** busy

Audioscript 2.12

I = Interviewer **N** = Nadia

I: Today we're talking about time wasters – the things we do that waste our time and stop us doing more with our lives. Our guest on today's episode is Nadia Alkhatib. She's a teacher from Ma'an and she's got some good advice for students who want to avoid time wasters and to improve their study habits. Hello, Nadia, and welcome to the show.

N: Hi, Maha. It's great to be here. Today I'd like to talk about how you can make the best use of your study time. It's especially important when you're doing your homework or studying for an exam or a test. The problem for a lot of students is that there are always so many other things they want to do – you know, things that make it difficult for them to concentrate on their work.

I: OK, so can you give us some examples of the things that stop students from concentrating? And can you explain how they can become better at studying?

N: Sure. I think these days technology causes a lot of problems for teenagers – you know, the internet, mobile phones, tablets, that kind of thing. So here are my top five tips for studying at home:
Tip number one: it's a good idea to find somewhere quiet to study, for example in your bedroom. You can't concentrate in the living room when the TV is on. Alternatively, you can study in the library at school.
Here's my second tip: A lot of students use a computer or a laptop when they study. And, of course, it's very easy to start looking at social media. So, close your email and social media and turn off your notifications. You can check your friends' posts after you finish studying.
Tip number three: switch off your phone completely when you are studying. Or put it in another room. You can't concentrate on your work when you get a message on your phone every five minutes. You can check your messages later ...
Tip number four: Remove things like magazines, books, photos and computer games from your desk. It's easier to focus on your work with a tidy desk.
And here's my final tip: learn to say 'No' to people when you're busy with your studies. For example, when your brother wants you to play a game with him, say, 'Sorry, I can't, I've got an important test tomorrow'. Maybe you can put a DO NOT DISTURB sign on your bedroom door!

I: Great, thanks very much, Nadia. That's really good advice.

2 (T–S, S–T) Exercise 4. Ask students to order the tips in the Life Skills box from 1–5 according to how useful they are (1= very useful, 5 = not so useful). Then they discuss in pairs.

Answers
Students' own answers

3 (T–S, S–T) Exercise 5. Ask students to complete the table individually and calculate the number of free hours they have for studying. Then ask them to compare their answers in pairs.

Answers
Students' own answers

PRODUCTION (10 minutes)

(T–S, S–T) Exercise 6. Tell students to work on the project for the next week.

Set some time aside in a week's time for students to discuss the results of the project.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Ask students to think about what they have found interesting, new, easy or challenging in this lesson and share their thoughts with a partner, then with the class.

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.

03 UNIT 3 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 3 **Eat in – eat out**	Theme 1: Society Theme 2: Culture Theme 4: Environment Theme 5: Welfare	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening **Speaking:** expressing opinion and point of view; interacting in formal situations (interview); expressing opinion and point of view; summarising main ideas; conducting table topics **Reading:** using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; explaining what the text says by quoting from it; finding words that show the writer's viewpoint; using text-to-self connections to reflect on personal life experiences **Writing:** using freewriting to create personal and reflective narratives, essays and other texts; composing a coherent text of 2–3 paragraphs; revising written texts for clarity, correctness and coherence **Viewing and presenting:** understanding visual information by asking relevant questions and discussing intended meaning; explaining overt and implied messages in simple media texts; discussing personal experiences that connect with visual images; responding to open-ended questions related to the visual texts	**Listening:** make a variety of simple inferences (setting, relationship between speakers, speaker's feelings or motivation); guess the meaning of unknown vocabulary words and phrases from context; ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of a topic or issue **Speaking:** voice an opinion or point of view in meaningful, connected sentences; paraphrase what was said by other students in class; converse in a variety of social situations; partake in formal exchanges and dialogues using appropriate expressions; present information, findings and supporting evidence conveying a clear and distinct perspective **Reading:** use contextual clues and metalinguistic knowledge to infer meaning of new words and phrases; capitalise discourse markers to process relationship; use note-taking strategies to record key ideas and specific information in a text; explain what the text says or conveys explicitly by quoting accurately from the text; use fix-up reading comprehension strategies to improve their understanding; find words in the text that show the writer's viewpoint **Writing:** revise written texts for clarity, correctness and coherence; compose a coherent text of 2–3 paragraphs considering purpose and audience **Viewing and presenting:** present and develop ideas and opinions on a variety of topics orally and/or visually with posters; discuss personal experiences that connect with visual images; discuss and justify own feelings in response to visual messages; make connections to more than one of the six course themes and respond to questions related to the visual texts

OVERVIEW

Objectives: Grammar

- Use language related to food and drink (GSE 30–42 – A2–A2+).
- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Express likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).
- Correctly use a range of nouns with both countable and uncountable meanings (GSE 36 – A2+).
- Use uncountable (mass) nouns with no quantifier or an appropriate quantifier (GSE 32 – A2).
- Use 'some' as a quantifier with count and mass nouns (GSE 36 – A2+).
- Use 'some' and 'any' as quantifiers in negative statements and questions with mass and count nouns (GSE 37 – A2+).
- Ask about quantities using 'how much/many' with count and uncountable nouns (GSE 30 – A2).
- Answer simple questions about habits and routines (GSE 30 – A2).

Vocabulary:

- food: *beef, biscuits, bread, butter, cake, chocolate, coffee, crisps, eggs, ice cream, juice, lettuce, milk, pasta, potatoes, rice, sandwich, tomatoes, water.*

Resources:

- SB: pages 26–27; Grammar Reference page 68; Word List page 64
- Online resource: Photocopiable Resource 11
- Assessment: Grammar Quiz Unit 3 Lesson 1

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before students open their books, write *diet* on the board and check students understand the general meaning (i.e. the type of food you eat). Ask students what their diet is like. Take some answers and write them on the board. Write some prompts, e.g. *I always eat _____; I never eat _____; I usually eat _____; I sometimes eat _____.* Ask students to write sentences about their diets. Provide any food/drink vocabulary as necessary, and write any new words on the board. Set a time limit of three or four minutes. Put students into groups of three. Ask students to compare their diets. In feedback, ask students who eats a lot of meat/vegetables/fruit/desserts. Students report to the class.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books and look at the photos. Have students work in pairs to tick the things they see in the photos and answer the question. Check answers with the class, and check understanding of any unknown words. Encourage weaker students to recycle sentences from the Warm-up. Fast finishers can talk about what they need to change in their diet. When they have finished, elicit answers from a few students and have a brief class discussion.

Answers

In the photos: beef, bread, lettuce, sandwich, tomatoes
Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Have a quick class survey. Ask students to give you some examples of food they love. Then ask students to give examples of food they can't stand. As students give the examples, write them on the board. Draw students' attention to the form (singular/plural). Elicit which food words do not have a plural form (e.g. *yoghurt, chicken*). Elicit why (because you can't count them) and write them on the board in two lists: *countable* and *uncountable* nouns.

Answers

Countable: *biscuits, crisps, eggs, potatoes, sandwich, tomatoes*
Uncountable: *beef, bread, butter, cake, chocolate, coffee, ice cream, juice, lettuce, milk, pasta, rice, water*

3 (T–S, S–S, S–T) Exercise 3. Ask students to look at the texts and find the expressions numbered 1–5. Allow one or two minutes for students to notice how they are used. Allow two or three minutes for students to discuss the answers to the exercise. Ask students to read the Grammar box and check their answer§s, then check answers with the class. Check students' understanding by asking a few questions such as: *In which sentences do we use 'any'?* (questions and negative sentences); *Do we use 'any' in affirmative sentences?* (No. We use *some*.) You could also ask them to correct these sentences on the board: *Do you eat a pasta in your diet?; There isn't some milk in the fridge; I usually take any bananas with me.*

Answers

a 4 **b** 1 **c** 2 **d** 3, 5

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

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Remind students that we can use *no* to mean the same as *not any*, e.g. *There isn't any milk. = There is no milk.* Answer any questions they have. Ask students to do the exercise on their own, then peer-check. Set a time limit of two or three minutes. Play the recording for students to check their answers, then check answers with the class. Draw students' attention to the use of *no* with countable and uncountable nouns. Write the following sentence on the board: *There aren't any tomatoes in the fridge*. Ask students to rewrite the sentence using *no* (*There are no tomatoes in the fridge*). Point out that when we use *no*, the verb needs to be in the affirmative form. Ask students if *no* can be used with uncountable nouns (yes) and elicit some examples (*We've got no yoghurt left*).

Answers

2 any **3** a **4** any **5** no **6** some

Audioscript 3.1

J = Jawad **F** = Farid

J: I'm hungry. What is there to eat?
F: There's an apple.
J: Oh! Have you got any chocolate?
F: No, I haven't, but there's a banana if you want it.
J: You know I hate fruit! Have you got any biscuits?
F: No, I'm sorry, there are no biscuits in the house!
J: You're so healthy! Come on, let's go and buy some ice cream!

2 (T–S, S–S, S–T) Exercise 5. Draw a big box on the board. Tell students that it's your fridge. Get students to ask you three questions to guess the food you have in your fridge, e.g. *Is there any milk in your fridge? No, there isn't any milk. I don't drink milk*, etc. Once you have demonstrated the activity, put students into pairs and ask them to ask and answer questions about their own fridges. Set a time limit of three or four minutes. Then, ask students questions such as *How much food do you have?; How much chocolate have you got?; How many vegetables?* to elicit *a lot/not a lot/not much*. Write the examples on the board as necessary. Get students to notice *how much/how many* and elicit the rule. Ask students to do the exercise individually in two or three minutes, then peer-check. Ask volunteers to provide the correct answers.

Answers

2 How many **3** How many **4** How much **5** How much **6** How many

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Read the example with the class, then put students into pairs to discuss the question. When they have finished, elicit answers from a few students.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of the five or six most common food items they like. You could also assign Grammar Quiz Unit 3 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 6, put a list of food items they can use to answer on the board.

If your students need an extra challenge: For Exercise 6, ask them to describe a typical list of food that they eat each week.

There is a downloadable photocopiable resource number 11 to use.

OVERVIEW

Objectives: Grammar

- Use language related to food and drink (GSE 30–42 – A2–A2+).
- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Express likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).
- Correctly use a range of nouns with both countable and uncountable meanings (GSE 36 – A2+).
- Use uncountable (mass) nouns with no quantifier or an appropriate quantifier (GSE 32 – A2).
- Use 'some' as a quantifier with count and mass nouns (GSE 36 – A2+).
- Use 'some' and 'any' as quantifiers in negative statements and questions with mass and count nouns (GSE 37 – A2+).
- Ask about quantities using 'how much/many' with count and uncountable nouns (GSE 30 – A2).
- Answer simple questions about habits and routines (GSE 30 – A2).

Resources :

- SB: pages 26–27
- WB: pages 20–21

WARM-UP (5 minutes)

(T–S, S–T) Ask students to practise the vocabulary used to describe their diet and which foods are countable (C) and which are uncountable (U), e.g. *I always have two eggs for breakfast* (C), *I prefer cereal for breakfast* (U), *I drink lots of water at lunchtime* (U), *I often have a pastry for dessert* (C).

PRACTICE (30 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to work in pairs to circle the odd word out in each list. Check answers as a class.

Answers
2 bread **3** sandwich **4** potato **5** sardine **6** apple **7** egg

2 (T–S, S–S, S–T) ★ Exercise 2. Ask students to read the rubric. Explain that they need to choose the correct option to complete the sentences. Students can work individually or in pairs. Check answers as a class.

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

3 (T–S, S–S, S–T) ★ Exercise 3. Ask students to read the rubric. Explain that they need to fill in the gaps with the correct phrase – *how much* or *how many* – to complete the dialogue. Students can work individually or in pairs. Check answers as a class.

Answers
2 how much **3** How many **4** How many **5** How much

4 (T–S, S–S, S–T) ★★ Exercise 4. Ask students to read the rubric. Explain that they need to fill in the gaps with the correct word from the box to complete the sentences. Students can work individually or in pairs. Check answers as a class.

Answers
1 any **2** an, a **3** much, many **4** aren't, are **5** no

5 (T–S, S–T) ★★ Exercise 5. Students work individually to complete the sentences with the correct words, e.g. *some, any, much* or *many*. Remind them to pay attention to whether they should use the negative form of the verb. Go through the first example with the class.

Answers
2 I've got some water, but I haven't got any juice.
3 Have you got any sugar?
4 There isn't any cheese.
5 Is there any meat?
6 How many eggs do you want?
7 There are some sardines, but there isn't any tuna.
8 Are there any apples?
9 We haven't got any milk.

6 (T–S, S–T) ★★★ Exercise 6. Students work individually to complete the sentences with the correct words. Go through the first example with the class.

Answers
2 some **3** Is **4** There **5** are **6** many **7** some
8 much **9** a

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 7. Students can discuss the task in pairs or small groups. Open it up into a class discussion.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Divide the class into two. Ask one half to name a food and the other half to call out whether it is countable (*a, an*) or uncountable (*some*). After two minutes, swap halves.

HOMEWORK

Ask students to draw up a list of all the food they eat in one day and mark whether it is countable (C) or uncountable (U).

CONTINGENCY PLAN

If your students need more support with Exercise 5, dictate the sentences to the students.

If your students need an extra challenge: After Exercise 7, ask them to work in pairs. They can ask each other what they are taking on their picnic, using questions such as *Have you got any ...? How much ... is there? Is there any ...?* etc.

03 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives: Vocabulary

- Use language related to buying and storing food (GSE 30–42 – A2–A2+).
- Say a range of basic numbers, quantities and prices (GSE 20 – below A1).
- Identify key information such as prices, times and dates in a short description, if supported by prompts or questions (GSE 29 – A1).
- Handle common everyday transactions (e.g. buying food) (GSE 32 – A2).
- Say how much something costs using simple language (GSE 28 – A1).
- Ask basic questions about colour, size, price, etc. when shopping (GSE 30 – A2).

Vocabulary:

- food: *box of chocolates, bag of sweets, can of tomato sauce, carton of juice, bottle of water, tin of tuna, jar of mayonnaise, packet of biscuits*
- money: *dinar, piaster.*

Resources:

- SB: page 28; Word List page 64
- Online resource: Photocopiable Resource 12
- Assessment: Vocabulary Quiz Unit 3 Lesson 2

WARM-UP (10 minutes)

1 (T–S, S–S, S–T) Before students open their books, ask them if they go food shopping and if yes, how often. If you asked students to prepare a list of food for homework, tell them to show the lists to a partner. Alternatively, you could give students one or two minutes to prepare the lists in class and share with a partner. Ask students to discuss how different their lists are. Ask students how much they usually spend on food. Take answers. Check students can say prices in their currency. Write four prices on the board, e.g. *4 JOD, 10 JOD, 80p, 1.99 JOD*. Model how to say them, then ask students to practise saying them in pairs.

2 (T–S, S–S, S–T) With books still closed, put students into pairs. Get them to ask/answer questions about the items on their lists. Model the question *How much is/are ...?* Have a quick whole-class discussion about expensive/cheap food students have on their lists.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Refer students to the rubric and read the example with the class. Put students into pairs to complete the phrases. Set a time limit of three or four minutes. Then have students listen and check. Check answers with the class, and elicit other types of food and drink the containers are used for.

Answers
2 bag **3** can **4** carton **5** bottle **6** tin **7** jar **8** packet

Audioscript 3.2

1 A box of chocolates.
2 A bag of sweets.
3 A can of tomato sauce.
4 A carton of juice.
5 A bottle of water.
6 A tin of tuna.
7 A jar of mayonnaise.
8 A packet of biscuits.

2 (T–S, S–T) Exercise 2. Tell students to listen to the recording and repeat the phrases. Play the recording and pause after each phrase. Do some choral and individual drilling of the phrases that students have problems with. Ask students to listen again and notice the sound /əv/. Ask students what the spelling of /əv/ is. Ask a confident student to write it on the board. Ask students to write three sentences containing the preposition *of*. Allow two or three minutes. Weaker students can work in pairs. Ask students to read out their sentences ensuring they pronounce *of* correctly.

3 (T–S, S–S, S–T) Exercise 3. Tell students that you need to do some food shopping after class. Ask students to help you write your shopping list. Write five food items students suggest on the board. Put students into pairs. Ask them to add the correct containers. Set a time limit of two or three minutes. Elicit the correct phrases from pairs. Ask students to write their shopping lists with eight containers. Set a time limit of three or four minutes. When they have finished, read the example with the class and put students into pairs to ask about each other's lists. When they have finished, ask a few students how many of their items are on their partner's list.

Answers
Students' own answers

4 (T–S, S–T) Exercise 4. Ask students to match the prices to the way we say them. Have students listen and check. Check answers with the class.

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

Audioscript 3.3

1 Two dinars fifty
2 Three dinars
3 Four dinars sixty
4 One dinar ninety-nine
5 Seventy piasters

5 (T–S, S–S, S–T) Exercise 5. Focus students' attention on the items in the offers. Put students in pairs and ask them to guess how much each item is. Allow two or three minutes. Tell students to listen and write the prices individually, then peer-check. Elicit the correct answers from pairs.

Answers
2 1.78 **3** 1 **4** 2.19 **5** 1.50

Audioscript 3.4

I'd like to tell you about our special offers today. We've got jars of Kilko coffee at half price – just three dinars forty-six. There's also an offer of three tins of sardines in tomato sauce for just one dinar seventy-eight! Or you can buy six packets of Crackle crisps for only one dinar. And we've got some great 'buy one, get one free' offers for you today: two one-litre bottles of lemonade for two dinars nineteen. Or buy two bags of fresh salad for one dinar fifty! Shop here today. Great products at great prices!

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Put students into pairs, Student A and Student B. Tell Student A to turn to page 73 and Student B to turn to page 75. Allow one or two minutes for students to read their information. Go round and offer help where necessary. Students do role-play 1. Set a time limit of three or four minutes. Students swap roles and do role-play 2. Set a time limit of three or four minutes. When they have finished, ask one or two pairs to perform their role-plays for the class.

WRAP-UP (5 minutes)

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

HOMEWORK

You could assign Vocabulary Quiz Unit 3 Lesson 2 as homework.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 5, write the prices on the board in figures, but in the wrong order. Students can copy them in the correct order.

If your students need an extra challenge: After Exercise 3, ask students to sit back to back. Students take turns to read out a container, e.g. *a tin of …* for their partner to finish with a food/drink.

There is a downloadable photocopiable resource number 12 to use.

03 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Use language related to buying and storing food (GSE 30–42 – A2–A2+).
- Say a range of basic numbers, quantities and prices (GSE 20 – below A1).
- Identify key information such as prices, times and dates in a short description, if supported by prompts or questions (GSE 29 – A1).
- Handle common everyday transactions (e.g. buying food) (GSE 32 – A2).
- Say how much something costs using simple language (GSE 28 – A1).
- Ask basic questions about colour, size, price, etc. when shopping (GSE 30 – A2).

Resources:

- SB: page 28
- WB: page 22

WARM-UP (10 minutes)

(T–S, S–T) Ask students what they had for breakfast and what containers those foods came in, e.g. *carton of juice or yoghurt, box of eggs, jar of honey*.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to open their books. Read the rubric with the class. Tell students to do the exercise individually and then check in pairs. Set a time limit of two or three minutes. Check answers with the whole class.

Answers

2 box **3** jar **4** bag **5** can **6** carton **7** bottle **8** packet

2 (T–S, S–S, S–T) ★★ Exercise 2. Ask students to read the rubric and go through the first example with them. Put students in pairs and ask them to share their answers with the whole class.

Answers

2 tin **3** packets **4** jar **5** cartons/bottles **6** bag
7 cans/bottles **8** box

3 (T–S, S–S, S–T) ★★ Exercise 3. Put students in pairs and have them complete the sentences but writing out the prices in full. Go through the first example with them. Students can check their work together before you check answers with the whole class.

Answers

2 one dinar ninety-six
3 sixty piasters
4 one dinar fifteen
5 five dinars twenty-five
6 two dinars twenty
7 five dinars thirty-one
8 four dinars fifty
9 eighty-one piasters

4 (T–S, S–S, S–T) ★★★ Exercise 4. Put students in pairs and have them complete the sentences, choosing first the appropriate container for each food and then writing out the prices in full. Go through the first example with them. Students can check their work together before you check answers with the whole class.

Answers

2 bottle of water – one dinar twenty-nine
3 jar of mayonnaise – two dinars eighty-seven
4 box of chocolates – three dinars ninety-five
5 carton of juice – one dinar thirty-three
6 tin of tuna – thirty-five piasters

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Put students into groups of three. Ask students to decide which foods to choose, which containers these come in and how much they cost. Allow them three or four minutes to discuss their choices before writing them down. Students can read out their lists.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Encourage students to reflect on how many different names for containers they have learnt.

HOMEWORK

Ask students to draw up a list of the contents of their fridge noting the foods and their containers. They should aim for at least ten different items and at least five different containers.

CONTINGENCY PLAN

If your students need more support with Exercise 4, put the first letter of each container on the board to help them, for example: *A b…* for number 2.

If your students need an extra challenge: After Exercise 1, ask students to write as many things as they can that you can find or buy in these containers.

OVERVIEW

Objectives: Speaking

- Understand simple, everyday conversations if conducted slowly and clearly (GSE 33 – A2).
- Understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Use simple phrases to order a meal (GSE 31 – A2).
- Use language related to food and drink (GSE 30–42 – A2–A2+).

Resources:

- SB: page 29; Word List page 64

WARM-UP (5 minutes)

(T–S, S–S, S–T) With their books closed, ask students: *Where do you usually have breakfast/lunch/dinner?* Elicit places to eat/drink (e.g. at home/a restaurant/a canteen). Put students into groups of three. Ask them to make a list of good and bad things about eating out, e.g. *it's expensive, it saves time, it's unhealthy*, etc. Set a time limit of three or four minutes. When they have finished, nominate a student from each group to share their ideas with the class and find out if others agree.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Focus their attention on the photo and elicit what students can see. Elicit a cup of coffee and a piece of cake. Refer to the rubric. Then ask students to discuss the questions in pairs. Set a time limit of two or three minutes. In feedback, ask students: *How many people like going to restaurants? How often? What do people order?* Have a brief whole-class discussion.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Tell students that they are going to listen to a conversation at a restaurant. Read the statements with the class so they know what to listen for. Play the recording once for students to decide if the statements are true or false. Then ask students to peer-check. Elicit correct answers from pairs. To add a bit of challenge, draw students' attention to the false statements, and ask them to make them true in pairs. Set a time limit of two or three minutes. Elicit true statements from pairs.

Answers
1 F – Salwa is on the phone.
2 F – Laila orders one tuna salad.
3 T
4 F – Laila's order is 11.50 JOD.

Audioscript 3.5

W = Waiter **L** = Laila **S** = Salwa

W: Hi. How can I help you?
L: Hi. I'd like ... Sorry ... Hi, Salwa.
S: Sorry, Laila. I'm on my way.
L: I'm in the restaurant! What would you like?
S: A cheese sandwich, please.
W: Are you ready to order?
L: OK. Bye. Sorry about that. Erm ... Can I have a tuna salad, please? And...
W: OK. Anything else?
L: Yes, please. A cheese sandwich.
W: We haven't got any cheese. Is chicken OK?
L: Um, maybe I can check ... No, OK. Chicken is fine.
W: Would you like any desserts?
L: Yes, I'd like a piece of carrot cake, please.
W: OK. Anything to drink?
L: Yes, a glass of apple juice, please.
W: One glass of apple juice.
L: How much is that?
W: That's 11.50 JOD, please.

TIP

It's a good idea to go through a listening task with the class before students listen, so they know exactly what to listen for. With true/false statements, go through each statement with the class, check understanding and elicit students' guesses as to which information might be wrong.

3 (T–S, S–S, S–T) Exercise 3. Refer students to the rubric and put them into pairs to answer the questions. Ask them to make notes. Set a time limit of two or three minutes. Play the recording again for students to check answers, then check answers with the class.

Answers
1 a tuna salad, a piece of carrot cake and a glass of apple juice **2** a chicken sandwich

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Ask students to study the Speaking box. Allow two or three minutes. Check that students understand *Anything else?* Drill the requests in the *Ordering* column with some substitutions, e.g. *Can I have* (*a tuna salad/cheese sandwich/white coffee*)? Then ask students to cover the *Ordering* column. Ask them to respond to questions in the *Taking orders* column with the correct expressions, e.g. *How can I help you?* (Possible response: *Can I have a ...?*). Get students to test each other. Allow three or four minutes. Then, ask students to complete the conversation from memory if they can. Students do it on their own, then check with a partner. Ask volunteers to give the correct answers.

Answers
2 ready **3** have **4** else **5** Would **6** Anything **7** How **8** That's

2 (T–S, S–S, S–T) Exercise 5. Ask students why Laila orders a chicken sandwich (they haven't got any cheese sandwiches). Read the rubric with the class. Play the recording for students to answer the question in pairs. Set a time limit of one or two minutes. Elicit the correct answer. As a follow-up question, ask students: *What happens next?* (Laila eats the sandwich!)

Answer
Salwa can't eat the chicken sandwich because she is a vegetarian.

Audioscript 3.6

L = Laila **S** = Salwa

L: Hi. You're late.

S: I know. Sorry. So, where's mine?

L: Here's your sandwich. They haven't got any cheese sandwiches, so this is chicken. Is that OK?

S: Um, I'm a vegetarian.

L: Oh, sorry. Can I have your sandwich, then? I'm really hungry!

3 (T–S, S–S, S–T) Exercise 6. Put students into pairs and ask them to practise the conversation in Exercise 4. Set a time limit of two or three minutes. Students swap roles and practise again. When they have finished, ask one or two pairs to perform their conversations for the class.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 7. Divide students into A and B pairs. Ask Student A to turn to page 74 and Student B to turn to page 75. Give students one or two minutes to read the information. Go round and help with ideas where necessary, and check students understand what to do. Have students practise their conversations in pairs. Set a time limit of three or four minutes. When students have finished, ask them to swap roles and repeat the conversation. Ask one or two pairs to perform their conversations for the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of three or four food items they/their family often throw away.

CONTINGENCY PLAN

If your students need more support with the listening tasks Exercises 2 and 3, pause the audio after each key piece of information to help them to answer.

If your students need an extra challenge: After Exercise 4, ask students to try practising the conversation from memory.

OVERVIEW

Objectives:

- Follow the main points in a simple audio recording, if provided with written supporting material (GSE 37 – A2+).
- Use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns (GSE 43 – B1).
- Understand short written notices, signs and instructions with visual support (GSE 21 – A1).
- Initiate and respond to simple statements on very familiar topics (GSE 30 – A2).
- Discuss everyday, practical issues when the conversation is conducted slowly and clearly (GSE 49 – B1).

Vocabulary:

- quantifiers: *a lot of, too many, too much, a few, a little, not many, not much*

Resources:

- SB: page 30; Grammar Reference page 69; Word List page 64
- Online resource: Photocopiable Resource 13
- Assessment: Grammar Quiz Unit 3 Lesson 4

WARM-UP (5 minutes)

(T–S, S–T) Ask students to keep their books closed and to share with the class the lists they made at home of types of food they/their families often throw away. Ask students to compare. Have a quick whole-class discussion about common foods they throw away. Ask students: *What can we do to reduce food waste?* Elicit students' ideas and have a brief whole-class discussion.

PRESENTATION (20 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to read the food items in the box. Put students into pairs to discuss the question. Set a time limit of two or three minutes. Then put pairs together in groups of four to compare their ideas. When they have finished, ask students to share their ideas with the class and find out if others agree.

Answers
Students' own answers

2 (T–S, S–T) Exercise 2. Tell students that they are going to listen to an interview with an expert. Play the recording once and ask students to check their answers to Exercise 1.
Elicit the correct answers. Ask students if these items are in the lists they made at home. Ask students if they think their family wastes a lot of food and what they could do to reduce food waste. Have a whole-class discussion and write their ideas on the board. Then play the last part of the interview and get students to note down the three suggestions the expert makes (*check there isn't much food before you buy more; stop buying too many things at one time; check the use-by dates on food and eat it when it's fresh*).

Answers
bread, milk, potatoes

Audioscript 3.7

A lot of us waste too much food. Unfortunately, not many people try to change this situation. Guess how many meals the average British family wastes every month. Twenty-four. That's a lot of food and a lot of money: around 60 JOD a month or 700 JOD a year! But what food do you think people waste most often? Surprisingly, it's not cheese, vegetables, or meat, but everyday food like bread, potatoes and milk. And we don't just waste a little bread or milk, but 24 million pieces of bread and 5.9 million glasses of milk every day! And what about potatoes? If we each throw away a few potatoes, altogether that's 5.8 million potatoes. That's a lot of chips! Food waste is a serious problem. Here are some simple ways to avoid food waste: Check there isn't much milk in the fridge before you buy more. Stop buying too many things at the supermarket at one time. Check the use-by dates on food and eat it when it's fresh. Let's stop food waste!

3 (T–S, S–S, S–T) Exercise 3. Focus students' attention on the sentences. Students decide if the nouns are countable or uncountable individually, then check in pairs. Don't give any answers yet. Get students to notice which quantifiers are used with countable and uncountable nouns. Ask students to study the Grammar box and to check their answers.

Answers
2 C **3** U **4** C **5** C **6** U

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

PRACTICE (5 minutes)

(T–S, S–T) Exercise 4. Ask students to look at the poster and ask them what it is about. Take answers. Give students two or three minutes to read the poster and circle the correct answers. Weaker students can work in pairs. Check answers with the class and discuss which advice they think is best.

Answers
1 much **2** little **3** few **4** many **5** a lot of

PRODUCTION (10 minutes)

1 (T–S, S–S, S–T) Exercise 5. Ask students to write sentences about their kitchen on their own. Go round and help with vocabulary where necessary. Set a time limit of three or four minutes. Then have students compare their sentences in pairs. You could add a stage where students give their partner tips to avoid wasting food, e.g. A: *There are too many eggs in my fridge*. B: *Check the use-by date/Make a cake for your friends/Make some omelettes for breakfast*. When they have finished, ask a few students to share their advice with the class.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 6. Put students into new pairs and ask them to ask and answer the questions. Invite pairs to share their ideas with the class.

Point out that Jordan is well-known for having one of the lowest numbers of homeless people in the world thanks to the strong sense of community and mutual support among Jordanians, which is why not many people do not have enough food.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

You could assign Grammar Quiz Unit 3 Lesson 4 as homework.

CONTINGENCY PLAN

If your students need more support with Exercise 5, put a list of suitable items they can use to answer on the board.

If your students need an extra challenge: After Exercise 5, ask them to write a similar list but about what there is in a restaurant they know.

There is a downloadable photocopiable resource number 13 to use.

OVERVIEW

Objectives:

- Use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns (GSE 43 – B1).
- Understand short written notices, signs and instructions with visual support (GSE 21 – A1).
- Initiate and respond to simple statements on very familiar topics (GSE 30 – A2).
- Discuss everyday, practical issues when the conversation is conducted slowly and clearly (GSE 49 – B1).

Vocabulary:

- quantifiers: *a lot of, too many, too much, a few, a little, not many, not much*

Resources:

- SB: page 30
- WB: page 23

WARM-UP (5 minutes)

(T–S, S–T) Remind students that we use different words to describe quantities depending on whether the item can be counted or not. Ask them to call out some quantifiers they know.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Read aloud the quantifiers in the heading. Ask students to work in pairs to choose the correct quantifier. Set a time limit of two or three minutes. Then ask one of each pair to read out their choice and find out if the rest of the class agrees.

Answers
1 a lot of **2** much **3** little **4** many **5** few

2 (T–S, S–S, S–T) ★★ Exercise 2. Read aloud the quantifiers in the box. Ask students to work in pairs to choose the correct quantifier to complete the sentence. Set a time limit of two or three minutes. Then ask one of each pair to read out the complete sentence and find out if the rest of the class agrees.

Answers
2 much **3** few **4** lot **5** much **6** little **7** of

3 (T–S, S–S, S–T) ★★★ Exercise 3. Ask students to read the rubric and remind them to read the whole text first. Go round and help with vocabulary where necessary. Read through the first example. Set a time limit of three or four minutes for students to work in pairs or small groups. Have a whole-class discussion to see if everyone agrees on the answers.

Answers
2 many **3** lot **4** little **5** much **6** not

PRODUCTION (15 minutes)

(T–S, S–S, S–T) Exercise 4. Set a time limit of three or four minutes for students to work in pairs or small groups. Ask them to write three or four sentences using the questions in the rubric as prompts. Ask students to read aloud their sentences to the whole class.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Check if students are clear on how to use quantifiers by calling out a few words, e.g. *carrots, bread, tomatoes, milk* and ask them to say if they are countable or uncountable.

HOMEWORK

Ask students to write a few sentences about dinnertime in their homes. What time do they eat? Who is at the table? Who does the cooking?

CONTINGENCY PLAN

If your students need more support with Exercise 3, write the answers on the board but in the wrong order. Students write them in the correct order,.

If your students need an extra challenge: After Exercise 4, ask students to describe what people eat when they go on a picnic.

03 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives: Listening

- Use language related to job descriptions and types of work (GSE 30–42 – A2–A2+).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) (GSE 47 – B1).
- Recognise phrases and content words related to basic personal and family information (GSE 30 – A2).
- Understand the main information in short, simple dialogues and familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Use language related to utensils, appliances and tableware (GSE 30–42 – A2–A2+).
- Ask and answer questions about habits and routines (GSE 38 – A2+).

Vocabulary:

- Jobs: *baker, butcher, chef, dietitian, food photographer, restaurant reviewer, waiter*
- Cutlery and utensils: *bowl, cup, fork, glass, knife, plate, spoon*

Resources:

- SB: page 31; Word List page 64
- Online Resource: Photocopiable Resource 14

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to keep their books closed. Write a short shopping list on the board, e.g. *fruit and vegetables, bread, meat*. Ask students: *Where do you buy them?* Elicit*: at the greengrocer's, the baker's, the butcher's*. Put students into pairs. Ask them to write as many jobs that have a connection with food as possible. Allow two minutes. When they have finished, elicit their answers and write them on the board. Possible answers: *chef, cook, pastry chef, baker, butcher, barista, waiter, food journalist*.

PRE-LISTENING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books. Refer students to the rubric. Go through the first example with them. Put them into pairs to match the jobs and definitions. Set a time limit of two or three minutes. Weaker classes can use dictionaries/their mobile devices to help where necessary. Elicit answers from pairs. Ask students: *Which job is interesting/exciting/boring/useful?* and have a brief whole-class discussion.

Answers

2 baker **3** waiter **4** restaurant reviewer **5** butcher
6 food photographer **7** chef

WHILE LISTENING (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Ask students if they know anyone who does any of the jobs in Exercise 1. Take answers. Tell students they are going to listen to someone called Hala talking about her job. Read *Active Listening* as a class. Play the recording for students to listen to and decide what her job is. Students compare answers in pairs. Check answers with the class.

Answer

She's a food photographer.

Audioscript 3.8

H = Hala

H: I love food. I love eating it and I also love looking at it. I visit a lot of good restaurants and some amazing chefs come to my studio. So I see and try some fantastic food. I enjoy cooking too but I'm not a professional. There's actually another food photographer who's a chef, too. He's quite famous – Adel Allaham. When he photographs food, he also cooks a meal for everyone!

2 (T–S, S–S, S–T) Exercise 3. Ask students what they remember about Hala's job. Read the questions with the class so they know what to listen for. Read the rubric with the class, then play the recording again for students to listen and answer the question. Allow one minute for students to compare answers in pairs. Then elicit the correct answer.

Answer

question 1

POST-LISTENING (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Refer students to the rubric. With weaker classes, go through each sentence first with the class and elicit the type of information missing from each sentence. Play the recording. Set a time limit of three or four minutes. Students peer-check. Elicit correct answers from pairs.

Answers

1 food photographer **2** Burgers, ice cream **3** fruit, vegetables
4 bin

Audioscript 3.9

I = Interviewer **H** = Hala

I: Can I start with a general question: Is food important to you personally?

H: I love food. I love eating it and I also love looking at it. I visit a lot of good restaurants and some amazing chefs come to my studio. So I see and try some fantastic food. I enjoy cooking too but I'm not a professional. There's actually another food photographer who's a chef too. He's quite famous – Adel Allaham. When he photographs food, he also cooks a meal for everyone!

I: Nice! So what equipment do you need as a food photographer? Can I just use my phone?

H: Cameras on phones are OK if you write a blog in your free time. But I use a proper camera – a digital camera. You also need a tripod – when you photograph food it is important to keep the camera very still and a tripod is something with three legs which can do this. And you can't hold a heavy camera for a long time.

I: Yes, that's hard. What food is difficult to work with?

H: Burgers are really hard. The bread starts to look terrible very quickly. It becomes wet from the meat. So, we don't cook the burger completely. And we paint it with a brown colouring. It sounds terrible, I know! Ice cream is also a

problem because it melts quickly. Some photographers 'make' ice cream from potatoes!

I: Really? That's amazing. What tips do you have for food photographers?

H: Never use the flash on the camera. The bright light of a flash is not good for photographing food. It's better to use natural light, so put the food near a window. There are also a few tricks to food photography, of course. For example, we often spray a little water on fruit and vegetables, or we paint meat with a little oil. It's cheating but they make food look fresh.

I: Clever. So what happens to the food after you finish your work?

H: Well, a lot of it goes in the bin, I'm afraid. You can't eat it. We don't waste everything, though. If it's a salad or something cold and it hasn't got any dangerous chemicals on it, then someone usually eats it.

2 (T–S, S–S, S–T) Exercise 5. Ask students to look at the photos. Elicit the food students can see, and write any new words/phrases on the board. Elicit where the food is (plate, bowl, cup or glass). Then refer students to the rubric. Set a time limit of two or three minutes. Then play the recording for feedback. For extra practice, ask students to think of three typical dishes from their country. Then they write three sentences about where they put them or how they eat them. Weaker students can work in pairs.

Answers
a glass **b** cup **c** plate **d** fork **e** knife **f** spoon **g** bowl

Audioscript 3.10

1

Some foods look quite boring in photographs. A glass of juice, for example. In this photo, there is also a slice of mango. And I like the glass. It's modern.

2

There's a pretty blue cup and saucer in this photo of a cup of coffee.

3

White plates are usually the best for food photography. We can see the beautiful colours of the fruit. They contrast with the brown and silver knife and fork.

4

In this photo, there's a bowl of soup. There's also a pretty spoon. I like the green soup and the decoration on the top.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Read the rubric with the class. Students complete the sentences on their own. Set a time limit of two or three minutes, then ask volunteers to read out the questions to the class for feedback. Check stress and intonation. Then put students in pairs to ask and answer the questions. Allow about five minutes. When they have finished, ask students to share any interesting information they found out with the class.

Answers
2 bowl **3** glass **4** knife, fork

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about their favourite restaurant and make notes. They should include some information about the restaurant and the reasons they like eating there. This will be used in Lesson 6A.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 4, pause the audio after each sentence they need to complete so they have time to write. Repeat the sentence if necessary.

If your students need an extra challenge: After Exercise 6, ask students to write questions for the remaining words from Exercise 5 (cup, plate, spoon). They can then ask and answer the questions with partner.

There is a downloadable photocopiable resource number 14 to use.

03 LESSON 5B VOCABULARY (WB)

OVERVIEW

Objectives:

- Use language related to job descriptions and types of work (GSE 30–42 – A2–A2+).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) (GSE 47 – B1).
- Recognise phrases and content words related to basic personal and family information (GSE 30 – A2).
- Understand the main information in short, simple dialogues and familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Use language related to utensils, appliances and tableware (GSE 30–42 – A2–A2+).
- Ask and answer questions about habits and routines (GSE 38 – A2+).

Resources:

- SB: page 31; Word List page 64
- WB: page 24

WARM-UP (5 minutes)

(T–S, S–T) Remind students about the past tense and practise a few pairs of words with them, e.g. *go / went*, *have / had*, *sing / sang*, *bake / baked*.

PRACTICE (25 minutes)

1 (T–S, S–T) ★ Exercise 1. Tell students that these words are all jobs that came up in the last lesson. Ask the students to name the five vowels before they start (*a, e, i, o, u*) and write them on the board if necessary. When students have finished, check answers as a class, eliciting the meaning of each job at the same time.

Answers
1 waiter **2** baker **3** food photographer **4** dietitian
5 restaurant reviewer **6** chef **7** butcher

2 (T–S, S–T) ★ Exercise 2. Tell students that each word should only be used once. Give students time to complete the exercise individually. Then check answers as a class. Discuss with the class whether any other options could also make sense, e.g. *2 a cup of soup, 3 a glass of coffee, 6 a big knife.*

Answers
1 knife **2** bowl **3** cup **4** spoon, fork **5** glass **6** plate

3 (T–S, S–T) Exercise 3. Read aloud the *Active Pronunciation* box. Ask students to practise making the two *oo* sounds. Play the recording. Students listen and repeat.

4 (T–S, S–T) Exercise 4. Play the recording again. Set a time limit of two or three minutes while students put the words in the correct column. Go through the answers with the whole class.

Answers
/uː/ school, cool, soon
/ʊ/ book, cook, foot

Audioscript 3.12

food
good
foot
cool
book
soon
cook
school

5 (T–S, S–T) Exercise 5. Ask students to listen to the recording and write the words in the correct columns. You may need to play the recording several times and pause it after each word. Go through the answers with the whole class.

Answers
oo: roof
ue: true, blue
ou: routine, you
u: rule, June
ui: juice, fruit
ew: new, few

Audioscript 3.13

spoon
rule
new
juice
true
routine
you
fruit
June
few
blue
roof

6 (T–S, S–T) Exercise 6. Remind students that the /ʊ/ sound can be made with other vowels. Ask students to listen to the recording and write the words in the correct columns. You may need to play the recording several times and pause it after each word. Go through the answers with the whole class.

Answers
1 woman **2** put, pull **3** look, wood

Audioscript 3.14

1 wolf woman
2 put pull
3 look wood

7 (T–S, S–T) Exercise 7. Ask students to listen to the recording carefully to identify the word with the different vowel sound. You may need to play the recording several times and pause it after each group of words. Go through the answers with the whole class.

Answers
2 music **3** good **4** afternoon **5** butcher **6** foot

Audioscript 3.15

1 food cook pool
2 full put music
3 roof balloon good
4 afternoon cook look
5 fruit butcher juice
6 foot queue tuna

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 8. Set a time limit of three or four minutes for students to work in pairs or small groups to discuss which foods they do and don't like the taste of and then write three or four sentences. Ask students to read aloud their sentences to the whole class.

Answers
Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Check if students are clear on the different vowel sounds by writing a few words on the board and asking them to put them in two columns, i.e. /uː/ and /ʊ/.

HOMEWORK

Ask students to write a short poem using as many /uː/ and /ʊ/ words as they can.

CONTINGENCY PLAN

If your students need more support with Exercise 1, say each word to help students to answer.

If your students need an extra challenge: After Exercise 8, ask students to write sentences about what their partner or other people in their group said about their likes and dislikes.

03 LESSON 6A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Use language related to restaurant experience (GSE 30–42 – A2–A2+).
- Identify the main topic and related ideas in a simple structured text (GSE 42 – A2+).
- Identify specific information in simple letters, brochures and short articles (GSE 37 – A2+).
- Understand simple phrases related to familiar, everyday activities (GSE 30 – A2).
- Ask and answer questions about habits and routines (GSE 38 – A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Express likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).

Vocabulary:

- phrasal verbs: *eat in, eat out, find out, give out, give up, help out, sit down*

Resources:

- SB: pages 32–33; Word List page 64
- TB: Culture Notes page 116

WARM-UP (5 minutes)

(T–S, S–S, S–T) Before they open their books, tell the class about your favourite restaurant and why you like it. Put students into pairs to compare the notes they made for homework about their favourite restaurant. When they have finished, ask a few students if they would like to visit the restaurant their partner told them about and give reasons.

PRE-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books and look at photos A and B. Ask students what they can see. Elicit: *restaurants* and other language (furniture, items on the tables, etc.). Ask: *Where do you think the restaurants are? What kind of food can people eat there?* Have a quick class discussion. Put students into pairs to discuss the questions. Set a time limit of two or three minutes. When they have finished, ask a few students to share their answers with the class and find out if others agree.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Check understanding of *ethical* (morally good or correct). Read the rubric with the class. Put students into groups of three to discuss the ideas in the box. Set a time limit of three or four minutes. Then ask each group to share ideas with the rest of the class. Elicit students' answers and have a brief class discussion.

Answers
Students' own answers

WHILE READING (10 minutes)

TIP

Tell students that when they read a text quickly to confirm an idea, they are 'skimming'. Skimming will help them to understand the general message. Tell students that very often in real life we read and analyse texts in more details to find specific information we need. This is called 'scanning'.

1 (T–S, S–T) Exercise 3. Ask students to listen to and read the text individually and check if some of their ideas in Exercise 2 are there. Set a time limit of three minutes. Check answers with the class.

Answers
All of these can define an ethical restaurant.

2 (T–S, S–S, S–T) Exercise 4. Put students into pairs. Ask them to read the text again and answer the questions. Set a time limit of two or three minutes. Have students compare answers in pairs. Check answers with the class. Answer any questions students have about vocabulary in the text.

Answers
1 It saves money and people can choose their ingredients. **2** People who cannot afford to eat well. **3** The customers at the restaurant. **4** $1 **5** Thirty to forty every day. **6** Thirty. **7** £4.50

POST-READING (5 minutes)

(T–S, S–S, S–T) Exercise 5. Ask students to look at the highlighted verbs. Ask students if they know what these verbs are called and why they are different from other verbs (students encountered phrasal verbs in Unit 1). Elicit correct answers. Then put students into pairs to do the exercise. Set a time limit of two or three minutes. Ask volunteers to give the correct answers. To check that students understand their meaning, you could ask them to make new sentences with each phrasal verb.

Answers
1 find **2** down **3** out **4** help **5** up **6** give

PRODUCTION (10 minutes)

1 (T–S, S–S, S–T) Exercise 6. Ask students to write questions on their own. Go round and check students are forming questions correctly. Set a time limit of three or four minutes. Weaker students can work in pairs. Once they have finished, put all students into pairs to ask and answer the questions. Set a time limit of two or three minutes. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 7. Ask students to discuss the questions in pairs. You could open it up into a class discussion. If students never go to restaurants, they could talk about the ones they would like to go to.

Answers
Students' own answers

3 (T–S, S–S, S–T) Exercise 8. Ask students: *What food apps do you know/use?* Elicit their ideas and find out how many other students use them. Go through the information about the app with the class and check understanding where necessary. Play the recording. Have students choose the best answers. Then, students peer-check. Elicit the correct answers. Ask students what they think about the app. Take answers.



Answers
1 food **2** dishes **3** area **4** pay online

Audioscript 3.17

Get it is an app. It helps to stop food waste in restaurants. They use it to say how many dishes they've got at the end of the day and what their price is. (The price is usually very low.) To find a *Get it* meal, you can search by area on a map or by the name of a restaurant. Then you simply order, pay online and collect your meal. It's really easy! And you can eat restaurant food at home.

4 (T–S, S–S, S–T) Exercise 9. Read the questions together as a class and check comprehension. Then give students time to discuss in pairs before asking some volunteers to share their thoughts with the class.

Answers
Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes about a popular restaurant in their area. They should include some information about it (e.g. its name, where it is, etc.) as well as reasons why they think it is so popular.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 6, write four questions they can use but leave gaps for the phrasal verbs. They can add these.

If your students need an extra challenge: For Exercise 6, ask them to write questions for all the phrasal verbs.

There is a downloadable photocopiable resource number 14 to use.

03 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Explain what they like or dislike about something (GSE 40 – A2+).
- Identify specific information in simple letters, brochures and short articles (GSE 37 – A2+).
- Use capital letters appropriately (GSE 28 – A1).

Resources:

- SB: pages 34–35; Word List page 64
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T–S, S–S, S–T) Exercise 1. Put students into pairs to ask and answer the questions. Then, put students into small groups of three or four to discuss different restaurants in town they know and they like going to.

Answers

Students' own answers

PRACTICE (25 minutes)

1 (T–S, S–S, S–T) Exercise 2. Ask students to look at the photo at the top of the page and elicit that it shows fish and chips. Put students into pairs to read review 1 and answer the questions, then check in pairs. Elicit correct answers from pairs.

Answers

1 TradFood **2** Shepherd's Pie **3** The traditional theme, the comfortable chairs (the food and the staff). **4** Two, in Bram Street and Ivybridge Lane, both in London. **5** All day, Monday to Sunday.

2 (T–S, S–S, S–T) Exercise 3. Ask students to look at review 1 again and find any words that have capital letters. Take a few examples. Then ask students to do the exercise in pairs. Ask volunteers to share their ideas with the rest of the class.

Answers

All the boxes should be ticked except parts of the day.
countries/nationalities: British
days/months: Monday, Sunday, September
the pronoun 'I': I really like the traditional theme ...
names of cities and streets: Bram Street, Ivybridge Lane, London
new sentences: TradFood ..., It's very ..., As you can guess ... etc.
people's names/surnames: Ramzi Aladib

3 (T–S, S–S, S–T) Exercise 4. Ask students to correct review 2 individually. Set a time limit of two or three minutes. Students peer-check. Elicit correct answers.

Answers

Tokyo, I, Everything, You, Monday, Sunday

4 (T–S, S–T) Exercise 5. Ask students to read review 2 again and answer the questions. Check answers with the class.

Answers

1 It's in Tokyo, Japan. **2** Everything looks and smells beautiful, you get a free biscuit with your coffee, the food is fantastic and everything looks very pretty. **3** The staff are friendly and helpful. **4** Because it can get busy.
5 Monday to Sunday between 11 a.m. and 8 p.m.

5 (T–S, S–S, S–T) Exercise 6. Ask students to read the Writing box and the examples from the first review. Put students into pairs and ask them to find similar examples in the second review. For clarity, you could ask students to highlight the different information relating to each bullet point in the Writing box in different colours.

Answers

Name and type of restaurant: Flower Market Restaurant. It sells plants and flowers.
Description: Full of fresh flowers and plants.
Menu and favourite dish: Many different types of tea.
Particularly like: Everything looks really pretty, and the staff are really friendly and helpful.
Location and opening hours: Central Plaza, 11 a.m. to 8 p.m. Monday to Sunday.

TIP

Provide students with some tips for making their review interesting. Have students brainstorm some ideas. Ask, *What makes a review interesting?* Take some answers and write them on the board (Ideas: easy, short/not too long, nice pictures, facts, useful information, not too positive/too negative, experience of real people). Then, you could elicit some more ideas about readership, medium, styles and language, e.g. you need to think about who will read your review (elicit examples), where it will be published (elicit examples), what the style will be (formal/informal) and what language you will use (factual, adjectives, opinions).

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 7. Ask students to analyse the two reviews and notice how the points in the Tip box were covered. They should discuss readership, medium, styles and language in the two reviews. Invite pairs to share their ideas with the class. They can use the Graphic Organiser when they write their reviews.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Ask students which review they like best and give reasons.

HOMEWORK

Ask students to find real online reviews of their favourite restaurant. Also ask students to do the Self-assessment on page 25 of the Workbook.

CONTINGENCY PLAN

If your students need more support with Exercise 6, pair less able students with more able students who can help them find the examples.

If your students need an extra challenge: For Exercise 7, ask students to write a review of two restaurants, similar to the examples on page 35.

OVERVIEW

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

Objectives:

- All language related objectives from Unit 3.

Resources:

- SB: Grammar Reference pages 68–69; Word List page 64
- WB: pages 26–27; Self-assessment 3 page 25
- Assessment: Unit 3 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

Countable: drinks, potatoes, sardines, tomatoes
Uncountable: butter, cheese, chicken, ice cream, juice, lettuce, meat, spinach, tea, tuna, yoghurt

Exercise 2.

Answers

2 e **3** d **4** a **5** c

Exercise 3.

Answers

Restaurant jobs: chef, waiter
Shop jobs: baker, butcher
Media jobs: food photographer, restaurant reviewer

Exercise 4.

Answers

b spoon **c** glass **d** knife **e** plate **f** fork **g** cup

Exercise 5.

Answers

2 no **3** any **4** some, no **5** a, some **6** any

Exercise 6.

Answers

2 Not much **3** How many **4** a few **5** not many **6** a little
7 too much **8** too many

USE OF ENGLISH

Exercise 7.

Answers

2 chicken **3** find **4** away **5** chef **6** lunch **7** order

READING

Exercise 8.

Answers

1 It is opposite the station.
2 It is always very busy.
3 sandwiches, soup and salads
4 Thai chicken curry, Spanish paella, Italian pasta, vegetarian dishes

Exercise 9.

Answers

1 the local area
2 the number of
3 The staff
4 her birthday

SPEAKING

Exercise 10.

Answers

Students' own answers

WRITING

Exercise 11.

Answers

Students' own answers

04 UNIT 4 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 4 **School life**	Theme 1: Society Theme 2: Culture Theme 5: Welfare	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening; understanding how changes in tonic stress relate to meaning **Speaking:** shifting from teacher-guided exchanges to more independent interaction; expressing opinion and point of view **Reading:** using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; finding words that show the writer's viewpoint **Writing:** using freewriting to create personal and reflective narratives, essays and other texts; composing a coherent text of 2–3 paragraphs; revising written texts for clarity, correctness and coherence **Viewing and presenting:** understanding visual information by asking relevant questions and discussing intended meaning; responding to open-ended questions related to the visual texts	**Listening:** analyse the purpose of a presentation and evaluate motives behind it (social, commercial, political); assess audio material; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning **Speaking:** voice an opinion or point of view in meaningful, connected sentences; partake in formal exchanges and dialogues using appropriate expressions **Reading:** find words in the text that show the writer's viewpoint; determine the referent of a pronoun used in the text **Writing:** use the writing strategies of brainstorming, outlining, drafting, revising, editing and redrafting; revise written texts for clarity, correctness and coherence; use subordinating, conjunctions to link clauses, sentences and paragraphs **Viewing and presenting:** discuss personal experiences that connect with visual images

OVERVIEW

Objectives: Grammar

- Use language related to school life and equipment (GSE 30–42 – A2–A2+).
- Follow a simple conversation or narrative about familiar, everyday activities (GSE 37 – A2+).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Use the Present Continuous to refer to events at the time of speaking (GSE 30 – A2).
- Describe basic activities or events that are happening at the time of speaking (GSE 33 – A2).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Write short, basic descriptions of places, people or things (GSE 38 – A2+).
- Write a short description of familiar activities, given visual support (GSE 37 – A2+).
- Describe what they or other people are doing using simple language (GSE 33 – A2).
- Use the Present Continuous to refer to temporary situations (GSE 38 – A2+).
- Ask someone about their hobbies and activities using simple language (GSE 31 – A2).

Vocabulary:

- school life and equipment: *art room, canteen, computer room, gym, hallway, library, playing fields, science lab, staffroom*
- hobbies and activities: *do an exercise, play a game, read, sit on chairs, talk*

Resources:

- SB: pages 36–37; Grammar Reference page 69; Word List page 65
- Online resource: Photocopiable Resource 15
- Assessment: Grammar Quiz Unit 4 Lesson 1

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to keep their books closed. Write: *School subjects* on the board. Put students into pairs. Ask them to name as many school subjects as they can. Give students one minute. Take answers and write them on the board (or invite students to come up and do so). Ask students if they go to different rooms for their lessons. Take answers and have a quick class discussion. Ask students to say which rooms they go to. Elicit: *science lab, art room, gym, music room and library*.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books and refer them to the rubric. Then put students into pairs to discuss the places they go to, e.g. *On Mondays, I have classes in the computer room and the science lab. I go to the canteen every day*. Set a time limit of two or three minutes. Elicit from pairs what they have in common, e.g. *We both have science on Mondays in the science lab*.

Answers

Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Focus students' attention on the photo. Ask students what they can see (a science lab, chemicals). Ask students to read and listen to the conversation to say which places the people are in, then check in pairs. Check answers with the class.

Answers

Omar is in the hallway and then the library.
Raed is in the hallway and then the gym.
Malek is in the staffroom.

3 (T–S) Exercise 3. Read the sentences with the class and ask if they describe something which happens every day, or something happening now (*now*). Ask students to read the sentences again and choose the best answer in pairs. Allow one or two minutes. Do not give students the correct answer at this point.

4 (T–S, S–T) Exercise 4. Ask students to read the Grammar box and check their answer to Exercise 3. Allow two or three minutes. Check students' understanding by asking some questions, e.g. *Do the examples refer to everyday activities/routines?* (no); *Do they refer to something happening now?* (yes); *What verb do you use to form the Present Continuous?* (be); *What form does the main verb have?* (present participle: verb + *-ing*). Then select some verbs from the Grammar Reference on page 69 that reflect the spelling rules and write them on the board. Elicit the present participle forms and write them next to each base form. Get students to notice the spelling and work out the rule as you go along. Answer any questions students have at this stage.

Answer

We use the Present Continuous to talk about activities that ***are*** *happening now*.

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

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 5. Read the example with the class, then ask students to do the task individually. Set a time limit of two or three minutes. Then have students peer-check. Elicit correct answers from the pairs and write them on the board to check spelling.

Answers

2 isn't feeling **3** is finding out **4** is doing **5** are using

2 (T–S, S–S, S–T) Exercise 6. Go through the words/phrases in the box with the class and check understanding. Divide the class into two halves (A and B). Ask students in group A to choose one activity from the box each and mime it. Get students in group B to take turns and describe what students are doing. Repeat, swapping tasks.

Ask students to write sentences about their classmates (affirmative/negative), using the prompts, e.g. *One person is doing an exercise. A few students are reading. Our teacher isn't sitting playing a game.* Set a time limit of three or four minutes. Then have students peer-check. When they have finished, elicit answers from a few students and find out if anyone else has written the same.

Answers

Students' own answers

3 (T–S, S–S, S–T) Exercise 7. Write on the board: *I'm learning to drive.* Ask: *Am I driving at the moment?* (no) *Does this refer to an activity happening right now or a temporary activity?* (temporary). Ask students to read the *Watch Out!* box and answer any questions they have. Ask students to do the exercise in pairs. Set a time limit of two or three minutes. Check answers with the class.

Answers

2 temporary situation **3** now

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 8. Put students into pairs to discuss the questions. With weaker classes, give them a few minutes to think of their answers individually first, and make notes if they want to. Set a time limit of three or four minutes for the discussion. When they have finished, elicit answers from a few pairs and have a brief class discussion.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring a copy of their school timetable (in their own language) to the next class. Ask them to try to translate it into English.

CONTINGENCY PLAN

If your students need more support with the vocabulary in Exercise 1, ask students to say what people do in each place.

If your students need an extra challenge: For Exercise 8, ask students to say what they think people in their family are doing at the moment/this semester.

There is a downloadable photocopiable resource number 15 to use.

OVERVIEW

Objectives: Grammar

- Use language related to school life and equipment (GSE 30–42 – A2–A2+).
- Use the Present Continuous to refer to events at the time of speaking (GSE 30 – A2).
- Describe basic activities or events that are happening at the time of speaking (GSE 33 – A2).
- Write short, basic descriptions of places, people or things (GSE 38 – A2+).
- Write a short description of familiar activities, given visual support (GSE 37 – A2+).
- Describe what they or other people are doing using simple language (GSE 33 – A2).
- Use the Present Continuous to refer to temporary situations (GSE 38 – A2+).
- Ask someone about their hobbies and activities using simple language (GSE 31 – A2).

Vocabulary:

- school life and equipment
- hobbies and activities

Resources:

- SB: pages 36–37
- WB: pages 28–29

WARM-UP (10 minutes)

(T–S, S–S, S–T) Ask students what they do at school regularly. Ask students what they are doing at school this week/term. Tell them to refer to the timetables they have brought in from their previous homework to help them. Ask them to compare in pairs. As a class, review a few suggestions together from some pairs and write them on the board, e.g. *We are working on a project in Geography*. Remind students that they can use the Present Continuous to talk about something that is happening right now and also something that is a temporary situation.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Look at the example sentence as a class. Ask them if it is happening now or is a temporary situation. Ask students to put the words in order to make the other sentences. Ask them to decide if the sentences refer to something happening now or a temporary situation (now = 1, 2, 3, 5; temporary situation = 4, 6). They then compare answers in pairs. Check answers as a class.

Answers
2 Who are you talking to?
3 I'm waiting for my friends.
4 What book are you reading at the moment?
5 Our teacher is resting in the staffroom.
6 What subjects are you studying this year?

2 (T–S, S–T) ★ Exercise 2. Read the example. Make sure that students understand the tick symbol means yes and the cross means no. Students should read and answer the questions.

Answers
2 No, she isn't/she's not. **3** Yes, he is. **4** Yes, she is.
5 No, they aren't/they're not.

3 (T–S, S–T) ★★ Exercise 3. Students use the prompts to complete the mini-conversations in the Present Continuous. Check as a class.

Answers
2 We're not/We aren't watching TV, we're playing a board game. **3** No, they aren't/they're not. Raed is wearing a jumper. **4** I'm not reading a book. I'm writing an email.
5 I'm not using my phone. I'm waiting for a phone call.

4 (T–S, S–S, S–T) ★★ Exercise 4. Ask students to use the prompts to write questions in the Present Continuous. Ask them to compare their answers.

Answers
2 Where are Fatima and Maha going? **3** What are your parents watching? **4** What sport are the students playing?
5 Who is learning English at the moment?

5 (T–S, S–T) ★★ Exercise 5. Ask students to complete the text using the Present Continuous. Check answers as a class.

Remind students that with a real live feed, it is essential that everyone gives permission to be filmed before this can take place.

Answers
2 aren't/'re not talking **3** is asking **4** is raining
5 are running **6** are having **7** am making **8** is going
9 is getting **10** is ringing

6 (T–S, S–T) ★★★ Exercise 6. Students work individually to write a few sentences about the picture using the Present Continuous. Check as a class.

Answers
2 is writing some notes
3 are playing basketball
4 is reading a book
5 are chatting/talking
6 is eating an apple

PRODUCTION (5 minutes)

(T–S, S–T) Exercise 7. Students work individually to write a few sentences about what they and their friends or members of their family are doing at the moment. When students have finished, ask for volunteers to share their sentences and check answers with the class to see if others have similar answers.

Answers
Students' own answers

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to think about other things the people in the picture in Exercise 6 could be doing. They write two or three additional sentences for some of the people. Check answers with the class.

HOMEWORK

Ask students to write a live video feed about lunchtime in school, similar to the one in Exercise 5. They should mention at least three locations and six activities going on.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 7, write sample sentences on the board about your own family which they can use as a model.

If your students need an extra challenge: For Exercise 7, ask them to write at least six sentences.

04 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives: Grammar

- Use language related to school life and equipment (GSE 30–42 – A2–A2+).
- Understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly (GSE 35 – A2).
- Identify objects from spoken descriptions, if spoken slowly and clearly (GSE 30 – A2).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Vocabulary:

- school subjects: *Art, Biology, Chemistry, Digital Skills, Drama, Foreign Languages, Geography, History, Maths, Physical Education (PE), Physics*
- school equipment: *calculator, dictionary, folders, headphones, highlighter, keys, notebook, ruler, school backpack, textbook, tissues*

Resources:

- SB: page 38; Word List page 65
- Online resource: Photocopiable Resource 16
- Assessment: Vocabulary Quiz Unit 4 Lesson 2

WARM-UP (5 minutes)

(T–S, S–S, S–T) With their books closed, put students into pairs to compare their school timetables that they brought to class. If they haven't brought them, you could ask them to describe what they study, where and when in pairs, and look for things they have in common. Ask students: *What's your favourite subject?* Take answers. Ask why they like it. Ask students which subject(s) they don't like and why. Take answers. Have a quick discussion about popular subjects.

PRESENTATION (20 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Go through the rubric and the words in the box. Then, ask students to do the exercise in pairs. Weaker students can use dictionaries or their mobile devices to help. Set a time limit of two or three minutes. Elicit answers from pairs.

Answers

2 History **3** Physics **4** Chemistry **5** Physical Education/PE
6 Art **7** Maths **8** Drama **9** Digital Skills **10** Geography
11 Foreign Languages

2 (T–S, S–T) Exercise 2. Tell students that they are going to listen to extracts from six lessons. Ask students to listen to the recording and make a note of the lessons they hear. After students have listened, ask them to match the lessons to the subjects in pairs. Set a time limit of two or three minutes. Check answers with the class.

Answers

2 French/Foreign Languages **3** Maths **4** Geography
5 Digital Skills **6** Physical Education/PE

Audioscript 4.2

1

Mrs G = Mrs Ghanem **A** = Abeer

Mrs G: You can paint really well!

A: Thanks, Mrs Ghanem.

2

Mme V = Madame Vallance **D** = Dalia

Mme V: Bonjour!

Class: Bonjour, Madame Vallance.

D: Have you marked our ...

Mme V: En Français, s'il vous plait!

D: Um, yes, I mean 'oui'. Avez-vous, um... Avez-vous vérifié nos devoirs?

3

F = Fadi **H** = Hani

F: I can't do this question.

H: It's easy. Twenty-five percent is the same as a quarter – so just divide by four.

F: Oh, of course!

4

Mr R = Mr Rahhal **I** = Imad **M** = Malek

Mr R: So there are seven continents in the world. They are ...

I: Asia, Australia, Africa, Europe, North and South America and ..., um ...

M: Antarctica!

Mr R: That's right. And today we're looking at the climate in Antarctica.

5

Mr B = Mr Baqer **O** = Omar **S** = Salem

Mr B: So does anyone remember? How many bytes are there in a megabyte?

O: About a million.

Mr B: Good. And how many megabytes are there in a terabyte?

S: Is it a thousand?

Mr B: No, a thousand megabytes is a gigabyte. But what about a terabyte?

6

I = Issa **S** = Sami

I: Pass, Mazen! Pass!

S: No, have a shot, Mazen!

I and **S:** Ooooh!

3 (T–S, S–S, S–T) Exercise 3. Focus students' attention on the picture. Ask students to cover the words in the box and elicit any words students know. Then put students into pairs to match the words and objects. Set a time limit of two or three minutes. Elicit correct answers. As an extension, you could ask students to cover the box and test each other in pairs.

Answers

1 school backpack **2** headphones **4** notebook
5 textbook **6** dictionary **7** folders **8** tissues
9 highlighter **10** ruler **11** keys

PRACTICE

1 (T–S, S–S, S–T) Exercise 4. Look at the rubric. Ask students to read the words. Draw students' attention to the stress patterns. Play the recording for students to listen, paying attention to the stress patterns. Ask students to tell a partner how many syllables they think the word has. Then ask students where the stress is. Point to the symbols and give feedback. Play the recording again for students to listen and repeat. Ask volunteers to pronounce the words. Do some choral and individual drilling as necessary.

Audioscript 4.3

Science
Chemistry
Calculator
Biology
Education

2 (T–S, S–S, S–T) Exercise 5. Ask students to listen and write the words in the correct column. With weaker classes, you could write the words on the board first. Give students two or three minutes to complete the table, then ask students to peer-check. Elicit correct answers from pairs, and drill them chorally and individually.

Answers
ruler [● •]
physical [● • •]
dictionary [● • • •]
Geography [• ● • •]
information [• • ● •]

Audioscript 4.4

Dictionary
Ruler
Geography
Physical
Information

PRODUCTION (15 minutes)

(T–S, S–S, S–T) Exercise 6. Put students into pairs. Ask a pair to read the example and check understanding. Allow five minutes for pair work. Then ask a few pairs to demonstrate their sentences to the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about a special day/event their school organises every year and make notes. What happens on that day?

CONTINGENCY PLAN

If your students need more support with the vocabulary task in Exercise 3, show them real items, naming each one before they number the words.

If your students need an extra challenge: After Exercise 5, ask students to find five more words that they can add to the table in Exercise 4. They can use a dictionary if necessary.

There is a downloadable photocopiable resource number 16 to use.

04 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Use language related to school life and equipment (GSE 30–42 – A2–A2+).
- Understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly (GSE 35 – A2).
- Identify objects from spoken descriptions, if spoken slowly and clearly (GSE 30 – A2).
- Answer simple questions about their life and experiences (GSE 35 – A2).

Vocabulary:

- school subjects
- school equipment

Resources:

- SB: page 38; Word List page 65
- WB: page 30

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to make a note of what their favourite three school subjects are and why. Ask them to compare in pairs and then check a few examples as a class.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Look at the example as a class. Tell students to complete the school subjects with one letter in each gap. Check answers as a class.

Answers

2 Physical Education **3** History **4** Chemistry **5** Foreign Languages **6** Physics **7** Digital Skills **8** Maths **9** Art **10** Drama **11** Geography

2 (T–S, S–T) ★★ Exercise 2. Students should complete the questions with the words from the box. There are two extra words.

Answers

2 calculator **3** folder **4** dictionary **5** backpack **6** ruler **7** textbooks **8** highlighter

3 (T–S, S–T) ★★ Exercise 3. Students use the words in the box to complete the conversation. Check as a class.

Answers

2 dictionary **3** Foreign **4** ruler **5** calculator **6** Maths **7** headphones

4 (S–S) If there is time, ask students to read the conversation out together three times: 1 reading the text, 2 referring to the text when they need it and 3 finally without the text, from memory.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 4. Students work individually to write a few sentences about the most important things they need to take to school. They should explain why they are important and for which lessons. They should compare their answers in pairs. When students have finished, ask for volunteers to model the sentences and check answers with the class to see if others have similar answers.

Suggested answers

A textbook is important for History as it helps you follow the lesson more easily.
A calculator is important for Maths and Physics as it helps with calculations. It makes sure the answers are accurate and arrived at quickly.

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to think about other things they use in the classroom, e.g. *a tablet*, *a laptop*, *a pencil case*, *a football*, *a paintbrush*. They write two or three additional sentences about the lessons where these are used. Check answers with the class.

HOMEWORK

Ask students to make a short video or information sheet to explain to someone new coming to their school about the equipment they will need to bring with them and what equipment the school supplies.

CONTINGENCY PLAN

If your students need more support with Exercise 1, say each word before students write them.

If your students need an extra challenge: After Exercise 4, students work in pairs and play a game. They name the things they are taking to a lesson. Their partner guesses the lesson.

OVERVIEW

Objectives: Grammar

- Describe what they or other people are doing using simple language (GSE 33 – A2).
- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Give simple opinions using basic fixed expressions (GSE 34 – A2).
- Tell when to use the Present Simple and when to use the Present Continuous (GSE 29 – A1).
- Understand short, simple personal emails and letters (GSE 37 – A2+).
- Answer simple questions about their daily activities or routines, given a model (GSE 29 – A1).

Resources:

- SB: page 39; Grammar Reference page 70; Word List page 65
- TB: Culture Notes page 116
- Online resource: Photocopiable Resource 17
- Assessment: Grammar Quiz Unit 4 Lesson 3

WARM-UP (5 minutes)

(T–S, S–S, S–T) With their books closed, put students into pairs to discuss the special day or event their school organises that they made notes on for homework. When they have finished, ask a few students to share what their partner told them with the class. You could have a vote via a show of hands as to which day or event they like best.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Put students into pairs to discuss the questions. Set a time limit of two or three minutes. Ask pairs to share their ideas with the rest of the class and explain why they think it is/isn't a typical day and have a brief class discussion. Then ask students to read the article and check their answers. Have students check in pairs. Ask a few follow-up questions: *Why is this a special day? What happens on this day?* (Students don't write essays, they have discussions and improve their listening and speaking skills.)

Answers

1 To improve students' listening and speaking skills.
2 Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Remind students of the uses of the Present Continuous in Lesson 1A (temporary situations and things happening now). Look at the rubric with the class. Put students into pairs to do the exercise. Don't give any answers yet. Ask students to read the Grammar box to check their answers to Exercise 2. Ask concept-checking questions using the examples in Exercise 2, e.g. *Which actions happen regularly?* (*we usually practise*); *Which action is happening at the time of speaking?* (*we're talking*); *Can you give me an example of a temporary situation?* (*the book we're reading this term*). Ask students: *Which present form do we use for regular actions?* (Present Simple); *When do we use the Present Continuous?* (for temporary situations or actions happening at the time of speaking).

Answers

2 PS, PC for now, PC temporary

Refer students to the Grammar Reference section on page 70 of the Student's Book for more information.

3 (T–S, S–S, S–T) Draw students' attention to the time expressions that help students understand the context. Write: *always, this term, right now, at the moment* on the board and elicit which expressions we use with the Present Simple and which we use with the Present Continuous. Ask students to write a true sentence with each time expression. They could write about hobbies or school. Monitor and check students are forming the sentences correctly. Allow two or three minutes. When they have finished, put students into groups of three and get them to share their sentences to find out if they have anything in common.

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 3. Refer students to the rubric. Ask students to work individually to complete the sentences, then check answers in pairs. Elicit correct answers from pairs.

Answers

1 have **2** Are you eating **3** happens **4** 'm learning
5 Do you eat

2 (T–S, S–S, S–T) Exercise 4. Ask students to read the email text quickly. Allow one or two minutes. Ask students what happens on Takeover Day (students take the role of adults). Ask students to complete the email on their own. Set a time limit of two or three minutes. Ask students to peer-check. Ask volunteers to give the correct answers. Ask students which role they would like to take and have a brief class discussion.

Answers

2 become **3** are **4** am sitting **5** have **6** am enjoying
7 are listening

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Put students into groups of three to discuss the questions. Set a time limit of four or five minutes. When they have finished, call on a student from each group to report back any interesting information to the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Grammar Quiz 4 as homework.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 5, write the answers for yourself which students can use as a model for their answers.

If your students need an extra challenge: For Exercise 5, ask students to say what they do after school every day.

There is a downloadable photocopiable resource number 17 to use.

04 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives: Grammar

- Describe what they or other people are doing using simple language (GSE 33 – A2).
- Understand short, simple texts about everyday activities (GSE 31 – A2).
- Give simple opinions using basic fixed expressions (GSE 34 – A2).
- Tell when to use the Present Simple and when to use the Present Continuous (GSE 29 – A1).
- Answer simple questions about their daily activities or routines, given a model (GSE 29 – A1).

Vocabulary:

- daily routine: *cooking, eating, listening, playing, reading, sitting, sleeping, talking, walking, watching, wearing, working*

Resources:

- SB: page 39; Grammar Reference page 70; Word List page 65
- WB: page 31

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to make a note of their three favourite out of school activities, e.g. *cooking, playing football, watching films*, etc. and to say why. Then they compare their answers in pairs.

PRACTICE (20 minutes)

1 (T–S, S–T) ★ Exercise 1. Look at the example as a class. Tell students to complete the sentences with the verbs given in bold. Make sure they realise the phrases in bold can go in either gap. Check answers as a class.

Answers

2 are running, play football **3** isn't reading, reads **4** watch, are watching **5** are talking, talk

2 (T–S, S–T) ★ Exercise 2. Students should match questions 1–8 with short answers a–h.

Answers

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

3 (T–S, S–T) ★★ Exercise 3. Students use the words in the box to complete the text. Check as a class.

Answers

1 Once **2** moment **3** is watching **4** don't **5** are **6** usually **7** shows **8** is buying

4 (T–S, S–T) ★★★ Exercise 4. Ask students to read the answers and write questions in the Present Simple or the Present Continuous.

Suggested answers

2 What's your dad doing (at the moment)?
3 What time do you usually go to bed?
4 What is your brother wearing?
5 Who are you sitting next to today?
6 Who do you usually sit next to?/Do you usually sit next to Ali?
7 How many times a week do you play sports?
8 What book are you reading?

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Students work individually to write a few sentences about their normal day and what they are doing today which is different. They should compare their answers in pairs. When students have finished, ask for volunteers to model the sentences and check answers with the class to see if others have similar answers.

Suggested answers

Normally I eat a light breakfast and then get the bus to school. But today, I am making a big lunch. I am going to the forest with my family.

WRAP-UP (10 minutes)

(T–S, S–S, S–T) Ask students to think about other things they might do which is different to their normal routine. Give them five minutes to write a list and then share in pairs. Write all their suggestions on the board and ask the class to vote with a show of hands on which they would most like to do.

HOMEWORK

Ask students to think about the list written on the board in the Wrap-up and write about how they would like to change their routine, e.g. *I want to change my routine and* ... eat more fruit ... ride a bike to school ... play basketball every Wednesday ... drink more water ... learn to do computer programming ... do my homework by 7 p.m. ... read two books a month ... go to bed by 10 p.m., etc.

CONTINGENCY PLAN

If your students need more support with Exercise 4, write the questions on the board but in the wrong order. Student write them in the correct order.

If your students need an extra challenge: For Exercise 5, ask them to imagine members of their family are doing something unusual today, too. They write about themselves and their family members.

OVERVIEW

Objectives: Reading

- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).
- Make basic inferences from simple information in a short text (GSE 38 – A2+).
- Use language related to types of school (GSE 30–42 – A2–A2+).
- Identify specific information in a simple factual text (GSE 39 – A2+).
- Understand simple phrases related to familiar, everyday activities (GSE 30 – A2).
- Use brief, everyday expressions to ask for and give personal details (GSE 32– A2).

Vocabulary

- collocations about education: *do a subject, do a project, take an exam, take a break, get a qualification, get good/bad grades, pass an exam*

Resources

- SB: pages 40–41; Word List page 65
- Online Resource: Photocopiable Resource 18

WARM-UP (5 minutes)

(T–S, S–S, S–T) With books closed, ask students: *What do you like about your school?* Take answers and find out if others agree. Alternatively, ask students to write about their school and then share ideas with a partner. Allow three or four minutes.

PRE-READING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books and look at the rubric. Students rank the statements. Then put students into groups and ask them to share their ideas. Set a time limit of two or three minutes. Have a quick class discussion about the three most important things about schools.

Answers

Students' own answers

WHILE READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Ask students to study the *Active Reading* box and teach students some techniques for extracting information from a text, e.g. get students to notice that most words used in the questions also appear in the text, before or after the correct answers. Reading questions beforehand makes the exercise easier. Tell students to highlight the words in the questions in the text. Ask students *How did you find the correct answer?* and have a brief class discussion. Then ask students to listen to and read the text and to find the numbers, names and information necessary to complete the school profile. Set a time limit of four or five minutes. Have students work individually, then they peer-check. Ask volunteers to provide the correct answers.

Answers

2 Boston **3** 9 a.m. **4** 5 p.m. **5** 250 **6** apps

2 (T–S, S–S, S–T) Exercise 3. Ask students to read the article again and answer the questions individually, then check in pairs. Allow three or four minutes. Then ask volunteers to give the correct answers to the class.

Answers

1 14–19 **2** Breakfast is free. **3** They test apps. **4** all day **5** happy and motivated

POST-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Get students to look at the highlighted phrases in the text. Check understanding by asking some questions, e.g. *Which exams are you taking this term? Do you usually pass your exams? What do you do when you fail? What qualifications do you need to be a teacher in your country?* Then, put students into pairs to do the exercise. Elicit correct answers from pairs.

Answers

1 project **2** exam, break **3** qualification, grades **4** exam

2 (T–S, S–T) Exercise 5. Ask students to read the article in one minute and say what the article is about. To add some challenge, ask students to cover the options and try to guess the words that can complete the sentences in pairs. Allow two or three minutes. Take some answers. Do not say if they are correct or incorrect. With weaker students, encourage them to look back at Exercise 4 to help if necessary. Check answers with the class.

Answers

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

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Put students into new pairs. Ask them to discuss the questions. Set a time limit of three or four minutes. Then ask pairs to swap partners with another pair and report what they heard from their previous partner. Ask pairs to share their ideas with the rest of the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a short summary about the best things about school and to list some of the activities mentioned in this lesson.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 6, put less able students in pairs with more able students who can help them to answer.

If your students need an extra challenge: After Exercise 4, ask them to write a new sentence using each of the collocations from the article in context.

There is a downloadable photocopiable resource number 18 to use.

04 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives: Listening

- Use language related to airports, aircraft and air travel (GSE 30–42 – A2–A2+).
- Understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) (GSE 47– B2).

Vocabulary:

- Adjectives: *dangerous, expensive, freezing, fun, tiny*

Resources:

- SB: page 42; Word List page 65
- TB: Culture Notes page 116
- Online Resource: Photocopiable Resource 19

WARM-UP (5 minutes)

(T–S, S–T) With their books closed, ask students: *How far is your home from school?* Take some answers. Elicit/Check the following phrases: *a ten-minute drive, a one-hour walk, twenty minutes by bus/train/bike*. Pre-teach: *journey*.

PRE-LISTENING (5 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Read the questions with the class. Put students into pairs to discuss the questions. Set a time limit of two or three minutes. When they have finished, elicit answers from a few students.

Answers

Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Focus students' attention on the photos and ask: *What can you see? What are the people doing?* Draw students' attention to the words in the box. Ask students to find the things in the photos, then check in pairs. Weaker classes can work in pairs from the start. Set a time limit of one or two minutes. Ask volunteers for the answers.

Answers

Photo A: ladder
Photo B: plane
Photo C: canal (frozen), skaters

WHILE LISTENING (10 minutes)

1 (T–S, S–S, S–T) Exercise 3. Tell students that they are going to listen to a podcast about the activities in the three photos. Ask students what they think the podcast will be about (transport, extreme sports, etc.). Then refer students to the rubric. Play the recording. Ask students to do the exercise on their own, then peer-check. Elicit correct answers from the pairs.

Answers

1 A **2** C **3** B

Audioscript 4.6

L = Lama **D** = Dana

L: Welcome to the podcast! I'm Lama.

D: And I'm Dana.

L: Today's topic is the amazing ways people travel to school. Here, have a look at this photo.

D: Are they going to school?! They're climbing up a really long ladder!

L: No, they're actually climbing down the ladder. These Chinese students are from a tiny village in the mountains. The journey to school is only a kilometre but it takes over an hour.

D: Wow! That looks like a dangerous journey for children. Do they do it every day?

L: No. The students stay near the school during the week and then at weekends, they climb up the ladders to go home and see their families. Here's a different photo.

D: OK. It looks cold – in fact, it's freezing! Lots of people are walking ...

L: They aren't walking!

D: They're skating! On ice!

L: Exactly. This is the Rideau Canal in Canada. It's over 200 kilometres long but every winter, for about two months, eight kilometres of the canal freezes. People can skate on it 24 hours a day and thousands of students skate to school every morning!

D: Ice-skating! That's a fun way to get to school.

L: Yeah. And here's the third photo.

D: Some people fly to school?!

L: Yep! Well, university. Theo Brown has classes on Wednesdays to Fridays in London. But London is really expensive, so Theo lives in Poland. And every week, he travels to university in London by plane. That's 1,300 kilometres!

D: What?!

L: Every Wednesday morning Theo flies from Poland to England. Then he stays with his cousins for two nights and flies back to Poland on Fridays. He saves $10,000 every year!

D: Really? Are you sure it's true?

2 (T–S, S–T) Ask students what the podcast is about (unusual ways to travel to school). Ask students if they know anyone who goes to school using unusual transport, e.g. *scooter, helicopter, ferry,* etc. Take answers.

3 (T–S, S–S, S–T) Exercise 4. Ask students to read the sentences and options. Set a time limit of two or three minutes. Check that students understand the options before they listen. Play the recording. Students listen again, choose the correct options and check their answers in pairs. Have a quick whole-class discussion for feedback.

Answers

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

POST-LISTENING (10 minutes)

1 (T–S, S–S, S–T) Ask students what they think of these amazing ways to travel to school. Put students into groups of three and ask them to think of one adjective for the following ways of travelling: *by skates*, *plane*, *bus* and *on foot*. Allow one or two minutes. Elicit students' adjectives, e.g. *fast/quick/slow, expensive/cheap (tickets), boring/exciting (journey)*. You could elicit *crowded, eco-friendly* and *polluting* if relevant, and check students' understanding by eliciting more examples, e.g. *Which is more polluting: a bike or a motorbike?; Are planes good for the environment/eco-friendly?*

2 (T–S, S–S, S–T) Exercise 5. Read the rubric with the class. Have students complete the sentences individually, then check in pairs. Set a time limit of two or three minutes. Then play the recording for students to listen and check. Check answers with the class.

Answers
2 dangerous **3** freezing **4** fun **5** expensive

Audioscript 4.7

1 These Chinese students are from a tiny village in the mountains.

2 That looks like a dangerous journey for children.

3 It looks cold – in fact, it's freezing!

4 Ice-skating! That's a fun way to get to school.

5 But London is really expensive, so Theo lives in Poland.

PRODUCTION (10 minutes)

Ask some questions as a class and note the answers on the board as a mindmap, e.g. *How many different ways can you think of to get to school? Which is the way you normally use? What ways would you like to try?*

Ask students to answer the question *What ways of getting to school or around your town help the environment?* in pairs. Set a time limit of three or four minutes. Encourage students to rank them in order of most environmentally friendly to least environmentally friendly. Ask students *What else can students do to help the environment?* Write these as a mindmap on the board.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to keep a diary of all the transport they use for a week and to consider if there were more environmentally friendly alternative forms of transport available.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 4, pause the audio after each key piece of information to help them to answer.

If your students need an extra challenge: After Exercise 5, ask students to write a summary of what they heard in the podcast.

There is a downloadable photocopiable resource number 19 to use.

04 LESSON 5B VOCABULARY (WB)

OVERVIEW

Objectives: Vocabulary

- Spell words with /iː/ sound (GSE TO BE ADDED)

Resources:

- SB: page 42; Word List page 65
- WB: page 32

WARM-UP (10 minutes)

(T–S, S–S, S–T) Ask students to keep their books closed. Write the following words on the board: *money, key, see, tree, leave, read*. Ask students to think about how they are pronounced. Ask different students to read out each one. What do they notice? (They all have the long vowel sound /iː/.) Ask them if they can think of any other words with the same sound. Give them two or three minutes and then ask them to compare in pairs. Check as a class adding to the words on the board.

PRACTICE (20 minutes)

1 (T–S, S–T) Exercise 1. Tell the students they are going to listen to the /iː/ sound on its own and in different words. They need to listen and repeat. Do this twice. Read the *Active Pronunciation* box as a class.

Audioscript 4.8

/iː/
keep
three
tea
see
feet
clean
free
week

2 (T–S, S–T) Exercise 2. Students listen and write seven words which have the /iː/ sound. Check as a class.

Answers and Audioscript 4.9
1 see **2** tree **3** teacher **4** seem **5** speak **6** eat **7** meet

3 (T–S, S–T) Exercise 3. Ask students to complete the table with words from Exercise 2.

Answers
ee: tree, seem, meet
ea: teacher, speak, eat

4 (T–S, S–S, S–T) Exercise 4. Students work individually to complete the words with the letters *ea* or *ee*. They should compare their answers in pairs. They then listen and repeat.

Answers and Audioscript 4.10
1 meal **2** beef **3** dream **4** teenager **5** agree **6** clean **7** cheese **8** read (although *reed* is also a word)

PRODUCTION (10 minutes)

(T–S, S–T) Exercise 5. Ask students to complete the sentences with one word in each gap. Each word has the /iː/ sound. Play the recording for the students to listen and check.

Answers
2 cream **3** sea **4** sweet **5** sleep

Audioscript 4.11

1 I play football for the school team.
2 Put the ice cream in the freezer to keep it cold.
3 Do you prefer swimming in a pool or in the sea?
4 How much sugar is in this tea? It's really sweet.
5 I'm really tired. I need to sleep.

WRAP-UP (5 minutes)

(T–S, S–T) With books closed, tell students you are going to give them a quick spelling dictation.

Read out the following words:

1 bee **2** team **3** tree **4** key **5** heat **6** feet

HOMEWORK

Ask students to think about how many words they can remember from the lesson. They should set a timer for ten minutes and write as many words as they can remember with the long vowel sound /iː/. When the time is finished they should count how many they have and also check the spelling with their notes from the lesson and a dictionary.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 5, write the answers on the board but in the wrong order. Students listen and write the answers in the correct order.

If your students need an extra challenge: After Exercise 4, ask students to write eight sentences using each word in context.

OVERVIEW

Objectives: Speaking

- Follow a simple conversation or narrative about familiar, everyday activities (GSE 37 – A2+).
- Ask for and give or refuse permission (GSE 40 – A2+).
- Use 'one/ones' to replace nouns (GSE 48 – B1).
- Ask for and give or refuse permission (GSE 40 – A2+).

Resources:

- SB: page 43; Word List page 65

WARM-UP (5 minutes)

(T–S, S–S, S–T) With books closed, ask students: *Where do you usually do your homework? Do you do your homework on your own or with your classmates?* Take answers and have a brief class discussion.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Focus students' attention on the photo and elicit what students can see. Refer students to the rubric. Ask students to ask and answer the questions in pairs. Allow two or three minutes. When they have finished, elicit answers from a few students and find out if others agree.

Suggested answers

1 in a library **2** a school project/homework

2 (T–S, S–S, S–T) Exercise 2. Ask students to look at the photo again, and ask: *What school objects can you see? Do the students look happy?* Read the rubric with the class. Play the recording. Get students to answer the questions in pairs. Then, elicit the answer from pairs.

Answers

She asks for headphones, a calculator and a ruler. Nada doesn't give her the ruler.

Audioscript 4.12

M = Muna **N** = Nada

M: Hi, is anyone sitting here?

N: Hi, Muna. No ... That's all my stuff . Sorry. That Maths video is quite loud!

M: Thanks. Can I borrow your headphones, please?

N: Yes, of course. Here you are.

M: Nada, could I borrow your calculator? Mine is at home.

N: Yes, sure. But I have Physics homework today, so I need it soon. There are apps, you know ... for your phone.

M: I know, but I don't have one. Just one more thing ... Is it OK if I use your ruler?

N: No, sorry, but you can't. I'm using it at the moment. OK?

3 (T–S, S–S, S–T) Exercise 3. Refer students to the rubric. Students complete the conversation from memory (weaker students can work in pairs), then listen to check their answers. Check students understand *stuff*. To add a bit of challenge, you could ask students to cover the conversation and tell a partner what excuses Muna is making to borrow Nada's stuff. Allow two or three minutes. Ask students to look back at the conversation to check. While they are looking at the conversation, ask students to notice how Muna is asking to borrow Nada's stuff. Elicit some examples.

Answers

1 headphones **2** calculator **3** ruler

4 (T–S, S–S, S–T) Exercise 4. Ask students to study the Speaking box. Allow two or three minutes. Check understanding of the phrases, then ask students to complete the exercise on their own. Allow one or two minutes. Then ask students to check their answers with a partner. Have a quick whole-class discussion for feedback. For extra practice, tell students to imagine they cannot find some of their things and they need to borrow them from a partner. Tell them to choose from this list: *your dictionary, textbook, pens, folder, notes*. Students take turns to ask/give permission using the Speaking box.

Answers

1 A Can I **B** of course
2 A OK if **B** I'm sorry
3 A I borrow **B** Here you

5 Point out to students that there are formal and informal expressions to ask for permission when we speak. Elicit some examples, using *could/can* and *can/may*. Ask students to complete a short conversation. Write the following on the board:

Student: Excuse me, Mrs Al-Khatib. ___ use your phone to call my parents? I'm feeling sick.

Head teacher: Yes, ___

Students could then change this from formal to informal.

Student:

Classmate:

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 5. Read the example with the class. Put students into pairs to practise asking for permission and saying *yes* or *no*. Set a time limit of five minutes. In feedback, ask a few pairs to ask for permission and respond for the class. Once students have finished, they could practise asking another five questions with more formal expressions.

Suggested answers

1 May I borrow your phone?
No, sorry, I don't have it with me.
2 Could I look at your answers?
No, you need to write your own answers.
3 Can we open the window?
Yes, of course.
4 Is it OK if I go out with my friends?
Yes, that's fine.
5 Can we take a break?
I'm sorry, we can't right now.
6 Could she use your highlighter?
Yes, that's no problem.
7 Can you move your backpack?
Yes, sure.

PRODUCTION (10 minutes)

(S–S, S–T, T–S) Exercise 6. Put students into pairs (A and B). Ask Student A to read their situation on page 74 and Student B on page 75. Allow one or two minutes for students to look at the task. Go round and offer help where necessary. When they are ready, have students role play the situation in pairs. Set a time limit of five minutes. To add challenge and extra practice, ask students to swap roles and repeat the role-play. When they have finished, ask one or two pairs to perform their role-play for the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of things they have in their backpacks and to think if they would lend each item to a classmate or not. They should list their reasons.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 3, they can listen and complete the gaps immediately, without doing it from memory.

If your students need an extra challenge: After Exercise 4, ask them to act out the dialogue from memory.

OVERVIEW

Objectives: Writing

- Describe what they or other people are doing using simple language (GSE 33 – A2).
- Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).
- Write simple informal online postings giving news or opinions (GSE 46 – B1).
- Use a range of pronouns and adverbials for anaphoric (back) reference (GSE 42 – A2+).
- Give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38 – A2+).

Resources:

- SB: pages 44–45; Word List page 65
- Graphic Organiser for this unit

WARM-UP (10 minutes)

(T–S, S–S, S–T) With books closed, ask students to write about their typical day at school individually for four minutes. Put students into groups of three. Ask them to share their ideas and add two or three more ideas from their partners' notes, so they have a group list of ideas. Allow four minutes. Ask students: *What kind of information is there in your notes?* Elicit: *type of lessons, weekly timetable, what happens in the morning/afternoon, school clubs and extra activities.*

PRESENTATION (5 minutes)

(T–S, S–T) Exercise 1. Ask students to open their books. Tell them they are going to read about what a typical school day is like at an international school. Focus students' attention on the photo, then discuss the question as a class.

Answer

A modern school with several floors and a big outdoor space.

PRACTICE (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Focus students' attention on the title of the online forum post and ask: *What kind of information do you think Mariam will give? What would you like to know about her school?* Take answers. Ask students to read the online forum post on their own and find three topics from the box, then check in pairs. Set a time limit of three or four minutes. Ask volunteers to give feedback and give examples from the text. You could ask students which of the topics in Mariam's forum they would like to add to their notes from the Warm-up. Allow one or two minutes for students to discuss as a whole class.

Answers

extra activities after school, her favourite subject, sports

2 (T–S, S–S, S–T) Exercise 3. Ask students to study the Writing box and find the expressions in Mariam's post. Students then compare in pairs.

3 (T–S, S–S, S–T) Exercise 4. Ask students to read the *Watch Out!* box. Check students understand by asking: *What does 'it' refer to?* (food). You could write the following example on the board: *Mariam takes a snack to school and she usually eats it at break.* Underline *she* and *it* and ask students what these pronouns refer to (*she* – Mariam, *it* – a snack). Ask students to do Exercise 4 in pairs. Check answers with the class.

Answers

2 I never bring sandwiches to school. I can't stand them!
3 We all like the Maths teacher, Mrs Alsarrai, but she is not in school today.
4 We're lucky because we have great playing fields at our school. They are really big!

PRODUCTION (15 minutes)

1 (T–S, S–S, S–T) Exercise 5. Ask students to look back at their notes from the Warm-up. Ask students to work in pairs to compare their school to Mariam's school.

2 (T–S, S–T) Exercise 6. Ask students to write about their school. Use Mariam's text as a guide and use the Writing box. Remind them to use pronouns to avoid repeating nouns, and to link ideas with *and*, *but* and *then*. They can also use the Graphic Organiser.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to do the Self-assessment on page 33 of the Workbook.

CONTINGENCY PLAN

If your students need more support with Exercise 4, write the answers on the board but in the wrong order. Students choose the correct pronouns to write the answers.

If your students need an extra challenge: For Exercise 6, ask students to use the information they discussed in Exercise 5 to compare their school with Mariam's in writing.

04 REVISION (WB)

OVERVIEW

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

Objective:

- All language-related objectives from Unit 4.

Resources:

- SB: Word List page 65; Grammar Reference pages 69–70
- WB: pages 34–35; Self-assessment 4 page 33
- Assessment: Unit 4 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
2 History **3** canteen **4** staffroom **5** Drama **6** gym
7 Art **8** Biology **9** Physics **10** Geography

Exercise 2.

Answers
1 textbooks **2** calculator **3** highlighters **4** backpacks

Exercise 3.

Answers
1 isn't using, is doing ✔
2 'm (am) not running ✔
3 are you reading
4 Are they having, aren't (are not), 're (are) eating ✔

Exercise 4.

Answers
2 are taking **3** studies **4** is enjoying **5** goes **6** is painting
7 is **8** are looking **9** cooks **10** is preparing
11 are waiting **12** do **13** is happening

USE OF ENGLISH

Exercise 5.

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

LISTENING

Exercise 6.

Answers
1 A **2** B **3** A

Audioscript 4.13

1

H = Halima **S** = Sana

S: How do you usually get to school, Halima?

H: Well, it depends. When it's raining like today I come by car. My dad's office is near here, so sometimes he gives me a lift to school.

S: And if the weather's nice? Do you walk to school then?

H: Er, no. I live about 5 km from the school, so it's too far to walk. I usually take the bus.

S: Oh, that's good ...

2

A = Alia **N** = Nour

N: Hi, Alia. I'm doing my French homework. Can I borrow your dictionary, please? Mine's at home.

A: No, sorry, you can't. I'm using it at the moment. I'm writing to my cousin in Paris.

N: Oh, OK, never mind. Er, could I borrow your tablet? I can look for words in an online dictionary.

A: But can't you use one of the school computers?

N: No, there's a problem with the internet this morning.

A: Oh, no, not again. OK, that's fine. Here it is. But I need it for my next class.

N: OK, no problem.

3

K = Kareem **T** = Talal

T: Hi, Kareem. Do you want to watch a film with me?

K: Sorry, I can't right now. I'm doing my homework.

T: Is it the Maths homework for Monday?

K: No, I need to do that later. It's my Art homework. I'm drawing a picture of a boat!

T: Really? You can show it to me later ... Oh, by the way, can I borrow your calculator for my Physics homework? I can't find mine.

K: Yes, sure. Here you are.

SPEAKING

Exercise 7.

Answers
Students' own answers

WRITING

Exercise 8.

Answers
Students' own answers

OVERVIEW

Objectives: Reading

- Can read a simple text and extract factual details (GSE 35 - A2).
- Can identify specific information in a simple factual text (GSE 39 - A2+).

Resources:

- SB: pages 46–47

WARM-UP (5 minutes)

(T–S, S–S, S–T) Books closed. Ask students: *How do you prepare for exams?* Take answers and discuss the question as a class. Write ideas on the board. Elicit/Check: *revise, look at notes, practise and look at old exercises/past exams*. Put students into pairs. Ask students to think of three 'top tips' for students who are preparing for an exam. Set a time limit of two or three minutes. Then invite pairs to share their ideas with the rest of the class.

PRE-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Books open. Read the rubric and the statements with the class and check understanding. Ask students to do the exercise individually. Then have students compare in pairs. When they have finished, elicit students' ideas and have a brief class discussion. With ranking tasks like this, you could do a pyramid discussion for further speaking practice. Once students have decided on an order, put them into pairs to share ideas, then agree on a new order. Put pairs into groups of four to then agree on a new order. Finally, have a whole-class discussion to decide on the final order.

Answers
Students' own answers

2 (T–S, S–S, S–T) Exercise 2. Have students stay in the same pairs and discuss the question. Encourage them to make a list of things they can do. Set a time limit of four minutes. Ask volunteers to share their ideas with the rest of the class and find out if others agree.

Answers
Students' own answers

WHILE READING (10 minutes)

(T–S, S–S, S–T) Exercise 3. Draw students' attention to the article on page 46. Read the title with the class and ask: *What tips do you think the article will mention?* Ask students to do the exercise individually. Then students peer-check. Elicit correct answers from pairs.

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

POST-READING (5 minutes)

(T–S, S–S, S–T) Exercise 4. Go through the words in the box with the class and check understanding. Students complete the Life Skills box individually. Set a time limit of three minutes, Then have students peer-check. Ask volunteers to provide the correct answers.

Answers
2 breaks **3** eight **4** exercise **5** teacher **6** talk **7** early **8** late **9** carefully **10** answer

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Read the instructions in the Life Skills box with the class and check understanding. Students plan their revision timetables individually, then compare ideas in pairs. Go round and offer help where necessary and encourage students to answer all the questions. Allow five or six minutes. When they are ready, ask students to take it in turns to present their timetables to the class. Encourage other students to think of questions to ask while they listen. If you have a large class, students could present their timetables to each other in groups of three or four.

WRAP-UP (5 minutes)

(T–S, S–T) Ask students how they manage exam stress and if they have any top tips to manage it.

HOMEWORK

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

CONTINGENCY PLAN

If your students need more support with the matching task in Exercise 5, underline the key information in the article that gives the answers. Students can refer to this to help them answer.

If your students need an extra challenge: After Exercise 5, ask students to write a revision guide for their class. It can say what students can do before and during their exams.

05 UNIT 5 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 5 **Appearances**	Theme 1: Society Theme 2: Culture Theme 6: Recreation	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening **Speaking:** expressing opinion and point of view; summarising main ideas; conducting table topics **Reading:** using contextual clues and metalinguistic knowledge to infer the meaning of words; using note-taking strategies to record key ideas and specific details; using text-to-self connections to reflect on personal life experiences **Writing:** using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting and publishing); using freewriting to create personal and reflective narratives, essays and other texts; revising written texts for clarity, correctness and coherence **Viewing and presenting:** justifying own feelings in response to visual messages	**Listening:** analyse the main ideas and supporting details; identify the gist of short to medium-length passages, presentations and messages; respond to critical thinking questions before, during and after listening; use prior knowledge and social cues (body language, facial expressions) and visual imagery to help construct meaning and make inferences **Speaking:** orally summarise main ideas of a variety of texts (read, heard, seen); voice an opinion or point of view in meaningful, connected sentences **Reading:** explain the relationship between characters, events, ideas or concepts in a reading text; identify the word in a text whose meaning, or opposite is given **Writing:** use different ways to capture ideas and plan for writing (concept maps, flow charts); revise written texts for clarity, correctness and coherence; compose a coherent text of 2–3 paragraphs considering purpose and audience **Viewing and presenting:** realise that visual presentations have been created to reach out to a particular audience and influence it in some way, and discuss the effects used and how they might influence the audience; find own examples to share understanding of visual text

OVERVIEW

Objectives: Grammar

- Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).
- Identify the main topic and related ideas in a simple structured text (GSE 42 – A2+).
- Refer to impossibility and inability in the past using 'couldn't' (GSE 41 – A2+).
- Make affirmative statements using common regular Past Simple forms (GSE 30 – A2).
- Make affirmative statements using common irregular Past Simple forms (GSE 30 – A2).
- Use language related to point or period of time (GSE 30–42 – A2/A2+).
- Use language related to personality, abilities and traits (GSE 30–42 – A2/ A2+).
- Write short, basic descriptions of places, people or things (GSE 38 – A2+).
- Use simple language to describe people's personality and emotions (GSE 39 – A2+).

Resources:

- SB: pages 48–49; Grammar Reference pages 70–71; Word List page 66
- Online resource: Photocopiable Resource 20
- Assessment: Grammar Quiz Unit 5 Lesson 1

WARM-UP (5 minutes)

(T–S, S–S, S–T) With students' books closed, write *heroes* on the board. Elicit ideas to describe a hero (e.g. a person you respect, someone you think is strong/intelligent, a person you admire, etc.). Give students one or two minutes to think about their heroes, then put students into pairs. Ask students to tell their partner who their heroes are and why they are so special to them. You could ask pairs to share their ideas with the class and have a whole-class discussion.

PRESENTATION (10 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Ask students to describe the photos in pairs and then read the texts and answer the question. Set a time limit of five minutes. Check the answer with the class.

Answer

Text 1: Sultan. He rescued Husam with a ladder when his house was on fire.

Text 2: Mrs Alhalawani. She helped Lubna settle into her new school and gain confidence.

2 (T–S, S–S, S–T) Exercise 2. Ask students to look at the introduction and text 1. Focus attention on the underlined sentences and ask students *Are these stories about people's heroes now or in the past?* (in the past). Ask students *Are Husam and Lubna kids now?* (no). Once you have established the context (the past), ask students to complete the sentences in the exercise in pairs. Elicit the correct answers from pairs. Elicit the present forms of *were* (*are*) and *could* (*can*). Then ask students to find questions and negative forms of *can* and *be* in the past in the introduction and text 1. Have students work individually and then peer-check. Set a time limit of two or three minutes. Ask volunteers to provide answers. Ask students to read the Grammar box on their own. Check students' understanding by asking questions, e.g. *Which is the past form of 'am/is'? (was), Is 'could' the past form for all persons? (yes), How do you make questions? (start with the verb), How do you make the negative? (add 'not' or 'n't' after the verb).*

Answers

1 *could* **2** *was/were*

Refer students to the Grammar Reference section on page 70 of the Student's Book for more information.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) Exercise 3. Ask students to complete the exercise. Set a time limit of three minutes, then elicit correct answers from pairs. Ask students to answer the question in the conversation *Who was your hero when you were little?* You could ask students to go around the class and have the conversation with two more students to find out about their heroes when they were little.

Answers

2 was **3** weren't **4** was **5** couldn't **6** could **7** wasn't **8** was

2 (T–S, S–S, S–T) Exercise 4. Get students to read the examples from text 2. Ask students *Which words are the verbs in the sentences?* (*started, felt, came*). Ask students *Do these actions refer to the present?* (*no, they refer to the past*). Once you have established that they are past forms, ask students to do the exercise in pairs. Set a time limit of one or two minutes. Elicit answers from pairs. Ask students to read the Grammar box on their own. Ask concept questions to check students' understanding, e.g. *When do you use the Past Simple form? (to talk about events and finished situations from the past), How do you know the action is finished? (time expressions: last week, two minutes ago, etc.), How do you form the affirmative of regular verbs? (by adding -ed), Do irregular verbs add -ed?* (*No, they have special forms.*)

Answers

a *-ed* **b** felt (feel), came (come)

Refer students to the Grammar Reference section on page 71 of the Student's Book for more information.

3 (T–S, S–S, S–T) Exercise 5. After students have done Exercise 4, look at the rubric for Exercise 5 with the class. Ask students to work on their own, then peer-check. You could ask students to write a list of regular/irregular verbs in their notebooks. Ask volunteers to provide the correct answers.

Answers

Regular verbs: climbed, encouraged, saved, studied, welcomed

Irregular verbs: did, felt, got, went, taught

4 (T–S, S–S, S–T) Exercise 6. Give students one minute to read the text quickly. Ask students *What is it about?* Take answers. Put students into pairs. Ask students to complete the text with regular and irregular verbs. Ask students to refer to their lists from Exercise 5.Play the audio for students to listen and check. Check answers as a class.

Answers

2 was **3** studied **4** got **5** did **6** went

Audioscript 5.1

My grandad came from a small town. He was the first person in our family to go to university. He studied Geography. After university he got a job at a television station. During his life he did some amazing things. In 2004, he went to the South Pole to make a documentary. He was my hero.

5 (T–S, S–S, S–T) Exercise 7. Give students one minute to look at the Past Simple forms in the box. They can copy the box into their notebooks. Play the recording. Have students do the exercise on their own. Ask students to peer-check before they listen again and check.

Answers and Audioscript 5.2

/t/ asked pushed stopped watched

/d/ cried described died saved

/ɪd/ decided ended shouted started

6 (T–S, S–S, S–T) Exercise 8. Put students into pairs. Ask students to find and read aloud the six adjectives in the text in Exercise 1 that Husam or Lubna use to describe their heroes or themselves. Ask students to complete the definitions. Check answers with the class.

Answers

2 brave **3** creative **4** easy-going **5** helpful **6** confident

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 9. Read the example with the class, then ask students to think of sentences about people they know. Then, put students into pairs to share their sentences verbally. To make it more interesting, you could ask students to leave out the information about who the people are (friend, teacher, classmate, brother/sister). Other students in the group then listen and guess.

WRAP-UP (5 minutes)

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

HOMEWORK

You can assign Grammar Quiz Unit 5 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need more support with Exercise 6, play the audio for them to complete the answers.

If your students need an extra challenge: For Exercise 7, ask them to try to add other verbs to the table.

There is a downloadable photocopiable resource number 20 to use.

OVERVIEW

Objectives: Grammar

- Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).
- Identify the main topic and related ideas in a simple structured text (GSE 42 – A2+).
- Refer to impossibility and inability in the past using 'couldn't' (GSE 41 – A2+).
- Make affirmative statements using common regular Past Simple forms (GSE 30 – A2).
- Make affirmative statements using common irregular Past Simple forms (GSE 30 – A2).
- Use language related to point or period of time (GSE 30–42 – A2/A2+).
- Write a simple story or description of an event using basic time expressions (GSE 40 – A2+).
- Use language related to personality, abilities and traits (GSE 30–42 – A2/ A2+).
- Write short, basic descriptions of places, people or things (GSE 38 – A2+).
- Use simple language to describe people's personality and emotions (GSE 39 – A2+).

Resources:

- SB: pages 48–49
- WB: pages 36–37

WARM-UP (10 minutes)

(T–S, S–S, S–T) Ask students what they did last night and how they felt. Ask them to compare in pairs and ask some questions. As a class review a few suggestions together from some pairs and write on the board, e.g. *I watched a great film last night, I was inspired (by it). Could you understand all the story?*

Remind students that they can use the past simple forms *was/ were* and *could* to talk about both the recent past and the distant past when the action is completed.

PRACTICE (20 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Ask students to complete the sentences choosing the correct option. They then compare answers in pairs. Check answers as a class.

Answers
1 was **2** were **3** were, was **4** was **5** were **6** were, was

2 (T–S, S–T) ★ Exercise 2. Students should read and match the questions and answers.

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

3 (T–S, S–T) ★★ Exercise 3. Students can do the task individually. Check as a class.

Answers
2 was **3** could **4** were **5** couldn't **6** wasn't **7** weren't

4 (T–S, S–S, S–T) ★ Exercise 4. Ask students to think about regular and irregular verbs and to find the odd one out. Ask them to compare their answers.

Answers
2 have **3** win **4** watch **5** like **6** love

5 (T–S, S–T) ★★ Exercise 5. Ask students to put the words in order to make sentences. Students work individually to choose the correct order. Check answers as a class. There is more than one correct answer.

Answers
2 My friends visited Egypt in 2022./In 2022 my friends visited Egypt. **3** Last week we had an exam./We had an exam last week. **4** Ibrahim watched an old film two days ago./Two days ago Ibrahim watched an old film. **5** My mum got a new job in September./In September my mum got a new job.

6 (T–S, S–T) ★★ Exercise 6. Students work individually to use the prompts to write a few sentences in the Past Simple. Check as a class.

Answers
2 Mrs Alfarran started teaching in 2017./In 2017 Mrs Alfarran started teaching.
3 My dad got a new job two weeks ago./Two weeks ago my dad got a new job.
4 His sister won an English competition last month./Last month his sister won an English competition.
5 Her cousin got married in 2022./In 2022 her cousin got married.
6 Our class went on a school trip three months ago./Three months ago our class went on a school trip.
7 Ten years ago I couldn't speak French./I couldn't speak French ten years ago.
8 Their sister was born in 2024./In 2024 their sister was born.

7 (T–S, S–T) ★★★ Exercise 7. Students work individually to use the correct Past Simple forms of the verbs in the box to complete the text. Check as a class.

Answers
2 worked **3** helped **4** organised **5** invited **6** took **7** cooked **8** ate **9** talked **10** had

PRODUCTION (5 minutes)

(T–S, S–T) Exercise 8. Students work individually to write about an inspiring person they know. When students have finished, ask for volunteers to model the sentences and check answers with the class to see if others have similar answers.

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to think about another completely different person. They write two or three additional sentences about why they are inspiring. Check answers with the class.

HOMEWORK

Ask students to research two people who could be considered heroes or inspiring. One should be male, the other female. They need to find six facts about each. They bring their notes to the next class.

CONTINGENCY PLAN

If your students need more support with Exercise 7, write the past tense forms of the verbs in the box. Students choose the correct ones to complete the sentences.

If your students need an extra challenge: For Exercise 8, ask them to write a paragraph of at least six sentences.

05 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Use language related to describing clothes (GSE 30–42 – A2/A2+).
- Use language related to appearance (GSE 30–42 – A2/ A2+).
- Put a range of different adjectives into the correct sequence (GSE 49 – B1).
- Write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model (GSE 35 – A2).
- Describe what someone is wearing using a limited range of expressions (GSE 31 – A2).
- Use simple language to describe people's appearance (GSE 34 – A2).
- Give brief reasons and explanations, using simple language (GSE 45 – B1).

Resources:

- SB: page 50; Word List page 66
- Online resource: Photocopiable Resource 21
- Assessment: Vocabulary Quiz Unit 5 Lesson 2

WARM-UP (5 minutes)

(T–S, S–T) Ask students to read out their descriptions of people they consider heroes or inspiring from homework. At the end, have a class vote on who people think is the most inspiring person from the descriptions.

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Ask them to look at the pictures in pairs and name as many clothing items as possible in two minutes. Then ask students to do the exercise in pairs. Elicit the correct answers from pairs.

Answers

2 hat **3** trousers **4** cardigan **5** dress **6** socks **7** T-shirt **8** top **9** skirt **10** tracksuit top **11** tracksuit bottoms **12** trainers **13** shirt **14** jeans **15** shoes **16** jumper **17** coat **18** boots

2 (T–S, S–S, S–T) Exercise 2. Refer students to the rubric. Ask students to do the exercise individually and then peer-check. Check answers with the class. Ask students questions to check they understand, e.g. *Which adjectives can you use to describe hair/body/face?, What kind of hair has Alia/Fadi got?, What does (a well-known person to students) look like?*

Answers

Face: Eyes: green
Body: Height: short, tall; Build: slim, well-built
Hair: Colour: red, brown, black; Type: wavy, straight; Length: long, medium-length, short

3 (T–S, S–S, S–T) Exercise 3. Ask students to read the *Watch Out!* box. Elicit some examples by describing a celebrity that students mentioned in Exercise 2. Write the name on the board and elicit four adjectives to describe the person in the correct order. Then ask students to do the task in pairs. Set a time limit of three minutes. Ask volunteers to provide the correct answers.

Answers

1 Alia has got lovely big blue eyes. **2** Zaid has got curly black hair. **3** Habib is a tall young man.

PRODUCTION (20 minutes)

1 (T–S, S–S, S–T) Exercise 4. Refer students to the rubric and read the example with the class. Students need to write a full description (minimum four sentences). Monitor and offer corrections as you go round. Ask students to swap their work and peer-check.

Answers

Students' own answers

2 (T–S, S–S, S–T) Exercise 5. Put students into pairs to discuss the question. Set a time limit of four minutes. Ask students to share their ideas with the class and have a class discussion.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a note of what their favourite three items of clothing are and why. Ask them to compare in the next class in pairs and then check a few examples as a class.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 4, choose one person for them to describe and write the adjectives they can use as prompts.

If your students need an extra challenge: For Exercise 4, ask them to describe all the remaining people in the pictures.

There is a downloadable photocopiable resource number 21 to use.

OVERVIEW

Objectives:

- Use language related to describing clothes (GSE 30–42 – A2/A2+).
- Use language related to appearance (GSE 30–42 – A2/ A2+).
- Put a range of different adjectives into the correct sequence (GSE 49 – B1).
- Write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model (GSE 35 – A2).
- Describe what someone is wearing using a limited range of expressions (GSE 31 – A2).
- Use simple language to describe people's appearance (GSE 34 – A2).
- Give brief reasons and explanations, using simple language (GSE 45 – B1).

Resources:

- SB: page 50
- WB: page 38

WARM-UP (5 minutes)

(T–S, S–S, S–T) Students discuss their three favourite items that they wrote about for homework. They can do this in pairs or small groups. Play a guessing game with the information about the people in the class in small groups. One student describes a person and the other students guess who the person is. Demonstrate to the class with an example: *This person is tall and slim. She's got brown eyes and a nice smile. She is wearing a blue scarf.* (Maha)

PRACTICE (20 minutes)

1 (T–S, S–T) ★ Exercise 1. Look at the example as a class. Tell students to complete the categories with one word in each gap. Check answers as a class.

Answers
1 shoes, trainers **2** jeans, skirt, tracksuit bottoms, trousers
3 cardigan, top, tracksuit top, T-shirt **4** coat, hat

2 (T–S, S–T) ★★ Exercise 2. Students should match the definitions with the clothing words.

Answers
2 dress **3** jacket **4** shirt **5** socks **6** coat

3 (T–S, S–T) ★★ Exercise 3. Students use clothing words to complete the conversation. Check as a class.

Answers
2 short **3** slim **4** smile **5** wavy **6** straight **7** grey/green

4 (T–S, S–S) If there is time, ask students to read the conversation out together three times: 1 reading the text, 2 referring to the text when they need it and 3 finally without the text from memory.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 4. Students work individually to write a few sentences to describe someone in their family. They write about their appearance and what they usually wear. They should compare their answers in pairs. When students have finished, ask for volunteers to model the sentences and check answers with the class to see if others have similar answers.

WRAP-UP (10 minutes)

(T–S, S–T) Ask students to think about what they wear with specific weather, e.g. *When it rains I wear a coat, hat and boots.* They write three additional sentences about different weather. Check answers with the class.

HOMEWORK

Ask students to write a short respectful description of one of their teachers and see if the other students can identify the teacher in the next class in pairs.

CONTINGENCY PLAN

If your students need more support with Exercise 2, write the answers on the board in the wrong order. Students choose the correct words to complete the gaps.

If your students need an extra challenge: For Exercise 4, ask them to describe two or more people in their family.

05 LESSON 3A SPEAKING (SB)

OVERVIEW

Objectives: Grammar

- Answer simple questions about their life and experiences (GSE 35 – A2).
- Understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Ask for and provide everyday goods and services (GSE 35 – A2).
- Make simple transactions in shops, post offices and banks (GSE 33 – A2).
- Ask basic questions about colour, size, price, etc. when shopping (GSE 30 – A2).

Resources:

- SB: page 51; Word List page 66; Communication pages 74–75

WARM-UP (5 minutes)

(T–S, S–S, S–T) With books closed, put students into small groups. Give students a minute or two to make notes on the last time they went shopping with a family member. Go round and help with vocabulary where necessary, writing any new words or phrases on the board. If necessary, put prompts on the board, e.g.:

Last time I went shopping I bought …

I went shopping with …

I enjoyed/didn't enjoy shopping with … because …

In small classes, you could have a quick class survey to find out about who students most often go shopping with and why. You could then have a quick class discussion about shopping with family and friends.

PRESENTATION (15 minutes)

1 (T–S, S–T) Exercise 1. Refer students to the rubric. Before students listen, ask them to predict which clothes Adel and Hani will buy. Encourage students to say why. Play the recording. Ask volunteers to give you the correct answer.

Answer

Adel buys jeans. Hani does not buy anything.

Audioscript 5.3

Assistant: Hello. Can I help you?
Hani: No, thanks. I'm just looking.
Adel: Um. Yes, please. I'm looking for a green T-shirt.
Assistant: OK. There are some here. What size are you?
Adel: Medium.
Assistant: Here you are.
Adel: Thanks.
Adel: Can I try these on?
Assistant: Of course. The changing rooms are over there.
Adel: Thanks.
Assistant: Do they fit?
Adel: The jeans are great. But have you got this T-shirt in a small?
Assistant: Sorry. No.
Adel: Hani? Are you ready to go?
Hani: I'm ready. I like this T-shirt. Does it suit me?
Adel: Yes, it's perfect. Can we go?
Hani: No, it doesn't look right. I don't like the colour.
Adel: OK. I need to pay for these jeans.
Hani: No problem!

2 (T–S, S–S, S–T) Exercise 2. Go through the Speaking box with the class and check understanding. Drill the phrases chorally and individually. Put students into pairs. Ask them to complete the conversation. Have students listen and check. You could ask students to role play the conversation before you move on.

Answers

2 looking **3** for **4** size **5** on **6** rooms **7** Do **8** suit **9** perfect **10** look

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 3. Ask students to do the task on their own. Set a time limit of two or three minutes. Then have students peer-check. Play the recording for students to check their answers, then elicit the correct answers. You could add a stage here to ask students to rewrite the dialogue using prompts that you write on the board, e.g. *At first, say you're just looking. Then you see something you like. Say your size is small. The shop assistant says they don't have your size in that colour. Ask which other colours are available in your size. Ask to try it on. Say it fits but you don't like the colour after all. Apologise.*

Answers

2 j **3** e **4** f **5** a **6** h **7** b **8** g **9** c **10** i

Audioscript 5.4

A = Assistant **C** = Customer

A: Hi. Can I help you?
C: Yes, please. I'm looking for a blue jacket.
A: OK. We have three different ones at the moment. What size are you?
C: Medium, please.
A: Here you are.
C: Thanks. Can I try it on?
A: Of course. The changing rooms are over there.
C: Where? Oh, there. OK. Thanks.
A: What do you think? Does it fit?
C: Yes, it does. I really like it.

PRODUCTION (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Look at the rubric with the class. Put students into pairs. Set a time limit of three minutes. Then put students into small groups. Ask students to imagine they are shopping with a friend. Have students role play the conversation. One student takes on the role of the shop assistant, the other two students are friends. Get students to take turns to play the roles of shop assistant/customers.

2 (T–S, S–S, S–T) Exercise 5. Assign each student a role (A and B) and ask them to go to the respective pages mentioned in the Student's Book. Set a time limit of four minutes for students to carry out their role-plays. When they have finished, ask students to swap roles and repeat.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring photos of themselves when they were small children.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 4, ask them to read the conversation in the correct order in pairs, without changing the clothing.

If your students need an extra challenge: For Exercise 4, ask them to have the conversation from memory, changing details as they wish.

05 LESSON 4A GRAMMAR (SB)

OVERVIEW

Objectives: Grammar

- Give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38 – A2+).
- Make basic inferences from simple information in a short text (GSE 38 – A2+).
- Ask *Yes/No* questions using the past tense of verbs (GSE 30 – A2).
- Use negative forms of the simple past (GSE 29 – A2).
- Make affirmative statements using common regular past simple forms (GSE 30 – A2).
- Make affirmative statements using common irregular past simple forms (GSE 30 – A2).
- Ask *Wh-* questions using the past tense of verbs (GSE 31 – A2).
- Ask and answer questions about past times and past activities (GSE 40 – A2+).

Resources:

- SB: page 52; Word List page 66; Grammar Reference page 71
- Online resource: Photocopiable Resource 22
- Assessment: Grammar Quiz Unit 5 Lesson 4

WARM-UP (5 minutes)

(T–S, S–S, S–T) With books closed, ask students to hand in the photos of themselves as small children to you. For small classes, place the photos randomly on a large desk. Make sure students do not disclose which photo they have brought. Put students into pairs. Ask students to look at the photos and try to guess who the children in the photos are. Students need to compare children's features with those of their classmates, e.g. *This boy has got big green eyes like Rakan. I think it's him*. For large classes, collect the photos. Put students into groups of four. Shuffle the photos and make as many packs as necessary (one pack per group). Explain the rules of the game: students don't need to say which photo is theirs, have students guess who the person in the photo is, and students need to justify their choice, e.g. *This girl has curly hair like Maha. I think it's her*. If students don't have photos, ask them to describe what they looked like when they were children in pairs.

PRESENTATION (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Put students into pairs. Ask them to describe how people looked in the past. Encourage students to say what people looked like, what their hair was like, what they wore and what they did. Provide vocabulary as necessary. If they find this difficult, suggest thinking about their grandparents when they were younger. When they have finished, ask one or two students to describe the people to the class.

2 (T–S, S–S, S–T) Exercise 2. To raise students' interest, tell them they are going to listen to a conversation. Look at the rubric with the class. Play the recording once. Give students one or two minutes to discuss with a partner and elicit the answer from pairs. Ask students what they know now about Maha's grandparents. Allow students to read the conversation again if necessary *(Grandad is bald now; Grandma still has the dress in her wardrobe).*

Answer

Grandma and Grandad when they were young.

3 (T–S, S–S, S–T) Exercise 3. Ask students *Are Maha and Grandma talking about now?* (no, about the past). Draw students' attention to the examples from the text. Ask students to complete the rules on their own, then peer-check. Ask volunteers to provide the answers.

Answers

a *didn't* **b** *Did*

4 (T–S, S–S, S–T) Exercise 4. Ask students to study the Grammar box and find more examples in the text. Ask weaker students to share their findings with a partner. Check students' understanding by asking questions, e.g. *Which form of the verb do we use after 'did'?* (infinitive without *to*), *What do we use to form negative sentences in the past?* (infinitive without *to*), *What form does 'did' have in third person singular?* ('did', the same as for all persons). You could ask students to refer to the photos they brought from home (if they did) and look at them in groups of three. Ask each group to make three sentences/questions about each photo, e.g. *Did she/he have curly hair? She/He didn't have curly hair. She/He had straight hair.*

Answers

Grandma: Did you find the photo album, Maha?
Maha: Oh! No, I didn't. Where did you put it?
Grandma: I put it on the coffee table last night. Here it is. Oh, look! That's me when I was 18.
Maha: You look so pretty! Did Grandad take that photo?
Grandma: No, he didn't. That's Grandad next to me.
Maha: What did you say?
Grandma: That's Grandad. He had straight hair when he was young. He didn't go bald until he was 40.
Maha: Did you always dress like that in those days?
Grandma: That was our wedding day! No, we didn't dress like that at work.
Maha: I love your dress! Did you keep it?
Grandma: Yes, I did. It's in my wardrobe.

Refer students to the Grammar Reference section on page 71 of the Student's Book for more information.

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 5. Ask students to read the sentences. Look at the example with the class. Ask students to do the task individually and then peer-check. Weaker students can work in pairs. Fast finishers can write some false statements about the conversation in Exercise 1 and get a partner to say why the statements are false. Check answers with the class.

Answers

2 I didn't buy a new phone yesterday. **3** I didn't go to the park on Saturday. **4** I didn't meet my best friend when I was four. **5** My parents didn't give me a laptop for Eid. **6** My sister and I didn't play video games last night. **7** I didn't enjoy the last film I saw online.

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Refer students to the rubric. Elicit two examples from volunteers, e.g. *Did you buy a new phone yesterday?*, *Did you go to the park on Saturday?* Allow a few minutes for students to write the questions. Then have students ask and answer all the questions in pairs. For further practice, you could ask students to add three more questions and ask another three students around the class. Students could then report anything unusual/exciting/interesting they found out with the class.

Answers

2 Did you buy a new phone yesterday?
3 Did you go to the park on Saturday?
4 Did you meet your best friend when you were four?
5 Did your parents give you a laptop for Eid?
6 Did you and your sister play video games last night?
7 Did you enjoy the last film you saw online?

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Grammar Quiz Unit 5 Lesson 4 as homework.

CONTINGENCY PLAN

If your students need more support with Exercise 4, read out the examples of the Past Simple from the conversation. Students can circle the examples to refer to.

If your students need an extra challenge: After Exercise 6, ask them to write 2–3 more questions using the Past Simple. They can then ask and answer in pairs.

There is a downloadable photocopiable resource number 22 to use.

05 LESSON 4B GRAMMAR (WB)

OVERVIEW

Objectives: Grammar

- Give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38 – A2+).
- Make basic inferences from simple information in a short text (GSE 38 – A2+).
- Ask *Yes/No* questions using the past tense of verbs (GSE 30 – A2).
- Use negative forms of the simple past (GSE 29 – A2).
- Make affirmative statements using common regular past simple forms (GSE 30 – A2).
- Make affirmative statements using common irregular past simple forms (GSE 30 – A2).
- Ask *Wh-* questions using the past tense of verbs (GSE 31 – A2).
- Ask and answer questions about past times and past activities (GSE 40 – A2+).

Resources:

- SB: page 52; Word List page 66; Grammar Reference page 71
- WB: page 39

WARM-UP (10 minutes)

(T–S, S–S, S–T) With books closed, write the following on the board: *She bought the gold earrings for her sister. He borrowed his neighbour's computer to do his presentation. I ate olives when I was three years old.* Ask students to think about how to make these into questions in pairs. Give them two minutes and then ask them to compare in pairs. Check as a class. Then ask how to make the sentences negative.

Answers

Did she buy the gold earrings for her sister? Did he borrow his neighbour's computer to do his presentation? Did I eat olives when I was three years old?
She didn't buy the gold earrings for her sister. He didn't borrow his neighbour's computer to do his presentation.
I didn't eat olives when I was three years old.

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) ★ Exercise 1. Tell the students to read the three short conversations and complete the short answers.

Answers

2 I didn't **3** he did **4** he did **5** you did **6** you didn't

2 (T–S, S–T) ★ Exercise 2. Students choose the correct forms to complete the sentences.

Answers

1 see **2** go **3** have **4** got **5** start **6** made **7** buy

3 (T–S, S–S, S–T) ★★ Exercise 3. Students work individually to correct the sentences. They should compare their answers in pairs. Then check as a class.

Answers

2 Zeinab didn't visit her grandparents. She played tennis.
3 Faten didn't read a book. She did her homework.
4 Nadia didn't do her homework. She met her friends.
5 Hamed didn't meet his friends. He read a book.
6 Majeda didn't play tennis. She went shopping.

PRODUCTION (10 minutes)

1 (T–S, S–T) ★★★ Exercise 4. Ask students to look at the example and write similar questions individually. Check answers as a class.

Answers

2 did you go to Amman
3 did you travel to
4 did you go to bed last night

2 (T–S, S–S, S–T) Exercise 5. Tell students to write about things they did and didn't do last night/weekend/week. Ask them to peer-check. Then ask for some volunteers to read out their sentences.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T–S, S–S, S–T) Ask students to work in pairs. They should write five sentences about things that happened in the past. They then give their sentences to their partner and make their partner's sentences negative. Put two pairs together to create groups of four and get them to check all the negative sentences together.

HOMEWORK

Ask students to write as many questions as they can to ask their partner using the Past Simple in five minutes, e.g. *When did you learn to swim?* They can ask these in the next lesson.

CONTINGENCY PLAN

If your students need more support with the writing task in Exercise 5, discuss possible answers first before they write.

If your students need an extra challenge: For Exercise 5, ask them to write about what they did/didn't do every day over the last week.

OVERVIEW

Objectives:

- Give brief reasons and explanations, using simple language (GSE 45 – B1).
- Understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 33 – A2).
- Identify specific information in a simple presentation or lecture aimed at a general audience (GSE 48 – B1).
- Use language related to describing clothes (GSE 30–42 – A2/ A2+).
- Participate in short conversations in routine contexts on topics of interest (GSE 41 – A2+).
- Give simple opinions using basic fixed expressions (GSE 34 – A2).

Resources:

- SB: page 53; Word List page 66
- Online Resource: Photocopiable Resource 23

WARM-UP (10 minutes)

(T–S, S–S, S–T) With books closed, ask students *What kind of clothes did you wear when you were little?* Put students into groups of three and ask them to make a list of children's clothes for boys/girls. Then ask students to share their ideas with the rest of the class. You could have a quick class discussion on the most popular clothes and colours for boys and girls.

PRE-LISTENING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books. Ask students to look at the question and discuss in pairs. Elicit ideas from pairs. Ask further questions, e.g. *How many new clothes do you need each year? Do you have any clothes you have never worn?* Write the answers on the board.

Answers
Students' own answers

WHILE LISTENING (20 minutes)

1 (T–S, S–T) Exercise 2. Look at the rubric with the class. Play the recording once. Have a class discussion for feedback. Which ideas does the recording mention that the students discussed in Exercise 1?

Answers
Students' own answers

Audioscript 5.6

I = Interviewer **N** = Nawal

I: Today we have Nawal Alsabbagh on the programme. She is going to tell us about sustainable shopping. Nawal, what is sustainable shopping?

N: Hello. Sustainable shopping is buying clothes or other things that are made in a way that doesn't damage the environment. Today I want to talk about clothes shopping.

I: Why is buying clothes a problem for the environment?

N: There are a few reasons. To make clothes, we need materials. Some materials, like cotton, use a lot of water to make them. Other materials use a lot of chemicals. Then, when we don't want our clothes anymore, we throw them away. It isn't always possible to recycle them and animals can eat them or hurt themselves on them. Of course, we all need clothes, that's why I'm talking about sustainable shopping today.

2 (T–S, S–S, S–T) Exercise 3. Look at the rubric with the class. Ask students: *What is the interviewer going to ask? What do you think Nawal is going to mention?* Elicit students' predictions as to what they think they will hear. Take a few guesses, then play the recording. Tell them to listen to the recording and to tick what things they hear mentioned. Ask students to check with a partner. Then elicit the correct answers from a pair.

Answers
1, 3 and 5 are all mentioned

Audioscript 5.7

I = Interviewer **N** = Nawal

I: So what can we do to help the environment?

N: Well, we often buy new clothes because other clothes get old or damaged. Good quality clothes are more expensive but they last longer. So always look for quality.

I: That's a good point. This jacket I'm wearing was my mother's. She bought it fifty years ago. She gave it to me a few years ago because it doesn't fit her anymore, and now I wear it all the time. It still looks like new.

N: That's a great example. But it's not only about how something looks. I made a big mistake last year. I bought some expensive shoes that are good quality. But they aren't comfortable. So remember to think carefully before you spend your money.

I: That's true. OK, what else can we do to be more sustainable?

N: We can buy clothes very easily, so when they get old or damaged, we usually throw them away and replace them. In the past, people made their own clothes. They also repaired holes, changed buttons and other things to make their clothes last a long time. We can do the same. I know some people don't have time to learn these skills, but there are people who can do this for a small amount of money.

I: I remember my grandmother fixing holes in my dresses. It's a good skill to have, and it's not difficult to learn.

N: That's true! We should also buy clothes that are made from recycled materials. Some recycled materials use 99% less water to make than other materials. Lots of clothes shops sell recycled clothes so they are easy to find. They also look great and they help the environment.

3 (T–S, S–S, S–T) Exercise 4. Ask students to read the *Active Listening* box on their own. Put students into pairs. Ask students to read the sentences and try to guess what type of words they need to complete them (verb, noun, adjective, name, number, colour, etc.). Ask pairs to share their ideas with the class.

Answers
2 adjective **3** verb **4** noun **5** quality/adjective

4 (T–S, S–S, S–T) Exercise 5. Refer students to the rubric. Play the recording. Have students complete the sentences on their own. Then give students one minute to peer-check. Ask volunteers to share their answers with the rest of the class.



Answers
1 fifty **2** comfortable **3** throw away **4** her dresses **5** easy

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 6. Ask students to look at the three questions in pairs for four minutes. Then they compare their answers with another pair.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write about three ways to make their own clothing more environmentally friendly.

CONTINGENCY PLAN

If your students need more support with the listening task in Exercise 3, pause the audio after each key piece of information so they can answer.

If your students need an extra challenge: For Exercise 6, ask them to write answers to the three questions.

There is a downloadable photocopiable resource number 23 to use.

OVERVIEW

Objective:
- words with /s/ and /ʃ/ sounds

Resources:
- SB: page 53; Word List page 66
- WB: page 40

WARM-UP (10 minutes)

(T–S, S–S, S–T) With books closed, write the following words on the board: *shoe, shop, station* and *centre, size, six*. Ask students to think about how they are pronounced. Ask different students to read out each one. What do they notice? (*Some words are pronounced with a /s/ sound and some with a /ʃ/ sound.*) Ask them if they can think of any other words with the same sound. Give them two or three minutes and then ask them to compare in pairs. Check as a class adding to the words on the board, e.g. *socks, seven, shampoo, sugar, collection*.

PRACTICE (25 minutes)

1 (T–S, S–T) Ask students to read the *Active Pronunciation* box. Give them two minutes to do this alone, then briefly discuss the different spelling options for /s/ and /ʃ/ sounds.

2 (T–S, S–T) Exercise 1. Tell the students they are going to hear the /s/ sound and /ʃ/ sound in different words. They need to circle the /s/ sounds in red and the /ʃ/ sounds in green. Then they need to listen and repeat. Do this twice.

Answers

1 red (/s/): guest, interest; green (/ʃ/): fashion
2 red (/s/): first, history; green (/ʃ/): shoe
3 red (/s/): soldier, horse, society; green (/ʃ/): -
4 red (/s/): soon, symbol; green (/ʃ/): short
5 red (/s/): started, century; green (/ʃ/): show
6 red (/s/): stopped, less, awesome; green (/ʃ/): -

Audioscript 5.8

1 guest fashion interest
2 first history shoe
3 soldier horse society
4 soon symbol short
5 started show century
6 stopped less awesome

3 (T–S, S–T) Exercise 2. Ask students to complete the table. They listen to ten words and write them in the correct column.

Answers

/s/ sound spelled with *s*: outside, best, poster, list
/s/ sound spelled with *c*: juice, face, space, terrace, place

Audioscript 5.9

fast
outside
juice
face
best
space
terrace
poster
place
list

4 (T–S, S–S, S–T) Exercise 3. Students work individually to write the words with /ʃ/. They should compare their answers in pairs. They then listen and repeat.

Answers and Audioscript 5.10

1 tradition **2** sugar **3** dictionary **4** impression **5** dietitian
6 qualification **7** inspiration **8** sure **9** fashion

5 (T–S, S–T) Exercise 4. Tell students to listen and repeat this famous tongue twister.

6 (T–S, S–S, S–T) Exercise 5. Read the tongue twisters one at a time, listening to the recording at the same time. Check understanding of each as you go through. Give students time to practise saying all of them in pairs, then ask volunteers to say one of them for the class.

WRAP-UP (10 minutes)

(T–S, S–T) With books closed, tell students you are going to give them a quick spelling dictation. Read out the following words:

1 centre **2** finish **3** space **4** nation **5** delicious
6 wash **7** science **8** invitation **9** fashion **10** special

Check correct spelling by having a student come up to write each word on the board.

HOMEWORK

Ask students to think about how many words they can remember from the lesson. They should set a timer for 10 minutes and write as many words as they can remember with /s/ or /ʃ/. When the time is finished they should count how many they have and also check the spelling with their notes from the lesson and a dictionary. Also ask students to think about anyone in their family or group of friends who is similar to them. Ask them to make some notes about their appearance, likes/dislikes and habits for the next lesson.

CONTINGENCY PLAN

If your students need more support with Exercise 2, write the ten words on the board in the wrong order. Students listen and copy the words into the correct column.

If your students need an extra challenge: After Exercise 3, ask them to write a sentence using each of the words in context. They can then read the sentences to their partner.

05 LESSON 6A READING AND VOCABULARY (SB)

OVERVIEW

Objectives: Grammar

- Extract key information from a simple academic text, if guided by questions (GSE 38 – A2+).
- Identify specific information in a simple factual text (GSE 39 – A2+).
- Talk about the family in a basic way, given prompts (GSE 30 – A2).
- Write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model (GSE 34 – A2).
- Make simple, direct comparisons between two people or things using common adjectives (GSE 37 – A2+).

Resources:

- SB: pages 54–55; Word List page 66

WARM-UP (5 minutes)

(T–S, S–S, S–T) With books closed, put students into pairs or small groups and refer them to the notes they made at home about people they're similar to. Get them to tell their partner/group about the person they wrote about (*Is it a member of the family or a celebrity?*) and their similarities/differences. Alternatively, you could ask students *Who do you look like in your family? Why?* (*I look like my mum/dad/brother/grandad. We both have green eyes.*). Pre-teach *lookalike*. Then put students into groups of three to discuss.

PRE-READING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books. Refer students to the rubric. Go through the words in the box with the class and check students understand by eliciting two examples for each category, e.g. height (*tall or short?*). Put students into pairs and ask them to do the exercise. Ask volunteers to say what's similar/different in the photos A–C and who they think are brothers, sisters or twins.

Suggested answers

The two women in photo A are about the same height and build. Both have long dark straight hair and green eyes.

The two men in photo B both have short brown hair and beards. They are also about the same height and build. I think they both have blue eyes and they look about 30. They have similar clothes too – they are both wearing checked shirts!

The two women in photo C are about the same age. The woman on the left has blonde hair and blue eyes while the woman on the right has brown hair and brown eyes. The woman on the left is slightly taller. They are wearing similar clothes.

WHILE READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Refer students to the question. Take answers. Ask students to listen to and read the text quickly and answer the question. Allow students time to read, then ask them to discuss with a partner. Have a class discussion for feedback.

Answer

The people in photos A and C are brothers and sisters. The people in photo B are twins.

Audioscript 5.13

Family Lookalikes

Do you have any brothers and sisters? If you do, can people tell that you are brothers and sisters, or are they surprised? People say that my brother and I look the same. His face, eyes and hair are very similar to mine. So brothers or sisters can look like each other – but sometimes they can look different.

What decides what we look like? Genes are the things in our body which carry the instructions for building our bodies when we are born. They decide on our eye and hair colour, as well as the size of our face, eyes, mouth and nose.

We all have two parents, so genes are passed on from your mother and your father. But what happens if your mother has brown eyes and your father has blue eyes, for example? Some genes are 'stronger' than others. The gene for brown eyes is a 'strong' (dominant) gene, so if a child has a brown-eye gene from the mother and a blue-eye gene from the father, the child will have brown eyes because the brown eye gene is dominant. However, a child could also get a less strong (recessive) blue-eye gene from each parent, even if one of them has brown eyes. If this happens, the child will have blue eyes. The same is true of things such as hair colour, size of nose, etc.

So some brothers and sisters can look quite different from each other. Even twins don't always look the same. Some twins share 100% of their genes, in which case they will look identical. However, other twins only share about 50% of their genes, like most brothers and sisters. So they might not look similar to each other. They might not be lookalikes at all.

You probably knew that the people in the photographs were all brothers and sisters, but did you guess that only one pair was a twin? It was picture B!

2 (T–S, S–S, S–T) Exercise 3. Look at the rubric with the class. Allow one or two minutes for students to read sentences A–E. Ask students to read the text again and complete the gaps with one sentence. Have students do the exercise on their own, then peer-check. Ask volunteers to give the correct answers. You could ask students to share their strategy with the class by asking *How did you choose the correct answer?* and have a quick class discussion.

Answers

1 A **2** D **3** C

3 (T–S, S–S, S–T) Exercise 4. Ask students to read the text again and answer the questions in pairs. Set a time limit of three minutes. Elicit correct answers from pairs.

Answers

2 Our genes **3** The gene for brown eyes is 'stronger' than the blue-eye gene. **4** They need to get one 'weak' blue-eye gene from each parent. **5** They share 100% of their genes. **6** Sometimes they only share 50% of their genes.

POST-READING (10 minutes)

(T–S, S–S, S–T) Exercise 5. Refer students to the highlighted words in the text. Put students into pairs. Allow students a few minutes to complete the sentences. Check answers with the class.

Answers

2 different from **3** similar to **4** the same **5** looks different **6** identical, the same

PRODUCTION (10 minutes)

1 (T–S, S–S, S–T) Exercise 6. Read the examples with the class. Ask students to work on their own and write their sentences about their family. Encourage students to write about people they are different from if they have discussed who they look like in the Warm-up stage. Then have students share their sentences with a partner for peer-feedback. Ask a few students to share their sentences with the class.

2 (T–S, S–S, S–T) Exercise 7. Ask students to take turns verbally to share their sentences.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to list ten ways people can be similar and ten ways people can be different.

CONTINGENCY PLAN

If your students need more support with Exercise 3, cross out the two extra sentences.

If your students need an extra challenge: For Exercise 6, ask them to write at least six sentences.

05 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Understand short, simple personal emails and letters (GSE 37 – A2+).
- Write a basic informal email/letter of invitation with simple, key details (GSE 41 – A2+).

Resources:

- SB: pages 56–57; Word List page 66
- Graphic Organiser for this unit

WARM-UP/PRESENTATION (5 minutes)

(T–S, S–S, S–T) With books closed, ask students *How often do you write emails to friends? What do you usually write about?* Take answers. If students do not email friends, ask them if they call/text/message instead. Put students into pairs. Ask them to think about the last email or message they sent to a friend and ask *What was it about?* Then have a quick discussion about things students usually write about (other friends, school, last/next weekend, etc.).

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Focus their attention on the email and photo. Ask *Who's the email from?* (Imad), *Who's he writing to?* (Kareem). Read the rubric with the class. Ask students to do the exercise on their own and then peer-check. Check answers with the class.

Answers

1 Appearance **2** Personality **3** Interests

2 (T–S, S–S, S–T) Exercise 2. Refer students to the rubric. Have students match the questions and categories and find the answers in the email alone, then check in pairs. Set a time limit of three minutes. Check answers with the class.

Answers

1 interests: he likes sport (basketball, skateboarding) and comics. **2** appearance: he's quite tall and he's got short dark hair and brown eyes. **3** personality: he's really funny and easy-going

3 (T–S, S–S, S–T) Exercise 3. Ask students to study the Writing box and answer any questions they have about the information. Raise students' awareness of informal email conventions by asking them some questions, e.g.: *How do we start an email to a friend? (Hi/Hello), How do we end an email? (See you/Bye for now), What questions do we ask in the first line? (How are you? How is school? What's new?)*
You could ask students to brainstorm other expressions, then elicit them and write them on the board:
Greeting: *Hey, Hi, Dear ...*
First line: *Are you OK?, I hope you're OK.*
Closing: *Write soon, See you soon.*
Then put students into pairs. Ask them to put the email in the correct order. Ask volunteers to share their answers with the rest of the class.

Answers

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

PRODUCTION (20 minutes)

1 (T–S, S–S, S–T) Exercise 4. Look at the rubric as a class. Ask students to plan their writing with a partner. Encourage them to refer to the Writing box as they go along. Once students have the structure and some notes for each section, ask them to write their email individually by adding a greeting, two sentences for each point using their notes, and a closing. They can use the Graphic Organiser. Monitor and offer help where necessary.

2 (T–S, S–S, S–T) Ask students to swap their work with a partner to peer-check, and check for any errors. Ask them to check that the email structure is correct and their partner wrote about all of the bullet points.

3 (T–S, S–S, S–T) You could ask students to think of one piece of advice for their peers to make the email better, then have students work in pairs to exchange suggestions for improvements. Then have students review their work and improve it following their peer's feedback.

TIP

You could ask students to actually email their classmates with their writing, and to respond to each other via email.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to review the email that they have written and to extend it by four or five sentences. They can also do the Self-assessment on Workbook page 41.

CONTINGENCY PLAN

If your students need more support with Exercise 3, read the email aloud in the correct order. Students listen and number the sections correctly.

If your students need an extra challenge: For Exercise 4, ask them to include information about how the new friend is different and one or two other details as well.

Ask students to study the Word List on page 66.

OVERVIEW

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

Objective:

- All language-related objectives from Unit 5.

Resources:

- SB: Word List page 66; Grammar Reference pages 70–71
- WB: pages 42–43; Self-assessment 5 page 41
- Assessment: Unit 5 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers
2 serious **3** Easy-going **4** confident

Exercise 2.

Answers
2 dark **3** beard **4** middle-aged **5** brown **6** trousers
7 top **8** slim **9** straight **10** jacket **11** trousers
12 bald **13** shirt **14** shoes

Exercise 3.

Answers
2 could **3** weren't **4** was **5** couldn't **6** was **7** could

Exercise 4.

Answers
2 didn't win
3 Did you see, didn't, left
4 went
5 Did we have, did
6 arrived
All the verbs are irregular except for *arrive*, which is regular.

USE OF ENGLISH

Exercise 5.

Answers
2 wrote **3** born **4** in **5** ago **6** were **7** studied
8 had **9** could **10** were

READING

Exercise 6.

Answers
1 F **2** F (he taught at university) **3** F (at university) **4** T
5 F (he died in 2011)

SPEAKING

Exercise 7.

Answers
Students' own answers

WRITING

Exercise 8.

Answers
Students' own answers

CULTURE SPOT

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT 1: British food	Theme 1: Society Theme 2: Culture	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening **Speaking:** expressing opinion and point of view; summarising main ideas **Reading:** using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text	**Listening:** analyse the main ideas and supporting details; identify the gist of short to medium-length passages, presentations and messages; respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of a topic or issue **Speaking:** orally summarise main ideas of a variety of texts (read, heard, seen); voice an opinion or point of view in meaningful, connected sentences **Reading:** summarise the main ideas of a reading text; explain what the text says or conveys explicitly by quoting accurately from the text; determine two or more main ideas of a text and explain how they are supported by key details

OVERVIEW

Objectives:

- Develop students' awareness of and sensitivity to intercultural food differences.

Resources:

- SB: pages 58–59

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to work with a partner and discuss their favourite kind of food with their books closed. Elicit answers. Encourage students to explain why they like specific dishes. Ask students what food they have eaten from other countries.

PRE-READING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Refer students to the question. Tell students to look at the photos and discuss which countries the different dishes come from. Have students work individually and then ask them to compare answers in pairs. Have students listen to and read the text quickly to check their ideas. Get some feedback from the class.

Answers

A Spain **B** Vietnam **C** Greece **D** Greece

WHILE READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Tell students to match the dishes with the correct photos. Students complete the activity individually, underlining key words that helped them find the correct answer. Allow them to compare answers in pairs. Check answers as a class.

Answers

2 A **3** C **4** D

2 (T–S, S, S–S, S–T) Exercise 3. Direct students to read the questions and underline key words and phrases. Play the recording while students read the text. Students work individually and answer the questions before checking in small groups. Elicit the answers from the class.

Answers

1 Four dishes (same as the photos) **2** They try different food when on holiday and want to then eat it at home.
3 Moussaka and vine leaves **4** At any time of the day **5** Pho

POST-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 4. Direct students to choose the correct options to complete the sentences. Get students to complete the activity individually, but allow them to compare answers in pairs. Check answers as a class.

Answers

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

2 (T–S, S–S, S–T) Exercise 5. Direct students to read the questions. Put students into pairs to discuss. Check answers as a class. Then tell them to role play the conversation from the text. Monitor for correct pronunciation as students work. Correct where necessary.

Answers
Students' own answers

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Ask students to read the questions and then discuss their answers with their group. Monitor for accurate language and vocabulary use. Elicit answers from students and then have a class discussion.

Answers
Students' own answers

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

Ask students to categorise the different dishes from the text into ones that they like or don't like. Then ask students to think of two traditional dishes from their country. Have them create a recipe and present their work to the class in the next lesson.

CONTINGENCY PLAN

If your students need more support with Exercise 1, name the countries and see if they can match them to the dishes in the photos.

If your students need an extra challenge: Students can share ideas about which six dishes should be included in a class recipe book. Students discuss and vote for the dishes to include. Have students provide details of how to prepare the different dishes.

LITERATURE SPOT

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT 1: Journey to the Centre of the Earth	Theme 1: Society Theme 2: Culture	**Listening:** analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during and after listening; understanding the moral lessons and values in multicultural stories **Speaking:** expressing opinion and point of view; summarising main ideas **Reading:** using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; reading further stories and poems by a favourite writer, and compare them	**Listening:** analyse the main ideas and supporting details; respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of a topic or issue; distinguish facts from opinions; begin to identify common organisational patterns (logical or chronological presentation of ideas, comparison and contrast) and rhetorical structures (main ideas tend to come at the beginning and end of passages; problems come before solutions) to help understand meaning **Speaking:** summarise short stories; read for pleasure; voice an opinion or point of view in meaningful, connected sentences **Reading:** summarise the main ideas of a reading text; explain what the text says or conveys explicitly by quoting accurately from the text; close read a literary text; identify words and phrases in stories, poems or songs that relate to feelings or senses

OVERVIEW

Objectives:

- Summarise, comment on and discuss a wide variety of factual and imaginative texts (GSE 66 – 82).
- Express and comment on ideas and suggestions in informal discussion (GSE 56 – B1+).
- Express and comment on ideas and suggestions in informal discussion (GSE 56 – B1+).

Resources:

- SB: pages 60–61

WARM-UP (5 minutes)

(T–S, S–S, S–T) On the board write *Journey to the Centre of the Earth* and ask students if they have heard of this book (and film) before. Encourage students to predict what kind of book genre it is, based on the title. Put students into groups. Elicit some ideas from the class.

PRE-READING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Put students into pairs and have them complete the activity. Ask students to share their answers with the class.

Answers

Students' own answers

WHILE READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 2. Tell students to listen and read, then to scan the text to find the answers. Have students compare answers with their partners. Check answers with the class.

Answers

The language was Latin. Axel doesn't want to go on the adventure. He is frightened and tries to burn the parchment.

2 (T–S, S–T) Exercise 3. Tell students to read the text again and then decide which statements are true and which are false. Play the recording as students read. Students complete the activity individually. Check answers as a class.

Answers

1 T **2** F (he was frightened) **3** T
4 F (the message was written by an Icelandic scientist)
5 T

LITERATURE SPOT

3 (T–S, S–S, S–T) Exercise 4. Ask students to complete the phrases from the text. Have students complete the activity in pairs. Elicit answers from the class.

Answers
1 sense **2** down **3** asleep **4** sorry **5** footsteps **6** mind

POST-READING (10 minutes)

(T–S, S–S, S–T) Exercise 5. Tell students that they are going to listen to two students talking about their school club project. Ask students to read the questions and then play the recording. Pause at key points in the audio for students to note their answers. Remind them to justify their answers. Then ask students to share their answers. If time allows, have a class discussion focusing on how students think life is different now compared to life in 1864, when the book was written.

Answers
1 a film project **2** French **3** That it's impossible.
4 It's so good you can believe it could happen.
5 No (he wants to borrow it).
6 They don't have anyone to play the dinosaurs.

Audioscript LS1.2

A = Ali **F** = Fadi

A: Fadi? Remind me again, how long does the film have to be?

F: Ali! Don't you ever take notes? It has to be between four and five minutes long and it must be based on a novel.

A: Any novel? Could it be a short story?

F: The teacher said a novel. But it can be modern, classic, British, American, French ...

A: OK. Any ideas?

F: Well, I read a book recently that I really liked. It's over a hundred and fifty years old – it was first published in 1864. It's by the French author Jules Verne and it's called *Journey to the Centre of the Earth*.

A: I've heard about it. It's an adventure story.

F: Yes. It's about a group of men, an uncle and nephew and their guide, and their journey to reach the centre of the Earth.

A: Really? That's ridiculous! It's an impossible journey.

F: Yes, of course it is. Verne is a famous science fiction writer. His stories are so good that you really believe they can happen.

A: Yeah? What happens? Do they reach their destination?

F: Well, that isn't the main point of the story. During their journey, they see all kinds of amazing things. There are ancient dinosaurs, huge mushrooms and rough seas. They survive a massive storm and even travel through a volcano.

A: Wow, they sound like brave men.

F: Well, they are, but Axel the nephew complains a lot. He doesn't want to go on the journey and he wants to go home.

A: It sounds like a good book, actually. Can I borrow it? I'd like to read it. But ... I'm not sure we can make it into a film.

F: Why?

A: Who will play the dinosaurs?

PRODUCTION (10 minutes)

1 (T–S, S–S, S–T) Exercise 6. Get students to read the activity individually. Place students into new pairs and have them discuss the questions. Check answers as a class.

Answers
Students' own answers

2 (T–S, S–T) Exercise 7. Have students work individually to complete the activity. Students can complete a first draft of their letter in the class and have their peers give feedback. Set the second draft as homework.

Answers
Students' own answers

WRAP-UP (5 minutes)

(S–T, T–S) Ask students to read the *From Page to Life* box. Ask students if they would like to see the film. Encourage students to explain their preferences.

HOMEWORK

Have students complete the second draft of their letter. Letters can be shared in the following lesson.

CONTINGENCY PLAN

If your students need more support with the speaking task in Exercise 1, give some examples of science fiction films and books that will be familiar to them. Do the same with adventure stories.

If your students need an extra challenge: Explain to students the concept of a time capsule – a container (usually about the size of a medium-sized bag) into which you put items which you think best represent the time you live in. The time capsule is buried and only opened in 100 years' time. Have students discuss what they should put in the time capsule. Groups present their ideas to the class.

CULTURE NOTES

Unit 1

LESSON 3A GRAMMAR

Excessive phone use also known as smartphone addiction, is a compulsive behaviour with constant checking of the phone and feelings of anxiety experienced by people when they are separated from their phone. Excessive use of phones can have many detrimental effects on positive and mental well-being, as well as relationships with friends and family. To reduce the amount of phone time, people should try replacing it with activities they enjoy, eliminate notifications on their phones and remove apps that they use too much.

Unit 2

LESSON 5A LISTENING AND VOCABULARY

Roommates are people that live in the same accommodation when they are studying at a college or university. Being respectful of each other is very important when sharing accommodation and this involves keeping your space clean and tidy, working around each other's study routines and being mindful of lights when your roommate is sleeping.

Unit 4

LESSON 3A GRAMMAR

No Pens Day Wednesday was the idea of an organisation called The Communication Trust. The day started in 2011 and, although there is only one official day a year, some schools use the idea more often when they see the benefits it brings. Many schools in the UK take part every year.

LESSON 5A LISTENING AND VOCABULARY

The ladders in photo A take students to school from a village called Atuleer in Sichuan province in China. It is situated almost a kilometre above the ground and is inhabited by 72 families. The village attracted worldwide attention in 2016 when **images of children climbing down the cliff to school** went viral. The local government was forced to do something about the situation. In November 2016, the wooden ladders were replaced by a steel staircase with safety bars, although it is still dangerously steep.

The Rideau Canal links Canada's capital city Ottawa to Lake Ontario. It is 202 kilometres long. The section used for skating isn't the longest in the world; that is in Winnipeg in Canada, but because the Rideau Canal is wider, it is the biggest skating rink in the world.

Unit 5

LESSON 1A VOCABULARY AND GRAMMAR

Mafraq is Jordan's second largest governorate and is north-east of Amman. It borders Iraq, Saudi Arabia and Syria.

Ma'an is a city of around 42,000 people in southern Jordan. It is also capital of the Ma'an governorate.

CLASS DEBATES

TEACHER'S NOTES

Time: 15 minutes

There are five simple steps to take in order to run a successful class debate:

1 Propose a motion or controversial statement.

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

2 Make teams: proposers and opposers.

Divide the class into groups of no more than six. Half the groups should be 'the proposers', arguing for the statement. The other half should be 'the opposers', arguing against it. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge, you may also ask them to argue for the view opposite to their own.

3 Prepare for the debate.

Give groups five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in what order. Tell them that during the debate, each member of the team needs to speak at least once.

4 Hold the debate.

The debate structure has five simple steps:

Step	Instructions	Timing
1	Each team has a turn to present their arguments.	2 minutes per team (4 minutes in total)
2	Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments.	2 minutes
3	Each team present their rebuttal for 2 minutes.	2 minutes per team (4 minutes in total)
4	Both teams have 2 minutes to prepare a summary of their position.	2 minutes
5	Each team summarises their view and makes final comments for 1 minute.	1 minute per team (2 minutes in total)

- Ask students to remain silent while their opponents are speaking and take notes of the points they make.
- If you have more than two teams, tell students which teams are going to argue against each other.
- For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in step 1 and second in step 3.
- If pressed for time, you may combine steps 3 and 5 so that students present both the rebuttal and summary in one stage.

5 Provide feedback.

- After the debate, ask students whether they have been convinced by the opposing team's arguments and who, in their opinion, won the debate and why.
- You could ask students to raise their hands to vote on which side they really stand in the debate. Count the show of hands for each side and declare the winning argument.
- Provide feedback on how well the teams argued their case and suggest things they could improve in the future.
- As a follow-up activity, you could ask groups to switch sides so that students get to argue both sides of the same discussion. You could also ask students to write a 'for and against' essay using the arguments from the debate.

USEFUL LANGUAGE

Photocopy and provide students the useful language for debating on the next page, for them to refer to during the school year.

DEBATE TOPICS

Unit 1 Parents are the most important role models for young people.

Unit 2 There is no value to humanity in space tourism.

Unit 3 Family businesses contribute more to communities than global companies.

Unit 4 Traditional farming produces better food than modern farming.

Unit 5 Students are too dependent on technology.

DEBATING

USEFUL LANGUAGE

Presenting the motion

We are going to speak in favour of/against the statement/motion that ...
I am going to try to explain why we think/don't think that ...
Today I hope to persuade you to agree that ...
This morning we have the easy task of convincing you that ...
First, I will talk about ... I shall also argue that ...
Consider this ...
I would like to put forward the idea/motion that ...

Introducing the speakers

I, as the first speaker, will talk/will be talking about ...
The next speakers will then explain why/discuss ...
[Halima] will elaborate on, ...
[Mariam] will then talk about ...
The next speakers will explain why ...
[Nada] will conclude by ...

Presenting the most important point

The main thing/point is ...
The (single) most important thing/point is ...
Most importantly, ...
Primarily, ...
Central to this debate is (the fact that), ...

Presenting a list of arguments

First of all, ...
Firstly, ...
To begin with, ...
Secondly, ...
My first/second argument is ...
Let me come to my first/second/next argument.
Perhaps I should also mention that ...
In addition, ...
What's more, ...
Also, ...
We also need to think about ...
Something else to think about is ...
Another important point is ...
Furthermore, ...
In addition to that, ...
Moreover, ...

Giving your opinion

In my view/opinion, ...
My view is that ...
I am of the opinion that ...
I hold the view that ...
The way I see it, ...
If you ask me, ...
As far as I'm concerned, ...
It goes without saying that ...
It seems to me that ...
I firmly believe that ...
(Personally,) I feel/believe that ...
We are convinced that ...
It is our belief that ...

Expressing certainty

Clearly/Obviously, ...
There is no doubt that ...
Let the facts speak for themselves.
In fact, ...
Without a shadow of a doubt, ...
Frankly, I think it's obvious that ...
It cannot be denied that ...

Clarifying/Reiterating

I'm talking about ...
What I'm trying to say is ...
What I mean (by that) is ...
I'm saying that ...
In other words, ...
The whole point of this is that ...
Put simply, ...
Essentially, ...
To clarify, ...
To reiterate, ...
To elaborate, ...

Supporting your view with examples/evidence

For example, ...
For instance, ...
Let me give you an example: ...
Take, for example, ...
An example of this is ...
Look no further than ...
To illustrate ...
Recent research has shown that ...
New studies confirm that ...

Discussing advantages and disadvantages

On the one hand, ... On the other hand, ...
Some people believe that ... while others say that ...
While ... , we should not forget that ...
An argument for/in favour of/against ...

Concluding/Summarising

So, finally, ...
So, in short, ...
To sum up, ...
All in all, ...
In summary, ...
In a nutshell, ...
Let me summarise our position in this debate.
To conclude, let me stress that ...
So, as we have seen ... Therefore, we must conclude that ...
This clearly reinforces everything I have said up until this point.
In light of what was said earlier, we can see that ...

Jordan High Note

Grade 8

Semester 1

PHOTOCOPIABLE RESOURCES

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PHOTOCOPIABLE RESOURCES

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TEACHER'S NOTES

Unit 1

1 Everyday activities

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the affirmative and negative forms of the Present Simple

Interaction: individual, pairs

Type of activity: gap-fill and guessing game

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they are going to guess information about each other's free-time activities and routines. This activity works even better if students are paired with someone they don't know very well. **(2)** Ask students to complete the sentences with the affirmative or negative forms of the Present Simple. They also guess information about their partner for each sentence and write it in the space provided. **(3)** Fast finishers can do some pronunciation work: write the final sound for third person verb endings on the board (/s/, /z/, /ɪz/) and ask students to match the verbs in their sentences to the sounds. **(4)** Check answers with the class, eliciting the correct verb forms, spelling and pronunciation but do not check any other information at this stage. **(5)** In their pairs, students now check their guesses with their partner. They change the verb form and pronouns to *you*, *your*, etc. (e.g. *I think you get up at seven on weekdays.*) Their partner then says if the statement is right or wrong. If it's wrong, students should give the correct information by first making a negative statement and then the correct affirmative statement (e.g. *No, I don't get up at seven on weekdays. I get up at half past seven.*) Draw attention to the model dialogue before students begin. **(6)** Students total up the number of correct guesses about their partner. The student with the most guesses wins the game.

Optional follow-up: Invite different students to share with the class what they found out about their partner. Was there anything they found interesting/surprising/strange?

Answers:

1 **2** does **3** watches **4** speaks **5** goes out **6** likes

2 Free-time activities snap

(Lesson 2 Vocabulary)

Aim: to practise vocabulary related to free-time activities

Interaction: groups of four

Type of activity: snap game

Time: 15 minutes

Materials: one set of picture 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, matching phrases for free-time activities with pictures illustrating them. **(3)** Ask one student in each group to shuffle the phrase cards and deal out six to each player. Players should look at their cards but not show them to other players. The picture cards should be shuffled and put in a pile face down in the middle. **(4)** Explain the game: one student turns over the top picture card. Players decide if it matches one of their phrase cards. If it does, the first person to put their verb card on the table and say 'Snap!' wins the card. The winner is the first person to match all their cards.

3 How healthy are you?

(Lesson 3 Grammar)

Aim: to practise the question form of the Present Simple and adverbs of frequency

Interaction: individual, pairs, small groups or whole class

Type of activity: gap-fill and sentence completion

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and explain that students are going to do a quiz about young Jordanians' health. **(2)** Ask them to complete the quiz questions with the correct verb from the box; they should do this individually. **(3)** Get them to compare answers in pairs if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Give them a few minutes to discuss and decide on their answers and explain that it is OK if they disagree with their partner – they can mark their own answer on their worksheet. **(5)** Get students to swap worksheets with another pair for correction. Confirm the answers to the quiz, asking students to mark their peers' worksheets. **(6)** Students return the worksheets and count up their score. **(7)** Students now say how often they do the different things in the quiz. Depending on the size of your class and the time available, they could do this in their original pairs, in small groups or as a whole class. **(8)** Finally, students discuss the results of the quiz and make suggestions about how young Jordanians could have a healthier lifestyle.

Optional follow-up: Students discuss which facts they find surprising or interesting. They could do this in pairs, small groups or as a whole class.

Answers:

1 **2** exercise **3** brush **4** eat **5** eat **6** drink **7** wear

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

4 How happy are we?

(Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of understanding the main idea of a paragraph

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs for Exercise 1. Give them 2 minutes to discuss their ideas, then invite students from different pairs to share them with the class. Do not confirm answers at this point – tell students that they will check their ideas in the next activity. **(2)** Exercise 2 can be done individually or in pairs. Point out that students should read the text quickly. The aim here is to understand the main idea, so they should not focus on detail or worry about unknown words. Give them 3–4 minutes to complete the activity, then

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check answers with the class. **(3)** Students now do Exercise 3, individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. Encourage them to underline the parts of the text that give them the answers.

Answers:

2 Bhutan, Denmark, Egypt, Finland, Iceland, India, Jordan, Netherlands

3 **1** A **2** C **3** A **4** B **5** A

5 Don't tell anyone!

(Lesson 6 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 1.6 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** tell **3** do you like **4** don't tell **5** look **6** buy **7** don't put **8** goes **9** takes **10** stay **11** doesn't agree **12** thinks **13** love **14** watch

Unit 2

6 In my house

(Lesson 1 Vocabulary and Grammar)

Aim: to practise *there is/there are* with *some* and *any*

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 are going to compare rooms and areas in their houses – point out that their houses both have the same architecture, the same number of rooms, but that there are differences they need to find. **(2)** To help students, before they begin the activity you could elicit vocabulary they can use (rooms/areas they can ask about) and list it on the board. You may also wish to pre-teach *ground floor* and *first floor* at this point. **(3)** In their pairs, students take it in turns to ask and answer questions using *there is/there are*, *some/any* and the vocabulary on the board. Explain that they first need to find out if they both have the same room (e.g. *Is there a bedroom in your house?*); if they do, they need to ask questions to find out if the things in the room are the same or different (*Is there a TV in your bedroom?*). You could get students to note down the differences or try to draw their partner's house and then compare their drawing with their partner's picture.

Optional follow-up: Students swap pictures and write five sentences about their partner's house – two should be true and three should be false (e.g. *There are two paintings in your attic/art studio. There's a small window in your kitchen.*). They give their sentences to their partner who must identify the false sentences without referring to their picture. Encourage students to be creative and write about things which are less obvious/their partner is less likely to remember.

Answers:

Different rooms:

- In A's house there's a garage; in B's house there's a study instead.
- There's an attic in both houses, but in A's house it's an art studio; in B's house it's a music studio.
- There isn't a garden in A's house but there is one in B's.

Same rooms:

- Dining room: In A's dining room there's a big window on the wall; in B's dining room there are paintings on the walls.
- In A's bedroom there's a TV; in B's bedroom there isn't a TV.

7 Give me a clue

(Lesson 2 Vocabulary)

Aim: to practise vocabulary for rooms and furniture

Interaction: pairs

Type of activity: a crossword

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell students that they should not show their worksheet to their partner and explain the activity: they both have the same crossword, but with different words given. They should take it in turns to give their partner clues to complete it. **(2)** Make sure students understand *across* and *down* in order to give clues and, if necessary, do 1 down and 2 across as examples (e.g. 1: *It's in the kitchen. You use it to make food.* 2: *It's in the living room. You sit on it.*). Point out that all the words are things we can find in a house and encourage them to tell their partner which room each item is found in when they're giving their clues. **(3)** You may wish to give students a few minutes to think about their clues before they begin, while you go round helping them with any vocabulary they may need. **(4)** Students complete their crosswords and then check each other's answers.

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8 Leaving home

(Lesson 3 Grammar and Vocabulary)

Aim: to practise *can* and *can't*

Interaction: pairs

Type of activity: jumbled sentences, dialogue ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they each have one part of a conversation between two friends, Laith and Fadi, which they are going to reconstruct. Student A is Laith and Student B is Fadi. Tell them that they should not show their worksheet to their partner. **(2)** Students should do Exercise 1 individually. During the activity, monitor and offer help as necessary. **(3)** In their pairs, students now do Exercise 2: they number the sentences in the correct order (1–12) in order to reconstruct the conversation. Point out that 1 and 2 have been done for them. **(4)** Check answers in open class by asking different students to read out the sentences in the correct order.

Optional follow-up: Get students to practise the conversation in their pairs.

Answers:

1 (d) L: What's up, Fadi?
2 (j) F: University starts next week. I feel nervous!
3 (a) L: Next week! Are you ready? Can I help you?
4 (g) F: Yes please. I need your help. Can you help me pack my clothes?
5 (f) L: Sure. I can bring some bags and boxes/boxes and bags. Can you wash your clothes?
6 (l) F: Yes, that's easy. I can wash my clothes and dry them in my room.
7 (b) L: That's good. Can you cook? I can show you some simple things.
8 (h) F: Yes, I can cook. I'm sure I can heat meals in the microwave.
9 (c) L: Yes, you can cook whole meals in a microwave. Can you keep the kitchen tidy?
10 (i) F: The kitchen? I can when my parents remind me! I sometimes forget!
11 (e) L: Don't worry! You can practise some chores around the house before you leave home. OK, see you tomorrow!
12 (k) F: Thanks for all your help, Laith! I can't do this without you! Talk tomorrow.

9 Sixteen-year-old's tiny home

(Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of predicting

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are going to read a text about a type of home. Put them in pairs and give them 2 minutes to discuss the questions in Exercise 1, then invite different students to share their ideas with the class. Do not confirm answers yet – explain that students will check their ideas in the next activity. **(2)** Get them to read the text quickly to check their ideas from Exercise 1. **(3)** Exercise 3 can be done individually or in pairs. Remind students to not worry about new words and encourage them to underline the parts of the text that give them the answers. **(4)** Check answers with the class. In stronger classes, you could ask students to correct the false statements. **(5)** Students now do Exercise 4, individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. Again, encourage them to underline the parts of the text that led them to the answers.

Optional follow-up: Write these sentences on the board: *I like the idea of a tiny home because …* ; *I would like to do my homework in a tiny home because …; I think the problem of a tiny home is …;* Individually, ask students to complete the statements with their own opinions. Get them to discuss their answers in pairs or small groups, then elicit answers around the class to round off the activity.

Answers:

2 They show a girl and a tiny home. The connection is that the girl does her homework in her father's tiny home.

3 **1** T **2** F (They often have four wheels so you can move them.) **3** F (He built it for his work.) **4** F (It has an area with a desk and computer.) **5** F (She can do projects with her friends in the home.)

4 **1** It is in the bottom of her parents' garden.
2 Her home was not quiet because she has many sisters and brothers.
3 After her father finishes work.
4 Because it is too small.
5 To work on projects.

10 Roommates

(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 2.4 for them to check/complete their answers. Alternatively, check answers by going through the interview 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** advice **3** roommates **4** habits **5** bed **6** tidy **7** interests **8** information **9** message **10** fridge **11** subjects **12** cook **13** clean

Unit 3

11 A special lunch

(Lesson 1 Vocabulary and Grammar)

Aim: to practise countable and uncountable nouns with *some*, *any* and *no*

Interaction: pairs

Type of activity: information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they are going to have a special lunch with some friends. They are going to prepare the food themselves and are looking at what they need to buy for the party. **(2)** Ask students to look at the first two lists (*Lunch menu* and *Things in my kitchen*). Explain that they need to phone each other and compare what they have in their fridge and kitchen cupboards, and then complete the third list – their shopping list. They should take turns to ask and answer questions using *have got*, *there is/are* and *some/any/no* with countable and uncountable nouns. Draw their attention to the model dialogue. Highlight that if they don't have some ingredients they need, they should add them to their shopping list. In a less confident class, you could model a dialogue with a pair of confident students for the first couple of items on their list. **(3)** Before they begin, check that they understand all the items on the *Lunch menu*. **(4)** Ask them to begin and during the activity walk around the class to monitor the dialogues. **(5)** As feedback, elicit which ingredients are on students' shopping lists.

Optional follow-up: Ask students to think of two more things to add to their *Lunch menu*. In their pairs, they decide if they've got the necessary ingredients and, if not, add them to their shopping list.

Answers:

Students are missing these items: butter, tomato sauce, crisps, biscuits, strawberry ice cream, lemonade, orange juice, tea

12 What do we need?

(Lesson 2 Vocabulary)

Aim: to practise vocabulary for food products, containers and prices

Interaction: individual, pairs

Type of activity: sentence completion, dialogue ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain the scenario and tell students not to show their worksheet to their partner. **(2)** Students complete Exercise 1 individually. **(3)** Check answers with the class. **(4)** In their pairs, students now do Exercise 2: they number the sentences in the correct order (1–14) in order to reconstruct the conversation. Point out that 1 and 2 have been done for them. **(5)** Check answers in open class by asking different students to read out the sentences in the correct order.

Optional follow-up: Get students to practise the conversation in their pairs.

Answers:

1 **Student A**
b bottles, cans **c** box **e** packets **f** tins **g** tins
Student B
i bottles, cans **j** packets, bag **l** box **m** jar

2 **3** f **4** h **5** g **6** i **7** b **8** m **9** e **10** j **11** a **12** l **13** c **14** n

13 Complete, ask, answer

(Lesson 4 Grammar)

Aim: to practise quantifiers (*a lot of*, *too much*, *too many*, *a little*, *a few*, *not many*, *not much*)

Interaction: individual, pairs

Type of activity: gap-fill, matching

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Get them to complete Exercise 1 individually and point out that they need to use each quantifier once. **(3)** Check answers with the class. **(4)** Students now do Exercise 2 in their pairs. Go through the instructions with them and make sure they are clear about what they have to do. **(5)** Check answers in open class by asking different pairs to read out the exchanges.

Optional follow-up: Keep students in the same pairs and ask them to fold their worksheets so that they can only see the pictures. They should choose five or six pictures and write similar exchanges for each one, using quantifiers. They score a point for each correct exchange, and the pair with the most points at the end are the winners. For a shorter activity, ask students to write exchanges for fewer pictures, e.g. two or three.

Answers:

Student A

1 **1** too much **2** a little **3** a lot of **4** a few **5** much **6** many

2 **g** 5 **h** 2 **i** 6 **j** 4 **k** 3 **l** 1

Student B

1 **7** too many **8** a lot of **9** a few **10** many **11** much **12** a little

2 **a** 9 **b** 11 **c** 7 **d** 10 **e** 8 **f** 12

14 Food photography

(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 3.9 for them to check/complete their answers. Alternatively, check answers by going through the interview 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** a lot of **2** some **3** some **4** a **5** a **6** Some **7** natural **8** a few **9** a little **10** a little **11** a lot **12** any

Unit 4

15 School tour

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the Present Continuous

Interaction: pairs or small groups

Type of activity: gap-fill, matching game

Time: 15 minutes

Materials: one set of white cards and one set of grey cards per pair or group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or small groups and hand out one set of white cards and one set of grey cards to each pair/group. **(3)** Get students to complete the white cards with the correct Present Continuous forms of the verbs in brackets. Do not check their answers at this point. **(4)** Ask students to shuffle the grey cards and place them face down on the table. They then turn over the cards and try to match them with the sentence beginnings to form complete sentences. Point out that they may find that some cards go with more than one sentence ending, but they need to make logical connections between the actions and places in school, so that they end up with twelve logical sentences in total. **(5)** To check answers, ask different students around the class to read out the completed sentences. Pairs/Groups score one point for each correctly completed sentence and one point for each correctly matched sentence. The pair/group with the most points are the winners.

Optional follow-up: Students play another game in their pairs/groups. They put the white cards to one side and shuffle the grey cards. They then take turns to turn over a grey card and try to remember what is happening in each place. Highlight that the action is important, not the names of the people. If they remember correctly, they keep the card. Alternatively, they can put the grey cards to one side and shuffle the white cards. If they remember the name of the place, they keep the card. The student with the most cards wins the game.

Answers:

Imad and Omar **are having** lunch in the canteen.

Mr Aljabi **is marking** homework in the staffroom.

Nada and Salwa **are revising** for an exam in the library.

Mustafa **is walking** along the hallway.

Mariam and Khawla **are painting** in the art room.

Hani **is doing** an experiment in the science lab.

Ghada **is learning** about programming in the computer room.

A class **is doing** athletics on the track in the playing fields.

Amer **is playing** the flute in the music room.

Majeda and Zeinab **are doing** Taekwondo in the gym.

Khaled and Muneer **are talking** about their weekend halfway up the stairs.

Huda **is washing** her hands in the bathroom.

16 Taboo

(Lesson 2 Vocabulary)

Aim: to practise vocabulary for school subjects and objects

Interaction: pairs, groups

Type of activity: Taboo game

Time: 10 minutes

Materials: one set of cards (A or B) per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of two pairs and hand out one set of cards (A or B) to each pair. They should shuffle them and put them in a pile face down on the table. **(3)** Explain that the aim of the game is for each pair to guess as many of the words on their cards as they can within a given time limit. **(4)** Pair A starts. Student A has to describe each word for Student B to guess. Explain that for each word, they are not allowed to use the three words listed below it. One student from the opposing pair checks the use of the 'taboo words' and keeps score, while the other student times the pair playing. If necessary, model the activity with one card from each team's set. **(5)** At the end of the time limit, pair A count up their score and pair B take their turn. The pair with the most points wins.

Optional follow-up: Teams read out the 'taboo words' to the other team to see if they can remember the words in bold.

17 Sleep well!

(Lesson 3 Grammar)

Aim: to practise the Present Simple and Present Continuous

Interaction: individual, pairs

Type of activity: gap-fill, information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Tell students that they are going to read and complete a text about sleep, and ask them to complete Exercise 1 individually. Point out that they should only complete gaps a–e and that they should not worry about 1–5 at the moment. **(3)** Check answers with the class – make sure that only the verb forms are heard so as not to pre-empt Exercise 3. **(4)** Ask students to complete Exercise 2 individually. **(5)** Check answers with the class. **(6)** Students now do Exercise 3 in their pairs. Student A starts by asking their questions and Student B answers using the information in bold in the text. Student B then does the same. When they have finished, they check each other's answers to gaps 1–5 using their texts.

Optional follow-up: In pairs, ask students to think of three ideas to improve teenagers' sleep habits. Elicit ideas around

the class and write them on the board. The class could then vote for the best three ideas. (Possible answers: Turn off loud music, mobile phones, computer screens and the TV at least one hour before bedtime. Sleep in a cool, dark place. Go to bed the same time every day, etc.)

Answers:

Student A

1 **a** need **b** controls **c** don't get **d** are starting **e** is giving

2 **1** What does everyone have?
2 How many hours of sleep do adults need?
3 How many teenagers sleep for eight hours?
4 What time are students finishing their classes?
5 How is a student feeling at the moment?

3 **1** a biological clock **2** seven to eight **3** fifteen percent **4** 7 p.m. **5** motivated

Student B

1 **a** has **b** need **c** shows **d** are taking **e** am feeling

2 **1** What is sleep important for?
2 What does the biological clock control?
3 How many hours of sleep do teenagers need?
4 What time are students starting their classes?
5 What lesson is the teacher giving today?

3 **1** learning and concentration **2** (the time) to wake up and go to sleep **3** nine to ten **4** 1.30 p.m. **5** on good sleep habits

18 A school for the deaf

(Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of finding specific information

Interaction: individual

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are going to read a text about a school for the deaf. Check that they understand *deaf*. **(2)** Get students to do Exercise 1 individually. Before they begin, point out that they need to read the text *quickly* and not worry about details or unknown words at this point. **(3)** Check answers with the class. **(4)** Ask students to read the text again and complete Exercise 2. They should work individually and, if time allows, compare answers in pairs before class feedback. **(5)** Check answers with the class. **(6)** Students now do Exercise 3. Again, get them to work individually and then compare answers in pairs before class feedback. Encourage them to underline the parts of the text where they find the answers. **(7)** Check answers with the class.

Optional follow-up: Put students in pairs or small groups and give them a few minutes to discuss the differences between their school and the school in the article. Ask them to say what is the same, too. To help them, you could write a few prompts on the board, e.g. *position of desks, class sizes, technology, hours, subjects, aims*. Elicit ideas around the class to round off the activity.

Answers:

1 C

2 F (Some need more help than others.) **2** T **3** DS **4** T **5** F (They are the same.)

3 **1** To check they are all working and comfortable before lessons begin.
2 Smaller classes mean teachers can give each student more help and support.
3 A special hearing aid placed in the head.
4 The same subjects that students are taught at other schools.
5 They will leave school with good grades and have the same opportunities in life as any other student.

19 Getting to school

(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 4.6 for them to check/complete their answers. Alternatively, check answers by going through the podcast 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** 're climbing up **3** 're actually climbing down **4** takes **5** Do they do **6** stay **7** are walking **8** aren't walking **9** 're skating **10** freezes **11** lives **12** travels **13** flies **14** stays **15** flies

Unit 5

20 Ramzi Jabari – the beginning

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the Past Simple of *to be* and *can*; to practise the affirmative form of the Past Simple

Interaction: individual, pairs

Type of activity: gap-fill, ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Individually, students complete the sentences with the correct Past Simple form of the verbs in the box. In a less confident class, you could make pairs of A students and B students. **(3)** Check answers with the class. **(4)** In pairs, students now take turns to read out their

sentences for their partner to match to a corresponding sentence in their text. Point out that the first sentences have been indicated for them and that Student A should start by reading out the first sentence. **(5)** Check answers by getting different students to read out the sentences in order.

Answers:

1 Student A

a left, was **b** enjoyed, had **c** saw, invited
d arrived, studied, listened **e** could, loved
f supported, told

Student B

g wanted, liked **h** accepted, turned, worked
i believed, decided **j** could, managed **k** were, started
l agreed, chose

2 **3** b **4** k **5** a **6** i **7** f **8** l **9** d **10** j **11** c **12** h

21 Sketch artists

(Lesson 2 Vocabulary)

Aim: to practise vocabulary for clothes and describing appearance

Interaction: pairs

Type of activity: information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Get them to label the vocabulary categories with the correct headings. They should do this individually. **(3)** Check answers with the class. **(4)** Students now take turns to describe the people on their worksheet for their partner to draw. Point out that they can also ask each other questions, e.g. *What's his hair like? What's he wearing? Is his hair long or short?* Also remind students that they can choose from the vocabulary in Exercise 1 to help them describe the people. **(5)** When they have finished, ask them to compare their drawings to the photos. Elicit descriptions from different students around the class.

Answers:

Students A and B

1 **2** Hair colour **3** Hair type **4** Hair length **5** Build
6 Clothes **7** Footwear **8** Accessories **9** General appearance **10** Other

22 Find someone who *didn't* ...

(Lesson 4 Grammar)

Aim: to practise the negative and question forms of the Past Simple

Interaction: individual, groups

Type of activity: questions and answers

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheets and tell students that they are going to survey their classmates to find out about things they did recently. **(2)** Students first complete the questions in the first column of the table using the correct Past Simple forms of the verbs in brackets. **(3)** Check the questions with the class. **(4)** Explain that students will now mingle and ask their classmates the questions. Their aim is to find someone who answers 'no' to each question and complete the sentences in the second column of the table. To do this, they need to write that classmate's name and the negative Past Simple form that will complete the sentence. **(5)** Start the activity and monitor to check students are using the Past Simple correctly. **(6)** When all students have one name for each question (fast finishers can add more than one name for each question), ask students to sit down, then invite class feedback on what the class have learnt about each other.

Answers:

1 Did you have, [Name] didn't have
2 Did you eat, [Name] didn't eat
3 Did you do, [Name] didn't do
4 Did you listen, [Name] didn't listen
5 Did you ask, [Name] didn't ask
6 Did you wear, [Name] didn't wear
7 Did you watch, [Name] didn't watch
8 Did you play, [Name] didn't play
9 Did you take, [Name] didn't take
10 Did you get up, [Name] didn't get up

23 Think twice before you buy it ...

(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 5.7 for them to check/complete their answers. Alternatively, check answers by going through the interview 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** last **3** wearing **4** gave **5** made **6** bought **7** can
8 throw **9** repaired **10** changed **11** are **12** learn
13 recycled

PHOTOCOPIABLE RESOURCES

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RESOURCE 1

Everyday activities

UNIT 1, LESSON 1 VOCABULARY AND GRAMMAR
(Present Simple: affirmative and negative)

Everyday activities | Student A

1 **Guess information about your partner and complete the sentences. Use the Present Simple forms of the verbs in brackets.**

Name:	**✓ or ✗ ?**
1 He/She ___*gets up*___ (get up) at _____ (time) on weekdays.	
2 He/She _____ (do) his/her homework at _____ (time).	
3 He/She _____ (watch) _____ (name of a TV series).	
4 He/She _____ (speak) _____ (a foreign language).	
5 He/She _____ (go out) with the family on _____ (day of the week).	
6 He/She _____ (like) _____ (name of sport).	

2 **In pairs, take turns to read your sentences from Exercise 1 to your partner. Are they right or wrong? Put a ✓ or a ✗ in the table.**

I think you get up at seven on weekdays.

No, I don't get up at seven on weekdays. I get up at half past seven. / Yes, you're right! I get up at seven!

Everyday activities | Student B

1 **Guess information about your partner and complete the sentences. Use the Present Simple forms of the verbs in brackets.**

Name:	**✓ or ✗ ?**
1 He/She ___*gets up*___ (get up) at _____ (time) on weekdays.	
2 He/She _____ (do) his/her homework at _____ (time).	
3 He/She _____ (watch) _____ (name of a TV series).	
4 He/She _____ (speak) _____ (a foreign language).	
5 He/She _____ (go out) with the family on _____ (day of the week).	
6 He/She _____ (like) _____ (name of sport).	

2 **In pairs, take turns to read your sentences from Exercise 1 to your partner. Are they right or wrong? Put a ✓ or a ✗ in the table.**

I think you get up at seven on weekdays.

No, I don't get up at seven on weekdays. I get up at half past seven. / Yes, you're right! I get up at seven!

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RESOURCE 2

Free-time activities snap

UNIT 1, LESSON 2 VOCABULARY
(Free-time activities)

Picture cards



Phrase cards

go to a friend's house	go shopping	play computer games
play games on your mobile phone	play sport	listen to music
read books	write a blog	watch TV
go to a friend's house	go shopping	play computer games
play games on your mobile phone	play sport	listen to music
read books	write a blog	watch TV

RESOURCE 3

How healthy are you?

UNIT 1, LESSON 3 GRAMMAR
(Adverbs of frequency; Present Simple: questions)

1 Complete the quiz questions with the Present Simple forms of the verbs from the box.

brush drink eat eat ~~exercise~~ exercise wear

How healthy are young Jordanians?

1 How many minutes a day should young people *exercise* **for?**
a) 60 minutes
b) 30 minutes
c) 20 minutes

2 How many Jordanian children aged 11-15 usually _____ **outside of school hours at least once a week?**
a) 10%
b) 35%
c) 80%

3 How many Jordanian children aged 11-15 usually _____ **their teeth more than once a day?**
a) 53%
b) 65%
c) 93%

4 How many Jordanian children aged 11-15 _____ **fruit at least once a day?**
a) 31%
b) 52%
c) 77%

5 How many Jordanian children aged 11-15 _____ **sweets at least once a day?**
a) 46%
b) 65%
c) 83%

6 How many Jordanian children aged 11-15 _____ **sugary drinks like lemonade every day?**
a) 15%
b) 40%
c) 64%

7 How many Jordanian children aged 11-15 hardly ever _____ **a seat belt in a car?**
a) 10%
b) 21%
c) 44%

*Based on information from a survey of 1,166 children in seven schools.

2 How much do you know about young Jordanians? Do the quiz and check your results.

3 How often do you do the things in the quiz? Talk about your own habits using the adverbs from the box.

always usually often sometimes hardly ever never

I sometimes exercise for 60 minutes a day.

4 Look at the results of the quiz again. Do you think young Jordanians could be healthier? How?

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RESOURCE 4

How happy are we?

UNIT 1, LESSON 4 READING AND VOCABULARY
(Understanding the main idea of a paragraph)

1 **Read the title of the text and the introductory sentence. Which countries do you think are in the text?**

Bhutan Denmark Egypt Finland Iceland India Jordan Netherlands UK USA

2 **Read the article and check your ideas.**

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

1 The happiest countries in the World Happiness Report usually
- **A** lie in the north of Europe.
- **B** are in Asia.
- **C** produce the most economically.

2 In the World Happiness Report, Jordan is usually
- **A** below India.
- **B** below India but above African countries.
- **C** above India and African countries.

3 What is different about the World Value Survey Wave VII?
- **A** It asked questions in a different way.
- **B** It didn't include European countries.
- **C** It found out about GDP.

4 In the World Value Survey Wave VII, the results
- **A** say that Arab countries are a lot less happy.
- **B** say that Arab countries are a lot happier.
- **C** are the same as the World Happiness Report.

5 What do we learn about Bhutan from the article?
- **A** It thinks that its people's happiness is more important than their wealth.
- **B** It doesn't do surveys.
- **C** It has not progressed for many years.



THE HAPPIEST COUNTRIES IN THE WORLD

Each year, the World Happiness Report publishes a list of the happiest countries in the world. The countries at the top of the list are usually countries such as Finland, Denmark, Iceland and the Netherlands. Arab countries such as Jordan and Egypt do not usually appear very high in the list. India and most countries in Africa come even lower. But how do they get this information? They find it by asking people to say how happy they are on a scale from one to ten, with ten being the most happy. A different survey, the World Value Survey Wave VII, came up with different results by asking people to say if they were Not at all happy, Not very happy, Quite happy or Very happy. In this survey, Arab countries had about the same level of happiness as the Netherlands, which was sixth in the World Happiness Report list. So happiness is, perhaps, not always easy to measure. One country, however, believes that happiness is actually more important than anything else. The country of Bhutan, in the Himalayas, measures its country's progress through Gross National Happiness (GNH) rather than the usual Gross Domestic Product (GDP), which measures how much a country produces economically. Which one do you think is most important?

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RESOURCE 5

Don't tell anyone!

UNIT 1, LESSON 6 LISTENING AND VOCABULARY (Audioscript: extra activities)

1 *1.6* **Complete the conversation with the correct Present Simple forms of the verbs in brackets.**



Alia: Hi! I'm Alia. And this week's podcast is about things you like doing but you never tell anyone about. What things [1] *do you like* (you/like) doing but you never tell anyone about? Today some of my friends and family members [2] _____ (tell) me about these things.

First up is Lama. She's my cousin.

Alia: So, **what kind of things** [3] _____ (you/like) doing but you [4] _____ (not tell) people about, Lama?

Lama: I love reading magazines. I [5] _____ (look) at the pictures and dream about the different places. I often [6] _____ (buy) one on the way home from school. I sometimes read it on the bus, but I don't usually read it with friends. They don't really enjoy reading magazines – they prefer listening to podcasts. I prefer reading at home. I put on some quiet music, then I lie on the sofa and start reading. I [7] _____ (not put) it down until I finish!

Alia: Nawal is **one of my best friends**.

Nawal: **I really like** sleeping late. On Saturday mornings, my dad [8] _____ (go) to work – he has a shop. My mum [9] _____ (take) my sister to her tennis lesson and our flat is empty. It's really quiet so I just [10] _____ (stay) in bed … I get up at about 11 and then have some breakfast and start my homework. I never tell anyone about my extra sleep. **It's the best part of** my weekend!

Alia: Zeina is Nawal's sister.

Zeina: I like watching reality TV shows. I love watching the strange lives of celebrities or just normal people. My sister [11] _____ (not agree) with me. She [12] _____ (think) they're **a waste of time**. But some of my friends [13] _____ (love) them too. We [14] _____ (watch) them together.

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 6

In my house

UNIT 2, LESSON 1 VOCABULARY AND GRAMMAR
(*there is*/*there are* with *some* and *any*)

In my house | Student A

Look at your picture and in pairs, ask and answer questions about your house. Can you find the differences? Use *there is*/*there are* and *some*/*any*.

Is there a kitchen in your house? Yes, there is. Is there a table in your kitchen?



In my house | Student B

Look at your picture and in pairs, ask and answer questions about your house. Can you find the differences? Use *there is*/*there are* and *some*/*any*.

Is there a kitchen in your house? Yes, there is. Is there a table in your kitchen?



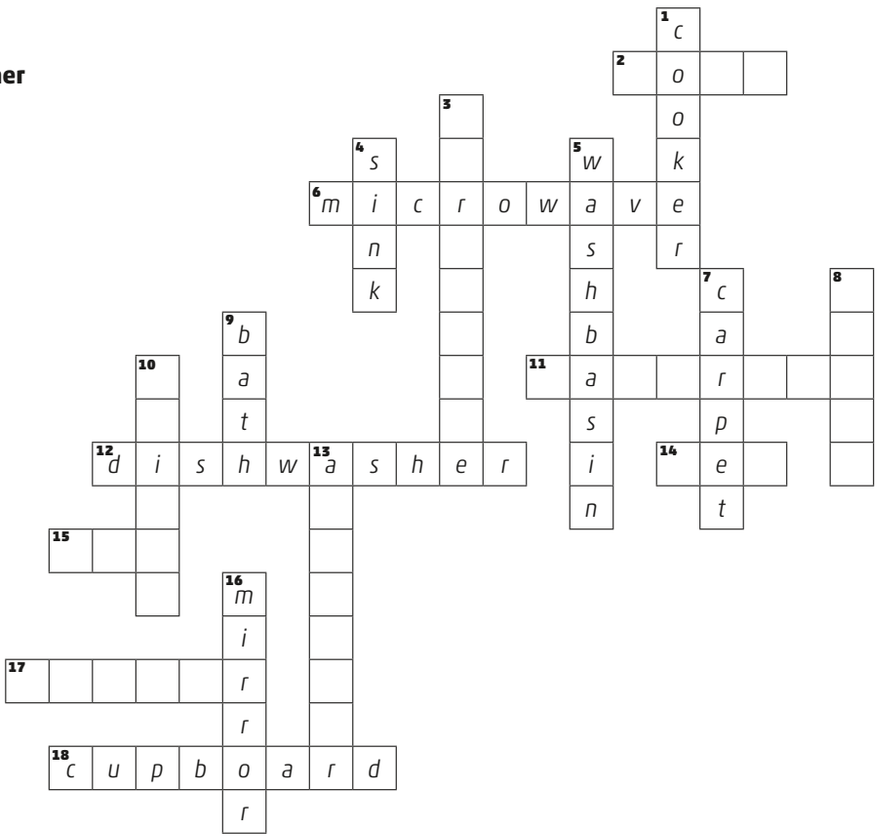
RESOURCE 7

Give me a clue

UNIT 2, LESSON 2 VOCABULARY
(Rooms and furniture)

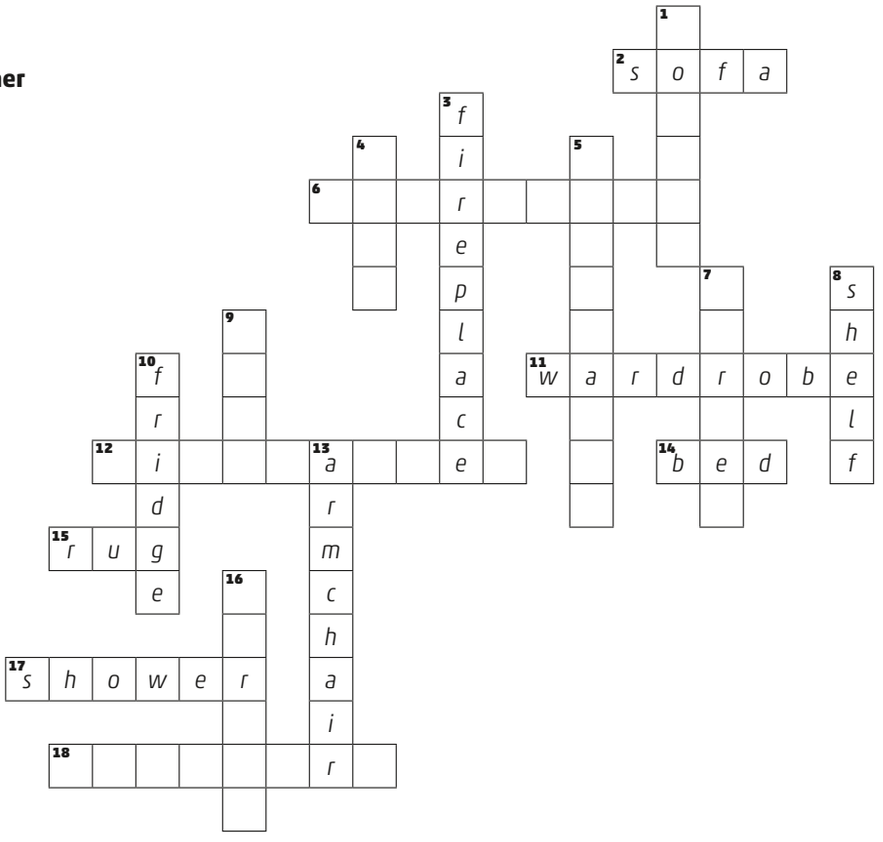
Give me a clue | Student A

In pairs, do the crossword. Give your partner clues for your words. Then listen to your partner's clues for their words.



Give me a clue | Student B

In pairs, do the crossword. Give your partner clues for your words. Then listen to your partner's clues for their words.



RESOURCE 8

Leaving home

UNIT 2, LESSON 3 GRAMMAR AND VOCABULARY
(*can* and *can't*)

Leaving home | Student A

1 **Put the words in the correct order to make sentences from a conversation.**

a ☐ **Laith:** week next! you ready are? you I can help?

_____

b ☐ **Laith:** good that's. cook you can? some you I simple can things show.

_____

c ☐ **Laith:** yes, whole cook in you microwave can a meals. kitchen keep you tidy can the?

_____

d ☒ **Laith:** Fadi up, what's?

What's up, Fadi?

e ☐ **Laith:** worry don't! chores before you the home practise you can house some around leave. tomorrow you OK, see!

_____

f ☐ **Laith:** sure. bags bring and I boxes can some. clothes your wash can you?

_____

2 **In pairs, put the conversation in the correct order (1–12). You start.**

Leaving home | Student B

1 **Put the words in the correct order to make sentences from a conversation.**

g ☐ **Fadi:** please yes. I your need help. me pack my help you clothes can?

_____

h ☐ **Fadi:** can I yes, cook. heat the I'm can I microwave in sure meals.

_____

i ☐ **Fadi:** kitchen the? my can parents me I when remind! forget sometimes I!

_____

j ☒ **Fadi:** starts week university next. nervous feel I!

University starts next week. I feel nervous!

k ☐ **Fadi:** help, all thanks your for Laith! this can't do I you without! tomorrow talk.

_____

l ☐ **Fadi:** easy yes, that's. dry can them I room my wash my and clothes in.

_____

2 **In pairs, put the conversation in the correct order (1–12). Your partner starts.**

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RESOURCE 9

Sixteen-year-old's tiny home

UNIT 2, LESSON 4 READING AND VOCABULARY (Predicting)

1 Answer the questions.

Look at the photos. What do they show? What do you think the connection is between them?

2 Read the article quickly and check your ideas.

3 Read the article again and decide if the statements are *T* (true) or *F* (false).

1 ☐ A tiny home is under 37 m^2.
2 ☐ Most tiny homes can't change their location.
3 ☐ Halima's father built the tiny home for Halima.
4 ☐ Halima's tiny home doesn't have a study area.
5 ☐ Only one person can study in the tiny home.

4 Read the article again and answer the questions.

1 Where is Halima's tiny home?

_____

2 What was the problem for Halima in the past?

_____

3 When can Halima use her tiny home?

_____

4 Why can't she have a lot of things in her tiny home?

_____

5 Why does she sometimes invite her friends to the tiny home?

_____



Halima's *tiny home*

Where do you like to do your homework? In your bedroom, or a particular room in your house? Halima, a sixteen-year-old student from San Diego, USA, has a special place to do her homework: a tiny home in the bottom of her parents' garden. Tiny homes are becoming more and more popular these days. They are usually between 7 m^2 and 36 m^2, and they are often on four wheels so you can move them. They are very simple structures, they are cheap and they are often ecological.

Halima's father is an architect and does a lot of his work at home. The family home, however, is hardly ever quiet! Halima has four younger sisters and a younger brother, and most of them are under ten. Halima's father decided to build the tiny home so he can work in a quiet space, away from family life during work hours.

Halima loved her family's tiny home. Before, she did her homework in the living room, but this was not usually quiet and she found it difficult to work there. So the tiny home was the perfect solution for her. When her father finishes work, she goes to the tiny home to do her homework in peace.

But what's the 'tiny home' like? Well, it's got a dining area, a sofa, a wardrobe and a bookshelf. There's a small kitchen and bathroom area, which includes a shower, a toilet, a fridge and a sink. And, of course, it has an area with a desk and a computer where Halima can do her homework. She can't cook big meals or have a lot of things in her tiny home, but she can do her homework in peace!

At the weekend, she sometimes asks her school friends to join her in the tiny home. They often do project work together. It may be tiny, but it is the perfect home for Halima.



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RESOURCE 10

Roommates

UNIT 2, LESSON 5 LISTENING AND VOCABULARY (Audioscript: extra activities)

1 **2.4 Complete the interview with the words from the box.**

cook interests subjects bed clean fridge message tidy advice ~~independent~~ roommates information habits

Presenter: In today's programme for schools, we look ahead at what it's like to be a university student, and in particular, how you can become [1] *independent* from your family in everyday life. With us we have a Grade 8 student, Husam, from Zarqa. He's going to tell us about an older cousin, is that right, Husam?

Husam: Yes, my older cousin, Osama, is 18 and he's in his first year at university in Amman. Last weekend, I went to visit him with my family. I want to go to university as well when I'm older, so my mum and dad said I can learn from his experiences.

Presenter: That sounds like good [2]_____! So what did you learn?

Husam: Well, Osama's from Zarqa like me, so the first thing he had to do in Amman was to find some [3]_____.

Presenter: How did he do that?

Husam: Before students start at the university, they **do a questionnaire**. The questions are about everyday [4]_____ – **for example**, what time do you get up and go to [5]_____? Do you **make a lot of mess** in your room or is it always [6]_____? These habits need to be similar for roommates. The university does its best to match people with some similar [7]_____ and habits.

Presenter: Good idea. And are Osama's roommates from Zarqa too?

Husam: No, I asked Osama that. He said that some students ask to live with school friends, but he didn't want to do that – he wanted to **make new friends** when he got there.

Presenter: Did Osama get any [8]_____ about his roommates before he started?

Husam: He could [9]_____ his roommates before they met, and **make suggestions** about which things to take, for example, a microwave or a small [10]_____. But he didn't speak to them before he met them on the first day.

Presenter: And how is Osama doing in his first year?

Husam: He loves it! His roommates are all **good friends** now, although they do different [11]_____. And they all help to [12]_____ and [13]_____ the flat. It was very tidy when we visited.

Presenter: So do you think you'll do the same as Osama when you're older, Husam?

Husam: I'd like to, yes. But my mum says I need to learn to cook better first!

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.**

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RESOURCE 11

A special lunch

UNIT 3, LESSON 1 VOCABULARY AND GRAMMAR
(Nouns: countable and uncountable nouns with *some/any/no*)

A special lunch | Student A

You are planning a special lunch with Student B. You need to prepare the food and drink. Look at the menu and the list of what you have in your kitchen. Phone Student B to make a shopping list. Take turns to ask and answer questions.

Have you got any butter? / Is there any butter in your fridge?

No, I haven't. / No, there's no butter.

OK, let's add it to the shopping list.



Lunch menu

- sandwiches: bread, butter, eggs, chicken, beef, tuna, cheese
- pizza: flour, olive oil, tomato sauce, tomatoes, cheese
- salad: lettuce, tomatoes, olive oil, cheese
- crisps
- biscuits
- chocolate ice cream, strawberry ice cream
- drinks: lemonade, orange juice, tea

Things in my kitchen

- tomatoes
- cheese
- flour
- eggs
- tuna
- chicken



Shopping list

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

A special lunch | Student B

You are planning a special lunch with Student A. You need to prepare the food and drink. Look at the menu and the list of what you have in your kitchen. Student A phones you to make a shopping list. Take turns to ask and answer questions.

Have you got any butter? / Is there any butter in your fridge?

No, I haven't. / No, there's no butter.

OK, let's add it to the shopping list.



Lunch menu

- sandwiches: bread, butter, eggs, chicken, beef, tuna, cheese
- pizza: flour, olive oil, tomato sauce, tomatoes, cheese
- salad: lettuce, tomatoes, olive oil, cheese
- crisps
- biscuits
- chocolate ice cream, strawberry ice cream
- drinks: lemonade, orange juice, tea

Things in my kitchen

- beef
- chicken
- lettuce
- bread
- olive oil
- chocolate ice cream



Shopping list

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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RESOURCE 12

What do we need?

UNIT 3, LESSON 2 VOCABULARY
(Food products, containers, prices)

What do we need? | Student A

1 **You are Raed. Your cousin Adel is shopping for food in a supermarket and you are talking on the phone about what to buy. First, complete your half of the conversation with the correct form of the words from the box.**

~~bag~~ bottle box can packet tin (x2)

a ☐ **Raed:** Mmmm … a five-kilo _____*bag*_____ of potatoes costs 2.28 JOD. They're not on special offer, you know.

b ☐ **Raed:** There are _____ of milk for 44p. They've got today's date and they are half price. And there are _____ of lemonade – four for the price of three for 1.69 JOD.

c ☐ **Raed:** A big _____ of chocolates?! They're really expensive!

d ☒ **Raed:** Hi, I'm in the supermarket. There are lots of things on special offer.

e ☐ **Raed:** Mayonnaise … OK, here it is. That's 2.06 JOD, so that makes 8.63 JOD so far. How about some crisps? They're on special offer, too. You get four _____ of crisps for the price of three – that's 1.39 JOD.

f ☐ **Raed:** Bargains, bargains … Right, there are _____ of sardines at half price. They're 59p each.

g ☐ **Raed:** Mmm, tuna, tuna … Yes! Today's special offer is three big _____ of tuna for the price of two. They're 1.78 JOD each.

2 **In pairs, put the conversation in the correct order (1–14). You start.**

What do we need? | Student B

1 **You are Adel. You are shopping for food in a supermarket and talking on the phone to your cousin Raed about what to buy. First, complete your half of the conversation with the correct form of the words from the box.**

bag bottle box can jar packet ~~tin~~

h ☐ **Adel:** Sardines? I can't stand sardines! Are there any _____*tins*_____ of tuna?

i ☐ **Adel:** Perfect, that's three for two … 3.56 JOD. Get three _____ of milk and four _____ of lemonade.

j ☐ **Adel:** Yes! Let's get eight _____ of crisps. 2.78 JOD … so that makes 11.41 JOD. Oh, and get a big _____ of potatoes, please.

k ☒ **Adel:** I *love* special offers! What bargains have they got today?

l ☐ **Adel:** Hmm … well, we need them. So that's 2.28 JOD plus 11.41 JOD. That's 13.69 JOD in total. Oh, just one last thing! A big _____ of chocolates!

m ☐ **Adel:** So that's 3.56 JOD plus 1.32 JOD and 1.69 JOD. That's 6.57 JOD. Can you get a _____ of mayonnaise?

n ☐ **Adel:** Yes, but we both love chocolates, so a small one isn't enough! Right, I have to go – see you in a bit!

2 **In pairs, put the conversation in the correct order (1–14). Raed starts.**

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RESOURCE 13

Complete, ask, answer

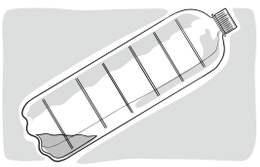
UNIT 3, LESSON 4 GRAMMAR (Quantifiers: *a lot of*, *too much*, *too many*, *a little*, *a few*, *not many*, *not much*)

Complete, ask, answer | Student A

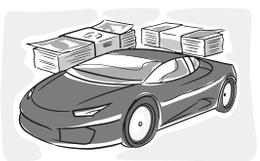
1 **Look at the pictures and complete the sentences with *a lot of*, *too much*, *too many*, *a little*, *a few*, *not many* or *not much*.**



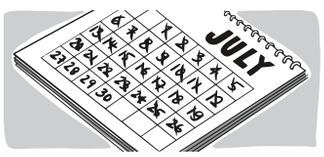
1 I have _____ coffee and can't sleep well.



2 I have _____ water in my bottle.



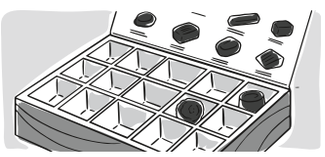
3 He's got _____ money in the bank.



4 I've only got _____ days to go. It's very exciting!



5 Well, there isn't _____ pasta.



6 Umm ... there aren't _____ chocolates in the box. Sorry!

2 **Listen to your partner's questions (g–l) and choose the best response from your sentences (1–6). Then read your questions (a–f) to your partner. They choose the best response from their sentences (7–12).**

a Do you read every day?
b Are you on a diet?
c What do you think about the musical?
d Is that a secret?
e How much sugar does she like in her coffee?
f Oh I *love* ice cream! Can I have some too?

Complete, ask, answer | Student B

1 **Look at the pictures and complete the sentences with *a lot of*, *too much*, *too many*, *a little*, *a few*, *not many* or *not much*.**



7 There are _____ songs. It's boring!



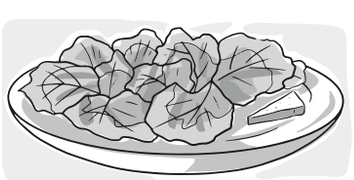
8 She likes _____ sugar!



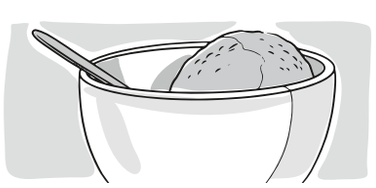
9 I read _____ pages of my book every evening.



10 Keep it quiet! There aren't _____ people who know that.



11 Yes. I'd like a lot of salad but not _____ bread, please.



12 Yes, but don't eat it all – just have _____ . Oh, I'd like some too!

2 **Read your questions (g–l) to your partner. They choose the best response from their sentences (1–6). Then listen to your partner's questions (a–f) and choose the best response from your sentences (7–12).**

g What do we need from the supermarket?
h I'm thirsty. Have you got anything to drink?
i Your mum wants some chocolates. Where are they?
j When is your holiday?
k Why is he always so happy?
l Why do you always look tired?

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RESOURCE 14

Food photography

UNIT 3, LESSON 5 LISTENING AND VOCABULARY (Audioscript: extra activities)

1 🔊 ***3.9*** **Choose the correct words to complete the interview.**



Interviewer: **Can I start with** a general question: Is food important to you personally?

Hala: I love food. I love eating it and I also love looking at it. I visit [1]*a lot of* / *much* good restaurants and [2]*a little* / *some* amazing chefs come to my studio. So I see and try [3]*some* / *many* fantastic food. I enjoy cooking too but I'm not a professional. There is **actually** another food photographer – he's quite famous – called Adel Allaham. He's a chef too. When he photographs food, he also cooks [4]*a* / *some* meal for everyone!

Interviewer: **Nice!** So, what equipment do you need as a food photographer? Can I just use my phone?

Hala: Cameras on phones are OK if you write a blog in your free time. But I use a proper camera – a digital camera. You also need [5]*a* / *some* tripod – when you photograph food, **it is important to** keep the camera very still and a tripod is something with three legs which can do this. And you can't hold a heavy camera **for a long time**.

Interviewer: Yes, **that's hard**. What food is difficult to work with?

Hala: Burgers are really hard. The bread starts to look terrible very quickly. It becomes wet from the meat. So, we don't cook the burger completely. And we paint it with a brown colouring. **It sounds terrible**, I know!

Ice cream is also a problem because it melts quickly. [6]*A lot* / *Some* photographers 'make' ice cream from potatoes!

Interviewer: **Really? That's amazing!** What tips do you have for food photographers?

Hala: Never use the flash on the camera. The bright light of a flash is not good for photographing food. **It's better to** use [7]*natural* / *a natural* light, so put the food near a window. There are also [8]*a few* / *a little* tricks to food photography, of course. For example, we often spray [9]*a few* / *a little* water on fruit and vegetables or we paint meat with [10]*a few* / *a little* oil. It's cheating but they make food look fresh.

Interviewer: Clever. So **what happens to** the food after you finish your work?

Hala: Well, [11]*many* / *a lot* of it goes in the bin, **I'm afraid**. You can't eat it. We don't waste everything, though. If it's a salad or something cold and it hasn't got [12]*some* / *any* dangerous chemicals on it, then someone usually eats it.

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 15

School tour

UNIT 4, LESSON 1 VOCABULARY AND GRAMMAR (Present Continuous)

Imad and Omar _____ (have) lunch	in the canteen.
Mr Aljabi _____ (mark) homework	in the staffroom.
Nada and Salwa _____ (revise) for an exam	in the library.
Mustafa _____ (walk)	along the hallway.
Mariam and Khawla _____ (paint)	in the art room.
Hani _____ (do) an experiment	in the science lab.
Ghada _____ (learn) about programming	in the computer room.
A class _____ (do) athletics on the track	in the playing fields.
Amer _____ (play) the flute	in the music room.
Majeda and Zeinab _____ (do) Taekwondo	in the gym.
Khaled and Muneer _____ (talk) about their weekend halfway	up the stairs.
Huda _____ (wash) her hands	in the bathroom.

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RESOURCE 16

Taboo

UNIT 4, LESSON 2 VOCABULARY
(School subjects and objects)

Taboo | Team A

dictionary • book • new • word	**Art** • draw • pencil • colour	**calculator** • number • Maths • help	**Chemistry** • experiment • science • lab
Foreign Languages • learn • subject • speak	**highlighter** • book • notebook • yellow	**History** • past • event • old	**notebook** • write • pen • pencil
ruler • measure • long • number	**Music** • piano • play • concert	**backpack** • back • bag • carry	**Physical Education** • sport • exercise • subject

Taboo | Team B

headphones • ear • listen • music	**Biology** • plant • animal • subject	**keys** • lock • door • open	**Digital Skills** • program • technology • subject
Drama • theatre • act • play	**textbook** • study • school • read	**Geography** • country • city • population	**bag** • carry • things • put
folder • paper • store • notes	**Maths** • number • calculate • subject	**tissues** • nose • cry • wet	**Physics** • science • lab • subject

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RESOURCE 17

Sleep well!

UNIT 4, LESSON 3 GRAMMAR
(Present Simple and Present Continuous)

Sleep well! | Student A

1 **Complete gaps a–e in the text with the Present Simple or Present Continuous forms of the verbs in brackets.**

Sleep well!

Sleep is important for our memory, **learning and concentration**. We also [a]_____ (need) it to have a healthy body. Sleep expert Professor Cappuccio from the University of Warwick Medical School says that everyone has [1]_____ . This [b]_____ (control) **the time to wake up and to go to sleep**. Adults need [2]_____ hours of sleep, but this is different for teenagers. They usually need **nine to ten hours** of sleep. Most teens [c]_____ (not get) a good sleep. One study shows that only [3]_____ sleep eight hours on school nights.

At the moment, a few schools in the UK are taking part in an experiment with different school hours. For a few weeks, they [d]_____ (start) their classes **at 1.30 p.m.** and finishing at [4]_____ . Some comments from students are, 'I'm feeling [5]_____ at the moment,' and 'Today our teacher [e]_____ (give) us lessons **on good sleep habits**.'

2 **Put the words in the correct order to make questions.**

1 what / have / everyone / does? _____
2 many / sleep / hours / do / adults / how / of / need? _____
3 sleep / many / teenagers / eight / hours / how / for? _____
4 what / are / students / time / classes / finishing / their? _____
5 student / moment / is / a / how / feeling / the / at? _____

3 **Ask your questions from Exercise 2 to Student B to complete gaps 1–5 in your text. Then answer Student B's questions with information from your text.**

Sleep well! | Student B

1 **Complete gaps a–e in the text with the Present Simple or Present Continuous forms of the verbs in brackets.**

Sleep well!

Sleep is important for our memory, [1]_____ . We also need it to have a healthy body. Sleep expert Professor Cappuccio from the University of Warwick Medical School says that everyone [a]_____ (have) **a 'biological clock'**. This controls the time [2]_____ . Adults [b]_____ (need) **seven to eight hours** of sleep, but this is different for teenagers. They usually need [3]_____ hours of sleep. Most teens don't get a good sleep. One study [c]_____ (show) that only **fifteen percent** sleep eight hours on school nights.

At the moment, a few schools in the UK [d]_____ (take) part in an experiment with different school hours. For a few weeks, they are starting their classes at [4]_____ and finishing **at 7 p.m.** Some comments from students are, 'I [e]_____ (feel) **motivated** at the moment,' and 'Today our teacher is giving us lessons [5]_____ .'

2 **Put the words in the correct order to make questions.**

1 is / for / sleep / what / important? _____
2 does / the biological clock / control / what? _____
3 many / sleep / hours / do / need / of / how / teenagers? _____
4 what / classes / are / their / students / time / starting? _____
5 lesson / is / what / teacher / today / giving / the? _____

3 **Answer Student A's questions with information from your text. Then ask your questions from Exercise 2 to Student B to complete gaps 1–5 in your text.**

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RESOURCE 18

A school for the deaf

UNIT 4, LESSON 4 READING AND VOCABULARY
(Finding specific information)

1 **Read the article quickly and choose the correct answer.**

The author of the article is

A a student. **B** a journalist. **C** a teacher.

2 **Read the article again and decide if the statements are true (*T*) or false (*F*), or if it doesn't say (*DS*).**

1 ☐ All deaf students have the same problems.
2 ☐ Desks are put in positions that help students to see each other.
3 ☐ Classes have no more than 20 students.
4 ☐ Technology can help the students to hear better.
5 ☐ Hours are longer in deaf schools than other schools.

3 **Read the article again and answer the questions.**

1 Why does Aisha check the students' hearing aids?

_____

2 How does the class size help students?

_____

3 What is a cochlear implant?

_____

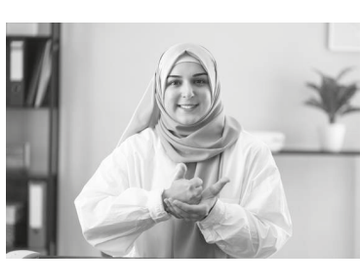
4 What subjects does Aisha teach?

_____

5 What does Aisha hope will happen to her students?

_____

A DAY IN THE LIFE OF A TEACHER IN A SCHOOL FOR THE DEAF



Aisha is a teacher in a school where the students have hearing problems. She tells us about a typical day in her school.

'When a deaf student comes to my school, my first job is to decide if the student needs special support. Like any child, deaf students are not all the same and some need more help than others.

After my students arrive at school in the morning, my first job is to check their hearing aids. These are different depending on the needs of the student. We need to check they are all working and comfortable before lessons begin.

In the classroom, we put all the desks in a semi-circle. This is so the students can see each other, and communicate better. Classes are also smaller than other schools, so that the teachers can give each student more help and support.

My school also has more technology than some schools. For example, we can use technology that works with the children's hearing aids, or cochlear implants (which are special hearing aids placed in the head). We also can use something called acoustic technology. This allows students to 'feel' certain sounds.

Today, I'm teaching the students about our city. I use vocabulary cards with pictures on one side and words on the other. They learn the words very quickly this way.

Otherwise, my school day is not very different from the day of any other teacher. We teach the same subjects and have the same school hours as most other schools. But all our teachers know how best to help those with hearing difficulties. We want to make sure that when they leave school, our students get good grades and have the same opportunities in life as any other student.'

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RESOURCE 19

Getting to school

UNIT 4, LESSON 5 LISTENING AND VOCABULARY (Audioscript: extra activities)

1 **4.6 Complete the podcast with the correct Present Simple or Present Continuous forms of the verbs in brackets.**

Lana: Welcome to the podcast! I'm Lana.

Dana: And I'm Dana.

Lana: Today's topic is the amazing ways people travel to school. Here, **have a look** at this photo.

Dana: [1] *Are they going* (they/go) to school?! They [2] _____ (climb up) a really long ladder!

Lana: No, they [3] _____ (actually/climb down) the ladder. These Chinese students are from a tiny village in the mountains. The journey to school is only a kilometre but it [4] _____ (take) over an hour.

Dana: Wow! That looks like a dangerous journey for children. [5] _____ (they/do) it every day?

Lana: No. The students [6] _____ (stay) near the school during the week and then at weekends, they climb up the ladders to go home and see their families. Here's a different photo.

Dana: OK. It looks cold – **in fact**, it's freezing! Lots of people [7] _____ (walk) …

Lana: They [8] _____ (not walk)!

Dana: They [9] _____ (skate)! On ice!

Lana: **Exactly.** This is the Rideau Canal in Canada. It's over 200 kilometres long but every winter, for about two months, eight kilometres of the canal [10] _____ (freeze). People can skate on it 24 hours a day and thousands of students skate to school every morning!

Dana: Ice-skating! **That's a fun way to** get to school.

Lana: Yeah. And here's the third photo.

Dana: Some people fly to school?!

Lana: Yep! **Well,** university. Theo Brown has classes on Wednesdays to Fridays in London. But London is really expensive, so Theo [11] _____ (live) in Poland. And every week, he [12] _____ (travel) to university in London by plane. That's 1,300 kilometres!

Dana: What?!

Lana: Every Wednesday morning Theo [13] _____ (fly) from Poland to England. Then he [14] _____ (stay) with his cousins for two nights and [15] _____ (fly) back to Poland on Fridays. He saves $10,000 every year!

Dana: **Really?** Are you sure it's true?

2 **Look at the expressions in bold in the podcast. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.**

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RESOURCE 20

Ramzi Jabari – the beginning

UNIT 5, LESSON 1 VOCABULARY AND GRAMMAR
(Past Simple: *to be* and *can*; Past Simple: affirmative)

Ramzi Jabari – the beginning | Student A

1 **Complete the sentences about Ramzi Jabari's early life with the Past Simple forms of the verbs in brackets.**

Ramzi Jabari was born in March 2001 in the city of Russeifa, Jordan.

a ☐ teachers ___*taught*___ (teach) him well and by the time he _____ (leave) his first school, he _____ (be) captain of a couple of sports teams. Although

b ☐ parents _____ (enjoy) watching their son read and play sports, and they _____ (have) great hopes for his future.

c ☐ While he was at university, a volleyball coach _____ (see) him play. He was very happy to see how Ramzi played and _____ (invite) him to join his volleyball team.

d ☐ When he _____ (arrive) at the university, Ramzi _____ (study) hard. He _____ (listen) in all classes and was confident in his ability. In his free time,

e [1] At four years old, Ramzi _____ (can) already balance a football on his head. He also _____ (love) reading

f ☐ His parents _____ (support) his decision, but they _____ (tell) him that he should go to university to do more studying.

2 **In pairs, put sentences a–l in the correct order (1–12). Listen to your partner and read out the section of the text you think comes next. You start.**

Ramzi Jabari – the beginning | Student B

1 **Complete the sentences about Ramzi Jabari's early life with the Past Simple forms of the verbs in brackets.**

Ramzi Jabari was born in March 2001 in the city of Russeifa, Jordan.

g [2] when he ___*was*___ (be) a little boy, and _____ (want) to become a teacher in his early years because he _____ (like) being helpful. His

h ☐ Ramzi _____ (accept) the kind offer from the coach. A year later, the team _____ (turn) professional, with Ramzi as captain. However, Ramzi is thankful he _____ (work) hard at his studies for his life after sport.

i ☐ he _____ (believe) that studying was important, Ramzi _____ (decide) that sport was going to be his career.

j ☐ he _____ (can) play football or volleyball, so he _____ (manage) to find a good balance between sport and studies.

k ☐ They _____ (be) very happy when he _____ (start) school in the city and he immediately impressed his teachers. Ramzi's

l ☐ Ramzi _____ (agree) with his parents, and when it became time to go to university, he _____ (choose) to go to Yarmouk University to study computer science.

2 **In pairs, put sentences a–l in the correct order (1–12). Listen to your partner and read out the section of the text you think comes next. Your partner starts.**

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RESOURCE 21

Sketch artists

UNIT 5, LESSON 2 VOCABULARY
(Appearance, clothes)

Sketch artists | Student A

1 Label the categories with the headings from the box.

Accessories Build Clothes Footwear
General appearance Hair colour Hair length Hair type
~~Height~~ Other

1 *Height* : quite short, tall, medium-height
2 _____ : grey, white, blond(e), red, dark, fair, black
3 _____ : wavy, straight, curly
4 _____ : long, medium-length, short
5 _____ : slim, well-built, thin
6 _____ : cardigan, coat, dress, tracksuit top, jacket, jeans, jumper, shirt, skirt, T-shirt, top, tracksuit bottoms, trousers
7 _____ : boots, shoes, trainers
8 _____ : gloves, hat, scarf, skirt, socks, cap
9 _____ : nice smile, lovely
10 _____ : beard, nice smile

2 Describe Eman for Student B to draw. Then listen to Student B's description and draw Adel.



Eman

Sketch artists | Student B

1 Label the categories with the headings from the box.

Accessories Build Clothes Footwear
General appearance Hair colour Hair length Hair type
~~Height~~ Other

1 *Height* : quite short, tall, medium-height
2 _____ : grey, white, blond(e), red, dark, fair, black
3 _____ : wavy, straight, curly
4 _____ : long, medium-length, short
5 _____ : slim, well-built, thin
6 _____ : cardigan, coat, dress, tracksuit top, jacket, jeans, jumper, shirt, skirt, T-shirt, top, tracksuit bottoms, trousers
7 _____ : boots, shoes, trainers
8 _____ : gloves, hat, scarf, skirt, socks, cap
9 _____ : nice smile, lovely
10 _____ : beard, nice smile

2 Listen to Student A's description and draw Eman. Then describe Adel for Student A to draw.



Adel

RESOURCE 22

Find someone who *didn't* ...

UNIT 5, LESSON 4 GRAMMAR
(Past Simple: negative and question forms)

1 **Complete the questions in the table with the Past Simple forms of the verbs in brackets.**

Questions	Name / Negative answer
1 _____ (you / have) a bath last night?	_____ a bath last night.
2 _____ (you / eat) any meat yesterday evening?	_____ any meat yesterday evening.
3 _____ (you / do) any homework at the weekend?	_____ any homework at the weekend.
4 _____ (you / listen) to music at the weekend?	_____ to music at the weekend.
5 _____ (you / ask) a teacher a question yesterday?	_____ a teacher a question yesterday.
6 _____ (you / wear) a jacket this weekend?	_____ a jacket this weekend.
7 _____ (you / watch) TV yesterday evening?	_____ TV yesterday evening.
8 _____ (you / play) football last week?	_____ football last week.
9 _____ (you / take) a bus this morning?	_____ a bus this morning.
10 _____ (you / get up) at 8 a.m. today?	_____ at 8 a.m. today.

2 **Ask your questions to other students. Find someone who answers 'no' and complete the sentences in the second column of the table.**

1 Rashed didn't have a bath last night.

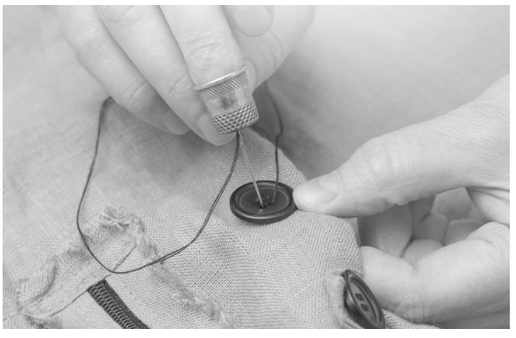
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RESOURCE 23

Think twice before you buy it …

UNIT 5, LESSON 5 LISTENING AND VOCABULARY (Audioscript: extra activities)

1 **5.7 Complete the interview with the correct Past Simple forms of the verbs in brackets.**



Interviewer: So what can we do to help the environment?

Nawal: Well, we often buy new clothes because other clothes [1]*got* / *(get)* old or damaged. Good quality clothes are more expensive but they [2]*last* / *lasted* longer. So always look for quality.

Interviewer: **That's a good point**. This jacket I'm [3]*wearing* / *wear* was my mother's. She bought it fifty years ago. She [4]*give* / *gave* it to me a few years ago because it doesn't fit her anymore, and now I wear it all the time. It still looks like new.

Nawal: **That's a great example**. But it's not only about how something looks. I [5]*made* / *make* a big mistake last year. I [6]*buying* / *bought* some expensive shoes that are good quality. But they aren't comfortable. So **remember to think carefully** before you spend your money.

Interviewer: **That's true**. OK, what else can we do to be more sustainable?

Nawal: We [7]*can* / *could* buy clothes very easily, so when they get old or damaged, we usually [8]*throw* / *threw* them away and replace them. **In the past**, people made their own clothes. They also [9]*repaired* / *repair* holes, [10]*change* / *changed* buttons and other things to make their clothes last a long time. We can do the same. I know some people don't have time to learn these skills, but there [11]*are* / *were* people who can do this for a small amount of money.

Interviewer: I remember my grandmother fixing holes in my dresses. It's a good skill to have, and it's not difficult to [12]*learn* / *learning*.

Nawal: That's true! We should also buy clothes that are made from recycled materials. Some recycled materials use 99% less water to make than other materials. Lots of clothes shops sell [13]*recycling* / *recycled* clothes so they are easy to find. They also look great and they help the environment.

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.**

Jordan High Note

Grade 8

Semester 1

GRAPHIC ORGANISERS

Pearson

YORK PRESS

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GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 1

1 A personal profile

(1.7A WRITING)

Aim: to plan a personal profile

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) You could ask students to bring a photograph of themselves to include in their profiles. **(2)** Tell students that they are now going to prepare for doing the Exercise 7 Writing Task on page 13 of the Student's Book. **(3)** Hand out the worksheet and tell students they are going to write their own personal profile. Ask them to look at the template and tell them that the prompts will help them plan their profile. **(4)** Refer them to the tips in the Writing box on page 12 to help them. Draw their attention to the *Watch Out!* box on page 13 and tell them to make sure they use *and*, *but*, *so* and *because* correctly in their profiles. **(5)** Give students time to make notes individually. **(6)** Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(7)** Students then complete the Writing Task individually, in class or as homework.

Unit 2

2 A description of a place

(2.7A WRITING)

Aim: to plan a description of a place

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) You could ask students to bring a photograph of their room to class to help them with their descriptions. **(2)** Tell students that they are now going to prepare for doing the Exercise 4 Writing Task on page 23 of the Student's Book. **(3)** Hand out the worksheet and tell students that they are going to write a description of their bedroom. Tell them that they should use the boxes in the Graphic Organiser to plan their description. They can also refer to the Writing box on page 23 to help them. **(4)** Give them time to make notes individually. **(5)** Put students in pairs and tell them to share their notes. **(6)** Ask them to make one suggestion to their partner about how to improve their plan. **(7)** Students then complete the Writing Task individually, in class or as homework.

Unit 3

3 A restaurant review

(3.7A WRITING)

Aim: to plan a restaurant review

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are now going to prepare for doing the Exercise 7 Writing Task on page 34 of the Student's Book. **(2)** Hand out the worksheet and tell them they're going to write a restaurant review. **(3)** Tell them to look at the Graphic Organiser template and Writing box on page 34 of their Student's Book to help them. **(4)** Give them time to make notes individually. **(5)** Ask students to finish their plans by deciding on a star rating for the restaurant. **(6)** Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(7)** Students then complete the Writing Task individually, in class or as homework.

Unit 4

4 An internet forum post

(4.7A WRITING)

Aim: to plan an internet forum post

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) You could ask students to bring a photograph of the school or a part of the school to include in their posts. **(2)** Tell students that they are going to prepare a draft for the Exercise 6 Writing Task on page 45 of the Student's Book. **(3)** Hand out the worksheet and tell them they're going to write an internet forum post about their school. **(4)** Tell them that the boxes provided will help them plan their post. They can also refer to the Writing box on page 44 of their Student's Book to help them. **(5)** Direct their attention to the *Watch Out!* box on page 45 and tell them it's important that they use pronouns to avoid repetition. **(6)** Give them time to make notes individually. **(7)** Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(8)** Students then complete the Writing Task individually, in class or as homework.

Unit 5

5 An informal email

(5.7A WRITING)

Aim: to plan an informal email

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are going to prepare a draft for the Exercise 4 Writing Task on page 57 of the Student's Book. **(2)** Hand out the worksheet and tell them they're going to write an informal email. **(3)** Tell them to read the Writing Task on page 57 of their Student's Book. **(4)** Tell them to make sure they include all the points in the list and give them time to make notes. **(5)** Put students in pairs and tell them to share their notes. Then ask students to make one suggestion to their partner about how to improve their plan. **(6)** Students then complete the Writing Task individually, in class or as homework.

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GRAPHIC ORGANISER 1

A personal profile

1.7A WRITING (A personal profile)

1 **Make notes for your personal profile in the boxes below. Use the tips in the Writing box on page 12 of your Student's Book to help you. Remember to use linking words *and*, *but*, *so* and *because*.**

Name: _____

Age: _____

Nationality: _____

Paragraph 1

Introduce yourself (name, age, country/nationality, family):

I'm _____

_____

_____

_____

Paragraph 2

Talk about your daily life:

On schooldays, _____

_____

_____

_____

_____

_____

Paragraph 3

Talk about your free time – use *like/enjoy/love/can't stand/hate + -ing*:

I enjoy _____

_____

_____

_____

_____

_____

2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

GRAPHIC ORGANISER 2

A description of a place

2.7A WRITING (A description of a place)

1 **Make notes to describe your bedroom in the boxes below. Use the tips in the Writing box on page 23 of your Student's Book to help you.**

Opening

Start with a general description of your room:

I love _____

Description

Describe your room in more detail:

There _____

Conclusion

Say why you like your room:

I really like _____

2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

GRAPHIC ORGANISER 3

A restaurant review

3.7A WRITING (A restaurant review)

1 **Make notes for your restaurant review in the relevant sections below. Use the tips in the Writing box on page 34 of your Student's Book to help you.**



Name of restaurant:

Write the name and type of restaurant.

Description:

Say why people like it.

The menu:

Give information about the menu and your favourite dish.

Your opinion:

Say what you particularly like about the restaurant.

Restaurant details:

Give the location and opening hours.

Rating:

Give the restaurant your star rating.



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

An internet forum post

4.7A WRITING (An internet forum post)

1 **Make notes for your internet post in the boxes below. Use the tips in the Writing box on page 44 of your Student's Book to help you.**

Give your post a title and sub-heading:

Introduce yourself (your name, your age, your school, your year):

Say what happens in the morning:

Say what happens at break:

Talk about the afternoon and after-school activities:

2 **In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**

GRAPHIC ORGANISER 5

An informal email

5.7A WRITING (An informal email)

1 Make notes for your email. Use the tips in the Writing box on page 57 of your Student's Book to help you. Make sure you include all the points below. Then write your email using the template provided.

- Describe how you met.
- Describe your friend's appearance.
- Describe your friend's personality.
- Talk about his/her interests and what you have in common.
- Suggest something to do together.

To:

CC:

From:

Subject:

Send | Attach

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

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