



Jordan High Note

Grade 12
Semester 2

Teacher's Book

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Jordan High Note

Grade 12
Semester 2

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 (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)
- **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. Note that teachers should consider the needs of students in their class and adapt or reduce lesson content accordingly.

WHAT IS THE JORDAN HIGH NOTE METHODOLOGY?

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

INSPIRATION

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

Relevant

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

Authentic

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

Purposeful

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

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

Absorbing

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

Well-balanced

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

INTENSITY

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

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

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

INTERACTION

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

Grammar

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

Vocabulary

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

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 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, texts 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. 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, focussing particularly on the relevant Cambridge English and Pearson Test of English General exams.

Assessment Package

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

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

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

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 nine main teaching lessons; six main teaching lessons in the Student's Book, and three for the Workbook.

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

WORKBOOK

- Additional grammar 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.

- 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

[illegible]

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

- Teacher view of digital activities

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

- 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

RESOURCE 22

They're known to be clever

(rec)

RESOURCE 21

What did they say?

What a clever and creative monkey!

RESOURCE 20

Boys don't cry

UNIT 4, LESSON 2 VOCABULARY AND VOCABULARY (action)

RESOURCE 19

Do It!

UNIT 4, LESSON 2 VOCABULARY AND VOCABULARY (action)

(body-related collocations)

A			
clear your throat	fix your hair back	rub your hands together	shrug your shoulders
fold your arms	furrow your brow	cross your ankles	drum your fingers
purse your lips	clap your hands	tent your fingers	serrate your nose
grind your teeth	tilt your head	stroke your chin	twist your hair

don't cry when he's sad, please, please

to be emotional support when they feel sad or when they are sad because of it

to be emotional support when they feel sad or when they are sad because of it

to be emotional support when they feel sad or when they are sad because of it

to be emotional support when they feel sad or when they are sad because of it

(items)

3

Unhappy to do something because of it

4

To go to sleep

18

To go back to sleep

19

To go back to sleep

20

To go back to sleep

7

To go back to sleep

9

To go back to sleep

8

To go back to sleep

10

To go back to sleep

11

To go back to sleep

elephant

to be sad because of it

to be sad because of it

to be sad because of it

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JORDAN HIGH NOTE UNIT WALKTHROUGH

Each Student's Book unit is divided into six lessons. It always starts with Vocabulary and Speaking (Lesson 1) and ends with Writing (Lesson 6). 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 is one two-page grammar lesson in each unit. It is naturally divided into two parts with two presentations of different aspects of the same grammar area. The two parts are well-connected to ensure the lesson flow. The new grammar is always presented in context and is introduced via reading or listening texts. Each grammar lesson ensures practice of all language skills.

- 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. The Think Back exercise aims to activate grammar students are already familiar with, before the main presentation.
- 4 Guided discovery approach to grammar makes new language more memorable and enhances motivation. Students check their guesses about grammar either with the Grammar box on the page, if present, or in the Grammar Reference at the back of the book.
- 5 Grammar Reference section at the back of the book, with more explanations. It can be used for remediation, extra practice or in a flipped classroom scenario.
- 6 Watch Out! boxes draw students' attention to areas of special difficulty and help pre-empt common errors.
- 7 The Workbook lessons include a variety of exercises, providing meaningful practice of the Student's Book language and skills.

LESSON 5A GRAMMAR

1 What connotations do you have when you look at the groups of animals in the photos?

Articles

2 Complete the sentences with the or no article (a).

- 1 Maha Al-Bargouthi, who was _____ first Jordanian to win a gold medal at _____ Paralympics, was born in _____ Amman.
- 2 _____ Burj Khalifa, which is currently _____ tallest building in _____ world, was constructed during _____ 2000s.
- 3 _____ best time to visit _____ Al Ain in _____ UAE is during _____ winter months when it is _____ cooler.
- 4 I was just looking at photos of my _____ trip to _____ Jordan. I think _____ most interesting part of _____ trip was visiting _____ Dead Sea.

3 Read the rules for using the definite article the. Tick the rule if it is used in Exercise 2 and write the number of the sentence where it is used.

- The definite article is used when the topic is known. It can be known because:
- a it has been mentioned before: ☐ _____
 - b it is unique: ☐ _____
 - c it is a superlative (which makes it unique): ☐ _____
 - d it's talking about one of a pair of comparatives: ☐ _____
 - e it is a geographical name for certain countries, bodies of water or mountains: ☐ _____
 - f we are talking about a group, class or species: ☐ _____
 - g it is an ordinal number (e.g., first, second, etc.): ☐ _____
 - h it's a period of time, such as decades or seasons: ☐ _____

Grammar Reference > page 71



4 In pairs, explain the differences between the underlined parts of the sentences.

- 1 a The orang-utan is the most solitary of the great apes.
b An orang-utan had been killed by poachers.
Sentence a is talking about the species as a whole, whereas sentence b is talking about an individual orang-utan.
- 2 a Unlike most species of deer, the moose does not form a herd.
b The herd of deer at Belton Park has been there for over 300 years.
- 3 a I had never seen a sand cat before in the wild.
b The sand cat came close to me, but didn't see me.
- 4 a Wolves are highly social animals that live in packs.
b The alpha wolves in the pack decide when they will travel and hunt.
- 5 a Mountain gazelles are generally active in the early morning and around sunset.
b The male mountain gazelle uses calls to communicate threats or signs of danger to other gazelles.
- 6 a An adult male polar bear weighs around 350-700 kilograms.
b I saw a polar bear running towards me and screamed.
- 7 a The last known white rhinos are both female.
b The species is therefore considered extinct.
- 8 a He was attacked by a hippo and ended up in hospital.
b A friend of the man, who works in the hospital, said his condition was stable.

5 Complete the text with a/an, the or no article (a). In pairs, explain your choices, using the rules from Exercises 2 and 3.

2 Why do we follow the crowd?

1 Human beings are social creatures. On average, we spend around 75 percent of our waking time in direct communication with other people, and very often we are indeed influenced by what _____ others think, especially by what those around us think. If we already hold _____ strong opinions, listening to others who think differently may make no difference. But _____ research does show that when we are surrounded by people who think _____ same as us, but more strongly, our own views will become more forceful, and we may feel more entitled to act on them. This is how _____ crowds can have their emotions manipulated. We may also feel that what others do gives us 'permission' to do the same. In one experiment, _____ psychologist compared people's behaviour in _____ national park in _____ USA, on two different trails. On one trail, there was _____ sign asking people not to take pieces of ancient petified wood home, explaining that 14 tonnes were taken each year by walkers. On the other trail there was no such sign. You might imagine that _____ sign which asked people not to take the wood would have a positive impact, but in fact, the opposite happened. People on _____ trail which had the sign took _____ largest amount because they reasoned that it couldn't be that bad if lots of other people were doing it too.

6 Study Watch Out! in pairs, find more examples of fixed phrases using the in the texts in Lesson 4A.

WATCH OUT!
Many fixed phrases and expressions use the definite article the. Try to notice the use of articles in such phrases and learn them as 'chunks'; e.g.,
do the same thing
be a pain in the neck
be under the impression
For the record, ...
on the way to ...

7 SPEAKING Work in pairs. Think about a situation when following the crowd may have good or bad consequences. For example, rescuing someone in danger. Prepare to talk for 1-2 minutes about your chosen situation and what happened. Listen to your partner and make a note of how they use articles. At the end, give them feedback both on the content of what they said and any correct or incorrect use of articles that you noticed.

Now go to Workbook page 25 for the next lesson.

Unit 8, Lesson 5A Articles

The indefinite article - a/an

We use a/an with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because:

- it is one of many of the same class, e.g. a computer, an orange
- we mention a person or thing for the first time: I've read a really good book.

The definite article - the

We use the (with any noun) when it is known which particular item is being referred to. This is because the thing/person:

- was mentioned before: I've read a really good book. The book is about ...
- is unique: The Earth revolves around the Sun.
- is defined specifically by the words that follow, e.g. a relative clause: I love the book that my brother gave me a few years ago.
- is a proper name: I like the crime novels of Agatha Christie.

We also use the with:

- superlatives: The longest river in Egypt is the Nile.
- comparatives (when identifying one of a pair): I have two cousins. The older (of the two) is my favourite.
- ordinal numbers: The first man to walk on the moon was Neil Armstrong.
- decades, centuries: in the 1970s; in the 21st century
- plural names for countries, groups of islands and mountain ranges: the Netherlands; the Philippines; the Alps
- seas, oceans, rivers, deserts and areas: the Baltic sea; the Pacific ocean; the Thames; the Atacama desert; the Highlands
- The is also used when we refer to a group of people by their surname: the Smiths; the Joneses

No article

- We use no article with plural and uncountable nouns when we make general statements: Life was very hard and over one million people emigrated.

- We use no article with words like prison, hospital, school, college, etc. when we are talking about their purpose as an institution, e.g. I go to school every day.
- He's gone to college and he's living in another city now.
- We use no article when we are referring to abstract nouns, e.g. peace, justice, courage.
- We use no article when referring to lakes, single islands, individual mountains: Lake Ontario, Ibiza, Snowdon
- We use no article with most geographical names, continents, countries, cities and towns, states: Europe, Dubai, Glasgow, Arizona (exceptions: the USA, the UK, the United Arab Emirates, the Hague)
- We use no article when we are referring to a group, class or species in general: Blackbirds can be seen all year round.

It is also possible to use the, but with the singular noun.

The red-winged blackbird breeds in wetlands across North America.

LESSON 5B GRAMMAR

Articles

1 Complete the sentences with the or a (no article).

- 1 We're travelling to the US next week for a three-week holiday.
- 2 _____ beauty of his painting is unquestionable.
- 3 This animal is one of _____ most solitary mammals that is known to exist.
- 4 It's _____ constant need to follow trends that I can't understand.
- 5 All lawyers and judges should aim to deliver _____ justice.
- 6 We're going to be studying pack animal behaviour at _____ college next week.

2 Choose the correct options to complete the sentences.

- 1 Did you have the / a fun at the exhibition you went to yesterday?
- 2 A / The new manager has promised to make the / a changes to help the / a new staff.
- 3 The / a cat is far more independent than the / a other animals and will spend much of its time outside.
- 4 We watched a / the documentary in the / a class last week about the / a foxes and how they are becoming urbanised the / a animals.
- 5 That's a / the presenter I was telling you about who narrated a / the TV series about the / a Everest.
- 6 I'd prefer a / the larger of the two wolf pictures to accompany the article for the website.
- 7 I would love to visit a / the Philippines - I've been told they're the / a beautiful islands.
- 8 My dad has never been outside a / the Europe for work or pleasure, which I think is a / the great shame.

3 *** Complete the text with a/an, the or a (no article).

To be or not to be... a pack member?

Whether animals live in packs or herds or lead solitary existences has a variety of reasons, at _____ the heart of which is _____ survival. However, when forming groups, animals have to balance _____ costs of sharing against _____ benefits. With a group, there is usually more competition at times for _____ food, but on the plus side protection is offered against predators: _____ likelihood of a fish in a shoal being eaten is far less than if it were alone. _____ group of animals can develop co-operative defence strategies such as _____ musk ox in _____ Arctic, which form circles against _____ wolves, or _____ ground squirrels in California that call to alert others to danger. Groups of animals also appear larger than they really are to predators, which can result in _____ hesitation that allows the prey just enough time to escape. Of course, groups of predators are more efficient hunters: _____ lions and hyenas are two such examples although the cost of sharing the kill has to be considered. On balance, it seems that chasing down prey in _____ pack has better results than the lone wolf or lion!



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 Active Vocabulary boxes support students in learning new vocabulary. In the Vocabulary and Speaking lessons, Active Vocabulary boxes draw students' attention to the intricacies of some of the key lexical areas taught in the lesson, such as idioms, compound nouns, collocations and phrasal verbs, and help pre-empt frequent 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.

08 Follow the crowd?

VOCABULARY Describing influence, creation and development, phrasal verbs with come, hold, set, take, adjective-noun collocations, describing lifestyles

GRAMMAR Articles

READING Understanding ellipsis

SPREADING Hyperbole and understatement

WRITING An opinion essay

LISTENING Identifying details in a radio programme

VIEWING AND PRESENTING The future evolution of clothes, qualities of a friend

Pioneers

History is full of pioneers with great ideas. People who think for themselves can achieve great success as a result.

For example, mathematician Muhammad ibn Musa al-Khwarizmi is not only credited with being the father of algebra, but also produced works on astronomy which helped to form our understanding of the stars. The English term algorithm, which today you commonly hear in association with computers and social media, originated with his name. Imagine your work being so important that it's still used well over a millennium after you lived!

Polish scientist Marie Curie discovered Polonium, an element 400 times more radioactive than uranium. Polonium was added to the Periodic Table in 1898 and was named after Curie's birth country, Poland. As a result of her work, Marie later won the Nobel Prize which she shared with her colleague and husband, Pierre Curie. The couple continued to work with radium and soon determined that it had the power to kill cancer cells. This would go on to help millions of people with various cancer treatments all over the world.

In more modern times, we have pioneers such as computer programmer Grace Hopper (1906-1992), who helped construct programming languages for computers. Grace believed that computer programming should be user-friendly and simple for people to understand. To do this, she converted English terms and expressions into machine code that could be understood by computers. This resulted in COBOL, a computer language for data processors that is still in use today.





LESSON 1A VOCABULARY AND SPEAKING

1 Read the text and answer the questions.

1 named something after their native country?

2 did work that is still useful now?

3 had a personal and professional relationship?

4 lived over 1000 years ago?

5 wanted something to be easier to use?

2 Look at the highlighted words and phrases in the text. Which ones express influence, creation or development?

3 In pairs, discuss how you would define a pioneer. Then listen to a news report and discuss if the boy in the story matches your definitions.

Phrasal verbs

4 Study Active Vocabulary. Then, complete the sentences with the correct particles.

1 I'm going to hold _____ hard on her.

2 Her parents were furious and came _____ up with the idea of asking his company to donate high-visibility vests for everyone to wear.

3 It was so complicated. I tried to understand, but I just couldn't take it _____.

4 It was hard work, but I held _____ to pursuing my dream.

5 She set _____ her proposal and the committee listened carefully.

6 I don't think this is the best way to set _____ trying to change his mind.

Word List	
Unit 6	Unit 7
LESSON 1A VOCABULARY AND SPEAKING W1.1 clear your throat /kloə jə 'braʊt/ cross your ankles /kros jə 'æŋkəlz/ drum your fingers /drʌm jə 'fɪŋgəz/ lick your hair back /lɪk jə 'heə bæk/ fold your arms /fəʊld jə 'ɑːmz/ furrow your brow /'fʊrəʊ jə 'braʊ/ get gold feet /get ɡəʊld 'fi:t/ get in over your head /get ɪn əʊvə jə 'hed/ give somebody the cold shoulder /ɡɪv səʊndəbi 'kəʊld ʃəʊldə/ grind your teeth /ɡraɪnd jə 'ti:ð/ keep your chin up /ki:p jə 'tʃɪn ʌp/ my lips are sealed /maɪ 'lɪps ə 'si:ld/ off the top of one's head /ɒf ðə 'tɒp əʊv əʊnz 'hed/ purse your lips /pɜːs jə 'lɪps/ rub your hands together /rʌb jə 'hændz tə'geðə/ shrug your shoulders /ʃrʌŋ jə 'ʃəʊldəz/ stick out your chin /stɪk aʊt jə 'tʃɪn/ stroke your chin /stroʊk jə 'tʃɪn/ tent your fingers /tent jə 'fɪŋgəz/ tilt your head /tɪlt jə 'hed/ turn up your nose /tɜːn ʌp jə 'noʊz/ twirl your hair /twɜːl jə 'heə/ wrinkle your nose /rɪŋkəl jə 'noʊz/ LESSON 2A READING AND VOCABULARY W1.2 anticipation (n) /ˌæntɪ'sɪpeɪʃən/ apprehension (n) /ˌæprɪ'heɪnʃən/ ascribe something to something (v) /ə'skrɪb səmɪŋ ɪz səmɪŋ/ awe (n) /əʊ/ contempt (n) /kən'tempt/	LESSON 1A VOCABULARY AND SPEAKING W1.1 burgundy (adj) /'bɜːɡəndi/ cashmere (adj) /kæʃmə/ clashing (adj) /'klæʃɪŋ/ corduroy (n) /'kɔːdrʊi/ elegant (adj) /'elɪɡənt/ flamboyant (adj) /flə'mbɔɪənt/ flared (adj) /'fleəd/ garish (adj) /'ɡærɪʃ/ gigantic (adj) /dʒɪ'ɡæntɪk/ greenish (adj) /'ɡriːnɪʃ/ knitted (adj) /'nɪtɪd/ metallic (adj) /mə'tælɪk/ navy (adj) /'neɪvi/ neon (adj) /'niːən/ oversized (adj) /'əʊvə'saɪzd/ pastel (adj) /'pæstl/ plaid (n) /plaɪd/ pleated (adj) /'pliːtɪd/ polo neck (n) /'pəʊləʊ nek/ satin (n) /sə'taɪn/ scarlet (adj) /'skærɪt/ sort of /sɔːt əv/ sparkle (adj) /'spɑːklɪ/ stuff like that /stʌf laɪk ðæt/ suede (n) /sʊəd/ thingy (n) /'θɪŋgi/ velvet (n) /'velvɪt/ wide-leg (adj) /waɪd leg/ LESSON 2A READING AND VOCABULARY W1.2 allegation (n) /ˌælɪ'geɪʃən/ dappled (adj) /'dæplɪd/ docile (adj) /'dɒsaɪl/

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.

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.

LESSON 2A READING AND VOCABULARY

- Match emotions from the box with their close synonyms.

anticipation
disrespect
admiration
fear
calmness

disrespect
anger
expectation
regret
regret

apprehension
hatred
regret
regret
regret
- Study Active Reading. Then tick all the sentences that show the writer's purpose for the article.

☐ to point out how negative emotions can show themselves physically

☐ to advise on ways to maintain a calm outer appearance

☐ to name the resources which can improve our outlook

☐ to explain how we mentally process negative emotions

☐ to warn that not being genuine may have a negative impact on us

☐ to underline the dangers of working in certain industries where customers' emotions are valued

☐ to urge the reader to improve their mental and physical health by displaying or hiding emotions as required
- Complete the questions with the correct forms of the highlighted verbs from the text. In pairs, discuss the questions.

What do people do when they are **upset**? Do you ever do this yourself?

Think of a problem you had that has got worse recently. What **happened**?

What kind of advice do you find yourself **giving** with these days? Say why.

When do you think people should **show** their emotions?

What would you **do** your present mood to? Say why.
- Speaking in pairs, discuss the questions.

Do you ever take emotions? For example, do you pretend to be happy when you are sad? Say why.

Do you think faking emotions can be good or bad for people? Say why.

In which situations do you think people often have to fake or hide their emotions?

Put on a brave face! Or ... should we?

1 While we are all well aware that morning home, starting a new job or moving bad news, for example, can considerably raise anxiety levels, it's not always as easy to make the connection between other physical health problems that we may experience as a result of stress. It would seem logical to **suppress** a racing heart and raised blood pressure to nervousness and apprehension, but would we automatically like those nerves to an upset stomach or back pain? The truth is that our emotions can trigger a host of physical reactions and that is why we need to concern ourselves with maintaining our emotional health.

2 'That's easier said than done', you might say, and you would be right. Emotions are not easy to control, particularly negative ones. So, it is actually possible to make ourselves feel less negative? How to become a happier you is a hot topic at the moment and we are **filled** with advice and tips online. There is an abundance of websites with surveys, questionnaires, tips and shared personal experiences available to us. Even schools are running mindfulness classes for their students as part of the curriculum.

3 A new take on the topic, based on the link between emotion and facial expression, is that rather than frown when we're feeling low or smile, we should try **limiting**. Studies have shown that facial expressions not only reflect mood, but also influence them. In other words, we may smile because we are happy, but we can also feel happy because we smile!

4 So, do other facial expressions affect our mood too? Apparently, they do. There are studies that show that if we are experiencing pain, yet **suppress** it, we are more likely to feel worse. The degree of pain we experience can be less intense than if we voice and frown.

5 Likewise, if we show that we are frightened when faced with danger, this can actually **disappear** the fear that we're feeling. According to the experts, this is because the way we experience emotion does not just involve the brain; it is far more complex. However, not all scientists are in complete agreement over the benefit of **suppressing** emotions or faking facial expressions to influence our moods. Research suggests that although faking emotions can help in the short term, continually suppressing emotions can have a negative effect on our general health. If the face is not involved in expressing an emotion, that emotion may eventually find another outlet, such as depression, a pessimistic outlook, or even physical illness.

6 **Unlinked** with this latter belief is the concept of emotional labour, which was first identified in 1983. A recent interpretation of the term, started by an American journalist in 2017, references the need for people to concern themselves with routine choices that often result in **disappointment**. However, the term was originally invented to describe the requirement for certain employees, for instance those in the service industries such as flight attendants and shop assistants, to present a happy face to clients, however bad they may be feeling. In other words, it is part of their job to pretend to be happy and hide any negative emotions. This taking of emotion can contribute to emotional exhaustion, leaving the person drained with little emotional strength left.

7 **What** **walking** in negativity is not going to help anyone, there are definitely times when we should allow ourselves to show our true feelings. Balancing when or when not to express emotions is something we need to be aware of for the sake of our health.

LISTENING

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

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

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

3 Frequent opportunities for personalisation and building fluency.

There is extra listening support alongside reading texts as well as to listen and check the answers to activities. Teachers should use these resources, but time limitations may affect this and teachers should consider this accordingly in their lesson planning.

LESSON 4A LISTENING AND VOCABULARY

- Listen to a sleep expert Professor Wilson talking about dreams on a radio programme and answer the questions.

What is known and what is thought about sleep dreaming?

What is exciting about a recent breakthrough?
- CRITICAL THINKING: Read the extract from the recording. Is it a fact, an opinion, or both? Say why.

DOES EVERYONE DREAM?
Many people will insist that they do not dream, but this is probably because they have no memory of what happens during a particular stage of sleep. Research has shown us that dreaming is definitely an essential part of our nightly recuperation programme.
- Based on the information from the recording, do these statements express an opinion (O) or a fact (F)? How did you decide?

☐ Sleep is essential for our health.

☐ We dream in order for our brains to process memories.

☐ Lucid dreamers are in a real dreaming state.

☐ Lucid dreamers can direct the content of their dreams.
- Listen to people talking about what they felt about their recurring dreams. Match speakers 1-5 with sentences a-g. There are two extra options.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

The speaker felt ...
a worried by the repetition of a certain dream.
b intrigued by the way experiences are linked in a dream.
c confused by his/her dreams' connection with the past.
d concerned that he/she might not get a certain type of dream again.
e sad that he/she doesn't get a certain type of dream anymore.
f scared of getting locked in one of his/her dreams.
g fascinated by what his/her dreams reveal about his/her emotions.
- Listen again and match speakers 1-5 with reasons for having the dream a-h. There are three extra reasons.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

a eating something
b an argument
c choice of bedtime
d deadline
e pressures
f a comment
g exhaustion
h a pre-sleeping activity
- Complete the adjective-noun collocations with the adjectives from the box. Can you identify with any of the statements? Talk to your partner about it.

broken graphic light deep recurring vivid

1 When it's unbearably warm at night, I often get a **light** sleep.

2 I used to get very **deep** dreams when I was a child, but I don't so much now.

3 One of my friends always gives us a **broken** description of his dreams the following morning, which is pretty boring!

4 It's hard to wake me up when I'm in **recurring** sleep.

5 I'm quite a **graphic** sleeper and I wake up at the smallest noise.

6 My **light** dreams are definitely anxiety-based. They tend to repeat until I have completed the task in my waking life.
- Work in pairs. Tell your partner a dream you have had (real or invented). Your partner has to guess whether it is true or not. Share your best dreams with the class.

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.

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

- In pairs or small groups, discuss the questions.
 - Why do you think the people in the photos are wearing the same clothes? Why might this be important?
 - What other examples can you think of where people choose to, or have to, wear the same thing?
- 8.6 Listen to Austin and Henry talking about the dress code at their sixth form college and make a list of points they make in favour of and against the dress code.
- 8.6 Study the Speaking box and tick the phrases in the box you hear.

1 SPEAKING | Hyperbole and understatement

Hyperbole
Using extreme numbers/amounts

- ☐ I've spent about a million years wearing school uniform.
- ☐ This thick jacket weighs a ton!
- ☐ I've been there tons of times!
- ☐ It cost my parents a small fortune.

Using extreme adjectives

- ☐ gigantic (rather than big)
- ☐ ancient (rather than old)
- ☐ ravenous (rather than hungry)
- ☐ soaked (rather than wet)
- ☐ incinerated (rather than burnt)

Using superlatives

- ☐ the tiniest diamond you've ever seen

Using the word *literally* (when something isn't true)

- ☐ It's literally the most ridiculous thing I've ever heard!

Understatement
Using 'softeners'

- ☐ a bit/slightly/kind of/rather ...

Using phrases with *not/no*

- ☐ not exactly/terribly/entirely
- ☐ not the most/not the ...-est
- ☐ no big deal



08

4 Rewrite the sentences in two ways: making them hyperbolic and understated. In pairs, compare your ideas.

- It's hot today.
It must be the hottest day in history. (hyperbole)
It's not exactly cold today, is it? (understatement)
- The lake is deep.
- It was a bad idea to say that.
- He knows a lot about science.
- The food is burnt.
- I live a long way away.
- She has a lot of friends.
- You shouldn't eat cake for breakfast.

5 In pairs, make a list of some of the things that are allowed or not allowed in the situations in the box.

- at your school or college
- in traffic at the airport
- in a football match
- in your home

6 In pairs, talk about the following questions. Try to emphasise your points using hyperbole or understatement.

- Why exactly is it important to follow the rules in the situations in Exercise 5?
- In which two situations given is it most important to follow the rules? Say why.

☐ I can use hyperboles and understatements when talking about rules. 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 6A WRITING AND VOCABULARY | An article

- 8.6 SPEAKING** In pairs, look at the photos on the opposite page and answer the questions.
 - What do you think the people in the photos are doing? Why?
 - What do you think the benefits of these activities might be?
- 8.6** Quickly read the article on page 13 and decide on the best title A-D.
- 8.6** Read the article again and match the headings below to paragraphs A-D. There are two extra headings.
 - Sensory engagement
 - Blooming benefits
 - Not a minute's peace
 - Environmental protections
 - Eastern origins
 - Family activities
- 8.6** Study the Writing box and complete it with the words from the box.
 - appropriate
 - complex
 - directly
 - engage
 - intriguing
 - memorable
 - paragraphs
 - vary
- 8.6** Write the highlighted vocabulary in the article next to the correct definitions.
 - completely occupied with an activity
 - think deeply about something
 - a period where everything changes
 - attitudes and feelings about something
 - begin to use something
 - a large amount of something
 - to produce something such as gas, light or sound
 - the encouragement of something to make it develop or be more active
- 8.6** Complete the sentences with a different part of speech of the words in brackets. Use a dictionary if necessary.
 - The government is taking action to reduce industrial _____ (emit).
 - When I saw my brother last night, he was in a _____ mood. (contemplate)
 - My mother works as an educational _____ for a group of schools. (psyche)
 - I'm afraid I can't stay long as I have another _____ in about an hour. (engage)
- 8.6** **WRITING TASK** Read the advertisement. Write an article using the advice from the Writing box. Remember to use a range of vocabulary and check you've used the correct parts of speech.

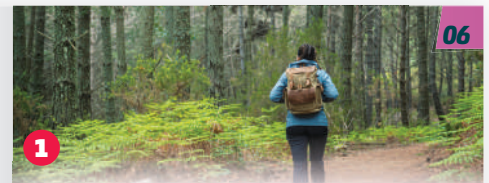
WRITING | An article

- Give your article a/an _____ title to interest the reader.
- Use _____ the reader immediately with an interesting opening sentence.
- Speak _____ to the reader to involve him/her.
- Organise your article by dividing it into clear _____, which connect to each other.
- Use _____ sentences which use a range of different structures and linking devices.
- Use sentences which _____ in length.
- Conclude with a _____ ending, such as a question or personal comment.
- Understand who your audience is and use an _____ style for them.

WANT TO HELP PROMOTE STRESS RELIEF?

As part of our campaign to help people reduce stress and put down their electronic devices, we are looking for articles written for students in other countries about activities in Japan that can help people relax and improve their health. Tell us where to go, what to do, and how to help.

Use the Graphic Organiser to help you plan your writing.



06

A People! Traffic! Texts! Modern life can be so stressful, can't it? Given the relentless pace of life and the ever-present screens that we all rely on for our jobs, studying and entertainment, it can be very difficult to really escape from it all. The situation begs the question: were humans really meant to live with this amount of constant stimulation? It's difficult to reasonably conclude that the answer is 'yes'.

B One increasingly popular response to this constant blur of activity is forest bathing, or as it's known in Japan where it originated, *shinrin-yoku*. The term was coined by Tomohide Akiyama, who was then the Director of the Ministry of Agriculture, Forestry and Fisheries for Japan. He was partly to the findings of several studies which had shown that the compounds and essential oils which trees naturally emit had very positive effects on human health. With this in mind, Akiyama used his position to get the practice of *shinrin-yoku* officially recognised, thereby increasing the value of the nation's forests within the nation's psyche. Interestingly, this happened during the 1980s when much of the world, and Japan in particular, was on the edge of the technological revolution that meant speed of communication, and stress levels, both began to rise. This may explain why forest bathing has become popular in other countries such as the USA, the UK, Finland and South Korea.

C So what exactly do forest bathers do? Firstly, leave your phone and any other gadgets behind. The aim is to completely immerse yourself in natural surroundings; it's not a photo shoot or a chance to catch up on your favourite podcasts. Obviously, a forest is ideal, but studies have shown that spending time in a park or any other place with an abundance of nature can also yield great results. You'll also want to set aside plenty of time, ideally four to six hours. This is so you can *contemplate*, relax and slow your heart rate. Focus on *engaging* your senses: listen to birdsong, inhale the fresh air and smells which surround you. You can also watch the creatures you see and touch the plant life that you find along your way while ensuring you leave everything as you find it.

D Following time spent forest bathing, practitioners report improved mood and mental health, decreased blood pressure and stress and an increased ability to fight sickness and disease. So, why not try spending an afternoon quietly walking through a forest? Alternatively, perhaps you could simply slip off your shoes and walk barefoot on the grass for a while? Either way, your body and mind will thank you for taking a break from screens and reconnecting with nature.

☐ I can write an article. 13

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 can be set for homework or self-study.

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

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

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

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

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

06 Revision

1 VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- You really shouldn't **rub** / **turn** your brow when you're concentrating – you'll get lines!
- People often **bite** / **grind** their teeth at night and this can cause dental problems.
- I asked Rob about the exam, but he **shrugged** / **tilted** his shoulders and said he had no idea.
- I used to **purse** / **turn up** my nose when Mum gave me broccoli, but now I really like it.
- She has this annoying habit of **tenting** / **drumming** her fingers on the desk while waiting for something.

2 Complete the body-related idioms with the missing words.

- I don't know the answer off the top of my _____, but I'll go and find out.
- Your secret's safe with me – my _____ are sealed!
- When I asked him to explain the situation, he just folded his _____ and said nothing, which I thought was very rude.
- I wanted to take part in a painting competition, but then I got cold and didn't enter it.
- Everyone gets bad results from time to time, so just keep your _____ up and try again.

3 Report each sentence starting with **He said**.

- 'It certainly wasn't me who left the front door open.'
- 'Those cartoons you drew were wonderful!'
- 'I am not sure how accurate these statistics are.'
- 'By the way, I went to the exhibition when it was in London last year.'
- 'It's my younger brother's fault because he kept me awake the night before the exam.'
- 'I really wish I hadn't got cold feet.'

4 USE OF ENGLISH

4 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words, including the word given.

- Laughter therapy has been effective in several studies of people suffering from stress. **REPORTED**
Laughter therapy _____ effective in several studies of people suffering from stress.
- You have to complete your assignment before the weekend, the teacher said to me. **INSISTED**
The teacher _____ before the weekend.
- Nasser ignored me when I saw him. **SHOULDER**
Nasser _____ when I saw him.
- We received a lot of queries about the new product. **INUNDATED**
We _____ about the new product.
- Many enthusiasts say that face yoga is great for reducing lines. **PRASED**
Face yoga _____ reduce lines by many enthusiasts.
- I was apprehensive about starting the course. **FILLED**
Starting the new course _____

5 LISTENING

5 You are going to hear an interview with a writer about her new book. For questions 1–6, choose the answer A–C which fits best.

- The studies in Sweden:
 - reinforce the sentiments expressed in the song mentioned.
 - involved volunteers being asked to smile to see how it affected others.
 - included instructions not to smile if at all possible.
- According to the speaker, smiling:
 - is not necessarily a natural facial expression.
 - happens with the same frequency everywhere.
 - is not always socially acceptable in different societies.
- Americans and Japanese people might have problems when meeting because:
 - of differences in the importance of making eye contact.
 - they smile at different things.
 - they both misunderstand the other's attitudes to showing emotion.
- When talking about Lionel Messi's quote, the speaker says that:
 - she often shares it with people.
 - it may not always be accurate.
 - her children are proof that it is true.
- What did the study in Wales conclude?
 - People who smile more look younger.
 - People who smiled more looked more powerful.
 - People who genuinely smiled more lived longer.

6 SPEAKING

6 In pairs or groups, discuss how useful these things are in reducing students' stress.

- breathing exercises before lessons and exams
- time management lessons
- homework- and test-free weeks

7 In pairs, take it in turns to ask and answer the questions.

- If you get stressed, do you find it useful to talk to other people? Say why.
- Some people say that being a doctor can be a stressful job. How far would you agree? Say why.
- Many people believe that they work better under stress. Why do you think they say this?

8 WRITING

8 Your class has been discussing how to improve the quality of life for people. You have made the notes below.

- Free performances at the theatre.
- Organised exercise classes in gyms and guided walks in the countryside.
- Community events such as picnics and sports days.

Some opinions expressed in the discussion:

- 'People don't always enjoy exercising together.'
- 'We have to involve as many people and age groups as possible.'
- 'There's no point in duplicating opportunities that already exist.'

Write an essay discussing two of the ideas in the notes. You should explain which idea would be better to use the money for, giving reasons in support of your answer.

5 Self-assessment

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 body-related collocations and idioms.	Student's Book pp. 4–5	
2 I can understand the purpose of specific sections in an article and talk about emotions.	Student's Book pp. 6–7	
3 I can use reporting verbs and impersonal reporting structures.	Student's Book pp. 8–9	
4 I can identify specific details in a conversation and talk about sounds.	Student's Book p. 10	
5 I can evaluate ideas when talking about stress.	Student's Book p. 11	
6 I can write an article.	Student's Book pp. 12–13	

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

Skill I want to improve	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

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 62 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 Great Expectations

1 What do you know about the famous author Charles Dickens? Read the Fact Box and check your ideas.

2 **USE 1** Listen to two students talking about Great Expectations by Charles Dickens and answer the questions.

3 Why is James going to read Great Expectations?

4 Why is James concerned about reading the novel?

5 What themes in the novel does the boy mention?

6 Why will Harvey not tell James about the central question?

7 Why do you think Miss Havisham is wearing such strange clothes?

8 Why do you think Miss Havisham wants Pip to play with Estella?

9 Look at the picture on page 65 and read the extract. Which characters are shown in the pictures?

10 Read the extract again. Decide if statements 1-6 are true (T) or false (F).

1 Mrs Joe believes that going to Miss Havisham's house will improve Pip's situation in life.

2 Pip has a positive first impression of Estella.

3 Pip was surprised at being asked to play by Miss Havisham.

4 Pip tells Miss Havisham exactly what he thinks about Estella.

5 Estella put Pip's food on the ground to make him feel bad.

6 Pip agrees with the advice Joe gives him after his visit to Miss Havisham's house.

7 Replace the underlined parts of the sentences with the correct forms of the highlighted words from the extract.

1 He looks messy and untidy. He hasn't brushed his hair and his shirt is untucked.

2 All my plants died because I forgot to water them.

3 My grandfather swept the roads. He had a very low social position in life.

4 There's no one quite like my strange and unusual uncle who wears old-fashioned clothes and reads books to his plants.

5 What a sad, dark place this is.

6 Don't you know what four plus four is?" the boy laughingly and cruelly said to his little brother.

7 The wall was old and falling apart into small pieces.

8 What meaning does the author want to convey in these phrases from the extract?

1 Then she jumped on me like an eagle on a lamb.

2 As I stood before her, I noticed the clocks, all stopped at twenty minutes to nine.

3 Tears sprang to my eyes.

7 REFLECT | Culture in pairs, discuss the questions.

1 Why do you think Miss Havisham is wearing such strange clothes?

2 Why do you think Miss Havisham wants Pip to play with Estella?

8 WRITING TASK Write a description of how you imagine Pip's life to be when he's a grown man.

FACT BOX CHARLES DICKENS

Charles Dickens is often considered to be the greatest novelist of the Victorian era. He was not only popular after his death, but he also was extremely popular during his lifetime - something that no previous author had achieved at that time. Some of his most notable books are A Tale of Two Cities, Hard Times and Oliver Twist. His books appealed to all members of society, from rich to poor, for their entertaining, intelligent tales with well-observed characters that readers really cared about. It is thought that his own life story influenced some of his best loved novels, David Copperfield and Great Expectations.

GLOSSARY

conceited - excessively proud and vain

deserted - without people, empty

recluse - a person who lives alone and avoids other people

vile - extremely unpleasant

weary - tired

Great Expectations

Uncle Pumblechook was not invited in. Leaving him at the gate, I followed the girl through an unkept courtyard. The house looked deserted and some of the windows were bricked up. Everything was dark in the entrance hall with no sign of life or feeling, and we went upstairs by the flickering of candle light. The girl left me at a door, telling me to enter.

Inside was a dressing room lit by candles; the shutters were closed, so no daylight could enter. And then I saw her: the strangest lady I had ever seen. She was dressed entirely in white silk and lace, with a long white veil and flowers in her hair. But her hair was white, the flowers were long since perished, and the white dress was now yellow with age. I saw a bride in a wedding dress, but everything about her had decayed.

"Let me look at you," she said. As I stood before her, I noticed the clocks, all stopped at twenty minutes to nine. "Do you know what I have here?" the lady continued, her hands on her heart. "Yes, madam," I replied. "It's your heart." "A broken heart," she exclaimed. Then after a moment, she added, "I am weary and I am bored. Play!" Taken aback, I wondered what game I could play, finally replying that I could not do so alone. "Call Estella!" the old lady said.

When Estella entered, I recognised her at once as the girl who had admitted me. Now she was told to play with me. "But he is just a common working boy!" she objected. Miss Havisham whispered to her, but I could not hear clearly what she said.

And so Estella and I played games while Miss Havisham looked on silently. "What rough hands you have!" Estella said, laughingly. And what vile boots! I was ashamed. Finally, Miss Havisham summoned me to her side. "What do you think of her?" she asked, looking at Estella. "I think she is very conceited. And very rude," I whispered, before stopping abruptly, fearing I would say too much. "I would like to go now, please!"

Miss Havisham made me promise to come back in six days. Then Estella led me back through the dark, glimmering house and out into the garden. Before I left, Estella gave me some food and drink, but instead of handing it to me she placed it on the ground. Tears sprang to my eyes. When she saw that she had humiliated me, she smiled.

I returned to the forge, hurt and ashamed of my humiliating life. Later, when I was alone with Joe, I recounted everything that the girl at Miss Havisham's house had said. I was common, and that I wished it was not true. Joe told me to be happy with my position in life, but I could not forget what had happened.

A year passed. I toiled hard every day, helping neighbours with small jobs, but in the evening, I went to the village school. The old lady who was supposed to teach me would sleep through the classes, leaving her kind and understanding granddaughter, Biddy, to show me how to read and write.

One night Joe saw me sitting by the fire as I was practising my writing. "I say, Pip, what a scholar you are!" he said. "Did you never go to school, Joe?" I asked. "No, Pip," he replied. "My father forbade me from going, but he had a good heart. He taught me to be a blacksmith. And after he died, I met Mrs Joe." Just then Mrs Joe came in. "If this boy isn't grateful to me now," she exclaimed, "he never will be!" I tried to look appreciative, but I didn't understand what Mrs Joe meant.

"Miss Havisham wants Pip to go to her house," she said. "And he must go or I will work him hard!"

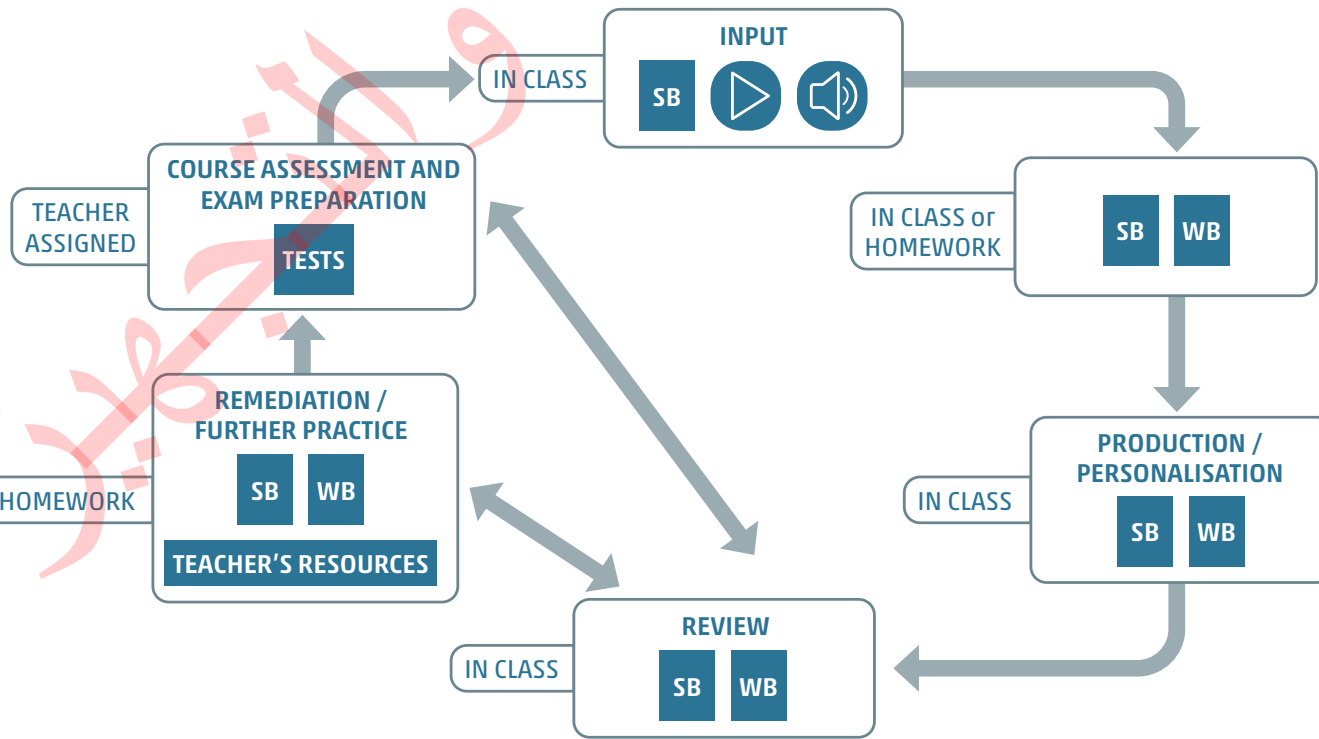
Everyone in the village had heard of Miss Havisham; she was a very wealthy but eccentric lady who lived in the nearest town. However, most people had never seen her because she was a recluse and never left her dismal, old house. So how does she know Pip?" Joe asked. "She doesn't know Pip," Mrs Joe replied. "Uncle Pumblechook visited her, and she asked him if he knew a boy who would go there to play. The boy's fortune will be made by going to Miss Havisham's house, and he's going there tomorrow!" Then she jumped on me like an eagle on a lamb. I was washed and scrubbed very well that night.

Uncle Pumblechook took me to Miss Havisham's house in my finest clothes, the very next day. We waited at the gate until a very proud-looking young girl appeared. "This is Pip," said Mr Pumblechook. "Come in, Pip," she said, opening the gate.

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.



Inclusive education

Visual impairment

The vast majority of people with visual impairment (around 93 percent) do have some vision. Teachers, therefore, need to create conditions where these students can see them and see the material that they're presenting or using as clearly as possible, for example by seating them in the best position to see the board or other visual material, without separating them from the class.

In addition, teachers should:

- provide students with individual copies of materials in the appropriate font size.
- keep the board clean to maximise the colour contrast between the background and text colours.
- ensure that the classroom layout stays the same so it's easier for visually impaired students to navigate it and remove obstacles.

Hearing loss

Teachers do not need to speak to students with hearing loss more loudly. Speaking to them clearly and normally will be more effective. Many students with hearing loss rely heavily on visual cues, so teachers should ensure that they have a clear view of the board or other visual material, but not to separate them from other students.

In addition, teachers should:

- repeat questions that other students ask clearly.
- provide written materials to supplement verbal explanations.
- use captions in videos.
- ensure there is silence while students do listening activities.

If it is possible, teachers should read the audioscript aloud so that students can lip-read while the teacher is speaking. Teachers should keep in mind that students with hearing loss may suffer from some fatigue after listening activities and need a break afterwards.

Autism

How students with autism perform and behave in the classroom is largely determined by how comfortable they feel and whether they are being intellectually stimulated enough. Teachers can help autistic students to feel more comfortable by ensuring that:

- lessons follow a certain routine or pattern and there is a course plan which is communicated to students.
- students are not experiencing sensory challenges, for example, feeling too warm or too cold, experiencing a lot of noise or very bright lights.
- students have the option to work individually if they want to.
- students have additional activities to do when they complete the initial task faster than others.

Teachers should keep in mind that autistic students may also misunderstand humour or take things people say literally when they aren't meant in that way.

AD(H)D (Attention Deficit (Hyperactivity) Disorder)

Only some individuals with AD(H)D experience hyperactivity and other individuals are inattentive and not hyperactive. Teachers can support and include students with both types of AD(H)D by:

- allowing them to take regular breaks, for example to complete an errand, so it's easier for them to concentrate.
- allowing students to continue the activity that they're doing when they're in a state of hyperfocus where they can concentrate extremely well for longer periods of time.
- keeping in mind that ADHD also affects students' working memory and timekeeping skills and so it is a good idea to encourage them to write down things that they need to remember and to make checklists.
- telling students what to do, but also showing them what to do and writing it on the board.

Dyslexia

Avoid stereotyping dyslexic students as being unable to learn. Dyslexic students are just as capable as processing information, including from written text, as anyone else but their brain does this in a different and more indirect way. In addition, many dyslexic students are very creative and excellent problem-solvers. Teachers can help dyslexic students to read and write in English by:

- connecting words with pictures, shapes or symbols, for example in flashcards.
- colour coding different words or phrases, such as parts of speech, to help them remember grammar points.
- focusing on the sounds of words rather than how they are written as this tends to be easier for dyslexic students to remember.

Tourette syndrome

Students with Tourette syndrome need, above all, understanding and acceptance from their teacher and other students. The tics which are the symptoms of Tourette syndrome can be sudden movements, noises or invisible actions such as stomach clenching. These tics are involuntary, but the chances of students experiencing them can increase if they are experiencing stress, fatigue or excitement. Teachers can support students with Tourette's by:

- checking in with them regularly to find out how they are feeling and reacting accordingly. For example, if students are feeling stressed, teachers can try to relieve their stress by talking through their feelings, and if they are experiencing fatigue, allow them to take a break.
- remembering that Tourette's does not impede students' ability to learn, but the tics may distract them when they are learning.
- not penalising them for handwriting and spelling issues because these are most likely caused by their Tourette's.

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 sub-skills as understanding the main idea, finding specific information, differentiating fact from opinion, understanding the author's attitude, understanding links in a text and summarising. The descriptions are then followed by a series of practice exercises which help students apply and internalise a given strategy.

GRADED EXAM TASKS

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

WRITING TASKS

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

RESOURCES FOR SELF-STUDY

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

- a *Word List* at the back of the Student's Book
- a *Grammar Reference* section at the back of the Student's Book
- audioscripts for the listening tasks
- 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
<i>Jordan High Note</i> Grade 8	30–40	A2/A2+	Pearson Test of English Level 1, Cambridge Key (KET) and Preliminary (PET)
<i>Jordan High Note</i> Grade 9	37–52	A2+/B1	Pearson Test of English Level 1 & 2, Cambridge Preliminary (PET)
<i>Jordan High Note</i> Grade 10	50–62	B1+/B2	Pearson Test of English Level 2 & 3, Cambridge Preliminary (PET) and First (FCE)
<i>Jordan High Note</i> Grade 11	61–75	B2/B2+	Pearson Test of English Level 3 & 4, Cambridge First (FCE)
<i>Jordan High Note</i> Grade 12	73–85	B2+/C1	Pearson Test of English Level 4, Cambridge Advanced (CAE)

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

HOW TO FLIP THE CLASSROOM WITH JORDAN HIGH NOTE

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

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

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

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

READING AND LISTENING TEXTS

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

GRAMMAR REFERENCE

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 BOOK SYMBOLS

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



Audio is available.



Students to use their graphic organiser.



Students to make a presentation to the class.

06 UNIT 6 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 6 Feels good	Theme 1: Society Theme 2: Culture Theme 5: Welfare Theme 6: Recreation Theme 7: National Identify and world affinities	Listening: evaluating main ideas and supporting details; using social cues and visual imagery to help construct meaning and make inferences Speaking: explaining concepts/ideas in an organised manner using examples or details; generating effective critical thinking into primary issues in a given topic in a debate Reading: monitoring understanding by asking questions, thinking about, and reflecting on the ideas and information in a text; identifying the author's purpose, tone, and line of reasoning; evaluating argument and reasoning Writing: writing narrative, descriptive and persuasive essays on various topics Viewing and presenting: examining how visual and written information work together to make meaning more explicit	Listening: evaluate the main ideas and supporting details presented in diverse media and formats to judge how the ideas appropriately clarify the topic, text, or issue under study; respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding; identify cultural influences in audio-texts and performance Speaking: speak fluently and accurately for up to 12 minutes without lapses and hesitations using a variety of structures and expressions Reading: follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text; identify the author's purpose and tone; evaluate the argument in a text in terms of validity, relevance, and evidence Writing: write narrative, descriptive, argumentative, and persuasive essays on various topics; conduct a small-scale investigations and inquiry-based projects Viewing and presenting: view and analyse a range of visual texts (advertising, posters, newspaper reports), communicating understanding through oral, written, and visual media; examine and analyse texts and illustrations: analysing how visual and written information work together to reinforce each other and make meaning more explicit; use appropriate body language when presenting



OVERVIEW

Objectives:

- Can express an attitude, opinion or idea using idiomatic language. (GSE 69–B2+)
- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can ask detailed questions in discussions on contemporary social issues and current affairs. (GSE 70–B2+)
- Can participate in a fast-paced conversation with fluent speakers. (GSE 80–C1)

Resources:

- SB: pages 4–5; Word List page 64
- WB: pages 4–5
- Online resources: Photocopiable Resource 19
- Assessment: Vocabulary Quiz 6

WARM-UP (5 minutes)

(S–S, S–T, T–S) Exercise 1. Students work in pairs or small groups for two minutes to discuss the questions. Different people notice different things when meeting someone new, so allow them to consider the question and answer from their own view. For Question 2, elicit that we can often determine the feelings and state of mind of people from their body language.

Answers

Students' own answers

EXTRA

If you have time, you could ask students to work in pairs and make a list of as many examples of body language as they can, e.g. *touch your nose*. Choose volunteers to share their ideas and write them on the board.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (S–S, S–T, T–S) Exercise 2. Ask students to match the pictures to the highlighted phrases. Allow them a minute to do that. If students find this difficult, do this together as a class and elicit the answers. You may want to ask students to model some of the lower frequency phrases such as 'frown your brow' and 'purse your lips'.

Answers

1 H 2 I 3 J 4 F 5 C 6 D 7 G 8 A 9 E 10 B

- 2** (S–S, S–T, T–S) Exercise 3. Elicit the meanings of the vocabulary from students. You can do this by asking, for example, 'In what situation might you feel defensive/ impatient etc.? What could be 'distasteful'?' Then ask students to complete the questions in the survey on page 4 with the vocabulary. Then allow them to listen to the radio programme to check their answers.

Answers

1 defensive 2 irritated 3 concentrating 4 impatient
5 excited 6 attentive 7 nervous 8 in control
9 distasteful 10 indecisive



Audioscript 6.1

P = Presenter

P: Hi, everyone. Today's topic is body language and we're having a phone-in later on where you can let us know your views. We've all heard about body language in some shape or form. It's an alternative way to communicate certain messages, either subconsciously or consciously in everyday life. But just how good are we at reading other people's messages? Sometimes, it's just a natural body reaction, for example, if you're distressed for some reason, you might walk a bit more slowly. Other gestures are pretty obvious too – I mean, tilting your head when someone's speaking clearly shows you're being attentive. And I think most people frown their brows when they're concentrating, and rub their hands together when they're excited. But some signals are less obvious – like if someone folds their arms, the experts say they're being defensive. They say stroking your chin is a signal that you're unable to make a clear choice or decision, that you're being indecisive. And tenting your fingers is a sign that you feel in control or you want to be in control. Apparently, touching your nose is a dead giveaway that you're lying! Useful, that one! And crossing your ankles can mean that you're nervous. But, maybe they're not true for everybody? For me personally, I drum my fingers on the desk when I'm impatient. And I also wrinkle my nose if something is distasteful – my flatmate hates that – I do it when he's cooking garlic! And he purses his lips when he's irritated! How about you? Do members of your family or any of your friends have body language habits that you've noticed a lot? Phone in later and share!

- 3** (S–S, S–T, T–S) Exercise 4. Ask students to write down the number of the type of body language on page 4 that each caller mentions.

Answers

Hala 1
Ali 8
Osama 6
Malak 4
Rashed 5 and 10

06 LESSON 1A VOCABULARY AND SPEAKING (SB)



Audioscript 6.2

P = Presenter H = Hala A = Ali O = Osama
M = Malak R = Rashed

- P: Welcome to the phone-in section of the programme. As I mentioned earlier, we're asking people about the body language habits their friends and family have. First up, is that Hala?
- H: Yes – hi! I think body language is really fascinating. And something you mentioned earlier – my brother used to fold his arms when anyone argued with him and he didn't want to admit he might be wrong. He used to stick out his chin as well. But we just laughed!
- P: I can imagine! Thanks, Hala. And Ali? What's your comment?
- A: Hi, yes. I had a secondary school teacher who tented her fingers whenever she was talking to us about breaking a rule or something. It made us feel very small, like, it really showed us she was in control, you know?
- P: Ah yes, my dad used to do that too when I was a kid. Thanks, Ali. Osama, your turn now.
- O: I have a baby brother and it's fascinating watching him grow and learn. As he's started to recognise sounds, he's started to tilt his head when he hears his name or when we're talking directly to him. My grandmother does it quite often, too, but I think that's because she's a bit hard of hearing!
- P: That's a very good point, Osama. Two reasons for the same gesture. And what do you have to add, Malak?
- M: What you were saying about signals that you're impatient. My sister drums her fingers all the time when she's bored or waiting for something to happen.
- P: Does she? Ah, that reminds me ... I have to stop doing that myself! But at least I'm not the only one who does it. And finally, Rashed.
- R: Hi! The gesture I want to talk about is quite funny, but not everyone does it. I associate this with my grandmother. She always rubs her hands together just before something nice – like when my mum was bringing her birthday cake out of the kitchen. She also likes to stroke her chin – that's a signal that she's going through the decision-making process of what to make for dinner!
- P: You should see me now, Rashed! That's very common. Should I stay and finish our programme, or should I go?

- 4 (S-S, S-T, T-S) Exercise 5. Write 'fold your arms' on the board and ask students what parts of speech each word is (verb + pronoun + noun). Then ask them to read the Active Vocabulary section and elicit the difference between a strong and weak collocation. Ask students to read the article and identify six more collocations and underline them.

Note: The blog mentions 'people-watching' which is a noun describing the activity of observing people in a public area because it is interesting. You may also point out that the blog uses some informal phrases such as *annoy people no end* and *it drives me up the wall*. Explain that *no end* means *a lot* and *drives me up the wall* means *makes me very angry*.

Answers

clearing his throat; shrug their shoulders; grind her teeth; twirling my hair; flicking it back off my face

PRACTICE (10 minutes)

(S-S, S-T, T-S) Exercise 6. Before they complete the exercise, ask students to look at the verbs and suggest what they could be used with that aren't parts of the body, e.g.

clear your schedule, a road

flick an elastic band

grind coffee/pepper

twirl a baton/stick.

This will help students to identify which verbs are strong and weak collocations. For example, *shrug* is a strong collocation as it's not possible to shrug anything else. Then ask them to complete the sentences with the correct form of the verbs.

Answers

1 clear 2 grinds 3 shrugged 4 twirls 5 flick

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 7. Ask students to think about the body language covered so far and in pairs, discuss other body language that people use in Jordan and what it means.

Answers

Students' own answers

(S-T, S-S, T-S) Exercise 8. Ask students to brainstorm possible responses to the question in pairs or small groups. Then elicit ideas from pairs/groups and write them on the board. Encourage a class discussion of the point and ask them how they feel that interactions and body language may be affected in the future as technology develops further.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 4–5 as homework and/or ask students to find an interesting text in English. Ask them to answer the following questions:

- 1 Which kind of readers was this written for?
- 2 Where did you find this article? Newspaper? Magazine?
- 3 How did the article make you feel? Entertained? Informed?

This will prepare them for thinking about purpose and function of texts in the next class.

Ask students to make a list of as many nouns for emotions as they can think of, and bring it to the next lesson. You could also assign students Vocabulary Quiz 6.

CONTINGENCY PLAN

If your students need more support with the lesson: Display the audioscript 6.1 on the board, with all the examples of body language removed. Ask students to read and fill the gaps.

If your students need an extra challenge: Ask them to choose five gestures from Exercise 1 and write a gap-fill sentence for each one. Monitor and offer help where necessary. When they are ready, put students in pairs to swap sentences and complete them, then check their answers with their partner.

There is a downloadable photocopiable resource number 19 to use.

OVERVIEW

Objectives: Grammar

- Can use contextual clues for word formation in text (GSE 43–50 – B1).
- Can use a range of topic-specific vocabulary, appropriate to situations (GSE 59–66 – B2).
- Can identify key information in a linguistically complex text. (GSE 69–B2+)
- Can quickly scan long, complex texts for key information. (GSE 69–B2+)
- Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (GSE 70–B2+)

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you about some of the body language they looked at in the last lesson and which body language is common in Jordan. They can use the photos on page 4 to help them.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Do the first sentence as an example. Then ask students to work individually to match the sentence halves. They can then check in pairs. Check answers with the class.

Answers

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

- 2** (T-S, S-S, S-T) ★ Exercise 2. This time, students need to use the collocations in bold from Exercise 1 to complete the gaps. Read the first sentence as an example. Students can work in pairs to complete the task. Check answers with the class.

Answers

- 2 folds his arms
3 rub your hands together
4 tilting its head
5 cross your ankles
6 purses her lips

- 3** (T-S, S-S, S-T) ★ Exercise 3. Read the example as a class. Students can work individually to complete the task, then compare answers in pairs. Check answers with the class.

Answers

2 head 3 nose 4 shoulder 5 feet 6 chin 7 back

PRODUCTION (15 minutes)

- 1** (T-S, S-T) ★★ Exercise 4. Ask a student to read the example sentence. Then ask students to work individually to complete the sentences. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

- 2 lips are sealed
3 got cold feet
4 turn your nose up
5 get off my back
6 Keep your chin up
7 got in over my head

- 2** (T-S, S-T) ★★★ Exercise 5. You may want to try doing this as a timed exercise and give students a time limit for completing it. Ask students to read the text and note the words around each gap. Ask them to think about if it is a noun or verb that can fill the gap and if so, which form it should take. Ask them to complete the exercise individually and then check answers in pairs. Finally, check answers as a class.

Answers

- 1 folded 2 shoulders 3 pursing 4 strokes 5 fingers
6 throat 7 tilting 8 brow

WRAP-UP (10 minutes)

(T-S, S-T) Exercise 6. Go round and monitor as students write their paragraphs, offering help and support.

HOMEWORK

Ask students to write a short story with the title *Keep your chin up*.

OVERVIEW

Objectives:

- Can recognise multiple purposes in a linguistically complex academic text. (GSE 81–C1)
- Can identify inferred meaning in a linguistically complex text. (GSE 79–C1)

Resources:

- SB: pages 6–7; Word List page 64
- Online resources: Photocopiable Resource 20

WARM-UP (10 minutes)

(S–S, S–T, T–S) Exercise 1. Elicit the meaning of the vocabulary in the box by asking students to discuss in which situations they might feel those emotions. Give students two minutes to discuss and then invite suggestions from the class. Then ask students to match the vocabulary with their synonyms 1–8. As you go through the answers, discuss if the synonyms 1–8 are stronger or weaker than the words in the box.

Answers

- 1 awe (stronger than *admiration*)
- 2 apprehension (weaker than *fear*)
- 3 serenity (stronger than *calmness*)
- 4 contempt (stronger than *disrespect*)
- 5 rage (stronger than *anger*)
- 6 anticipation (stronger than *expectation*)
- 7 loathing (slightly weaker than *hatred*)
- 8 remorse (slightly weaker than *regret*)

PRACTICE (15 minutes)



(T–S, S–T) Exercise 2. Go through the *Active Reading* section with the class and answer any questions they may have. Remind them that it's always important to think about the purpose of any text they are reading as it could be to inform or to entertain, but it could also be to persuade them that something is true when it isn't or to present an issue in a light that isn't entirely accurate. Understanding the purpose and function of a text is an essential part of critical thinking. You may want students to complete the exercise individually and then discuss in pairs, or alternatively complete the exercise in pairs as a guided discussion. Ask them to highlight the area of the text where they find the answers in order to refer back to later on. When they have finished, check answers as a class.

Answers

Sentences 1, 3, 4, 6, 8 all indicate the writer's purpose.

PRODUCTION (15 minutes)

1 (S–T, T–S) Exercise 3. Ask students to match the underlined words in the sentences to the highlighted verbs in the article in the first instance. Then ask them to rewrite the sentences using the highlighted words, changing the sentences if needed. Check answers with the whole class.

Answers

- 1 wallowed 2 inundated 3 suppress 4 endeavours
- 5 exacerbate the problem
- 6 ascribe human emotions to animals

2 (S–S, S–T, T–S) Exercise 4. Ask students to complete the questions with the correct form of one of the highlighted verbs from the article. Check the answers as a class.

Answers

- 1 wallow 2 exacerbated 3 inundated 4 suppress
- 5 ascribe

3 (S–S, S–T) Exercise 5. Ask students to discuss the questions in pairs or small groups. Invite students to report back on their conversations when everyone has finished.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to look online for a funny short video or a joke and bring it to the next lesson.

CONTINGENCY PLAN

If your students need more support with the reading: Ask students to read through the text and find two words or phrases they are not familiar with and, using a dictionary, write down the meaning. They should then share what they have learnt with their partner or group. This is a good way of the class tackling unknown vocabulary simultaneously and learning from each other.

If your students need an extra challenge: Ask them to choose 4–5 emotions from the box in Exercise 1 and write a sentence for each to showcase their meaning.

There is also a downloadable photocopiable resource number 20 to use.

OVERVIEW

Objective:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can extract information, ideas and opinions from highly specialised sources within their field. (GSE 78-C1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)

Resources:

- SB: pages 8-9; Grammar Reference page 69; Word List page 64
- WB: pages 6-7
- TB: Culture Notes page 120
- Online resources: Photocopiable Resources 21-22
- Assessment: Grammar Quiz Lesson 6

WARM-UP (5 minutes)

- 1 (S-S, S-T, T-S) Exercise 1. Elicit from students different degrees of laughing, e.g. uncontrollable laughter, groaning, sudden laughter. Ask students to discuss in pairs what has made them laugh in those different ways or in the past.

Answers

Students' own answers

EXTRA

After Exercise 1, students can share the jokes or videos they found at home in pairs or groups. Time permitting, they can then share these with the class, and then the class can take a vote on the funniest joke or video.

- 2 (S-S, S-T, T-S) Exercise 2. Elicit the meaning of *contagious* from students. You may want to note that it can be used in the context of disease as well as laughter, but for the same reasons. Ask students to suggest why they think laughter is contagious. Note down answers on the board. Then ask students to listen to the interview. When you have finished, check with the notes you have taken to see how close anyone was with their predictions.

Answers

It's thought that our ancestors used to laugh to show other groups that they were friendly – and the others responded.



Audioscript 6.4

J = Journalist C = Callum

- J: Welcome to *The Morning Chat* podcast. Today, we're going to be talking about the power of laughter. Let me introduce my first guest, Callum Banks, the author of a new book called *The Power of Laughter*. Callum is fresh from The National Book Awards for non-fiction, where he received a top prize for his book. Welcome Callum, and first, I must say well done! It's a prestigious award to win!

- C: Thank you. I really enjoyed researching and writing this book. I've always been interested in laughter and I wish I'd done it sooner!
- J: Tell me something – what I've always found amazing is how contagious laughter is. You know, someone starts laughing or giggling and you can't help but laugh too. Just why is that?
- C: You've picked up on an interesting point there. Let me explain. Apparently, it's down to a very old response – going back to before we had language to communicate. It's thought that our ancestors used to laugh to show other groups that they were friendly – and the others responded. We know today that when we're interacting with people, we often copy their behaviour – their words, their body language – as a way of bonding and being accepted. The same goes for laughing!
- J: Ah, so that's why we sometimes laugh when we don't get the joke? Just because someone else is laughing!
- C: Exactly! And it's also why we laugh more at a film when we're with a group, rather than on our own.
- J: And is it true that laughter is really very good for us?
- C: Oh, yes, on so many levels – most importantly, it lifts our spirits. You know, there are actual laughter therapy sessions. In a group, the laughter just shoots round the circle and you feel so good – I tried and it works! But, in general, my advice is to surround yourself with people who have a sense of humour.
- J: Yes, I promise I'll do that! Thank you very much, Callum, for talking to us today. And don't forget, everyone, Callum's book, *The Power of Laughter*, is available now. And that leads us on nicely to our second guest ...

PRESENTATION (10 minutes)

- 1 (S-S, S-T, T-S) Exercise 3. Ask students to read the sentences and choose the correct answer, a or b. You may want to do this task as a class with students voting for the correct answer with a show of hands. You may also want to play the interview again and ask the students to note down the direct speech to compare it to the reported speech. Alternatively, you could provide them with a copy of the audioscript or project it onto the board.

Answers

1 a 2 a 3 b 4 b 5 a 6 b 7 b

- 2 (S-T, T-S) Exercise 4. Elicit the meaning of clause, gerund, object, preposition and infinitive to check students' understanding of the terms. Then ask students to look back at the structures in Exercise 3 and match them to the structures 1-7.

Answers

1 ask 2 explain 3 remind 4 promise 5 advise 6 regret 7 congratulate

- 3 (S-S, S-T, T-S) Exercise 5. Ask students to study the sentences paying close attention to the verbs and the parts of speech surrounding them. Ask them to identify which structures are used again and write the number from the structure in Exercise 4 in the box next to each sentence.

Answers

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

06 LESSON 3A GRAMMAR (SB)

PRACTICE (5 minutes)

(S-S, S-T, T-S) Exercise 6. Ask students to read the *Watch Out!* box and then work in pairs to change the sentences so that they are more formal.

Answers

- 1 He suggested (that) I (should) put on a brave face, but it didn't help.
- 2 She recommended (that) we (should) keep our chins up.
- 3 He proposed (that) we (should) tell jokes to cheer ourselves up.
- 4 He requested (that) she (should) stop grinding her teeth.

PRESENTATION (10 minutes)

- 1 (S-S, S-T, T-S) Exercise 7. Elicit the meaning of *misconception*. Ask students to skim read the article to identify the misconception people had about hospital clowns.

Answers

They thought the hospital clowning started at a later date and had not understood the depth of the benefits.

- 2 (S-S, S-T, T-S) Exercise 8. Ask students to look carefully at the structure of the underlined sentences in the text. Elicit that the structures all use a passive form of the verb. You may want to underline this by asking students to convert the sentences into active structures. Should they do this, they will find there's a difficulty with the object as it would have to be 'People' or something equally vague. These structures are used to give the sense that these were ideas of the time, rather than belonging to any specific group of people. Refer students to the Grammar Reference on page 69 for more information and practice.

Answers

a 2 b 4 c 3 d 1

PRACTICE (10 minutes)

(S-S, S-T, T-S) Exercise 9. Using the structures from Exercise 8 as a guide, ask students to complete the sentences. When they finish, check answers as a class.

Answers

- 1 are believed to be able to
- 2 was thought to have first started
- 3 was originally assumed that
- 4 is now thought that the benefits of clowning were not

PRODUCTION (5 minutes)

(T-S, S-S) Exercise 10. Ask students to discuss what positive effects laughter can have in a social context. You may want to elicit how laughing about shared worries can make them seem less serious.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 6–7 as homework and/or ask students to find out some facts about the Dead Sea. You could also assign students Grammar Quiz Lesson 6.

CONTINGENCY PLAN

If your students need more support: Ask them to read the Grammar reference section on page 69 of the Student's Book. You may want to put students in small groups or pairs to write examples of sentences using reporting verbs and verb patterns and impersonal reporting structures using the Grammar reference section to help them.

If your students need an extra challenge: Ask students to choose eight of the reporting verbs and write their own sentences relating to their own lives. Ask students to write about a situation where laughter has improved a situation. Ask them to write 50–100 words and include some reporting structures in it where they can. Be sure to give them feedback on their work.

There are also two downloadable photocopiable resources numbers 21–22 to use.

OVERVIEW

Objectives: Grammar

- Can express beliefs and opinions with *is/are/was/were* + *thought/believed* ... (GSE 75-B2+)

Resources:

- SB: pages 8–9
- WB: pages 6–7

WARM-UP (5 minutes)

(T-S, S-T) Ask students to say how often they laugh and if they think it is good to laugh and why.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask students to work individually to choose the correct word for each sentence. They can then check in pairs. Check answers with the class.

Answers

1 he had **2** on giving **3** to give **4** sending **5** that laughter is **6** from constantly suppressing

- 2** (T-S, S-S, S-T) ★ Exercise 2. Explain to the students that they are going to match the reporting verb to the sentences depending on their function. Elicit the first one as an example, then ask them to complete the rest individually. When they have finished, ask them to check their answers in pairs. Then check answers as a class.

Answers

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

- 3** (T-S, S-T) Exercise 3. Ask students to use the reporting verbs to write a reported version of the sentences a–h from Exercise 2. You may want them to do this individually, or if they need more help, you may ask them to do it in pairs. When they have finished, elicit answers from the class. Note any changes in tense.

Answers

- a** She congratulated me for coming first in the race.
- b** She offered to help me carry the bags.
- c** She asked what time I would like to meet (later).
- d** She reminded me to bring my car keys.
- e** She regretted having eaten/eating all of that chicken.
- f** She advised me to go later when the rain had stopped.
- g** She promised (that) she would do it first thing the next day.
- h** She explained I needed to pull the door when I unlocked it, or it wouldn't open.

- 4** (T-S, S-T, S-S) ★★ Exercise 4. Read the example as a class, then ask students to work individually to complete the sentences. They can then check in pairs. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 not working **3** that he had completed **4** to cook dinner **5** who would be next to give **6** that Sana tries to stop grinding

- 5** (T-S, S-S, S-T) ★★ Exercise 5. Read the example and elicit the answer to sentence 2. Then ask them to complete the exercise in pairs. Then check answers as a class.

Answers

2 is/has been shown that **3** was demonstrated
4 is/was/has been assumed that
5 was/has been announced that **6** is expected that

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) ★★ Exercise 6. Read the example as a class, then ask students to work in pairs to complete the task. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 has been estimated that tuition costs...
3 used to be recommended that we eat five...
4 is now thought that suppressing emotions...
5 has been agreed to introduce...

- 2** (T-S, S-T, S-S) ★★ Exercise 7. Read the example as a class and check understanding, then ask students to work individually to complete the sentences. They can then check in pairs. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 The first modern circus was thought to be staged in 1777.
3 Shakespeare was understood to have been living in Stratford when he died in 1616.
4 The change in rules was intended to be for a temporary period.
5 The author was rumoured to be staying at this hotel.
6 An Englishman was claimed to have developed the invention, but it was in fact an American.

- 3** (T-S, S-S, S-T) ★★ Exercise 8. Read the example as a class, then ask students to read all of the email first, to get an overall understanding, before they complete the gaps. They can work individually to complete the sentences. They can then check in pairs. Check answers with the class.

Answers

2 It **3** have **4** to **5** are **6** going **7** me **8** if
9 be **10** being

WRAP-UP (5 minutes)

(T-S, S-T) Exercise 9. Ask students to discuss the task first in pairs or small groups to get ideas. They can write the email for homework (see below).

HOMEWORK

Ask students to write the email, making sure they use reported speech.

CONTINGENCY PLAN

If your students need more support with Exercise 7, write the answers on the board but in the incorrect order.

If your students need an extra challenge: After Exercise 2, ask students to complete each half sentence 1–8 in another way.

OVERVIEW

Objective: Listening

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can participate in linguistically complex discussions about attitudes and opinions. (GSE 79–C1)
- Can follow the main points in a linguistically complex interview, if provided with written supporting material. (GSE 70–B2+)

Resources:

- SB: page 10; Word List page 64
- WB: page 8
- Online resources: Photocopiable Resource 23

WARM-UP (5 minutes)

(S–T, T–S) Ask students what they know about the Dead Sea. Ask them if they have visited and elicit what they did there if they have.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (T–S, S–T) Exercise 1. This exercise looks at some of the key vocabulary that appears in the audioscript. You may want to give students access to a reference to complete this exercise. You can elicit the definitions that the students know as a class and then allow them to check the meaning of any that they don't know. Ask them to note which part of speech they are for the following exercise.

Answers

1 mineral **2** thrive **3** infection **4** sufficient **5** exposure
6 filter **7** nourish

- 2** (T–S, S–T) Exercise 2. Remind students that when dealing with new vocabulary, they should always check which part of speech it is, which will help them know how to use the target vocabulary correctly. You may want to do this exercise as a class or ask them to work in pairs and then elicit answers. Elicit what the different forms are for the verbs (*thrive, thrived, thriving; nourish, nourished, nourishing*).

Answers

nouns = mineral, infection, exposure, filter; adjectives = sufficient; verbs = thrive, nourish

- 3** (T–S, S–S, S–T) Exercise 3. Ask the students to complete the exercise individually and then check answers in pairs. Ask them to pay attention to the form of the words and check they have the correct one. When they have finished, check answers as a class.

Answers

1 thriving **2** infections **3** filter **4** sufficient **5** nourishes
6 minerals **7** exposure

- 4** (T–S, S–S, S–T) Exercise 4. This exercise encourages students to use some of the target vocabulary and helps them to remember it by personalising it. Ask them to discuss the questions in pairs or small groups and then elicit answers from the class.

Answers

1 Possible answers: mouth, throat, eyes, ears, skin, nails, in your body **2** Students' own answers **3** Students' own answers

PRACTICE (10 minutes)

- 1** (T–S, S–T) Exercise 5. Look at the numbers and elicit suggestions from the class as to how they may be linked to the Dead Sea. Then listen to the recording for the first time and ask students to listen out for the numbers and note down what they mean. Check answers as a class.

Answers

- 1** The number of times the Dead Sea is saltier than the regular ocean
2 The number of metres the Dead Sea surface is below sea level
3 The amount of time in minutes you should spend in the Dead Sea



Audioscript 6.5

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

- S1:** OK, so in last week's episode, we looked at diving holidays and cycling adventures. But this week, what can we suggest for people who want to spend their holiday relaxing and improving their health?
- S2:** Well, I've got the perfect destination for you: a health resort at the Dead Sea.
- S1:** Hmm. That doesn't sound very healthy!
- S2:** Well, the Dead Sea got its name because the water is incredibly salty. In fact it's 9.6 times saltier than water found in the ocean. And what this means is that it's an environment in which plant and animal life can't thrive – so there are no fish and there's no seaweed in this sea. However, there is a plus side. All of that salt means that the area is rich in minerals – minerals that are very good for us, which is why it attracts people from all over the world.
- S1:** Fantastic! So what else could I expect at a Dead Sea health resort that's different from health resorts in other parts of the world?
- S2:** Well, first of all, it's located far from industrial areas so the air is very clean, but it also has the added advantage of being in an area where there's a natural protection from the sun, meaning that the sunlight can help to improve the skin.
- S1:** Really?
- S2:** Yes, it's because the Dead Sea is actually the lowest point on Earth. Its surface is 439 metres below sea level. That means there's a thicker layer of ozone which acts as a filter against the sun's harmful rays. Now, no one is suggesting that you spend all day in the sun without sufficient skin protection – you're still going to need sun cream. But you'll certainly last longer than you would do

usually before damaging your skin. While exposure to the sun can be harmful, managed amounts of time can be good for you and can reduce skin problems, such as acne. There's no better place to go for that sun exposure than the Dead Sea.

- S1:** That's amazing, I had no idea.
- S2:** And then there's the salt itself – the world-famous Dead Sea salt – which can be used in multiple ways to improve your skin, your hair and your nails.
- S1:** Lovely! You can put it in your bath, can't you?
- S2:** You can! If you mix a little with scented oils and drop it in your bath, it's very good for your skin and it can heal infections and any skin complaints that you may have. You can also use it to bathe your feet or you can rub it on your hands for stronger, healthier nails.
- S1:** So having a nice long swim in the Dead Sea must be fantastic for you!
- S2:** Well, going into the sea is good for you, but not for a long time here as it's so salty and it can actually start to feel as though it's burning you after a while.
- S1:** Oh?
- S2:** Yes, so it's not recommended that you spend more than about 10–15 minutes in the sea itself. Also, swimming is actually quite difficult. The water is so full of salt that it pushes you up, so it's very easy to float on top of the water, much more so than in any other ocean or sea you may have been to, but swimming will be much harder work! You also want to make sure that you don't get the salty water in your eyes or your mouth, so floating on your back is the best idea!
- S1:** Isn't the mud from that area good for you too?
- S2:** It is! It's been soaked in all of that mineral goodness for thousands of years, so if you put the mud on your skin, it can nourish your skin in much the same way as bathing in the sea, leaving your skin feeling soft and silky.
- S1:** Great, so where can you stay to experience all these wonderful benefits ...

- 2** (T-S, S-T) Exercise 6. Ask students to read the sentences and elicit ways they think they can be completed. Then play the recording for a second time, pausing between questions if needed, and allow them to check their answers. When you have finished, check answers as a class. You may want to give students access to the audioscript for this.

Answers

- 1** can't thrive **2** industrial areas **3** lowest **4** skin protection
5 hair and nails **6** on your back **7** soft and silky

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Ask students to discuss the questions in pairs or small groups and then ask a representative to report back on the main points to the class. Circulate and help students with vocabulary while they're in discussion.

Answers

- 1** Students' own answers
- 2** Possible answers: There are a variety of spas around the world which focus on the natural benefits of the location, such as mountains, beaches and rainforests. For example, in Finland, saunas are very popular and are often placed next to a body of cold water. There are health benefits from heating up in the sauna and then plunging into cold water.
- 3** Possible answers: Positives – it brings tourism to the region and allows locals to set up businesses that stimulate the economy and bring jobs. It encourages people to learn about the area. Negatives – The Dead Sea is shrinking and the resources that it has are finite. Tourism, as in other places, should be sustainable so as not to have a negative impact on the region.

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB page 8 as homework and/or ask students to make a note of situations where they feel stressed between now and the next class. Ask them to ask people, family members and friends, older and younger than them, what situations make them feel stressed and note the answers down in preparation for the next lesson.

CONTINGENCY

If your students need more support: Display the recording script on the board while the students are listening in Exercises 5 and 6 so that they can follow along as they answer the questions. If your students need an extra challenge: Ask students to write seven different sentences using the new words in Exercise 3 in a different context.

There is also a downloadable photocopyable resource number 23 to use.

06 LESSON 4B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives: Listening

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify and derive meaning from a wide range of stress and intonation patterns (GSE 67-75 - B2).
- Can use stress and intonation to convey meaning effectively (GSE 67-75 - B2).

Resources:

- SB: page 10
- WB: page 8

WARM-UP (5 minutes)

(T-S, S-T) Ask students what they can remember about the health benefits of the Dead Sea, and the benefits to health of natural environments.

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Explain that they are going to hear an expert talking about animal sounds. Read the options as a class, then play the audio. Check answers with the class.

Answer

b



Audioscript 6.6

In = Interviewer IA = Issa Aljammal

- In:** This morning I'm pleased to welcome Issa Aljammal onto the programme. Issa is an expert on animal senses and his recent documentary series on the subject is quite fascinating. Issa, we fully appreciate how busy you are, so thank you for sparing us some of your time today – and good to meet you.
- IA:** Likewise. I'm a regular listener to the show.
- In:** Interesting that you start off with the word 'listener'. Your speciality is how animals listen, or rather how they hear, isn't it?
- IA:** You're absolutely right. I've always been intrigued by how animals communicate and ultimately how they perceive sounds. It all started when I realised that many animals can hear sounds that we can't. And most animals' sensitive hearing is surpassed by that of the domestic cat. Their ears are tuned to pick up high frequency sounds over a distance of up to 50 metres. Noises like a mouse rustling in the grass will carry straight to them!
- In:** So, do they pick up these sounds through their ears like we do?
- IA:** This is where it gets very interesting. Take the elephant – you would imagine that with its enormous ears it would be able to hear sounds over a very wide area. And that is true. What they can pick up is what we call 'infrasound' waves. For example, for us these sounds would be like a low rumble of thunder. But in addition to this, elephants can actually 'hear' the movement of clouds. This tells them where rain clouds are gathering and, therefore, where to find water. And it's not only the way their ear canals are structured that's responsible for their hearing,

they can also use nerves in their feet to pick up vibrations in the ground from other elephants pounding the earth a long way away. It's a way of letting other elephants know their location.

- In:** Incredible. Another animal that always fascinates people is the bat. It's anecdotally reported that they can't see, but is that really true? Do bats navigate completely by sound?
- IA:** It is not quite true. Bats do have vision, but it's limited. Being nocturnal creatures, they're active in the darkness, and their eyes are tuned to differentiate between shades of grey and black, as opposed to humans and other animals who have colour vision. To assist in flying, they've developed an acute hearing system, called *echolocation*, which is when the animal produces a very high-frequency sound. This bounces back to them when it hits an object, and they get a picture – a kind of map, you might say – in their brains of the area and how to avoid obstacles safely. And, similar to elephants, they don't solely depend on their ears for hearing – really tiny hairs on their wings pass on information to their brains about changes in the air, helping create the perfect map.
- In:** Wow! I freely admit that my knowledge about such things is limited. Something else that you touch on in your series is noise pollution. We are all fully aware of how it can affect our lives, but you suggest that it affects animals too.
- IA:** Oh, definitely! It's a huge topic, but suffice to say that one of the worst impacts we have had is on sea life, and in particular on the whale. This is all down to shipping. It's been common knowledge for a while now that whales use special songs, or calls, to communicate over huge distances. It's also been believed that ships' sonar systems operate on the same frequencies as those that the whales use, and that this causes disruption to the whales' communication, causing distress and even death. But what has recently come to light is that the main culprit is the ships' motors and the sounds of the propellers. In episode four of the documentary, we closely examine these claims and find out what we can do about it.
- In:** One thing I got having watched the programmes was a very poor impression of humans' hearing abilities, compared to the animal world.
- IA:** You're right. But having said that, we do have superior hearing to a few species. Take the poor snake – it's said to have to rely on ground vibrations to know if anyone is near it. At least we have ears!

- 2 (T-S, S-T) Exercise 2. Ask students to read the options first so they know which information to check before they listen again to answer. Check answers with the class.

Answers

1 b 2 a 3 c 4 c 5 a

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Read the *Active pronunciation* box as a class. Play the audio more than once if necessary so that students can hear which syllables are pronounced most strongly. Then get students to say the sentences aloud. Encourage them to identify how many syllables each word has.

Answers

- 1** fully appreciate (2 and 4 syllables)
2 freely admit (2 and 2 syllables)
3 anecdotally reported (5 and 3 syllables)
4 fully aware (2 and 2 syllables)
5 solely depend (2 and 2 syllables)
6 closely examine (2 and 3 syllables)



- 2** (T-S, S-T) Exercise 4. Read the sentences through with the class and then ask them to identify which part of speech would be able to fill the gap. Then ask them to complete the exercise which they will need access to a reference to do. Circulate and help while they are working. When they have finished, ask them to compare answers in pairs. Then check answers as a class.

Answers

- 1** nourishment **2** infectious **3** sufficiently **4** filtration
5 exposé **6** thriving **7** demineralisation

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say their own sentences using the collocations in bold from Exercise 3.

HOMEWORK

Ask students to write five sentences using each of the bold collocations from Exercise 3 in a new context.

06 LESSON 5A SPEAKING (SB)

OVERVIEW

Objective:

- Can answer questions in a survey using linguistically complex language. (GSE 74-B2+)
- Can extract information, ideas and opinions from highly specialised sources within their field. (GSE 78-C1)
- Can participate in linguistically complex discussions about attitudes and opinions. (GSE 79 - C1)
- Can critically evaluate the structure, content and style of a text using linguistically complex language. (GSE 88-C2)

Resources:

- SB: page 11; Word List page 64

WARM-UP (5 minutes)

(S-S, S-T, T-S) Exercise 1. If you have a large class, you may want to divide it up into six groups with each one representing one of the age groups in the box. Then in their groups, they can brainstorm reasons for life becoming more stressful. You may want them to also consider what life was like 40 years ago and what may have happened that increases stress.

Answers

Students' own answers

EXTRA

Do this activity as a lead-in to Exercise 1. Put students in pairs and ask them to share the information they found out about their family members and friends for homework. Open up the discussion to the class and see if there is consensus on what different age groups find stressful.

PRESENTATION (10 minutes)

- 1 (S-T, T-S) Exercise 2. After students have read the web article, elicit what the most stressful situations in life are. Invite students to make suggestions about how to reduce stress and note them down on the board.

Answers

Students' own answers

- 2 (S-T, T-S) Exercise 3. Ask students to predict what the stress-busting activities might be. Then ask them to listen and take notes. You may want to tell students that there are four people who will give their opinion so that they can organise their notes in advance. Ask students to focus on the first question during the first listening and make notes about question 2. Then allow them to listen for a second time to complete/check their notes for question 2. They can then discuss question 3 as a class.

Answers

- 1 jigsaw puzzles, exercise, running, stretching, lifting weights, painting, video games
2 **for:** therapeutic, get blood pumping, stress filters away, focus on breathing, movement, posture, sweat out the stress, paint your stress away
against: dismiss as a waste of time, get bored, risk injury
3 Students' own answers



Audioscript 6.8

A = Abbas F = Fadi J = Jaber
K = Kareem S = Sami

- A: Excuse me, I'm doing a survey about what people do to get rid of stress. Have you got a moment to tell me about your favourite stress-busters?
- F: OK, well, don't laugh, but in my opinion, there's a lot to be said for jigsaw puzzles! Yes, jigsaw puzzles! I do some from time to time. It can be really therapeutic, particularly after a stressful day. You don't have to be very good at it, but just finding the pieces that fit together really helps me wind down.
- A: Good thinking. I must try that some time! Ah ... excuse me! Can I ask you, how do you relieve stress?
- J: Ah, I'm into fitness, mostly. I'm always out pounding the streets. Exercise gets the blood pumping and if you focus on your breathing and your movements, the stress just filters away. That's what you need: a good run.
- A: Yes, I'd agree with you there! And you, sir. Do you do anything interesting to deal with stress?
- K: Well, I do a bit of stretching. I think a lot of people dismiss stretching as a waste of time, but personally, I think it has a lot going for it. You focus on breathing and posture – a bit like running. I must say though, I sometimes get a bit bored. When I'm really stressed, it doesn't go far enough. Then, I prefer to be doing something that makes you sweat out the stress – like lifting weights.
- A: Thank you, sir. Hi, I'm asking people about activities to get rid of stress. Another gentleman lifts weights to sweat out the stress – is that something you do too?
- S: It sounds good in theory, but you risk injury if you're not used to it and then you've got more stress! Painting is claimed to be a great stress-buster. You don't need to be the next Picasso – just get some paints, brushes and a canvas, and paint your stress away – or that's what they say! Haven't tried it myself.
- A: Thanks a lot for talking to me. So, I guess it's each to their own – or different strokes for different folks, as they say. If it works for you, then that's fine. Me – I wear out my thumbs on video games! Works every time!

PRACTICE (10 minutes)

- 1 (S-T, T-S) Exercise 4. Ask students to study the Speaking box and complete the gaps in the phrases with one word. If they need to hear the audio again, allow them to listen to complete the gaps. When they have finished, ask them to decide if the phrases are positive or negative. Check answers with the whole class.

Answers

N 1 said
N
N
P 2 going
N
P
P 3 far
P 4 in
N
N



2 (S-T, T-S) Exercise 5. Elicit rising and falling intonation and model some examples for students if needed. Invite some students to model it as well. Then play the recording, stopping to allow students to repeat the sentences using the same intonation.

Answers

Students' own answers

PRODUCTION (15 minutes)

1 (S-S, S-T, T-S) Exercise 6. Ask students to list their stress-busting ideas and then work in pairs or groups to discuss them. Ask students to try and think of reasons why the other person's stress-busting ideas would or would not be effective.

Answers

Students' own answers

2 (S-S, S-T, T-S) Exercise 7. Ask students to discuss the questions and consider both sides of the idea. When they have finished, invite students to present some of the main points they discussed.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to record their reactions to the following stress-busting ideas using the phrases from the Speaking box to help them.

- 1** Playing relaxing music during class.
- 2** Spending the last five minutes of each class lying down in silence.
- 3** Banning social media.

CONTINGENCY PLAN

If your students need more support: Ask them to act out the dialogue in Exercise 3 and record themselves. Ask them to focus on stress and intonation and noticing how words sound in connected speech.

If your students need an extra challenge: Ask them to write their own dialogues in pairs using the phrases from the Speaking box.

06 LESSON 6A WRITING AND VOCABULARY (SB)

OVERVIEW

Objective:

- Can critically evaluate the structure, content and style of a text using linguistically complex language. (GSE 88–C2)
- Can participate in linguistically complex discussions about attitudes and opinions. (GSE 79–C1)
- Can structure longer complex texts using a range of cohesive devices. (GSE 74–B2+)
- Can take notes to summarise the key points made during a technical or linguistically complex discussion. (GSE 82–C1)
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (GSE 81–C1)

Resources:

- SB: pages 12–13; Word List page 64
- Graphic Organiser for this unit

WARM UP (5 minutes)

(T-S, S-T) Exercise 1. You may want to do this as a brief class discussion if you have a small class, or as a pair activity with a larger one. Ask students to answer the questions and then elicit answers as a class while trying to focus their attention on the senses being used in each photograph.

Suggested answers

- 1 The people in the photos are practising forest bathing with a focus on reconnecting with nature and using the senses to fully engage with their surroundings (hearing, smelling, touching).
- 2 The benefits are reportedly improved mood and mental health, decreased blood pressure and stress and an increased ability to fight sickness and disease.

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Ask the students to quickly read the article and encourage them to skim read. Elicit the answer from the class along with an explanation as to why this is correct.

Answers

B: The text mentions aspects of all of the other titles, but the subject of the article is about forest bathing and all of the paragraphs relate to that.

- 2 (T-S, S-T) Exercise 3. Ask the students to read the article more carefully and match the headings to the paragraphs. Point out that even though individual paragraphs are not usually given titles in an article, it's important that each paragraph consists of sentences that are all related to a particular theme. Then elicit answers. In each case, ask students to justify their reasons for choosing the answer with examples from the text.

Answers

1 C 2 D 3 A 5 B

PRACTICE (15 minutes)

- 1 (S-S, S-T, T-S) Exercise 4. Elicit the meaning of the vocabulary in the box. Then ask students to complete the gaps in the advice in the Writing box using the vocabulary.

Answers

1 intriguing 2 Engage 3 directly 4 paragraphs
5 complex 6 vary 7 memorable 8 appropriate

- 2 (T-S, S-S, S-T) Exercise 5. Ask students to work in pairs or groups to identify examples of the advice from the Writing box. When they have finished, elicit examples from the class while being aware that some of the points have more than one example.

Answers

- 1 Bathing – without getting wet
 - 2 People! Traffic! Texts! Work!
 - 3 Suggested: Modern life can be so stressful, can't it?
 - 4 Paragraphs A–D, each with a different topic.
 - 5 Suggested: He was party to the findings of several studies which had shown that the compounds and essential oils which trees naturally emit had very positive effects on human health. With this in mind, Akiyama used his position to get the practice of shinrin-yoku officially recognised, thereby increasing the value of the nation's forests within the nation's psyche.
 - 6 Suggested: This is so you can contemplate, relax and slow your heart rate. Focus on engaging your senses: listen to bird song, inhale the fresh air and smells which surround you.
 - 7 So, why not try spending an afternoon quietly walking through a forest? Alternatively, perhaps you could simply slip off your shoes and walk barefoot on the grass for a while?
- Target audience:** young people and adults looking to learn and find new ways to relax

PRODUCTION (10 minutes)

- 1 (T-S, S-T) Exercise 6. Ask students to complete the items that they can without using a reference. Then ask them to complete any others while allowing them to check using a reference. Ask them to check which part of speech each of the items of target vocabulary are to prepare for the next exercise. When they have finished, check answers as a class.

Answers

1 immerse (v) 2 contemplate (v) 3 revolution (n)
4 psyche (n) 5 engage (v) 6 abundance (n) 7 emit (v)
8 stimulation (n)

- 2 (T-S, S-T) Exercise 7. Students are likely to need a reference for this task. Ask them to read the sentences and decide which part of speech could fill the gap. Then ask them to check which other parts of speech are in the same word family as the target vocabulary. You may want students to work in pairs for this task, or to work individually and check answers in pairs before discussing as a class. Check answers as a class when everyone has finished.

Answers

1 emissions (n) 2 contemplative (adj.) 3 psychologist (n)
4 engagement (n)

3 (T-S, S-T) Exercise 8. Ask students to brainstorm ideas for activities they could write about. You may want to do this as a class. Then ask them to research and plan their articles. It's a good idea to ask them to submit a plan for their work, including a plan for what the topic of each paragraph will be. Be sure to give them feedback on their work when they submit it. You may want to display the work on a wall in a later lesson and encourage students to read and make comments on it using Post-it notes. Should you decide to do this, ensure students are comfortable with having their work shown in this way first. Alternatively, explain that this is what you plan to do before you start, which allows students to prepare and encourages them to do their best work.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about how they feel when they go into a natural environment and what they do to relax.

CONTINGENCY PLAN

If your students need more support: For Exercise 7, put the correct form of the words on the board but in the wrong order for them to refer to.

If your students need an extra challenge: Ask them to write new sentences using both forms of key words in Exercise 7 (the words in brackets and the answer form of speech).

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 6.

Resources:

- SB: Word List page 64; Grammar Reference page 69
- WB: pages 10–11; Self-assessment 6 page 9
- TB: Culture Notes page 120
- Assessment: Unit 6 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1

Answers

1 furrow 2 grind 3 shrugged 4 turn up 5 drumming

Exercise 2

Answers

1 head 2 lips 3 arms 4 feet 5 chin

Exercise 3

Answers

- He said it certainly hadn't been him who left/had left the front door open.
- He said that the cartoons he/she/I had drawn were wonderful.
- He said he was not/wasn't sure how accurate the statistics were.
- He said that he had been to the exhibition when it had been in London the previous year.
- He said his younger brother had kept him awake the night before the exam.
- He said he wished he hadn't got cold feet.

USE OF ENGLISH

Exercise 4

Answers

- has been reported to be
- insisted I complete my assignment
- gave me the cold shoulder
- have been/were inundated with queries
- is praised for its ability to
- filled me with apprehension

LISTENING

Exercise 5

Answers

1 A 2 C 3 C 4 B 5 C



Audioscript 6.10

P = Presenter A = Alice

- P:** My guest today is Alice Clark, who has just published her new book entitled *Smile*. Welcome, Alice.
- A:** Thank you.
- P:** Can you tell us a little about your book? What inspired you to write it?
- A:** I've had the idea for ages. When I was young, I remember my grandparents singing an old song at family gatherings, and it went like this: [singing] 'When you're smiling, when you're smiling, the whole world smiles with you'. That always struck me as a wonderful thought. In the book, I look at a number of similar quotes about smiling and each one introduces a short chapter which discusses the quote. For example, the song lyrics indicate that laughter is contagious, and studies in Sweden have proved that this actually is the case. Volunteers were shown photos of people with various expressions on their faces – blank, frowning or smiling. Faced with the photo of someone smiling, the participants actually started involuntarily smiling themselves and reported a positive effect on their own mood, whereas when commanded to smile when looking at a frowning person, they had to force themselves to smile.
- P:** Sort of like yawning where one person can set the rest off, regardless of how tired they feel ...
- A:** Exactly. Another quote which I love says that a smile is universal – there are no language barriers when it comes to smiling. However, one does have to be aware that, in some countries smiling is not as positively seen as in others. In fact, you could say that, in some countries, smiling is frowned upon and, although it is a natural reaction, it can be suppressed with a little effort.
- P:** Really?
- A:** Yes, and this can cause cultural misunderstandings. In the USA, for example, smiling is very important, which is why, even if you go into a store or restaurant right at the end of a shift and the person serving you is exhausted and fed-up, you'll always be warmly welcomed and greeted by a huge, friendly smile. It just comes naturally to them. At the other end of the scale, the Japanese value humility and visible emotions tend to be suppressed. When the two meet, the Japanese person can feel disrespected and the American may think that the other person is unfriendly. Interestingly, as the Japanese restrict facial expressions to a minimum, they have become experts at reading signals from the eyes and can tell whether or not a smile is genuine.
- P:** Well, they do say that the eyes are the windows to the soul.
- A:** Yes. Another quote that I find interesting is by Lionel Messi. He said that a child's smile is worth all the money in the world. I'm not sure it's always true, especially where children are concerned. I think it can be a reason for apprehension!
- P:** What do you mean?
- A:** Well, there was the time my two toddlers decided to make a cake while I was working in the garden. I heard them giggling uncontrollably and when I went to see what they were up to, they were making a complete mess of the kitchen! I hope that, while they were cleaning up, they thought twice about making such a mess again.

P: Unfortunately, we're running out of time, Alice. Is there one more thing you'd like to tell us about from your book?

A: Mmm ... ah, yes. Interestingly, a study in Wales asked volunteers to judge people's physical condition from a photo, and it was found that those that were smiling were perceived to be more fit than those who weren't. They concluded that the effect of having a positive expression was very powerful. They also found that people who smiled more when younger, and I mean with a genuine smile, actually lived longer than people who smile less or with a fake smile. They don't just look healthier, but really do seem to be doing themselves good.

P: That is interesting. Thank you so much for coming and, for our listeners, I'd just like to say that Alice has been smiling throughout the interview and made me smile, too. Her book, *Smile*, is available at all good bookshops or online now.

SPEAKING

Exercise 6

Answers

Students' own answers

Exercise 7

Answers

Students' own answers

WRITING

Exercise 8

Answers

Students' own answers

OVERVIEW

Objectives:

- To develop the practical skills necessary to succeed in the twenty-first century and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: pages 14–15

WARM-UP (5 minutes)

(S–S, S–T, T–S) Exercise 1. Elicit, or ask students to look up, the meaning of *resilience* and *resilient*. Elicit reasons why it might be an important characteristic to have (We all face hardships at some point in life, so being able to overcome those hardships is useful). Then ask students to discuss the questions in pairs. When they have finished, elicit ideas about the answers to question 4 and write them on the board. You may want to use this as an opportunity to revise vocabulary related to character and personality in the first two lessons of Unit 6.

Note: Clearly some of the hardships in life could be upsetting, such as the death of a close family member or chronic illness. As the teacher, you will be best placed to know how to handle this with your class and if it's a particularly difficult subject for any individuals. If this is the case, you may want to give examples to the class yourself of less upsetting topics, such as losing a job, having an accident, etc. If you think your class is able to discuss these topics, then the best course is to acknowledge the more difficult causes of hardship without dwelling on them for too long. Keep the focus on building resilience.

Answers

Students' own answers

PRESENTATION (10 minutes)

- (S–S, S–T, T–S) Exercise 2. Ask students to listen to the recording and note down which characteristics mentioned are similar to the ones mentioned. When they have finished, you may want to go through what you previously wrote on the board and elicit if each example as similar to what was said.

Answers

Students' own answers



Audioscript 6.11

... Of course, we all hope for the best, but the fact is that at some stage in our lives, we'll all face difficulties that knock us back and leave us feeling uncertain and insecure. But resilient people have certain characteristics that allow them to deal with the challenges that life throws at them and to bounce back.

Firstly, they tend to be people who see that their actions have consequences and strongly feel that they can affect the outcome of any situation. While we can't choose what happens to us in our lives, we very much have control over how to react.

Connected to this is the second point – resilient people frequently have strong emotional intelligence. That's not to say that they won't have deep feelings: regret, despair, anger. But they will understand that however it feels in the moment, these emotions are just temporary and they will pass in time.

A further quality in resilient people is that when they're faced with a problem, they look for a solution. It's very easy to feel completely overwhelmed and helpless when something goes badly wrong in your life. Yet, it's taking positive action which is a valuable part of the healing process, as it allows you to wrestle back a sense of control. You don't have to react immediately, as you may need time to assess what to do and to accept your loss. However, as soon as you allow yourself to take steps of your own choosing, you'll be able to begin the journey to recovery.

Resilient people also know that there's power in community. *A problem shared is a problem halved*, as the saying goes. Therefore, they deliberately build a network of supportive people, family and friends, who'll be there for them in the event of a setback. Just as importantly, they will also be there to support others in their time of need.

Finally, in a world that can often be stressful and unforgiving, resilient people know how to be kind to themselves. As well as making sure that there are others to take care of you, you also need to know how to look after yourself. When you look in the mirror, you need to like the person you see – and be friends with them.

Achieving this will mean different things to different people. For example, for some it will mean exercising less; for others, exercising more. It could mean getting up to watch the sun rise for one person, and an extra hour in bed for another. Having an honest conversation with ourselves, as well as the people around us, about what we need, is vital in overcoming life's hurdles.

Now, let's move on to the types of resilience that people can ...

- (S–S, S–T, T–S) Exercise 3. Ask students to read the sentences and see if they can predict/remember the words that may fill the gaps. Point out that the words in the recording will be consecutive, but must still make sense within the context of the gap. Then play the recording again to allow them to check. When you have finished, you may want to allow students to discuss their answers in pairs, or you may want to elicit the answers as a class.

Answers

1 how to react 2 (strong) emotional intelligence 3 sense of control 4 network 5 look after 6 an honest conversation

PRACTICE (15 minutes)

- (S–S, S–T, T–S) Exercise 4. Ask students to read the text individually and make notes on the challenges that Maha Al-Bargouthi faced. Then ask them to compare their ideas in pairs. Elicit answers as a class.

Suggested answers

Maha Al-Bargouthi was born with polio and developed paraplegia which meant she used a wheelchair for her whole life. She faced discrimination and sports facilities were not built to accommodate her needs.

- 2 (T-S, S-T) Exercise 5. Ask students to work individually and underline where they find the information in the text. If they are unable to do this, the answer is likely to be Not Given. When they have finished, discuss answers as a class and elicit where the answers come from in the text.

Answers

- 1 F (paraplegia is a condition which affects sufferers' legs)
- 2 T (Maha faced numerous difficulties, including discrimination and sports facilities not catering to her needs)
- 3 NG
- 4 NG
- 5 T (Maha won the first ever gold medal for Jordan at the Paralympic table tennis singles)
- 6 T (The keys to success are ... faith in one's own abilities)

- 3 (S-S, S-T, T-S) Exercise 6. Look at the Life Skills box with the class and check students' understanding. For example, ask them to explain the difference between *difficulties* and *challenges* and why seeing something as a challenge rather than as a difficulty would change your attitude to it (a *challenge* is something that can be overcome). Elicit real life or imaginary examples of each point from students. Then ask them to compare Maha Al-Bargouthi's story to the points and see if they are illustrated or not. When they have finished, elicit answers as a class.

Answers

- 1 Maha clearly demonstrated this point. As she said herself, 'I want to achieve and win more medals. I don't want sympathy.'
- 2 Maha challenged herself by focusing on what she was good at (sport) and not being content when she set a world record in the wheelchair run. She pushed herself further. These actions made a difference not only to her view of herself, but other people's view of her and other paraplegics.
- 3 Maha had 'invaluable support' from her parents who equipped her with the attitude that she was just as capable as anyone else.
- 4 Maha focused on the abilities that she did have, not the ones she didn't. Her inability to use her legs didn't stop her using her hands and arms to great effect.
- 5 As an athlete, Maha clearly spent a good deal of time exercising, although there's no specific evidence in the text that this was directly related to dealing with stress for her.
- 6 There's no evidence in the text that Maha was kind to herself, but she clearly didn't have a negative view of herself.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Give the students time to think individually and make notes about their answers. Set a time limit of a few minutes. Then ask the student to discuss. Circulate and help with any vocabulary or grammatical structures that the students may need. When they have finished, elicit some of the best examples you've heard. You may want to extend this task by asking students to swap partners and discuss again, as they will find their stories will improve in the retelling.

Answers

Students' own answers

WRAP-UP (5 minutes)

Put students in pairs and ask them to tell their partner about something they would like to achieve. Tell them to make a list of possible challenges to achieving this. Together, discuss how you could overcome the challenges you have listed.

HOMEWORK

Ask students to do some research on the internet to find examples of other people in Jordan or elsewhere in the world who have shown resilience in the face of challenges. Ask them to make notes and write 150-200 words about them and send it to you. Be sure to give them feedback on any written work.

CONTINGENCY PLAN

If your students need more support: Ask them to write notes about each paragraph in the text giving an idea of what it is about. This will help them refer back to it later.

If your students need an extra challenge: Ask them to turn Exercise 7 into a presentation and deliver it in front of the class. The groups can evaluate each other's presentations and give constructive feedback.

07 UNIT 7 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 7 The creative urge	Theme 1: Society Theme 2: Culture Theme 6: Recreation	Listening: taking notes and summarising main points; listening to poems and critiquing them; using social cues and visual imagery to help construct meaning and make inferences; recognising the idiomatic expressions in familiar situations Speaking: communicating using advanced language structures (subordinate clauses); explaining concepts/ideas in an organised manner using examples or details; generating effective critical thinking into primary issues in a given topic in a debate Reading: following the SQRRR (SQ3R) reading strategy; monitoring understanding by asking questions, thinking about, and reflecting on the ideas and information in a text; selecting an appropriate reading strategy to understand a text; distinguishing between literal and implied meaning; reading independently and proficiently and comprehending literary texts representing a variety of genres, cultures, and perspectives and exhibiting level-appropriate; reading for joy; using semantic mapping or clustering Writing: writing narrative, descriptive and persuasive essays on various topics; writing real world topics using research methods; applying research methods in academic writing Viewing and presenting: examining how visual and written information work together to make meaning more explicit	Listening: take notes and summarise main points in extended announcements, information texts, narratives and short presentations; recognise the effect of using personification, irony, metaphor, and simile in a presentation; respond to critical thinking questions before, during and after listening; make a variety of inferences citing evidence Speaking: communicate using advanced language structures (subordinate clauses, passive voice, conjunctions); debating regularly in a deliberative discussion Reading: identify the distinctive characteristics of both "versed" and free verse poetry; familiarize yourself with the different poetic styles of free verse, Haiku, Tanka, concrete poetry and Def poetry ; identify the author's purpose and tone; distinguish between literal and implied meaning; delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and sufficient; close read a literary text Writing: use free writing with periods of reflection and analysis (a write -reflect- write – reflect pattern activity), to produce a line of thinking and writing that might form the basis of a more considered exploration; use semantic mapping or clustering Viewing and presenting: respond to questions related to the visual texts with examples and justification



OVERVIEW

Objective:

- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can identify key information in linguistically complex conversations at natural speed. (GSE 71–B2+)
- Can express an attitude, opinion or idea using idiomatic language. (GSE 69–B2+)

Resources:

- SB: pages 16–17; Word List page 65
- WB: pages 12–13
- Online resources: Photocopiable Resource 24
- Assessment: Vocabulary Quiz 7

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the photos and elicit which one might represent making clothes, second-hand clothes and buying new clothes. Ask students to discuss the questions in pairs. Circulate and help as needed. When they have finished, choose a few students to give their answers to the questions.

Answers

Students' own answers

PRESENTATION (15 minutes)

1 (T-S, S-T) Exercise 2. Ask students to listen to the recording and complete the exercise while they listen. When you have finished, elicit answers.

Answers

1 B 2 C 3 A



Audioscript 7.1

Narrator: Speaker A

SA: Well, as I work in a hotel, I spend a lot of time in my uniform which is a burgundy suit. I guess it's that colour so it's easy for the guests to identify us if they need anything, and they usually do! I suppose it's quite elegant for a uniform, but I'm always happy to take it off when I've finished work as it's quite tight. In my free time, I like to wear these wide-leg trousers I have as they're so comfortable. That and a T-shirt. I've got lots of them. I usually go clothes shopping in second-hand shops as you can find clothes that are really interesting and different. I feel if you buy new clothes all the time, then you're just wearing the same as everyone else. It's also much cheaper which is a big bonus!

Narrator: Speaker B

SB: I work from home, so I don't have to worry too much about what I'm wearing as not many people see me unless I go out to get some food. I get quite cold as I'm sitting all day, so I often wear this oversized knitted jumper I have which keeps me just the right temperature. I made it myself as I really enjoy knitting. I make a lot of my own clothes these days actually – I like the challenge

and it helps the environment. As I'm in the house all day, my husband and I like to go out to dinner or to the theatre when we can. On those evenings, I sometimes dress up – in a sparkly dress I made that I'm really proud of, or in this satin blouse I designed myself. It's good to feel smart sometimes.

Narrator: Speaker C

SC: I work at a university. We don't have a specific dress code, but I personally think it's better to dress in a smart casual way. I have a few different jackets I wear that are made from either suede or velvet, so they're quite comfortable and keep me warm when I'm walking between university buildings. I usually mix that with a navy polo neck or a shirt. Sometimes though, I'll wear a garish tie to brighten things up a bit. My students usually smile when they see those. I buy all of my clothes new, but I try to buy good quality clothing when I do, so that it lasts for a long time. Some of those jackets I've had for about 15 years now.

2 (S-T, T-S) Exercise 3. Elicit the meaning of the vocabulary. Then ask students to listen to the audio again and tick the vocabulary that they hear.



Answers

burgundy, elegant, garish, knitted, navy, oversized, polo neck, satin, sparkly, suede, velvet, wide-leg

3 (S-S, S-T, T-S) Exercise 4. Ask students to work in pairs to complete the table by putting the vocabulary from Exercise 3 into the correct column.

Answers

Opinion	Size	Shape	Colour	Pattern	Material
clashing	gigantic	flared	burgundy	plaid	cashmere
elegant	oversized	polo neck	navy	pleated	corduroy
flamboyant	wide-leg		neon	sparkly	knitted
garish			pastel		metallic
			scarlet		satin
					suede
					velvet

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 5. Go through the *Active Vocabulary* box with the students. Then ask them to look at the dialogue in pairs and complete the gaps with the phrases from the box. Ask them to practise saying the dialogue.

Answers

1 sort of 2 thingy 3 greenish 4 stuff 5 stuff like that

PRACTICE (10 MINUTES)

(S-S, S-T, T-S) Exercise 6. Ask students to spend a couple of minutes thinking about the different situations and making a note of their own ideas. Then ask students to get into pairs or threes and discuss their ideas. Circulate and listen and invite some students to share their answers with the class.

Answers

Students' own answers

07 LESSON 1A VOCABULARY AND SPEAKING (SB)

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 12–13 as homework and/or ask students to think about their favourite paintings or artwork and find photographs of them online or bring photographs of them to the lesson if they have them. You could also assign students Vocabulary Quiz 7.

CONTINGENCY PLAN

If your students need more support: Do Exercise 4 as a class, helping students to identify the adjectives that describe opinion, size, shape, etc.

If your students need an extra challenge: Ask students to write a short paragraph about some favourite clothing that they should describe using adjectives from the lesson where possible. Ask them to write around 50 words.

There is also a downloadable photocopiable resource number 24 to use.

OVERVIEW

Objective: Vocabulary

- Can use a range of topic-specific vocabulary, appropriate to situations. (GSE 59-66 – B2)

Resources:

- SB: pages 16-17
- WB: pages 12-13

WARM-UP (5 minutes)

(T-S, S-T) Ask students to describe their favourite clothes. They can use vague language if necessary.

PRACTICE (30 minutes)

- 1 (T-S, S-T) ★ Exercise 1. Read the example. Then ask students to work individually to match the words and the definitions. Check answers with the class.

Answers

2 plaid 3 neon 4 metallic 5 navy 6 scarlet

- 2 (T-S, S-S, S-T) ★ Exercise 2. Read the example as a class. Students can work in pairs to complete the sentences with the adjectives in the correct order. Check answers with the class.

Answers

2 trendy, Italian, suede
3 navy, velvet, pleated
4 baggy, navy, cashmere
5 elegant, blue, evening

- 3 (T-S, S-S, S-T) ★ Exercise 3. Read the example clue and answer as a class. Ask students to work in pairs to complete the crossword. Check answers with the class.

Answers

Across: 3 flamboyant 7 cashmere 8 suede 9 velvet
Down: 2 satin 4 oversized 5 pastel 6 pleated

- 4 (T-S, S-S, S-T) ★ Exercise 4. Students can work individually to complete the task, then compare answers in pairs. Check answers with the class.

Answers

1 second 2 new 3 polo 4 region 5 so

- 5 (T-S, S-T) ★ Exercise 5. Ask students to work individually to match the sentence halves. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

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

- 6 (T-S, S-S, S-T) ★ Exercise 6. Students can work individually to complete the task, then compare answers in pairs. Check answers with the class.

Answers

1 knitted 2 pleated 3 navy 4 elegant 5 suede
6 metallic 7 flared 8 pastel

WRAP-UP (10 minutes)

(T-S, S-T) Ask students which of their clothes complement each other, and how often (if ever) they wear clothes that are knitted, satin, cashmere, velvet or metallic.

HOMEWORK

Ask students to write a short text about why clothes are important.

07 LESSON 2A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)
- Can correctly use defining and non-defining relative clauses. (GSE 60-B2+)
- Can write a detailed description of an object, device or product. (GSE 59-B2+)

Resources:

- SB: pages 18–19; Grammar Reference page 70; Word List page 65
- WB: pages 14–15
- TB: Culture Notes page 120
- Online resources: Photocopiable Resources 25–26
- Assessment: Grammar Quiz 7

WARM-UP (5 minutes)

(S–S, S–T, T–S) Exercise 1. Ask students to work in pairs to describe what they can see in the paintings. Ask them what they think about the paintings and if they like them or not and why. Ask them to think where the paintings might have been painted, what period of time it might have been painted in and who might have painted it. Then ask them to listen to the lecture and decide which painting is being discussed. When you have finished, ask students to compare their ideas to what was said in the lecture.

Answers

Students' own answers (The lecturer is describing painting A which is set in the county of Suffolk in the UK and was painted in 1826. Painting B is called *The Grove, Hampstead* and is set in the Hampstead area of London which, at the time, was a rural area just outside the capital. The painting depicts a house which is now known as the *Admiral's House*. Constable painted it numerous times and the property later appeared in the 1964 film *Mary Poppins*.)



Audioscript 7.2

Lecturer: ... now we move on to *The Cornfield*, which is one of Constable's most celebrated works. Constable himself, however, referred to it as *The Drinking Boy*. In the painting, we can see a shepherd boy taking a break from his journey on a hot summer's day to drink water from a pool. The lane which he and the animals are travelling on curves around out of sight opposite a golden cornfield tended by labourers. This road, known locally as Fen Lane, was one Constable knew well as it led from the artist's home of East Bergholt in the county of Suffolk to Dedham in Essex. It was here that the young Constable went to school and he had travelled this way many times as a boy. The natural scenery of his childhood stayed with him, and he returned to it as he began his career as an artist. *The Old Hall, East Bergholt* and *Dedham Vale* were two of Constable's earliest paintings inspired by the area. Suffolk and its surrounding areas,

which Constable never grew tired of, appeared repeatedly in some of his most enduring works. *The Cornfield* places the viewer in the scene, where we too can enjoy the surroundings, inviting us to explore the area. There's also the contrast of the detailed trees in the foreground, with the sweeping, flattened landscape in the background and a village peeking through the trees. This was a real village called Higham, although Constable apparently used a little artistic licence here, as in actuality, the village couldn't be seen from this lane.

The field full of corn at full height would have been significant to the audience of the time, many of whom would have interpreted it as signalling peace and prosperity. Indeed, the painting is deeply atmospheric to the extent that we can almost breathe in the atmosphere, hear the sounds of the animals and feel refreshed at the sight of the water. As the scene is at the height of summer, the trees were full of leaves and the hedgerows that border the lane were teeming with varieties of wild plant life, all of which are carefully recreated here by Constable. He even took advice from a friend who was a botanist regarding his painting and how the plants should be represented within it. This is the reason why the painting displays such great attention to detail. Of course, this approach to painting was later rejected by the Impressionists, all of whom focused instead on recreating the feelings and sensations of an environment rather than a detailed and accurate representation. Later in his career, Constable himself became more concerned with the effects of his painting on the viewers' senses than with realism. This was a time when Constable mostly worked from his art studio in London, rather than with the scene in front of him. We can see this if we move on to look at ...

PRESENTATION (20 minutes)

- 1** (S–S, S–T, T–S) Exercise 2. You may want students to read through the Grammar reference on page 70 before attempting this task. Ask students to complete the task in pairs by choosing the correct option in each sentence 1 – 8.

Answers

- 1** essential, extra, non-defining **2** that **3** could not
4 could **5** object **6** past **7** in both defining and non-defining **8** more

- 2** (S–S, S–T, T–S) Exercise 3. Ask students to read the relevant section on Prepositional relative phrases on page 70. Then ask them to complete the sentences with *whom* or *which* and an appropriate preposition. You may want them to check their answers in pairs before checking answers as a class. Additionally, you may want to give students a copy of the audioscript and ask them to find further examples of prepositional relative phrases (...*the hedgerows that border the lane were teeming with varieties of wild plant life, all of which are carefully recreated here by Constable*./.... *this approach to painting was later rejected the Impressionists, all of whom focused instead on recreating the feelings and sensations of an environment*)

Answers

1 at which 2 of which 3 at/by which
4 to whom 5 with whom

- 3 (S-S, S-T, T-S) Exercise 4. Go through the Grammar Reference section on page 70 with the class before asking them to complete the sentences.

Answers

1 Whoever 2 whenever 3 Wherever 4 Whatever
5 whichever 6 whatever

PRACTICE (15 minutes)

(S-S, S-T, T-S) Exercise 5. Ask students to skim read the article first, then complete the gaps with the words in the box in pairs.

Answers

1 who 2 which 3 of which 4 whenever 5 with whom
6 whose 7 in which 8 where 9 from whom 10 of whom

EXTRA

After Exercise 5, ask students to write six gap-fill sentences requiring nominal relative clauses. In pairs, they then swap sentences, complete them and check their answers with their partner.

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 14–15 as homework and/or ask students to write down their favourite words in English and why they like them so much. Ask students to do an Internet search for a poem they like. Tell them to copy it for the next lesson and make notes about why they like it and any interesting language used by the poet. You could also assign students Grammar Quiz 7.

CONTINGENCY PLAN

If your students need more support: For Exercise 3, give the correct prepositions but jumbled up for each one.

If your students need an extra challenge: Ask students to write a description of their favourite artwork trying to use relative clauses and prepositional relative phrases where possible. Ask them to write 50–100 words.

There are also downloadable photocopiables resource numbers 25–26 to use.

07 LESSON 2B GRAMMAR (WB)

OVERVIEW

Objective: Grammar

- Can correctly use defining and non-defining relative clauses. (GSE 60-B2)

Resources:

- SB: pages 18-19
- WB: pages 14-15

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you about an artist that they like and why.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Read the example answer as a class and ask them to tell you where the mistake is (the comma is missing at the end of the relative clause). Then ask students to work individually to correct each sentence. They can then check in pairs. Check answers with the class.

Answers

- 2 No comma needed: Is that the evening dress which you bought in Paris?
 3 Missing word: I know someone **who** designs flamboyant jewellery.
 4 Missing comma: Alex is very fashion-conscious, which means you'll never see her wearing mismatched outfits.
 5 Unnecessary word: I would love to go back to Madrid, ~~in~~ where we first met.
 6 Double use of relative pronoun: It's the low prices which **OR** that encourage me to keep buying second-hand clothes.

- 2 (T-S, S-S, S-T) ★ Exercise 2. Read the example sentence and then elicit the answer to 2. Students then work individually to complete the task. They can then check in pairs. Check answers with the class.

Answers

- 2 , who was born in Italy,
 3 who bought this sculpture (no commas)
 4 , which had a formative effect on his work.
 5 , who was 65 at the time,
 6 , who was self-taught,

- 3 (T-S, S-S, S-T) ★★ Exercise 3. Read the example as a class, then ask students to work individually to complete the sentences. They can then check in pairs. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

- 2 Whose are those painting exhibited in the first gallery?
 3 The man next door is a well-known artist.
 4 A painting lost for decades has just resurfaced.
 5 Not possible
 6 Please let me have all the paintings you have available

- 4 (T-S, S-S, S-T) ★★ Exercise 4. Read the example as a class, then elicit the answer to 2. Students can work in pairs to complete the task. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

- 2 This is something about which we have already spoken.
 3 The music which I listen to is usually quite calming.
 4 A gallery is a place in which pictures are displayed.
 5 Georges Braque is an artist about whom I know very little.
 6 We're studying Mohanna Durra without whom Jordanian art wouldn't be the same.

- 5 (T-S, S-T) ★★ Exercise 5. Read the example as a class, then ask students to work individually to complete the task. Check answers with the class.

Answers

- 2 whenever 3 Whatever 4 whenever 5 whatever
 6 Whoever 7 Wherever

- 6 (T-S, S-T, S-S) ★★ Exercise 6. Ask students to read the text completely to get a good idea of understanding before they choose the correct options. They can then check in pairs. Check answers with the class.

Answers

- 1 a 2 c 3 d 4 d 5 a 6 b 7 d 8 b 9 c

PRODUCTION (15 minutes)

(T-S, S-T) ★★ Exercise 7. Ask students to discuss what they can write about for a few minutes and encourage them to take notes before they write. Go round and offer help and support.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to name some artists who have been influential in their culture.

HOMEWORK

Ask students to write a short text about an influential artist in their lives. Encourage them to use some relative clauses.

OVERVIEW

Objectives:

- Can identify inferred meaning in a linguistically complex text. (GSE 79–C1)
- Can understand the details of long complex texts in their field without needing to reread. (GSE 80–C1)
- Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style. (GSE 87–C1)

Resources:

- SB: pages 20–21; Word List page 65
- Online resources: Photocopiable Resource 27

WARM-UP (5 minutes)

- 1 (S–T, T–S) Exercise 1. Ask students to guess the meaning of the more unusual words in the box. Invite them to share their ideas with the class. Ask students to give their opinions on the sound of the words.

Answers

Students' own answers

- 2 (S–T, T–S) Exercise 2. Ask students to read the text and check their ideas from the previous exercise.

Answers

Many of the most popular words in the English language have i/e vowel sounds and repeat the consonant sounds f, k or v.

PRESENTATION (10 minutes)

(S–T, T–S) Exercise 3. Ask students to attempt the task *unaided* in the first instance. They can check their work in the next exercise.

PRACTICE (10 MINUTES)

- 1 (S–T, T–S) Exercise 4. Ask students to listen to the audio and check their answers. Play the recording twice if needed.

Answers

1 silken 2 dappled 3 luminous 4 docile 5 downy
6 opalescent 7 gilded 8 tender



Audioscript 7.3

- 1 Soft, smooth and shiny. Silken
- 2 Marked with spots of colour. Dappled
- 3 Able to shine in the dark. Luminous
- 4 Quiet and easy to control. Docile
- 5 Soft and delicate to the touch. Downy
- 6 Reflects light and changes colour. Opalescent
- 7 Covered with a thin layer of gold. Gilded
- 8 Gentle and kind. Tender



- 2 (S–T, T–S) Exercise 5. Ask students to read the questions and then read the poem. Ask them to underline where they find the answers. Check answers as a class.

Answers

- 1 The poet treats them as favourites, looks after them.
- 2 smooth, tender, shy and dappled, bright, luminous, warm, lazy, opalescent, cool and pearly
- 3 fish, birds, deer, kittens, cattle, moths, bees
- 4 Come to my hand, and playful if I wish
- 5 No (with a little sting)

PRODUCTION (15 minutes)

- 1 (S–S, S–T, T–S) Exercise 6. Go through the *Active Reading* box with the class and then ask them to find examples of a simile, personification and metaphors in the poem. You may want to prepare your own examples of each type of metaphor.

Answers

similes: like gold-enamelled fish, like downy feathered birds, like midsummer moths, like bees
personification: (words) come to my hand, and playful; words up and singing early; warm, lazy words
metaphors: pets, deer, kittens, words up and singing early (birds), white cattle

- 2 (S–S, S–T, T–S) Exercise 7. Ask students to listen to the poem and read along. Go through the poetic devices with the class. Ask them to find more examples in the poem and highlight them. You may want to prepare your own examples.

Answers

alliteration: poets make pets of pretty; slowly with a silken swish; cream and curds; midsummer moths
sibilance: softly at a silver dish; sticky with a little sting
onomatopoeia: purring

- 3 (S–S, S–T) Exercise 8. Ask students to discuss the questions. Invite them to share answers with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of places in Jordan where they can go and see art and what kind of art they can go and see there.

CONTINGENCY PLAN

If your students need more support: Do Exercise 5 with them as a class and guide them through the answers.

If your students need an extra challenge: Ask students to think about a particularly special day that they had in their life. Ask them to write about it and include metaphors and similes to describe elements that were involved in it. If they are able to include alliteration, sibilance and onomatopoeia, even better. Ask them to write 100–150 words. Be sure to give feedback on their work.

There is also downloadable photocopiable resource number 27 to use.

07 LESSON 4A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can talk about personal experiences in detail using linguistically complex language. (GSE 72-B2+)
- Can identify key information in linguistically complex conversations at natural speed. (GSE 71-B2+)

Resources:

- SB: page 22; Word List page 65
- WB: page 16
- Online resources: Photocopiable Resource 28

WARM-UP (5 minutes)

(T-S, S-S) You may want to elicit places where students can see art nearby and different types of art (e.g. architecture, paintings, statues, abstract, etc.). Then ask the students to discuss what kind of art they enjoy looking at and what is the most interesting piece of art they've seen. You may want to allow them to use online examples as a reference if this is appropriate in your classroom. Circulate and offer help where needed. You may want to bring it back to a class discussion at the end.

Answers

Students' own answers

PRESENTATION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. You may want to refer to the photos and elicit ideas from students about what kind of art they show. Then play the recording and ask students to complete the exercise while they listen. Check answers as a class when you've finished.

Answers

1 B 2 C 3 A



Audioscript 7.5

Narrator: Conversation 1

S = Son F = Father

- S: Hi Dad, what's that you're looking at?
- F: What do you think of it?
- S: Huh! I don't think I've ever seen anything like that before. I'm not sure that I like the design. I think it's a bit gimmicky. I can see why people would like it, as it looks very clean. But it doesn't really blend into the environment. Personally, I'd prefer something a bit more traditional.
- F: That surprises me! You usually like things that are a bit avant-garde and creative – and this is environmentally friendly which I know is important to you.
- S: Well, that's good to know. I just think it looks like several boxes all dropped on top of each other.
- F: I understand what you're saying, but I think it's important for architects to experiment, evolve and keep trying new things, designing buildings in different styles.

S: I think it could be quite creepy living there in the middle of all of those trees, too. When you're standing in the windows, you will never know what is watching you! I mean, it's definitely eye-catching, but would you want to live in it?

F: Well, you are going to find out. This is where I am planning for us to stay on our family holiday!

S: Wait! What?

Narrator: Conversation 2

W1 = Woman 1 W2 = Woman 2

W1: Oh, what do you think of this one?

W2: Doesn't look like the artist finished it. Look! You can see the brush strokes!

W1: I know that was a tongue-in-cheek comment, but not all paintings have to look like photographs, you know?

W2: I know, but they should look like something. I find abstract art very overrated. I understand people like to look at blocks of colour and things like that, but I find a lot of this kind of art very mediocre. My son could paint this and he's five.

W1: I know what you mean, but I like this one. I find the natural colours very soothing and I think seeing the brush strokes really helps with that. It makes me imagine being high above the Earth and seeing it pass by me as I fly through the air.

W2: Mmm. I suppose I can see where you're coming from. I can see that it might look like trees reflected in the water...

W1: You see? That's the beauty of abstract art. You bring your own ideas to it. Personally, I like that more than a painting of a famous leader or something. With those kinds of paintings, you just decide if it looks like the person or not. And when a painting is so detailed that it looks like a photograph, it's very clever, but that's really all it is in my opinion. The artist isn't involving you in the art.

W2: Fair enough. I see what you mean. I'll try giving abstract art more of my time. So, do you want to go and get a cup of coffee? Or at least something that helps us imagine a cup of coffee...

W1: Hey!

Narrator: Conversation 3

T = Tour Guide V = Visitor

T: Now look over here on the right...

V: Wow! This one looks like a human, but with two heads!

T: That's right and I'm afraid I can't explain why. All of these statues were discovered in Jordan while building a road from Amman, the capital, to another city, Zarqa in a place called Ain Ghazal. They were discovered in 1983. Do you know they're thought to be around 9,000 years old?

V: Really? That's absolutely jaw-dropping! Do we know what they were for?

T: Not really, but we believe that they were buried not long after they were made. A lot of work went into them as obviously, they didn't have the tools then that we have now. As you can see from the flat bottom of the statues, they were designed to stand up. Archaeologists believe that they were created over a period of 200 years. As they were buried in pits, they have stayed in excellent condition if you consider how long they were there for.

- V:** It's difficult to comprehend that these statues were touched by people living so long ago. It's amazing to imagine what their lives must have been like, and what the people who made them looked like.
- T:** Yes, and it shows us that the desire to be creative and make art has been within us for thousands of years. I think there's something especially appealing about that.

- 2** (T-S, S-T) Exercise 2. Ask students to read the options and see if they can tick any boxes based on what they understood from the first listening. Then ask them to listen again. Check answers as a class referring to the audioscript if needed.

Answers

a 3 b 1 c 2 d 1 e 1,2 f 3 g 2 h 3

PRODUCTION (15 minutes)

- 1** (T-S, S-T) Exercise 3. You may want to do this as a class activity, eliciting the meaning of the vocabulary as you go, or you may want to allow students to complete it individually with access to a reference. You could extend the activity by giving students a copy of the audioscript and asking them to find the target vocabulary in it to help them understand the meaning of the vocabulary in context. Check answers as a class when you have finished.

Answers

1 avant-garde 2 tongue-in-cheek 3 jaw-dropping
4 gimmicky 5 soothing 6 overrated 7 appealing
8 mediocre

- 2** (T-S, S-T) Exercise 4. Ask the students to read through the sentences and choose the target vocabulary that best fits the gap. Check answers as a class and, if needed, discuss why the vocabulary is a good fit for the sentences.

Answers

1 jaw-dropping 2 soothing 3 mediocre 4 avant-garde
5 tongue-in-cheek 6 overrated 7 appealing 8 gimmicky

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB page 16 as homework and/or ask students to write down their three favourite films and think about what type of films they are and what they enjoyed about them.

CONTINGENCY PLAN

If your students need more support: for Exercise 2, pause the audio after each key piece of information and give students time to tick the correct answer.

If your students need an extra challenge: At the end of the lesson, ask students to write about some art that they like and that they do not like. Ask them to use vocabulary from the lesson where possible to describe it.

There is also downloadable photocopiable resource number 28 to use.

07 LESSON 4B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objective: Vocabulary

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can identify and derive meaning from a wide range of stress and intonation patterns. (GSE 67–75 – B2)
- Can use stress and intonation to convey meaning effectively. (GSE 67–75 – B2)

Resources:

- SB: page 22
- WB: page 16

WARM-UP (10 minutes)

(T-S, S-T) Ask students to describe something they have seen recently that was jaw-dropping, overrated or mediocre.

PRACTICE (25 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students to listen carefully to complete the sentences. Pause the audio if necessary to give them time to answer. Check answers with the class.

Answers

1 different 2 art 3 inspiration



Audioscript 7.6

1

F = Faisal A = Abbas

- A: What did you think about the exhibition, Faisal?
- F: Honestly? I didn't really understand it. Those weren't portraits, they were just a collection of different geometric shapes.
- A: Admittedly, it was a bit different, and probably not what most people would expect. But who says that a portrait has to be a picture of someone's face or head and shoulders?
- F: Come on, Abbas! Isn't it obvious?
- A: I agree that it's a bit more ambiguous this way, less obvious, but I think we can get a real sense of the person the artist is trying to capture through an abstract painting. I think it's really profound. It's like a window straight into the thoughts of the person. The exhibition was a breath of fresh air.
- F: It's not that they were badly painted, but if I'm going to look at a portrait, I want to see what the person looks like, not just an impression of their personality.
- A: Fair enough. But I think if you went back and looked again, you might get a different perspective.
- F: I guess this kind of thing just isn't my cup of tea.
- 2
- D = Dana G = Ghada
- D: I'd never really thought about folk art as a 'proper' art form before. Had you?
- G: Yes, of course, but I must say that the programme was great at showing the breadth of what could be included in the term. I mean that it isn't limited to tangible items, such as pottery or textiles.

- D: Yes, that's a good point, and obviously spot on. Funnily enough, I would definitely have thought of folk music as an art form, I just hadn't considered all the aspects that might come under the umbrella of folk art, such as dance or storytelling.
- G: I really liked the way they explored how an artist can express his or her individuality within the tradition. You know, there's often a particular style or colour scheme to follow, but they can still make personal choices, and of course some artists are more skilled and others more mediocre.
- D: I loved seeing all the examples of folk art from different countries as well. All those detailed and intricate patterns ... but I think they missed a trick in not clarifying how the way people lived, and the work they did clearly influenced the kind of art they produced.
- G: And still do produce in many cases.
- D: Yes, that's right, though a lot of it is just commercial, and factory produced these days, sadly. They did mention that in the conclusion, didn't they?
- G: Yes, I seem to remember that. It's quite sad, really, all those skills that were handed down from generation to generation will be dying out now, I guess.

3

S = Saeed T = Tareq

- S: I'm really interested to hear about your process. Do you find that you tend to wait for inspiration, or do you just get cracking?
- T: It can take me a while to get into the flow, but once I'm there, I'm completely absorbed by the process, and can carry on for hours. Nothing else matters, really.
- S: Yes, I'm the same. What would you say was your signature style as a photographer?
- T: Well, I like to get really close to my subjects, so their facial expression dominates the picture. I do think that sometimes people find that a bit intimidating, or even scary, and I'll admit that I can be a bit rude even, but sometimes it is necessary to get a great shot.
- S: Your work certainly often has a real impact, it can be quite strong.
- T: Thank you. I love your work too. It's so atmospheric. Creepy even, but in a good way.
- S: Thanks, I think it's changing a bit these days though, and becoming sharper and more focused. I look back and I can see the beauty in what I was doing, but I guess I've changed with more life experience, perhaps.
- T: I'd love to see some of your latest stuff then. Do you have any exhibitions coming up?

- 2 (T-S, S-T) Exercise 2. Ask students to read the questions carefully so they know what information to listen for before they listen and answer. Play the audio more than once if necessary. Check answers with the class.

Answers

1 conversation 2 2 conversation 3 3 conversation 1
4 conversation 2 5 conversation 3 6 conversation 1

- 3** (T-S, S-T) Exercise 3. Do the first sentence as an example, then ask students to complete the task individually. Play the audio for students to check their answers. Check answers with the class.

Answers

2 profound 3 tangible 4 intricate 5 commercial
6 intimidating



Audioscript 7.7

- 1 It's a bit more ambiguous this way, less obvious.
- 2 I think it's really profound. It's like a window straight into the thoughts of the person.
- 3 It isn't limited to tangible items, such as pottery.
- 4 All those detailed and intricate patterns ...
- 5 A lot of it is just commercial, and factory produced.
- 6 Sometimes people find that a bit intimidating, or scary.



- 4** (T-S, S-T) Exercise 4. Read the *Active Pronunciation* box as a class. Then play the audio and ask students to notice what happens with the word stresses in each pair.

Answers

The stress is on a different syllable when the word changes from a noun to an adjective (on the syllable before the suffix).



- 5** (T-S, S-S, S-T) Exercise 5. Students can work in pairs to first write the adjective forms and then to identify the stressed syllables in each word. Play the audio for them to listen and check. Students can then practise saying the words in pairs.

Answers

- 2 melody/melodious
- 3 analysis/analytic
- 4 benefit/beneficial
- 5 confidence/confidential
- 6 advantage/advantageous
- 7 nomad/nomadic
- 8 aroma/aromatic
- 9 courage/courageous
- 10 influence/influential
- 11 miracle/miraculous
- 12 instinct/instinctive
- 13 ridicule/ridiculous
- 14 drama/dramatic
- 15 president/presidential
- 16 glamour/glamorous
- 17 humour/humorous
- 18 labour/laborious

WRAP-UP (10 minutes)

(T-S, S-T) Ask students if they can think of any other words that have different stresses in the noun or adjective forms and write these on the board.

HOMEWORK

Ask students to write sentences using some of the words from Exercise 3.

CONTINGENCY PLAN

If your students need more support with Exercise 2, pause the audio after each key piece of information and give them time to answer.

If your students need an extra challenge: After Exercise 4, ask them to write sentences using some of the words in context.

07 LESSON 5A SPEAKING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can participate in linguistically complex discussions about attitudes and opinions. (GSE 72-C1)
- Can understand most of a linguistically complex podcast. (GSE 78-C1)
- Can recognise a speaker's feelings or attitude in linguistically complex speech. (GSE 81-C1)

Resources:

- SB: page 23; Word List page 65

WARM-UP (5 minutes)

(S-T, T-S) Exercise 1. Elicit the meaning of *genre* (borrowed from French meaning *style*) and invite them to guess the genre of the films in the photos. Then go through the genres in the box, eliciting example films for each of them.

Answers

The photos show an action film and a period drama.

PRACTICE (20 minutes)

- 1 (S-T, T-S) Exercise 2. Ask students to set out notes by writing the headings before listening. Then ask them to complete notes for each one.

Answers

Genre of film: traditional animation

Setting: a modern city

Plot: family have moved to a new house in a different part of the city. Girl is miserable, but finds a diary which sets her off on an adventure

Main characters: mother, father, teenage daughter

Overall opinion: captivated, unique, illuminating, jaw-droppingly good



Audioscript 7.10

S = Speaker O = Owen

- S: So, today on our weekly film review section, I'm going to be talking about *Inky Whispers*. Have you seen it, Owen?
- O: No, I've heard of it though, I think. Hasn't it won loads of awards?
- S: Yes, in the region of 20 or 30, I believe, but I'd never seen it either. To be honest, I wasn't sure that I was really a fan of animation, especially this kind of traditional animation. You know me, I usually prefer thrillers and mystery films – stuff like that. But there's simply no other way to describe this film than to say that it's a work of art. It is beautifully drawn and wonderfully composed, and utterly magical from beginning to end. The film kicks off with a realistic picture of family life in a modern city. A mother, father and their teenage daughter, Vicky, go about their lives. The parents have just bought a beautiful new house; the daughter is docile but miserable as her friends are now on the other side of the city. Just as it starts to look as if the film is about everyday life, everything changes, and

a fairytale element is introduced. Vicky finds a forgotten attic and decides to explore it. To her amazement, when she looks inside a chest of drawers, she finds the diary of a girl that used to live in the house. When she decides to find the diary's owner and return it, a bizarre adventure begins. Our heroine finds herself on a journey she'll never forget. It's impossible to sum up this story; there's just too much going on. However, it had me captivated from the very start. It's no great surprise that this has become a cult film. It tells the superficially mundane story of a girl's coming of age and maturity, but in a completely unique and illuminating way. I thought it was jaw-droppingly good.

- O: It's a children's film, isn't it? What do you think is the appeal to adults? Does it ...
- 2 (S-T, T-S) Exercise 3. Ask students to read through the phrases in the *Speaking* box. Elicit the meaning of some of the key vocabulary (*sum up*, *mundane*, *parallel plot*, *captivated*, *on a par with*). Then ask them to listen again and number the phrases in order.

Answers

Summarising the plot

2 There's simply no other way to describe this story than to say ...

6 It's impossible to sum up this story; there's just too much going on ...

8 It tells the superficially mundane story of ...

Describing the plot in detail

3 The film kicks off with ...

4 Just as it starts to look as if ...

5 Our heroine finds herself on a journey ...

Giving your opinion

1 I wasn't sure that I was really a fan of ...

7 It had me captivated from the very start.

PRODUCTION (15 minutes)

(S-S, S-T, T-S) Exercise 4. Ask students to work in pairs to rewrite the sentences using phrases from the *Speaking* box by replacing the underlined words.

Answers

1 It wasn't on a par with ...

2 It tells a superficially mundane story, but ...

3 To his horror, he discovers that ...

4 I wasn't sure that I was really a fan of ...

5 My expectations were low, and they were met. It was ...

6 ... it was worth staying until the end.

7 It's no great surprise that this ...

8 It's impossible to sum up this story; there's just too much going on.

EXTRA

At the end of the lesson, students play *Twenty Questions* in pairs. They must think of a film, and their partner can ask up to twenty yes/no questions to guess the film. Alternatively, do this as a whole-class activity, with individual students fielding questions from the rest of the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find examples of modern art online and bring some examples of it to class.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, write the correct phrases on the board for them to use, but in the wrong order.

If your students need an extra challenge: Ask students to write a short review of a film they have seen. Ask them to include phrases from the *Speaking* box where appropriate. Ask them to write 100–150 words. Tell them to check their grammar, spelling and vocabulary once they have finished. Be sure to give them feedback.

07 LESSON 6A WRITING (SB)

OVERVIEW

Objectives:

- Can understand complex arguments in newspaper articles. (GSE 79-C1)
- Can recognise the writer's point of view in a linguistically complex academic text. (GSE 74-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)
- Can conclude a discursive argument using a range of linguistic devices. (GSE 78-C1)
- Can demonstrate understanding of structure and conventions of different written genres. (GSE 71-B2+)
- Can structure longer complex texts using a range of cohesive devices. (GSE 74-B2+)
- Can represent contrasting points of view in a coherent, well-structured text. (GSE 70-B2+)

Resources

- SB: pages 24–25; Word List page 65
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S-S, S-T, T-S) Exercise 1. Ask students to study the photographs and discuss the questions in pairs. Invite students to share their ideas with the class. They can also discuss any works they brought in for homework.

Answers

Students' own answers

PRESENTATION (20 minutes)

- 1 (S-S, S-T, T-S) Exercise 2. Elicit the meaning of higher-level vocabulary in the text (*mind-blowing, economic climate, justified, infrastructure, subsidise, leisure pursuits, patrons*). Ask students to discuss the point of view and share their ideas with the class.

Answers

Students' own answers

- 2 (S-S, S-T, T-S) Exercise 3. Ask students to read the letter and highlight the five points that the writer makes. Then discuss their answers in pairs.

Answers

- 1 The sum of money actually represents just £14 per person
- 2 The arts help us to express ourselves and understand someone else's experience
- 3 The arts are an important part of our education
- 4 The creative industries contribute a lot to the economy
- 5 Not funding the arts means many people will be excluded

- 3 (S-T, T-S) Exercise 4. Go through the *Writing* box with the class. Elicit suggestions to complete gaps 1–6.

Answers

- 1 Dear Editor/Dear Sir/Madam
- 2 what you are responding to
- 3 agree
- 4 reasons
- 5 summarising
- 6 Yours faithfully/Yours sincerely

- 4 (S-T, T-S) Exercise 5. Ask students to reread the letter to find the words to complete gaps 7–16. Ask them to underline them where they find them.

Answers

- 7 forward 8 outwardly 9 dispute 10 issue 11 Nor
12 contrary 13 point 14 far 15 vital 16 crucial

- 5 (S-T, T-S) Exercise 6. Discuss the *Active Writing* box with the class. Elicit sentences using each of the grammatical points mentioned. Then ask students to find examples of each in the article on page 24.

Answers

I believe that the ideas presented were perhaps somewhat oversimplistic. I would also take issue ... the arts often play a vital role ... Were we to take this approach ... the article could probably have done more ...

PRODUCTION (15 minutes)

- 1 (S-T, T-S) Exercise 7. Ask students to work in pairs to rewrite the sentences to make them less assertive. When they have finished, invite students to share examples for each.

Answers

- 1 Once again, I would have to disagree.
- 2 It would appear that this might be wrong.
- 3 They seem to have perhaps made a mistake.
- 4 This is almost certainly not a completely insoluble problem.
- 5 I might suggest that the author is somewhat misinformed.

- 2 (S-T, T-S) Exercise 8. Ask students to read the text. Elicit opinions on the writer's view.

Answers

Students' own answers

- 3 (S-S, S-T, T-S) Exercise 9. Ask students to plan a response to the text in Exercise 8. Ask them to consider the use of phrases showing hedging as well as the points and the language from the *Writing* box. Allow students a few minutes to write their responses in their notebooks, and then have them swap texts with a partner for feedback. Encourage them to read and note what their partner has done well and what could be improved, leaving notes to their partner. Finally, students swap texts back and rewrite them at home incorporating their partner's feedback.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to create a list of people who were the first to do something (such as invent something or create something) and achieved great success as a result.

CONTINGENCY PLAN

If your students need more support: For Exercise 7, write the correct phrases that they can use on the board, but in the wrong order.

If your students need an extra challenge: Ask them to write a hedging sentence using at least one word from each bullet point in the Active Writing box.

OVERVIEW

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

Objective:

- All language-related objectives from Unit 7.

Resources:

- SB: Word List page 65; Grammar Reference page 70
- WB: pages 18–19; Self-assessment 7 page 17
- Assessment: Unit 7 Language Test (Vocabulary, Grammar, Use of English); Cumulative review Test (Units 6–7)

VOCABULARY AND GRAMMAR

Exercise 1

Answers

- 1 established 2 suede 3 jaw-dropping 4 clashing
5 cashmere 6 docile

Exercise 2

Answers

- 1 The person to whom you sent the email is absent from work today.
2 There will come a point at which we will need to reconsider our options.
3 This decision will affect our staff, many of whom are becoming anxious.
4 Please contact your supervisor whenever you are concerned about any issues.
5 Whoever asks about the situation, the answer will always remain the same.

USE OF ENGLISH

Exercise 3

Answers

- 1 which 2 Whichever 3 which/that 4 which/that 5 why
6 to 7 whichever 8 where 9 whom 10 what

READING

Exercise 4

Answers

- 1 C, D 2 A 3 B 4 C, D 5 A 6 C 7 B 8 C, D

NOTES

Handwritten notes in Arabic script, including the phrase "فصل في الأعداد" (Chapter in the numbers) and "والأشياء" (and the things).

08 UNIT 8 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 8 Follow the crowd?	Theme 1: Society Theme 2: Culture Theme 6: Recreation Theme 7: National identity and World affinities	Listening: evaluating main ideas and supporting details; taking notes and summarising main points; using social cues and visual imagery to help construct meaning and make inferences; recognising the idiomatic expressions in familiar situations Speaking: communicating using advanced language structures (subordinate clauses, passives, conjunctions); speaking fluently and accurately using a variety of structures and without lapses and hesitations; explaining concepts/ideas in an organised manner using examples or details; working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed Reading: following the SQRRR (SQ3R) reading strategy; evaluating argument and reasoning; reading for joy Writing: writing narrative, descriptive and persuasive essays on various topics; assessing their own writing for both organisation and content using writing standards Viewing and presenting: examining how visual and written information work together to make meaning more explicit	Listening: take notes and summarise main points in extended announcements, information texts, narratives and short presentations; respond to critical thinking questions before, during and after listening; make a variety of inferences citing evidence; identify common organisational patterns (logical or chronological division of ideas, compare and contrast) to help understand meaning; identify cultural influences in audio-texts and performance Speaking: communicate using advanced language structures (subordinate clauses, appropriate conjunctions, active and passive voice); debating regularly in a deliberative discussion Reading: follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text; identify the author's purpose and tone; evaluate the argument in a text in terms of validity, relevance, and evidence; close read a literary text Writing: write narrative, descriptive, argumentative, and persuasive essays on various topics; use the writing strategies to develop a personal organisational style Viewing and presenting: analyse the intended audience and purpose of a visual presentation; project voice clearly when speaking, using intonation and pauses; use appropriate body language when presenting



OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can correctly place prepositions (particles) with phrasal (separable) and prepositional (inseparable phrasal) verbs. (GSE 50-B1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)
- Can participate in linguistically complex discussions about attitudes and opinions. (GSE 79-C1)

Resources:

- SB: pages 26–27: Word List page 66
- WB: pages 20–21
- TB: Culture Notes page 121
- Online resources: Photocopiable Resource 29
- Assessment: Vocabulary Quiz 8

WARM-UP (5 minutes)

(S-S, S-T, T-S) Elicit the meaning of *pioneer*. Ask students to briefly brainstorm the names of people they would consider to be pioneers in pairs and small groups.

Answers

Students' own answers

PRESENTATION (10 minutes)

(S-T, T-S) Exercise 1. Ask students to share what they know about the people in the photographs. Then ask them to read the questions and to read the text quickly to find the answers.

Answers

- 1 Marie Curie 2 All three pioneers 3 Marie Curie
4 Muhammed ibn Musa al-Khwarizmi 5 Grace Hopper

PRACTICE (10 minutes)

(S-T, T-S) Exercise 2. Ask students to note down the highlighted words in the article. Elicit meanings or ask students to check their meanings in a reference. Ask them to decide whether they reference influence, creation or development.

Answers

Influence: determined, go on

Creation: credited, originated, form, construct

Development: continued to work, converted

PRODUCTION (15 minutes)

- 1 (S-S, S-T, T-S) Exercise 3. Ask students to discuss how they would define a pioneer. Allow them a minute to discuss in pairs. Then listen to their ideas, but don't confirm their answers yet. Tell students they will listen to a news report and check if the boy in the story matches their definition. Play the recording once. Then listen to their answers.

Answers

Students' own answers



Audioscript 8.1

At the age of 12, Somchai couldn't help noticing a problem. The roads around Pakse, the city where he lives in his native Laos, had a lot of rubbish along them. Like other countries in Southeast Asia, Laos doesn't have a formal system for collecting waste, so most people have taken to burning it. Unfortunately, a lot of it ends up collecting, or being dumped, and lining the roads in the beautiful countryside. Somchai didn't know exactly what to do, but this didn't hold him back from taking action. He asked his mother to take him out armed with just a few plastic bags and a sharp stick and Somchai and his mother set about collecting the rubbish. To begin with, people who came across this mother and her son, working hard for apparently no reward, were confused. But then something interesting happened. Slowly, other people started to join them, meaning they could clean up larger areas more quickly. As the volunteers were often working close to traffic, Somchai's father, who worked in construction, came up with the idea of asking his company to donate high-visibility vests for everyone to use.

Part of the problem was created by drivers throwing rubbish out of their cars as they drove along. To deal with this, Somchai set out a plan to have large bins with targets on them at places where drivers were likely to slow down and stop, such as at traffic lights. By the time he was 14, Somchai had attracted the attention of both local and national media. Due to this, a successful businessman from the north of Laos contacted Somchai about setting up recycling plants around the country so that the rubbish they collected, which was mostly plastic waste, could be converted into useful materials. Somchai's mother says that it's difficult to take in just how successful her son has been. She never thought, when they went out one weekend to clean up the road, that they would start a national movement. However, Somchai is excited by what's happening. He is now setting out to clean up the rivers and waterways, just as he's done for the roads, starting with the beautiful Mekong River that flows through his home. Having read about inventions that trap the rubbish in water and help to remove it, Somchai plans to convince other Laotian business people to invest in the idea. Smiling brightly, he says, 'It just shows what people can do when they all work together.'

- 2 (S-S, S-T, T-S) Exercise 4. Go through the *Active Vocabulary* box and elicit or ask students to look up the meaning of the different phrasal verbs and look at how they can be used. For pace, you may want to complete this exercise as a class by reading out the sentences and asking students to raise their hands to suggest the correct particle.

Answers

- 1 off/on 2 down 3 in 4 on 5 out 6 about

- 3 (S-S, S-T, T-S) Exercise 5. Ask students to complete the gaps in the sentences with the correct form of one of the verbs. Play the recording again to check answers.

Answers

1 taken 2 hold 3 set 4 came 5 came 6 set 7 setting
8 take 9 setting

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 20–21 as homework and/or ask students to research how the style of clothing has changed in their country over the last 100 years. Ask them to find at least three photographs online of people wearing clothing in different periods of time. You could also assign students Vocabulary Quiz 8.

CONTINGENCY PLAN

If your students need more support: Ask students to do Exercise 5 in pairs.

If your students need an extra challenge: Ask students to write six sentences with a phrasal verb from the *Active Vocabulary* box. Ask them to use each of the verbs from the box at least once.

OVERVIEW

Objectives: Vocabulary

- Can correctly place prepositions (particles) with phrasal (separable) and prepositional (inseparable phrasal) verbs. (GSE 50–B1)
- Can identify specific information in a linguistically complex factual text. GSE 75 – B2+

Resources:

- SB: pages 26–27
- WB: pages 20–21

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you about what they can remember about Muhammed ibn Musa al-Khwarizmi, Marie Curie and Grace Hopper. What did each of them come up with that we remember or use today?

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Do the first sentence as an example. Then ask students to work individually to choose the correct words. They can then check in pairs. Check answers with the class.

Answers

1 originated **2** come up **3** convert **4** determine
5 hold me back from **6** out **7** in **8** up

- 2** (T-S, S-S, S-T) ★ Exercise 2. Read the first sentence half as a class and elicit the answer. Students then complete the task individually. They can then check in pairs. Check answers with the class.

Answers

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

- 3** (T-S, S-S, S-T) ★ Exercise 3. Elicit the first answer as a class. Students can work individually to complete the task, then compare answers in pairs. Check answers with the class.

Answers

1 determined **2** originated **3** impact **4** credited
5 construct

- 4** (T-S, S-T) ★★ Exercise 4. Students are likely to need a reference for this exercise. Tell the students that they will need to find a part of speech connected to the word in brackets to complete the sentence. You may want to do the first one as a class. Then ask the students to complete the exercise individually. Elicit answers from the class when they have finished.

Answers

1 origins **2** construction **3** accreditation **4** determination
5 conversion **6** transformation

- 5** (T-S, S-T) ★★ Exercise 5. Read the first sentence as a class and elicit the answer. Then ask students to work individually to complete the sentences with the correct option. Check answers with the class. Students can read the completed sentences aloud.

Answers

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

- 6** (T-S, S-S, S-T) ★★ Exercise 6. Ask a student to read the example answer. Then ask students to work individually to complete the sentences with the correct form of the phrasal verbs. They can check answers in pairs. Check answers with the class. Students can read the completed sentences aloud.

Answers

2 comes down hard **3** hold off on **4** hold it against
5 hold anyone back **6** set about **7** take in **8** set out
9 goes on **10** comes out with

PRODUCTION (15 minutes)

(T-S, S-T) Exercise 7. Go round and monitor as students write their paragraphs, offering help and support.

WRAP-UP (10 minutes)

Ask students to paraphrase what each phrasal verb means in Exercise 6, for example in sentence 1, *taken to* means started.

HOMEWORK

Ask students to write ten sentences using each of the phrasal verbs from Exercise 6 in a new context.

08 LESSON 2A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)

Resources:

- SB: page 28; Word List page 66
- WB: page 22
- Online resources: Photocopiable Resource 30

WARM-UP (5 minutes)

(S-S, S-T, T-S) Exercise 1. Ask students to look at the photos in pairs or small groups and answer the questions. In addition, you could ask them to consider how clothing has changed in Jordan over the last 100 years (if they have done the homework task, they can talk about the photographs they found). Invite students to give ideas when they have finished.

Answers

Students' own answers



PRESENTATION (15 minutes)

1 (S-S, S-T, T-S) Exercise 2. Ask students to listen to the audio, take notes and compare with their answers from Exercise 1.

Answers

Students' own answers

Audioscript 8.2

The evolution of clothing has been a long, long, journey. In the beginning, people wore clothes to keep warm, or to protect themselves against the elements of the world. A person's clothes were practical and useful, functional, and very much the bare essentials. Nowadays, clothes are more fashionable and are used to express a person's culture or personality. They affect the way we want to be seen, in a light that we wish to be. A person's clothes can also say a lot about their personality – we can certainly tell what someone might be like from what they wear. And, in many societies, a person's dress sense embodies taste and sometimes wealth. I'm Nancy Bell and in this episode of *Human Beings*, I'll be looking at the practicalities of clothing throughout history and how it has evolved.

As we know, clothing serves many purposes. They can be used as an armour of protection. Warm clothes keep us safe from the weather, durable clothes keep us safe from the environment, and most of all, insects. The initial use of clothes was to act as a barrier between the skin and what was lurking around us. It also kept us clean, keeping away infectious and dangerous materials. Clothes were not fashion statements, they were comfortable, especially on our feet, otherwise they would have been in excruciating pain. Now while this may all still be true, clothing has also evolved into something different, especially over the last 500 years or so.

Think about it. If you look in your wardrobe right now, what do you see? You probably have a few different clothes to choose from. Maybe they are different colours? Maybe they are

made from different materials? And do they have any great significance or cultural tradition? The truth is that clothing is no longer just a practicality, it is a means of expression.

Look at China: the colour red really is a deciding factor when producing clothing as it carries a positive meaning. It is said that red brings prosperity, good fortune and happiness. As a result, you will see a lot of Chinese people wearing the colour red and using the colour red to express themselves through their clothing. This is also true in countries such as India, Nepal and Japan, where red is said to bring wealth and success.

But it's not just red. A lot of other colours mean different things worldwide. The colour white, for instance, can mean purity and often also represents strength and courage, while the colour purple is sometimes associated with royalty and status. People would take great pride in wearing purple.

Particular items of clothing can also hold meaning. Did you know that in Tudor England, high-quality gloves were a symbol of wealth, worn only by the higher classes? This continued for centuries with glove etiquette even becoming a thing.

Interestingly, such items of clothing can go on many journeys throughout their lifetimes. One day, a pair of gloves might tell someone how wealthy you are, and in a couple of hundred years, they will just be as common as a sweatshirt or a pair of socks.

Speaking of sweatshirts. It is said that they were originally invented to keep labourers who worked outside warm. It is also thought that men's neckties were initially created to help protect young men from catching colds. It wasn't until the early 1900s that sweatshirts gained popularity with non-working people, and neckties started becoming fashion statements.

The world of fashion is one of the most lucrative industries in the world, and for some people, fashion is a high priority. People go crazy for the latest styles that are trending from their favourite clothing brands. Then you also have fast fashion, where prices are kept to an absolute minimum. However, while some people like to wear only the latest fashions and styles, others prefer to stick to what they know and wear whatever makes them feel comfortable and at ease with themselves.

2 (S-S, S-T, T-S) Exercise 3. Ask students to see if they can complete the gaps with the words that they heard in the listening. Then ask them to listen again to check their answers.

Answers

- 1 elements 2 taste 3 infectious 4 expressing
5 China 6 world 7 etiquette 8 cold

PRACTICE (10 minutes)

(S-S, S-T, T-S) Exercise 4. Elicit meanings of the adjectives in the box. Then ask students to complete the collocations in pairs or small groups. They may need a reference to do this. Point out that other options are possible.

Suggested answers

- 1 global/clothing 2 absolute 3 great 4 durable/finest
5 clothing/expressive/traditional 6 proud 7 great/high
8 (the) finest/high

PRODUCTION (10 minutes)

- 1** (S-S, S-T, T-S) Exercise 5. Ask students to read the text and decide if each of the gaps require a noun or an adjective to complete them. Then, ask them to choose a suitable word from Exercise 4 which collocates with a word before or after the gap and makes sense in terms of meaning.

Suggested answers

1 great **2** lucrative **3** high **4** practical **5** absolute

- 2** (S-S, S-T, T-S) Exercise 6. Ask students to discuss the question in pairs or small groups. Invite students to share their ideas and find out if they have common ideas/predictions about the attributes of clothes in the future.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB page 22 as homework and/or ask students to note down people who wear a uniform that they see when they are going about their lives. Ask them to consider why they are wearing one and what difference it might make if they weren't.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, dictate the answers to them.

If your students need an extra challenge: Ask students to write six sentences showcasing the meaning of six of the collocations from Exercise 4. Ask students to write 100–150 words about the difference between what they are wearing today and what they might have been wearing if it was the 1980s.

There is also downloadable photocopiable resource number 30 to use.

08 LESSON 2B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives: Vocabulary

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can identify and derive meaning from a wide range of stress and intonation patterns. (GSE 67–75 – B2)
- Can use stress and intonation to convey meaning effectively. (GSE 67–75 – B2)

Resources:

- SB: page 28
- WB: page 22
- TB: Culture Notes page 121

WARM-UP (5 minutes)

(T-S, S-T) Ask students to describe clothing they wear when they play sports. In what ways do they think these clothes help them?

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Explain that students will hear about the history of fitness training. Ask them to read the list of words a–k. Play the audio. Students listen and tick the activities that are mentioned. You can play the audio more than once if needed.

Answers

a, b, d, e, g, h, j



Audioscript 8.3

Hello and welcome! OK. Let's get started then. So, today I'm going to talk about the history of fitness training. Although not everyone wishes to follow the trend, it's undeniable that, very often, people are reluctant to stand out from the crowd by looking different. This desire to meet popular standards concerning appearance includes attitudes to keeping fit and developing an accepted or sometimes idealised body shape.

To this end, health clubs and gyms are becoming ever more widespread, catering to men and women of all ages and from all backgrounds. But have we always been so concerned about our level of fitness?

The answer is no – not at all. But to a large extent, that's because we didn't need to worry about it. Let's look at the timeline of our interest in keeping in shape.

Going right back to our roots – early man was naturally fit. He didn't need to work out! The work of a hunter-gatherer required him to run, jump, climb, balance, lift, throw, etc., and as a consequence, he was strong, flexible and, no doubt, in very good shape throughout his life.

When man made the move to becoming farmers, daily life was still physically hard, but the range of activities was more limited. For example, climbing was now being done on ladders, and there was less demand for people to crawl, balance or throw with accuracy.

In later centuries, however, the need for a whole range of physical skills went dramatically up as the great ancient empires required their young men to engage in battle. Greek

and Roman empires organised structured physical training sessions in specific locations which focused on the same natural skills as early man had. They learned to run, jump, throw and catch, and fight. And from this, competitive sports developed – most notably the Greeks' Olympic Games. Based on military training skills, the sports of sprinting and marathon running, jumping, discus and javelin throwing, and wrestling had their beginnings here. In addition to this, the idea of honing the body became popular.

Following the fall of the great empires, the everyday man's exercise came from working in the fields again. And, despite an academic interest in the benefits of physical exercise for health during the Renaissance years, little was introduced in a practical sense until the early 19th century. An important open-air gymnasium was opened in Berlin in 1811 by Friedrich Jahn, who was known as 'The Father of Gymnastics', and his ideas spread throughout Europe and across the seas to the Americas. People attending these gymnasiums would have been using equipment – used by today's gymnasts. Whereas the Greeks had striven for beautiful athletic bodies, Jahn's main motivation was functional. He wanted young soldiers to be able to avoid the humiliation his country suffered at the hands of Napoleon.

With fitness training now an accepted and popular activity, a Swedish pioneer, Pehr Ling, introduced a form of light gymnastics which involved breathing and stretching.

Then, in the late 1840s, in Brussels and Paris, commercial gyms started – and the big change here was that they were established indoors. These gyms included the first elements of circuit training, with sequences of activities using light weights done to a backdrop of drumbeats. The trainers were focusing not on the ability to fight in combat, but on developing an attractive physique. The foundations of our modern fitness practices had been laid.

Nearly up to date on our now. The post World War One era saw gyms dividing along two paths – those for men whose aim was to be generally fit and healthy, and to look good, and those for men who were determined to build muscle, and they often took up training for competitions.

Today, as we know, the fitness industry is huge regarding the numbers ...

- 2 (T-S, S-T) Exercise 2. Before they listen again, ask them to read the sentences so they know what information to listen for. Play the audio more than once if necessary. Check answers with the class.

Answers

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

PRODUCTION (15 minutes)



- 1 (T-S, S-S, S-T) Exercise 3. Read the *Active Pronunciation* box as a class. Do the first sentence in Exercise 3 as an example, then ask students to work in pairs to say and identify the stressed words. Play the audio for them to check. Then ask students to say the sentences aloud.

Answers

2 out 3 out 4 up 5 focusing



2 (T-S, S-S, S-T) Exercise 4. Students work in pairs to say and mark the main and secondary stresses. Play the audio for them to check. Then ask students to say the sentences aloud.

Answers

- 1 Main: forward, Secondary: looking
- 2 Main: approve, Secondary: of
- 3 Main: laugh, Secondary: at
- 4 Main: out, Secondary: look
- 5 Main: set, Secondary: against
- 6 Main: involve, Secondary: in
- 7 Main: back, Secondary: cut
- 8 Main: look, Secondary: up

WRAP-UP (5 minutes)

Ask students if they have taken up any sports recently, or cut back on eating anything to stay healthy.

HOMEWORK

Ask students to write eight sentences using the phrasal verbs from Exercise 4 in a new context.

08 LESSON 3A SPEAKING (SB)

OVERVIEW

Objective:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)
- Can take effective notes while listening to a linguistically complex audio recording. (GSE 80-C1)
- Can use hyperbole to emphasise a point (e.g. 'It's going to take me years to do this.')
- Can recognise the use of hyperbole. (GSE 64-B2)
- Can use hyperbole to emphasise a point. (GSE 69-B2+)

Resources:

- SB: page 29; Word List page 66
- TB: Culture Notes page 121
- Online resources: Photocopiable Resource 31

WARM-UP (5 minutes)

(S-S, S-T, T-S) Exercise 1. Ask students to discuss the questions in pairs or small groups. Invite students to give their ideas and answers to the class.

Answers

1 Suggested answers:

Top photo: important because they need to recognise other people from the police force and be recognised as police officers. Bottom photo: wearing a dark colour means that the audience isn't distracted from the music.

2 Suggested answers:

emergency services; security guards; in some workplaces; doctors and nurses; schools; sports teams

PRESENTATION (15 minutes)

(S-T, T-S) Exercise 2. Ask students to listen to the two students talking about their dress code. Ask them to make notes of the pros and cons that they give. Check answers as a class.

Answers

In favour: just about looking smart; preparing students for the world of work; people might turn up wearing jeans, etc.

Against: has spent a long time wearing a uniform, now old enough to choose what to wear; many jobs now don't ask for a suit and a tie anyway; universities don't ask for smart business wear; buying smart clothes is expensive and not everyone can afford it; it's hot and uncomfortable.



Audioscript 8.6

A = Austin H = Henry

A: Urgh, this tie is SO uncomfortable!

H: Maybe you could loosen it a bit? Here, let me help you ...

A: Thanks! I really hate having to wear a tie ... I'm sorry, but I just don't see why we have to wear business attire at sixth form college. I've spent about a million years wearing a school uniform, and now I'm 17, I really think I should be allowed to wear what I want.

H: Oh, I don't know. It's just about looking smart, isn't it? It's about preparing us for the world of work, don't you think?

A: Really? How many jobs these days require you to wear a suit and tie? Certainly not in the creative industries. And, anyway, I'll be going to university, and I certainly won't be wearing a suit and tie there. It's literally the most ridiculous thing I've ever heard!

H: Hmm. I think maybe the college is worried if they don't ask for smart clothes that people will just turn up in jeans and leather jackets and so on. And we need to set a good example.

A: Surely there's a middle ground? I mean, why not say jeans and leather jackets can't be worn? It's not exactly difficult, is it? And then there's the cost of it. Buying a couple of suits and leather shoes and ties and shirts has cost my parents a small fortune ... it's not the most inclusive approach, I guess ...

H: My parents haven't spent anything like that.

A: No, well, ... and it's so uncomfortable when it's hot. I have to wear this thick jacket, which weighs a ton ...

PRACTICE (10 minutes)

(S-T, T-S) Exercise 3. Elicit the meaning of *hyperactive* and *underachieve*. Then, ask students what the effect of the prefix *hyper-* and *under-* have on the words (*hyper-* = more than usual/needed; *under-* = less than expected/desired). Then present them with the words *hyperbole* and *understatement* and ask them to complete the Speaking box.

Note: *Hyperbole* comes from Greek meaning 'a throwing beyond'. Hyper = beyond; bole = a throwing, giving the sense of putting in more effort than needed or exaggeration.

When students have read the *Speaking* box, ask them to see if they can remember the phrases used in Exercise 3 and tick the boxes. Then ask them to listen again to check their answers.

Answers

Hyperbole

Using extreme numbers/amounts:

- I've spent about a million years wearing school uniform. ✓
- This thick jacket weighs a ton! ✓
- It cost my parents a small fortune. ✓

Using the word *literally* (when something isn't true):

- It's literally the most ridiculous thing I've ever heard! ✓

Understatement

Using phrases with *not/no*:

- not exactly/terribly/entirely ✓
- not the most/not the ... -est ✓

PRODUCTION (10 minutes)

1 (S-S, S-T, T-S) Exercise 4. Ask students to work in pairs to rewrite each of the sentences using hyperbole and understatement. One student can write the hyperbolic statements, the other can write understatements. Then they check each other's work. Invite students to share their ideas when everyone has finished.

Answers

Suggested answers:

- 2 The lake is about a thousand miles deep. / The lake isn't exactly shallow, is it?
- 3 That was the worst thing you could possibly have said. / Saying that wasn't exactly the best idea.
- 4 He's the world's biggest expert on science. / He knows a little bit about science.
- 5 The food is completely incinerated. / The food is just slightly overcooked.
- 6 I live about a hundred miles away. / I don't exactly live close.
- 7 She has tons of friends. / You could say she has one or two friends.
- 8 It's a gigantic mistake to eat cake for breakfast. / Eating cake for breakfast isn't exactly a good idea.

- 2 (S-S, S-T, T-S) Exercise 5. If you have a large class, you may want to divide it into five groups and give each group a situation from the box. Alternatively, you could ask students to do the task in pairs. Give them a time limit. Invite students to give examples and note them down on the board.

Answers

Students' own answers

- 3 (S-S, S-T, T-S) Exercise 6. Ask students to discuss the questions in pairs. Encourage them to use hyperbole or understatement to emphasise their points. Get feedback from the whole class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a note of how much time they spend with other people and how much time they spend alone before the next lesson. Ask them to think about in which of those situations they are the most comfortable and why.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, guide students to the relevant expressions they can use for each sentence from the *Speaking* box.

If your students need an extra challenge: After Exercise 4, ask students to write 4–5 sentences like those in the task. They swap sentences with a partner and rewrite their partner's sentences in two ways, using hyperbole and understatement. When they are ready, they can check each other's work.

There is also downloadable photocopiable resource number 31 to use.

08 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objective:

- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)

Resources:

- SB: pages 30–31; Word List page 66

WARM-UP (5 minutes)

(S-S, S-T) Exercise 1. Ask students to work in pairs to complete the task. Allow them to use a reference if needed for the vocabulary.

Answers

sociable (A): a social butterfly / a team player / extrovert / gregarious / outgoing

solitary (B): a loner / antisocial / enjoying your own company / introspective / reserved / self-sufficient / stand-offish

PRESENTATION (10 minutes)

- 1 (S-S, S-T, T-S) Exercise 2. Ask students to read the questions and then skim read the article to answer the first question. You may want to give them a strict time limit to encourage them to do this. When they have finished, invite students to suggest words from the previous exercise which would describe someone with a lot of friends.

Answers

1 mostly for having friends

2 a social butterfly / outgoing / gregarious



- 2 (S-S, S-T, T-S) Exercise 3. Ask students to discuss in pairs what the advantages might be of being a loner. Invite them to give answers and note them down on the board. Then ask students to read the blog post and see which of their ideas are reflected in the article.

Answers

Students' own answers

PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Ask students to scan through the texts to find the areas where the gaps in the summaries are first. Then ask them to find no more than three words which will fit the gap so that it means the same as the text and is grammatically correct. Ask them to work individually, but allow them to check their answers in pairs if needed. Check answers as a class when they have finished.

Answers

1 happier 2 good friends 3 need 4 social butterflies
5 minds and bodies 6 similar to exercising 7 quality of life
8 antisocial 9 outgoing and gregarious 10 artists
11 listen to 12 deep-rooted

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. This exercise focuses on getting the students to notice the construction of each text which is highlighted by the summaries they have just filled in. Avoid giving the students any pointers and see if they can come to their own conclusions. When they have finished, discuss the questions as a class, perhaps using the answers to highlight the need for them to construct their own writing carefully.

Answers

1 This text was arguing for spending time with others. It gave reasons such as how it improves our mood, health and increases our happiness.

2 This text made arguments for introverted people, but the ending was poorly constructed, so the point became unclear at the end.

3 **Suggested answer:** The second text is not as well organised and is more a collection of ideas that don't really link together. The ending is poorly put together as it briefly introduces the opposite point of view before concluding that 'The world needs all different kinds of people.'

- 2 (S-S, S-T, T-S) Exercise 6. You may want to ask students to individually list five qualities that they feel is important in a friend then ask them to compare the qualities with a partner. Ask students to put them in order of importance and say why one is more important than the other. You may want students to consider qualities such as: loyalty, intelligence, kindness, good sense of humour, reliability, positive outlook, honesty, adventurous, protective, strong, good listener

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to list 4–5 animals found in their country and think of which personality types from the lesson are usually used to describe them.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, put the answers on the board for them to refer to, but in the wrong order.

If your students need an extra challenge: Ask students to write a description of themselves from the point of view of their friends in the third person. Ask them to consider what kind of friend they are and whether they are sociable or solitary. Ask them to consider using the vocabulary from the lesson where appropriate. Ask them to write 100–150 words. Be sure to give them feedback on their work.

OVERVIEW

Objective:

- Can identify which article (including no article) to use with a range of nouns and noun phrases. (GSE 46-B1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 76-C1)

Resources:

- SB: pages 32–33; Grammar Reference page 71; Word List page 66
- WB: pages 23–24
- Online resources: Photocopiable Resource 31
- Assessment: Grammar Quiz 8

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Ask students to look at the photos and suggest adjectives that would describe the animals, both in terms of how they are and how they are seen in terms of personality. Note them down on the board.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Give students a few minutes to read through the sentences. Direct them to the Grammar reference section on page 71 to allow them to refresh their knowledge. Students complete the sentences individually. You may want students to check their answer in pairs before going through the answers as a class.

Answers

1 the, the, ø. **2** The, the, the, the **3** The, ø, the, the, ø
4 ø, ø, the, the, the

- 2** (T-S, S-S, S-T) Exercise 3. Give students time to read through the rules. Ensure they understand that not all of the sentences in Exercise 2 contain examples of the rules. For each rule, students should look back at the sentences in Exercise 2 and see if they contain any examples of that rule. If so, they should tick the box and write the number of the sentence where the example is. You may want to pair students to either complete the exercise or to check their answers having done the exercise individually. Circulate while they are doing this and answer questions. When the students have finished, go through the answers as a class. You may want to extend this activity by asking students to write their own examples of sentences containing the definite article.

Answers

a 4 – the trip
b 1 – the Paralympics, 2 – the Burj Khalifa, the world
c 2 – the tallest, 3 – the best 4 – the most interesting
d No examples
e 3 – the UAE, 4 – the Dead Sea
f No examples
g 1 – the first
h 3 – the winter months

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to complete all items in pairs or small groups. When they have finished, be sure to go through the examples eliciting answers from students.

Answers

2 a: any herd, one of many **b:** a specific herd
3 a: mentioning the sand cat for the first time **b:** referring back to the sand cat already mentioned
4 a: the species as a whole **b:** specific wolves within a pack
5 Both forms are used to talk about classes or species.
6 a: any adult male polar bear **b:** a specific bear for the first time
7 a: the adjectival phrase makes the noun 'known' **b:** referring back to the previously mentioned species.
8 a: the function of the place **b:** a specific hospital

EXTRA

Do this activity after Exercise 4. Individually or in pairs, students write paired sentences like those in the exercise, using definite and indefinite articles. They can then remove the articles to create a gap-fill exercise and give it to another student/pair to complete.

PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Ask students to read the text through first and highlight the words which follow the gaps. Then ask them to complete the text with *a/an/the* or nothing. If they choose nothing, ask them to put *ø* in the gap. Ask them to compare answers in pairs and explain their choices to each other.

Answers

1 ø: species in general
2 ø: group in general (other people)
3 ø: group in general (opinions)
4 ø: abstract noun
5 the: fixed phrase
6 ø: group in general (crowds)
7 a (one of many)
8 a: one of many
9 the: plural name of country
10 a: first mention
11 the: previously mentioned
12 the: previously mentioned
13 the: superlative

- 2** (S-S; S-T) Exercise 6. Ask students to read the *Watch Out!* box and scan Text 1 and 2 on page 31 in the previous lesson for examples of set phrases containing articles.

Answers

the best thing in the world, make the effort, need the time, for the first time

- 3** (T-S, S-S) Exercise 7. Give students time to think of a suitable situation and to plan their talk. Go round and offer support if needed. Then students work in pairs to give their talks. Go round and monitor. Students correct any mistakes made. You could ask a few students to give their talks to the class if you have time.

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 23–24 as homework and/or ask students to consider the last 50 years in their country and consider how it has changed with respect to work and traditions. Ask them to consider if they expect this to keep changing into the future. You could also assign students Grammar Quiz 8E.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, assign different items to different pairs or groups and ask them to explain why different article are used.

If your students need an extra challenge: Ask students to find a short text in English and underline the articles and explain why each was used.

There is also downloadable photocopiable resource number 31 to use.

OVERVIEW

Objective: Grammar

- Can identify which article (including no article) to use with a range of nouns and noun phrases. (GSE 46-B1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)

Resources:

- SB: pages 32-33
- WB: pages 23-24

WARM-UP (5 minutes)

(T-S, S-T) Ask students to name some of the animals they learnt about in the last lesson.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Read the example answer as a class. Then ask students to work individually to complete the sentences with an article if necessary. They can then check in pairs. Check answers with the class.

Answers

2 The **3** the **4** the **5** ø **6** ø

- 2** (T-S, S-S, S-T) ★ Exercise 2. Read the first sentence and elicit the answer. Students then work individually to complete the task. They can then check in pairs. Check answers with the class.

Answers

1 ø **2** The, ø, ø **3** The, ø **4** a, ø, ø, ø **5** the, the, ø **6** the **7** the, ø **8** ø, a

- 3** (T-S, S-S, S-T) ★★ Exercise 3. Ask students to describe what they can see in the picture (meerkats). Then ask students to read the whole article carefully first, before they work individually to complete the sentences. They can then check in pairs. Check answers with the class.

Answers

2 ø **3** the **4** the **5** ø **6** the **7** A **8** the **9** the **10** ø **11** the **12** ø **13** ø **14** a

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Read the example as a class, then elicit the answer to 2. Students can work in pairs to complete the task. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 The poor **2** The owl is nocturnal **4** The oak

- 5** (T-S, S-T) ★★ Exercise 5. Read the example as a class, then ask students to work individually to identify and correct the mistakes. Check answers with the class.

Answers

- 2** ~~The~~ Human beings ... ~~the~~ social groups
3 A The loyalty
4 This teacher is **a** leading voice in **a** ~~the~~ campaign ... **the** deaf in ~~the~~ theatrical productions nationwide.
5 **The** Wrights were ~~the~~ **an** American ... and flying **the** world's first successful airplane.
6 ~~the~~ animal behaviour in ~~the~~ class

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) ★★ Exercise 6. Ask students to read the example. They then complete the sentences individually. They can then check in pairs. Check answers with the class.

Answers

2 type **3** need **4** record **5** way **6** face

- 2** (T-S, S-T) Exercise 7. Ask students to discuss what they can write about for a few minutes and encourage them to take notes before they write. Go round and offer help and support as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to tell you some facts about the owl, the wolf or another animal they know.

HOMEWORK

Ask students to write a short text about an animal that interests them. Encourage them to use articles correctly.

08 LESSON 6A WRITING (SB)

OVERVIEW

Objective:

- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can write a linguistically complex academic essay in an appropriate style and register. (GSE 76–C1)
- Can give reasons and explanations for their opinions using linguistically complex language. (GSE 78–B2+)
- Can systematically develop an argument giving the reasons for or against a point of view. (GSE 67–B2+)

Resources:

- SB: pages 34–35; Word List page 66
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S–S, S–T, T–S) Exercise 1. Elicit what traditional and modern values might be. Ask students what traditional and modern values might be in their country. Ask students to decide if the values in the photos are traditional or modern. Then ask students to work in small groups to discuss the questions. Invite a representative from each group to share their ideas with the class.

Answers

- 1 Probably the first one is more modern and the other two more traditional.
2/3 Students' own answers.

PRESENTATION (5 minutes)

(S–S, S–T, T–S) Exercise 2. Explain that in writing an opinion essay, it's helpful to be able to look at a subject from different sides, even if you don't agree with the ideas. Ask students in pairs to discuss pros and cons for each set of values from the previous exercise. When everyone has finished, invite students to give examples from their discussions.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1 (S–T, T–S) Exercise 3. Ask students to read the essay and underline the key arguments that the author makes.

Answers

Students' own answer

- 2 (S–T, T–S) Exercise 4. Ask students to read the rules in the *Active Writing* box and find examples in the essay.

Answers

- 1 However, in some places in Europe, it is no longer common for people ...
2 Their families would know each other well.
3 Having said all this, traditional values remain extremely important in countries like Jordan.
4 Without doubt, the world is changing very rapidly.
5 For example, working hard is no less necessary in the modern world, even if we may work different hours, or online rather than in an office.

- 3 (S–S, S–T, T–S) Exercise 5. Ask students to work in pairs and find other formal expressions in the essay and try writing them informally. You may want to do this as a class and write some expressions on the board and invite students to offer suggestions for how to rewrite them.

Answers

This makes it inevitable that (more formal vocabulary)
Whereas in the past people might stay in the same village all their lives, and their families would know each other well, nowadays people move around more. (complex sentences)
We may ask ourselves just how relevant old-fashioned values are in our modern world. (objective)
Students' own answers

PRODUCTION (15 minutes)

- 1 (S–S, S–T, T–S) Exercise 6. Ask students to read the task and make a paragraph plan. You may want them to discuss ideas in pairs or small groups first. Ask them to look back at the *Active Writing* box and consider how to use complex and compound sentences.

Answers

Students' own answers

EXTRA

Do this activity after Exercise 6. In the same pairs, students think of specific examples that can be used to support their arguments for the Writing task. When they have finished, they can compare notes with another pair.

- 2 (S–T, T–S) Exercise 7. Ask students to write their essays based on the plan from the previous task. Allow students a few minutes to write their essays in their notebooks, and then have them swap texts with a partner for feedback. Encourage them to read and note what their partner has done well and what could be improved, leaving notes to their partner. Finally, students swap texts back and rewrite them at home incorporating their partner's feedback.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to finish their essays. Ensure that they have a thorough plan and are taking on board the complex sentence structures. Ask them to ensure they spend time editing their work after finishing. Alternatively, ask students to find photographs of three illusions that they have found online. Ask them to list any illusions they have seen and decide if they are natural or man-made illusions.

CONTINGENCY PLAN

If your students need more support: Do Exercise 4 with them as a class and guide them through the answers.
If your students need an extra challenge: After Exercise 4, ask students to write more sentences in informal style. They can give it to their partners to change into formal style.

OVERVIEW

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

Objective:

- All language-related objectives from Unit 8.

Resources:

- SB: Word List page 66; Grammar Reference page 71
- WB: pages 26–27; Self-assessment 8 page 25
- Assessment: Unit 8 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1

Answers

- 1 determined 2 stand-offish 3 self-sufficient 4 expressive
5 reserved 6 socialising

Exercise 2

Answers

- 1 ~~The~~ poor are usually ~~the~~ people who are ~~the~~ most affected by ~~the~~ price rises.
2 A ~~The~~ writer we reported on yesterday has been taken to ~~the~~ hospital. She had been talking to ~~the~~ people about her new book when she became ill.
3 I had ~~the~~ ~~an~~ excruciating pain in my legs after ~~the~~ a brisk walk across the park.
4 ~~The~~ head teacher decided to put an end to ~~the~~ weekend exams and ~~the~~ most students welcomed the decision.
5 ~~The~~ A large number of young teenagers prefer to be in the background rather than be ~~the~~ focus of ~~the~~ attention.
6 Marie Curie was ~~the~~ a great scientist and paved the way for ~~the~~ enormous medical achievements.

Exercise 3

Answers

- 1 Ø 2 the 3 Ø 4 the 5 the 6 a 7 the 8 the
9 the 10 Ø 11 Ø 12 Ø 13 a 14 Ø

USE OF ENGLISH

Exercise 4

Answers

- 1 build (up) (their) confidence
2 by a minority of people
3 hold on to the bad things
4 turn my brothers against

LISTENING

Exercise 5

Answers

- 1 population 2 15 3 resilient 4 expanded 5 labelled
6 criticism 7 vital 8 show



Audioscript 8.8

Speaker Good afternoon. Today, we're looking at different generations and what qualities they brought and continue to bring to the world. But first, let's go back to the beginning. In ancient times, people used the word *generation* to refer to everybody on the planet. The population was small so only one word was needed. However, as the birthrate increased, age groups grew more and more apart, and a name was needed to encapsulate that.

Sociologists suggest that generations should span at least 15 years, as this allows for a structured way of marking each generation rather than waiting for a big event to end or start a new one.

So, let's take a look at the different generations and see what we can learn. It's probably best that we start from the beginning of the 1900s rather than going too far back as things can become a little unfamiliar, and we want to keep this relevant.

First, we have the *Builders*, born before 1946. They are named 'Builders' because they built a lot of the world and society that we know today. They were a tough generation and were very resilient during many worldwide events.

After the Builders we have the *Baby Boomers*, who were born between 1946 and 1964. Funny name, you might think. Well, there is a reason for it. After 1945, the birth rate rocketed and the label 'baby boom' was given to describe this. The increase in population also led to a boom in the economy and everything else that went along with it.

Then you have *Generation X*, which points to those born between 1965 and 1979. Generation X are known for doing 'adult things', like buying houses or starting businesses, at a younger age. This generation wanted to be individuals and didn't like being characterised. Hence the use of the 'X', which is said to represent a desire not to be defined.

After Generation X came the *Millennials*. They were born between 1980 and 1994, and have received a lot of criticism over the years. Older generations often accuse them of being lazy, or dependent on technology. The word *hipster* is often related to Millennials, along with expensive coffee tastes and travelling as much as possible. But we have to remember that the Millennials have had it tough. They arrived at a time when house prices were at an all-time high, making it very difficult to get on the property ladder. And yes, technology has had a huge impact on Millennials, as they were the first generation to integrate things like mobile phones into their everyday lives.

But it was *Generation Z*, often referred to as 'Gen Zee', who really embraced the full extent of technology, with those born between 1995 and 2009 having no idea what life was like before the Internet. Gen Z are said to be more focused on education than any generation before them. They believe learning about the world and how it works is vital. They also focus on values and are more likely to take part in unpaid volunteer work.

And finally, we now have *Generation Alpha*, born between 2010 and 2024. The Alpha generation is the first generation to be born only in the twenty-first century. This is the generation of social media, globalisation and connectivity. And while we don't know much about them yet, it won't be too long before we start seeing certain characteristics and personality traits beginning to shine.

WRITING

Exercise 6

Answers

Students' own answers

OVERVIEW

Objectives:

- To develop the practical skills necessary to succeed in the twenty-first century and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: pages 36–37

WARM-UP (5 minutes)

(S–S, S–T, T–S) Exercise 1. Elicit ideas about the meaning of the quotes as a class and what situations they could be applied to that students have experienced.

Answers

Students' own answers

PRESENTATION (10 minutes)

(S–S, S–T, T–S) Exercise 2. Read through the questions as a class and elicit possible ideas. Then play the audio and ask students to make notes on the answers. When they have finished, ask them to compare notes in pairs. Check answers as a class.

Answers

Suggested answers:

- 1 It's a programme that helps young people to learn skills and socialise.
- 2 You'll be with around 30 teenagers who live in your area.
- 3 Week 1: Staying at the activity centre, physical activities such as rock climbing and canoeing; Week 2: Staying in a building such as university halls, classroom-based team-building skills and giving presentations; Week 3: Staying at home, meeting to do a social action project.
- 4 It's something that makes a positive difference to the community, such as protecting the environment or helping people.
- 5 There'll be a graduation ceremony and an opportunity to keep being involved with community projects.



Audioscript 8.9

Speaker Hello, and welcome to this YES information evening. I'm going to try and answer some of your questions about the programme so you can decide if it's something you'd like to take part in this summer. So, to get started, let me just run through a few frequently asked questions.

First of all, what exactly is YES? It stands for the Youth Engagement Squad and it was set up in 2012 to provide young people with an opportunity to learn some new skills, most importantly, teamworking skills, which is why we're a squad – and make new friends, and, of course, have some fun! If you join us, you'll be working together with somewhere in the region of thirty other teenagers from your area, but not necessarily your school, over a three-week period.

The first two weeks, you'll be staying away from home. In the first week, we'll be staying at an activity centre somewhere in the countryside. It won't be more than a couple of hours away from home. You might be sleeping in a tent, or maybe in a dormitory, and you'll get the chance to do some exciting physical activities, like maybe rock climbing or canoeing. It's also a chance to get to know your new friends, and build some trust and confidence in each other, and so on. After the first week, you can go home for the weekend, get some washing done, and stuff like that, ... and then it's time for week two. In this week, you'll also be staying away from home, but this time you'll be somewhere like a university hall of residence. You'll be able to cook for yourself or each other, and there will be social events every evening. During the day, you'll be learning some more new skills, but less physical ones this time. For example, presentation skills and, of course, developing your team-building skills. This week is also when you plan your social action project.

So, what exactly is a social action project? We want you to really make a difference in your community, so your project might set out to help tackle discrimination or poverty, or you might do something to help protect the local environment, or perhaps support people who are isolated or lonely.

It's up to you to decide what to do, and to plan exactly how you're going to do it. Then in week three, you carry out your plans. You'll be living at home this week, but coming in to meet up every day. At the end of the week, we'll look back on what you've achieved, and then, a few weeks later, we'll all meet up again for a graduation ceremony. It doesn't have to stop there, either. If you want to, you can join your regional youth board and carry on delivering community projects throughout the year. So, I hope that sounds like something you'd be interested in. It's really an amazing opportunity. Now, any questions out there from anyone?

PRACTICE (10 minutes)

- 1 (S–S, S–T, T–S) Exercise 3. Ask students to read the texts and make notes on the questions individually. Then ask them to discuss in pairs. Finally, discuss as a class.

Answers

In text A, the girl realised how important it was to listen to other people's opinions and to decide on the best option to be successful.

In text B, the writer volunteered to be in charge because it was a useful skill to put on a CV, and although it was a difficult role, the writer got a lot of satisfaction from completing it.

Students' own answers

- 2 (S–S, S–T, T–S) Exercise 4. Ask students to study the *Life Skills* box. Then have them read the questions and the article individually to find the answers. Then ask them to check their answers in pairs. Finally, check as a class.

Answers

1 A/B 2 B 3 B 4 A/B 5 A/B 6 A/B

EXTRA

After Exercise 4, put students in pairs or small groups and ask them to talk about a time when they needed the skills in the *Life Skills* box or a time in the future when they think they may need them. Give them 2–3 minutes to discuss in their pairs/groups, then invite different students to share their answers with the class.

PRODUCTION (15 minutes)

(S–S, S–T, T–S) Exercise 5. Go through the *Life Skills* project box as a class. Then either nominate teams or ask students to form their own. Give students time to discuss the questions and monitor and help as needed. When they have finished, ask a representative from each group to give a summary of the decisions each group has made.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

NOTES

Handwritten notes in Arabic script, including the phrase "فصل في الأعداد" (Chapter in the numbers) and "والأشياء" (and the things).

09 UNIT 9 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 9 Unbelievable	Theme 1: Society Theme 2: Culture Theme 5: Welfare Theme 6: Recreation	Listening: recognising the idiomatic expressions in familiar situations; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable) Speaking: explaining concepts/ideas in an organised manner using examples or details; generating effective critical thinking into primary issues in a given topic in a debate Reading: following the SQRRR (SQ3R) reading strategy; monitoring understanding by asking questions, thinking about, and reflecting on the ideas and information in a text Writing: writing narrative, descriptive and persuasive essays on various topics Viewing and presenting: evaluating stylistic choices through analysing the selection and composition of visual presentations	Listening: respond to critical thinking questions before, during and after listening; make a variety of inferences citing evidence; use resources (print, electronic and online dictionaries, online search engines) to help construct meaning; use tone to help identify speakers' purpose (warnings, advice, excuses, complaints, blame, contrition) or mood (disappointment, surprise, regret) Speaking: debating regularly in a deliberative discussion Reading: follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; identify the author's purpose and tone Writing: write narrative, descriptive, argumentative, and persuasive essays on various topics Viewing and presenting: examine and analyse texts and illustrations: analysing how visual and written information work together to reinforce each other and make meaning more explicit



OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)

Resources:

- SB: pages 38-39; Word List page 67
- WB: pages 28-29
- Online resources: Photocopiable Resource 32
- Assessment: Vocabulary Quiz 9

WARM-UP (5 minutes)

(S-S, S-T, T-S). You may want to look at any images the students have brought in for homework to give an added visual element to the opening. Ask students to look at the photographs and to say what they can see.

Answers

Students' own answers

PRESENTATION (10 minutes)

(S-T, T-S) Exercise 1. Ask students to listen to the audio and match the photos to the speakers.

Answers

1 C 2 D 3 B 4 A



Audioscript 9.1

- 1 You're standing there watching, scratching your head and thinking, 'This defies belief.' Your brain tells you that you're still standing on the street, but the illusion is mystifying and goes against all logic, letting you imagine that you're looking down from a great height. For just a second it feels like a heart-stopping moment. It shouldn't have this effect, but it does! Whenever I see illusions like this, it's completely baffling! But I guess that's what it's all about. If we accepted that it is just a painting on the ground, we'd be completely disenchanted, wouldn't we?
- 2 You know the moment! When you sit back and think, 'Is this happening?' How did the artist manage to manufacture an effect like this, where you see a coloured sphere emerging from a flat frame? And how did they create a whole exhibition of illusions like this? Well, it beats me how they pulled it off again and again. You'd think we'd get used to these illusions! But every time I see them in a gallery, my mind is just reeling with the impossibility of it all and yet believing in it at the same time.
- 3 I saw this piece of art in a gallery in London. The effect was completely mesmerising, but it actually involved nothing more than a cube. The cube was crystal and transparent, so when you looked at it from different angles it created reflections and different illusions. I mean, I simply haven't

got a clue how an object like that can create such an impressive effect. The kids in the row behind us had no inkling of how the whole thing worked – they were just completely taken in and captivated by the illusion.

- 4 I must have been very young when I first saw the building from my parents' car in Paris. At that age, the appearance of the building was completely mind-boggling. It just bowled me over. I had seen interesting buildings before, but the panels of waves on this one were something else. They created a fantastic optical illusion. Now when I look at it, I'm not as impressed as I was when I was a child. But the waves shimmering in the light still look quite incredible.

PRACTICE (15 minutes)

- 1 (S-S, S-T, T-S) Exercise 2. Ask students to see if they can remember which of the speakers said the sentences a-f. Then ask them to listen again to check their answers.

Answers

a not used b 1 c 3 d 4 e 3 f not used

- 2 (S-S, S-T, T-S) Exercise 3. Elicit the meanings of the vocabulary in the box. Then ask students to group them in meanings 1-3. You may want to elicit sentences from students' own experiences that use the words in order to personalise the vocabulary.

Answers

- 1 baffling, mind-boggling, mystifying
- 2 mesmerising, riveting
- 3 breathtaking, electrifying, heart-stopping

- 3 (S-T, T-S) Exercise 4. Ask students to see if they can remember the adjectives from the audio to complete the gaps. Then either play the audio again to check or display the audioscript on the board and ask them to scan for the correct words.

Answers

1 baffling 2 mesmerising 3 mind-boggling

- 4 (S-S, S-T, T-S) Exercise 5. Ask students to complete the expressions with the vocabulary from the box. When they have finished, elicit the meaning of the phrases. You may want to invite students to give sentences, using the expressions, from their own experience.

Answers

1 heads 2 beats 3 against 4 bowled 5 taken
6 something 7 pulled 8 belief 9 aback 10 blew

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 6. Ask students to study the *Active Vocabulary* box. Then have them work in pairs to complete the gaps unaided in the first instance. Then allow them to check their work using a reference.

Answers

1 deceptively 2 believable 3 assumption 4 inexplicable
5 deception 6 unimaginable 7 convincing 8 illusory
9 realities

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 28–29 as homework and/or ask students to choose six of the expressions from Exercise 5 and write sentences about things they have seen that amazed them. You could also assign students Vocabulary Quiz 9.

CONTINGENCY PLAN

If your students need more support: For Exercises 2 and 4, pause the audio after each key piece of information/adjective and give students time to answer.

If your students need an extra challenge: Ask students to write a short paragraph of around 50 words describing something that they have seen using as many words from Exercise 3 as they can.

There is also downloadable photocopiable resource number 32 to use.

OVERVIEW

Objectives:

- Can form a range of adjectives from nouns and verbs with common suffixes. (GSE 47-B1)
- Can use a range of common prefixes enhancing the meaning of adjectives. (GSE 50-B1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)

Resources:

- SB: pages 38-39
- WB: pages 28-29

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs and to choose two expressions from Lesson 1A and to come up with a sentence for each that describes that expression. They then say the sentence to their partner who has to say which expression is described. Illustrate the activity if needed, e.g. *I just couldn't work out how the director managed to make the scene so realistic.* (scratching my head)

PRACTICE (25 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Go through the example with the class. Point out that there are no repeated answers. Students work individually to complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

- 2** beats **3** bowled **4** aback **5** taken **6** else
7 blew **8** defied **9** scratching **10** pull

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Go through the example sentence with the class. Ensure they are clear that they need to find one mistake in each sentence. Get students to work individually but allow them to compare answers with a partner before checking as a class.

Answers

- 2** breathtaking mystifying **3** take pull **4** reality belief
5 rubbing scratching

- 3** (S-T, T-S, S-S) ★★ Exercise 3. Draw students' attention to the pairs of words in each section. You may want to get students to tell each other the difference between the pairs of words. Go through the example with the class. Students work individually or in pairs before checking as a class.

Answers

- 1** a unreal b unrealistic **2** a unimaginative b unimaginable
3 a disillusioned b illusory **4** a deceit b deception

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Refer students to the words in bold in this exercise. Ensure they know to use the word in bold as a base word to complete the sentence with the correct form. Go through the example with the class. Students can work in pairs before checking as a class.

Answers

- 2** incredible **3** explanation **4** assumption **5** convincing
6 mystifying **7** imaginative

PRODUCTION (10 minutes)

- 1** (T-S, S-T) ★★★ Exercise 5. Students work individually to complete the text. Remind them to pay attention to what part of speech the words are in the sentences. When students have finished, ask for volunteers to read the text and check answers with the class.

Answers

- 2** convincing **3** illusory **4** deceptive **5** taken **6** baffling
7 electrifying **8** revealed **9** illusion

- 2** (T-S, S-T) Exercise 6. Ask students to read the sentences and decide which part of speech would best fit each gap. Ask them to complete the exercise individually and then check answers in pairs. Finally, check answers as a class. You may want to go through the options and ask students to name which part of speech they should you want to extend the exercise.

Answers

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

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to think back to a time when they were surprised or mystified by something. Tell them to write a paragraph detailing the event. If time allows, listen to a few accounts. If time is short, ask students to complete their paragraph for homework.

HOMEWORK

Ask students to write the words from Exercise 5 in their notebook and create word families (verb / noun / adjective, etc.). They should then write a sentence for each word.

09 LESSON 2A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can identify and derive meaning from a wide range of stress and intonation patterns. (GSE 67–75 – B2)
- Can use stress and intonation to convey meaning effectively. (GSE 67–75 – B2)

Resources:

- SB: pages 40–41; Grammar Reference page 72; Word List page 67
- WB: pages 30–31
- Online resources: Photocopiable Resources 33–34
- Assessment: Grammar Quiz 9

WARM-UP (5 minutes)

(S–S, S–T, T–S) Ask students to think about films where actors have given a performance that they particularly liked and to think what preparations that actor undertook. Invite students to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

(S–T, T–S) Exercise 1. Ask students to read the text and choose the correct verb forms. Invite students to summarise the article.

Answers

- 1 'll hear 2 will mean 3 'll have seen
4 probably be seeing

Possible summary: Method acting is a technique where actors deeply immerse themselves in their characters both on and off screen. It has gained traction as a marketing strategy today.

PRACTICE (15 minutes)

- 1 (S–T, T–S) Exercise 2. Invite students to predict the answers they think the wife will have for each of the questions. Then play the audio to allow them to check their ideas.

Answers

- 1 researches a character's background; visits places to observe and become familiar with it; imagines how character grew up; stays in character
2 stays in character at home; adopts unusual habits; stays up all night
3 took on too much and was ill; did two plays at the same time; got tired and run down



Audioscript 9.2

I = interviewer M = Matilda

- I: Matilda, thanks for coming to the studio today for this interview. So, what's it like living with such a famous actor?
- M: In a word, unpredictable! When he's getting into a new role, he won't simply learn his lines and turn up at rehearsals like a lot of actors. As you know, his technique is method acting, so a new role involves quite a baffling and lengthy process.
- I: Can you explain that to our listeners?
- M: Well, to start with, he'll research his character thoroughly – he'll visit schools and hospitals to get a feeling for the background. Then he'll visualise how his character might have grown up and developed.
- I: Does this have an impact on your home life?
- M: Absolutely. He will bring his character home with him! He'll adopt unusual habits and stay up all night sometimes. I'm no longer taken aback by it, I just have to be patient. But some people are incredulous when I tell them!
- I: What's it like then, when a play finishes?
- M: Well, he puts so much into giving convincing, electrifying performances that he often gets really run-down. He'll be tired, overwhelmed, a bit isolated sometimes. But if he will keep accepting the sort of parts he does, he has to accept the consequences.
- I: I have a quote here from a director saying that your husband is the hardest-working professional on the scene at the moment.
- M: Ah yes, that quote will be from the director of a play he did last year. He would say that! He had Rowan working to a really intensive schedule. Before the play started, Rowan would be out of the house 18 hours a day training! But it was worth it – the audience loved the play, loved Rowan's performance and the reviews were all five stars.
- I: How are his preparations for the new play going?
- M: I don't know much, because he won't discuss new projects at the early stages. Today is actually the first read-through. Well, this morning was. They'll have finished that by now. They'll no doubt be starting to discuss character and relationships. It's always an exciting time in a theatrical project.
- I: How did he get involved in method acting in the first place?
- M: Ah, that would be my fault, I'm afraid! I lent him a book on Stanislavski and that was it – he's never looked back! It's hard work, I know, and I would very much hope that he takes on fewer roles in the future, but he is truly one of the best actors I've ever seen on stage. His performances can be totally mesmerising. I'm his wife, and I'm allowed to say that!

- 2** (S-T, T-S) Exercise 3. Go through the different uses of *will* with the class and ensure students understand the function of *will* in each case. Then ask them to add sentences a-f to the uses.

Answers

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

EXTRA

After Exercise 3, ask students to add one more example sentence for each use of *will*. They can then swap with a partner to check each other's work. As class feedback, invite a different student to read out one of their sentences each time, and continue until all uses of *will* have been covered.

PRODUCTION (10 minutes)

- 1** (S-S, S-T, T-S) Exercise 4. Go through the *Watch Out!* box with the class. Then ask students to look at the sentences in Exercise 3 in pairs and decide if it's possible to replace *will* with *would* and if so, what effect this has on the sentence.

Answers

It's possible in all of the sentences except for c which must keep *will* as part of a conditional.

- 2** (S-S, S-T, T-S) Exercise 5. Using the information they've been focusing on so far, ask students to work in pairs to rewrite the sentences.

Answers

- 1 he will work so hard, he's bound to be exhausted.
- 2 would hope Darcy will get into drama school this autumn.
- 3 'll be at the restaurant by now.
- 4 won't have fresh flowers backstage.
- 5 'll walk up and down the corridor repeating her lines.
- 6 would be/will be my signature on the programme.
- 7 'll be waiting in the wings, just about to go on stage.
- 8 would call my grandmother every night at 9 to wish her goodnight.



- 3** (S-T, T-S) Exercise 6. Ask students to listen to the audio and decide if the word stress expresses irritation or a fact.

Answers

(not contracting but emphasising *will* and *would* makes the difference)

1 Irritation 2 Fact 3 Irritation 4 Fact



- 4** (S-S, S-T, T-S) Exercise 7. Ask students to practise saying the sentences in different ways to express fact and irritation. You may model the first one for them and write it on the board to show which words to emphasise to make a difference.

Answers

Students' own answers

- 5** (S-S, S-T, T-S) Exercise 8. Ask students to discuss in pairs or small groups. Circulate and help as needed. You may want to invite students who make particularly interesting points to share them with the class when they have finished.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 30-31 as homework and/or ask students to choose a country they have never been to. Ask them to think about what it would be like to walk around and what they'd be looking at, hearing and smelling. Ask them to note if they find it easy to imagine this scenario. You could also assign students Grammar Quiz 9.

CONTINGENCY PLAN

If your students need more support: Ask students to do Exercise 5 in pairs, pairing weaker students with stronger students.

If your students need an extra challenge: Ask students to imagine that a family member or a close friend is talking about them. Then ask them to write sentences about their own behaviour using each of the categories from Exercise 3.

There are also downloadable photocopyable resources numbers 33-34 to use.

09 LESSON 2B GRAMMAR (WB)

OVERVIEW

Objectives:

- Can paraphrase an idea using a range of linguistic devices. (GSE 69-B2+)
- Can write detailed descriptions of real or imaginary people. (GSE 59-B2)

Resources:

- SB: pages 40-41
- WB: page 30-31

WARM-UP (5 minutes)

(T-S, S-T) Ask students to think of a friend or family member and note down ideas of what they usually do or what they are usually like. Illustrate with a couple of examples: *Hamed will make breakfast for his whole family every morning because he likes to be helpful. Dalia would clean the bathroom at the weekend, but only if the weather wasn't hot.* Students read their notes to their partners and ask follow-up questions.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Point out the choices students have to make and give an example. Students work individually to complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

1 book **2** be calling **3** be, be having **4** have been told, have had **5** be sitting **6** 'll make **7** be, been working

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read through the sentences and complete them individually. Then ask them to check their answers in pairs. When they have finished, check answers as a class and elicit reasons why the answers are correct.

Answers

1 wouldn't **2** would **3** will **4** will **5** won't **6** won't
7 wouldn't **8** will

- 3** (S-T, S-S, S-T) ★ Exercise 3. Draw students' attention to the sentences 1-6 and the uses of *will* in a-f. Ask students to match the sentences to the uses. Students work individually or in pairs before checking as a class.

Answers

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

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Go through the example with the class, focusing on the underlined words that need to be replaced. Students can work in pairs before checking as a class.

Answers

2 He'll spend **3** will insist on changing **4** will tell
5 He/She'll be waiting **6** will take on

- 5** (T-S, S-T) ★★ Exercise 5. Students choose the correct form to complete the sentences. Get students to work individually before checking as a class.

Answers

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

PRODUCTION (10 minutes)

(T-S, S-T) ★★ Exercise 6. Go through the example with the class. Students work individually to replace the underlined parts of the sentences using *would*. When students have finished, ask for volunteers to read the sentences and check answers with the class.

Answers

2 It would be my preference **3** That would be for you to decide. **4** We would desire/wish **5** I would be grateful if you could

WRAP-UP (10 minutes)

(T-S, S-T) ★★ Exercise 7. Students work individually to complete the text. Remind them to pay attention to the verbs in the box. When students have finished, ask for volunteers to read the text and check answers with the class.

Answers

2 won't shut **3** will have **4** will be standing
5 will have put **6** will go **7** wouldn't say
8 would/will agree **9** will choose

HOMEWORK

Exercise 8. Ask students to write a paragraph about the habits of a family member.

OVERVIEW

Objectives:

- Can speculate about the causes of an issue or problem. (GSE 67–B2+)
- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can distinguish between fact and opinion in complex formal contexts. (GSE 71–B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can tell a detailed anecdote using linguistically complex language. (GSE 81–C1)

Resources:

- SB: page 42; Communication pages 75 and 76; Word List page 67

WARM-UP (5 minutes)

(S–S, S–T, T–S) Exercise 1. Ask students to discuss the definitions and the question in pairs or small groups.

Answers

Students' own answers

PRESENTATION (10 minutes)

(S–S, S–T, T–S) Exercise 2. Ask students to read the questions and then listen to the audio. Encourage them to take notes on the answers.

Answers

- 1 aphantasia: a man not being able to recall his wife's face; hyperphantasia: work of artists
- 2 She needs to get some ideas for a short story. She could try relaxing and letting some pictures come into her mind at night.
- 3 Students' own answers



Audioscript 9.5

S1 = Speaker 1 S2 = Speaker 2

S1: I'm going to have the mansaf. It sounds delicious – I can see it now – a plate full of chunks of lamb and delicious rice. Ah!

S2: Me too. You know, that reminds me of something I read online yesterday. It was riveting. Apparently, there are some people who can't picture things like you've just pictured the mansaf. It's not that they're just unimaginative.

S1: Really? That must be strange. They can't visualise anything?

S2: Nope – it's called aphantasia – and I'm guessing that it must affect all sorts of aspects of their lives. According to the article, this one guy can't even recall his wife's face! He knows she's got long hair and blue eyes, but he can't picture her.

S1: Wow! But I would imagine that if he's always had this problem, he must have learned to live with it.

S2: True. And, interestingly there are people with the opposite – it's called hyperphantasia. Their imaginations work overtime and they'll get an overload of pictures.

S1: That's probably what artists have, wouldn't you say? I've often wondered how they come up with ideas for paintings or stories just like – out of nowhere.

S2: Yeah – it could be that a picture just pops into their brain and that's the start of a painting or a book.

S1: How brilliant would that be! I've got to write a short story for English next week and I haven't got a clue where to start. Maybe I should just close my eyes and see if a picture pops in!

S2: I suppose that might work. The article says that people with hyperphantasia get the most pictures just before they go to sleep.

S1: Right – so, tonight I'll lie down, close my eyes and see what happens. I definitely don't have hyperphantasia, but maybe it'll still help me?

S2: It certainly can't do any harm to try. But if you do get any ideas, write them down immediately, and don't fall asleep or you'll forget them in the morning!

S1: Good thinking. Right now, I can't get that image of the mansaf out of my mind – it is SO realistic, my mouth's watering, so let's order!

PRACTICE (10 minutes)

(S–T, T–S) Exercise 3. Ask students to see if they can fill the gaps from memory. Then allow them to listen again to check or fill in their answers.

Answers

- 1 guessing, must
- 2 would imagine, must have learned
- 3 probably
- 4 could be
- 5 suppose, might



Audioscript 9.6

1 I'm guessing that it must affect all sorts of aspects of their lives.

2 I would imagine that if he's always had this problem, he must have learned to live with it.

3 That's probably what artists have, wouldn't you say?

4 It could be that a picture just pops into their brain.

5 I suppose that might work.

PRODUCTION (15 minutes)

1 (S–T, S–S, T–S) Exercise 4. Go through the *Speaking* box with the class. Model some examples for them as you go through. You may want to elicit concrete events that the students can use so that they are able to concentrate on the grammar of what they are saying.

Answers

Students' own answers

2 (S–S, S–T, T–S) Exercise 5. Look at the photos and invite students to give examples of speculations. Note them down on the board and underline the grammar structures. Then ask students to work in pairs turning to the respective page of the book to continue the activity. Circulate and listen. You may want to invite any students who have a particularly good idea to repeat it for the class.

09 LESSON 3A SPEAKING (SB)

Answers

Students' own answers

- 3 (S-S, S-T, T-S) Exercise 6. Ask students to discuss the questions in pairs or small groups. Then bring the questions back to the class and invite students to offer ideas and suggestions.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to note down any dreams they remember when they wake up in the time between now and the next class. It doesn't have to be a complete story, but some basic details of what was in the dream.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, show students the phrases from the box they can use for each point 1-3.

If your students need an extra challenge: Ask students to note down speculations about what their friends did during the last break from school and what they will do on the next break from school. Students pair up and tell their friends about their ideas. The friends say how correct they are or are likely to be.

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can identify specific information in a linguistically complex factual text. (GSE 73–B2+)
- Can distinguish between fact and opinion in complex formal contexts. (GSE 71–B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76–C1)
- Can give well-structured, detailed presentations on a wide range of familiar subjects. (GSE 71–B2+)
- Can tell a detailed anecdote using linguistically complex language. (GSE 81–C1)

Resources:

- SB: page 43; Word List page 67
- WB: page 32
- Online resources: Photocopiable Resource 35

WARM-UP (5 minutes)

(S–S, S–T, T–S) Ask students if they typically remember their dreams and if they have ever had a dream that they've remembered long after they had it. Ask them how they feel when someone begins a conversation with 'I had a dream last night about ...'. Invite students to share any ideas with the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (S–T, T–S) Exercise 1. Ask students to read the questions and then listen to the audio while taking notes on the answers.

Answers

- Sleep is a way of recharging our bodies and dreaming is an essential part of sleep. Some people think they don't dream, but everyone dreams; dreams might be to store memories, deal with emotions, or reflect experiences.
- Dreamers of lucid dreams may be able to communicate while they are dreaming.



Audioscript 9.7

I = Interviewer PW = Professor Wilson

I: What are dreams and why do we have them? These are questions that continue to fascinate scientists. Professor Wilson is here today to try to explain this phenomenon.

PW: Yes, well, the need for sleep has been well-documented and it is agreed that regular sleep is vital biologically for the body to recharge, but the nature and function of dreaming is still relatively unknown. Many people will insist that they do not dream, but this is probably because they have no memory of what happens during a particular stage of sleep. Research has shown us that dreaming is definitely an essential part of our nightly recuperation programme. It features in the

REM, which stands for Rapid Eye Movement, stage of sleep, when paralysis blocks all possible physical movement, apart from our eyes. However, nothing has been proven conclusively regarding the reason for the content of dreams.

I: And what is the function of dreams?

PW: Interesting question. There are several theories put forward by exponents of several scientific disciplines, from psychiatry and psychology to neurobiology. Some claim that the purpose of dreaming is one way of processing memory. Dreams consolidate what we've learnt and assist in moving new memories to long-term memory storage. Others suggest that in a dream our minds will work through emotions and problems we have encountered during the day. However, whatever the purpose of dreams, there is unlikely to be a definitive answer because of the impossibility of getting dreamers to actively participate in experiments – they're asleep!

I: Is there a way to communicate with dreamers while they're dreaming?

PW: Well, lucid dreaming happens when a dreamer is aware that he or she is dreaming and can control what happens in the dream. In the past, it's been suggested that these are only 'so-called' dreams, not real dreams, and a lucid dreamer is simply in a state of relaxation. However, recent studies have shown that although different to non-lucid dreams, they do still have the core features of REM sleep and are therefore dreams. This has allowed development of an ingenious technique whereby it is hoped that lucid dreamers can communicate through prearranged signals using their eye movements. It's an amazing breakthrough and has opened up a wonderful opportunity to learn much more about the function of dreams!

I: Fascinating! Could you tell us more about ...

- (S–T, T–S) Exercise 2. Ask students to read the extract and underline key words that will help them identify the answer.

Answers

Probably in the first sentence suggests an opinion, but *shown* in the second sentence implies a fact. Both sentences contribute to the implication that 'everyone dreams' without stating it in those exact words. We need to read both sentences to understand correctly.

PRACTICE (10 minutes)

- (S–S, S–T, T–S) Exercise 3. Ask students to discuss the statements in pairs and decide if they are facts or opinions. Invite students to share their answers and explain the reason for their thinking.

Answers

1 F 2 O 3 F 4 F

- (S–T, T–S) Exercise 4. Ask students to read through sentences a–g. Then ask them to listen to the audio. You may want to pause between speakers to allow students to digest the information they have just heard and choose an option.

09 LESSON 4A LISTENING AND VOCABULARY (SB)

Answers

1 a 2 f 3 b 4 d 5 c



Audioscript 9.8

P = Presenter S1 = Speaker 1 S2 = Speaker 2
S3 = Speaker 3 S4 = Speaker 4 S5 = Speaker 5

- P: We are, of course, live! Tonight's phone-in is on dreams. Tell us about your recurring dream. Who do we have online now?
- S1: It's Emma. Hi! So, I've always had this baffling sort of dream where I'm trying to do something but getting nowhere fast. You know, some people experience dreams where they're trying to run, but can't? With me, it's things like I know I've got to make an important phone call, but I'll lose track of the number and then can't bring to mind the code to access the phone! Not exactly a nightmare, but frustrating. It's usually down to not being able to get work stuff done by an agreed time the previous day – a common enough problem, I think! I get these dreams a lot and they're beginning to bother me a bit. Maybe I need to see someone about them.
- P: Been there, done that ... I feel your pain, Emma. Thanks for sharing with us! Now let's hear from Frank ...
- S2: Yes, hi! They say, well, experts do, that you should be careful of what you do just before going to bed or it can affect your sleep pattern, and I'm the living truth of that. I'm not usually a light sleeper, but just a smidgen of cheese in the evening and it's pretty certain that I'll have a broken night's sleep and a lucid dream. Sometimes they can be fascinating because I have a degree of control over what happens, but other times it's not nice to wake up inside your dream and then not being able to wake up properly. I have a fear that one day I won't ever actually be able to wake up at all, that I'll be shut in!
- P: That sounds a bit of a nightmare ... And we have the next caller: Ashley?
- S3: Yes, hello! It's always a bit mystifying, how the brain reconstructs things in dreams. In the past, experts have suggested that there are all sorts of psychological assumptions that can be made from the content of our dreams – like a reflection of our personalities and feelings – but I'm well aware that in mine I see reflections of things that have happened to me. But it's just fragments and my subconscious somehow fits them together in strange and wonderful stories. It's fascinating! My friends love the graphic descriptions the following day. I'd love to know the reasons behind my dreams but I guess I'll never really know. But, I've worked out that the later I go to bed, the more vivid and random the dreams are, which is interesting.
- P: Fascinating! I'd love to hear one of the dreams, Ashley, but we've got Rowan online? Hello, Rowan!
- S4: Good evening! With me, it's a little bit different as I use my dreams for work. When I run out of ideas, I tend to rely on my brain for an overnight solution. It's just my brain ties itself in knots sometimes when I'm under pressure to think up something new and exciting and no matter how hard I work at it, I'll just sit staring at a blank screen. So, one answer I've found is sitting in bed, in the dark with music playing just before drifting off to sleep and I can almost guarantee that something will come to me in a dream. It beats me how! However, I'm wary of

overreliance on this because one day it's not going to work and I'll still be in a fix when I get up!

- P: You're definitely not wasting your time, Rowan! Last, but not least, Lynda?
- S5: Yes, hello. My recurring dreams are about times gone by. I don't think it's really strange for scenes and events from our childhood to figure in dreams, but what I do find interesting is the fact that my brain seems to bring back memories that are time- and age-related. For example, ten years ago, I would dream about primary school, but now I tend to dream about college, which I finished way back. My dream memories shift with my age! Why is that? Very odd ... And of course, they're not regular night-time occurrences – it's mainly triggered by something that someone said during the day.
- P: That's all we've got time for tonight. Thank you for ...
- 3 (S-T, T-S) Exercise 5. Ask students to complete the boxes after the first listening, then allow them to listen again to check their answers.

Answers

1 d 2 a 3 c 4 h 5 f

PRODUCTION (10 minutes)

- 1 (S-S, S-T, T-S) Exercise 6. Ask students to complete the gaps. You can then either offer the answers or display the audioscript and ask students to skim read to confirm their answers.

Answers

1 broken 2 vivid 3 graphic 4 deep 5 light 6 recurring

- 2 (S-S, S-T, T-S) Exercise 7. Allow students to take a minute to prepare what they want to say. Ask them to work in pairs or small groups to share their dreams.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB page 32 as homework and/or ask students to identify places where there is a natural optical illusion by doing some research online. Ask them to note down some details about it and explain what the illusion is.

CONTINGENCY PLAN

If your students need more support: For Exercises 4 and 5, pause the audio after each key piece of information for students to answer.

If your students need an extra challenge: Ask students to write their own sentences using the adjective-noun collocations from Exercise 6.

There is also downloadable photocopiable resource number 35 to use.

نسخة فريد الأعداد والتجديد

09 LESSON 4B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can understand stories being told by a fluent speaker using colloquial language. (GSE 79-C1)

Resources:

- SB: page 43
- WB: page 32

WARM-UP (5 minutes)

(T-S, S-S) Ask students to discuss whether they think they have a good or bad memory for things. You may want to give examples, such as remembering important dates or remembering where you put your phone. Monitor as students discuss.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read through the sentences. You may want to check the meaning of some words, such as *linger*. Play the audio and students work individually to match the speakers to the sentences. They then compare answers in pairs. Check answers as a class.

Answers

1 d 2 f 3 c 4 b 5 e



Audioscript 9.9

- 1 Yes, I never cease to be amazed at how weird our memories are. Obviously, scientists are making more and more progress into how memory works, but I'm pretty sure they're nowhere near proving conclusively exactly how we store or access things in our brains. The way we retrieve memories may give a clue, I think. A while back, I was scratching my head, trying to recall the name of a pop group and I came up with *The Dolls*. In fact, what I wanted was the name *The Toys*, but I guess my brain was automatically searching for a category or a similar type and threw dolls at me! Interesting!

- 2 I dream a lot, as everyone does, and sometimes have a vivid or interesting dream I'd like to remember, but an hour after waking, it's gone, disappeared down some black hole in my brain. This mystifies me, and I would love to know why it happens. Apparently, it's said that if you tell someone your dream, or even say it out loud, to yourself, there's far more chance that you'll remember it. I tried this the other day and it does work! Again, I would really like to know why. Of course, writing it down when you wake is the best way, but it'd take a lot of time to do that.

3

You know that strange term 'earworm'? When you get a tune in your head and you can't get rid of it – I get that a lot, and sometimes it's just an annoying jingle I've heard on an advert or a catchy verse from a pop song, but why oh why is it that once you've got it in there, it won't go away? It's baffling! The more you think about it, the longer it lingers. The experience is actually well-documented. I read once that if you tell someone to avoid thinking about something, it's nearly impossible. Like, if I say, 'Don't think about a polar bear', it's highly likely that you won't get the image of a polar bear out of your mind for ages!

4

What is it about our memories that means long-forgotten ones can surface and override everything else at times? I was recently round at a friend's, everything was good, and we had the radio on. A song came on and suddenly, for no apparent reason, my eyes just welled up with tears! When the song originally came out, I was having an amazing summer in France: sunshine, friends... The following September, I was back studying hard at university, and I guess the song just reminded me of a carefree time in my life that I would never be able to recapture. Crazy, really.

5

People think I have a terrible memory. It's true that they often refer to something they've mentioned to me previously which I have no idea about, no recollection at all. But it's not that I've forgotten – this is one of my failings and something I definitely need to rectify. The problem is that I don't focus all the time. People can be talking to me, but my mind is often somewhere else – thinking about a problem I need to resolve, or even checking my emails while someone's talking to me on the phone. So, of course, I misremember what I'm told. And hands up – it's my own fault and I know it. Guilty as charged!

- 2 (T-S, S-T) Exercise 2. Get students to go through the sentences before listening again. Have students to work individually but allow them to compare answers with a partner before checking as a class.

Answers

1 d 2 e 3 a 4 f 5 b

- 3 (T-S, S-T) Exercise 3. Draw students' attention to the verbs in the box. Go through the example with the class. Ask students to complete the sentences with the correct forms of the verbs. Students work individually before checking as a class.

Answers

2 lingers 3 retrieve 4 cease 5 welled up 6 rectify

- 4 (T-S, S-S, S-T) Exercise 4. Direct students to the *Active Pronunciation* box. Students can work in pairs before checking as a class. Then ask them to go through the sentences and to predict which sounds will be missing when spoken quickly. Listen to the audio to check.

Answers

- 1 *it's* becomes *s'*
- 2 *would* becomes *'d*
- 3 *It's* becomes *s'*
- 4 *it's* becomes *s'*



Audioscript 9.10

- 1 An hour after waking it's gone.
 - 2 It would take a lot of time to do that.
 - 3 It's baffling.
 - 4 Hands up! It's my own fault.
- 5 (T-S, S-S, S-T) Exercise 5. Ask students to read through the pairs of sentences. Then play the audio for students to tick the correct sentence. Ask students to compare in pairs before checking as a class.

Answers

- 1b ✓ 2b ✓ 3a ✓ 4a ✓ 5b ✓



Audioscript 9.11

- 1 I'm trying to remember. Sorry sgone.
- 2 What ju tell her when you saw her?
- 3 There weren'tny students in the class.
- 4 Where you taking us?
- 5 But snot that I've forgotten.

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 6. Tell students they will hear a person talking. They need to write down what he says. When students have finished, ask for volunteers to read their answer and check answers with the class.

Answers

It's not that I don't like his films. It's just that I prefer some actors to others.
How did Emily enjoy it? Did you tell her (that) it wasn't a comedy? That director – where did he work before he went to Hollywood?



Audioscript 9.12

'S not that I don't like his films. It's jus that I prefer some actors to others.
Howd Emily enjoy it? Je tell her it wasn't a comedy? That director – where'd he work before he wena Hollywood?

WRAP-UP (5 minutes)

(T-S, S-T) Exercise 7. Students listen to the recording of the man speaking more slowly to check their answers from Exercise 6. You may want to ask students to repeat the sentences from Exercise 6 to practise pronunciation.



Audioscript 9.13

It's not that I don't like his films. It's just (that) I prefer some actors to others.

How did Emily enjoy it? Did you tell her that it wasn't a comedy? That director – where did he work before he went to Hollywood?

HOMEWORK

Ask students to choose four of the verbs from Exercise 3 and to write example sentences using them correctly.

09 LESSON 5A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 82-C1)
- Can comment on and discuss a linguistically complex text. (GSE 77-C1)
- Can talk about personal experiences in detail using linguistically complex language. (GSE 72-B2+)
- Can comment in detail on the content of a linguistically complex radio programme or podcast in which people describe reactions or opinions. (GSE 84-C1)

Resources:

- SB: pages 44-45; Word List page 67
- TB: Culture Notes page 121

WARM-UP (5 minutes)

(S-S, S-T, T-S) Ask students to tell the class what they found out about optical illusions for homework. Ask the class whether anyone has seen a natural optical illusion and if so, what it was like.

Answers

Students' own answers

PRESENTATION (10 minutes)

1 (S-S, S-T, T-S) Exercise 1. Ask students to listen to the audio and take notes to answer the questions.

Answers

- 1 Optical illusions show us how our eyes and brain can work together and how we interpret the three-dimensional world in which we live.
- 2 The Wave is a sandstorm rock formation known for its colourful and rolling forms.



Audioscript 9.14

Morgan Hi, I'm Morgan Law and today we're talking about optical illusions – more specifically, those formed by Mother Nature. So, firstly, let's quickly define what we mean by an optical illusion. There are many different types of optical illusions, but today we are focusing on illusions formed by erosion and the influence of light.

Natural optical illusions have become very popular recently, with photographers travelling the world to catch a glimpse of such phenomena. But why do they receive so much attention? Well, it's mainly about what they teach us. Optical illusions show us how our eyes and brain can work together and how we interpret the three-dimensional world in which we live.

One popular place for natural optical illusions is Coyote Buttes, located in the Paria Canyon-Vermilion

Cliffs Wilderness in the USA. It is here where you can find the most famous illusion of all: the Wave.

The Wave is a sandstorm rock formation known for its colourful and rolling forms. The area is quite secluded, and hikers must obtain a permit to visit. In fact, only 64 people per day are allowed in the area, leading to many disappointed visitors. Photographers make mention that the best time to photograph the natural phenomenon is mid-morning to early afternoon. This is due to the looming shadows that occur when the sun moves.

By now you might be thinking, ah, it's not worth the hassle! But have an open mind and don't let the permits and small windows of time put you off because the illusion is truly a sight to behold. Honestly, you will never see anything like it; the multicoloured layers and swirling erosional rock formation genuinely look like something from another planet.



2 (S-S, S-T, T-S) Exercise 2. Ask students to skim read the texts on page 45 and underline the places they find. You may want to give them a strict time limit to encourage skim reading. You may want to prepare, or ask students to find, photographs of these different optical illusions.

Answers

- A salt flats in Bolivia (Salar de Uyuni)
- B underwater waterfall in Mauritius
- C Northern Lights in Iceland
- D mirages in Wadi Rum desert in Southern Jordan

3 (S-S, S-T, T-S) Exercise 3. Ask students to read the texts more carefully and underline where they find the information that helps them to identify the answer.

Answers

- 1 D (I found some of their explanations a bit far-fetched. I mean, how much can we really know about these natural wonders?)
- 2 C (I'd already seen them numerous times. ... I also felt that the elaborate explanations about how the illusions worked were a little patronising and treated the audience as if they were children.)
- 3 A (I'd love to go and see it for myself with my wife, but she can be quite reluctant to travel so far from home.)
- 4 B (As a fan of natural illusions, I've spent a good amount of time reading about them and visiting the ones that I've been able to get to.)
- 5 C (There was a lot of hype about this documentary in the media using words like 'exciting' and 'revealing', and so it's really no surprise that the viewing figures showed that vast numbers of people watched it.)

PRACTICE (15 minutes)

1 (S-S, S-T, T-S) Exercise 4. Elicit the meaning of the highlighted vocabulary in the texts. Then ask students to complete the gaps in the sentences.

Answers

1 intriguing 2 reputable 3 far-fetched 4 elaborate
5 reluctant 6 compelling 7 patronising 8 underwhelmed

- 2 (S-S, S-T, T-S) Exercise 5. Ask students to attempt the complete the gaps from memory or previous knowledge in the first instance. Then allow them to listen to the recording from Exercise 1 again, or display the recording script on the board and ask students to scan to find the collocations.

Answers

1 lay 2 have 3 open 4 disregard 5 ridicule 6 make

- 3 (S-S, S-T, T-S) Exercise 6. This could be done as a whole class activity to maintain pace. Ask students to raise their hands to vote for the correct collocation. You may want students to write their own sentences using the collocations to help learn them.

Answers

1 questions 2 awareness 3 doubts 4 eyebrows 5 hopes
6 voice

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 7. Ask students to discuss the questions in pairs or small groups. Invite students to give examples to the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find a favourite photo that they have taken and write a few lines about what they were doing when they took it and why they like it so much.

CONTINGENCY PLAN

If your students need more support: For Exercise 3, read out the key piece of information from the commenters to help them answer.

If your students need an extra challenge: Ask students to write their own sentences for each of the collocations in Exercise 6.

09 LESSON 6A WRITING (SB)

OVERVIEW

Objectives:

- Can talk about personal experiences in detail using linguistically complex language. (GSE 72-B2+)
- Can write an effective and detailed research proposal. (GSE 83-C1)

Resources:

- SB: pages 46-47; Word List page 67
- Graphic organiser for this unit

WARM-UP (5 minutes)

(S-S, S-T, T-S) Ask students to discuss what kind of photographs they take and what they do to alter or enhance their photographs. You may want students to think of, or if phones are allowed in the classroom, show favourite photographs they have taken and talk about what they did to take it.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (S-T, T-S) Exercise 1. Ask students to listen to the audio and identify the problem that the photography club is having.

Answers

limited amount of individual help, small room, not enough equipment



Audioscript 9.16

Speaker Hi there. Today, I'm going to talk about the photography club as it's a really important place at our college. Its membership has increased tenfold over the last few months! One of the really great things about it is that we'll regularly get talks and advice on how to improve and raising awareness of new techniques – some things you can do are mind-blowing! One of the most important things we do, in my opinion, is go off on field trips so we can take photos in different outdoor places. My problem is that I will stick with techniques and subjects that I know – I don't stretch myself. The teacher who helps out in the photography club is really inspirational. But now, with so many members, we don't get as much individual help as we need. We've also only got the one room, which is way too small for everyone, and it would be good to have a bigger one, with extra equipment too, obviously. For me, photography is just a hobby, but who knows, one day I might go into a career in film. All this experience will come in very useful!

- 2 (S-T, T-S) Exercise 2. Read through the short text with the class and invite students to say which points in it are the same as in the previous exercise.

Answers

increasing membership, talks, teacher's help, studio, field trips, hobby – career

PRACTICE (10 minutes)

- 1 (S-T, T-S) Exercise 3. Elicit the meaning of the words in the box. Ask students to complete the *Writing* box with the vocabulary. Then go through the box as a class.

Answers

Yes, all the advice has been followed.

1 purpose 2 priorities 3 key 4 lacking 5 ensure
6 address 7 enable 8 doubt 9 maintain 10 urge
11 confident 12 consideration

- 2 (S-S, S-T, T-S) Exercise 4. Ask students to skim read the text on page 47 and find examples of language that they can add to the categories in the *Writing* box.

Answers

Introducing a proposal: I shall explain how ...

Giving information about the current situation: In addition to this, we ...

Recommendations and benefits: An attempt must be made to ...

Concluding: We believe that we should ...

PRODUCTION (15 minutes)

- 1 (S-S, S-T, T-S) Exercise 5. Ask students to discuss the comment in pairs or small groups and brainstorm ideas for increasing membership and the benefits of joining a drama group. This will form the basis of their writing in the next exercise, so encourage them to make notes of the ideas.

Answers

Students' own answers

- 2 (S-T, T-S) Exercise 6. Ask students to plan, write and edit their own proposal based on the ideas they had in the lesson, using the structure of the text on page 47 as well as the phrases from the *Writing* box. Be sure to give them feedback on their work.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a note of how much time they spend doing different activities such as studying, spending time with family, spending time online, etc. between now and the next lesson.

CONTINGENCY PLAN

If your students need more support: You could dictate the sentences in Exercise 3 for students to complete.

If your students need an extra challenge: Ask them to write full sentences for each phrase in the *Writing* box using a new context.

OVERVIEW

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

Objective:

- All language-related objectives from Unit 9.

Resources:

- SB: Word list page 67; Grammar Reference page 72
- WB: pages 34–35 Self-Assessment 9 page 33
- Assessment: Unit 9 Language Test (Vocabulary, Grammar, Use of English); Cumulative review Test (Units 6–9)

VOCABULARY AND GRAMMAR

Exercise 1

Answers

- 1 put 2 awareness 3 blew 4 defies 5 disregard
6 reputable

Exercise 2

Answers

- 1 intriguing 2 recurring 3 graphic 4 far-fetched
5 electrifying 6 ridicule

Exercise 3

Answers

- 1 'll pick 2 Will you 3 would be 4 would 5 will only be
6 is 7 'll be bringing 8 would 9 'll finish
10 We'll have been working 11 will have heard

USE OF ENGLISH

Exercise 4

Answers

- 1 c 2 b 3 a 4 c 5 a 6 c 7 c 8 b

Exercise 5

Answers

- If he will insist on working late, it's not surprising that he's always tired.
- would refuse to listen to the doctor's advice.
- Jack will usually get to the beach on Saturday mornings before anyone else is awake.
- There's no point in calling him as I imagine Edward will be jogging at the moment as it's 8.30.
- She will leave everything until the last minute and that's so frustrating.
- We tried to complain several times, but the manager would refuse to accept our calls.

10 UNIT 10 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 10 Up the ladder	Theme 1: Society Theme 2: Culture	Listening: discussing the objectivity of information and speaker; using social cues and visual imagery to help construct meaning and make inferences; recognising the idiomatic expressions in familiar situations; speaking fluently and accurately using a variety of structures and without lapses and hesitations Speaking: communicating using advanced language structures (gerunds, infinitives); speaking for up to 12 minutes; working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed Reading: monitoring understanding by asking questions, thinking about, and reflecting on the ideas and information in a text Writing: citing in-text references; writing real world topics using research methods Viewing and presenting: analysing visual texts, communicating understanding through oral, written, and visual media (advertisement, poster, newspaper report); examining how visual and written information work together to make meaning more explicit; presenting ideas or views using visual aids (student-made posters, mind maps, charts, PowerPoint presentations); differentiating between PowerPoint, Google Slides and Keynote to create presentation and non-conventional tools like Visme, Haiku Deck, Pitcherific, Canva, SlideCamp, Microsoft Events, Powtoon, VideoScribe and Prezi	Listening: respond to critical thinking questions before, during and after listening; make a variety of inferences citing evidence; assess audio materials citing evidence; demonstrate understanding of the purpose of an advertisement related to an area of a vocational study Speaking: communicate using advanced language structures (gerunds, infinitives); discuss job expectations for different career positions; speak fluently and accurately for up to 12 minutes without lapses and hesitations using a variety of structures and expressions; Reading: follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; engage in a discussion that indicates appropriate processing of information Writing: use free writing with periods of reflection and analysis (a write -reflect- write – reflect pattern activity), to produce a line of thinking and writing that might form the basis of a more considered exploration; use "The journalists' questions" strategy, (i.e. Who? What? Where? When? Why? and How?) to invent and organize ideas; use resources in academic writing; use research methods in writing an extended essay Viewing and presenting: view and analyse a range of visual texts (advertising, posters, newspaper reports), communicating understanding through oral, written, and visual media; make connections to the six course themes; examine and analyse texts and illustrations: analysing how visual and written information work together to reinforce each other and make meaning more explicit; give high-tech and visually well-rounded presentation; respond orally and in writing to visual texts, commenting on the main ideas, the issues presented, and making connections with personal experiences; use appropriate body language when presenting; project voice clearly when speaking, using intonation and pauses



OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)

Resources

- SB: pages 48-49; Word List page 68
- WB: pages 36-37
- Online resources: Photocopiable Resource 36
- Assessment: Vocabulary Quiz 10

WARM-UP (10 minutes)

- 1** (S-S, S-T, T-S) Exercise 1. Ask students to look at the activities in the box and ask if there are any other activities they do that are not there. Then ask them to calculate roughly how many hours in the last 72 they spent doing those activities. Then convert it into a percentage (X divided by 72 x 100). Ask them what percentage they think would be better or if they think they have the proportions about right.

Answers

Students' own answers

- 2** (S-S, S-T, T-S) Exercise 2. Ask students to discuss the questions in pairs or small groups. Invite them to share their answers with the class when they have finished.

Suggested answers

- 1** garden work (mowing, raking, earth removal, possibly for local garden companies), babysitting, cleaning houses, house sitting, doing small jobs around the house (hanging shelves, setting up a TV), tutoring (Maths, English), working in a shop or café
- 2** Students' own answers

PRESENTATION (5 minutes)

(S-S, S-T, T-S) Exercise 3. Ask students to read the advert. Then ask students to work in pairs to list pros and cons of this position.

Answers

Advantages: challenge; international team; full training, no experience required

Disadvantages: busy role; customer queries might be challenging

PRACTICE (15 minutes)

- 1** (S-S, S-T, T-S) Exercise 4. Elicit meaning of 'collocations'. Ask students to put them into context in sentences in pairs. Then ask students to listen to the audio and see if their sentences were similar to the way they were used in the audio.

Answers

- 1 being 'on call', always present and ready to respond online
- 2 being able to divide your time appropriately between work and private life
- 3 multi-tasking
- 4 understanding the importance of certain tasks
- 5 keeping your work and personal life separate
- 6 spending the right amount of time on work compared with time spent on personal life
- 7 making a great effort to achieve something
- 8 be very useful and valuable, especially for the future



Audioscript 10.1

P = Presenter E = Expert

- P:** So, today we're looking at students' first taste of the workplace and some of their experiences of being interns. We have Professor Sigmund Dartford with us to talk a little about one particular problem that we all face. Professor?
- E:** Yes. It's a given these days that improved technology and constant connectivity is having a dramatic effect on people's lives. We're working faster and longer and it's getting harder to draw a line between our work and our personal lives. It's difficult to juggle all the unremitting demands and to strike the right balance. People have to maintain a healthy work/life balance, not only for the health benefits, but for productivity at work. And this does not only relate to their professional life – students get put under pressure from all sides too. Being at university is a time to enjoy themselves, find new hobbies, meet new friends, but it's also a time when striving for good results can create enormous pressure as they're of paramount importance for their future. Too many people don't grasp the significance of balance on their well-being. But getting it right will pay dividends in the end.
- 2** (S-T, T-S) Exercise 5. Ask students to listen to the second part of the programme and take notes to answer the questions.

Answers

- 1 Holly was an assistant providing support to the sales team. Bradley was an intern in the marketing dept; he had to write content for the website and their social media channels and respond to customers' queries.
- 2 Holly thinks she was lucky – the company followed good employment practices; her internship was brilliant as she was able to strike the right work-life balance; her health improved, and she never thought about throwing it all in. She got a permanent job at the company. Bradley's loved the work but it was difficult to strike the right work-life balance; he wasn't able to draw a line between work and his personal life as he was expected to be on call, always ready to respond to clients; he got anxious about his personal life and felt guilty about popping down to the gym after work in case the boss called him about something that needed doing urgently. Although money was good, he didn't want to work full-time for the company.

10 LESSON 1A VOCABULARY AND SPEAKING (SB)



Audioscript 10.2

P = Presenter H = Holly B = Bradley

- P:** Thanks a lot, Professor. A really important point. We have Holly in the studio to tell us about her intern experience. What was your internship like?
- H:** I guess I was really lucky. I did the internship last year and it was brilliant. I was an assistant providing support to the sales team. I got to learn the ropes, had terrific role models and it gave me a real taste for the job. I was never expected to work outside my office hours, and I was never tempted to give up. OK, I occasionally got a call from the office after-hours, but those were one-offs and didn't have any effect on my social life. I've heard the stories about being under considerable pressure and being taken advantage of as an intern, but I can say that my health improved rather than being jeopardised. The company looked after us so well that all us interns stayed the course and some even took on permanent jobs in the end.
- P:** What about you? Did you decide to stay on board?
- H:** I really wanted to and, as I'd 'demonstrated dedication to work, and gone above and beyond the call of duty' they offered me a permanent position!
- P:** Congratulations! That's a positive outcome. Now, Bradley, what's your story?
- B:** Well, I wasn't so lucky, although the job advert was really promising, so I did have high hopes. I was an intern in the marketing department. My main tasks were writing content for the website and for their social media channels, and responding to customers' queries. Don't get me wrong, I loved the work, but it really wasn't what I'd signed up for! Sometimes, I just felt like calling it a day. It was the way it intruded on my personal life that was the problem. I was expected to be available all the time and respond to clients immediately – I could get emails well into the evening ... I started to feel guilty about popping down to the gym because I might have missed something important. But it wasn't only me. I know everyone is under considerable pressure to meet targets at work, but there were permanent staff there working their socks off trying to meet their work demands, and that is not right. Sometimes, I just felt so shattered, or unable to cope with my workload that I was tempted to throw it all in ... My dad subscribes to the theory that employees should always talk about what's bothering them. The people where I was working really need to talk to their bosses about the whole work-life balance thing. And although the remuneration was quite decent, I wouldn't take a full-time job with that company, believe me!
- P:** That's a rather gloomy picture ... Professor Dartford, what do you think could've ...
- 3** (S-T, T-S) Exercise 6. Ask students to complete the sentences based on what they heard as best they can. Then allow them to listen again to check their answers.

Answers

1 learn 2 signed 3 calling 4 intruded 5 meet
6 working/meet

PRODUCTION (10 minutes)

- 1** (S-T, T-S) Exercise 7. Read the *Active Vocabulary* box with students. Elicit formal, neutral and informal phrases in English. Then ask students to decide which register the phrases 1–6 are, marking them with F, N or I as appropriate. While use of L1 should be limited, you may want to elicit equivalent phrases in the students' first language to help them understand the differences in register and how they can be appropriate, or inappropriate, in different situations.

Answers

1 I 2 F 3 F 4 N 5 N 6 I

- 2** (S-S, S-T, T-S) Exercise 8. Ask students to consider how in recent years, many people have started either working entirely from home or working at home and in the office (hybrid working). Ask them to discuss what they would prefer and why. Ask them to also consider what they would want their employees to do if they owned a business.

Answers

Students' own answers

EXTRA

Do this activity at the end of the lesson. Put students in pairs and ask them to talk about how they maintain their own school-/work-life balance. They should try to use vocabulary from Exercises 4 and 6.

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 36–37 as homework and/or ask students to think of someone famous who they think of as successful. Ask them to write down why they think of them as successful. You could also assign students Vocabulary Quiz 10.

CONTINGENCY PLAN

If your students need more support: For Exercise 4, say each of the collocations in context so they can work out the meanings. If your students need an extra challenge: Ask students to choose four of the collocations from Exercise 4 and write sentences or a short paragraph showcasing their meaning. Then ask students to choose four of the idioms from Exercise 6 and write sentences connected to their personal lives which are true for them.

There is also downloadable photocopiable resource number 36 to use.

OVERVIEW

Objectives:

- Can identify specific information in a linguistically complex factual text. (GSE 67–75–B2)
- Can check and correct spelling, punctuation and grammar mistakes in long written texts. (GSE 72–B2+)

Resources

- SB: pages 48–49
- WB: page 36–37

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs and to choose two collocations from Lesson 1A and to come up with a sentence for each that describes that collocation. They then say the sentence to their partner who has to say which collocation is described. Illustrate the activity if needed, e.g. *I have been working very hard to achieve a pass in my accounting exam.* (strive for something)

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★★ Exercise 1. Direct students to focus on the pairs of words in bold in the exercise. Ensure that they understand they need to choose one to complete the sentences. Students work individually to complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers

1 balance **2** dividends **3** significance **4** unremitting
5 line **6** targets **7** Constant

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Go through the example with the class. Remind students that they have been given the first letter of each answer. Get students to work individually but allow them to compare answers with a partner before checking as a class.

Answers

2 strive **3** juggling, demands **4** strike, balance **5** grasping
6 maintain, balance **7** Constant connectivity **8** draw, line

- 3** (T-S, S-S, S-T) ★★ Exercise 3. Ensure that students know they need to match the two parts of the sentences. Students work individually and then check in pairs. Then check answers as a class.

Answers

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

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Go through the example sentence with the class. Ensure they are clear that they need to find one mistake in each sentence. Get students to work individually but allow them to compare answers with a partner before checking as a class.

Answers

2 give pay **3** strike intrude **4** throw learn **5** strive sign
6 pay work

- 5** (T-S, S-T) ★★ Exercise 5. Draw students' attention to the underlined sections of the sentences. Ensure that they know they need to match these to idioms with a similar meaning a–h. Get students to work individually before checking answers as a class.

Answers

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

PRODUCTION (10 minutes)

(T-S, S-T) ★★ Exercise 6. Students work individually to complete the sentences. Go through the example with the class. When students have finished, ask for volunteers to read their sentences and check answers with the class.

Answers

2 have your say **3** throw it all in **4** a one-off **5** upfront
6 meet his work demands **7** pop down
8 real taste for the job

WRAP-UP (10 minutes)

(T-S, S-T) Exercise 7. Ask students to write a paragraph about a part-time job they would like to try. This could also be completed for homework.

HOMEWORK

Ask students to choose three collocations and/or idioms from Exercises 4 and 5, and to write example sentences using their chosen expressions.

10 LESSON 2A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can talk about personal experiences in detail using linguistically complex language. (GSE 72-B2+)
- Can understand the details in a linguistically complex audio recording. (GSE 76-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)

Resources:

- SB: pages 50–51; Grammar Reference page 73; Word List page 68
- WB: pages 38–39
- Online resources: Photocopiable Resource 37
- Assessment: Grammar Quiz 10

WARM-UP (5 minutes)

(S-T, T-S) Exercise 1. Write *successful* on the board. Elicit from students what it means if someone is successful. Ask them to discuss in pairs people who they know who they think of as successful and why. Ask them to decide what qualities they have.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (S-T, S-S, T-S) Exercise 2. Ask students to read the text and underline any language that refers to her qualities. Then ask students if these qualities match the people they were discussing.

Suggested answers

Follows instinct, believes in her dream, creativity, tenacity

- 2 (S-T, T-S) Exercise 3. Ask students to study the table and match the underlined verbs in the text about Fadia to the structures. Refer students to the Grammar Reference on page 73 for more information.

Answers

verb + gerund: risk, stop, envisage, decide against, have difficulty, can't help, get used to, need

verb + infinitive with to: tend, fail, continue, manage

verb + object + infinitive with to: encourage, enable

verb + object + infinitive without to: let, make

- 3 (S-S, S-T, T-S) Exercise 4. Ask students to brainstorm challenges that a business entrepreneur might have to deal with. Note them down on the board. Then play the audio.

Suggested answers

lack of money, failing to maintain ideas or lost creativity, have self-doubt, be afraid of failing



Audioscript 10.3

Speaker Hi, everyone! Thanks for inviting me to talk about my story. It all started three years ago. I was lucky to have been given a reasonable amount of money by my parents to set up my own small film company after university. I spent years developing new special effects techniques which culminated in the production of a short film which we entered for a prestigious film award. Despite having been working on the film for ages, I hadn't expected to be rewarded in such a fashion. And not only did I win, but I was given a small fortune as prize money to help grow the business. It was wonderful to have been working on something I loved and for that project to exceed all expectations. But then the euphoria wore off. My big question was 'What next?' And I realised that although I was a success, I needed to maintain it, to top it, and that feeling was very scary. What if the next project flopped? What if I lost my creativity, what if I couldn't live up to people's expectations of me? I remembered having been told once about an author who'd said, 'You're only as good as your last book.' It stressed me out! Most successful people will admit to having experienced self-doubt at points in their career, but it's how you deal with it that's important. One temptation is to avoid taking risks so that you don't fail. But that's not how you reached this point. You got here because you were innovative in the first place. You need to allow yourself to fail in order to maintain success. Of course, everyone would prefer to be turning out success after success, but that is not realistic. Success needs to be put into perspective with failure as part of the process you learn from. Otherwise, you risk being remembered for one thing only: Who? Oh yes – I remember him getting an award once for an amazing film.' That's so not going to be me!

PRACTICE (15 minutes)

- 1 (S-T, T-S) Exercise 5. Ask students to see if they can complete the sentences after the first listening, then ask them to listen again to check their answers.

Answers

- 1 to have been given 2 having been working
3 to have been working 4 to maintain 5 having been told
6 to having experienced 7 taking 8 to be turning out
9 to be put 10 being remembered



Audioscript 10.4

- 1 I was lucky to have been given a reasonable amount of money by my parents.
2 Despite having been working on the film for ages, I hadn't expected to be rewarded.
3 It was wonderful to have been working on something I loved.

- 4 Although I was a success, I needed to maintain it.
- 5 I remembered having been told once about an author who'd said, 'You're only as good as your last book.'
- 6 Most successful people will admit to having experienced self-doubt at points in their career.
- 7 One temptation is to avoid taking risks so that you don't fail.
- 8 Everyone would prefer to be turning out success after success.
- 9 Success needs to be put into perspective.
- 10 Otherwise, you risk being remembered for one thing only.

- 2 (S-T, T-S) Exercise 6. Elicit the meaning of *gerund* and *infinitive* as well as *active* and *passive*. Ask students to answer the questions. Refer students to the Grammar Reference on page 73 for more information.

Answers

a gerunds: 2, 3, 5, 6, 7, 10 **infinitives:** 1, 4, 8, 9

b active: 2, 3, 4, 6, 7, 8 **passive:** 1, 5, 9, 10

c 1, 2, 3, 5, 6

PRODUCTION (10 minutes)

- 1 (S-S, S-T, T-S) Exercise 7. Remind students that some verbs can be followed by either a gerund or an infinitive, and that sometimes it makes no difference to the meaning but sometimes it does.

Write *Have you got any homework that you need to finish?* and *Have you got any homework that you need finishing?* on the board and underline the infinitive and gerund forms of *finish*.

Ask students if there are any differences in meaning (the first is asking if the listener needs to finish their homework, the second is asking if the listener wants the **speaker** to finish any homework for them). Then in pairs, ask them to do the same with the pairs of sentences in Exercise 7. Check answers as a class. If necessary, refer students to the Grammar Reference on page 73 again.

Answers

1 **a** present meaning

b happened in the past

2 **a** started speaking about a new topic

b continued speaking about a new topic

3 same meaning

4 **a** speaker states what he/she intends to do

b speaker makes a suggestion

- 2 (S-S, S-T, T-S) Exercise 8. Ask students to discuss the situations while paying attention to the underlying structures. You may want them to underline the structures in the situations so that they can reuse them when they're talking. You may want to model an answer for the class yourself, e.g., *I can't bear people talking loudly on their phones in public. I think it's really antisocial.*

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB pages 38–39 as homework and/or ask students to consider what the first job they wanted to do was when they were younger. Ask them to write down why that changed and what they would like to do now and why. You could also assign students Grammar Quiz 10.

CONTINGENCY PLAN

If your students need more support: For Exercise 7, give more examples for each to clarify the difference in meaning.

If your students need an extra challenge: Ask students to choose six of the verbs from the lesson and write sentences using an appropriate gerund or infinitive structure. Ask them to write a short paragraph of 50 words to describe something that they regret doing or they were ashamed of having done. Be sure to give them feedback on their work.

There is also downloadable photocopiable resource number 37 to use.

10 LESSON 2B GRAMMAR (WB)

OVERVIEW

Objectives:

- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can check and correct spelling, punctuation and grammar mistakes in long written texts. (GSE 72-B2+)

Resources:

- SB: pages 50-51
- WB: page 38-39

WARM-UP (5 minutes)

(T-S, S-T) Ask students to think about what kind of jobs or volunteer opportunities they would like to do in the future. Put students into small groups to discuss. Monitor as they discuss.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Ensure that students know they need to match the two parts of the sentences. Students work individually and then check in pairs. Then check answers as a class.

Answers

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

- 2 (T-S, S-S, S-T) ★ Exercise 2. Focus students' attention on the verbs in the box. Ensure they know that they need to write the correct form of the verb. Go through the example with the class. Get students to work individually but allow them to compare answers with a partner before checking as a class.

Answers

2 to make 3 to do/finishing/call 4 not asking/thinking
5 to be able/know/to lay off 6 to smoke

- 3 (S-S, S-T) ★ Exercise 3. Tell students to read the text and choose the correct verb form to complete the sentences. Make sure to tell them that in some cases, both options are possible. Students work individually and then compare answers in pairs. Then check answers as a class.

Answers

1 to save 2 to earn 3 selling 4 making 5 investing
6 starting 7 studying 8 to interrupt 9 to go / going
10 to take 11 to do 12 to give up 13 to work 14 to be
15 to do 16 to have 17 to follow

- 4 (T-S, S-S, S-T) ★★ Exercise 4. Go through the example with the class. Ensure they remember how to form the passive. Students can work in pairs before checking as a class.

Answers

2 to be offered 3 being cheated 4 to be reassured
5 being given 6 to be seen

- 5 (T-S, S-T) ★★★ Exercise 5. Go through the example with the class. Focus their attention on the word in bold. Students use the word in bold to make similar sentences. Get students to work individually before checking as a class.

Answers

2 appears to be 3 to have been chosen
4 finishing college, do you envisage working
5 won't avoid being recognised

PRODUCTION (10 minutes)

(T-S, S-T) ★★★ Exercise 6. Go through the example with the class. Students work individually to complete the text. When students have finished, ask for volunteers to read the text and check answers with the class.

Answers

2 working 3 being given 4 doing 5 working
6 becoming 7 being advised 8 to learn 9 to have chosen
10 saying 11 to have 12 worrying 13 reflecting
14 putting

WRAP-UP (10 minutes)

(T-S, S-T) Exercise 7. Students write a paragraph about what people have advised them to do for a future job or career. This can be completed for homework.

HOMEWORK

Ask students to choose four of the gerunds and infinitives from Exercise 1, and write example sentences using them correctly.

OVERVIEW

Objectives:

- Can understand summaries of data or research used to support an extended argument. (GSE 69-b2+)
- Can identify specific information in a linguistically complex factual text. (GSE 73-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)

Resources:

- SB: pages 52-53; Word List page 68

WARM-UP (5 minutes)

(S-T, S-S, T-S) Exercise 1. Ask students to discuss the questions in pairs, then open it up into a class discussion.

Answers

Students' own answers

PRESENTATION (10 minutes)



1 (S-T, T-S) Exercise 2. Ask students to skim read the article and see if they can identify any of their ideas from the previous exercise. You may want to set a time limit to do this to encourage them to skim read.

Answers

Students' own answers

2 (T-S, S-T) Exercise 3. Ask students to read the sentences and complete the gaps with no more than three words from the text, so that each sentence reflects what is said in the text and makes grammatical sense. Ask them to scan through the text and find the areas that the sentences relate to first, then complete the sentences.

Answers

1 future careers **2** storybooks **3** money
4 incredibly slim/remarkably low **5** interests and talents
6 valid career options

PRACTICE (15 minutes)

1 (S-T, T-S) Exercise 4. Elicit the meaning of the highlighted words in the article. Then ask students to complete the sentences by replacing the underlined sections with the correct form of the highlighted words.

Answers

1 coveted **2** a pipe dream **3** calling **4** envisage
5 is a lot of scope

2 (S-S, S-T, T-S) Exercise 5. Ask students to complete the gaps individually before discussing their answers in pairs.

Answers

1 to **2** at, to **3** back **4** to **5** of

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 6. Ask students to discuss the questions in small groups. Nominate a representative who will report back on the main ideas to the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about whether or not they would make a good leader. Ask them to write down 3-4 reasons why they would or would not.

CONTINGENCY PLAN

If your students need more support: For Exercise 5, dictate the sentences and ask them to complete them with the correct prepositions.

If your students need an extra challenge: Ask students to write five sentences using the collocations from Exercise 5 and/or ask students to imagine what a working day in their life might look like in 20 years from now. Ask them to write 100-150 describing the type of thing that they might do and where they might work including the challenges they have and the enjoyment they get from their work.

10 LESSON 4A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can comment in detail on the content of a linguistically complex radio programme or podcast in which people describe reactions or opinions. (GSE 84–C1)
- Can understand correspondence containing idiomatic or non-standard language. (GSE 76–B2+)
- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can contribute to group discussions even when speech is fast and colloquial. GSE – C1 (76–84)

Resources:

- SB: page 54; Word List page 68
- WB: page 40
- Online resources: Photocopiable Resource 38

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Elicit the vocabulary in the box with 'How do you act if you're committed, a problem solver?', etc. Invite students to suggest other qualities of a leader.

Answers

Suggested additional answers:

supportive, creative, passionate, inspirational, communicative, respectful, selfless, determined

PRESENTATION (10 minutes)

- 1 (T–S, S–T) Exercise 2. Ask students to look back at the adjectives in Exercise 1 and quickly review the examples/situations they discussed for the meanings. Ask students to listen to the interview and tick the qualities from Exercise 1 that they hear. Warn them that they might not hear the words themselves.

Answers

committed (dedicated), confident, empathetic, problem solver, self-aware



Audioscript 10.6

I = Interviewer L = Lewis

- I: This morning in our series about career paths I'm talking to Lewis Taylor, operations manager for a big hospitality chain. Lewis, hi – thanks for coming on *Jobs Today* to talk about your role and leadership in general. My first question has got to be: was this a position you'd always envisaged yourself doing?
- L: That's a hard one to answer. I guess I didn't set out specifically to do what I'm doing at the moment, but looking back, I think the signs were there from childhood, really, that I wasn't the type of person to take a back seat and let others make decisions for me. At school, I was the one who organised everyone else – whether it was thinking up a new playground game or getting my schoolmates to play it. I also never turned down a challenge or a dare, and learned all manner of bike tricks – my brother would've blown a fuse had he known I was using his bike! In fact, I think the sort of people who

make good leaders are usually those who like risk-taking. Anyway, as I was saying, I think I was a bit precocious as a child – and quite honestly, I'm not sure I would like me if I were at school again – always itching to have my say, always upfront about things that bothered me ... But some of those personality traits held me in good stead for doing my current job. However, I have to say I have mellowed a bit over the years, and I hope I'm a nicer colleague than I was a schoolmate!

- I: I think that goes for a lot of us! So, what can you tell us about how you reached the position you have now?
- L: Well, this position didn't just land in my lap. I had to work my socks off for it. And I think the way I see my role now has a lot to do with that. I started at the bottom in my industry – as a waiter in a restaurant – and I gradually worked my way up. My managers recognised certain skills I had and helped me develop. But having experienced every stage on my career path, I got to learn the ropes, so I know exactly what the work – in every sector and at every level – entails, and I've come to appreciate the challenges workers face. I'm in the position now where I know my industry extremely well and the people who work in it extremely well, and as operations manager I can communicate with the staff and interact with my counterparts, confident that I know what I'm talking about.
- I: So, just what makes a good leader in your view, Lewis?
- L: Most people think that a leader needs to be creative and see ways round problems, and be a good communicator, a good listener, a good organiser, etcetera, etcetera ... But for me, being a leader is all about how you deal with your team. The main thing is that you have to understand people's strengths and weaknesses and help them be their best. Then, you need to be able to delegate responsibility rather than thinking you always know best and doing everything yourself, imposing solutions – as a leader, you give direction, but in the end, if your team feel they're stuck in a rut and not going anywhere, it's likely that they're not going to be co-operative, and that's detrimental to goal achievement – a sign of a bad leader in my book.
- I: Is there any advice that you would give to potential leaders out there?
- L: Well, let me say, first off, that not everyone is cut out to be a leader. It's hard work and involves a lot of responsibility. Remember that often the buck stops with you. In other words, you have the ultimate responsibility, so you have to be prepared for that. However, if you think you've got the personality and the skills required, then go for it.

- 2 (T-S, S-T) Exercise 3. Ask students to read through the sentences. Elicit the meaning of key phrases, e.g., *senior management role*; *good communication skills*, etc. Then ask students to answer the questions based on what they remember from the first listening. Then play the recording again and ask them to check/complete their answers.

Answers

- 1 F He says 'I didn't set out specifically to do what I'm doing at the moment.'
- 2 T 'I also never turned down a challenge or a dare.'
- 3 F 'I'm not sure I would like me if I were at school again'
- 4 F '...this position didn't just land in my lap. I had to work my socks off for it.'
- 5 T '...having experienced every stage on my career path, I got to learn the ropes, so I know exactly what the work – in every sector and at every level – entails.'
- 6 T 'I can communicate with the staff and interact with my counterparts, confident that I know what I'm talking about.'
- 7 F 'Most people think that a leader needs to be creative and see ways round problems, and be a good communicator, a good listener, a good organiser, etcetera, etcetera.'
- 8 T '...you need to be able to delegate responsibility, rather than thinking you always know best and doing everything yourself, imposing solutions.'

PRACTICE (15 minutes)

(S-S, T-S, S-T) Exercise 4. Ask students to complete the gaps with the words to the best of their ability. Then allow them to listen to the extracts to check the answers. Elicit the meaning of each of the idioms.

Answers

- 1 seat 2 stead 3 lap 4 cut 5 buck 6 fuse 7 way
8 rut 9 book



Audioscript 10.7

- 1 I wasn't the type of person to take a back seat and let others make decisions for me.
- 2 Some of those personality traits held me in good stead for doing my current job.
- 3 This position didn't just land in my lap – I had to work my socks off for it.
- 4 Let me say, first off, that not everyone is cut out to be a leader.
- 5 The buck stops with you. In other words, you have the ultimate responsibility.
- 6 My brother would have blown a fuse had he known!
- 7 I started at the bottom and gradually worked my way up.
- 8 If your team feel they're stuck in a rut and not going anywhere, it's likely that they're not going to be co-operative.
- 9 That's detrimental to goal achievement – a sign of a bad leader, in my book.

PRODUCTION (10 minutes)

- 1 (S-S, T-S, S-T) Exercise 5. Ask students to rewrite the questions in pairs using the idioms from the previous exercise. Check answers with them. Then ask them to discuss the questions. Circulate and help as needed.

Answers

- 1 blow a fuse 2 land in your lap 3 hold you in good stead 4 cut out for 5 work your way up

- 2 (S-S, T-S, S-T) Exercise 6. Ask students to discuss the question. Invite them to share their ideas when everyone has finished.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Give students WB page 40 as homework and/or ask students to think about whether they are the type of person to say exactly what they think or if they are more likely to be careful with how they express their ideas. Ask them to think about other people in their family in the same way and what it would be like if they were the opposite (direct rather than tactful or vice versa).

CONTINGENCY PLAN

If your students need more support: For Exercise 3, pause the audio after each key piece of information to help them answer.

If your students need an extra challenge: Ask students to choose six of the idioms from Exercise 4 and write a sentence for each which showcases their meaning. You could also ask them to write a description of a Jordanian leader that they know of. What qualities do they have that make them good at their role? Alternatively, they could choose an imaginary ideal leader. What qualities would they have? How would they behave with the people they are leading? Ask them to write 100–150 words.

10 LESSON 4B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)

Resources:

- SB: page 54
- WB: page 40

WARM-UP (5 minutes)

(T-S, S-S) Ask students to discuss the positives and negatives of working from home. Monitor as students discuss. Elicit some answers from the class.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read through the points. Play the audio and students work individually to tick the points that are not mentioned. They then compare answers in pairs. Check answers as a class.

Answers

Points 2, 4 and 8 are not mentioned



Audioscript 10.8

P = Presenter R = Rob

- P: Welcome to our weekly podcast, *Business Matters*. Today we have Rob Green with us, whose series of documentaries *So, you want to work from home?* is about to be aired on TV. Rob, hello. Tell us first of all why you decided to make this series of documentaries.
- R: Hello, and thanks for having me. Well, obviously, it depends on your line of work, but generally, because of constant connectivity, employees are being asked ever more frequently to work from home – and in many cases, people are keen to do so. It sounds good on the surface. However, the idea of ‘working from home’ may not be as straightforward and attractive as people seem to imagine. So, we decided to make this series to show what the reality of working from home is actually like with all its pros and cons and to give advice, so that people who have set their minds on this are not completely in the dark about what it involves.
- P: This all sounds very interesting, Rob. Personally, I can’t imagine not coming into work. What are the benefits?
- R: There are considerable benefits of remote working. First and foremost is that there’s no longer the need to commute. Commuting takes time, costs money, causes pollution and can be stressful. At home, you only need to travel from one room to another! So, your working hours are much more under your control. You have flexibility. Not only can you get up later – meaning your brain is brighter and less tired – but you can also put in hours when it suits you. In my book, some people work better in the evening, so sitting down to work later in the day would suit them better – in some cases, even burning the midnight oil! In addition to this, it has been proven that remote working improves efficiency. Reliable online platforms allow meetings of larger groups of people than might otherwise be possible, and more frequently than

might be practical for physical meetings. People make better use of their work time, with fewer distractions from colleagues, contacting others only when really necessary, and all in all being more productive.

- P: Ah, I see your point. But there must be downsides, too. What about home distractions?
- R: You’re right. It’s not all plain sailing. There are negatives. From a work angle – online meetings come with their problems. Technology can fail and in a large meeting there has to be a different etiquette; people need to be more self-disciplined and not talk across each other. They need to listen more carefully and so on, too. Also, on screen you cannot rely on body language to help send a message. On the other hand, people who normally take a back seat can get more of a fair share of the interaction. But with respect to your point about distraction – it can be problematic. If you have pre-schoolers at home, it’s going to be noisy! One of our contributors in the series had a cat that used to sit on her keyboard! You need your own workspace that you can close off to family members and pets. The key is organisation and self-discipline. And you need to organise your time – plan what you’re going to be doing and when. And stick to it. Self-discipline means that you have your own working times, and you adhere to them.
- P: A fair point, Rob. So, if there is going to be an inevitable shift to working from home, are there any other tips your documentaries offer?
- R: You’ll have to watch to find out! But seriously – it’s vital to get your IT up-to-date and reliable as that’s what you’ll be dependent on. And something we don’t always think about – health and safety at home! Get a proper office chair, make sure the screen is the right height, and things like that. Also, if you are going to be engaging in online video conferences – make an effort to look professional.
- P: Now that is a great tip to finish on! Thanks, Rob. And next week, we’re going to be talking about ...

- 2 (T-S, S-S, S-T) Exercise 2. Get students to go through the sentences before listening again. Have students work individually but allow them to compare answers with a partner before checking as a class.

Answers

1 b 2 b 3 a 4 b

- 3 (S-T) Exercise 3. Direct students to read the *Active Pronunciation*. Then ask them to read through the text. Then ask them to mark where they think pauses should be in the extract. Students work individually before listening to check.

Answers

From a work angle – online meetings come with their problems. Technology can fail // and in a large meeting there has to be a different etiquette; people need to be more self-disciplined and not talk across each other. They need to listen more carefully and so on, too. Also, on screen you can't rely on body language to help send a message. On the other hand, people who normally take a back seat can get more of a fair share of the interaction!

But // with respect to your point about distraction – it can be problematic. If you have // pre-schoolers at home, it's going to be noisy! One of our contributors in the series had a cat that used to sit on her keyboard! // You need your own workspace that you can close off to family members and pets. The key // is organisation and self-discipline.



Audioscript 10.9

From a work angle – online meetings come with their problems. Technology can fail and in a large meeting there has to be a different etiquette; people need to be more self-disciplined and not talk across each other. They need to listen more carefully and so on, too. Also, on screen you can't rely on body language to help send a message. On the other hand, people who normally take a back seat can get more of a fair share of the interaction!

But with respect to your point about distraction – it can be problematic. If you have pre-schoolers at home, it's going to be noisy! One of our contributors in the series had a cat that used to sit on her keyboard! You need your own workspace that you can close off to family members and pets! The key is organisation and self-discipline.

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 4. Go through the example with the class. Ensure students understand that they need to mark where they think the pauses will be. Remind them to use the *Active Pronunciation* and the previous exercise for help. When students have finished, ask for volunteers to read their answer and check answers with the class.

Answers

- 2 What I want to say // is that I would be only too happy to work from home.
- 3 It's an interesting point. // And then there are all those people who literally cannot work from home.
- 4 To start with, // students need to be given a variety of experiences while they are still studying.
- 5 It's crazy the time we waste. // Think about travelling to the station, // waiting on the platform, // sitting on the train ...// And then there's the journey// – maybe only short, but still taking time – // from the station to your workplace.



Audioscript 10.10

- 1 Quite honestly, I have absolutely no idea.
- 2 What I want to say is that I would be only too happy to work from home.
- 3 It's an interesting point. And then there are all those people who literally cannot work from home.
- 4 To start with, students need to be given a variety of experiences while they are still studying.
- 5 It's crazy the time we waste. Think about travelling to the station, waiting on the platform, sitting on the train ... And then there's the journey – maybe only short, but still taking time – from the station to your workplace.

WRAP-UP (10 minutes)

(T-S, S-T) Get students to write a paragraph about how they would feel about working from home. Remind them they can use ideas from the lesson. Put students into small groups to read their paragraphs and practise pausing during their sentences. Ask them to write notes about their partner's paragraph.

HOMEWORK

Ask students to write a paragraph about their partner's thoughts on working from home, using the notes they made during the Wrap-Up.

10 LESSON 5A SPEAKING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can understand correspondence containing idiomatic or non-standard language. (GSE 76-B2+)
- Can understand the details in a linguistically complex audio recording. (GSE 82-C1)
- Can identify specific information in a linguistically complex factual text. (GSE 82-C1)
- Can evaluate information in an academic text using specific criteria. (GSE 70-B2+)
- Can contribute to group discussions even when speech is fast and colloquial. (GSE 76-C1)
- Can tell a detailed anecdote using linguistically complex language. (GSE 81-C1)

Resources:

- SB: page 55; Communication pages 75 and 76; Word List page 68.

WARM-UP (5 minutes)

(S-T, T-S) Ask students if people can be too honest, and to give their reasons.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (S-T, T-S) Exercise 1. Ask students to consider a situation where they have produced some art or written something creative that they have spent a lot of time on. Then they ask for someone's opinion on it. Ask them if they'd want a very honest opinion from someone who didn't care about their feelings or someone who was more tactful. Then ask them to read the short texts and decide which of the comments they agree with and why.

Answers

Students' own answers

- 2 (S-S, S-T, T-S) Exercise 2. Ask students to infer the meaning of the phrases from the text and match them to meanings 1-3.

Answers

- 1 speaks his mind, doesn't mince his words, not beat around the bush, you know where you stand with him, being brutally honest
- 2 put people's backs up
- 3 tone down your language

PRACTICE (15 minutes)

- 1 (S-S, S-T, T-S) Exercise 3. Elicit the meaning of the vocabulary in the box and the highlighted words. Then ask students to work in pairs to rewrite the sentences in a gentler tone.

Suggested answers

- 2 I think he's just vocal and a bit opinionated.
- 3 I think he's quite trusting and can be easily persuaded to do something.
- 4 I find him straightforward and sincere.
- 5 I think he's just resolute, and a bit assertive and vocal.
- 6 I think he's just a bit shy, oversensitive and insecure.

- 2 (S-T, T-S) Exercise 4. Ask students to read the box and see if they can fill any of the gaps ahead of the listening. Then ask them to listen and check or write their answers.

Answers

- 1 case
- 2 inclined
- 3 putting
- 4 exaggeration
- 5 particularly
- 6 harsh
- 7 challenging
- 8 admit



Audioscript 10.11

S = Sami O = Omar

- S: Argh, I don't believe it! My bosses still won't confirm whether I can keep on this part-time job next term. They're being ridiculous!
- O: I wouldn't say that. I think it's more a case of them taking time to evaluate your work.
- S: Maybe ... As long as they come good in the end. But these forms they want us to fill in each week are impossible!
- O: I've seen them ... I'd be more inclined to say that it's a challenge – and we rise to challenges, don't we?
- S: That's one way of putting it. I'd say they're asking for the moon. I just don't have the time to complete them. And the new student they've just taken on – I really don't think he's right for the job.
- O: Surely, that's an exaggeration. He's just getting up to speed. It's always hard coming into an established team, don't you think?
- S: Hmm ... Well, I'm just going to ignore the request to fill in these forms. I've got enough to keep me busy.
- O: I don't think that's particularly helpful. It might be better to point out that you need more time, and then they may be willing to rethink it.
- S: You're always so amenable, Omar. Anything for a quiet life! You need to speak your mind or you'll never get on in life!
- O: Hey – that's a bit harsh, don't you think? You're so cynical ... How did that happen? Anyway, I just don't think being confrontational is a great idea. You've got to work together – and it's better to be polite and get on, isn't it?
- S: But we part-timers end up doing all the work.
- O: Oh, come on. Yes, it might be a little challenging at times, but generally speaking, it could be worse.
- S: And another thing: the system for sending orders through to the restaurant kitchen really, really needs to be improved.
- O: Yes, you mentioned that before. I admit it seems rather complex, but it's better than the last system they had.
- S: Mmm, I suppose so ...

PRODUCTION (10 minutes)

- 1 (S-S, S-T, T-S) Exercise 5. Ask students to work in pairs to rewrite the sentences to make them less confrontational. When they have finished, divide students into A and B and ask A students to turn to page 75, with B students looking at page 76. Ask students to take a moment to read through their roleplay and prepare what they would like to say. Then have their conversations. While they're talking, circulate and note down any good use of language to be highlighted afterwards when they finish. You may also want to note down errors which you can write on the board (without naming the student who made it) and ask the class to suggest corrections.

Answers

Students' own answers

- 2 (S-S, S-T, T-S) Exercise 6. Ask students to list situations where honesty and diplomacy would be better. Invite students to offer suggestions and note them down on the board.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to consider the work they would like to do when they leave school and what they might have to do to learn about that particular job. Ask them to write a couple of sentences describing what they think they will do.

CONTINGENCY PLAN

If your students need more support: For Exercise 3, suggest the adjectives from the box that students can use for each one.

If your students need an extra challenge: Ask them to choose four of the adjectives from Exercise 3 and use them to describe someone they know and say why. For example: *My friend is very sincere because he always says what he thinks, but sometimes he is controlling because he tries to make me do what he wants to do even when I have said I'm not interested.*

10 LESSON 6A WRITING (SB)

OVERVIEW

Objective:

- Can understand the details in a linguistically complex audio recording. (GSE 82–C1)
- Can evaluate information in an academic text using specific criteria. (GSE 70–B2+)
- Can take full notes on points made during meetings on a wide range of work-related topics. (GSE 76–C1)
- Can write a structured report analysing advantages and disadvantages of a situation and recommending action. (GSE 70–B2+)

Resources:

- SB: pages 56–57; Word List page 68
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(S–T, T–S) Exercise 1. Ask students to consider what types of jobs they could do in the various industries mentioned if they wanted to learn about the industry. Ask them to consider what the job titles of the lowest ranking jobs in those organisations might be and what the responsibilities are.

Answers

Students' own answers

PRESENTATION (10 minutes)

(S–T, T–S) Exercise 2. Ask students to read the questions, underlining key words before listening to the conversation. Ask them to make notes on the answers.

Answers

- 1 teaching assistant in a primary school
- 2 being in her old primary school in a different role
- 3 help both students and teachers, preparing the classroom – setting out the tables, making sure there were enough books and pencils, clearing up after class, support students during class
- 4 It gave her real insight into how children learn and what the job of a teacher involves.
- 5 She'd like to have more responsibility; less physical work; observe another level rather than just stay with the same class all the time.



Audioscript 10.12

S1 = Speaker 1 S2 = Speaker 2

S1: Hi! So, the work placements are all finished now!

S2: Hi – yes, all done!

S1: How did yours go? You were at a primary school, weren't you?

S2: Yes – it was quite weird. I chose to do my work experience as a teaching assistant, because I really want to go into teaching. And guess where they put me? In my old primary school! It was strange to be back and seeing the whole thing from a teacher's perspective and not as a little kid!

S1: I can imagine! What did you have to do?

S2: Well, assistants are there to support both the students and the teachers. I did a lot of preparation to help out the teacher – like getting the tables set up before classes and making sure there were enough books and pencils and things like that. And I cleared up after classes too. During the lessons, I moved around the groups and helped out the children by answering questions or encouraging them with their work. It was fun!

S1: So, it didn't put you off becoming a teacher?

S2: Quite the opposite! I loved seeing how the children reacted and how enthusiastic they all were to learn! Also, I learned a lot from watching the teacher, how he planned activities and dealt with the children. Quite honestly though, I'd like to have been given a bit more responsibility, you know? Like taking aside kids who were struggling a little and listening to them read, or giving them extra help. But there were a lot of physical activities for me instead – like all the tidying and putting chairs on desks at the end of the day, cleaning out paint pots and so on. It would have also been great to sit in on another level – I stayed with the same class all the time. Not that I'm complaining, really. I did enjoy it and it gave me a real insight into how kids learn and what the job of the teacher really involves. But maybe for next year's work experience there could be a couple of changes. So, how about you? Where was it you did yours ...

PRACTICE (15 minutes)

- 1 (S–T, T–S) Exercise 3. Ask students to read the report and note the positive and negative elements of it.

Answers

Positive: the kids were great, the teacher was amazing, the experience was beneficial, it was a break from college, it was fun.

Negative: Nothing except, perhaps, that it was a lot of work.

- 2 (S–S, S–T, T–S) Exercise 4. Ask students to read the *Writing* box and go back to the work they did in the previous exercise and tick all the points that the report does not include. Ask them to note the phrases at the bottom of the box as an example of ways to begin and end a report.

Answers

The writer has not done the following:

- clearly state the topic of the report in an introduction
- outline what will be included in the report.
- use formal and objective language throughout.
- give headings to the individual sections.
- describe events succinctly.
- make clear recommendations with justification and anticipated outcomes.
- link the conclusion to the rest of the report.

- 3 (S–S, S–T, T–S) Exercise 5. Ask students to evaluate the report on page 57 against the points in the *Writing* box.

Answers

The report fulfils all requirements.

- 4 (S–S, S–T, T–S) Exercise 6. Ask students to discuss working in another country in terms of what the pros and cons might be as well as the different aspects in the box. Then ask them to read the *Writing* task.

Answers

Students' own answers

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 7. Ask students to use the notes to plan, write and edit their own report adding in their own details as needed. Be sure to give them feedback on their work.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a brief text to answer the question 'Are you a leader of a follower?' They should say why.

CONTINGENCY PLAN

If your students need more support: Help students to make a plan for the writing task in Exercise 7.

If your students need an extra challenge: For Exercise 5, ask them to identify where the report fulfills the elements from the *Writing* box.

OVERVIEW

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

Objective:

- All language-related objectives from Unit 10.

Resources:

- SB: Word list page 68; Grammar Reference page 73
- WB: pages 42–43; Self-Assessment 10: page 41
- Assessment: Unit 10 Language Test (Vocabulary, Grammar, Use of English); Cumulative review Test (Units 6–10)

VOCABULARY AND GRAMMAR

Exercise 1

Answers

1 strike 2 sparked 3 cut 4 grasp 5 hold/set 6 set

Exercise 2

Answers

1 upfront 2 pipe 3 unrealistic 4 cards 5 dividends
6 throw

Exercise 3

Answers

1 getting 2 to pass 3 you arriving 4 me turning up
5 losing 6 me staying on

USE OF ENGLISH

Exercise 4

Answers

1 to inform you that you have
2 expect to finish
3 get/put people's backs up and
4 worked his way up in the

LISTENING

Exercise 5

Answers

Task 1: 1h 2a 3g 4c 5d
Task 2: 1g 2d 3h 4b 5c



Audioscript 10.13

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5

Narrator: 1

S1: I was excited when I was offered an interview for a part-time job as a waiter. I've had similar summer jobs and I've always enjoyed them. I assumed the interview process would be a foregone conclusion as they were crying out for employees who could make an immediate start. I imagined there would be a short chat

and maybe some questions to find out how I'd cope in an unexpected emergency. In the end, it lasted a little longer, but it was no more difficult than I'd imagined. However, some of the questions were more appropriate for a managerial post. Perhaps when I turn up on Monday morning, I'll find out that I'm in charge.

Narrator: 2

S2: There was a story in the newspapers recently about labour shortages in the summer fruit picking market. The jobs were on the other side of the country, so the application process took place online. I filled in a fairly simple form and was then instructed to film myself answering a few predictable questions and send this to them. I must have passed that stage as I received an email a few days later with more forms to fill in. When I got to the third page, only to be asked for a 1,000-word essay about my motivation for applying, I decided I had better things to do with my time. I gave up and sought out something else.

Narrator: 3

S3: I understand the need for a rigorous interviewing process, so when I was asked to attend an all-day interview, I wasn't particularly taken aback. We started with individual, informal chats, then a whole series of team-building tasks. There was a very good atmosphere amongst all the candidates, as if we all wanted each other to succeed. Following lunch, there was a more nerve-wracking interview with a panel of stern faces behind a desk. It was all extremely thorough and well prepared and made me want to work for the company even more. I'll find out what else they've got up their sleeves, as I've now been invited to a second stage along with a handful of other applicants.

Narrator: 4

S4: I'm in my fifties, so it's been a while since I had to apply for a job. In my day, you just took in your CV, which the interviewer gave a cursory glance to and then had a 30-minute chat. So, it was a bit disconcerting to be given a grilling by someone younger than my own children, followed by a whole range of tasks and problem-solving activities. It was hard to keep a straight face at the absurdity of it all, but I managed. Now, I'm doing my best to introduce some good, old-fashioned work ethics, but my ideas so far have fallen on deaf ears. Still, Rome wasn't built in a day, as they say, so I'm not giving up!

Narrator: 5

S5: A lot of attention is given to ensuring that psychologically proven questions and tasks designed to find the ideal candidate are incorporated into the interview process. Unfortunately, it seems to me that few companies take as much care over training their staff to actually carry out and assess the performance of candidates. So much comes down to first impression bias. I was nervous during my recent interview and I was quite

hesitant at first. I became more confident when we got on to work-related matters but it's been proven that the first few minutes or even seconds of an interview can cloud the interviewer's judgement later on. That's what happened to me. It's quite ridiculous that conscientious, diligent, highly adept but introverted candidates are rejected for being a little bit shy.

WRITING

Exercise 6

Answers

Students' own answers

SPEAKING

Exercise 7

Answers

Students' own answers

Exercise 8

Answers

Students' own answers

OVERVIEW

Objective:

- To develop the practical skills necessary to succeed in the twenty-first century and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: pages 58-59

WARM-UP (5 minutes)

(S-S, S-T, T-S) Exercise 1. Ask students to brainstorm characteristics in pairs. When they have finished, elicit ideas as a class and write them on the board, in two columns, under the headings of leader and follower. Ask students to suggest which characteristics they embody and why.

Answers

Students' own answers

PRESENTATION (15 minutes)

(S-S, S-T, T-S) Exercise 2. Ask students to read the blog posts individually and make notes on the answers to the questions. When they have finished, ask them to compare notes in pairs. Discuss the answers as a class.

Answers

1 and 3 apply to Lily and 3 applies to Dylan.

PRACTICE (10 minutes)

1 (S-S, S-T, T-S) Exercise 3. Ask students to read the statements and underline key words. Then play the audio and ask them to listen and do the task. Check answers as a class.

Answers

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



Audioscript 10.14

P = Presenter M = Mariam

P: Hello and welcome to the *Education Today* podcast. We're going to be talking to Mariam Alhakeem, an educational consultant, about the importance of leadership skills in education these days. Mariam, it seems that increasingly, we are seeing a move towards teaching students not just about Maths or Science or whatever, but teaching them skills they may need in life and in their careers.

M: Yes, very much so. Employers don't just want employees with good grades, they want them to be able to work independently, take the initiative and be able to make good decisions, and so on. And leadership skills are very much part of this.

P: But why are leadership skills so important? Surely, students won't really need these until they've worked their way up and become managers later on in their career? And some people aren't really cut out to be leaders anyway, are they?

M: Well, certainly, some people are more naturally confident leaders, but in my book, everyone can be a good leader – they just might do it in different ways. It's perfectly possible to be an excellent leader and still be quite shy or introverted. Those kinds of leaders lead from behind, and really get the best out of their teams. Rather than being vocal or opinionated, they're approachable and encouraging. And, these days, most companies have a much flatter structure, rather than a very rigid hierarchy. There's a lot more working in teams, and teams need leaders. So, I'd say that these are the skills which employers are looking for right from the off.

P: Interesting ... Yes, I can see what you mean. So, how can students go about developing their leadership skills?

M: Well, probably the first thing is for them to be able to envisage themselves in that role. Reluctant leaders often turn out to be some of the best leaders because they don't put people's backs up by being bossy or always wanting to do things their way. However, they do need to stop making excuses and shying away from responsibility. They need to be willing to step up. What often helps with this is if they can become more aware of different styles of leadership. For example, some leaders are more visionary, and inspire others to follow them, whereas others have a more democratic style. Some people may have a very fixed idea in their head of what a leader is like, and feel that this just isn't them. So, I'd suggest learning about some successful leaders of all types and choosing some that resonate with their style or feel they could follow in their footsteps to a degree. Obviously, they may not be destined to become famous themselves, but we can learn a lot from these kinds of role models.

P: Yes, absolutely. And what about role models a little closer to home?

M: You mean like people they know – teachers and peers? Yes, definitely, it's worth observing the people around them who are successful leaders, and thinking about how and why they are able to influence others positively. Being a good follower can also be part of learning to be a great leader.

2 (S-S, S-T, T-S) Exercise 4. Go through the *Life Skills* box as a class. Then ask students to complete the advice individually, then check in pairs. Check answers as a class.

Answers

1 calling 2 envisage 3 attributes 4 win 5 styles
6 step 7 shy

3 (S-S, S-T, T-S) Exercise 5. Ask students to discuss a well-known leader in pairs. When they have finished, ask students to give examples of what makes their chosen person an effective leader.

Answers

Students' own answers

PRODUCTION (10 minutes)

(S-S, S-T, T-S) Exercise 6. Ask students to plan the presentation using their discussion from Exercise 5. Allow them to do online research if needed to help answer the questions and prepare their presentation. You may want students to complete the presentation for homework and present the finished product in the following lesson.

Answers

Students' own answers

EXTRA

After students complete the *Life Skills* project, ask them to think about leadership qualities for different leadership roles, e.g. the leader of a country, a company CEO, a school head teacher. Do they require the same qualities? Which leaders do students think have the most difficult or most important roles? Do they think people are born leaders or are made leaders by the circumstances they encounter in life? Give them a few minutes to think about their views and make notes, then get them to discuss in pairs or small groups. If there is time, invite a few students to share their ideas with the class.

WRAP-UP (5 minutes)

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

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT: Humour around the world	Theme 2: Culture Theme 7: National identity and word affinities	Listening: evaluating main ideas and supporting details Speaking: speaking fluently and accurately using a variety of structures and without lapses and hesitations Reading: following the SQRRR (SQ3R) reading strategy	Listening: respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding Speaking: debating regularly in a deliberative discussion Reading: follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; engage in a discussion that indicates appropriate processing of information

OVERVIEW

Objective:

- To develop students' awareness of other cultures and sensitivity to intercultural differences

Resources:

- SB: pages 60–61

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students *What makes you laugh?* Write some topics on the board to help them, e.g. when watching films, in daily situations, during conversations with friends, etc. Put students into groups of three and ask them to discuss as many ideas as they can in three minutes. Then elicit students' answers and write them on the board.

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Read the questions with the class and check understanding. Put students into pairs to discuss them. Then get feedback from the class, but do not mention the article yet. Next, ask students to read the article on their own and compare their answers with the information in it. Invite some students to share the information in the text and check as a class.

Answers

Students' own answers

WHILE READING (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Read the words in the box and check students' understanding. Then ask them to read the examples and match them with the types of humour. Model by doing the first one as a class. Put students into pairs to compare and discuss their answers. Then check as a class.

Answers

- deadpan/sarcasm
- understatement
- irony
- word play
- sarcasm/irony

- (T-S, S-S, S-T) Exercise 3. Read the questions with students and check understanding. Ask students to read the article again to answer the questions. Then allow them to check in pairs. Allow two or three minutes. Ask volunteers to give you the correct answers. You could ask different students to answer the same question to check if there are any inconsistencies. As an extension, have a whole-class discussion about the question *How well do you think the writer succeeds in showing their purpose? Why?* Elicit students' contributions.

Possible answers

- Because the humour is delivered a dry way and in a serious tone of voice so it can take a while to work out that it is a joke.
- Saying 'It's rather warm' when it is actually boiling hot, and 'I've had some success' when you've actually been very successful but you are a bit too embarrassed to talk about it.
- Because British people value humility.
- our culture
- It depends on our culture and whether they are socially acceptable or not.
- To explain the differences between humour throughout different cultures and what influences this, and also to point out that there is no 'right or wrong' humour

TIP

Draw students' attention to the *Glossary* box. Ask students to write sentences with the words in context.

CULTURE SPOT

POST-READING (10 minutes)

- 1** (T-S, S-T) Exercise 4. Refer students to the words in the box. Read them and check understanding. Ask students to work individually to complete the collocations. Check answers as a class. If necessary, ask students to come up with new examples using the collocations.

Answers

1 grab **2** world **3** punchline **4** straight **5** howls

- 2** (T-S, S-T) Exercise 5. Read the rubric with the class. Go through the words in the box with the class. Then ask students to read and complete the sentences. Check answers with the class. As a follow-up exercise, ask *What usually puts a smile on your face? When do you need to lighten up?*

Answers

1 mood **2** put **3** brought **4** lighten

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into pairs. Read the questions and check understanding. Then ask students to discuss them. Monitor their discussions. Then check as a class and invite some students to share their answers.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say what they have learnt from the lesson and what they are most likely to remember in the future.

HOMEWORK

Ask students to write a short article about humour in their country, comparing it to the countries mentioned in the article they read.

CONTINGENCY PLAN

If your students need more support: For Exercise 2, give them more examples of the types of humour to illustrate each one. If your students need an extra challenge: After students have done Exercise 6, get students to write a paragraph talking about each of the questions using the information they discussed. Then put students into groups and encourage them to take turns to read the paragraphs they wrote. Ask some students to tell the class something interesting their classmates wrote in their paragraphs.

LITERATURE SPOT

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT: <i>Great Expectations</i>	Theme 1: Society Theme 2: Culture	Listening: evaluating main ideas and supporting details Speaking: speaking fluently and accurately using a variety of structures and without lapses and hesitations; generating effective critical thinking into primary issues in a given topic in a debate Reading: following the SQRRR (SQ3R) reading strategy; distinguishing between literal and implied meaning; reading independently and proficiently and comprehending literary texts representing a variety of genres, cultures, and perspectives and exhibiting level-appropriate; reading for joy Writing: writing narrative, descriptive and persuasive essays on various topics	Listening: respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding Speaking: debating regularly in a deliberative discussion Reading: follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; engage in a discussion that indicates appropriate processing of information; identify the author's purpose and tone; close read a literary text Writing: write narrative, descriptive, argumentative, and persuasive essays on various topics

OVERVIEW

Objectives:

- To familiarise students with well-known literary works, develop students' reading skills and expand their vocabulary.

Resources:

- SB: pages 62–63

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students about the last book they read. Ask *Do you like reading classic books? Have you ever read any books by Charles Dickens?* Have students share answers with the class.

PRE-READING (5 minutes)

- (T-S, S-T) Exercise 1. Read the question and elicit students' answers. After discussing what they know, ask them to read the *Fact Box* on page 62 and find out more about Charles Dickens. Invite some students to share what they have learnt with the class.

Answers

Students' own answers

- (T-S, S-T) Exercise 2. Look at the rubric and read the questions with the class. Check understanding. Then play the recording and allow time for students to make notes on their answers. Elicit answers from the class.

Answers

- Because it's on the reading list for his Literature course.
- He didn't finish the film because although he finds the characters interesting, their lives are really tough.
- personal development, dreams, life goals, generosity, kindness, justice and the process of growing up
- So he doesn't spoil it for him.



Audioscript LS2.1

J = James H = Harvey

J: Hi, I've just got my reading list for our Literature course. There are some great titles here, and one extremely famous one that I actually don't know much about: *Great Expectations*, by Charles Dickens. I started watching a film based on one of his novels once, but to be honest, I didn't finish it. The characters were really interesting, but their lives were so tough.

H: Well, it's true, some of his characters do have difficult lives, but it's not all hardship. Dickens is actually very witty, and *Great Expectations* is amazing – I'm sure you'll enjoy it.

J: So, what's it about? I suppose there's a character with big plans for their life, and based on what I saw in that film, things don't go to plan.

H: Well, I'd say personal development along with dreams and life goals is a major theme that Dickens deals with. But he also explores generosity, kindness, justice and the process of growing up.

J: That sounds pretty deep and intellectual. Am I really going to enjoy this?

LITERATURE SPOT

H: You will, I promise! There are quite a few intellectual questions discussed throughout the novel, and I think there's one really interesting central question, which is universal and gives rise to lots of discussions.

J: Which is?

H: I'm not going to tell you, I don't want to spoil it for you! Read it and you'll find out!

J: OK, thanks! I'll let you know when I've found the central question!

WHILE READING (10 minutes)

- 1** (T-S, S-T) Exercise 3. Refer students to the picture and ask them to briefly describe what it shows. Then read the question and allow time for students to read the extract. Tell them to make notes on the answers. Check as a class, asking students to say what clues helped them identify the characters.

Answers

Miss Havisham and Pip

- 2** (T-S, S-S, S-T) Exercise 4. Go through the sentences with the class and check understanding. Ask students to read the extract again and decide if the sentences are true or false. Have students work individually, then peer-check. Allow three or four minutes. Ask volunteers to give you the correct answers. You could ask students to correct any false statements and say where in the text they found the answer to the true statements.

Answers

1 T **2** F (He thinks she is conceited and rude.) **3** T **4** T
5 T **6** F (He could not forget what happened.)

TIP

Draw students' attention to the *Glossary* box. Ask students to select three new words they learnt and make sentences with the words in context.

POST-READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Refer students to the highlighted words in the text. Read them aloud. Then read the sentences and check understanding. Ask students to replace the underlined parts on their own and then peer-check. Then elicit answers from the class. You may ask students to come up with new sentences with the words they found most challenging.

Answers

1 unkempt **2** perished **3** humble **4** eccentric **5** dismal
6 scornfully **7** crumbling

- 2** (T-S, S-S, S-T) Exercise 6. Put students into new pairs. Ask them to discuss the questions, referring to the extract as necessary. Point out that the meaning of these sentences is implied rather than given directly. Ask the pairs to share their ideas with the rest of the class.

Suggested answers

- 1 That she was stronger and more powerful than him, and he had no choice/way to get away.
- 2 That time seemed to have stopped.
- 3 His eyes suddenly filled with tears/he felt sad all of a sudden.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Go through the questions with the class and check understanding. Put students into new pairs. Ask them to discuss the questions. Allow three or four minutes. Then put pairs into groups to share their ideas. Invite some ss to share their answers with the class.

Answers

Students' own answers
(In the novel, we later learn that Miss Havisham is in her wedding clothes which she has worn since she was deserted on her wedding day. She wants Pip to play with Estella so that Estella can punish Pip in revenge for how she was treated on her wedding day.)

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say what they've learnt from the lesson and what they are most likely to remember in the future.

HOMEWORK

(T-S, S-S, S-T) Exercise 8. Give students Exercise 8 as homework. Explain the writing task and ask students to prepare to present their writing in the next class.

CONTINGENCY PLAN

If your students need more support: for Exercise 6 sentences 1 and 3, give different examples of or contexts for the expressions to help their understanding. If your students need an extra challenge: After students have done Exercise 7, ask students to choose a story/book they know and write a fact file, e.g.:

Book title:

Characters:

Plot:

What makes it interesting:

Get some students to share their fact files with the class. Ask the class if they have read these books as well and ask students what they thought of them.

CULTURE NOTES

Unit 6

REVISION 6

Face yoga is a beauty routine that involves using simple exercises to strengthen, tone, lift and relax the facial muscles that support the skin.

Unit 7

LESSON 2A GRAMMAR

One Thousand and One Nights (also known as *The Thousand and One Nights*) form a collection of Middle Eastern and Indian stories. Included are the stories of Aladdin, Ali Baba and Sinbad the Sailor, which are well-known in the West. According to folklore, the stories came about in the following way: an Eastern king who had been betrayed by his wife loathed all women. To punish them, he married and killed a new wife each day. Scheherazade, his assistant's daughter, came up with a plan to save herself and others, and insisted she become the king's wife. Once married, she would tell him a story every evening, leaving it unfinished and promising to finish it the following night. The stories were so entertaining, and the king was so eager to hear the end of the tale, that he put off killing her from day to day, until he finally abandoned the executions altogether.

John Constable (1776 – 1837) was an English painter known for his landscape paintings. He was particularly fond of his home county, Suffolk, where he grew up and some of his most famous paintings (*Dedham Vale*, 1802 – *The White Horse*, 1819 – *The Hay Wain*, 1821 – *The Cornfield*, 1826) depict the area at the time. Constable was the son of a corn merchant and had been expected to take over his father's business until he started his career as an artist. Constable lived most of his life in East Bergholt, Suffolk, London and Brighton. However, during his lifetime, his paintings were much more successful in France than they were in England.

His work is seen as a part of the Romanticism movement which put an emphasis on imagination and an appreciation of nature in the arts. This was partly a response to social changes created by the Industrial Revolution which had brought about increased urbanisation and the growth of factories.

Unit 8

LESSON 1A VOCABULARY AND SPEAKING

Muhammed ibn Musa al-Khwarizmi (780–850) worked for the caliphate of Baghdad (modern day Iraq) in what was called The House of Wisdom, a place specialising in research and translating science and philosophy from ancient texts. Al-Khwarizmi's work, translated into Latin in the twelfth century, gives us the term algebra. He also wrote about the geographical locations of important cities helping to construct a world map, and his work also helped to measure the circumference of the Earth.

Marie (1867–1934) and **Pierre Curie** (1859–1906) were scientists whose work changed how we understand radioactivity. Marie was from Poland, and she was a physicist and chemist. Pierre was from France, and he was a physicist. They met and got married in France. Their research resulted in the theory of radioactivity – a term that Marie invented by combining the words 'polonium' (after 'Poland') and 'radium'. These were the names they gave to the two elements they discovered. They were awarded the Nobel Prize together for their work in 1903. After Pierre died in 1906, Marie carried on researching radioactive materials. She received the Nobel Prize for Chemistry in 1911 – the only scientist to have received it in two different fields.

Grace Hopper (1906–1992) was an American computer scientist and mathematician. After getting a PhD in mathematics, she joined the US Navy during World War II, where she worked on one of the first electromechanical computers. There, she helped to develop COBOL (Common Business-Orientated Language), which was an early programming language. She believed that computer code should be more like the English language rather than machine code and that programming languages should be developed that could be used on different computers.

LESSON 2A LISTENING AND VOCABULARY

Captain Robert Scott (1868–1912) was a British naval officer who died when trying to be the first person to reach the South Pole. He had already gone further south than anyone on an expedition in 1904. In 1912, he succeeded in reaching the South Pole but discovered that a group of Norwegian explorers led by Roald Amundsen had got there first. Scott and his team died on the way back.

Roald Amundsen (1872–1928) was the leader of the Norwegian team that became the first to reach the South Pole in December 2011. In 1928, he died while flying on a rescue flight searching for an airship in the Arctic.

LESSON 3A SPEAKING

The sixth form in British schools refers to the two final years at school for students between the ages of 16 and 18 who are preparing for advanced qualifications, such as A-levels.

Unit 9

LESSON 5A READING AND VOCABULARY

Bolivian Salt Flats (Salar de Uyuni). Situated in southwest Bolivia, this area of 10,000 to 12,000 square kilometres was created by the evaporation of ancient lakes which took place tens of thousands of years ago. This event left behind a layer of salt crust, which is often a few meters thick.

Underwater waterfall, Mauritius. Here, strong ocean currents move sand over an underwater cliff in the clear waters off Mauritius. From above, this creates an optical illusion so it looks like an underwater waterfall.

The Northern Lights commonly refers to the aurora borealis, a natural light show in the sky which can be seen in areas close to the Arctic. A similar effect can be seen in the southern hemisphere close to the Antarctic (aurora australis).

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 that 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 presents 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 6 Keeping your problems to yourself makes you stronger.

Unit 7 All art can be made by AI.

Unit 8 If no one ever made mistakes, then we'd never advance.

Unit 9 Imagination is more important than knowledge.

Unit 10 Work-life balance is overrated.

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 ...
[Abbas] will elaborate on, ...
[Faten] will then talk about ...
The next speakers will explain why ...
[Reem] 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, ...	What's more, ...
Firstly, ...	Also, ...
To begin with, ...	We also need to think about ...
Secondly, ...	Something else to think about is ...
My first/second argument is ...	Another important point is ...
Let me come to my first/ second/next argument.	Furthermore, ...
Perhaps I should also mention that ...	In addition to that, ...
In addition, ...	Moreover, ...

Giving your opinion

In my view/opinion, ...	It goes without saying that ...
My view is that ...	It seems to me that ...
I am of the opinion that ...	I firmly believe that ...
I hold the view that ...	(Personally,) I feel/believe that ...
The way I see it, ...	We are convinced that ...
If you ask me, ...	It is our belief that ...
As far as I'm concerned, ...	

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 ...	Put simply, ...
What I'm trying to say is ...	Essentially, ...
What I mean (by that) is ...	To clarify, ...
I'm saying that ...	To reiterate, ...
In other words, ...	To elaborate, ...
The whole point of this is that ...	

Supporting your view with examples/ evidence

For example, ...	Look no further than ...
For instance, ...	To illustrate ...
Let me give you an example: ...	Recent research has shown that ...
Take, for example, ...	New studies confirm that ...
An example of this is ...	

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, ...	All in all, ...
So, in short, ...	In summary, ...
To sum up, ...	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 ...

نسخة قيد الإعداد والتجريب

Jordan

High Note

Grade 12

Semester 2

PHOTOCOPIABLE RESOURCES



RESOURCE	FOCUS	WHEN TO USE	TIME (MINUTES)
06 FEELS GOOD			
19 Do it!	Vocabulary: body-related collocations	After UNIT 6, LESSON 1 VOCABULARY AND SPEAKING	10
20 Boys don't cry	Reading: understanding purpose and function	After UNIT 6, LESSON 2 READING AND VOCABULARY	15
21 What did they say?	Grammar: reporting verbs and verb patterns	After UNIT 6, LESSON 3 GRAMMAR	15
22 They're known to be clever!	Grammar: impersonal reporting structures	After UNIT 6, LESSON 3 GRAMMAR	15
23 The importance of sounds	Audio script: extra activities	After UNIT 6, LESSON 4 LISTENING AND VOCABULARY	15
07 THE CREATIVE URGE			
24 What are they wearing?	Vocabulary: fashion-related adjectives, idioms and phrases	After UNIT 7, LESSON 1 VOCABULARY AND SPEAKING	10
25 He was an artist who ...	Grammar: relative clauses	After UNIT 7, LESSON 2 GRAMMAR	15
26 Extraordinary talents	Grammar: prepositional relative phrases and relative clauses	After UNIT 7, LESSON 2 GRAMMAR	15
27 I Wandered Lonely as a Cloud	Reading: understanding metaphors	After UNIT 7, LESSON 3 READING AND VOCABULARY	15
28 Is it art?	Audio script: extra activities	After UNIT 7, LESSON 4 LISTENING AND VOCABULARY	15
08 FOLLOW THE CROWD?			
29 Phrasal verb jeopardy	Vocabulary: phrasal verbs	After UNIT 8, LESSON 1 VOCABULARY AND SPEAKING	15
30 "Clothes make the man"	Audio script: extra activities	After UNIT 8, LESSON 2 LISTENING AND VOCABULARY	15
31 People and places quiz	Grammar: articles	After UNIT 8, LESSON 5 GRAMMAR	15
09 UNBELIEVABLE			
32 The word I'm thinking of is ...	Vocabulary: words and expressions related to disbelief, surprise and illusion	After UNIT 9, LESSON 1 VOCABULARY AND SPEAKING	10
33 Perfect pairs	Grammar: uses of <i>will</i>	After UNIT 9, LESSON 2 GRAMMAR	10
34 Finish my sentences	Grammar: <i>will</i> versus <i>would</i>	After UNIT 9, LESSON 2 GRAMMAR	15
35 Dreaming	Audio script: extra activities	After UNIT 9, LESSON 4 LISTENING AND VOCABULARY	15
10 UP THE LADDER			
36 Work to live or live to work?	Vocabulary: work-life balance collocations and idioms	After UNIT 10, LESSON 1 VOCABULARY AND SPEAKING	15
37 Speedy scribe	Grammar: gerunds and infinitives	After UNIT 10, LESSON 2 GRAMMAR	10
38 Career paths	Audio script: extra activities	After UNIT 10, LESSON 4 LISTENING AND VOCABULARY	15

PHOTOCOPIABLE RESOURCES

TEACHER'S NOTES

Unit 6

19 Do it!

(LESSON 1 Vocabulary and speaking)

Aim: to practise body-related collocations

Interaction: pairs

Type of activity: card game

Time: 10 minutes

Materials: one set of cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs and hand out the cards. **(3)** Explain the activity: students shuffle the cards and divide them equally so that each student has eight cards. They take it in turns to choose a card from their half of the set and read it out to their partner, who must mime the body movement on the card. If the movement is a correct interpretation of the phrase on the card, the student receives a point. **(4)** The game continues until all the cards have been used. The student with the most points at the end wins.

Optional follow-up: The cards are put aside and, in the same pairs, students take it in turns to act out a body movement and have their partner say what the movement is. If the student guesses correctly, they earn a point, which they add to their score from the first stage of the game.

20 Boys don't cry

(LESSON 2 Reading and vocabulary)

Aim: to practise the skill of understanding purpose and function

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and go through the instructions to Exercise 1 with them. Give them a minute to discuss the title, then elicit ideas around the class. **(2)** Students should do Exercise 2 in the same pairs as Exercise 1. Again, let them discuss in their pairs for 1–2 minutes, then get brief feedback from the class. **(3)** Have students do Exercise 3 individually and, if time allows, get them to discuss their answers in pairs. **(4)** Check answers with the class.

Answers:

- 1/2** It suggests that boys should not cry as this is showing an emotion that should be controlled.
- 3 1** To look at why people have often believed that women are more emotional than men and why this is probably not true.
- 2** Suggested answers:
Paragraph 2: Looks at historical views that men should control their emotions while women are naturally emotional.
Paragraph 3: Looks at a study that finds women are more likely to be emotional in some situations.
Paragraph 4: Looks at another study which concludes there is little difference between the emotional responses of men and women.
Paragraph 5: Concludes that society may influence how men and women react emotionally and that it is healthy to show emotions.

21 What did they say?

(LESSON 3 Grammar)

Aim: to practise reporting verbs and their patterns

Interaction: groups of three or four

Type of activity: board game

Time: 15 minutes

Materials: one worksheet per group. Spinners and counters are needed. Alternatively, prepare small pieces of paper labelled 1–6 in small boxes/bags as substitutes for the spinners and students can use their own coins for counters.

In class: (1) Put students in groups of three or four and give each group a copy of the board game, a spinner and a counter for each student. (See *Materials* above for alternatives to spinners and counters.) **(2)** Explain to students that they are going to play a board game using reporting verbs. They take it in turns to spin the spinner and move their counter to the correct square on the board. The student then reads the direct statement on the board and reports it using one of the reporting verbs at the top of the sheet. **(3)** The other students in the group must decide if the sentence is correct. If they agree the sentence is correct, the next student has a turn. If the student's sentence is incorrect, they must move their counter back to the 'Start' square and start again (or miss a turn, depending on which you prefer). Before students begin, point out the other instructions in bold on the game board and if necessary, go over them with the class. **(4)** The first student to reach the 'Finish' square wins the game.

Answers:

- 1** Imad confessed that he had eaten the last chocolate. / Imad confessed to eating the last chocolate.
- 3** The lifeguard warned us not to swim there because it wasn't safe.
- 5** Ali insisted on paying for lunch (and asked me to put my wallet away).
- 6** Dana encouraged Rola to tell Muna how she felt (and said it would be fine).
- 7** My parents advised me to take my studies seriously.
- 9** Omar begged Sami not to repeat what he had told him.
- 11** Nadia threatened to turn the radio off if her children didn't turn it down.
- 13** Sami insisted that he wouldn't repeat what Amer told him.
- 14** Laila blamed Amal for missing the bus.
- 15** Abeer agreed to meet Lubna the following/next day.
- 16** Raed regretted telling/having told Amer his secret.
- 17** Fadi predicted that Jordan was going to win the next World Cup.
- 19** Husam wondered if/whether it was rude to drum his fingers while someone was speaking to him.
- 21** Kamal offered to show us how to play the new game.
- 22** Hanan apologised for being late.
- 23** Mr Alra'i reminded the/his class to hand in their assignments.

22 They're known to be clever!

(LESSON 3 Grammar)

Aim: to practise impersonal reporting structures

Interaction: small groups

Type of activity: collaborative writing, presentation

Time: 15 minutes

Materials: one worksheet for the whole class

In class: (1) Copy the worksheet and cut the cards as indicated. (2) Divide the class into four groups. Make sure the groups contain a mix of abilities as the task may be challenging for weaker students. (3) Hand each group a card and explain that the cards provide information about the intelligence of different animals. (4) Explain the activity: in their groups, students must write sentences using impersonal reporting structures and the information on their cards. Encourage them to use a range of reporting verbs and direct them to the Grammar reference on page 69 of the Student's Book if necessary. Time permitting, you may prefer to revise before students begin the activity. (5) Assign a strong student in each group to write the sentences and start the activity. During the activity, monitor for any difficulties and offer help where necessary. (6) When all the groups have finished, have them share their sentences with the rest of the class.

Optional follow-up: Have a class discussion about the most surprising or interesting information.

23 The importance of sounds

(LESSON 4 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 6.6 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 for 2 off 3 of 4 up 5 to 6 through 7 be
8 are 9 for 10 in 11 Being 12 as 13 back
14 for 15 on 16 been 17 as

Unit 7

24 What are they wearing?

(LESSON 1 Vocabulary and speaking)

Aim: to practise fashion-related adjectives, idioms and phrases

Interaction: pairs

Type of activity: describing pictures

Time: 10 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. (2) Explain the activity: students will take it in turns to describe to each other the clothes worn by one of the people in the pictures without saying who it is, using the words on the worksheet. They must use as many of those words as they can. Explain that they can also use conjecture about things that are not immediately obvious, for example, the fabrics/material, etc. For example, *I think it could be a suede jacket*. Explain that they will each have about a minute to talk about each person, and that they will each describe two people. (3) Weaker students might find it difficult to complete the task. For these students, you might like to go over the vocabulary items on the worksheet before the activity starts, to check their understanding. (4) Start the activity. Monitor pairs and note any good examples of language. Go over them in a brief feedback session at the end of the activity.

Optional follow-up: Have students tell the rest of class what they are wearing using vocabulary from the worksheet.

25 He was an artist who ...

(LESSON 2 Grammar)

Aim: to practise relative clauses

Interaction: pairs

Type of activity: information exchange, collaborative writing

Time: 15 minutes

Materials: one set of cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. (2) Put students in A and B pairs and hand out one set of cards to each pair. Student A must keep their cards in same order as the worksheet. Student B must shuffle their cards and place them face up on the table. (3) Explain to students that there are two parts to the task, and explain the first part: the two sets of cards can be matched to form pairs of connected or additional information. Student A reveals their card and Student B must find the card it pairs with. They must do this until all the cards have been paired. (4) Explain the second part: once the cards have been paired, students use the information to write a paragraph about the artist, using defining and non-defining relative clauses. (5) Give students 3–4 minutes to complete the first part of the task. (6) Check answers with the class. (7) Now ask students to write their paragraphs. While they are writing, monitor and offer help as necessary. (8) Depending on the time available, you could ask pairs to exchange and read each other's paragraphs, or invite a few pairs to read out their paragraphs to the class.

Optional follow-up: Have a class discussion about Constable's work. Bring in pictures of his work, and encourage students to discuss them.

Answers:

Matching activity:

- John Constable, famous artist + born in Suffolk, England in 1776
- as a young man, worked for his father + his father owned a corn mill
- taught himself how to paint + later joined the Royal Academy Schools, England's oldest art school, at 24
- liked to paint pictures of nature in the open air + completed the pictures as large paintings in his studio
- influenced by Dutch artists + his realistic use of light was very original
- exhibited in the Royal Academy, London, in 1802 + later exhibited in Paris, France
- paintings not popular in England + paintings highly thought of in France
- died in London in 1837 + before this, his work had influenced the French Romantic movement
- he loved the county of Suffolk + Suffolk today known as Constable Country

Model answer:

John Constable, who was a famous artist, was born in Suffolk, England in 1776. As a young man, he worked for his father, who owned a corn mill. He taught himself how to paint and later joined the Royal Academy Schools, which is England's oldest art school, when he was 24. Constable liked to paint pictures of nature in the open air, which he then completed as large paintings in his studio. His painting was influenced by Dutch artists, but his realist use of light was very original. He exhibited at the Royal Academy in London in 1802 and later in Paris, France. His paintings, which were not very popular in England, were highly thought of in France. He died in London in 1837, by which time his work had influenced the French Romantic movement. He loved the county of Suffolk, which is today known as Constable Country.

26 Extraordinary talents

(LESSON 2 Grammar)

Aim: to practise prepositional relative phrases and relative clauses

Interaction: pairs

Type of activity: collaborative writing

Time: 15 minutes

Materials: one worksheet per group of four

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Divide the class into two groups, A and B, and assign Canaletto to Group A, and Islamic Art to Group B. Put the students in each group in pairs, and hand out one Canaletto card to each Pair A, and one Islamic Art card to each Pair B. **(3)** Explain to students that, in their pairs, they will use the information to write a short text. They should use prepositional relative phrases or relative clauses for each bulleted piece of information. **(4)** You may wish to do the first bullet point for each card with the class. Ask for examples and write them on the board (see Answers below). Explain that there may be more than one way to write the information so that it contains a prepositional relative phrase. **(5)** Start the activity. While students are writing, monitor and offer help where necessary. For weaker students, you could write the following phrases on the board for guidance: *at which time,*

most of which, both of which, some of which, few of which, the result of which, in which, thanks to which, the reason why.

Model answers:

Giovanni Antonio Canal, who was known as Canaletto, was born in 1697. He helped his father paint scenes for the theatre, the result of which meant he became an artist, too. He became famous for painting views of cities, some of which included Rome, Venice and London. His art was very popular in England, which he visited often from 1746–56. Canaletto was asked to paint many pictures, perhaps the reason why he was helped by other artists, including Bellotto, who was his nephew. Many of his paintings were bought by merchant Joseph Smith, who later sold them to King George III of England in 1762.

The Umayyad caliphate (661–750) is considered the formative period of Islamic art, which has since spread across the Islamic world. Islamic art focuses on geometric patterns, floral designs, calligraphy and patterns which emphasise the spiritual and abstract rather than the physical. Floral designs reflect divine beauty, the result of which means that vines and flowers often feature in Islamic art. Calligraphy also appears in the form of decorative handwriting, in which you can often read verses from the Quran. The reason why Islamic art is so beautiful is that it reflects how Islam makes life beautiful too.

27 I Wandered Lonely as a Cloud

(LESSON 3 Reading and vocabulary)

Aim: to practise the skill of understanding metaphors

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and go through the instructions to Exercise 1 with them. Give them a minute to discuss the title and think of suitable adjectives, then elicit ideas around the class. **(2)** Continue with Exercise 2 – students could do it individually or in pairs. **(3)** Check answers with the class. **(4)** Get students to do Exercise 3 individually first, then get them to discuss their answers in pairs. **(5)** Check answers with the class.

Answers:

- 1** Suggested answers: The poet walks alone, similar to a solitary cloud in the sky floating over hills and valleys. Other adjectives: *white, snowy, fluffy, puffy, ominous, oppressive, thick, rolling, golden, rosy.*
- 2** At the beginning of the poem, the poet feels lonely and sad. As he walks along, he sees an area of daffodils by a lake, blowing in the breeze. The sight of the flowers cheers him greatly. To the poet, these flowers are not just pretty, but cheerful and joyous company that brings him out of his loneliness. In the final part of the poem, he finds that the memory of the daffodils stays with him, giving him companionship and joy when he is 'in vacant or in pensive mood'.
- 3**
 - 1** He compares himself to a cloud. This is an example of a simile.
 - 2** The stars are the simile. There are as many daffodils as there are stars in the Milky Way.
 - 3** It is an example of personification. It refers to the waves. The waves 'danced'.

- 4 Throughout the poem, personification is used when describing the daffodils as dancing: 'dancing in the breeze' (line 6); 'Tossing their heads in sprightly dance' (line 12). In lines 3 and 4, the daffodils are described as a crowd of people. In line 16, the poet says he's in 'jocund company', which means in 'good/fun company' as he would be among friends.
- 5 They provide him with rich memories.
- 6 At a later time, on the couch of the poet's home.

28 Is it art?

(LESSON 4 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 7.5 for them to check/complete their answers. Alternatively, check answers by going through the conversations 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 of 2 into 3 to 4 on 5 for 6 in 7 in 8 on
9 of 10 at 11 by 12 of 13 or 14 in 15 of

Unit 8

29 Phrasal verb jeopardy

(LESSON 1 Vocabulary and speaking)

Aim: to practise phrasal verbs with *come, hold, set* and *take*

Interaction: small groups

Type of activity: matching game

Time: 15 minutes

Materials: one set of cards for the whole class

In class: (1) Divide the class into two teams down the middle of the room. Explain to students that they are going to play a game. You are going to give them the definition of a phrasal verb using the verb *come, hold, set* or *take*. Do a practice run with the class. Say: *to start to like someone or something* and wait for students to give the answer (*take to*). Tell them that for each correct answer, they will win 250 points for their team. If a student answers incorrectly, the other team can try and give the correct answer. Once a student has guessed the phrasal verb correctly, they can double their points by giving an example sentence using the phrasal verb. **(2)** Start the game. Call out the definitions in turn and after each answer, award points to the winning team. Continue until all the definitions have been used. **(3)** At the end of the game, teams count up their points. The team with the most points is the winner.

30 "Clothes make the man"

(LESSON 2 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 8.2 for them to check/complete their answers. Alternatively, check answers by going through the extract with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 1 evolution 2 functional 3 fashionable 4 embodies
5 protection 6 dangerous 7 significance 8 deciding
9 happiness 10 purity 11 wealthy 12 Speaking
13 popularity 14 trending 15 latest 16 comfortable

31 People and places quiz

(LESSON 5 Grammar)

Aim: to practise articles

Interaction: individual, pairs

Type of activity: quiz

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Explain that they are going to do a quiz about people and places, but some of the articles in the quiz are gapped. **(2)** Students first complete the gaps with *a/an, the* or *-* (no article). They should do this individually, then, if time allows, compare their answers in pairs. **(3)** Check answers with the class. **(4)** Students then do the quiz in their pairs. **(5)** When they have finished, check answers with the class, ask students to total up their scores and congratulate the pair with the highest score.

Answers:

- 1 1 the 2 - 3 - 4 - 5 a, - 6 a 7 The 8 - 9 the
10 the 11 an 12 a
2 1 c 2 b 3 b 4 a 5 c 6 b 7 b 8 a 9 c 10 b 11 c
12 a

Unit 9

32 The word I'm thinking of is ...

(LESSON 1 Vocabulary and speaking)

Aim: to practise vocabulary related to disbelief, surprise and illusion

Interaction: whole class

Type of activity: word game

Time: 10 minutes

Materials: one worksheet for the whole class

In class: (1) Divide the class into two teams down the middle of the room. Divide the board into two using a marker, and provide one marker for each team. Shuffle and place the cards in a pile face down at the front of the classroom. Appoint one student from each team to time-keep. **(2)** Tell students that they are going to play a game with vocabulary related to disbelief, surprise and illusion. Explain the game: two students, one from each team, come to the front, pick up **one** card and read it to themselves. At this point the time-keeper should start the clock for 30 seconds. The two students have to help their team guess the word(s) on the card by drawing pictures on their side of the board, miming or giving an explanation, but they cannot use the word itself. They can tell their team the number of words on the card and also tell them if it's an adjective, noun, phrase, etc. Members of the teams can guess the word/phrase at any time. If they guess correctly, the student puts the card face up on the table and another student comes to the front for a turn. If neither team has guessed the word(s) by the end of the 30 seconds, the students return to their seats putting the card face up on the table and the next two students have a turn. **(3)** Start the game and monitor to ensure fair play. The winning team is the team with the most correct guesses.

33 Perfect pairs

(LESSON 2 Grammar)

Aim: to practise the different uses of *will*

Interaction: pairs or groups of three

Type of activity: matching game

Time: 10 minutes

Materials: one set of sentence cards and one set of function cards per pair/group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or groups of three and give each pair/group one set of sentence cards and one set of function cards. They should shuffle them and put them in two piles face down on the table. **(3)** Explain the activity: students have to work together to match the sentences on the sentence cards with the correct uses of *will* on the function cards, pairing off all the cards. You can either set a time limit for this stage or let students match until one or more pairs/groups have finished, depending on the time available. **(4)** Start the activity. Students play until all the cards have been matched or for as long as time allows. **(5)** Ask students to count up their pairs, then check answers with the class. Elicit further example sentences to check understanding. Congratulate the pairs/groups with the highest number of pairs.

Optional follow-up: Students play in pairs using only the function cards, which are placed face down on the table. One student turns over and reads a card, and challenges their partner to make a sentence. If the student makes a correct sentence, they get to keep the card. If they can't, the first student can have a go. Students take it in turns until all the cards have been claimed. The student with the most cards is the winner.

Answers:

to talk about certainty: *I know that the film will be worth ...*

for deductions: *A: Why aren't they here yet? B: Their audition ...*

for typical behaviour: *Every week, he'll consult the cinema ...*

for typical behaviour that is irritating: *Ugh, they will make a mess in the living room with their popcorn ...*

for insistence: *They will keep making sequels instead of ...*

for spontaneous decisions made at the moment of speaking: *Oh you're here, finally! OK, stay here - I'll get some drinks ...*

for predictions or promises in the future: *The third season will likely be filmed next summer.*

to replace *refuse* in the present tense: *She says that director's too demanding and she won't work with him ...*

for presumptions about the past: *As you will have heard, we have been able to find investors for the project.*

34 Finish my sentences

(LESSON 2 Grammar)

Aim: to practise the different uses of *will* and *would*

Interaction: pairs

Type of activity: sentence completion

Time: 15

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Explain the activity: Student A has the beginnings and Student B has the endings of sentences containing *will* or *would*. They need to complete their sentence halves using their own ideas. Point out that if their sentence half does not already have *will* or *would*, they will need to add it in. **(3)** Start the activity. You may wish to allow weaker students to refer to the Grammar reference on page 72 of the Student's Book for help with structures and functions. During the activity, monitor and offer help where necessary. **(4)** Once students have finished writing, have them swap sentences and compare their ideas.

35 Dreaming

(LESSON 4 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 9.7

for them to check/complete their answers. Alternatively, check answers by going through the extract with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 fascinate 2 documented 3 happens 4 dreaming
5 blocks 6 proven 7 processing 8 learnt
9 encountered 10 getting 11 shown 12 allowed
13 hoped 14 opened up

Unit 10

36 Work to live or live to work?

(LESSON 1 Vocabulary and speaking)

Aim: to practise vocabulary related to the work-life balance

Interaction: pairs

Type of activity: gap-fill, survey

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 their worksheet to their partner. **(2)** Individually, students unscramble the words to complete Exercise 1.

(3) Check answers with the class. **(4)** Students do Exercise 2 in pairs. Tell them to take turns to ask and answer each other's questions from Exercise 1 and note down their partner's answers. **(5)** Elicit unusual and interesting answers from students around the class. Encourage them to use reported speech, e.g. *Saeed said that he would throw a sickie if he felt really tired. He said he would justify it by telling himself he was exhausted because he'd been working so hard.*

Answers:

1 1 strive 2 learn the ropes 3 unremitting 4 sickie
5 connectivity 6 call it a day 7 your socks off
8 maintain 9 signed up for 10 significance
11 pay dividends 12 draw a line

37 Speedy scribe

(LESSON 2 Grammar)

Aim: to practise verbs with gerunds and infinitives

Interaction: pairs

Type of activity: game

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner and ask them to write their partner's name in the second column of the table in Exercise 1. **(2)** Get students to do Exercise 1 individually: they complete the sentences with the correct form of the verbs in brackets. Do not check answers yet – students will do this in Exercise 3. **(3)** Students do Exercise 2 in their pairs. They swap worksheets, and their partner completes the second column of the table in Exercise 1. Point out that they have 15 seconds to write each answer, i.e. 75 seconds for the five answers.

Students could time each other in their pairs or you could time-keep: get the whole class to start at the same time and ask students to move on to the next answer every 15 seconds.

(4) Students now count up their scores to find the winner: they check their answers to Exercise 1 using the answer key on their worksheet and then check their partner's answers in the second column. Explain that they get one point for each correct answer in Exercise 1 and one point for each *complete* answer in Exercise 2. The student with the most points is the winner.

38 Career paths

(LESSON 4 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 10.6 for them to check/complete their answers. Alternatively, check answers by going through the extract with the class.

(3) During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 coming 2 doing 3 to answer 4 make
5 to play 6 land 7 develop 8 to learn 9 to appreciate
10 communicate 11 to be 12 being 13 understand
14 to delegate 15 thinking

RESOURCE 19

Do it!

UNIT 6, LESSON 1 VOCABULARY AND SPEAKING (Body-related collocations)



clear your
throat

flick your
hair back

rub your
hands together

shrug your
shoulders

fold your
arms

furrow your
brow

cross your ankles

drum
your fingers

purse
your lips

clap your hands

tent your fingers

wrinkle
your nose

grind
your teeth

tilt
your head

stroke
your chin

twirl
your hair

1 Read the title and the first paragraph of the article. What do you think 'Boys don't cry' refers to? In pairs, discuss your ideas.

2 Read the article quickly. Does it mention any of your ideas from Exercise 1?

3 Read the article again and answer the questions.

1 What is the purpose of the text as a whole?

2 What is the purpose of the four main paragraphs of the text (2-5)?

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

BOYS don't cry

¹ There is a common belief that women are more emotional than men and certainly in many societies, men have traditionally been told to control emotions that are more acceptably shown by women. But how much truth is there in this idea? Recent studies suggest the answer is not so simple.

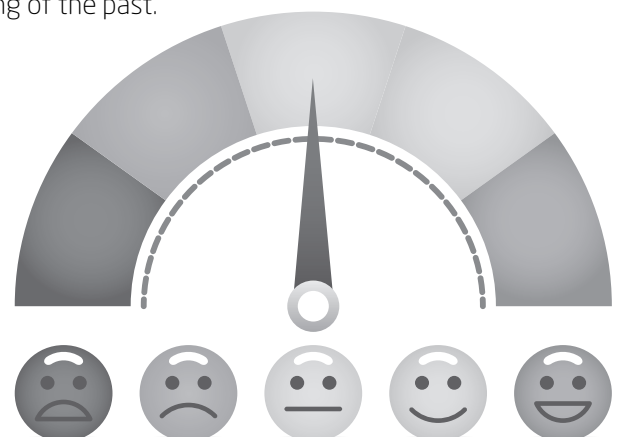
² In Victorian England, public schools taught young men that it was important to show 'a stiff upper lip'. The expectation was that boys would be in control of their emotions as, in this way, they could not only control themselves, but control other people better as well (this being the days of the British Empire). Other cultures, too, shared the belief that to be 'a man' meant suppressing your emotions, and not to show fear, hatred or disrespect, only calmness. On the other hand, women were accepted as being more likely to experience changes in mood and emotions. In novels up to this time, it was not unusual for women to faint if they saw something bad, or to become ill if they experienced strong emotions.

³ Of course men and women are biologically different which may explain some differences in emotional reactions. One recent report found that women react more than men to seeing unpleasant images, of animals suffering, for example. The same report concluded that women naturally show more negative emotions than men, such as sadness or fear. Women

are also more likely to seek emotional support when they feel these emotions: in other words, they are more likely to share their feelings. They are also better able to identify negative emotions felt by other people. Scientists believe this may be because they need to be more sensitive to the feelings of their children.

⁴ A recent study by the University of Michigan, however, suggests that the natural differences between emotions in men and women are not always so obvious. A study of 142 men and women asked them to complete a survey before they went to sleep. The survey asked them to rate how much they had experienced positive and negative emotions on that day. The researchers found that there was very little statistical difference between the emotional responses of men and women. The report concluded that men and women's daily emotions fluctuated roughly by the same amount (in fact, men showed very slightly more variability than women).

⁵ Could it be that emotional differences are taught by what is considered normal in society, rather than being something natural? Today it is certainly more acceptable for men to be emotional and indeed, many health professionals argue that it is much more healthy for people of either sex to express their emotions. The idea of showing 'a stiff upper lip' is a thing of the past.



What did they say?

UNIT 6, LESSON 3 GRAMMAR
(Reporting verbs and verb patterns)

advise agree apologise beg blame confess encourage insist
offer predict refuse regret remind threaten warn wonder

START	1 Imad: <i>Yes, it's true. I ate the last chocolate.</i>	2 Move forward three squares.	3 Lifeguard to us: <i>Don't swim here because it isn't safe.</i>	4 Go to square 11.
15 Abeer to Lubna: <i>Yes, I can meet you tomorrow. No problem.</i>	16 Raed: <i>I wish I hadn't told Amer my secret.</i>	17 Fadi: <i>Without a doubt, Jordan is going to win the next World Cup.</i>	18 Go back to square 9.	5 Ali to me: <i>Put your wallet away, please! I'm paying for lunch.</i>
14 Laila to Amal: <i>It's your fault I missed the bus!</i>	23 Mr Alra'i to class: <i>Don't forget to hand in your assignments.</i>	FINISH		19 Husam: <i>Is it rude to drum my fingers while someone's speaking to me?</i>
13 Sami: <i>No I won't repeat what Amer told me!</i>	22 Hanan: <i>Oh gosh! I'm so sorry I'm late!</i>	21 Kamal to us: <i>I'll show you how to play the new game.</i>	20 Miss a turn.	6 Dana to Rola: <i>Go on, tell Muna how you feel. It'll be fine!</i>
12 Have another turn.	11 Nadia to her children: <i>Turn the radio down or I'll turn it off!</i>	10 Swap places on the board with the person to your left.	9 Omar to Sami: <i>Please don't repeat what I've told you!</i>	7 My parents to me: <i>You should take your studies seriously.</i>
	11 Miss a turn.			8



Chimps

- make and use tools.
- hunt in organised groups.
- can learn sign language.
- laugh when they play.
- are capable of empathy, selflessness and self-awareness.
- remember the name sign for individuals they have not seen for several years.
- use symbols for objects and combine the symbols to express a complex idea.

In one experiment, chimps performed better than humans on a number of memory tests.

Another experiment, where they used tools to gain access to food, showed they are quite adept at problem-solving.



Elephants

- are caring and loving.
- show empathy.
- play with each other in water.
- communicate with each other via vibrations sensed in their feet.
- clean their food before eating it.
- use tools in various ways in the wild.
- follow human commands in captivity.

In one experiment, elephants comforted grieving family members, and helped other species in times of need, for example, to save them from predators.

Their complex behaviour is shared only with humans, apes and dolphins.



Octopuses

- are curious about their surroundings.
- can multi-task.
- have the ability to learn from their experiences.
- can navigate their way through mazes.
- have good short-term memory.
- can use tools to get food.
- can solve problems.

In one experiment, an octopus was placed in a jar with the lid screwed on. Using its arms, it unscrewed the lid and exited the jar.

An octopus can explore a cave for food with one arm while another arm cracks open a shellfish.



Crows

- make tools from various objects to reach hard-to-get food.
- are innovative problem-solvers.
- communicate in dialects specific to their own group.
- never forget a face.
- teach other crows how to identify mean humans.
- are vengeful.
- play tricks on each other.

In one experiment, a crow bent a straight wire into a hook to get food from a tube.

Crows often put nuts in the street for passing cars to crack open the shells.

The importance of sounds

UNIT 6, LESSON 4 LISTENING AND VOCABULARY (Audio script: extra activities)

1 6.6 Complete the interview with one word in each gap.

Interviewer: This morning I'm pleased to welcome Issa Aljammal onto the programme. Issa is an expert on animal senses and his recent documentary series on the subject is quite fascinating. Issa, **we fully appreciate how** busy you are, so thank you ¹ _____ sparing us some of your time today – and good to meet you.

Issa: Likewise. I'm a regular listener to the show.

Interviewer: Interesting that you start ² _____ with the word 'listener'. Your speciality is how animals listen, or rather how they hear, isn't it?

Issa: You're absolutely right. **I've always been intrigued by** how animals communicate and ultimately how they perceive sounds. It all started when I realised that many animals can hear sounds that we can't. And most animals' sensitive hearing is surpassed by that ³ _____ the domestic cat. Their ears are tuned to pick ⁴ _____ high frequency sounds over a distance of up to 50 metres. Noises like a mouse rustling in the grass will carry straight ⁵ _____ them!

Interviewer: So, do they pick up these sounds ⁶ _____ their ears like we do?

Issa: This is where it gets very interesting. Take the elephant – you would imagine that with its enormous ears it would be able to hear sounds over a very wide area. And **that** is true. What they can pick up is what we call 'infrasound' waves. For example, for us these sounds would ⁷ _____ like a low rumble of thunder. But **in addition to this**, elephants can actually 'hear' the movement of clouds. This tells them where rain clouds are gathering and, therefore, where to find water. And it's not **only** the way their ear canals ⁸ _____ structured that's responsible ⁹ _____ their hearing, they can also use nerves ¹⁰ _____ their feet to pick up vibrations in the ground from other elephants pounding the earth a long way away. **It's a way of** letting other elephants know their location.

Interviewer: Incredible. Another animal that always fascinates people is the bat. It's anecdotally reported that they can't see, but is that really true? Do bats navigate completely by sound?

Issa: It is not quite true. Bats do have vision, but it's limited. ¹¹ _____ nocturnal creatures, they're active in the darkness, and their eyes are tuned to differentiate between shades of grey and black, ¹² _____ opposed to humans and other animals who have colour vision. To assist in flying, they've developed an acute hearing system, called *echolocation*, which is when the animal produces a very high-frequency sound. This bounces ¹³ _____ to them when it hits an object, and they get a picture – a kind of map, you might say – in their brains of the area and how to avoid obstacles safely. And, similar to elephants, they don't solely depend on their ears ¹⁴ _____ hearing – really tiny hairs on their wings pass on information to their brains about changes in the air, helping create the perfect map.

Interviewer: Wow! **I freely admit that** my knowledge about such things is limited. Something else that you touch on in your series is noise pollution. We are all fully aware of how it can affect our lives, but you suggest that it affects animals too.

Issa: **Oh, definitely!** It's a huge topic, but suffice to say that one of the worst impacts we have had is on sea life, and in particular ¹⁵ _____ the whale. This is all down to shipping. It's ¹⁶ _____ common knowledge for a while now that whales use special songs, or calls, to communicate over huge distances. It's also been believed that ships' sonar systems operate on the same frequencies ¹⁷ _____ those that the whales use, and that this causes disruption to the whales' communication, causing distress and even death. **But what has recently come to light is that** the main culprit is the ships' motors and the sounds of the propellers. In episode 4 of the documentary, we closely examine these claims and find out what we can do about it.

Interviewer: One thing I got having watched the programmes was a very poor impression of humans' hearing abilities, compared to the animal world.

Issa: You're right. But having said that, we do have superior hearing to a few species. Take the poor snake – it's said to have to rely on ground vibrations to know if anyone is near it. At least we have ears!

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.

What are they wearing?

UNIT 7, LESSON 1 VOCABULARY AND SPEAKING
(Fashion-related adjectives, idioms and phrases)

In pairs, take turns to describe one of the people in the pictures, using as many of the words below as you can. Your partner must guess the person. You have one minute per person.

cashmere corduroy elegant flared garish gigantic knitted metallic oversized plaid pleated polo neck
satin sparkly suede velvet wide-leg



Student A



John Constable, famous artist
as a young man, worked for his father
taught himself how to paint
liked to paint pictures of nature in the open air
influenced by Dutch artists
exhibited in the Royal Academy, London, in 1802
paintings not popular in England
died in London in 1837
he loved the county of Suffolk

Student B

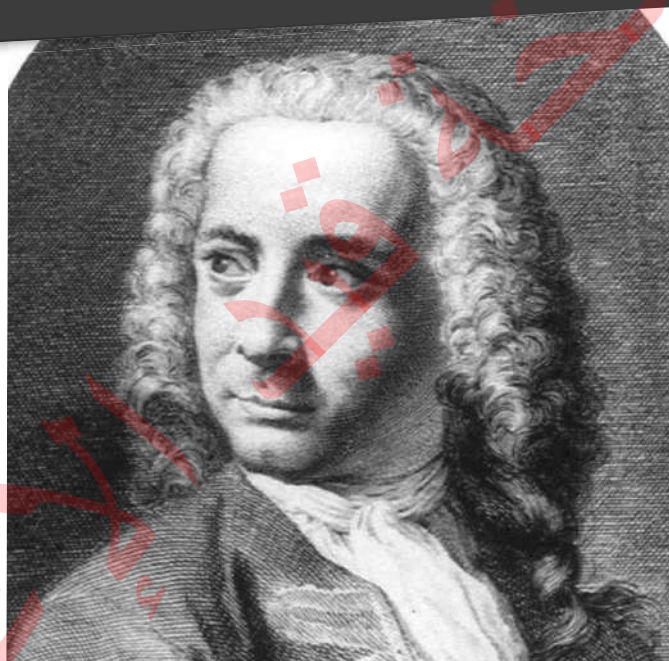


born in Suffolk, England in 1776
his father owned a corn mill
later joined the Royal Academy Schools, England's oldest art school, at 24
completed the pictures as large paintings in his studio
his realistic use of light was very original
later exhibited in Paris, France
paintings highly thought of in France
before this, his work had influenced the French Romantic movement
Suffolk today known as Constable Country



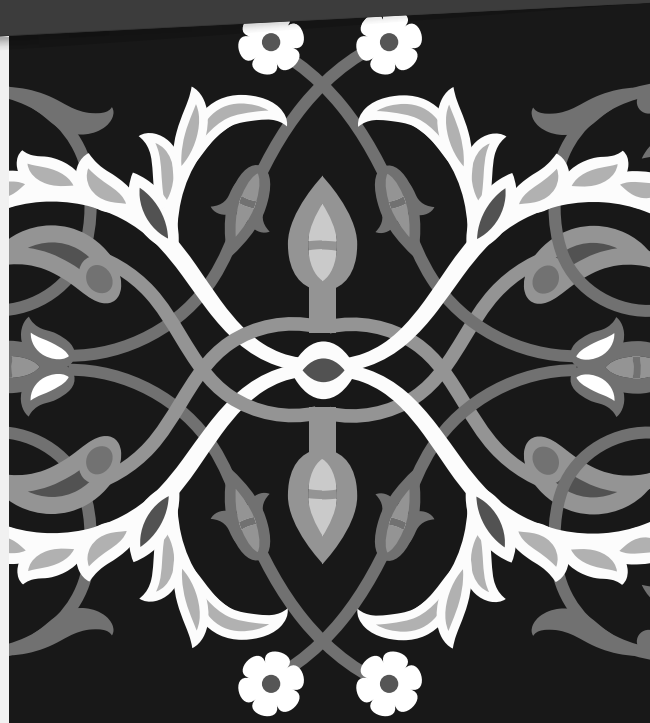
Canaletto (1697–1768)

- Giovanni Antonio Canal, known as Canaletto, born in 1697
- helped his father paint scenes for the theatre, became an artist
- famous for painting views of cities including Rome, Venice and London
- was very popular in England, visited often from 1746–56
- asked to paint many pictures, often helped by other artists, including Bellotto, his nephew
- many paintings bought by merchant Joseph Smith, sold to King George III of England in 1762



Islamic Art

- The Umayyad caliphate (661–750) is considered the formative period of Islamic art: since spread across the Islamic world.
- Islamic art focuses on geometric patterns, floral designs, calligraphy and patterns: emphasise the spiritual and abstract rather than the physical.
- Floral designs reflect divine beauty. Vines and flowers often feature in Islamic art as a result.
- Calligraphy also appears in the form of decorative handwriting: you can often read verses from the Quran in the calligraphy.
- Islam makes life beautiful: why Islamic art is so beautiful too.



I Wandered Lonely as a Cloud

UNIT 7, LESSON 3 READING AND VOCABULARY
(Understanding metaphors)

- 1 In pairs, read the title of the poem. What do you think the poet means by 'lonely as a cloud'? Think of other adjectives you could use to describe a cloud.
- 2 Read the poem. How does the poet feel in the beginning? How does his mood change later?
- 3 Read the poem again and answer the questions.
 - 1 What does the poet compare himself to in line 1? Is this an example of a simile or personification?
 - 2 What is the simile used in lines 7–8?
 - 3 Is *danced* in line 13 an example of a simile or personification? What does it refer to?
 - 4 What are two examples of personification used to describe the daffodils?
 - 5 In what way do the daffodils bring 'wealth' to the poet? (line 18)
 - 6 Where is the last stanza of the poem set?

I Wandered Lonely as a Cloud

by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
5 Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
10 Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
15 A poet could not but be gay,
In such a jocund company:
I gazed – and gazed – but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
20 In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

GLOSSARY

gay – (old-fashioned) cheerful and excited
glee – happiness, excitement, pleasure
jocund – in a happy mood
o'er – over
oft – often

1 7.5 Complete the conversations with the correct prepositions.

Conversation 1

Son: Hi Dad, what's that you're looking at?

Father: What do you think ¹ _____ it?

Son: Huh! I don't think I've ever seen anything like that before. I'm not sure that I like the design. I think it's a bit gimmicky. I can see why people would like it, as it looks very clean. But it doesn't really blend ² _____ the environment. **Personally, I'd prefer** something a bit more traditional.

Father: **That surprises me!** You usually like things that are a bit avant-garde and creative – and this is environmentally-friendly which I know is important ³ _____ you.

Son: Well, that's good to know. I just think it looks like several boxes all dropped ⁴ _____ top of each other.

Father: **I understand what you're saying, but** I think it's important ⁵ _____ architects to experiment, evolve and keep trying new things, designing buildings ⁶ _____ different styles.

Son: I think it could be quite creepy living there ⁷ _____ the middle of all of those trees, too. When you're standing in the windows, you will never know what is watching you! I mean, it's definitely eye-catching, but would you want to live in it?

Father: Well, you are going to find out. This is where I am planning for us to stay ⁸ _____ our family holiday!

Son: Wait! What?

Conversation 2

Woman 1: Oh, what do you think ⁹ _____ this one?

Woman 2: Doesn't look like the artist finished it. Look! You can see the brush strokes!

Woman 1: I know that was a tongue-in-cheek comment, but not all paintings have to look like photographs, you know?

Woman 2: I know, but they should look like something. I find abstract art very overrated. I understand people like to look ¹⁰ _____ blocks of colour and things like that, but I find a lot of this kind of art very mediocre. My son could paint this and he's five.

Woman 1: **I know what you mean, but** I like this one. I find the natural colours very soothing and I think seeing the brush strokes really helps with that. It makes me imagine being high above the Earth and seeing it pass ¹¹ _____ me as I fly through the air.

Woman 2: Mmm. I suppose I can see where you're coming from. I can see that it might look like trees reflected in the water...

Woman 1: You see? That's the beauty ¹² _____ abstract art. You bring your own ideas to it. Personally, I like that more than a painting of a famous leader or something. With those kinds of paintings, you just decide if it looks like the person ¹³ _____ not. And when a painting is so detailed that it looks like a photograph, it's very clever, but that's really all it is ¹⁴ _____ my opinion. The artist isn't involving you in the art.

Woman 2: Fair enough. **I see what you mean.** I'll try giving abstract art more ¹⁵ _____ my time. So, do you want to go and get a cup of coffee? Or at least something that helps us imagine a cup of coffee...

Woman 1: Hey!

2 Look at the expressions in bold in the conversations. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Phrasal verb jeopardy

UNIT 8, LESSON 1 VOCABULARY AND SPEAKING
(Phrasal verbs)



Verbs/Points	250	250	250
come	to criticise someone or an activity very strongly	to say something suddenly or unexpectedly	to suggest or think of an idea or a plan
	come down on	come out with	come up with
hold	to not do something immediately	to not do something	to keep (something) in one's mind or heart
	hold off	hold back	hold onto
set	to start to do or deal with something	to arrange for (something) to happen	to start an activity with a particular aim
	set about	set up	set out
take	to understand the meaning or importance of something	to start doing something	to start to dislike someone or something
	take in	take to	take against

"Clothes make the man"

UNIT 8, LESSON 2 LISTENING AND VOCABULARY (Audio script: extra activities)

1 8.2 Complete the extract from a radio programme with words formed from the words in brackets.

The ¹ _____ (EVOLVE) of clothing has been a long, long, journey. In the beginning, people wore clothes to keep warm, or to protect themselves against the elements of the world. A person's clothes were practical and useful, ² _____ (FUNCTION), and very much the bare essentials. Nowadays, clothes are more ³ _____ (FASHION) and are used to express a person's culture or personality. They affect the way we want to be seen, in a light that we wish to be. A person's clothes can also say a lot about their personality – we can certainly tell what someone might be like from what they wear. And, in many societies, a person's dress sense ⁴ _____ (EMBODY) taste and sometimes wealth. I'm Nancy Bell and in this episode of *Human Beings*, I'll be looking at the practicalities of clothing throughout history and how it has evolved.

As we know, clothing serves many purposes. They can be used as an armour of ⁵ _____ (PROTECT). Warm clothes keep us safe from the weather, durable clothes keep us safe from the environment, and most of all, insects. The initial use of clothes was to act as a barrier between the skin and what was lurking around us. It also kept us clean, keeping away infectious and ⁶ _____ (DANGER) materials. Clothes were not fashion statements, they were comfortable, especially on our feet, otherwise they would have been in excruciating pain. **Now while this** may all still be true, clothing has also evolved into something different, especially over the last 500 years or so.

Think about it. If you look in your wardrobe right now, what do you see? You probably have a few different clothes to choose from. Maybe they are different colours? Maybe they are made from different materials? And do they have any great ⁷ _____ (SIGNIFY) or cultural tradition? **The truth is** that clothing is no longer just a practicality, it is a means of expression.

Look at China: the colour red really is a ⁸ _____ (DECIDE) factor when producing clothing as it carries a positive meaning. It is said that red brings prosperity, good fortune and ⁹ _____ (HAPPY). **As a result**, you will see a lot of Chinese people wearing the colour red and

using the colour red to express themselves through their clothing. This is also true in countries such as India, Nepal and Japan, where red is said to bring wealth and success.

But it's not just red. A lot of other colours mean different things worldwide. The colour white, for instance, can mean ¹⁰ _____ (PURE) and often also represents strength and courage, while the colour purple is sometimes associated with royalty and status. People would take great pride in wearing purple.

Particular items of clothing can also hold meaning.

Did you know that in Tudor England, high-quality gloves were a symbol of wealth, worn only by the higher classes? This continued for centuries with glove etiquette even **becoming a thing**.

Interestingly, such items of clothing can go on many journeys throughout their lifetimes. One day, a pair of gloves might tell someone how ¹¹ _____ (WEALTH) you are, and in a couple of hundred years, they will just be as common as a sweatshirt or a pair of socks.

¹² _____ (SPEAK) of sweatshirts. **It is said that** they were originally invented to keep labourers who worked outside warm. **It is also thought that** men's neckties were initially created to help protect young men from catching colds. It wasn't until the early 1900s that sweatshirts gained ¹³ _____ (POPULAR) with non-working people, and neckties started becoming fashion statements.

The world of fashion is one of the most lucrative industries in the world, and for some people, fashion is a high priority. People go crazy for the latest styles that are ¹⁴ _____ (TREND) from their favourite clothing brands. Then you also have fast fashion, where prices are kept to an absolute minimum. However, while some people like to wear only the ¹⁵ _____ (LATE) fashions and styles, others prefer to stick to what they know and wear whatever makes them feel ¹⁶ _____ (COMFORT) and at ease with themselves.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



1 Complete the quiz questions with *a/an, the* or *-* (no article).

PEOPLE AND PLACES QUIZ

- 1** Who led the slaves against _____ Romans?
 a Augustus
 b Romulus
 c Spartacus

- 2** Which country was the first to allow _____ women to vote?
 a Japan
 b New Zealand
 c Norway

- 3** In which year was Valentina Tereshkova the first woman in _____ space?
 a 1959
 b 1963
 c 1970

- 4** Whose real name is _____ Charles Lutwidge Dodgson?
 a Lewis Carroll
 b Arthur Conan Doyle
 c Daniel Defoe

- 5** Which of these is the name of _____ river in _____ Australia?
 a Delightful
 b Dearest
 c Darling

- 6** Which of these is _____ lake?
 a Yangtze
 b Titicaca
 c Iguazu

- 7** _____ USA is made up of how many states?
 a 40
 b 50
 c 60

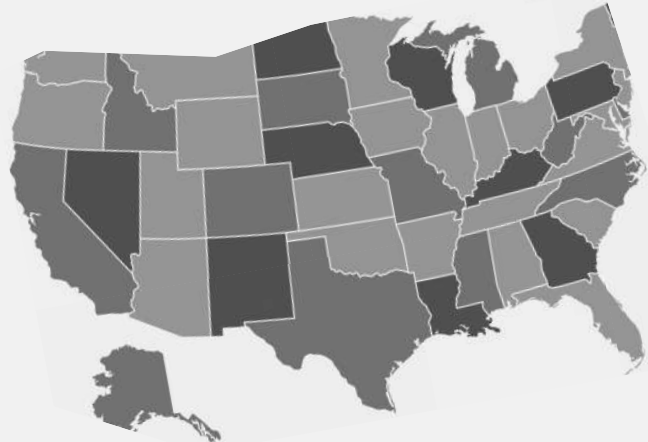
- 8** Who said, '_____ life is really simple, but we insist on making it complicated'?
 a Confucius
 b Copernicus
 c Charlemagne

- 9** Which is the largest island in _____ Mediterranean Sea?
 a Corsica
 b Majorca
 c Sicily

- 10** Which of these countries has never won _____ FIFA World Cup?
 a Uruguay
 b Türkiye
 c Spain

- 11** Which of these people was not _____ artist?
 a Edgar Degas
 b David Hockney
 c Steve Jobs

- 12** Which country has not had _____ female leader?
 a France
 b Pakistan
 c Australia



2 In pairs, do the quiz in Exercise 1. Then listen to your teacher and check your answers. How many did you guess correctly? How many did you already know?

The word I'm thinking of is ...

UNIT 9, LESSON 1 VOCABULARY AND SPEAKING

(Words and expressions related to disbelief, surprise and illusion)



baffling	be taken aback	convince	breathtaking	have somebody scratching their head
deceptive	mystifying	be bowled over	believable	heart-stopping
be taken in	convincing	mesmerising	pull something off	incredible
it beats me	mind-boggling	defy belief	go against something	electrifying
reality	be something else	blow somebody away	riveting	unimaginable

Sentence cards



I know that the film will be worth seeing.	A: Why aren't they here yet? B: Their audition is tomorrow. They'll probably be rehearsing for it all day!	Every week, he'll consult the cinema guide to see what's screening.
Ugh, they will make a mess in the living room with their popcorn! Every time!	They will keep making sequels instead of doing something original.	Oh you're here, finally! OK, stay here – I'll get some drinks and snacks for us.
The third season will likely be filmed next summer.	She says that director's too demanding and she won't work with him no matter how much they offer her.	As you will have heard, we have been able to find investors for the project.

Function cards



to talk about certainty	for deductions	for typical behaviour
for typical behaviour that is irritating	for insistence	for spontaneous decisions made at the moment of speaking
for predictions or promises in the future	to replace <i>refuse</i> in the present tense	for presumptions about the past

Finish my sentences | Student A

1 Complete the sentences using your own ideas.

If I were you,
He would have written a great review
They promised they
We will call you
I'd rather you
They will
She wouldn't
By the following week, they
I'm sure
I would think

2 Swap cards with Student B and read their sentences. Compare your ideas.



Finish my sentences | Student B

1 Complete the sentences using your own ideas.

I would get a good acting coach.
if the film had been better.
would send me the script.
as soon as we have an update.
watched less reality TV.
keep talking during the performance. It's so rude!
even say hello to me when I saw her.
would have chosen the cast.
it will be a great experience.
that they want to get the best deal.

2 Swap cards with Student A and read their sentences. Compare your ideas.

Dreaming

UNIT 9, LESSON 4 LISTENING AND VOCABULARY (Audio script: extra activities)

1 9.7 Complete the extract from a radio programme with the correct form of the verbs from the box.

process show fascinate hope get document open up allow dream happen
prove encounter block learn

Interviewer: What are dreams and why do we have them? **These are questions that continue to** ¹ _____ scientists. Professor Wilson is here today to try to explain this phenomenon.

Prof Wilson: Yes, well, the need for sleep has been well- ² _____ and it is agreed that regular sleep is vital biologically for the body to recharge, but the nature and function of dreaming is still relatively unknown. **Many people will insist that** they do not dream, but this is probably because they have no memory of what ³ _____ during a particular stage of sleep. Research has shown us that ⁴ _____ is definitely an essential part of our nightly recuperation programme. It features in the REM, which stands for Rapid Eye Movement, stage of sleep, when paralysis ⁵ _____ all possible physical movement, apart from our eyes. However, nothing has been ⁶ _____ conclusively regarding the reason for the content of dreams.

Interviewer: And what is the function of dreams?

Prof Wilson: **Interesting question.** There are several theories put forward by exponents of several scientific disciplines, from psychiatry and psychology to neurobiology. Some claim that the purpose of dreaming is one way of ⁷ _____ memory. Dreams consolidate what we've ⁸ _____ and assist in moving new memories to long-term memory storage. Others suggest that in a dream our minds will work through emotions and problems we have ⁹ _____ during the day. **However, whatever the purpose of** dreams, there is unlikely to be a definitive answer because of the impossibility of ¹⁰ _____ dreamers to actively participate in experiments – they're asleep!

Interviewer: Is there a way to communicate with dreamers while they're dreaming?

Prof Wilson: Well, lucid dreaming happens when a dreamer is aware that he or she is dreaming and can control what happens in the dream. **In the past, it's been suggested that** these are only 'so-called' dreams, not real dreams, and a lucid dreamer is simply in a state of relaxation. However, recent studies have ¹¹ _____ that although different to non-lucid dreams, they do still have the core features of REM sleep and are therefore dreams. This has ¹² _____ development of an ingenious technique whereby it is ¹³ _____ that lucid dreamers can communicate through prearranged signals using their eye movements. It's an amazing breakthrough and has ¹⁴ _____ a wonderful opportunity to learn much more about the function of dreams!

Interviewer: Fascinating! Could you tell us more about ...

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Work to live or live to work? | Student A

1 Unscramble the words in bold to make words/phrases about work-life balance.

- 1 How important is it for you to **rivset** _____ for something? Can you give a personal example of a time when you succeeded because of your effort?
- 2 Have you ever had to **arnel eth prose** _____ in a new situation? Was it straightforward or difficult to achieve?
- 3 What are the consequences of juggling **trimgutnine** _____ demands? How can you cope with the pressure?
- 4 If you didn't feel like going to school one day, would you throw a **kisice** _____? How would you justify it to yourself?
- 5 Do you find constant **niceytvointc** _____ is a problem for you? In what ways does the use of devices affect your health?
- 6 What would it take for you to **lalc ti a yad** _____ and quit something? How do you think you'd feel afterwards?

2 Work with Student B. Take turns to ask and answer the questions in Exercise 1.



Work to live or live to work? | Student B

1 Unscramble the words in bold to make words/phrases about work-life balance.

- 7 When was the last time you had to work **oryu ossck fof** _____? What did you achieve by doing that?
- 8 How important to you is to **antinima** _____ a balance? How do you juggle the different aspects of your life?
- 9 What would you do if a situation wasn't what you'd **dinges pu rof** _____? Would you remain in the situation or leave?
- 10 Why is it important to grasp the **fiscinagienc** _____ of a balance between work and personal life? Why do you think some people work too much?
- 11 Do you think a good balance between work/study and life can **yap vindedsid** _____? How would you benefit personally?
- 12 Why do you think some people find it difficult to **wrda a neli** _____ between work and life?

2 Work with Student A. Take turns to ask and answer the questions in Exercise 1.



Speedy scribe

UNIT 10, LESSON 2 GRAMMAR
(Gerunds and infinitives)

Speedy scribe | Student A

1 Complete the sentences in the first column of the table with the correct forms of the verbs in brackets.

Write:	_____ 's answers
1 three chores you don't mind _____ (do) to help at home.	
2 three places you yearn _____ (visit) anywhere in the world.	
3 three things you'd better not _____ (forget) to do tomorrow.	
4 three activities you're keen _____ (try) but haven't yet.	
5 three things you regret _____ (buy) for yourself.	

2 Give your sentences to Student B. They must write their answers in the second column. Give them no more than 15 seconds for each answer!

3 In your pairs, count up your score:

- 1 Check your sentences using the answer key. You get one point for each *correct* answer.
- 2 Check your answers in the second column. You get one point for each *complete* answer.

Answer key: Student B's answers

1 cooking **2** watching **3** to bring **4** do **5** to read



Speedy scribe | Student B

1 Complete the sentences in the first column of the table with the correct forms of the verbs in brackets.

Write:	_____ 's answers
1 three dishes you're good at _____ (cook) on your own.	
2 three series you enjoy _____ (watch) on TV.	
3 three items you're not allowed _____ (bring) to school.	
4 three things you'd rather not _____ (do) at the weekend.	
5 two things you were surprised _____ (read) about in the news.	

2 Give your sentences to Student A. They must write their answers in the second column. Give them no more than 15 seconds for each answer!

3 In your pairs, count up your score:

- 1 Check your sentences using the answer key. You get one point for each *correct* answer.
- 2 Check your answers in the second column. You get one point for each *complete* answer.

Answer key: Student A's answers

1 doing **2** to visit **3** forget **4** to try **5** buying

1 10.6 Choose the correct words to complete the extract from a radio interview.

- Interviewer:** This morning in our series about career paths I'm talking to Lewis Taylor, operations manager for a big hospitality chain. Lewis, hi – thanks for ¹*come / coming* on *Jobs Today* to talk about your role and leadership in general. My first question has got to be: was this a position you'd always envisaged yourself ²*to do / doing*?
- Lewis:** That's a hard one ³*answer / to answer*. I guess I didn't set out specifically to do what I'm doing at the moment, but looking back, I think **the signs were there** from childhood, really, that I wasn't the type of person to take a back seat and let others ⁴*make / to make* decisions for me. At school, I was the one who organised everyone else – whether it was thinking up a new playground game or getting my schoolmates ⁵*play / to play* it. I also never **turned down a challenge** or a dare and learned **all manner of** bike tricks – my brother would've blown a fuse had he known I was using his bike! In fact, I think the sort of people who make good leaders are usually those who like risk-taking. Anyway, **as I was saying**, I think I was a bit precocious as a child – and **quite honestly**, I'm not sure I would like me if I were at school again – always itching to have my say, always upfront about things that bothered me ... But some of those personality traits **held me in** good stead for doing my current job. However, I have to say I have mellowed a bit over the years, and I hope I'm a nicer colleague **than I was** a schoolmate!
- Interviewer:** I think **that goes for** a lot of us! So, what can you tell us about how you reached the position you have now?
- Lewis:** Well, this position didn't just ⁶*land / landing* in my lap. I **had to** work my socks off for it. And I think the way I see my role now has a lot to do with that. I started at the bottom in my industry – as a waiter **in a** restaurant – and I gradually worked my way up. My managers recognised certain skills I had and helped me ⁷*develop / developing*. But having **experienced** every stage on my career path, I got ⁸*to learn / learning* the ropes, so I know exactly what the work – in every sector and at every level – entails, and I've come ⁹*to appreciate / appreciating* the challenges workers face. **I'm in the position now where** I know my industry extremely well and the people who work in it extremely well, and as operations manager I can ¹⁰*communicate / to communicate* with the staff and interact with my counterparts, confident that I know what I'm talking about.
- Interviewer:** So, just what makes a good leader in your view, Lewis?
- Lewis:** Most people think that a leader needs ¹¹*be / to be* creative and see ways round problems, and be a good communicator, a good listener, a good organiser, etc. etc. ... But for me, ¹²*be / being* a leader is all about how you deal with your team. **The main thing is** that you have to ¹³*understand / understanding* people's strengths and weaknesses and help them be their best. Then, you need to be able ¹⁴*delegate / to delegate* responsibility rather than ¹⁵*to think / thinking* you always know best and doing everything yourself, imposing solutions – as a leader, you give direction, but in the end, if your team feel they're stuck in a rut and not going anywhere, it's likely that they're not going to be co-operative, and that's detrimental to goal achievement – a sign of a bad leader in my book.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Jordan

High Note

Grade 12

Semester 2

GRAPHIC ORGANISERS



Pearson

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JORDAN HIGH NOTE 12 PHOTOCOPIABLE RESOURCES – TEACHER'S NOTES

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GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 6

6 An article

(6.6A Writing)

Aim: to plan an article

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 8 Writing Task on page 12 of the Student's Book. **(2)** Hand out the worksheet and tell them to read the advertisement. **(3)** Tell them they are going to write an article using the advice from the Writing box on page 12 to help them. **(4)** Give them time to make notes individually. **(5)** 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. **(6)** Students then complete the Writing Task individually, in class or as homework.

Unit 7

7 A letter to the editor

(7.6A Writing)

Aim: to plan a letter to the editor

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** Ask students to read the Exercise 9 Writing Task on page 25 of their Student's Book. **(2)** Hand out the worksheet and check their understanding of the Writing tips. Tell them they can also look at the example language provided in the Writing box on page 25 to help them. **(3)** Ask them to read the text in the boxes and then give them time to make notes individually. **(4)** 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. **(5)** Students then follow the template provided to complete the Writing Task individually, in class or as homework.

Unit 8

8 An opinion essay

(8.6A Writing)

Aim: to plan an opinion essay

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** 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 ask them to read the text in the boxes. Tell them they can also look at the Active Writing box on page 34 to help them with using a formal register in their writing. **(3)** Give them time to make

notes individually. **(4)** Put students in pairs and tell them to share their notes. Ask them if their ideas were the same or different and whether they learnt anything new. **(5)** Then ask them to make one suggestion to their partner about how to improve their plan. **(6)** Students then complete the Writing Task individually, in class or as homework.

Unit 9

9 A proposal

(9.6A Writing)

Aim: to plan a proposal

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 6 Writing Task on page 46 of the Student's Book. **(2)** Hand out the worksheet and tell them to read the Writing task. **(3)** Tell them they are going to write a proposal using the advice from the Writing box on page 46 to help them. **(4)** Give them time to make notes individually. **(5)** 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. **(6)** Students then complete the Writing Task individually, in class or as homework.

Unit 10

10 A report

(10.6A Writing)

Aim: to plan a report

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 7 Writing Task on page 57 of the Student's Book. **(2)** Hand out the worksheet and tell them to read the Writing task. **(3)** Tell them they are going to write a report about a company that found them a work experience placement. **(4)** Tell them they can use the tips and examples from the Writing box on page 56 to help them. **(5)** Give them 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.

AN ARTICLE

6.6A WRITING (An article)

- 1 Make notes in the boxes for each section of your article. Use the tips in the Writing box on page 12 of your Student's Book to help you.**

Title:

Opening sentence:

Involve your reader by speaking to them:
Provide your first argument to support your point:

Activity 1

Tell the reader where to go, what to do, and how it helps:

Activity 2

Tell the reader where to go, what to do, and how it helps:

Activity 3

Tell the reader where to go, what to do, and how it helps:

Conclude with an ending that your reader will remember:

- 2 Can you give your partner one suggestion on how to improve their plan?**

1 Make notes in the boxes for each section of the main body of your letter. Use the language tips in the Writing box on page 25 of your Student's Book to help you.

- Paraphrase the points made by the original author.
- Concede the points made by the original author, and then argue against them.
- Put forward contrasting arguments.
- Use emphatic language.

Main purpose of the letter

State your reason(s) for writing:

Address the points made by the original author

Provide reasons for why you agree or disagree with their views:

Conclusion

Summarise your point of view:

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

A LETTER TO THE EDITOR

7.6A WRITING (A letter to the editor)

3 Follow the template provided when you write your letter.

Your address:

Date:

Recipient's address:

Salutation:

State your reason(s) for writing:

Address each of the points made by the author providing reasons for why you agree or disagree:

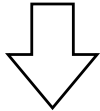
Conclude by summarising your point of view:

Sign off appropriately:

1 Make notes in the boxes for each section of your essay.

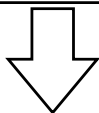
Introduction

Introduce your topic and provide some general background:



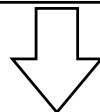
Paragraph 1

Discuss the impact that following (or not following) rules has on children:



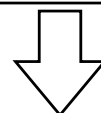
Paragraph 2

Describe the impact of the above on society:



Paragraph 3

Describe how you think society's attitude towards children's behaviour has changed:



Conclusion

Conclude your essay by summarising your opinions:

2 In pairs, share your notes. Were your arguments the same or different? Did you learn anything new from your partner's notes?

3 Can you give your partner one suggestion on how to improve their plan?

A PROPOSAL
9.6A WRITING (A proposal)

1 Make notes in the form for each section of your proposal. Use the tips in the Writing box on page 46 of your Student's Book to help you.

PROJECT PROPOSAL	
Project title:	
Prepared by:	Date:
Project aim:	
Introduction (Situation/Problem):	
Recommendations and benefits:	
Conclusion:	

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

A REPORT

10.6A WRITING (A report)

- 1 Make notes in the form for the different sections of your report. Use the language in the Writing box on page 56 of your Student's Book to help you.

REPORT by:

Title:

Introduction (outline what the work experience involved)

Benefits (say what you gained from the experience)

Evaluation (give your opinion on how the company performed)

Conclusion (provide your recommendations with justification and anticipated outcomes)

- 2 Can you give your partner one suggestion on how to improve their plan?