



English for Iraq



Republic of Iraq,
Ministry of Education
General Directorate of Curricula

6th Preparatory Teacher's Book

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استناداً إلى القانون يوزع مجاناً
ويمنع بيعه وتداوله في الأسواق.

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Introduction

1 Introduction to *English for Iraq 6th Preparatory New Edition*

The features of this New Edition include:

- a contemporary design with updated photos and illustrations
- a predictable unit structure making it easier for teachers to navigate and use
- tests that offer learners the chance to consolidate learning
- integrated 21st century skills
- values which provide students with opportunities for discussion and the chance to reflect on how to become better global citizens
- new Literature Focus using classic novels and plays from English literature

Integrated 21st century skills

Learners today face economic, environmental and social challenges that are very different to the ones their teachers and parents grew up with, and, as such, traditional school subjects cannot always prepare them for the demands of modern life. With technology changing our society and jobs dramatically, it is vital that students are equipped with the tools to deal with life in the 21st century. Therefore, it is vital that 21st century skills are integrated into your curriculum.

These 21st century skills can be broken down into the '4Cs':

- Collaboration
- Communication
- Creativity and innovation
- Critical thinking

Where they are relevant and to support students, lessons now include opportunities to highlight and discuss the 4Cs: Collaboration, Communication, Creativity and Critical thinking. These are signposted within the teaching notes. Each of the 4Cs was outlined in detail in the Introduction to *English for Iraq 1st, 2nd, 3rd and 5th Preparatory*.

What are the 4Cs?

Collaboration: It is more crucial than ever that our learners understand how to work effectively with each other. Collaboration occurs when students work in pairs or groups and contribute their knowledge, experience and resources to help achieve a goal. You don't always need to have students work with classmates of the same level or ability, so experiment with putting students of different levels together.

Communication: Communication is no longer just the words we use. Students today must learn to communicate not only in a face-to-face setting but in online contexts, too. To foster communication, set up your classes and activities to encourage students to communicate in a variety of ways, such as discussing questions in pairs or taking on the role of a teacher to help their group mates learn. Teach students that giving and receiving feedback from their classmates is an excellent way to improve their language skills.

Creativity and innovation: Adding creativity and innovation into your lesson means getting your students to brainstorm ideas about topics or to question what is presented to them in their learning. Enhance creativity and innovation by asking students to work in groups to encourage critical thinking and problem-solving.

Critical thinking: It is now more important than ever that our learners are able to challenge and interrogate new information that is presented to them. By asking questions, such as: *Who wrote this? Why did they write it? Why is the writer qualified to talk about this subject? Can I check the facts?*, etc., learners will soon be able to discriminate between information based on research and information created to convince. This means students must communicate and collaborate with each other, as a learning process and as an outcome, and this helps them feel closer to the learning content.

21st century skills in *English for Iraq 6th Preparatory*

By incorporating 21st century skills into your classroom, you are helping your students to succeed in today's fast-paced and challenging world. To help you, lessons in *English for Iraq 6th Preparatory* have been written to foster these skills, and those lessons that encourage the use of these skills are identified in the teaching notes. Ensure that, when you plan your lesson, you include time for students to work on these skills, and remember that in many cases, these skills will overlap. It may take time for students to become familiar with some of the approaches, or indeed the teacher, but once students start to build these skills, they will become second nature.

The New Edition is now easier to use.

- Each core unit now has ten lessons.
- Review Units 4 and 8 now have four lessons each.
- Every lesson in the Student's Book now has a complementary two-page lesson in the Activity Book.
- Every lesson now has a unit test in the Activity Book.
- In Review Units 4 and 8, there are two Activity Book pages per lesson.

2 Approach to teaching

Description of the approach

English for Iraq 6th Preparatory is a topic-based course that follows a clear grammatical and functional syllabus. Within this framework, there is a coherent strand of skills development. This is generally thought to be the most effective organizational principle for English-teaching material used within state school systems, where there are a variety of constraints on learning. The main constraint is time. Lack of time means that lessons can only provide a framework within which language can develop. Students will inevitably need to put in extra work either by studying independently, taking additional courses of study or travelling to English-speaking countries. An additional constraint is the importance

of testing within the state system. This understandably leads to a certain emphasis being placed on knowledge of the language as one of the objectives of learning.

English for Iraq 6th Preparatory applies a communicative approach to teaching and learning and takes the development of communicative competence as its principal aim. Within the overall principles of communicative methodology, a wide variety of strategies are used. One important strategy, which has been introduced in the Secondary stage, is a more overt analysis of the structure of the language. This has been adopted for a number of reasons:

- The cognitive ability of students at this age means that they are better able to understand the concepts behind the rules of English and how they help to convey meaning. In other words, the study of structure becomes part of the development of communicative competence.
- Language needs constant recycling if students are to develop accuracy and fluency. Study of how language is put together is an opportunity for learners to revisit language previously studied in a less academic way. The process of discovery also helps give the students a sense of ownership and makes the language more memorable.
- The constraints placed on teaching by the state examination system mean that students need to demonstrate both knowledge of language and an ability to use the language. Fortunately, these two aspects go hand in hand, to some extent, for students of this age group.

Within this approach to learning, mistakes should be seen as part of the developmental process. Students at the Secondary stage need to be encouraged to think for themselves and experiment with the language. However, the teacher has a clear role in bringing clarity to the process with regular class-based summaries of progress. The Round up lesson is a useful reminder to do this at the end of each unit.

Self-study and individual learning activities form an important strand of the course. For example, the students doing regular homework assignments. The development of self-study skills should also be encouraged during class time, with students working through activities on their own to arrive at their own answers and conclusions. These can then be discussed and corrected with a partner, a group or the whole class, as part of the learning process.

3 Components of the course

Student's Book: This book is used to present new language, as well as providing activities for the development of language skills. The book contains a variety of texts, including articles, websites, emails, advertisements, guidebooks, leaflets and timetables. The texts are highly illustrated and supported by clear instructions for the benefit of both teachers and students. The Student's Book also provides regular opportunities for speaking practice in the form of group discussions, pairwork, model conversations and role-plays.

Activity Book: This book contains tasks to consolidate and practise language presented in the Student's Book. The exercises also develop the skills of listening, reading and writing and help the students improve their learning skills. There are listening and speaking tasks to practise specific pronunciation points and gradually introduce the phonemic alphabet.

Audio: The audio extracts are an essential part of the course. They comprise recorded discussions, dialogues, conversations and monologues, as well as pronunciation exercises at word and sentence level.

Teacher's Book: The contents are listed at the beginning of this book. The Introduction is followed by detailed plans for every lesson. These are laid out as follows:

- A box showing the lesson objectives, the new language and vocabulary presented.
- Easy-to-follow lesson notes divided into stages. This has been done to help teachers manage their lesson timings in the Student's

Book and Activity Book exercises. Each unit of the Teacher's Book also has a summary of the language and activities included and a unit word list.

Explanation of abbreviations

SB4: Student's Book page 4

AB6: Activity Book page 6

8: Track 8

GR44: Grammar and Functions Reference page 44

 Pairwork activity

 Group work activity

 Homework assignment

Appendices: These contain:

- Guidance notes for Literature Focus
- Transcript

4 Organization

6th Preparatory is organized into eight units. Units 1–3 and 5–7 are organized on a topic basis and present new language. Units 4 and 8 revise language from the previous three units. There are ten lessons in each of the 'presentation' units and four lessons in each review unit. The Book map at the end of this Introduction contains detailed unit-by-unit information on the objectives, activities and language items covered.

5 Features of the course

5.1 tests

Activity Book exercises develop the four skills presented in the Student's Book and prepare the students for an end-of-unit progress test. Each unit includes numerous tasks, such as listening and reading exercises, role plays and writing tasks (e.g., emails and short essays) that help reinforce key skills and specific language points.

The last lesson of the Activity Book in each unit is set aside for the progress test. Each test assesses the skills of writing, as well as specific language points, grammar and vocabulary from the unit, all of which have been practised in the Activity Book.

Students should already be familiar with the idea of being assessed near the end of each unit. However, they should be reminded in advance so that they have plenty of time to revise. The teacher should guide students through each test, explaining the activities before they begin – the students are not being assessed on their ability to understand written instructions, but on their language skills.

Wherever possible, the tasks in the test mirror activities from the Student's Book or Activity Book, allowing students to apply the listening, reading and writing sub-skills they have been practicing in each unit.

Tasks in the tests include:

- listening to a conversation and completing multiple-choice questions or writing notes
- reading and identifying topic sentences
- reordering a conversation
- matching sentence halves containing new vocabulary or structures
- completing and correcting sentences
- matching words with pictures and definitions
- completing an application form with personal information
- writing an email
- writing essays

All students should be able to complete the written tests within the given time. After each test, teachers should collect and mark the Activity Books, keeping a written record of each student's performance. This record can be categorized into different skill areas (reading, listening, vocabulary, writing). While the allocation of marks is left to the teacher's discretion, maintaining consistency in marking is essential for accurately measuring students' progress.

In the final lesson of each unit, it is advisable to review and practice any areas of difficulty before returning the marked tests. This ensures that the students focus on their learning rather than being distracted by their scores. Teachers should praise students who show improvement over time, not just those who achieve consistently high marks.

5.2 Grammar and Functions Reference

This is a key feature of the *English for Iraq* series. Specially written pages at the back of the Student's Book expand on the key language points in each unit. Detailed explanations of usage and realistic examples are provided to help the students develop their grammatical competence. The blue language boxes in the Student's Book contain page references to link them to the relevant entries in the Grammar and Functions Reference.

5.3 Round up page

Revision of Units 1–3 and 5–7 consists of a *Round up* page that allows students and teachers to review what they have done in the unit and go over any problem areas together before the tests. The students work through each point on the page individually or in pairs, thinking of more examples and referring to the Grammar and Functions Reference section if necessary. The students should be encouraged to think for themselves about what they have achieved and what they need to continue to work on. The teacher should be prepared to answer any questions that the students may have, to write examples on the board or to do oral practice of the points that the students need to revise most.

5.4 Literature Focus in *English for Iraq* 6th Preparatory

The Literature Focus in *English for Iraq* 6th Preparatory encourages students to read a range of different literary texts, to increase their knowledge and awareness of other cultures and forms of artistic activity.

The Literature Focus extracts are graded for lexis, grammatical structure, cultural information and cultural sensitivity to help students to read at a reasonable speed.

Studies show that extensive reading of graded material boosts learners' performance in all skills. Words above the level of the students that are essential for text comprehension appear in a glossary below each extract. *The story so far* section before each extract is designed to update the student with important events that have taken place since the previous extract. Students then are

asked to read the extract and do comprehension tasks. Finally, they are asked to engage in a more productive and creative task based on the story.

5.5 Homework activities

6th Preparatory provides homework tasks. These do not always involve written work but may require the students to find out information at home, interview relatives or prepare things to bring into class.

5.6 Using a dictionary

As a step on the way to becoming independent learners, the students should begin to make more use of monolingual dictionaries when they read and write. This is a habit that needs a lot of encouragement. Students are reluctant to use dictionaries for a number of reasons. One reason is simply that they are not sure how to access all the information that dictionaries contain. This is why the students are shown how to do this in the very first unit of the Preparatory course and then are encouraged to practise referring to dictionary entries throughout *6th Preparatory*.

The students are also shown how to make use of phonemic script, as this is an essential aid to pronunciation. All the symbols that represent vowel and consonant sounds in English are presented by the end of *4th Preparatory*, and the introduction to phonemic script is completed at *6th Preparatory*.

6 Advice to teachers of *6th Preparatory*

6.1 Teaching English to young adults

It is important for teachers to be aware of some of the characteristics of 16 to 18 year olds that affect teaching and learning. These have been taken into account in the design of this course.

General characteristics and how to respond to them:

- Clearer personal goals: teachers need to tap into the positive aspects of their students' goals and encourage the students to shape these goals for their long-term benefit and the benefit of society.

- Firmer opinions: teachers need to understand and acknowledge the opinions of the students, while at the same time introducing them to alternative ways of thinking.
- Greater interest in the outside world: students can be motivated to find out more about the world and make use of this knowledge in classroom discussions.
- Importance of peer pressure: teachers need a clear strategy to identify students who have influence over their peers so that their leadership qualities can be used for the good of the class.

Educational characteristics:

- Understanding of abstract concepts: this is a key aspect of educational growth. Students should be encouraged to take an interest in the underlying concepts and rules of English.
- Critical thinking: the ability of students to evaluate alternative courses of action can be harnessed to promote spoken and written skills.
- A more reflective attitude to information: students should be encouraged to interpret the meaning of listening and reading texts in their own way and to discuss the interpretations of others.

6.2 Lesson planning

It is advisable to read the Unit summary and teaching notes for each unit before beginning to teach it. This will give a clear idea of the content and activity types in the unit well in advance. It is also a good idea to plan blocks of lessons at a time, for example, a week's classes. This will make it easier to gauge the students' progress and to prioritize. Individual lessons should be planned at least a day in advance to allow time to gather the appropriate materials and become familiar with the content of the lesson.

Planning a lesson in advance will also result in greater confidence during the lesson. This confidence will facilitate appropriate decisions during a lesson. It will also be easier to manage time; for example, knowing which activities can be left out if time is short or when to stop an activity if it seems to be taking up a disproportionate

amount of time. It is left to the teacher's judgement to manage class time. The key to good time management is to have a clear idea of the essential aims of the lesson.

Plenty of time should be allowed before a lesson to plan the following important areas:

- classroom language
- use of the board in the lesson
- layout of the class (arrangement and movement of furniture, organizing the class into groups, etc.)

Using objects, photos and authentic materials, such as leaflets, books, posters and timetables, in English lessons is a good way of keeping the students' attention. Although the use of realia is not essential (because the texts in the Student's Book are designed to be as realistic as possible), learners respond well to three-dimensional stimuli. The time taken in finding realia will be well rewarded by the opportunities for practice and stimulating discussion that objects, pictures and articles provide in class.

6.3 Recycling language

The teaching notes for some lessons include ways of recycling language from earlier units. However, it is assumed that teachers will take every opportunity to do this throughout the course. There should be a variety of regular routines for revision so that it is both repetitive and varied. For example, get the students to ask their partner questions and then report back to the teacher.

Other points that can be revised during a lesson include:

- Social language and ways of keeping a conversation going, including question tags: *Really? That's nice. Was it?*
- Phrases for asking for and expressing opinions: *What do you think? I think ... I agree ... I disagree. Maybe you're right.*
- Describing location and giving directions: *Where's the new shopping mall? How do I get to the bank from here?*
- Adjectives to describe experiences and places: *What was it like? How did you feel? Was it interesting?*

- Using a range of tenses: *What did you do? What happened next? What was your friend doing? Have you ever been to Egypt?*
- Talking about timetables: *What time does the sports centre open? When do you have basketball practice?*
- Imperatives and polite requests (including *lend* and *borrow*): *Let's work in groups. Could you help me, Zeena? Can you lend Nadia your book? Can I borrow your pen?*

6.4 Organizing pairwork and group work

Activities in *6th Preparatory* frequently require students to be organized into pairs or groups. It is important to ensure that this organization happens as smoothly and quickly as possible so that it does not disrupt the flow of a lesson. Since the students' attention will be distracted once they are sitting in groups, it is a good idea to explain or demonstrate an activity before you split the class up. You can then be sure that everyone is able to see and hear you. Give clear instructions for rearranging furniture or moving seats around. If the students need their books or pens, make sure that you tell them to take them when they change seats. If you are dividing the class into two groups, either draw an imaginary 'line' down the middle of the room, making sure there are equal numbers on each side, or give each student a letter A or B. Then tell the A students to sit on one side of the classroom and B students on the other.

It will save time if you think carefully about your students before the lesson. When dividing the class into smaller groups, you should generally try to ensure that students of similar ability are working together. The more able or confident students will then not dominate the group. With some activities, however, it is useful to have a mixed ability in each group. If you know that some groups or pairs will finish early, have some extra work ready for them to do or a game for them to play. This will allow you to give the rest of the class the help and encouragement they need, as well as giving all the students time to finish the set task.

For pairwork, it is easiest to ask students to work with students who sit near them. However, pairings should be varied sometimes to make language practice more interesting. The interaction will be

more genuine if students are talking to someone they don't know very well, for example, if they are exchanging opinions or talking about their hobbies and experiences. Moving students to a new seat also keeps them interested and alert; rearranging the classroom helps to signal a new stage in the lesson.

When you want to return to full-class activities, or stop an activity to give instructions, make sure you have everyone's attention and that all the students have stopped talking before you begin. It is a good idea to use a regular signal, such as clapping your hands or ringing a bell.

6.5 Continuous assessment

There are written tests to help assess progress in listening, vocabulary development, reading and writing in each unit (see *5 Features of the course*). In addition, assessment of students' progress should be incorporated into normal lessons. It is a good idea to keep a written record of individual achievements in reading, writing and speaking.

Teachers are advised to record their students' progress in a way that is suited to their own teaching situation.

In the case of reading, it is useful to listen to students reading texts at regular intervals throughout the year. Writing can be assessed while students are completing writing activities in class or when the Activity Books are collected in. Written homework can be graded, but this should be carried out sensitively (see opposite).

As well as using the photocopiable speaking activities suggested in this book, the teacher may want to assess speaking by choosing four or five students to concentrate on before a lesson begins. Particular attention can then be paid to their participation in open-class situations or in pairwork. It is possible to assess students regularly in this way, preferably while they are unaware that they are under assessment.

Note: It is important to assess a student's effort, not just the results that they achieve. In choosing materials for students to read or when asking questions to assess speaking, it is important to pitch assessment at an appropriate level. If students

are particularly able, they can be given challenging texts for reading and asked more demanding questions; if students are struggling, they should be given tasks appropriate to their level. Your assessment of the students over a period of time will then genuinely reflect their progress rather than their ability to attain unrealistic targets.

6.6 Homework

It is important to keep a record of the students who complete their homework on time. If you make it clear that you are keeping track of those students who fail to hand in homework, the students will be more likely to make an effort.

Correction of homework should promote positive reinforcement at the same time as giving constructive criticism. At this level, the students can be directed towards areas that require improvement. (In the case of written work, for example, they should be advised if they are not doing enough planning, if their work is not organized satisfactorily or if they need to proofread their work more carefully before they hand in a final version.) Instead of correcting errors of grammar, spelling or punctuation straight away, it is a good idea to highlight mistakes and get the students themselves to work out how to correct them. Self-correction is a valuable skill that needs to be developed if the students are to improve the quality of their written work.

To be fair to the students, make sure that you set and explain homework clearly and that students know the deadline for handing in their work. The students need clear rules so that they can successfully organize their own time. Teachers do not necessarily need to assign the homework activities included in the Teacher's Book. Depending on the class and the students, teachers are advised to adapt the existing or assign new homework.

7 Teaching in English for Iraq 6th Preparatory

7.1 Listening

Listening text types in *6th Preparatory* fall into the following broad types:

- words and phrases
- conversations between two or more speakers
- advertisements
- narratives
- discussions

7.1.1 Activities to develop the skill of listening

The course contains texts specifically dedicated to the purpose of developing the listening skill and the related sub-skills listed below:

- recognizing context
- making predictions about register, language and content
- comparing and revising predictions during and after listening
- dealing with unknown words
- identifying remarks made by different speakers
- listening for gist and detail
- listening and taking notes
- following the main points of a text
- identifying important/relevant information
- summarizing the main points of a text
- noticing and dealing with features of spoken language (e.g., turn-taking, hesitancy and redundancy)
- identifying grammar and language and phonological features
- identifying the feelings and attitudes of speakers
- identifying opposing ideas

There are also dialogues and short texts that are used to model and contextualize new language structures and vocabulary or for pronunciation practice.

It is important to read the teacher's notes carefully in order to identify whether a listening exercise is aimed at developing specific listening sub-skills, modelling new language and/or is to be used for extensive listening.

In general, the teacher should aim to make the students feel as comfortable as possible with listening to the audio. Students should never come to a listening unprepared as it is unrealistic and will cause unnecessary anxiety. As long as it does not interfere with the aims of the task, the teacher should tell the students how many people are speaking, and who and where they

are, before playing the audio. The Student's Book illustrations should be used as much as possible to aid understanding, since in real-world listening tasks, listeners usually have visual clues to help them (e.g., setting, gestures and facial expression of the speaker).

A basic procedure for listening tasks is as follows:

- Discuss any photographs and/or pictures and establish the context.
- Explain the task, demonstrating if appropriate.
- Play the audio; students listen and do the task. Some texts will need to be played twice or more (this is usually indicated in the teacher's notes).
- Encourage students to compare their answers in pairs.
- Elicit answers, showing interest in the students' own understanding of the text.
- Confirm answers.
- Use the information for consolidation, transfer or to stimulate discussion.

Note: Listening tasks should not be used as a test of the students' listening ability. The main aim of the tasks is to develop their ability. This will only happen if they feel secure about the things they are being asked to do and feel that you are interested in their individual achievement. Do not expect students to get all the answers right, particularly after the first listening.

7.2 Speaking

There is a wide range of speaking activities in *6th Preparatory*. For details of tasks in particular lessons, see the Book map and Unit summaries.

In *6th Preparatory*, the students will work towards the following competencies:

- interacting appropriately in social situations
- taking part in conversations on a familiar topic (e.g., topics covered in the course where students would be expected to have sufficient vocabulary and language to make contributions)
- using strategies to maintain conversations
- following and making simple contributions to a discussion
- demonstrating awareness of other speakers and encouraging contributions from other speakers
- using formal/informal language appropriate to the situation

- talking about the past, present and future, using grammar and vocabulary appropriately
- complimenting others
- showing interest when someone is speaking and asking follow-up questions when appropriate
- checking what someone has said (repeating, paraphrasing)
- reporting what people say using simple reporting verbs
- confirming information for listeners and correcting misunderstandings by rephrasing
- speaking clearly and comprehensibly using intonation, gestures, expressions to help convey meaning

7.2.1 Discussion work, problem-solving and decision-making

6th Preparatory contains pairwork and group work activities where students are required to discuss an issue, reach agreement or make a decision. They are encouraged to work together to compare ideas and answers. At this level, the students should be encouraged to use English to complete the activity. They will be better able to do this if they are reminded of simple structures for suggesting, agreeing and disagreeing, for example: *Let's .../Yes, I think so./Yes, that's right./No, that's wrong.*

7.2.2 Extended turns

The students should practise engaging in extended turns at the Secondary stage, for example: speaking for some time without interruption. Extended turns need to be structured so that they are coherent for listeners, and so clear guidance (including listening models) is given as the course progresses.

7.3 Reading

The reading material in the course is designed to present the students with as many text types as possible. The students are also encouraged to bring their own texts to class, reflecting the fact that, at this level, reading outside the prescribed texts is a vital way to increase vocabulary and consolidate language skills. Although some of the texts in the Student's Book are read aloud on the audio, the vast majority are not, and they are designed for silent reading. The students are asked to apply different approaches to different types of text, to

read texts at different speeds and to focus on the appropriate parts to complete the task in hand.

As with listening texts, it is important to read the teacher's notes for each reading task carefully in order to identify which skills and strategies the task aims to develop.

At *6th Preparatory*, the students will build on the skills acquired at *5th Preparatory* whilst developing the following sub-skills:

- identifying the reasons why a text was produced and who it is aimed at
- understanding how different texts are organized, in terms of language and layout, for different audiences (e.g., to appeal to children, teenagers or older people)
- recognizing how punctuation is used to make meaning clear
- making notes that could be used to provide a brief written summary or report based on the text
- predicting language (grammar, vocabulary, etc.) that may occur in particular texts (e.g., reported language in newspaper articles, imperatives in advertisements)
- noticing common features of formal and informal texts
- using images to predict text content or relating images to text content
- following texts that contain unknown vocabulary which is connected to the topic of the text
- using a glossary to understand key words that are not clear from the context

7.4 Writing

6th Preparatory concentrates on the development of writing as a skill. At this level, the students will be working on writing tasks in various registers (from informal notes and emails to reports or essays). They will also be attempting longer pieces of writing than they did at *5th Preparatory*. In addition to these freer activities, there are familiar controlled writing exercises (such as sentence completion, reordering and gap-filling) to consolidate language patterns and structures that have been introduced and practised orally. The following text types will be produced at *6th Preparatory*:



- informal messages and emails
- letters
- factual texts
- advertisements
- posters
- essays

Writing exercises still require scaffolding. It is important not to set a challenging writing task without adequate preparation. In most cases, the students are taken step by step through a process of brainstorming, planning and writing, as well as being given a model to follow. Wherever appropriate, the teacher should refer back to the model text and draw attention to how it is organized and how sentences are structured. The teaching notes provide detailed advice for each writing activity of this type.

Class time has been provided for some of the writing tasks. It is advisable for teachers to use this time to encourage development in their students' writing skills. This is best achieved by scaffolding writing activities as much as possible and monitoring during the activity to provide assistance as necessary. Collaboration in writing tasks between students should also be encouraged whenever possible. Other writing tasks will be set as homework, and these should be used as practice for ideas that have been developed in class.

There will be a range of writing ability in the class, and teachers should not expect all the students to produce the same amount of writing or the same quality of handwriting. Writing tasks are sometimes open-ended (there is no word limit) so that stronger students have the opportunity to stretch themselves and write as much as they need to. It is important to encourage the students to use their ideas and imagination so that they have the chance to show their creativity, even if they need to improve their grammar, spelling or mechanical writing skills.

Some students make frequent errors in writing. They should not become too demotivated but should be encouraged to edit and try to correct their own work. Planning, editing, self-correction and redrafting are essential skills for a successful

writer, and the students should now be starting to do these things on a routine basis. Make sure that the students have time to read through and correct their work. It is a good idea, whenever possible, for the students to redraft their writing after it has been corrected so that the final version is error-free. Displaying finished work motivates the students to produce a correct version.

Students are sometimes required to work collaboratively on writing and to read each other's work. They are asked to edit and correct texts written by other groups or individuals. This type of activity is highly motivating. It means that students have a clear audience for their work and encourages all the students to be involved in the writing and editing process. While the students are writing, it is important to go round and monitor their work, acting as a resource for ideas and helper with spelling rather than a judge. Always have a task available for those who finish writing early, and allow slower students to finish their work at home. Stages and sub-skills of writing at *6th Preparatory* include:

- brainstorming ideas in preparation for writing – selecting and rejecting ideas
- arranging information for impact
- arranging information logically and coherently
- sequencing events
- selecting an appropriate layout
- organizing content into paragraphs
- connecting paragraphs
- developing meaning within a paragraph and through the text
- avoiding ambiguity
- producing grammatically accurate sentences
- selecting formal/informal language to suit the task and audience
- using punctuation to make meaning clear
- using discourse markers, conjunctions and contrastive linkers
- proofreading for coherence and accuracy of punctuation, spelling and grammar
- editing writing
- writing legibly

Book map

Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas
UNIT 1 The health service			
<ul style="list-style-type: none"> listening to check specific information listening for numbers listening and choosing endings for sentences talking about previous and current events talking about problems and solutions practising dialogues and adding new words 	<ul style="list-style-type: none"> identifying the best headline for an article finding information within a text writing summaries based on information already given producing a longer piece of writing using linking words and phrases writing an essay arguing 'for' and 'against' something comparing past simple and past continuous 	<ul style="list-style-type: none"> comparing past simple and <i>used to</i> 	<ul style="list-style-type: none"> phrasal verbs words to describe illness and health linking words and phrases adjective endings prefixes meaning <i>not</i> expressions of quantity
Language learning			
<ul style="list-style-type: none"> learning new vocabulary by putting words into groups understanding that words with similar meanings are not always interchangeable 			
UNIT 2 The police and armed forces			
<ul style="list-style-type: none"> listening to identify speakers listening to check ideas telling a partner ideas and reasons for them reading written exercises aloud suggesting improvements to a partner 	<ul style="list-style-type: none"> skimming texts for specific information reading to find specific information reading an advert to answer questions defining new words rewriting sentences with different verb formats writing a paragraph from notes 	<ul style="list-style-type: none"> <i>should/shouldn't</i> for advice and expectation expressions to make polite requests saying it is necessary to do something comparing <i>must</i> and <i>have to</i> 	<ul style="list-style-type: none"> making suggestions and offers compound nouns informal passive
Language learning			
<ul style="list-style-type: none"> understanding and using abbreviations 			
UNIT 3 Vocational training			
<ul style="list-style-type: none"> listening to identify speakers listening to provide answers to questions listening to complete information contributing to a class discussion asking and answering questions using information to role-play 	<ul style="list-style-type: none"> reading to find information to support or oppose statements detailed reading to remember information writing facts from memory writing in reported speech writing in the second conditional writing in question format 	<ul style="list-style-type: none"> zero and first conditional second conditional third conditional indirect or reported speech words to express regret 	<ul style="list-style-type: none"> words to describe jobs and careers words used in conditional structures
Language learning			
<ul style="list-style-type: none"> learning new vocabulary by making word webs choosing the correct conditional to convey your meaning 			
UNIT 4 The world of business			
<ul style="list-style-type: none"> Revision and practice of skills, grammar and lexis from Units 1 to 3 			



Listening and speaking

Reading and writing

Grammatical areas and functions

Lexical areas

UNIT 5 Holidays

- listening to identify topics
- talking about previous events
- describing a holiday
- asking and answering questions
- describing a process
- practising and extending dialogues with a partner
- practising grammar in meaningful situations

- skimming for gist
- scanning a text to find specific information
- reading for specific information
- expressing personal reaction to a text
- identifying a writer's attitude
- matching beginnings and endings of sentences
- writing a description of a holiday
- analyzing and rewriting a well-argued text using linking words and phrases as appropriate

- compound nouns
- reviewing present perfect simple and continuous: with adverbs such as *ever* and *never* with *for* and *since* with *How long ...?*
- reviewing simple/continuous and present perfect tenses
- reviewing the past perfect tense
- reviewing relative clauses

- words to describe holidays and travel
- collocations
- words which signal relative clauses
- connecting and linking words

Language learning

- learning new vocabulary by putting things into groups
- choosing the correct tense to convey your meaning

UNIT 6 Banking and finance

- listening for specific information
- listening to complete homework assignments
- role-playing a real-life situation
- orally summarizing short texts
- talking about events in the past
- group discussions about unit topics

- reading for gist
- reading to understand detailed information
- reading to predict information
- editing written work for mistakes
- summarizing a written text
- writing a letter of complaint

- reviewing active and passive sentences
- reviewing conditional tenses
- making deductions in the past

- words used in banking and finance
- guessing meaning from context
- formal and informal expressions

Language learning

- reviewing and practising the passive
- extending knowledge of vocabulary

UNIT 7 Further education

- listening for specific information
- listening for detailed understanding
- listening to a partner's spoken work to identify ideas
- talking about favourite things
- speaking in front of a group
- discussing ideas with a partner

- matching words with definitions
- scanning a text to find specific information
- reading for detailed understanding
- reading to identify main ideas
- writing to express opinion
- writing a dialogue
- writing an essay describing advantages and disadvantages

- reviewing future tenses
- future in the past

- words used in education
- learning about word families
- linking words and phrases

Language learning



- understanding making inferences
- practising persuasive language

UNIT 8 The environment and recycling

- Revision and practice of skills, grammar and lexis from Units 5 to 7

Unit 1

Language learning

Lesson	Materials	Topic/Title	Objectives	Language
1	SB6 AB4–5  1	<i>My toe is bleeding</i>	Revise and extend vocabulary for talking about health problems.	Revision: verbs, nouns and adjectives
2	SB7 AB6–7  2	<i>I was ice skating, and I fell over</i>	Read and understand a conversation. Practise a dialogue about a health problem. Revise and practise past simple and past continuous.	Revision: past simple and past continuous
3	SB8 AB8–9	<i>My friends were all watching, so I didn't want to give up</i>	Read and understand a blog post. Read for details. Retell a story orally using past tenses. Revise and practise problematic adjectives and adverbs.	Revision: past simple and past continuous Revision: adjective and adverb endings
4	SB9 AB10–11  3	<i>Most smokers take it up as teenagers</i>	Discuss facts and statistics about smoking. Revise and practise questions in the present tense. Revise and practise phrasal verbs.	Phrasal verbs Prefixes meaning not, such as <i>in-</i> , <i>un-</i> , <i>il-</i> , <i>im-</i> , <i>ir-</i>
5	SB10 AB12–13	<i>Take some exercise every day</i>	Practise giving health advice using imperatives. Revise and practise countable and uncountable nouns. Revise and practise expressions of quantity.	Expressions of quantity, for example: <i>much</i> , <i>many</i> , <i>a few</i> , <i>a little</i> Revision: imperatives for giving advice
6	SB11 AB14–15	<i>Life used to be different</i>	Discuss the differences between life in the past and now. Practise referring to the past using <i>used to</i> . Write opinions about the past and present.	Revision: the forms and use of <i>used to</i> Revision: comparative adjectives
7	SB12 AB16–17	<i>Let's start with diet</i>	Read and understand an article about health. Study and classify linking words and phrases. Summarize an article from memory.	Linking words and phrases, for example: <i>In my opinion</i> , <i>Firstly</i> , <i>As a result</i>



8	SB13 AB18–19	<i>Using your phone behind the wheel</i>	Discuss related topics. Scan texts for specific information. Review paragraph writing skills. Complete an essay from key points with guidance. Write an essay from key points only.	Linking words and phrases
9	SB14 AB20–21	<i>Against all odds</i>	Read and understand a newspaper article. Read for details. Retell a story orally using past tenses.	Revision: past simple and past continuous Revision: adjective and adverb endings
Revision	SB15 AB22–23	<i>Round up</i>	Revise language from Unit 1.	Revision
Test	AB24–27	Test	Do a test on Unit 1.	–

Unit 1 Lesson 1

SB6 AB4-5 

Objectives Revise and extend vocabulary for talking about health problems.

Language Revision: verbs, nouns and adjectives

Vocabulary *shoulder, fracture, dizzy, swollen, swallow, sneeze, be sick, wrist, ankle, blood, breathe, faint, treatment, joints*

Stage 1

Warm up

- Tell the students to look at all the pictures carefully and say what they think each person is suffering from or complaining about.
- Write a few ideas on the board and ask the students randomly if they have ever experienced any of these minor health problems.

Stage 2

Match the pictures with the text
SB6 AB4  Ex 221st century skills

Critical thinking Analyzing information and making deductions about images

- Tell the students to look at the pictures and read the problems in the speech bubbles. Teach any new vocabulary.
- Tell the students to match each speech bubble with a picture.
- Check answers.

Answers

1I, 2H, 3E, 4J, 5D, 6G, 7N, 8F, 9A, 10L, 11B, 12K, 13C, 14M

Stage 3 Look at the Study Tip on learning vocabulary AB4

- Books shut, remind the students that this is an exam year and that they will need to do ongoing revision throughout the first and second semesters.
- Ask the students how they revise vocabulary. Write key words and phrases on the board, such as: *notes, textbook, dictionary, index cards, writing on index cards, testing with friends, listening*, etc.
- Tell the students to open their books and read the Study Tip on learning vocabulary. Ask students to list the words and phrases that you have written on the board in two sets: *Tools* (for example, *textbook*) and *Activities* (for example, *testing with friends*).

Stage 4

Learn new vocabulary
AB4 Ex A

- Read the words in the box. Tell the students to discuss the meaning of the words in pairs and to look up any they don't know in a dictionary.
- Ask the students what they think the lesson/unit is about. Also, explain the meanings of *treatment* and *joints* and the idea of *inside and outside the body* if necessary. Tell the students to divide the words in the box into four sets and write them in the Activity Book.

Answers

Treatment: (bandage), cream, medicine, plaster, pills

Joints: (ankle), elbow, knee, shoulder, wrist

Verbs: (breathe), cough, faint, sneeze, swallow

Inside and outside the body: (blood), bones, heart, skin, stomach

Stage 5

Talk about health problems and advice in pairs AB4 Ex B

21st century skills

Communication Expressing advice to others

- Do the first mime yourself (licking and touching lips). Ask the class what the problem is (*My lips are really dry and sore.*). Ask students for advice (*you shouldn't touch them and you should put cream on them* as examples).
- Put the students in pairs. Tell them to mime and guess the problems and then give advice for the problems.
- When the students have finished, discuss the different suggestions.

Stage 6**Review verbs, nouns and adjectives AB5**

- Ask the students to read the Study Tip on words with similar meanings. Answer any questions about vocabulary and the use of *hurt*, *sore* and *pain*. Explain that these words are often used wrongly in English.
- Summarize on the board to help students remember:
It hurts.
It is sore.
I have a pain.

Stage 7**Practise the new vocabulary AB5 Ex C**

- Tell the students to read the words in the box. Ask them to complete the sentences using each word once.

Answers

- sneeze
- sick
- bleeding
- hurts
- broken
- sore
- pain
- dizzy

Stage 8**Listen and complete sentences AB5 Ex D**

- Tell the students to read words a–f. Elicit the meanings. Ask which of these is part of the body (*throat*), and which are injuries or problems (*burnt*, *fractured*, *swollen*). Of the last two, which is a noun (*temperature*), and which is a verb (*swallow*)? Explain that one of these words is the last word of each extract on the audio.
- Tell the students to listen to Track 1 and choose the correct word for each extract. Play Track 1.

Track 1**D Listen and choose the correct word to end each sentence. Write the numbers 1 to 6 in the correct boxes.****One**

Woman

What did the doctor do?

Girl

*She told me to open my mouth and say 'Aah'. Then she looked at my throat.***Two**

Boy

*One minute I feel hot, and the next minute I feel cold. I think I have a temperature.***Three**

Girl

*I spilt boiling water on my foot. It's very badly burnt.***Four**

Boy

What does the X-ray show, doctor?

Doctor

*Your wrist is fractured.***Five**

Girl

*I was running in high heels, and my foot went over. Now my ankle is really swollen.***Six**

Mother

Why aren't you eating your lunch, darling?

Small boy

*I can't. My throat hurts too much when I swallow.***Answers**

a3, b4, c6, d5, e2, f1

Stage 9

Review vocabulary and
word sets

- Books closed, write *Body*, *Problem* and *Treatment* on the board. Elicit as many words from the students as possible for each list. If necessary, give one example for each list (*Body: elbow; Problem: faint; Treatment: plaster*). Suggest that the students keep similar lists throughout the unit to help them to remember vocabulary.

Unit 1 Lesson 2

SB7 AB6–7 

Objectives	Read and understand a conversation. Practise a dialogue about a health problem. Revise and practise past simple and past continuous.
Language	Revision: past simple and past continuous
Vocabulary	<i>ice skating, in plaster</i>

Stage 1

Warm up

- Books closed, tell the class: *I've hurt my wrist*. Hold up your hand and show students to get their attention. Prompt the students to ask questions using words and phrases from Lesson 1 (*swollen, hurts, fractured*, etc.).
- Ask the class what they think happened. Elicit such responses as: *You fell over*. Ask a student to write these on the board, explaining that it is difficult for you to write. Ask: *When did it happen?* and elicit suggestions: *coming to class, walking to school, driving your car*, etc. Make a separate list on the board.

Stage 2

Read and complete the
conversationSB7 AB6  Ex 1 

- Tell the students to look at the pictures. Ask some general comprehension questions.
Where are the boys?
Which one is hurt?
What part of his body is injured?
(Is this really an emergency?)
- Then ask the students to read the dialogue. Review/Elicit meanings of any words that you think the students might not understand.
- Put the class in pairs and tell the students that they have to complete the dialogue by filling in the missing words.
- Play Track 2 and ask the students to check their answers.

Track 2**Listen and check your answers.**

- Adil *I've hurt my wrist.*
 Nurse *Sit down, please. I need to take your details. The doctor will see you very soon, Adil.*
 Doctor *How did you do it?*
 Adil *I was ice skating, and I fell over. Do you think it's broken?*
 Doctor *Probably not. But you need to have an X-ray to make sure.*
 Adil *Is it broken?*
 Doctor *I'm afraid so. It's fractured here. I'm going to put your wrist in plaster.*
 Adil *How long will I have to keep it on?*
 Doctor *Six weeks.*

Answers

- B hurt my wrist
 C see you very soon
 D How did you do it
 E make sure
 F Is it broken
 H How long will I have to keep it on

- Play the audio again as necessary.

Stage 3 **Review how to use past continuous and past simple**
AB6

- Tell the students to open their books. Ask them to read the first part of the language box on using the right tense. Return to the board and elicit sentences using the information from the first activity to make some sample sentences:
I was walking to school when I hurt my wrist.
I was playing tennis, and I fell over.
- Ask the students to read the second and third part of the language box.

Stage 4
Practise a dialogue about a health problem
AB6 Ex A

- Put students in pairs and tell them to practise the dialogue, first as it appears in the Activity Book, and then substitute the words in bold with other suitable words and phrases.
- After a few minutes, ask for pairs to volunteer to read their dialogues to the class.

Stage 5
Complete sentences with verbs in past continuous and past simple **AB7 Ex B**

- Ask the students to complete the sentences by putting the verbs into the correct tense.

Answers

- 1 (I was thinking about you and then you rang me.)
 - 2 While Ali was having a shower, somebody knocked at the front door.
 - 3 I was cleaning my room, and I found £30 under my bed.
 - 4 Luckily, Reema was not driving very fast when the child ran into the road.
 - 5 A thief took our clothes while we were swimming.
 - 6 She told us to be quiet as we were making too much noise.
 - 7 My sister hid my purse under the bed while I was not looking.
 - 8 As she was carrying the shopping from the car, my grandmother slipped and broke her ankle.
- Go through the answers with the class. Make sure that the students understand the grammar and the new vocabulary.

Stage 6

Complete the sentences
with verbs in past simple
AB7 Ex C

21st century skills

Communication Expressing ideas clearly
through written work

- Ask the students to read through 1–6. Explain that this time they have to imagine what happened next. Tell the students to complete the sentences using as many (or few) words as they like. Monitor and help where necessary. Encourage the students to be creative.
- When most students have finished, ask some students to read out their answers. Correct any mistakes with the past simple tense that arise.

Unit 1 Lesson 3

SB8 AB8–9

Objectives	Read and understand a blog post. Read for details. Retell a story orally using past tenses. Revise and practise problematic adjectives and adverbs.
Language	Revision: past simple and past continuous Revision: adjective and adverb endings
Vocabulary	<i>physical therapy, exoskeleton, progress, motivated</i>

Stage 1

Warm up

21st century skills

Collaboration Sharing knowledge and ideas
clearly

- Books closed, ask the students if they like to go swimming. Ask where they go swimming. Ask: *Why is it important to be careful when you are swimming?*
- Elicit some examples of things that can happen while swimming. Explain that they are going to read a blog post about something that happened to someone swimming in a river.

Stage 2

Skim a blog post SB8

- Tell the students to open the Student's Book and look at the photo. Ask what type of problems they may have in that situation.
- Tell the students to skim the blog post and to read the four titles a–d. Ask students to choose which title they think is most suitable, and why. If the students are unsure, explain that all these titles are possible, and then ask: *But what is the most interesting thing about this story?*

Answer

b

Stage 3 Read a blog post for details AB8 Ex A

21st century skills

Critical thinking Evaluating and analyzing information

- Tell the students to read questions 1–6 and then read the blog post in detail. Instruct the students to answer the question. Say: *Explain in more detail if the question asks 'Why?'.*

Answers

- great because he was part of the basketball team and had lots of friends
- He jumped off a bridge and hit the bottom as the river wasn't deep enough.
- upset because he wasn't making enough progress
- an exoskeleton
- because he was making great progress
- Exoskeletons will replace wheelchairs completely.

Stage 4 Read a blog post for details AB8 Ex B

- Tell the students to read sentences 1–5 and then read the blog post in detail. Instruct the students to choose the correct answer, *a*, *b* or *c*, to make complete and accurate sentences.

Answers

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

Stage 5 Retell a story orally using past tenses AB9 Ex C

21st century skills

Communication Retelling events with your own words

- Ask the students to open their books and skim through the blog post in the Student's Book one more time. Then ask them to close their books.
- Write on the board: *Ammar was swimming with his friends in a river ...* Ask students to continue with the story.

Stage 6 Review adjectival endings -ing and -ed AB9

- Ask the students to open the Activity Book and read the first language box – on adjectives ending in *-ing* or *-ed*. To summarize, write on the board:

It was frightening/boring/interesting.

I was frightened/bored/interested.

Stage 7 Choose the correct word form to complete sentences AB9 Ex D

- Ask the students to select the correct word in sentences 1–5.

Answers

- interested
- exciting
- boring
- frightened
- interesting

Stage 8 Review adjectival ending -ful AB9

- Tell the students to read the second language box – on adjectives ending in *-ful*. Write on the board: *The ... was beautiful*. Elicit some possible words to complete this sentence (*book, picture, story, etc.*).
- Write *beautifully* on the board. Elicit corresponding sentences using *beautifully* (*The book/picture/story was beautifully written/painted/told.*).

Stage 9 Write adjectives ending in -ful AB9 Ex E

- Ask the students to write four more adjectives ending in *-ful*.

Possible answers

- colourful
- joyful
- hopeful
- careful

Stage 10 Practise adjectives and adverbs with *-ful* and *-fully* AB9 Ex F

- Ask the students to read the sentences and decide whether an adjective or an adverb is better in each. Say: *Find out what the word describes. That will help you.*

Answers

- peaceful
- respectfully
- careful
- successfully

Stage 11 Homework Write sentences using adjectives and adverbs with *-ful* and *-fully* AB9

- Ask the students to choose some of the adjectives and adverbs from the page and write two sentences with them.

This lesson talks about a boy that hurt himself badly because he didn't want to feel embarrassed in front of his friends. Use this as an opportunity to discuss the risks of peer pressure and the importance of not doing things just because your friends want you to.

Unit 1 Lesson 4

SB9 AB10–11 

Objectives	Discuss facts and statistics about smoking. Revise and practise questions in the present tense. Revise and practise phrasal verbs.
Language	Phrasal verbs Prefixes meaning not, such as <i>in-, un-, il-, im-, ir-</i>
Vocabulary	<i>take up, give up, try on, unfair, inefficient, unfortunate, unusual, impolite, unhealthy, unpleasant</i>

Stage 1



Warm up

21st century skills

Communication Presenting information to others clearly

- Write on the board: *interested/interesting* and *bored/boring*. Ask the students which of these words describes their homework from the last lesson. If necessary, review the language box from Lesson 3 on page 9 of the Activity Book.
- Ask students for their *-ful* words from the homework. Make a list on the board. When the list is complete, make a list of *-fully* adverbs alongside. Ask some students to read out sentences they have written.

Stage 2

Discuss smoking; make predictions and listen to check
SB9 AB10  Ex 1 

21st century skills

Critical thinking Evaluating and analyzing information

- Ask the students to look at the posters in the Student's Book and to read the headlines. Ask what the posters are telling them. Ask the students: *Why is it better not to smoke?* Write the answers on the board (*money, health, etc.*).

- Ask the students: *Why do people smoke?* Write another list on the board (*advertising, addiction, etc.*).
- Tell the students to look at the numbers in the box and to read the sentences. Tell them to guess which number they think completes each sentence.
- When the students have completed the task, play Track 3 and ask them to check their answers.

Track 3

Listen and check your answers.

- Man *Every year, around 74,000 smokers in the United Kingdom die from their habit. That's about 200 people every day.*
- Woman *Smoking in the UK is highest in the 25–34 age group.*
- Man *While the number of young people in the UK has been falling, the use of e-cigarettes (vaping) has increased by 50% year by year.*
- Woman *E-cigarettes were made to help people stop smoking, but one in nine British children have tried them. Many of these young people never smoked cigarettes. Vaping can cause serious health problems.*
- Man *It is illegal to sell cigarettes or e-cigarettes to children under the age of 18. Yet, around 3% of British 15 year olds are regular smokers.*
- Woman *More than 80% of smokers take up the habit when they are teenagers.*
- Man *People who smoke a packet of cigarettes a day die on average seven years earlier than people who have never smoked.*
- Woman *In 2020, as many people in the UK died from smoking as from Covid-19.*

Answers

- 1 200
- 2 25
- 3 50%
- 4 9
- 5 3%
- 6 80%
- 7 7

Stage 3 Write questions in present tense AB10 Ex A

- Tell the students to read the six sentences with incomplete questions in the Activity Book. Explain that they must write questions based on the text, but that there are several possibilities. Read through the example together. Ask for another possible question for this answer (for example: *How many people does smoking kill every year?*).
- Tell the students to complete the remaining questions.

Possible answers

Q: In which age group is smoking highest?

A: It's highest in the 25–34 age group.

Q: Under what age is it illegal to sell cigarettes to?

A: 18.

Q: When do more than 80% of smokers start smoking?

A: When they are teenagers.

Q: How much earlier do smokers die than people who have never smoked?

A: They die seven years earlier on average.

Q: How many British children have tried e-cigarettes?

A: One in nine.

Q: How many people died from smoking in 2020?

A: As many as from Covid-19.

- Ask some students to read out their questions. Choose some different, but correct, questions with the same answer to show the students that there are several possible versions for each.
- Ask the students if they think these facts are surprising. Ask which ones. Elicit answers in the form: *I was surprised that ...* If necessary, review *surprised/surprising* using the language box from Lesson 3 on page 9 of the Activity Book.

Stage 4 Review phrasal verbs SB9

- Tell the students to study the language box in the Student's Book.
- Write *start smoking* and *quit smoking* on the board. Elicit the phrasal verb from the language box that has the same meaning as *quit smoking* (give up) and write it on the board. Now tell students to find a phrasal verb meaning *start smoking* in the texts on page 9 of the Student's Book. Elicit *take up* and write it on the board.
- Elicit some more phrasal verbs from the students, for example: *turn on*, *turn off*, *get up*. Ask the students whether the meaning of the phrasal verb is similar or different to the original verb.

Stage 5 Write sentences with phrasal verbs AB11 Ex B

21st century skills
Information literacy Making connections between words

- Tell the students to read the language box at the bottom of page 10 of the Activity Book before they begin Exercise B.
- Go through the examples for Exercise B on page 11 of the Activity Book.
- Tell the students to read sentences 1–6 and complete them using the phrasal verbs correctly. Make sure that the students understand that two answers are possible for noun subjects, and only one answer is possible for pronoun subjects.

Answers

- 1 You should give it up.
- 2 When did you take up stamp collecting?/When did you take stamp collecting up?
- 3 I can't remember when I took it up.
- 4 Can I try them on?
- 5 Can you turn down the music?/Can you turn the music down?
- 6 I'll turn it down in a minute.

Stage 6 Look at the language box on prefixes meaning not AB11

- Ask students to read the points of the language box. Explain to the class that these prefixes (*un-*, *in-*, *im-*, *il-*, *ir-*) are the most common way of forming opposites in English. This makes them very useful, but it can also be quite easy to confuse them. The rules help, but finally the best way to learn and remember these is through regular practice.

Stage 7 Homework AB11

- Tell the students to read through the list of the 12 words. Check that they understand the meanings of all the words in their positive forms.
- Ask the students to complete the opposites using *un-*, *in-* or *im-*. Go through the answers in class.

Answers

- 1 incorrect
- 2 immoral
- 3 unfair
- 4 inefficient
- 5 unfortunate
- 6 impatient
- 7 unusual
- 8 impolite
- 9 unhealthy
- 10 independent
- 11 inconvenient
- 12 unpleasant

This lesson introduces alarming statistics about smoking and vaping. Use this as an opportunity to discuss the risks of smoking and vaping, emphasizing that in some ways e-cigarettes can be even more dangerous than regular ones. Remind students how addictive smoking/vaping can be and how it's easier to not start at all.

Unit 1 Lesson 5

SB10 AB12-13

- Objectives** Practise giving health advice using imperatives.
Revise and practise countable and uncountable nouns.
Revise and practise expressions of quantity.
- Language** Expressions of quantity, for example: *much, many, a few, a little*
Revision: imperatives for giving advice
- Vocabulary** *plenty of, check-ups, excessive, blood pressure*

Stage 1 Match health tips and explanations SB10 AB12 Ex 1

21st century skills

Critical thinking Analyzing information and making deductions about images

- Discuss the four photos. Use this opportunity to review vocabulary the students will need to do the first matching task.
- Tell the students to read the phrases in the box. Ask them to choose which one they think is most important and which one is least important.
- Tell the students to read the Top tips text and complete it with the phrases in the box.
- Check answers. Then ask the students if they have changed their minds about which is the most important.

Answers

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

Stage 2 Match photos with advice SB10 AB12 Ex 2

21st century skills

Communication Expressing advice to others

- Tell the students to do the photo-matching task in pairs and discuss the health tips together.
- Ask different students in the class which of these things they do regularly.

Answers

A10, B9, C2, D4

Stage 3 Identify plural countable and uncountable nouns SB10 AB12 Ex A

21st century skills

Information literacy Making connections between words

- Write on the board: *Countable* and *Uncountable*. Underneath, write *apples* and *fruit*. Check that the students understand the difference between countable and uncountable nouns.
- Ask the students to open the Student's Book and find four plural countable nouns and four uncountable nouns. Ask the students for the countable and uncountable nouns that they found and form two lists on the board.

Possible answers

Countable nouns:

eyes
vegetables
amounts
times
soft drinks
teeth
vaccinations
Uncountable nouns:
sleep
exercise
fruit
salt
sugar
fat
sport
tea
coffee
water
help
medication

Stage 4 Write examples of countable and uncountable nouns AB12 Ex B

- Ask the students to read the rules and examples in the language box. Tell them to fill in their own examples, trying not to use words already written on the board. When they have finished, go through some of the students' answers and add these to the lists you started on the board for Exercise A.

Stage 5 Complete questions with much/many AB12–13 Ex C

- Tell the students to skim questions 1–8. Write *How much (uncountable)?* and *How many (countable)?* on the board to summarize the grammar point and make sure they understand. Tell the students to complete the questions using much or many.

Answers

- much
- many
- many
- much
- much
- many
- much
- many

- After going through the answers with the class, focus on words, such as *time/times* and *exercise/exercises* where the countable and uncountable nouns can easily be confused. Ask the students if they can think of any other examples (*space/spaces, sense/senses*, etc.).

Stage 6 Complete sentences with a few/a little AB13 Ex D

- Tell the students to skim sentences 1–8. Write *a few (countable)* and *a little (uncountable)* on the board to summarize the grammar point and make sure they understand. Tell the students to complete the sentences using *a few* or *a little*.

Answers

- a few
- a little
- a few
- a little
- a little
- a few
- a little
- a few

- Go through the answers with the class.

Stage 7 Write a questionnaire with questions in the present and past simple AB13 Ex E

- Tell the students that they are going to make their own questionnaire about health and healthy living. Read through the two sample questions. Explain that they must write four more questions. Tell them they can take a full page and make the page look like a real questionnaire with the title 'How healthy are you?' at the top and spaces to write answers. Use the two examples as the first two questions.

Stage 8 Ask questions and record the answers AB13 Ex F

21st century skills

Collaboration Sharing knowledge and ideas clearly

- Put the students in pairs. Tell them to ask their partner the questions on their questionnaire and to record their answers. Move around the class monitoring the activity.

- Ask the students how they think that a questionnaire like this could be used. Discuss their suggestions.

This lesson discusses healthy habits that anyone can follow. Use this as an opportunity to expand this topic, and ask the students which of the tips they already follow and which they could start doing.

Unit 1 Lesson 6

SB11 AB14–15

Objectives	Discuss the differences between life in the past and now. Practise referring to the past using <i>used to</i> . Write opinions about the past and present.
Language	Revision: the forms and use of <i>used to</i> Revision: comparative adjectives
Vocabulary	<i>freedom, poverty, rude, nowadays</i>

Stage 1

Warm up; review *used to*

- Books closed, ask the students if they have too much homework these days. Ask if they spend too much time studying. Ask if this was the same when they were younger. Ask: *If you had more time now, what would you do?*
- Elicit what they did when they were younger (in the past simple tense) and write some answers on the board (for example: *I went swimming, played tennis, etc.*).
- Write on the board: *Nowadays, all I seem to do is study!* Give the prompt: *What did you use to do?* Elicit answers, using the list if necessary, like this: *I used to (go swimming, play tennis, etc.)*.
- Ask the students to open their books and study the photos. Ask: *Where do you think the photos were taken?* Elicit reasons. Ask: *When do you think the photos were taken?* Elicit reasons. Use the captions to encourage use of *used to* forms (*Farmers used to use cows.*). (The students may also use present tenses as they describe the photos – *The farmer is using a camel.*)

Stage 2 Match examples, sentences and opinions SB11

21st century skills

Collaboration Showing respect towards the opinions of others

- Tell the students to read the examples in the speech bubbles. Ask the students which facts they agree with and which they disagree with.
- Write on the board: *I agree. That's right. But.* Ask the students which of these phrases or words are used for agreeing and which are used for disagreeing. Mark them A or D on the board. Elicit other phrases for agreeing/disagreeing and write them on the board.
- Put the students in pairs. Ask them to read through sentences a–h. Tell them to go through the sentences and discuss whether they agree or disagree with the opinion.
- Ask the students to discuss the sentences. The first student should read the sentence as written (*Families used to be bigger.*). The second student should respond with one of the phrases for agreeing/disagreeing and give a fact that supports this (as in the example: *I agree. Families definitely used to be bigger.*). Monitor to give help. Encourage the students to use facts from their own experience to support their agreement/disagreement or to invent them if necessary.

Stage 3 Review and practise using forms of *used to* SB11

21st century skills

Critical thinking Making connections between life today and in the past

- Bring the class back together. Ask the students to study the rules for using *used to* in the language box and read the examples.
- Ask the students to read through the list of ideas (*children, cities, villages, etc.*). Tell them to think about how these have changed compared with, for example, 100 years ago. Elicit statements from the students using *used to/didn't use to*. After each one, ask the rest of the class if they agree/disagree. Encourage the students to give supporting facts.

Stage 4 Ask and answer questions with *used to* AB14

21st century skills

Communication Presenting information to others clearly

- Tell the students to open the Activity Book and read the language box. Ask the two questions to the class. Write on the board to clarify the point:
Did you use to ...?
W_____ (Who/What/Why, etc.) did you use to ...?
I used to ...
- Tell the students to ask each other the same questions and give their own answers. They should then invent questions of their own to ask each other.

Stage 5 Read and complete a dialogue AB14 Ex A

- Tell the students to skim the incomplete conversation between Huda and her grandmother. Explain that they have to fill in the gaps to complete the conversation. Write on the board and explain that all the answers will be in the form (*didn't*) *use to/used to* + verb. Direct the students to the two examples given and make sure that they fully understand the reasons for these two answers before continuing. Then tell the students to complete the rest of the dialogue.

Answers

- 1 (did you use to watch)
- 2 (used to do)
- 3 didn't use to sit
- 4 did you use to do
- 5 used to help
- 6 did you use to have
- 7 used to play
- 8 used to have
- 9 Did you use to go out
- 10 used to go
- 11 used to come
- 12 used to talk
- 13 didn't use to walk

Stage 6 Practise comparative forms to discuss about the present and past AB14–15 Ex B

- Revise the comparative forms on the board (for example: short adjectives, long adjectives and irregular forms).
- Ask: *How do you think your grandfather or grandmother would compare their childhood to yours?* Students discuss in pairs and then complete the text. Have students compare answers in pairs before correcting as a whole class.

Answers

- 1 more difficult
- 2 harder
- 3 bigger
- 4 more active
- 5 more interesting
- 6 better

Stage 7 Write sentences to compare present and past AB15 Ex C

- Ask the students if they have similar conversations with their grandparents/parents/other older people. (Ask if they think that people of their age have the same conversations in all other countries.)
- Tell the students that 1–5 are pairs of sentences, each comparing the present and the past. Ask them to write their own pairs of sentences using the adjectives given. Encourage the students to make one positive sentence (*is/are + comparative*) and one negative sentence (*isn't/aren't + as*).

Possible answers

- 1 (Life is faster now than it used to be.
Life isn't as easy as it used to be.)
- 2 Films are more violent than they used to be.
Films aren't as romantic as they used to be.
- 3 Streets are more dangerous than they used to be.

Streets aren't as clean as they used to be.

- 4 Towns are more crowded than they used to be.

Towns aren't as small as they used to be.

- 5 Doctors are better trained than they used to be.

Doctors aren't as cheap as they used to be.

- Go through the answers with the class. Make a list of the comparative forms on the board. If necessary, review comparatives.

Stage 8 Discuss life in the past and now

21st century skills

Communication Expressing ideas clearly through written work

- Ask the students if they think that life is better generally now than it used to be. Encourage free opinions. Prompt as necessary with questions, such as: *What about transport/holidays/houses?*

Stage 9 Homework Write a paragraph AB15

- Tell the students to read through the homework assignment. Explain that they should make complete sentences using forms that they have practised during this lesson. Encourage them to read the whole paragraph through when they have finished to check that each sentence is correct.

This lesson introduces the idea that life was simpler before instant communication and other technologies. Use this as an opportunity to expand this topic and discuss whether life was better before or now. Ask students what habits from the past they could follow now to make their lives simpler.

Unit 1 Lesson 7

SB12 AB16–17

Objectives Read and understand an article about health.
Study and classify linking words and phrases.
Summarize an article from memory.

Language Linking words and phrases, for example: *In my opinion*, *Firstly*, *As a result*

Vocabulary *furthermore*, *diabetic*, *last but not least*, *campaigns*

Stage 1

Warm up

21st century skills

Communication Expressing opinions to others clearly

- Ask some of the students to read out their homework paragraphs. Note those that are related to health, healthcare or related topics.
- Ask the students: *Do you think that people are healthier now than they used to be?* Elicit reasons.

Stage 2

Skim an article; gap-fill with linking words and phrases
SB12 AB16 AB Ex 1

- Remind the students that when they are writing, they should make sure their sentences and paragraphs are smooth and balanced. Tell them that there are many phrases that help to achieve this in their writing. Point out *For one thing*, *Secondly* and *Finally* in the homework for Lesson 6.
- Have the students look at the words and phrases in the box on page 12 of the Student's Book. Explain that these are all ways to introduce an opinion or fact.
- Tell the students to skim the article 'People should take responsibility for their own health'. Ask them to complete the paragraphs by filling

in gaps 1–10 with words and phrases from the box. Tell the students that they will need to use logic and grammar to make the words and phrases fit smoothly. It may be easier for them to fill in the answers they are sure of first and then to go back to the other gaps when there are fewer choices left.

Answers

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

Stage 3

Study and classify linking words and phrases SB12

- Go through the article with the whole class and stop at each answer to confirm that the students not only have the correct answers but also understand the reasons. Sometimes this may involve the process of elimination, for example, giving reasons why it is not any of the other phrases. This process will be useful for the students in later exercises and in exams.
- Direct the students to the language box containing useful linking words and phrases. Make sure that they understand the four types of linking words and phrases. Ask the students to read the article again and identify which sort of linking words and phrases are used in the article.

Stage 4

Check comprehension with multiple-choice questions
SB12 AB16 Ex A

21st century skills

Critical thinking Finding and analyzing information

- Tell students to read the sentence beginnings 1–5 and ending options *a*, *b*, *c*. Allow them time to read the article carefully once more and to select the right sentence ending.
- Review the answers with the class.

Answers

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

Stage 5

Summarize an article
SB12 AB16 Ex B21st century skills

Information literacy Analyzing and summarizing information

- Tell the students to skim the article one more time. Ask them to use five full sentences from Exercise A. These should be used as a basis for a summary of the article.
- Ask the students to think about the best order for these sentences in a paragraph. Tell them to use their five sentences to construct a paragraph that summarizes the article. They should use the phrases in the box to make the paragraph read logically and smoothly.
- Monitor to check and give help. When most of the students have finished, tell them to stop and listen. Read the model answer.

Model answer

The government spends millions on people who have made themselves ill in the following three ways. Firstly, because of their bad diet, 60% of British people are overweight and could get diabetes. Furthermore, people no longer take enough exercise. And last but not least, smoking is destroying a lot of people's health. I feel that the government shouldn't pay for people's healthcare unless they take proper care of themselves and their children.

- Tell the students to revise and complete their paragraph for homework.

Stage 6

Extract detail from
an article AB17 Ex C21st century skills

Information literacy Finding and analyzing information

- Have students complete each sentence with a word or number from the text. Say: *The words are in the same order in the text as in the exercise.* Review the answers with the class.

Answers

- 1 illnesses
- 2 diabetics
- 3 Sixty
- 4 walk
- 5 heart
- 6 smoking
- 7 healthcare

Stage 7

Revise vocabulary from
the article
SB12 AB17 Ex D

- Have students read each definition and think of a word that matches it. They then complete the definitions with words from the text. Suggest that they highlight the words as they find them to help find the most difficult ones (as the order of the words is the same in the text and in the task). Review the answers with the class.

Answers

- 1 diet
- 2 overweight
- 3 regular
- 4 lungs
- 5 non-smokers
- 6 bring up

Stage 8

Revise linking words
and phrases
SB12 AB17 Ex E21st century skills

Collaboration Showing respect towards the opinions of others

- Students complete the dialogue. Say: *There is one word missing on each gap. Look at the words before and after the gap to work out which word is missing.* Review the answers with the class.
- In pairs, students first role-play the dialogue, and then they have a conversation with their actual opinions on the article. Elicit ideas as a class.

Answers

- 1 In
- 2 as
- 3 speaking
- 4 first
- 5 On
- 6 by

This lesson talks about the importance of a balanced diet and the need for everyone to be responsible for their own health. Use this as an opportunity to discuss how healthy the students' diets are at the moment and what they can do to improve them. You can also discuss whether they agree with the opinions given in the article.

Unit 1 Lesson 8

SB13 AB18–19

- Objectives** Discuss related topics.
Scan texts for specific information.
Review paragraph writing skills.
Complete an essay from key points with guidance.
Write an essay from key points only.
- Language Vocabulary** Linking words and phrases
hands-free, distract, navigation, prevent, licence, satnav, prone

Stage 1

Discuss the topic of the lesson SB13

- Read the title of the lesson aloud. Elicit its meaning (*behind the wheel* here means *driving*).
- Write *Cars and Mobile phones* on the board. Ask: *Should you use your phone while driving?* If students say: *No.*, say: *What about map apps? And hands-free phones?* Elicit opinions from students about what drivers should or shouldn't do on their phones while behind the wheel.

Stage 2

Compare two texts SB13

21st century skills

Critical thinking Evaluating and analyzing information

- Have students read both texts and tell a partner which one they agree the most with. Then have them discuss with a partner whether sentences 1–4 are correct or not. Correct as a class, eliciting reasons for their answers.

Answers

2 and 4

Stage 3 Review paragraph writing SB12

- Books closed, ask the class: *What makes a well-written paragraph?* Elicit ideas such as sentence order, logic and language flow. Ask the students for any useful words and phrases that they can remember to help them write paragraphs smoothly. Elicit as many as possible, and then ask the students to open their books and look at the list given in the language box in Lesson 7 on page 12 of the Student's Book.

Stage 4 Complete an essay with some key words from notes AB18 Ex A

- Ask the students to complete the essay with words from the notes. Focus on the four causes of accidents. Make sure that the students understand all the vocabulary. Ask if they can think of any other causes. Next, tell the students to read the government measures, and again check understanding and elicit additional suggestions.

Answers

- 1 thousands
- 2 four
- 3 too fast
- 4 mobile phone
- 5 road signs
- 6 brakes
- 7 the government
- 8 speed cameras
- 9 driving tests
- 10 heavier fines

Stage 5 Homework
Write a paragraph from key points without guidance AB19
21st century skills

Communication Expressing ideas clearly through written work

- Ask the students to read the title 'How to reduce the number of car accidents'. Ask the students to study the key points in the

Activity Book again. Ensure that the students understand all the vocabulary. Tell the students to write an essay of 100–120 words on this topic. Remind them to think about sentence order, logic and language flow and to use the words and phrases that they have been practising during this lesson.

- Monitor and answer any questions.
- Suggest that the students finish their essays for homework.

This lesson talks about the importance of driving carefully and introduces good and bad practices behind the wheel. Use this as an opportunity to emphasize the importance of being a sensible driver. You can also ask students which text (A or B) they agree with the most, and why.

Unit 1 Lesson 9

SB14 AB20–21

- Objectives** Read and understand a newspaper article.
Read for details.
Retell a story orally using past tenses.
- Language** Revision: past simple and past continuous
Revision: adjective and adverb endings
- Vocabulary** *determination, attached, shameless, siblings, racket, tirelessly, prostheses, qualify, resolve, opponent*

Stage 1

Warm up SB14

- Books closed, ask the students what they know about the Paralympics.
- Ask why they think the Paralympics is important and how people end up competing in them.

Stage 2

Skim an article SB14

21st century skills

Critical thinking Brainstorming previous knowledge of a topic

- Tell the students to open the Student's Book and look at the photo. Ask what they can see in the photo.
- Tell the students to skim the article and to read the three titles a–c. Ask students to choose which title they think is most suitable, and why. If the students are unsure, explain that all these titles are possible, and then ask: *But what is the most interesting thing about this story?*

Answer
b

This lesson talks about the Paralympics. Use this as an opportunity to ask students what they know about this event and provide further information about it as necessary. Here are a few more facts about the Paralympics:

- The Paralympics have many of the Olympic events but modified for specific impairments.
- As with the Olympic Games, the Paralympics are held every two years (with summer and winter versions).
- The first official Paralympics were held in 1960.
- The Paralympics take place around two weeks after the Olympic Games, in the same host country.
- The prefix *para* means *alongside* in Greek. The idea is that the Paralympic Games exist alongside the Olympic Games.
- The logo of the Paralympics is not the same as the Olympic rings. It is made of three waves, called *Agitos*, which means *I move!* in Latin.

Stage 3

Read an article for details
SB14 AB20 Ex A21st century skills

Critical thinking Finding and analyzing information

- Tell the students to read questions 1–7 in the Activity Book and then read the article in detail. Instruct the students to answer the questions.

Answers

- Najla liked to wait at her doorstep for her father to arrive from work.
- She lost much of her right arm and both legs.
- They helped with the necessary treatments and medication.
- She discovered table tennis.
- Because she could play standing.

- 6 She beat the Tokyo 2020 champion 3–1.
- 7 That we can do anything with determination and resolve.

Stage 4 Read an article for details SB14 AB20 Ex B

- Tell the students to read sentences and options 1–5 in the Activity Book and then read the article again in detail. Instruct the students to circle the correct answer, *a*, *b* or *c*, to answer questions 1 and 2 and to make complete and accurate sentences in items 3–5.

Answers

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

- Ask the students to open their books and skim through the article in the Student's Book one more time. Then ask them to close their books.
- Write on the board: *Najla was waiting for her father to come back from work ...* Ask students to continue with the story and to then write a brief summary. Ask for several volunteers to present their summaries to the class.

This lesson introduces a Paralympic athlete who, with support from her family and the Iraqi government, achieved her goal of winning a gold medal. Use this as an opportunity to discuss how we can succeed against all odds if we are determined and have the right attitude.

Stage 5 Complete the sentences about the text SB14 AB21 Ex C

- Ask the students to read the sentences and try to remember what word from the text would complete them correctly.
- Then ask them to read the text again, find the correct information and complete the sentences.

Answers

- 1 three
- 2 wheelchair
- 3 left
- 4 12
- 5 gold
- 6 Tokyo/2020

Stage 6 Retell a story orally using past tenses AB21 Ex D

21st century skills

Communication Retelling events with your own words

Unit 1 Revision

SB15 AB22–23

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1 Complete the sentences with phrasal verbs AB22 Ex A

21st century skills
Information literacy Inferring meaning by
 using evidence and reasoning skills

- Have students complete the sentences with one word from each box.

Answers

- give up
- pick (me) up
- look after
- carry on
- turn off
- find out

Stage 2 Rewrite sentences using used to AB22 Ex B

- Ask students to complete the sentences using the correct form of used to.

Answers

- used to study
- use to talk much
- used to be
- use to be this short
- didn't use to play

Stage 3 Complete a text with linking words and phrases AB22 Ex C

- Have students read the text to get the overall topic (benefits of jogging). Say: *If you can think of a word that completes any of the gaps, write it down.*
- Students then complete the text with the words from the word box.

Answers

- opinion
- Firstly
- because
- Secondly
- reason
- addition
- result
- least
- speaking

Stage 4 Complete a text using narrative tenses AB23 Ex D

- Have students read the text to get the overall topic (a skateboarding accident).
- Students then complete the text with either the past simple or the past continuous.

Answers

- was skateboarding
- had
- was trying
- fell off
- hit
- didn't feel
- was hurting
- took
- wasn't
- were waiting
- saw
- told

Stage 5 Categorize expressions of quantity AB23 Ex E

- Have students complete the table with expressions of quantity. When correcting, elicit example sentences with each expression.

Answers

Only with countable nouns: (many), a few
 Only with uncountable nouns: (much), a little
 With both countable and uncountable nouns:
 (some), any, a lot of, enough, plenty of

Stage 6

Add prefixes to words
AB23 Ex F21st century skillsInformation literacy Manipulating words
by adding affixes

- Tell the students to complete the words using a prefix.

Answers

- im
- im
- un
- in
- il

Stage 7

Choose the correct word
AB23 Ex G

- Tell the students to choose the correct words to complete the sentences.

Answers

- interested
- carefully
- annoying
- helpful
- embarrassing

Unit 1 Test

AB24–27

Objectives Do a test on Unit 1.
Language From Unit 1
Vocabulary From Unit 1

Stage 1 Preparation for the test AB24–27

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2

Test AB24–27

Answers

Vocabulary

A Choose the correct word from the box to complete each sentence.

- swollen
- in plaster
- physical therapy
- exoskeleton
- check-ups
- blood pressure

B Use prefixes to complete the sentences with the opposite of the words in brackets.

- irregular
- impossible
- illegal
- irresponsible
- unfit
- immature

C Write the correct words.

- wrist, elbow, shoulder
- knee, ankle
- plaster, bandage

D Complete the words.

- faint
- throat, temperature

- 3 pills
- 4 skin, cream
- 5 sneezes, coughs

Grammar

E Put the verbs in brackets into the past continuous or past simple tense.

- 1 got
- 2 happened
- 3 were returning
- 4 was driving
- 5 was sitting
- 6 were going
- 7 ran
- 8 put
- 9 stopped
- 10 didn't hit
- 11 were wearing
- 12 didn't get
- 13 wasn't wearing
- 14 hit
- 15 were
- 16 was looking
- 17 slowed
- 18 recognized
- 19 told
- 20 drove

F Complete the sentences with much, many, few or little.

- 1 much
- 2 little
- 3 many
- 4 little
- 5 much
- 6 many, few

G Write sentences with used to/didn't use to and the present or past simple.

- 1 He used to have his hair cut at the hairdresser's, but now his wife cuts it for him.
- 2 I used to have a bicycle, but someone stole it last month.
- 3 He used to like going out, but now he always wants to stay at home.
- 4 She used to wear glasses, but now she has contact lenses.
- 5 She didn't use to talk so much, but now she never stops talking.
- 6 There used to be a house here, but they knocked it down two years ago.
- 7 She didn't use to be so thin, but she got very ill last year and lost a lot of weight.

Writing

Homework

Write 100–120 words on this topic: 'Cigarette advertising should be illegal.'

These questions may help you.

Unit 1 Word list

Lesson 1

ankle
be sick
blood
breathe
dizzy
faint
fracture
joints
shoulder
sneeze
swallow
swollen
treatment
wrist

Lesson 2

ice skating
in plaster

Lesson 3

exoskeleton
physical therapy
progress
motivated

Lesson 4

give up
impolite
inefficient
take up
try on
unfair
unfortunate
unhealthy
unpleasant
unusual

Lesson 5

blood pressure
check-ups
excessive
plenty of

Lesson 6

freedom
nowadays
poverty
rude

Lesson 7

campaigns
diabetic
furthermore
last but not least

Lesson 8

distract
hands-free
licence
navigation
prevent
prone
satnav

Lesson 9

attached
determination
opponent
prostheses
qualify
racket
resolve
shameless
siblings
tirelessly

Revision


carry on
firstly
give up
mental well-being
plenty of
secondly

Unit 2

The police and armed forces

Lesson	Materials	Topic/Title	Objectives	Language
1	SB18 AB28–29 🔊4	<i>Law and order</i>	Revise and extend vocabulary related to law and order. Develop understanding of compound nouns. Listen for detail. Practise using different past forms.	Revision: <i>used to</i> and past tenses from Unit 1
2	SB19 AB30–31 🔊5	<i>A police officer's duties</i>	Read for detailed understanding. Listen for specific information. Practise talking about necessity, lack of obligation, obligation and prohibition.	Revision: modals of necessity, lack of obligation, obligation, prohibition: <i>must/mustn't/have to/don't have to/need to/needn't</i>
3	SB20 AB32–33 🔊6	<i>Airport security</i>	Listen to conversations for information. Practise using modals.	Revision: sentences with modals for making polite requests, suggestions, offers and giving advice
4	SB21 AB34–35 🔊7	<i>Applying for a job</i>	Read and understand an advert. Read an advert for detail. Listen to a phone conversation for information and to make notes. Practise using language for expectation.	<i>should/shouldn't</i> for expectation Common phrases for a phone conversation
5	SB22 AB36–37	<i>Military jobs</i>	Read and understand a text. Rewrite sentences using language of expectation.	Further practice of <i>should/shouldn't</i> for expectation
6	SB23 AB38–39	<i>A robbery</i>	Read and understand two different texts. Identify differences between formal and informal texts. Read texts for detail.	Revision: <i>have, get</i> and <i>make</i> Informal passive
7	SB24 AB40–41	<i>A safety brochure</i>	Skim a text for gist. Examine language that makes a text stronger. Writing reasons for what people should and shouldn't do to keep their homes safe.	Identify techniques for making language stronger Adjectives, adverbs and punctuation to improve writing



8	SB25 AB42–43  8	<i>Road safety</i>	Learn about driving rules. Listen to a dialogue about driving recommendations. Write a leaflet about cars and driving safety. Practise language for giving recommendations.	<i>should/shouldn't</i>
9	SB26 AB44–45	<i>Security technology</i>	Read a text for gist and for detail. Discuss a text.	Revision: sequencing words <i>first, second, third</i> , etc.
Revision	SB27 AB46–47	<i>Round up</i>	Revise language from Unit 2.	Revision
Test	AB48–51	Test	Do a test on Unit 2.	–

Unit 2 Lesson 1


SB18 AB28–29  4

Objectives Revise and extend vocabulary related to law and order.
Develop understanding of compound nouns.
Listen for detail.
Practise using different past forms.

Language Revision: *used to* and past tenses from Unit 1

Vocabulary *footprint, fingerprint, radar speed gun, metal detector, security camera, crime scene*

Stage 1

**Match the words
and the photos**
SB18 AB28  Ex 1

21st century skills


Information literacy Making connections between words and images

- Tell the students to look at the words at the top of page 18 of the Student's Book. Ask what sort of words these are and elicit that these are all compound nouns. Point out that knowing the meanings of different parts of compound nouns helps them understand the meaning of the word(s) as a whole. Ask for examples of other compound nouns the students know. Make sure they realize that compound nouns can be one word, two words, three words or hyphenated.
- Tell the students to match the words with the photos in the Student's Book.

Answers

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

Stage 2

**Listen to match the
speakers and the people**
SB18  4

- Tell the students they are going to listen to some people talking. Ask the students to listen to the speakers and say which one is a police officer and which one is a driver. Play Track 4.

 **Track 4**

Now listen to two people talking. Which speaker is ...?

One

I used to drive too fast. I thought speeding was fun, and I didn't realize how dangerous it was. Then, one day, I drove by a police car. The speed limit was 110, but I was driving much faster. The police officers had a radar gun, and they knew I was driving too fast. They pulled me over and gave me a speeding ticket. I was about to leave when one of the officers gave me a piece of paper. It was a photo from a newspaper that showed a five-car crash. It was terrible. The police officer told me it happened because someone was speeding. I realized that by driving too fast I could get hurt and hurt other people, too. So I decided never to speed again. If I want to go fast, I can go on a roller coaster!

Two

You can get a lot of information from a crime scene. Footprints can tell you what type of shoes a thief was wearing, how big his feet are and even how tall he is. Sometimes we find fingerprints. A person can leave fingerprints if his hands are dirty. Then the fingerprints are easy to find. But people leave fingerprints even when their hands are clean. We can see them only after putting a special powder on them. Matching fingerprints used to be difficult. Now it's much easier because computers can do a lot of the work.

Answers

- a a police officer: Speaker 2
b a driver: Speaker 1

Stage 3

Listen for detail
AB28 Ex A **21st century skills****Communication** Retelling events with your own words

- Ask the students to read through the sets of questions in the Activity Book. Can they remember the answers to any of these? Tell them to listen to the speakers again and answer the questions.
- Ask the students to compare their answers with their partner and then check answers together.

Answers

Speaker 1:

- She used to drive too fast.
- The limit was 110.
- They had a radar (speed) gun.
- She realized she could get hurt and hurt other people.

Speaker 2:

- Footprints can tell you what type of shoes a thief was wearing, how big his feet are and even how tall he is.
- You can also find fingerprints.
- They use it to see fingerprints.
- Matching fingerprints is easier because computers can do a lot of the work.

Stage 4

**Complete the sentences
with a word or phrase from
the box AB29 Ex B**

- Tell the students to complete the sentences in the Activity Book with the verbs in the box.
- Check answers and ask for reasons for the different tenses.

Answers

- used to like
- were speeding
- walked
- didn't use to have
- didn't have
- was walking
- used to watch
- was watching

Stage 5

Use timelines AB29

21st century skills**Critical thinking** Using graphic representations to retell events

- Remind the students of how to use timelines. Ask them to look at the timelines and sentences in the Study Tip.
- Ask the students to work in pairs and write three more sentences, one for each timeline.

Possible answers

I used to go jogging every day before going to work, but I stopped last year.
 Anna met her old school friend at the bus stop yesterday.
 While I was cooking dinner, my friend rang me twice.

Unit 2 Lesson 2

SB19 AB30–31 5

Objectives Read for detailed understanding.
Listen for specific information.
Practise talking about necessity, lack of obligation, obligation and prohibition.

Language Revision: modals of necessity, lack of obligation, obligation, prohibition: *must/mustn't/have to/don't have to/need to/needn't*

Vocabulary *follow the law, investigate, arrest, witness (n), commit a crime, pickpocket*

Stage 1

Talk about the activities a police officer does SB19

21st century skills
Communication Sharing existing knowledge on a topic

- Ask the students for an example of what a police officer does. Then tell them to work in pairs and make a list of as many activities as they can think of.
- Elicit answers orally and write them on the board. Which pair thought of the most activities?

Stage 2

Read and find information SB19

- Tell the students to read the extracts from the police officer's information pack.
- Ask the students to tell you the activities they found and compare them with the list on the board.

Stage 3

Guess meaning from context SB19 AB30 Ex A

21st century skills
Information literacy Inferring meaning from context

- Remind the students that sometimes they can guess the meanings of unfamiliar words from the context. Ask them to find words in the text that mean the same as the words and phrases in the Activity Book.
- Tell the students how important it is to use new vocabulary in a sentence to help them remember it.

Answers
1 laws
2 investigate
3 arrest
4 witness
5 pickpocket

Stage 4

Extract key words from texts SB19 AB30 Ex B

21st century skills
Critical thinking Finding and analyzing information

- Have students read the sentences and try to remember the missing words. Say: *They are all in the information pack*. Students read the texts again to check and complete the sentences.

Answers
1 direct
2 radar speed guns
3 evidence
4 interview
5 prevent
6 pickpockets

Stage 5 Read the texts again and answer the following questions SB19 AB30 Ex C

- Ask the students to read the texts on page 19 of the Student's Book.
- The students should answer the questions individually and check their answers with a partner.

Answers

- 1 They go to visit the crime scene.
- 2 Fingerprints experts help police officers identify fingerprints.
- 3 They often commit crimes in crowded areas.
- 4 They can tell the police what a criminal looks like and what time a crime was committed.
- 5 You can ask a police officer for directions.

Stage 6 Listen and answer the questions AB30 Ex D

- Tell the students that, after the presentation, the class asked the police officer questions about his work. Ask what sort of questions they think he was asked.
- Tell the students to listen to Track 5 and answer the questions in the Activity Book. Play Track 5. Did they predict any of the answers?

Track 5

D Listen and answer the questions.

Question

Is being a policeman dangerous?

Answer

Sometimes. It can be dangerous when you have to arrest somebody or stop a fight. But it isn't dangerous all the time. When you are trying to find drivers who are speeding, it can even be a bit boring because you spend a lot of time waiting. One of the most important qualities a policeman must have is patience.

Question

Do you have to work at night?

Answer

There are always officers at the station to help people at any time of the day or night. But we

don't have to work every night. We usually take turns so we can spend some time at home with our family and friends.

Question

What do you like best about being a policeman?

Answer

Well, I like solving crimes. It can be very interesting. Sometimes it's a bit like solving a puzzle. I also like the feeling that I'm helping people. If people don't obey the law, others can get hurt. So when I arrest a criminal or stop a driver from speeding, I know that I'm making our city a better place to live.

Answers

- 1 It can be dangerous when you have to arrest somebody or stop a fight.
- 2 It is open all the time.
- 3 He likes solving crimes.
He likes the feeling that he's helping people.
He likes making his city a better place.

Stage 7 Review modals; complete rules SB19 AB31 Ex E GR88–89

- Ask the students what they can remember about modal verbs: types, meanings, form.
- Tell the students to look at the sentences in bold in the Student's Book. Ask: *Do 'mustn't', 'don't have to' and 'needn't' have the same meaning?*
- If you wish, refer the students at this stage to the Grammar and Functions Reference on pages 88–89 of the Student's Book. Revise the modals establishing which ones have a similar meaning.
- Elicit examples orally: *What mustn't you do at college? What don't you have to do this evening? What do you need to do tomorrow?*

Answers

- a mustn't
- b don't have to, needn't
- c must, have to, need to

Note: The answers to *b* and *c* can be in any order.

Unit 2 The police and armed forces

Stage 8

Complete sentences using modals AB31 Ex F

- Tell the students to complete the sentences in the Activity Book. They should use all the modals at least once.

Possible answers

- 1 must/need to/have to
- 2 don't have to/needn't
- 3 must/need to/have to
- 4 mustn't
- 5 don't have to/needn't
- 6 must/have to/need to
- 7 mustn't
- 8 mustn't
- 9 don't have to/needn't
- 10 have to/need to/must

This lesson talks about the vital work of police forces. Use this as an opportunity to expand this topic and discuss the importance of valuing police officers and following the law at all times.

Unit 2 Lesson 3

SB20 AB32–33

Objectives Listen to conversations for information.

Practise using modals.

Language Revision: sentences with modals for making polite requests, suggestions, offers and giving advice

Vocabulary *baggage, unattended, conveyor belt, dispose of, declare*

Stage 1

Warm up SB20

21st century skills

Critical thinking Analyzing information and making speculations about images

- Put the students into pairs. Ask them to read the questions in Exercise 1. Then ask them how often they travel by plane. Get them to list what they have to do before they board a plane. What checks are there? What do they have to do for each check?

Possible answers

See answers for Stage 2.

Stage 2

Listen for information

SB20

- Ask the students to listen to the conversations and check their answers to the questions in Stage 1. Play Track 6.
- Ask the students to listen again to say what happens at each check.

Track 6

Listen and check your ideas.

Conversation 1

Airline agent	<i>Hello. I'd like to ask you a few questions about your baggage.</i>
Father	<i>Of course.</i>
Airline agent	<i>Could you tell me who packed your bags, please?</i>

Father *We did. Last night.*
 Airline agent *Since then, have you left your baggage unattended at any time?*

Father *No, we haven't.*
 Airline agent *Are you carrying any sharp objects, gases or chemical products?*

Father *No, we aren't.*
 Airline agent *Has anyone asked you to carry anything in your baggage for them?*

Father *No, no one has.*
 Airline agent *Thank you, sir. Have a good flight.*

Conversation 2

Security guard *Good morning, sir. Would you put your bag on the conveyor belt, please?*

Malek *Oh. Of course. What is that machine for?*

Security guard *It X-rays your bag. That way we can make sure you're not carrying anything dangerous. But I'm not!*

Malek *I'm sure you're not. But we have to check everybody's bag. That's the rule. Could you empty your pockets, please?*

Malek *Uh, sure.*
 Security guard *Now please walk through the metal detector.*

[Beeping noise]
 Security guard *Is there anything left in your pockets?*

Malek *Oh, yes. My keys. Sorry!*
 Security guard *That's all right. Just put them in the tray and walk through again. Thank you. Have a good flight.*

Conversation 3

Father *Shall we get some magazines before boarding?*

Malek *That's a good idea. Let's get some drinks, too.*

Mother *I'll stay here with the bags if*

Father *you want. Can you get me an orange soda?*
 Loudspeaker voice *Of course. Would the owner of a red nylon bag with green straps please come and get it immediately? Reminder to all passengers: please do not leave your baggage unattended. Unattended baggage will be disposed of by security staff.*

Malek *What does that mean?*
 Father *It means you should always have your baggage with you. If you don't, someone from security might think it has something dangerous in it and take it away.*
 Malek *Oh, no!*
 Father *What's the matter?*
 Malek *I think that's my bag!*

Conversation 4

Passport agent *May I see your passport, please?*

Father *Certainly.*
 Passport agent *Are you travelling alone?*
 Father *No, with my wife and my son.*
 Passport agent *Could I have their passports?*
 Father *Here you are.*
 Passport agent *Are you travelling for business or pleasure?*

Father *For pleasure.*
 Passport agent *Where will you be staying?*
 Father *With my brother in Baghdad.*
 Passport agent *Thank you. Enjoy your visit.*

Conversation 5

Customs official *Good morning. Do you have anything to declare?*
 Malek *Well, I've brought some gifts for my aunt and uncle.*

Customs official *What have you brought them?*
 Malek *A book for my uncle and some chocolates for my aunt.*

Customs official *Are you carrying any cigarettes, plants or animals?*
 Malek *No, I'm not.*

Unit 2 The police and armed forces

- Customs official *Which bag is yours, please, sir?*
- Malek *The red one.*
- Customs official *Could you open it, please?*
- Malek *Yes, of course.*
[Zippering sound]
- Customs official *Well, that's fine then. Have a pleasant stay in Baghdad.*
- Malek *Thank you.*

Answers

Departure:

Check-in: The airline agent asks questions about what you are carrying and if you packed the bags yourself.

Security check: The security guard asks you to put your hand luggage on a conveyor belt to pass through an X-ray machine.

Airport lounge: The announcer reminds you not to leave luggage unattended.

Arrival:

Passport control: The passport agent checks your reasons for travelling and where you will be staying.

Customs check: The customs official checks you are not bringing anything into the country illegally.

Stage 3 Learn new vocabulary; match words and definitions AB32 Ex A

21st century skills

Information literacy Making connections between words

- Tell students to write the correct word or phrase from the box next to each definition.
- Check answers.
- Elicit other situations when you can use these words.

Answers

- 1 unattended
- 2 baggage
- 3 empty
- 4 dispose of
- 5 declare

- 6 screening
- 7 liquids rule
- 8 customs

Stage 4 Review modal verbs for requests, suggestions, advice and offers; match sentences and functions SB20

- Elicit examples for a polite request, a suggestion, giving advice and an offer.
- Tell the students to look at the examples in the Student's Book and match them with their functions.
- Check answers together as a class.

Answers

Make a polite request:

Would you put your bag on the conveyor belt, please?

Could you empty your pockets, please?

Can you get me an orange soda?

Make a suggestion:

Shall we get some magazines before boarding?

Let's get some drinks, too.

Give advice:

You should always have your baggage with you.

Make an offer:

I'll stay here with the bags if you want.

Stage 5 Put words in order to form sentences AB32 Ex B

- Tell students the sentences refer to a couple about to travel by airplane. Have students put the words in order and compare with a partner.

Answers

- 1 Shall we get something to eat before we board?
- 2 Can you get me a newspaper, please?
- 3 Would you open your passport on the photo page, please?
- 4 Could you take your laptop out of your bag, please?
- 5 I will/I'll carry that bag for you if you want.
- 6 You should always pack your bags yourself.

Stage 6 Identify the missing word in functional language AB33 Ex C

- Have students think of the missing word in each of the sentences and compare answers in pairs.

Answers

- if
- Shall
- Let's
- should
- Can/Could/Would
- Would/Can/Could

Answers

- Could
- Shall
- should
- Can
- should
- Shall

Stage 7 Identify the function of sentences AB33 Ex D

- Say: *Read the sentences from Exercises B and C. What does each one do?*
- Students classify each sentence.

Answers

Exercise B: 1S, 2PR, 3PR, 4PR, 5O, 6A
Exercise C: 1O, 2S, 3S, 4A, 5PR, 6PR

Stage 8 Choose the correct option to complete the sentences. Then write a few more sentences of your own, giving advice, making requests, suggestions and offers.

21st century skills

Communication Using language appropriate for the context

- Ask the students to look at the sentences and then choose the correct option to complete each of them.
- Ask the students to compare their answers with a partner.

Unit 2 Lesson 4

SB21 AB34–35 🎧 7

- Objectives** Read and understand an advert.
Read an advert for detail.
Listen to a phone conversation for information and to make notes.
Practise using language for expectation.
- Language** *should/shouldn't* for expectation
Common phrases for a phone conversation
- Vocabulary** abbreviations: *bldgs., co., avail., wknds., lic., exp., freq., appt., computer literate*

Stage 1 Read a job advert; write abbreviations in full
SB21 AB34 Ex A

21st century skills
Critical thinking Making connections between a text and the world we live in

- Tell the students to look at the job advert. Ask where they are likely to find job adverts (in a newspaper or magazine, on the internet).
- Ask the students to read the advert and answer the questions.
- Ask students what they think computer literate means. Ask: *Are you computer literate? Is everyone in your family computer literate?*

Answers

1

- a office buildings
- b 18 years
- c speak English and Arabic
- d available at weekends
- e driving licence

2

- a co.
- b comp.
- c appt.

- d exp.
- e freq.

Stage 2 Read for detail; answer questions about job requirements SB21 AB34 Ex B

21st century skills
Critical thinking Finding and analyzing information

- Tell students to reread the advert and answer the questions about the requirements for the job.
- Check answers.

Answers

- You should be friendly because you will have frequent contact with the public. You should also be reliable.
- You need to be able to work weekends/use a computer/drive a car.
- No, experience is not necessary.

Stage 3 Predict the duties of a security guard; listen to confirm predictions and make notes
AB35 Ex C 🎧 7

- Ask the students what they think the security guard has to do.
- Tell the students to listen to the conversation Samir Esam has with Mr Hazem and complete Samir's notes about what the security guard has to do. Play Track 7. Are these duties the same as the students predicted? Ask the students how the job is similar to and different from a policeman's job.

🎧 **Track 7**

C Listen to the conversation between Samir Esam and Mr Hazem. Complete Samir's notes about what the security guard does. How is the job similar to a policeman's job? How is it different?

- Samir *Could I speak to Mr Hazem?*
Secretary *May I ask who's calling?*
Samir *This is Samir Esam.*

Secretary *Just a moment, please.*
 Mr Hazem *Hello.*
 Samir *Good morning. Is that Mr Hazem?*
 Mr Hazem *Yes, speaking.*
 Samir *I'm calling about your advert in yesterday's paper.*
 Mr Hazem *Very good. Shall I tell you a bit about the job?*
 Samir *Yes, please.*
 Mr Hazem *We need someone who is very reliable and can come to work on time every day. Work starts at 6 a.m. You may need to work some weekends, but not at night.*
 Samir *That's fine. I like getting up early.*
 Mr Hazem *Good. Our security guards also need to be very fit. There are security cameras in the building, but you'll have to walk around the building every hour, and it can be a bit tiring. When you're not walking around the building, you'll have to watch television screens that show what is happening in different areas.*
 Samir *Will I have to arrest people?*
 Mr Hazem *No! If you see anything unusual, you'll call the police.*
 Samir *Oh, good.*
 Mr Hazem *You also must be very friendly and like talking to people, especially if you work in a mall or an office building. A lot of people go to those buildings, and many of them will ask for information or directions.*
 Samir *That's fine. I enjoy talking to people.*
 Mr Hazem *Then you should enjoy the job. One more thing: you need to be computer literate for this job because you need to write reports at the end of every day. Can you use a computer?*
 Samir *Yes, my father's got a computer at home.*
 Mr Hazem *Well then, you shouldn't have any difficulty using our computers. All right then, would you like to come in for an appointment?*
 Samir *Yes, I would. What is a good time?*
 Mr Hazem *How about tomorrow at 10:00?*
 Samir *That's fine.*
 Mr Hazem *Do you have an email address?*

Samir *Yes, I do.*
 Mr Hazem *Good, I'll send you the directions by email. They're very clear. You shouldn't have any trouble finding us.*

Answers

- 1 some weekends
- 2 at night
- 3 walk
- 4 hour
- 5 TV screens
- 6 call (the) police
- 7 information or directions
- 8 reports every day

Stage 4 Identify expressions in a phone conversation AB35 Ex D

- Tell the students to read the extracts from the conversation and highlight the correct expressions from the phrases in bold and italics.
- Check their answers.

Answers

- 1 Could I speak to
- 2 May
- 3 This
- 4 Just a moment
- 5 Is that
- 6 about
- 7 would
- 8 What is a good time?

Stage 5 Study language box; answer the question SB21

- Tell the students to look at the language box in the Student's Book, read the examples from the conversation and choose the correct answer to the question.
- Make sure they understand that *should* and *shouldn't* have the meaning here of expectation. Contrast this with the use of *should* and *shouldn't* for giving advice in Lesson 3.

Answer

- b I think you will enjoy the job.

Unit 2 The police and armed forces

Stage 6

Match beginnings and endings of the sentences

AB35 Ex E

21st century skills

Information literacy Making connections between words

- Give the students some practice before the exercise. Ask them to finish this sentence: *You should know this word because (it was in the last lesson.)*
- Tell the students to match the beginnings and endings of the sentences with *should* and *shouldn't*.
- Check answers.
- Give them some sentence beginnings and ask them to complete the sentences in pairs. *He should be here soon because ... She should pass the exam because ... They shouldn't get lost because ...*

Answers

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

Unit 2 Lesson 5

SB22 AB36–37

Objectives Read and understand a text.
Rewrite sentences using language of expectation.

Language Further practice of *should/shouldn't* for expectation

Vocabulary *branch, join, install, maintain, officer, supervise, civilian*

Stage 1

Look at the photos and make predictions; scan to confirm

21st century skills

Critical thinking Analyzing information and making speculations about images

- Tell the students to look at the photos and discuss which jobs they think look interesting, and why. Ask them to predict which of these jobs can be done in the military.
- Tell the students to scan the text and check their predictions.

Stage 2

Guess meaning from context

SB22 AB36 Ex A

- Tell the students to read the sentences that contain the green words in bold to try to guess the meanings.
- Ask the students to check their ideas in a dictionary.

Answers

- 1 parts
- 2 become a member of
- 3 put in
- 4 make sure it keeps working
- 5 someone in a higher position
- 6 be in charge of
- 7 outside the military

Stage 3 Find the main idea in the first paragraph SB22 AB36 Ex B

21st century skills

Critical thinking Identifying the main ideas in a text

- Tell the students that they are going to practise finding the main idea in a paragraph, which is a useful skill.
- Go through the exercise with the class. Make sure they understand that the main idea of a paragraph can often be found in one sentence, but this is not always so. Sometimes the main idea is found by looking at all the sentences.

Stage 4 Find the main ideas in the remaining paragraphs SB22 AB37 Ex C

- Tell the students to find the main idea in the remaining paragraphs of the text.
- Go over the answers with the class carefully to make sure that they understand why each choice is the right one.

Answers

Paragraph 2:

- b If you know about computers, you can find an interesting job.

Paragraph 3:

- a There are also jobs for people who don't have a technical background.

Paragraph 4:

- c The military gives you a chance to get a better job.

Paragraph 5:

- c The military teaches you skills you can use in civilian life.

Stage 5 Rewrite the sentences using expressions with *should/shouldn't* AB37 Ex D

21st century skills

Information literacy Rephrasing ideas

- Tell the students to read the sentences in the Activity Book and rewrite them using *should* and *shouldn't*, as in the example.
- Check answers.

Answers

- 1 I've studied hard for the test, so I should pass.
- 2 You like exercising, so you shouldn't have trouble getting fit.
- 3 They learnt a lot in the military, so they shouldn't have trouble getting a job.
- 4 This is a new computer, so it should be faster than the other one.

Unit 2 Lesson 6

SB23 AB38–39

- Objectives** Read and understand two different texts.
Identify differences between formal and informal texts.
Read texts for detail.
- Language** Revision: *have, get* and *make*
Informal passive
- Vocabulary** *occurred, alerted, property, lock (v and n), robbed, burglar*

Stage 1

Warm up SB23

- 21st century skills**
Critical thinking Comparing different versions of a text

- Elicit the meaning of the word *robbery* and brainstorm related words: *steal, arrest, break in*.
- Tell the students to skim the texts and answer the question at the top of the Student's Book page.

Answer

They are about the same event.

Stage 2

Read Study Tip AB38

- Refer students to the Study Tip in the Activity Book.
- Elicit what the students did in Stage 1 (*skimming*).

Stage 3

Read for specific information;
answer the question
AB38 Ex A

- Tell the students to scan the texts and find the information to answer the questions in the Activity Book.

Answers

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

Stage 4

Read for detail; answer the
questions SB23 AB38 Ex B21st century skills

Information literacy Identifying details in a text

- Tell the students to read the texts carefully and answer the questions in the Activity Book.

Answers

- Because this was the fifth robbery of the year.
- Because he didn't get hurt.
- Because her Science report was on the hard disk.
- The robber stole some money and jewellery.
- Because the police think that the robber got in the house through the window.

Stage 5

Identify formal language;
find informal equivalents
SB23 AB39 Ex C21st century skills

Information literacy Identifying the level of formality of a word

- Tell the students to look back at the texts. Ask them which one is more formal (the newspaper article).
- Elicit common differences between formal and informal writing (type of vocabulary, style, use of passives, contractions).
- Tell the students to complete the columns in the Activity Book with informal synonyms from the email.
- Check answers.

Answers

Formal:	Less formal:
occurred	happened
injured	hurt
alerted	called
investigate	find out
property	things
robber	burglar

Stage 6 Read the language box about *have*, *get* and *make* AB39

- Tell the students to read the language box about *have*, *get* and *make*.
- Point out that *have* and *get* have a similar meaning here, but that *have* is more formal than *get*. Also, *get* can suggest intention, so we might say: *My father got the lock replaced.*, but we would probably not say: *My father got the television stolen.*
- Point out the verb forms (past participle with *have* and *get*, infinitive with *make*).
- Elicit further examples, such as the following:
I got/had my picture taken at the weekend.
My father made me clean the car.

Stage 7 Rewrite the sentences using *have*, *get* or *make* AB39 Ex D

- Tell the students to rewrite the sentences using *have*, *get* or *make*.
- Go over the example, showing how somebody is omitted in the rewritten sentence. Point out that it is also possible to say: *I got my television stolen.*
- Point out that students should pay attention to the meaning of the sentences and not just the grammar.

Answers

- 1 I had my hair cut.
- 2 I'm getting my computer repaired.
- 3 The noise made him look outside.
- 4 The wind made the leaves fall.
- 5 The witness had his/her picture taken.

Unit 2 Lesson 7

SB24 AB40–41

Objectives	Skim a text for gist. Examine language that makes a text stronger. Writing reasons for what people should and shouldn't do to keep their homes safe.
Language	Identify techniques for making language stronger Adjectives, adverbs and punctuation to improve writing
Vocabulary	<i>sentimental value, essential, solid</i>

Stage 1 Skim to understand the purpose of a text SB24

21st century skills

Information literacy Identifying the purpose of a text

- Ask the students if they think people are generally careful about protecting their homes from robbers.
- Tell the students that they are going to read part of a brochure.
- Ask them to skim the paragraphs and say what the purpose is. Emphasize that students are to read quickly and give them a limited time to do this.

Answer

b

Stage 2 Understand details of a brochure SB24 AB40 Ex A

- Have the students read the brochure in the Student's Book again and ask them to answer the questions.
- Ask the students to check their answers with a partner and then as a class.

Unit 2 The police and armed forces

Answers

- 1 Because every year hundreds of houses are robbed.
- 2 Thieves usually steal money, jewellery, computers and even television sets.
- 3 People in general buy stolen property without knowing anything about it.
- 4 People should make sure that windows have good locks, and lock them when they go out.
- 5 People should avoid planting trees and bushes near the windows because burglars can hide behind them.

Stage 3 Identify key words in a brochure SB24 AB40 Ex B

21st century skills

Critical thinking Finding and analyzing information

- Have students read the definitions and identify the words or phrases in the text that match them. Say: *The words are in the same order as in the brochure, and there is one gap per word (so 2 has two words).*

Answers

- 1 jewellery
- 2 sentimental value
- 3 measures
- 4 burglars
- 5 unbelievably
- 6 essential

Stage 4 Examine the language in a text SB24 AB40–41 Ex C

21st century skills

Critical thinking Identify techniques used by the author of a text

- Ask students to read the brochure again more carefully and notice what makes the language convincing.
- Tell them to answer the questions.

Answers

- 1 Why should you think about home safety?/
What are the most important things for home safety?

- 2 They can open your door with a bank card or a paper clip!
- 3 impossible, essential
- 4 extremely, unbelievably
- 5 For example, jewellery can have sentimental value.

Stage 5 Read safety suggestions; give reasons for each AB41 Ex D

21st century skills

Critical thinking Identify reasons for the actions of others

- Tell the students that they are going to look at some ideas for keeping their homes safe.
- Direct students' attention to the ideas in the Activity Book. Tell students that the ideas will help them complete the brochure (Exercise C), but the ideas need to be developed with reasons.
- Ask students to work in pairs to write sentences with reasons.

Answers

Things people shouldn't do:

- 1 Keep keys in a flowerpot by the door
Thieves often look here.
- 2 Tell strangers when you will be away
They may be dishonest.

Things people should do:

- 3 Leave lights on when going out after dark
Thieves will think you are at home.
- 4 Give a family member a key
They can check the property while you're away.
- 5 Ask a neighbour to collect mail
Thieves are less likely to know you are away.
- 6 Tell your neighbours if you are going on holiday
They can look out for suspicious people around your house.

This lesson discusses key practices to keep your home safe from burglars. Use this as an opportunity to expand this topic and ask the students what they should do to stay safe at all times.

Unit 2 Lesson 8

SB25 AB42–43 

Objectives Learn about driving rules.
Listen to a dialogue about driving recommendations.
Write a leaflet about cars and driving safety.
Practise language for giving recommendations.

Language Vocabulary *should/shouldn't*
valuables, in the ignition, brakes

Stage 1 Relate photos to driving rules

SB25

21st century skills

Critical thinking Analyzing information and making speculations about images

- Refer students to the photo at the bottom of the page. Ask: *What are they doing?* (A driving instructor is giving a lesson to a student.).
- Refer students to the six photos in the main part of the page and say: *This is what they're talking about. What do you think are the topics?* Students discuss in pairs. Elicit ideas, but don't provide any answers yet.

Stage 2 Listen and order topics mentioned in a dialogue

SB25 AB42  Ex 2 

- Students listen to the dialogue and put the photos in order. Play Track 8. Have students compare answers in pairs before correcting.

 **Track 8**

Hamzah is having his first driving lesson. Listen to the dialogue. Number the photos in the order they are mentioned.

Driving instructor *OK, before we even start the car, we need to talk about the most important thing: safety.*

Hamzah *Like 'Never forget to put on your seat belt,' right?*

Driving instructor *Yes, there's that, of course, but safety on the road is much more than that. For example, you've got to follow all the instructions on road signs.*

Hamzah *Yes, speed limits, stop signs. I remember all that from my theory course.*

Driving instructor *Good. I'll show you some around here once we leave the centre. Then there's parking. Always remember to check if you are allowed to park anywhere. Parking in the wrong place can be very dangerous for other people.*

Hamzah *What do you mean?*

Driving instructor *Well, let's say you park too near a curve. Someone might not see your car in time and crash into it.*

Hamzah *True.*

Driving instructor *And when you do park, make sure you take your keys with you.*

Hamzah *So that someone doesn't come along and steal my car, right?*

Driving instructor *Yes. Also, it's always better to put any valuables in the boot so that they can't be seen.*

Hamzah *I see. Hold on, let me make a note of all this on my phone.*

Driving instructor *No! You really ought to leave your phone in your pocket when you get behind the wheel. On silent mode, too. Don't worry, I have a brochure with all this information. Ready?*

Hamzah *Yes!*

Driving instructor *OK, then. Turn the key slowly ... [Fade]*

Answers

A2, B4, C1, D3, E6, F5

Unit 2 The police and armed forces

Stage 3 Recall content from a dialogue SB25

- In small groups, students recall the recommendations the instructor gave. Encourage them to use the phrases when discussing. Say: *The phrases are in the same order as they are used.* Elicit ideas as a class.

Stage 4 Discuss things drivers should and shouldn't do AB42 Exs A–B

21st century skills Critical thinking Interpreting images

- Tell the students to look at the cartoons in the Activity Book. Ask them what they think the drivers did or are doing wrong.
- Tell the students they have been asked to write a leaflet for new drivers about driving safety and protection against car theft.
- Tell the students to write what drivers should and shouldn't do in the column on the left, and write the reasons or examples on the right.
- Tell them to look at the topics in the box to help them get ideas.

Answers

- The driver is exceeding the speed limit.
- The car is parked in a no parking zone.
- The car has been left unattended with the keys in the ignition.

Possible answers

You shouldn't park the car illegally. It can be towed away and you can get a fine.

You shouldn't leave valuables in the car. They can easily be stolen.

You should turn on the lights when it gets dark. It could be extremely dangerous for you and other people.

You should never exceed speed limits. You can have an accident.

You should always have the driving licence with you. You could be stopped by policemen.

You should always check your car brakes.

Many accidents happen because of brakes malfunction.

Stage 5 Homework Write a short essay AB43

21st century skills Communication Expressing ideas clearly through written work

- Tell the students to write their ideas, organizing them according to the paragraph headings. They should write 100–120 words.

Stage 6 Proofread for spelling, grammar, punctuation and clarity AB43 Exs C–D

21st century skills Communication Editing and improving written work

- Tell the students to look back at what they've written, check that their writing is clear and see if it can be made stronger.
- Tell the students to proofread their paragraphs, checking spelling, grammar and punctuation.

Stage 7 Exchange paragraphs AB43 Ex E

- Ask students to exchange their paragraphs with a partner and comment on clarity and convincing language. Ask them to write their comments for their partner's paragraphs in the lines provided.
- Ask volunteers to read their paragraphs to the class.

Unit 2 Lesson 9

SB26 AB44–45

Objectives Read a text for gist and for detail.

Discuss a text.

Language Revision: sequencing words
first, second, third, etc.

Vocabulary *detect, law enforcement, bounce back, number plate, identify, reliable*

Stage 1

Scan for words SB26

21st century skills

Communication Sharing existing knowledge on a topic

- Ask the students to read the title of the lesson. Ask them to think about how radar helps in security. See if they can think of any other ways that technology is used to help security (for example: X-rays at airports, fingerprint or DNA matching).
- Go over the first task. Before they begin, elicit examples of linking words and phrases and make sure they know the meaning of *vehicles*.

Answers

- a II (or two), 70, one
- b after that, although, however, so, in that case, then, and, but
- c aircraft, ships, cars
- d weather

Stage 2

Skim and scan
SB26 AB44 Ex A

- Refer the students back to the Study Tip on page 38 of the Activity Book. Elicit what the students did in Stage 1 (scanning).
- Tell the students to look at the questions in Activity Book, Exercise A and decide which strategy is best for each question.
- Tell the students to read and answer the questions.
- Check answers.

Answers

- over 70 years ago
- They are the same when they bounce back to the gun.
- Some of them can.
- machines that make a beeping sound when they detect a radar gun
- with apps that use information reported by other drivers
- Police officers are trained to use them properly and they are checked and fixed regularly.

Stage 3

Read for detail
SB26 AB44 Ex B

- Tell the students to read the text carefully and answer the *true* or *false* questions in the Activity Book.
- Ask the students to correct the false statements orally.

Answers

- False – Radar guns are still very common in regards to law enforcement.
- False – Radar guns calculate the speed of a car moving towards or away from them.
- True
- True
- True
- True
- True
- False – They need to be checked regularly.

Stage 4

Understand details in an article
SB26 AB44–45 Ex C21st century skills

Critical thinking Finding and analyzing information

- Have students read the sentences and think of the missing words. They then read the text again to find the words to complete the sentences. Have them compare answers in pairs before correcting as a class.

Unit 2 The police and armed forces

Answers

- 1 ships
- 2 bounce
- 3 ticket
- 4 hand-held
- 5 number plate
- 6 reliable
- 7 fine
- 8 mistakes

Stage 5 Identify key words in an article SB26 AB45 Ex D

- Have students read the definitions and think of words that match them. They then find the correct words in the text. Say: *The words are in the same order in the text and in the exercise.*

Answers

- 1 enemy
- 2 speeders
- 3 calculate
- 4 takes into account
- 5 speeding ticket
- 6 illegal
- 7 claim
- 8 maintenance

Stage 6 Discuss a text and write about interesting facts SB26 AB45 Ex E

21st century skills

Communication Expressing ideas clearly through written work

- Ask the students to read the text again and then discuss as a class. Then students look at the beginning of the activity and talk about how they might continue independently. Highlight the following pattern:
First, that (it was invented during World War II. That's a long time in the past.)
Second, that ...
Third, that ...
Fourth, that ...
Fifth, that ...

Unit 2 Revision

SB27 AB46–47

Objectives	Revise language from the unit.
Language	Revision
Vocabulary	Revision

Stage 1 Revise key vocabulary from the unit AB46 Ex A

- Go over the topics with the students. Then have them complete the words. Say: *Only the vowels are missing.* When correcting, drill the correct pronunciations.

Answers

People who work to keep us safe: security guard, police officers, computer technicians, security experts, customs officers
Tools to fight crime: metal detector, X-ray machine, radar speed gun
Evidence: fingerprints, footprints, witness interviews

Stage 2 Complete sentences with key verbs from unit AB46 Ex B

- Have students complete the sentences and compare answers in pairs.

Answers

- 1 obey
- 2 drive
- 3 have
- 4 take
- 5 wear
- 6 pay
- 7 stop
- 8 let
- 9 commit

Stage 3 Put words in order to complete sentences AB46–47 Ex C

- Revise *have/get something done* and *make someone do something* by writing a sentence with each on the board.

- Students put the words in order to complete the sentences.

Answers

- brother has his hair cut
- had her eyes tested
- I'm having some pizza delivered
- parents made me tidy my room
- didn't get her hair dyed red
- I'll get your car fixed
- are having our flat painted
- didn't make Hazem go

Stage 4 Complete dialogues with the missing words AB47 Ex D

- Revise the language for giving advice and for making polite requests, suggestions and offers.
- Have students complete the dialogues with the words from the box. After correcting, have them role-play the dialogues in pairs.

Answers

- Shall, Let's
- Could, if
- should, shouldn't
- got, sure

Stage 5 Complete sentences using modal verbs AB47 Ex E

21st century skills

Communication Rephrase ideas in a different way

- Have students complete the sentences. Say: *You have to use the words in brackets as they are.* Have students compare answers in pairs.

Answers

- don't have to pick
- mustn't forget to turn
- needs to pay
- doesn't need to carry/needn't carry
- must be checked
- has to join

Unit 2 Test

AB48–51

Objectives Do a test on Unit 2.
Language From Unit 2
Vocabulary From Unit 2

Stage 1 Preparation for the test AB48–51

- Let the students look through the test, and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2

Test AB48–51**Answers****Vocabulary****A Choose the correct words.**

- branches
- join
- maintain
- officer
- supervise
- civilian

B Complete the phrases below with words from the box. There is one extra word.

- security camera
- metal detector
- X-ray machine
- speed limit
- speeding ticket
- radar speed gun
- conveyor belt

C Complete the articles with words and phrases from the box.

- crime scene
- fingerprints
- investigating
- arrest
- pickpocket
- unattended
- disposed of
- witness

Grammar

D Match the beginnings and endings of the sentences.

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

E Circle the correct option in each sentence.

- 1 shouldn't
- 2 should
- 3 shouldn't
- 4 should
- 5 should
- 6 should

F Complete the dialogues with let's, would, could, can, should, shall and will. Use each word only once.

- 1 Would/Could/Can
- 2 should
- 3 Can/Could
- 4 will
- 5 Could/Can/Would
- 6 Shall
- 7 Let's

G Write six sentences that are true for you with have to, mustn't and don't have to using the verbs from the box.

- 1 I mustn't forget my school bag.
- 2 I have to study for my Maths test tomorrow.
- 3 I don't have to go shopping today; I have everything I need to make dinner.
- 4 I have to get up early this weekend; I have a tennis match!
- 5 I mustn't use my phone at school.
- 6 I have to read this book; everyone is speaking about it!

H Rewrite the sentences using the correct form of get, have or make.

- 1 their television stolen
- 2 had/got the computer fixed
- 3 My mother made me turn down the music.
- 4 He had his hair cut.
- 5 (Yesterday) My father had/got the car cleaned.

Writing

Homework

Ahmed wants to be a security guard. He is meeting the manager of a security company tomorrow morning at 9:00. It takes 30 minutes to go from his house to the security company. The manager sent him the location and a map. Write a letter to Ahmed of 100–120 words giving him advice on how to get the job. Use you should or you shouldn't in your letter at least five times. Write two paragraphs.

Unit 2 Word list

Lesson 1

crime scene
fingerprint
footprint
metal detector
radar speed gun
security camera

Lesson 2

arrest
commit a crime
follow the law
investigate
pickpocket
witness (n)

Lesson 3

baggage
conveyor belt
declare
dispose of
unattended

Lesson 4

abbreviations: appt., avail.,
bldgs., co., exp., freq., lic.,
wknds.
computer literate

Lesson 5

branch
civilian
install
join
maintain
officer
supervise

Lesson 6

alerted
burglar
lock (n and v)
occurred
property
robbed

Lesson 7

essential
sentimental value
solid

Lesson 8

brakes
in the ignition
valuables

Lesson 9

bounce back
detect
identify
law enforcement
number plate
reliable

Revision

customs officers
military service
pedestrian crossing
roundabout
security experts
security guards
X-ray machine

Unit 3


Vocational training

Lesson	Materials	Topic/Title	Objectives	Language
1	SB30 AB52–53 🔊9	<i>I'd like to work in the tourist industry</i>	Revise and extend career-related vocabulary. Talk and write about jobs and duties.	Phrases for writing definitions: <i>It's someone who ...</i>
2	SB31 AB54–55 🔊10	<i>If you come round tomorrow, I'll help you</i>	Extend career-related vocabulary. Revise and practise using zero and first conditionals. Make recommendations and give advice.	Revision: zero and first conditionals
3	SB32 AB56–57 🔊11	<i>If you could choose any job ...</i>	Listen and read. Practise a dialogue about careers. Identify and practise second conditional in writing and conversation.	Revision: second conditional
4	SB33 AB58–59	<i>She asked when she had decided</i>	Read an interview for information. Revise and practise reported speech. Report an interview.	Revision: reported speech
5	SB34 AB60–61	<i>I wish I'd brought my sunglasses</i>	Match photos with regrets Practise writing about regrets.	<i>I wish</i> and <i>If only</i> for expressing regret
6	SB35 AB62–63 🔊12	<i>If I'd been fitter</i>	Listen for specific information. Learn and practise using third conditional.	Third conditional
7	SB36 AB64–65 🔊13	<i>Learn English in the UK</i>	Read and complete an advertisement. Fill in an application form.	Revision: question forms
8	SB37 AB66–67	<i>Summer jobs</i>	Read an email and understand the details. Complete an email to a friend. Write an email.	Making suggestions
9	SB38 AB68–69	<i>Focus on careers – conference interpreter</i>	Read and understand a text. Extend and practise using vocabulary related to careers and education.	–
Revision	SB39 AB70–71	<i>Round up</i>	Revise language from Unit 3.	Revision
Test	AB72–75	Test	Do a test on Unit 3.	–

Unit 3 Lesson 1

SB30 AB52–53 

- Objectives** Revise and extend career-related vocabulary.
Talk and write about jobs and duties.
- Language** Phrases for writing definitions:
It's someone who ...
- Vocabulary** *architecture, the aviation industry, engineering, the environment, fine art, information technology, the media, scientific research, stressful, well paid, duty*

Stage 1 Match careers with photos; discuss careers
SB30 AB52  Ex 1



21st century skills
Information literacy Making connections between words and images

- Ask the students what careers they would like to have in the future.
- Ask them to look at the photos and say what they can see in each. What careers do they think are connected with the photos?
- Tell the students to read the list of career areas and match them with the photos. Which do they think is the most interesting career? The activity is designed to provoke discussion, and not all students are expected to give the same answer.
- Elicit what jobs are associated with the different career areas.
- Point out that we say: *I would like a career in the tourist industry. I would like to be a tour guide.*

Answers

a3, b11, c6, d8, e1, f10, g9, h5, i12, j4, k2, l7

Stage 2

Listen and match each speaker with a career
SB30 AB52  Ex 2 

- Tell the students they are going to hear four people talking about their jobs. Ask them to listen and match each speaker with a career from the list. They should write the correct letter next to the name in the Activity Book. Play Track 9.
- Ask the students if the people like their jobs.

 **Track 9**

Listen and match each speaker with a career from the list above.

- Zaid *Hello. I'm Zaid. I'm the manager of the Sheraton Hotel in Hurgada, Egypt. I love my job because it's so varied.*
- Nada *My name's Nada. I'm a presenter on Al Iraqiya television. I really enjoy my work, but it can be quite stressful sometimes.*
- Ousama *I'm Ousama. I'm a pilot with Iraqi Airways. My favourite route is Baghdad – Bangkok. In my opinion, being a pilot is the most satisfying job in the world.*
- Faten *My name's Faten. I'm a computer programmer. I work for a big company, and I'm quite well paid.*

Answers

Zaid l
Nada g
Ousama b
Faten f

Stage 3

Match jobs with duties
AB52 Ex A

- Ask the students what a doctor does. Elicit: *A doctor helps people with different health problems.* Ask which is the job (*doctor*) and which is the duty (*helps people*) in the sentence.
- Tell the students to match the duties with the jobs in the Activity Book.

Unit 3 Vocational training

Answers

1(e), 2j, 3c, 4h, 5l, 6f, 7g, 8a, 9b, 10i, 11d, 12k

- 6 is someone who is responsible for advertising and selling products
- 7 is someone who draws amusing pictures

Stage 4 Ask and answer questions about jobs and duties AB52 Ex B

21st century skills

Communication Presenting information to others clearly

- Ask the students: *What do you call a person who designs buildings?* The students answer: *An architect.* Ask the students: *What's an architect?* The students answer: *It's someone who designs buildings.*
- Tell the students to read the examples in the Activity Book.
- Put the students in pairs. Tell them to ask and answer questions like this about the jobs and duties in Exercise A.
- When they have finished, ask them to cover their books. Ask them some of the questions to see what they can remember.

Stage 6 Learn to use a word web AB53

21st century skills

Critical thinking Organizing information graphically

- Check how the students recorded and learnt vocabulary from the first two units.
- Ask if they know what a word web is.
- Ask them to look at the Study Tip in the Activity Book.
- Demonstrate by writing a topic in the middle of the board and eliciting associated words from the students.
- Ask students to add more words to the word web in the Activity Book.
- For homework, ask the students to write two more word webs.

Stage 5 Write definitions for different jobs AB53 Ex C

- Write a job on the board, for example, *film star*. Elicit a definition, for example: *A film star is someone who acts in films and is famous.*
- Ask the students to look at the jobs in the Activity Book.
- Tell the students to write a definition for each job using *is someone who ...* and compare their answers with their partner.
- Check the answers.

Possible answers

- 1 (is someone who looks after sick people and helps doctors)
- 2 is someone who designs clothes
- 3 is someone who is responsible for running a hotel
- 4 is someone who sells things in a shop
- 5 is someone who introduces programmes on television

Unit 3 Lesson 2

SB31 AB54–55  10

Objectives	Extend career-related vocabulary. Revise and practise using zero and first conditionals. Make recommendations and give advice.
Language	Revision: zero and first conditionals
Vocabulary	<i>conserving, involve, qualifications, purification, geology, application</i>

Stage 1 Complete a careers adviser interview

SB31 AB54  Ex 1  10

- Elicit what sort of information a careers adviser can give you. What questions can the students ask a careers adviser? What questions can a careers adviser ask the students?
- Tell the students to read the dialogue and use the vocabulary in the box to fill the gaps. Play Track 10 and tell the students to listen to the dialogue to check their answers.
- Check answers with the students.

Track 10

Listen and check your answers.

Adviser	<i>What would you like to do when you finish studying?</i>
Ramiz	<i>I'm not sure yet. But I'm very interested in ecology and the environment.</i>
Adviser	<i>If you're good at Science and Geography, there are lots of jobs to choose from.</i>
Ramiz	<i>I love them both. They're my favourite subjects.</i>
Adviser	<i>Well, how about a career in water technology? That's really important in this country.</i>
Ramiz	<i>What exactly does water technology involve?</i>

Adviser	<i>If you work in water technology, you look for ways of conserving water and purifying it.</i>
Ramiz	<i>Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of qualifications do I need?</i>
Adviser	<i>First of all, you need to get a degree. You could choose from Environmental Science, Geology or even Engineering.</i>
Ramiz	<i>Which university offers those courses?</i>
Adviser	<i>I have to check. If you come back next week, I'll have the answer.</i>

Answers

- environment
- Science
- career
- involve
- conserving
- qualifications
- university

Stage 2 Identify zero and first conditionals

SB31

- Ask a student what they want to be. Give a zero conditional in reply: *If you want to be a ... , you have to go to university.* Elicit the name of this conditional: *zero*. Give a first conditional: *If you get a good degree, your parents will be very happy.* Elicit the name of this conditional: *first*.
- Tell the students to read the language box on page 31 of the Student's Book and check understanding.
- Tell the students to find examples of conditionals in the dialogue and say if they are zero or first.
- Check answers.

Answers

Zero:

If you're good at Science and Geography, there are lots of jobs to choose from.

Unit 3 Vocational training

If you work in water technology, you look for ways of conserving water and purifying it.

First:

If you come back next week, I'll have the answer.

Stage 3

Study the language box SB31 GR89–90

- Have the students study the examples in the language box and refer them to the Grammar and Functions Reference on pages 89–90.

Stage 4 Study form of first conditionals AB54

- Ask the students if the present simple is always used in the *if* clause of the first conditional (No, we can also use the present continuous if the action is prolonged.). Ask them to look at the first two examples in the language box. Elicit another example for this.
- Ask what else we can use instead of *will* in the main clause: present continuous with future reference, *going to*, *can*, *might*, *should*, imperative. Ask the students to look at the rest of the examples in the language box, and elicit one more example for each.

Stage 5 Match clauses with complete conditional sentences AB54 Ex A

21st century skills

Information literacy Making connections between parts of sentences

- Ask the students to match the sentence halves to complete the sentences. They should add a comma where necessary.
- Ask the students if these are examples of zero or first conditionals.
- Ask the students when we use *unless* (to say 'if not'). For example: *Unless you revise for the test, you won't get a good mark.*

Answers

- 1b I can't get to sleep if I drink a lot of coffee.
2c If I lend my brother my earphones, he always loses them.
3f If you work in marketing, your job will be to encourage people to buy.
4g If you're good at languages, you can work in the tourist industry.
5a My parents get worried if I come home late.
6e You need to improve your English if you want to pass the exam.
7d Food goes bad unless you put it in the fridge.

Stage 6 Complete sentences with correct verb forms AB55 Ex B

- Tell the students to put the verbs in brackets into the correct forms and write the complete sentences. Go over the example sentence with the class.

Answers

- 1 If anyone needs advice about their application forms, I'll be here tomorrow to help.
2 If they don't leave soon, they won't catch the train.
3 If you want to do a degree in Britain, you'll have to do a one-year foundation course first.
4 Unless he makes a big effort this term, he won't get through the end-of-year exams.
5 If you are offered a place at Carnegie University, will you accept it?

Stage 7 Complete sentences using the first conditional AB55 Ex C

21st century skills

Communication Expressing ideas clearly through written work

- Tell the students to complete the sentences in the first conditional in their own words.
- Check by asking for sentences from the class.

Possible answers

- 1 I'll get a place in a good university
- 2 you'll have to live in a big city
- 3 they'll buy me a car when I'm 18
- 4 the university I want, I'll try again next year
- 5 you'll like this app
- 6 you'll love this one I bought
- 7 you'll be late for school
- 8 he won't be able to use it

Unit 3 Lesson 3

SB32 AB56–57  11

Objectives Listen and read.
Practise a dialogue about careers.
Identify and practise second conditional in writing and conversation.

Language Revision: second conditional
Vocabulary *approve of, train as, upset, scared of heights*

Stage 1 Listen and read. Then answer the questions SB32  11

- Ask the students if they have a 'dream' job and how likely it is that they will do this job in the future.
- Tell them they are going to listen to and read a conversation about Maryam's future career.
- They should answer the two questions: *What is Maryam going to study? What career would she prefer to have?* Play Track 11.
- Check answers.

 **Track 11****Listen and read. Then answer the questions.**

- Cathy *If you could have any career in the world, what would you choose?*
- Maryam *I'd like to be a pilot.*
- Cathy *Do you think that dream is ever going to come true?*
- Maryam *No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.*
- Cathy *What if you refused?*
- Maryam *Are you joking? They'd be really upset if I refused.*
- Cathy *But it's your dream.*
- Maryam *I know. But I could never be a successful pilot, anyway.*
- Cathy *What do you mean?*
- Maryam *If I was a pilot, nobody would fly with me.*
- Cathy *Why not?*
- Maryam *Because I'm a bit scared of heights!*

Unit 3 Vocational training

- Cathy: *If I were you, I'd train as a doctor and have flying lessons in my free time.*
- Maryam: *What free time? Medical students don't have any free time!*

Answers

- a Maryam is going to study medicine.
- b She would prefer to be a pilot.

Stage 2 Read dialogues aloud; create alternative dialogues using prompts AB56 Ex A

21st century skills

Communication Adapting texts for different purposes

- Put the students in pairs and ask them to practise reading the dialogue.
- Choose one or two pairs to read the dialogue to the class.
- Ask the students to look in the Activity Book. Tell them to say the dialogue again but, this time, to change some of the language. Use the first situation as an example. Ask one student to be Cathy and ask the questions. You answer using the new information.
- Tell the students to practise the different dialogues in their pairs.
- Monitor to help where necessary.

Answers

Conversation 1:

- Cathy: If you could have any career in the world, what would you choose?
- Maryam: I'd like to be a painter.
- Cathy: Do you think that dream is ever going to come true?
- Maryam: No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.
- Cathy: What if you refused?
- Maryam: Are you joking? They'd be really upset if I refused.
- Cathy: But it's your dream.
- Maryam: I know. But I could never be a successful painter, anyway.
- Cathy: What do you mean?

- Maryam: If I was a painter, nobody would buy my paintings.
- Cathy: Why not?
- Maryam: Because my art is always a bit messy!
- Cathy: If I were you, I'd train as a doctor and do art in my free time.
- Maryam: What free time? Medical students don't have any free time!

Conversation 2 (as before, with these changes):

- Maryam: I'd like to be an actor.
- Maryam: I know. But I could never be a successful actor, anyway.
- Maryam: If I was an actor, nobody would come to my shows.
- Maryam: Because I'm not a brilliant performer!
- Cathy: If I were you, I'd train as a doctor and be an actor in my free time.

Conversation 3 (as before, with these changes):

- Maryam: I'd like to be a writer.
- Maryam: I know. But I could never be a successful writer, anyway.
- Maryam: If I was a writer, nobody would read my books.
- Maryam: Because I haven't got anything very important to write about!
- Cathy: If I were you, I'd train as a doctor and write stories in my free time.

Stage 3 Identify examples of second conditional SB32

- Go through the language box with the students. Make sure they understand that the order of the clauses can be *if* clause, + main clause or main clause + *if* clause:
I would go to Britain to study if I had enough money. or *If I had enough money, I would go to Britain to study.*
- Tell the students to find examples of the second conditional in the conversation.
- Check answers.

Answers

If you could have any career in the world, what would you choose?
They'd be really upset if I refused.

If I was a pilot, nobody would fly with me.
If I were you, I'd train as a doctor and have flying lessons in my free time.

- Look at the second example with the students. Ask if Maryam is going to refuse (no). Elicit that this is not a real situation. It is imaginary.
- Remind the students that we normally say *If I were you* (not *was*).

Stage 4 Controlled practice of the second conditional AB56 Ex B

- Tell the students to complete the sentences using the correct form of the verbs in brackets.
- Check answers.

Answers

- 1 wouldn't have, had
- 2 would you choose, could
- 3 would learn, said
- 4 were, wouldn't ask
- 5 would look, wore
- 6 would be, shaved
- 7 wouldn't marry, was/were

Stage 5 Use your own ideas to complete second conditional sentences AB56 Ex C

21st century skills

Communication Presenting information to others clearly

- Look at the example. Elicit what some of the students would do if they had their own car.
- Read through the other five sentence beginnings with the students.
- Tell the students to work in pairs and complete the sentences writing what they would do in the different situations.
- When they have finished, ask for some examples from different pairs.

Possible answers

- 1 (I'd take my friends on picnics every weekend)
- 2 he wouldn't have to work so much

- 3 I'd want peace in the world
- 4 I'd probably ask for something for myself
- 5 I'd choose steak and chips
- 6 I'd go back to see a dinosaur

Stage 6

Homework

Write about an imaginary situation AB57

21st century skills

Communication Expressing ideas clearly through written work

- Tell the students they are going to write about what they would do if they were millionaires. Elicit a few examples and then read through the ideas in the Activity Book. Tell them that for the writing they shouldn't use all the ideas but choose one or two and then write about them in more detail.
- Show how the students can use these to sequence their ideas: *First, I ...*
- The students write their idea(s) in class or for homework.
- Monitor to give help where necessary.
- Read interesting paragraphs to the class.

Unit 3 Lesson 4

SB33 AB58–59

Objectives Read an interview for information.
Revise and practise reported speech.
Report an interview.

Language Revision: reported speech
Vocabulary *futuristic practice, succeed*

Stage 1 Read an interview for information

SB33

21st century skills
Communication Rephrasing information in your own words

- Ask the students if they know any architects, in particular any female architects. Is this unusual? Why/Why not?
- Tell the students to read the interview. Give a time limit. At the end of the time limit, tell them to close their books.
- Before they start, tell the students that Zaha Hadid was still alive at the time of this interview. She died on the 31st of March 2016.
- Now ask them to write down three facts they can remember about Zaha.
- Ask individual students to tell the class one fact each until all have been given.

Possible answers

She studied architecture in London.
She was the first woman to win the Pritzker Prize in 2004.
She likes modern designs.
She has won three prizes.

Stage 2

Report an interview
AB58 Ex A

21st century skills
Communication Reporting information to others

- Review tense changes in reported speech by asking the students some questions and then asking them to report what you asked.
- Tell the students to study the rules and the examples.
- Ask the students to complete Exercise A and check answers as a class.

Answers

- 1 Zaha said it had been her dream since childhood.
- 2 Zaha said she had moved to London and had studied architecture.
- 3 Zaha said she had been the first woman ever to win the Pritzker Prize.
- 4 Zaha said any Iraqi woman could succeed in her chosen career if she worked hard enough.

Stage 3

Write questions in reported speech AB59 Ex B

- Ask the students to look at the interviewer's first question. What did she ask? Elicit the sentence in the Student's Book (*She asked her when she had decided to be an architect.*).
- Tell the students to write the interviewer's questions in reported speech.
- Check answers.

Answers

- 1 Latifa asked Zaha why she had had this dream.
- 2 Latifa asked Zaha if/whether she could tell her more about her background.
- 3 Latifa asked Zaha what kind of buildings she was famous for.
- 4 Latifa asked Zaha if/whether her designs had won any prizes.
- 5 Latifa asked Zaha if/whether Iraqi women could always be as successful as men in their careers.

Stage 4 Rewrite sentences using reporting verbs AB59 Ex C

- Tell the students to read the verbs in the box and the sentences. Then ask them to write the sentences again using the reporting verbs from the box.
- When they have finished writing, elicit some answers from the students.

Answers

- suggested applying for the job
- promised to help with the project the next day
- advised not to speak to the manager then
- refused to stay late to finish the report
- agreed to sign the contract

This lesson introduces a famous Iraqi architect, Zaha Hadid. Use this as an opportunity to ask students what they know about her and provide further information as necessary. Here are some more facts about this important professional:

- Zaha was born in Baghdad in 1950 and died of a heart attack in 2016.
- She was an important global figure in architecture of the late 20th and early 21st century.
- She was known as the 'Queen of the Curve' because of her bold, fluid designs.
- Among her many designs are the London Aquatics Centre for the 2012 Olympics, the Broad Art Museum, Rome's MAXXI Museum and the Guangzhou Opera House.

Unit 3 Lesson 5

SB34 AB60–61

- Objectives** Match photos with regrets.
Practise writing about regrets.
- Language** *I wish* and *If only* for expressing regret
- Vocabulary** *trip over, annoyed with*

Stage 1 Match sentences with photos SB34 AB60 AB Ex 1

21st century skills

Information literacy Making connections between words and images

- Tell the students to look at the photos and say what's happened in each. Then have them match the sentences with the photos.
- Concept check with questions:
Did she turn the oven off? No, she wishes she had.
Did he take his sunglasses with him? No, he wishes he had.
- Write *I wish I had ...* and *If only I had ...* on the board and ask which is the stronger. Point out the emphasis on the word *only* when used in this way.
- Tell the students that you're hungry because you didn't have breakfast/lunch today. Elicit: *I wish I'd had breakfast.* Ask for examples of things the students didn't do yesterday or earlier today and now regret.

Answers

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

Stage 2 Read a driving test report; write regrets SB34 AB60 AB Ex 2

- Ask the students to look at the photo and say what they think has happened. Elicit possible reasons for Sajida failing her driving test. Write them on the board.
- Tell the students the report is by the examiner and includes what Sajida did wrong. Ask them

to read the report to see if their suggestions were right or not.

- Ask the students to write down what Sajida is thinking now about her test. Do the first with the students.

Answers

- 1 (I wish I'd learnt the Highway Code.)
- 2 I wish I hadn't driven through a red light.
- 3 I wish I had slowed down at the crossroads.
- 4 I wish I hadn't parked illegally on the pavement.
- 5 I wish I hadn't exceeded the speed limit.
- 6 I wish I hadn't hit a tree when reversing.
- 7 I wish I hadn't driven into the back of a parked car.

Stage 3 Complete example sentences AB60 Ex A

- Tell the students to read the rules and complete the examples.
- Check answers.

Answers

I wish I hadn't gone to bed so late.
I wish I had driven more carefully.

Stage 4 Write regrets for given situations AB60–61 Ex B

- Look at the example with the students and elicit the regret: *If only I hadn't eaten three bars of chocolate*. Remind the students that *I wish* and *If only* are interchangeable, but *if only* is stronger and has more emphasis.
- Tell them to look at Exercise B in the Activity Book and write regrets starting with *I wish* or *If only* for the situations.

Answers

- 1 I wish/If only he hadn't fallen over.
- 2 I wish/If only you hadn't been rude to your brother.
- 3 I wish/If only I hadn't spent all my money at the weekend.
- 4 I wish/If only they had trained every day.

- 5 I wish/If only I hadn't left my camera at Faten's house.
- 6 I wish/If only she hadn't lost their address.

Stage 5 Write alternative regrets for given situations AB61 Ex C

21st century skills

Communication Expressing ideas clearly through written work

- Look at the example with the students and elicit two possible regrets, one using *I wish ...* and one using *If only ...*
- Ask students to work in pairs and write two regrets for each of the other situations.
- After they have finished writing, elicit some of the regrets from different pairs.

Possible answers

- 1 I wish they'd had more training.
If only they had changed the goalkeeper.
- 2 I wish I'd had some extra tuition.
If only I hadn't spent so long studying for the English exam.
- 3 I wish I'd asked him if I could borrow his tablet.
If only I hadn't dropped his tablet.
- 4 I wish I hadn't left my things in the car.
If only I'd locked the car.
- 5 I wish I had checked with my friends which cinema it was.
If only they had told me it was the other cinema.
- 6 I wish I had listened to my mum.
If only I had brought my jacket.

Unit 3 Lesson 6

SB35 AB62–63 

- Objectives** Listen for specific information.
Learn and practise using third conditional.
- Language** Third conditional
- Vocabulary** movie director, profession, chase, fit, rescue

Stage 1 Listen and complete captions
for pictures
SB35 AB62  Ex 1 

21st century skills
Information literacy Making connections
between words and images

- Tell the students you had a childhood dream to be an artist, but ... (elicit: *you couldn't paint*).
- Tell the students that Mustafa wanted to do several different jobs, but there were problems.
- Tell the students to look at the pictures and read the captions underneath. Ask where Mustafa is in each, what is happening and how he's feeling.
- Ask the students to listen to Mustafa talking and complete the captions in the Activity Book, as in the example (Picture 1). Play Track 12.

Track 12

Listen to a movie director talking about finding the right career. He is explaining what happened when he tried other jobs.

Complete the captions under each picture.

Hello. My name's Mustafa Ali, and I'm a movie director. I'm pretty successful, and I really enjoy my job. But it wasn't easy finding the right career. When I was young, I tried quite a few courses and jobs. Somehow, none of them were right for me. My mother suggested I should train as a pilot. So I went to the flying academy, where I had to take a lot of tests. I failed the eye test, and they told me I couldn't become a pilot.

When I was 18, I started training to be a doctor. Halfway through my course, I realized that I was scared of blood. So I knew it wasn't the right profession for me.

My father was an engineer. When I gave up medicine, he said I should become an engineer like him. One day, I went with him to see a dam that he was building. It was really high, and I suddenly got dizzy. My legs felt weak, and I nearly fell off the side of the dam. I realized then that I was scared of heights, and I told my father I could never be a successful engineer.

Some months later, I joined the police force. One day, I had to chase a thief, but I couldn't run fast enough. I just wasn't fit enough. So I gave up being a policeman.

Later, I got a job as a tour guide. There were tourists from all over the world: Britain, France, Japan, China, Italy. I couldn't communicate with most of them because I didn't speak enough languages. So I wasn't a very good tour guide, and my boss asked me to leave.

Answers

- 1 (I failed the eye test)
- 2 I was scared of blood
- 3 I was scared of heights
- 4 I wasn't fit enough
- 5 I didn't speak enough languages

Stage 2 Match sentences in the third conditional AB62 Ex A

- Tell the students to read the sentence beginnings and endings and match them.
- Ask if they know what we call this structure (third conditional). Look at the first sentence half and its ending: *I would have trained as a pilot if I had passed the eye test*. Concept check with *Did he pass the eye test? Did he train as a pilot?*
- Give an example of something you did/didn't do yesterday which meant something else didn't happen. *I didn't watch the film last night because I got home too late*. Elicit: *If I had got home earlier, I would have watched the film*.

Answers

- 1e, 2b, 3a, 4d, 5c

Unit 3 Vocational training

Stage 3 Read rules about third conditional SB35

- Ask students to read the language box. Point out that, unlike first and second conditionals, the third is completely about the past. It cannot be changed.
- Write the following on the board: *I was late for class. I didn't do my homework. I overslept. I caught a cold.* Give the first part of the conditions for the students to complete orally: *If I hadn't missed the bus ... If I hadn't been so busy ... If I hadn't stayed up so late ... If I hadn't gone swimming ...*

Stage 4 Complete sentences with correct verb forms AB62–63 Ex B

- Ask the students to put the verbs in brackets in the correct form to complete the sentences.
- Ask them to compare answers.

Answers

- had left
- wouldn't have eaten
- had had
- had come
- could/would have died
- would have been

Stage 5 Complete third conditional sentences AB63 Ex C

21st century skills

Communication Expressing ideas clearly through written work

- Tell the students to complete the sentences in the third conditional. They should think of an appropriate way to finish each one.

Possible answers

- I hadn't got up so late
- we'd known about the snakes in the bushes
- wouldn't have got lost
- I would have died
- hadn't worn those ridiculous shoes

- would have got better more quickly
- she had worn a hat
- their best player hadn't been sent off
- would have come to help you
- I had studied more

Unit 3 Lesson 7

SB36 AB64–65 13

Objectives	Read and complete an advertisement. Fill in an application form.
Language Vocabulary	Revision: question forms <i>accommodation, advice, canteen, hostel, level, locations, suit (v), opt for, tailored to, duration, allergies, details, dietary, permit (v), title</i>

Stage 1 Read and complete an advertisement SB36 AB64 Ex 1 13

21st century skills

Information literacy Identifying the correct word in a context

- Ask the students if they know anyone who has studied English in the UK and what it was like for them.
- Tell them that they are going to read an advertisement for an English college. What sort of information do they expect to find?
- Ask the students to read the advertisement and fill in the gaps with the correct words from the box.
- Ask them to compare answers.
- Tell the students to listen and check their answers. Explain any unfamiliar vocabulary.
- Ask the students some comprehension questions: *How many colleges are there? What choice do the students have? What are the classes like? Where can the students stay? How can they apply to the college?*
- Ask if the students would prefer to go to a college in a city or the country, and why. Now play Track 13.

Track 13**Listen and check your answers.**

Learn English in the UK at Birchwood International College!

We have colleges in 24 different locations across the country. Choose a busy city, where you can enjoy shopping, eating out and nightlife. Or opt for a village in the English countryside, where you will enjoy beautiful surroundings, lovely walks and a slower pace of life.

All our teachers are qualified and highly experienced. Classes are small, which means that you will be sure of a high level of individual attention. Our courses, which run throughout the year, are tailored to your needs, and our friendly staff are always on hand to offer expert advice. Choose from courses of one week to three months' duration.

We offer a choice of accommodation to suit your needs. If you choose homestay, you will stay in an English home, which means you will have the opportunity to experience family life in Britain. You will also be able to practise your English in the evenings.

In 12 of our locations, you can choose residential accommodation. We have our own students' hostels where we can offer comfortable accommodation in single rooms. Breakfast is provided, and students can buy other meals in the on-site canteen.

Download an application form from www.birchwoodcollege.org.uk, and return it with a recent passport photo to Birchwood International College, PO Box 222, Truro TR22 9DR.

Answers

- 1 locations
- 2 experienced
- 3 level
- 4 staff
- 5 advice
- 6 courses
- 7 suit
- 8 experience
- 9 hostels
- 10 accommodation
- 11 canteen
- 12 return

Stage 2**Complete an application form****AB64 Ex A****21st century skills****Communication** Completing a document with own information

- Ask the students what information they might have to give on an application form.
- Read through the words in the box with them and ask them to use the words to complete the form. They should add extra details for 6–10 if relevant.

Answers

- 1–5 Students' own answers.
- 6 details
- 7 dietary
- 8 medical
- 9 allergies
- 10 permit

Stage 3**Write questions asking for information AB65 Ex B****21st century skills****Critical thinking** Identifying required information

- Put the students in pairs and tell them they are thinking about going to Birchwood International College to do a course this summer, but they need some more information. Look at the examples with the students.
- Ask them to write five questions to ask about the courses, locations and accommodation.

Stage 4**Form adjectives from nouns AB65 Ex C**

- Have students read the words in brackets. Ask: *What type of words are they?* (nouns). *Do you know the adjectives from these nouns?*
- Have students complete the sentences and then compare answers with a partner.

Answers

- 1 qualified

- 2 residential
- 3 comfortable
- 4 experienced
- 5 tailored
- 6 friendly

Unit 3 Lesson 8

SB37 AB66–67

Objectives Read an email and understand the details.
Complete an email to a friend.
Write an email.

Language Vocabulary Making suggestions
a great experience, worth it, independence

Stage 1 Identify the gist of an email SB37

21st century skills
Information literacy Identifying the main idea of a text

- Ask students: *What type of text is this?* (an email).
- Ask the students to read the email and identify the writer's purpose.

Answer
c

Stage 2 Understand details from an email SB37

- Have students read the sentences and try to remember which are true. They then read the email again to check.

Answer
a, d and f

Stage 3 Use information to complete an email AB66 Ex A

- Remind students about the college programme they read about in the last lesson. Ask the students why it might be better to go to a college like this with a friend.
- Tell the students that they should give their friend some information about different things. Elicit what they should write about: *when to go, how long to stay, which location, where to stay, what they will spend money on, why it will be a good experience.*
- Tell the students they will not have to write the complete email but rather add information to an outline. Tell the students they should refer to the information in the Birchwood International College brochure on page 36 of the Student's Book to help them complete the email.
- Check that the students understand what they have to do.
- Allow the students time to write the information.
- Tell them to check what they have written for clarity and mistakes.
- Go through the outline, asking different students to give their answers.

Possible answers

- 1 Layla
- 2 three weeks
- 3 summer
- 4 a city
- 5 there is so much more to do and places to visit
- 6 in a home
- 7 in a college
- 8 a home
- 9 we will have the opportunity to experience family life in the UK
- 10 food/gifts
- 11 the language
- 12 Halima

Stage 4

Homework

Write an email from memory

AB67

21st century skills**Communication** Expressing ideas clearly through written work

- Ask the students to cover the email they have just completed and to use the information they can remember to write another email of about 100–120 words on the same topic.
- Tell them to write a first draft and then check for clarity. Remind them to look at spelling, grammar and punctuation. Monitor to give help and advice.
- Ask the students to write the final draft.
- Ask them to exchange their emails with a partner and comment on them.
- Choose some students to read their emails to the class.

This lesson talks about university students using their summer holidays to work abroad. Use this as an opportunity to explain to students that this is a common practice in many countries. Discuss with them what the benefits of working abroad for a few months might be. Possible benefits include: saving money, learning another language, being immersed in a different culture, improving your professional skills and doing professional networking.

Unit 3 Lesson 9

SB38 AB68–69

Objectives Read and understand a text. Extend and practise using vocabulary related to careers and education.

Language Vocabulary –
annual, headphones, postgraduate, booth, under pressure, convey the sense, in demand, out of a job

Stage 1

Brainstorm features of a job; identify details in an article

SB38

21st century skills**Critical thinking** Brainstorming previous knowledge of a topic

- Write *conference interpreter* on the board and check students understand what they do (interpret from one language to another). Ask students to think about what the job is like, discussing in pairs the topics in the bullet points. Elicit some ideas, but don't provide any information at this stage.
- Have students read the text to check the ideas they discussed about the bullet points. At the end, ask: *Were your ideas close to the ones in the text?*

Answers

Equipment they use: headphones, booth

How they prepare: read about topic before, listen to news, read the news

What qualifications are needed: degree in languages, postgraduate course in interpreting

How much they earn: around £450/day

Skills they need to have: remain calm under pressure, think fast

Stage 2 Extract details from an article SB38 AB68 Ex A

21st century skills

Information literacy Identifying details in a text

- Have students read the questions and try to remember the answers. They then read the article again to answer the questions.

Answers

- to be familiar with the technical terms
- Arabic and English; she was born in Britain, but both parents are from Iraq
- only 50%
- who they're working for and how many interpreters are working
- One step at a time
- It is a language very much in demand.

Stage 3 Extract details from an article SB38 AB68 Ex B

- Have students read the sentences and remember if they are *true* or *false* according to the article. They then read the article again to check their answers.
- Ask the students to correct the false statements orally.

Answers

- True
- True
- False – There is a lot of competition to get a place on a course.
- False – Most interpreters go into one language.
- False – This is not true because some sayings have different meanings according to the language you are translating them into.

Stage 4 Check meaning of unfamiliar words AB68–69 Ex C

- Tell the students to look up the words and phrases in the box in a dictionary and then complete the sentences with them.

Answers

- postgraduate
- stressful
- literal translation
- conference
- technical terms
- diploma

Stage 5 Identify synonyms in the text SB38 AB69 Ex D

21st century skills

Information literacy Making connections between words

- Ask the students to read the text again to find words or phrases that mean the same as those given.
- Tell them to compare their answers.

Answers

- annual
- headphones
- booth
- under pressure
- convey the sense
- in demand
- out of a job

Stage 6 Use synonyms from the text SB38 AB69 Ex E

- Ask the students to use some of the words and phrases they identified in Exercise D to complete the sentences in Exercise E.
- Correct as a class.

Answers

- in demand
- under pressure
- annual
- out of a job
- headphones

Unit 3 Revision

SB39 AB70–71

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1 Complete the sentences with target vocabulary AB70 Ex A

21st century skills
Information literacy Making connections between words

- Have students complete the sentences with a suitable word.

Answers

- canteen
- teachers
- form
- tailored
- course
- advice
- level
- qualifications
- university
- career

Stage 2 Revise zero and first conditionals AB70 Ex B

- Ask students to choose the correct verb tense to complete the sentences.

Answers

- don't get, feel
- asks
- won't
- unless
- I'll bake

Stage 3 Complete sentences with the correct tense AB70–71 Ex C

- Have students read the sentences and then complete them with the correct form of the verb in brackets.

Answers

- wouldn't have woken
- had scored
- would have seen
- had known
- hadn't taken

Stage 4 Form reported statements AB71 Ex D

- Students put the words in order to complete the reported statements.

Answers

- told me she would buy
- said that she hadn't hidden
- promised to meet us
- asked me what I was doing
- asked Layla if she had been sleeping

Stage 5 Rephrase sentences to express regrets AB71 Ex E

21st century skills

Information literacy Rephrasing ideas

- Have students read the first sentences and complete the second sentences so that they have a similar meaning.

Answers

- I hadn't forgotten Muna's birthday
- I had saved enough money
- he had brought an umbrella
- we had taken the train
- she hadn't turned down that job offer
- I had practised more for my driving test
- he had known about the traffic jam

Unit 3 Test

AB72-75

Objectives Do a test on Unit 3.
Language From Unit 3
Vocabulary From Unit 3

Stage 1 Preparation for the test AB72-75

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2 Test AB72-75

Answers

Vocabulary

A Complete the sentences with the correct word or phrase from the box.

- secretary
- pilot
- lifeguard
- architect
- tour guide
- journalist

B Complete the sentences with the missing word. The first and last letters have been given.

- technology
- research
- highly
- needs
- canteen
- application
- limit
- interpreter

Grammar

C Complete the sentences with the correct conditional form of the verbs in brackets.

- 'll probably feel
- won
- had broken down
- doesn't lend
- found

D Imagine you are in these situations. For each situation, write a sentence with I wish ... or If only ...

- I wish/If only I hadn't drunk so much coffee.
- I wish/If only I had gone to the park with my friends.
- I wish/If only I had revised for my Geography exam.
- I wish/If only I hadn't bought these/those shoes.
- I wish/If only I had brought my camera.
- I wish/If only I had waited another week.

E Write who said the sentences or asked the questions using reported speech.

- The dentist said I had to clean my teeth more often.
- My English teacher told me I hadn't answered all the questions in the test.
- The football coach asked if/whether I would be free to play in the match the following Saturday.
- My mother promised to get me a new bicycle for my birthday.
- The shop assistant advised me to get the red jacket.

F Write the direct speech as reported speech.

- me to work in the oil industry
- if he had experience in the area
- having a meeting to discuss the issue
- how he had forgotten to check the oil
- I wouldn't stay in student accommodation the following year

Writing

Homework

Write 100-120 words on the advantages of studying English in Britain.

Unit 3 Word list

Lesson 1

architecture
duty
engineering
fine art
information technology
scientific research
stressful
the aviation industry
the environment
the media
well paid

Lesson 2

application
conserving
geology
involve
purification
qualifications

Lesson 3

approve of
fed up with
scared of heights
train as
upset

Lesson 4

futuristic
practice
succeed

Lesson 5

annoyed with
trip over

Lesson 6

chase
fit
movie director
profession
rescue

Lesson 7

accommodation
advice
allergies
canteen
details
dietary
duration
hostel
level
locations
opt for
permit (v)
suit (v)
tailored to
title

Lesson 8

a great experience
independence
worth it

Lesson 9

annual
booth
convey the sense
headphones
in demand
out of a job
postgraduate
under pressure

Unit 4

The world of business

Lesson	Materials	Topic/Title	Objectives	Language
1	SB42 AB76–77 14	<i>Rashid & Rana Designs</i>	Read and complete an email. Revise and practise using past simple and past continuous. Write an email about an imaginary business venture.	Revision: past simple and past continuous
2	SB43 AB78–79	<i>People didn't use to work out at home</i>	Read and understand an article. Practise writing about the past with <i>used to</i> . Talk about differences between the past and the present using <i>used to</i> .	Revision: <i>used to</i>
3	SB44 AB80–81	<i>How to be the best!</i>	Practise language of obligation, lack of obligation, necessity and giving advice.	Revision: <i>have to, don't have to, need, must, mustn't, should, If you (want to) ..., you (should) ...</i>
4	SB45 AB82–83	<i>If only ...</i>	Practise using language of regret. Talk and write about imaginary situations using third conditional.	Revision: <i>I wish/If only</i> for regrets Revision: third conditional
	AB84–85	Test	Do a test on Units 1–3.	

Unit 4 Lesson 1

SB42 AB76–77  14

Objectives Read and complete an email.
Revise and practise using past simple and past continuous.
Write an email about an imaginary business venture.

Language Revision: past simple and past continuous

Vocabulary *compete, designer, export (v), sign a contract, keep in touch, cosmetics*

Stage 1 Complete the email with the correct words
SB42 AB76  Ex 1  14

21st century skills

Information literacy Identifying the correct word in a context

- Ask students if they would like to set up their own business. If yes, what sort of business? If no, why not?
- Ask what sort of problems you can have when starting your own business.
- Tell students to look at the photos and say what sort of business the email might talk about.
- Ask students to read the gapped email. Ask some general comprehension questions: *What's the business? Where is it popular? Where did they go to buy materials? Where did they go for fashion week?*
- Tell students to complete the email using the words in the box and then listen to Track 14 and check. Play Track 14.

Track 14

Listen and check your answers.

Dear Bidor,
I'm sorry I haven't been in touch recently. This year has been really busy. My brother, Rashid,

and I set up our own company last September. It's called Rashid & Rana Designs. We produce shirts and jeans. I am the designer, and Rashid does all the marketing. Our cousin, Salima, works as Rashid's personal assistant.

We invested a lot of money in the business, so we are not yet making a profit. But sales are very good, and we are exporting a lot of clothes to the UAE, Oman, Bahrain and even the UK. Of course, it is difficult to compete with the Chinese market. They produce such cheap clothes in China. But our designs are very original. And they are very popular in the Gulf. So the future looks very bright, thank God.

Two months ago, we went to Lebanon and Morocco to choose cloth for our spring designs. We found some beautiful silk and cotton fabrics. And last month, we flew to London to show our new shirts at London Fashion Week. We had a great time. There was a lot of interest in our designs. We signed contracts with three London department stores. And a lot of rich and important people bought our silk shirts!

On our way back, guess who we saw at Heathrow Airport! We were waiting for our flight back to Baghdad when our old school friend, Muna Shakir, walked past with ... You will never guess! Ghassan Ahmed! Yes! Apparently, they got married two years ago. And they now have a beautiful little boy called Kamal.

Let's keep in touch. Come and stay with us whenever you like.

Lots of love,
Rana

Answers

- 1 designer
- 2 assistant
- 3 business
- 4 sales
- 5 compete
- 6 produce
- 7 flew
- 8 signed
- 9 flight

Stage 2

Complete sentences with
verbs in the past simple
AB76 Ex A

- Ask one student what they did last night. Elicit as many examples of the past simple as you can. Remind students that we use past simple for a completed action in the past when a specific time is given or understood.
- Give the students a quick-fire oral test on irregular forms of the past simple. For example: *go – went, write – wrote, read – read*, etc. If time permits, the students can test each other in pairs.
- Ask the students to complete the sentences with the past simple of an appropriate verb.

Answers

- 1 sent/wrote
- 2 started
- 3 went
- 4 had
- 5 made, sold
- 6 saw/met
- 7 got

Stage 3

Write questions in the
past simple; ask and answer
questions AB76 Ex B21st century skills

Information literacy Formulating relevant questions to find out information

- Tell the students to look at the first three sentences from the previous exercise. Elicit what questions we could ask to produce these answers: *What did Rana send Bidor? When did they start the company? Where did they go two months ago?*
- Ask the students to write questions for Bidor to ask Rana about her recent trip.
- When they have finished, they should ask and answer the questions in pairs.

Possible questions

- 1 Which country did you prefer?
- 2 Did Salima go with you?
- 3 Was the food good?
- 4 Did you have a good time in Morocco?
- 5 What were the hotels like?
- 6 Did you do any sightseeing?
- 7 What language did you speak for business meetings?
- 8 How long were you there for?

Stage 4

Complete sentences using past
simple or past continuous
AB77 Ex C

- Remind the students when we use past simple and past continuous. Ask what time one student arrived in class. Then ask what another student was doing when he arrived to elicit the sentence: *Ahmed was writing in his book when Ali came into the classroom. Ask which was the action in progress and which the completed action.*
- Tell the students to put the verbs in brackets into either the past simple or past continuous.

Answers

- 1 was sitting, kicked
- 2 were driving, heard
- 3 were camping, saw
- 4 met, was wearing
- 5 was playing, broke

Stage 5

Homework Write an email
AB7721st century skills

Communication Expressing ideas clearly through written work

- Ask the students to read the instructions in the Activity Book and write the email. They can finish the email for homework.

Unit 4 Lesson 2

SB43 AB78–79

Objectives Read and understand an article.
Practise writing about the past with *used to*.
Talk about differences between the past and the present using *used to*.

Language Vocabulary Revision: *used to*
stationary bike, fitness app, workout mirror, artificial intelligence (AI), smart gym

Stage 1 Read for detailed understanding; answer questions SB43

21st century skills

Information literacy Making connections between words and images

- Ask a student what sports they used to do when they were younger. Contrast this with now: *What sports do you do now?* Remind students that we use *used to* to contrast the past with the present. Ask for more examples from the students of sports and activities they used to do but now don't.
- Tell the students they are going to read an article about technology in fitness. Ask them to look at the photos and predict what the article will be about.
- Tell them to read the article and find the names for the equipment in the photos.

Answers

- A a stationary bike
- B a fitness app
- C a workout mirror

Stage 2 Read for detailed understanding; answer questions SB43 AB78 Ex A

- Have the students read the article in their Student's Book and answer the questions.
- Ask them to check their answers with a partner.
- Monitor their work.

Answers

- It's easier thanks to new technologies and equipment.
- online lessons, fitness apps, etc.
- They can measure how fast your heart is beating, how many calories you burn and how well you sleep.
- They have to compete with online and home gyms.
- They can use them at the gym because they are too expensive to buy.

Stage 3 Extract details from an article SB43 AB78 Ex B

- Have students read the sentences and try to remember the correct answer. They then check their answers in the text.

Answers

- from home
- The first
- harder
- other gyms
- more

Stage 4 Identify key words in an article SB43 AB78 Ex C

- Students read the sentences and try to remember the missing words. Say: *What type of word fits in each gap: a noun, a verb or an adjective?*
- Students find the words in the text to complete the sentences.

Answers

- club
- sleep
- afford
- teach
- Personal trainers
- data

Stage 5 Compare pictures using *used to* AB79 Ex D

21st century skills

Critical thinking Interpreting images

- Tell the students to look at the pictures of the gym before and after and try to memorize the differences.
- Tell the students to close their books.
- Put them in pairs. Ask them to see how much they can remember about the gym before. They should take turns to make sentences with *used to/didn't use to*.

Possible answers

They didn't use to have much equipment.
There didn't use to be stationary bikes.
There didn't use to be workout mirrors.
The clients didn't use to have fitness apps.
The gym used to be more crowded.

Stage 6 Write interview questions using *did ... use to* AB79 Ex E

21st century skills

Information literacy Formulating relevant questions to find out information

- Tell the students to imagine they are going to interview a gym owner. They should write down five more questions they would like to ask him.

Possible questions

- 1 How many personal trainers did you use to have?
- 2 Did you use to have many clients at the gym?
- 3 Did you use to have workout mirrors?
- 4 Did you use to give workout plans to clients?
- 5 How many gyms did there use to be in this area?

This lesson talks about technology in the fitness industry and how more people are working out from home. Use this as an opportunity to expand this topic and ask the students how they think technology is changing other industries. You can also discuss the importance of staying fit, whether at the gym or at home.

Unit 4 Lesson 3

SB44 AB80–81

Objectives Practise language of obligation, lack of obligation, necessity and giving advice.

Language Revision: *have to, don't have to, need, must, mustn't, should, If you (want to) ..., you (should) ...*

Vocabulary *impression, punctual*

Stage 1 Match sentence halves SB44 AB80 AB Ex 1

- Remind the students how we use modals of necessity and giving advice.
- Tell them to match the sentence halves to make full sentences.
- Ask the students for reasons.

Answers

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

Stage 2 Match sentences with pictures SB44 AB80 AB Ex 2

21st century skills

Information literacy Making connections between words and images

- Now tell the students to match six of the sentences from Exercise 1 with the pictures in Exercise 2.
- Correct as a class.

Answers

A8, B3, C1, D5, E6, F2

Stage 3 Talk about obligation and necessity in the present AB80 Ex A

21st century skills

Communication Presenting information to others clearly

- Tell the students to look at the examples in the Activity Book. Ask them if the person has a choice about helping. Ask them who decides they have to help. Give them an example of something you have to do at home, and why: *I have to pay my rent because my landlord tells me to.*
- Put the students in pairs and tell them to ask and answer questions about what they have to do at home.
- Ask for some examples from different pairs.

Stage 4 Write sentences using *have to* AB80 Ex B

- Tell the students something you have to do tomorrow or at the weekend:
I have to paint the kitchen.
I have to mark your homework.
- Ask them to write down six things they have to do over the next week or so.
- Ask for some examples from different students.

Possible answers

- 1 I have to write my English essay.
- 2 I have to walk the dogs twice.
- 3 I have to go to the dentist's.
- 4 I have to find my Maths book.
- 5 I have to organize a dinner party for my best friend.
- 6 I have to go shopping for my grandmother.

Stage 5 Play a game to practise *had to* AB81 Ex C

- Explain the *Had to* chain game to the students.
- Write *Owner of a restaurant* on the board. Say: *Last week, I had to go to the market with the chef.*, and ask one student to repeat this. Then say: *Last week, I had to go to the market with the chef, and I had to order a new fridge.* Ask another student to repeat this. Say: *Last week, I had to go to the market with the chef, I had to order a new fridge and I had to ...* and elicit the next phrase.
- Put the students in teams of six or more and give each team a job, a profession or a business. Ask them to play the game in their teams.

- Ask which team remembered the most actions. Ask a student from each team to repeat the longest sentence they achieved.

Stage 6 Complete information with *have to, don't have to, mustn't,* *should and shouldn't* AB81 Ex D

- Elicit two sentences, one using *mustn't* and one using *don't have to*: *You mustn't use your mobile phone in the classroom. You don't have to buy a big dictionary.* Ask students if *mustn't* and *don't have to* mean the same. If we change them in these sentences, do they make sense?
- Establish the difference between *have to* and *should* (*have to* is stronger).
- Establish the difference between *mustn't* and *shouldn't* (*mustn't* is stronger).
- Ask them if they remember Birchwood International College. What is it?
- Tell them they are going to read some information for new students. Ask them to complete the information with *have to/don't have to, mustn't* and *should/shouldn't*.

Answers

Accommodation:

- 1 don't have to
- 2 don't have to
- 3 have to/should
- 4 mustn't
- 5 mustn't

Courses:

- 1 mustn't/shouldn't
- 2 have to/should
- 3 don't have to
- 4 don't have to
- 5 don't have to, should

Unit 4 Lesson 4

SB45 AB82–83

Objectives Practise using language of regret.
Talk and write about imaginary situations using third conditional.

Language Revision: *I wish/If only* for regrets

Revision: third conditional

Vocabulary *penalty*

Stage 1 Match sentences and pictures

SB45 AB82 Ex 1

21st century skills

Information literacy Making connections between words and images

- Review *I wish/If only* and third conditionals for regrets. Ask a student to tell you something they did or didn't do yesterday that now they regret. If necessary, give an example yourself: *I didn't go shopping yesterday, so I didn't buy a new bag in the sale. I wish I'd gone shopping yesterday. If only I'd gone shopping yesterday. If I'd gone shopping yesterday, I would have bought a new bag in the sale.*
- Ask the students to tell you the difference between *I wish* and *If only*: '*If only*' is stronger. Ask them if the regrets are about a present or past situation/event (past).
- Tell the students to look at the pictures and say how they think the people are feeling.
- Tell them to read the text under each picture and to tell you why each person is looking miserable.
- Ask the students to read the sentences 1–9 and to match them with the pictures.

Answers

- A 3, 6, 7
B 1, 4, 8
C 2, 5, 9

Stage 2

Make sentences with *I wish* and third conditional

SB45 AB82 Ex 2

- Tell the students to look at questions 1–6 and identify who from the pictures says them.
- Tell them to make a sentence first with *I wish* and then a third conditional sentence for each.

Possible answers

- a I wish I'd asked Hisham to be in the team.

b We'd have won if I'd asked Hisham to be in the team.
- a I wish I'd found out more about the company before the interview.

b If I'd found out more about the company before the interview, I would have done better.
- a I wish I hadn't ridden my friend's motorbike.

b If I hadn't ridden the motorbike, I wouldn't have crashed it.
- a I wish I'd checked the brakes before I left home.

b If I'd checked the brakes before I left home, I wouldn't have crashed.
- a I wish I'd remembered to tell them about my previous experience.

b If I'd remembered to tell them about my previous experience, I would have got the job.
- a I wish I'd scored that penalty.

b If I'd scored that penalty, we would have won the match.

Stage 3 Practise past regrets using *I wish*, *If only* and third conditional

AB82 Ex A

- Students complete the dialogues with the correct form of the verbs in brackets.
- After the corrections, have students practise the dialogues in pairs.

Answers

- hadn't eaten
- hadn't forgotten
- hadn't thrown away

- 4 had bought
- 5 would have brought

Stage 4 **Practise past regrets using**
I wish, If only and third
conditional AB82–83 Ex B

21st century skills
Information literacy Rephrasing ideas

- Have students read the first sentence in each item and think of the regrets they might be feeling.
- Students complete the second sentence in each item.

Possible answers

- 1 I had bought the jacket
- 2 wouldn't have broken down if my dad had checked
- 3 had made a copy of his essay, he wouldn't have had
- 4 he hadn't spent all his money
- 5 I had paid (more) attention in class
- 6 I had taken (more) photos

Stage 5 **Talk about imaginary situations in**
the past with *if*
AB83 Ex C

21st century skills
Critical thinking Speculating about your own actions

- Tell the students that you were travelling in a mobile-free part of a train, and a man was using a mobile phone. The passenger next to you really shouted at him. Ask students what they would have done.
- Look at the first example with them.
- Tell the students to talk to their partners about what they would have done in the rest of the situations.
- Ask for examples from each pair.

Stage 6

Write sentences in the
third conditional
AB83 Ex D

- Tell the students to write their sentences down.

Possible answers

- 1 (I would have moved to a different seat. If the bus had been full, I would have complained to the driver.)
- 2 I would have cooked something for them. If I hadn't had any food, I would have taken them out for a meal.
- 3 I would have told the truth. If they'd been very upset, I would have bought another vase.
- 4 I would have complained to the manager. If the manager had been rude, I would have told everybody in the restaurant about my meal.

This lesson talks about regrets people have in their personal and professional lives. Use this as an opportunity to discuss how to avoid feeling regrets and what to do if you regret doing or not doing something.

Unit 4 Test

AB84–85

Objectives Do a test on Units 1–3.
Language From Units 1–3
Vocabulary From Units 1–3

Stage 1 Preparation for the test AB84–85

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2

Test AB84–85

Answers

A Match the words in the box with their definitions.

- personal trainer
- profit
- previous experience
- fitness app
- punctual
- designer
- ambitious
- stationary bike
- score
- personal assistant
- calories
- compete

B Complete the sentences with the correct conditional form of the verbs in brackets.

- were
- will help
- would you do, woke up, found
- could
- will Muna apply
- Does/Will your brother get

C Complete each word with the right ending.

- fracture
- inefficient
- unfortunate
- independent
- unusual
- identify
- supervise
- witness
- application
- discourage

D Complete the sentences with one word in each gap.

- to
- have
- are
- only
- must
- Shall
- Could/Would/Can
- having

E Find the mistakes in the sentences and rewrite them correctly.

- We were playing football when it started to rain, and we had to stop.
- This gym used to have the best equipment in town, but not anymore.
- Amjed didn't use to work out, but now he's really fit.
- My brothers and I have helped my parents with the housework.
- If only you had told me about your problem before. I could have helped you.



Unit 4 Word list

Lesson 1

compete
cosmetics
designer
export (v)
keep in touch
sign a contract

Lesson 2

artificial intelligence (AI)
fitness app
smart gym
stationary bike
workout mirror

Lesson 3

impression
punctual

Lesson 4

penalty

Unit 5

Holidays

Lesson	Materials	Topic/Title	Objectives	Language
1	SB48 AB86–87	<i>Let's do some sightseeing</i>	Expand the students' vocabulary for discussing holidays. Develop understanding of compound nouns.	Compound nouns
2	SB49 AB88–89 🔊15	<i>Have you ever stayed in a really unusual hotel?</i>	Discuss holiday experiences. Review and practise present perfect simple. Create short dialogues.	Present perfect simple + <i>ever/never/just/already/yet</i>
3	SB50 AB90–91	<i>I've been coming here since 2009</i>	Read an article for specific information. Extend knowledge of collocations. Review the present perfect simple and continuous.	Present perfect simple/continuous + <i>for/since</i>
4	SB51 AB92–93 🔊16	<i>I've tried it a few times</i>	Clarify the contrast between past simple and present perfect. Analyze the difference between <i>been</i> and <i>gone</i> . Revise past participles of irregular verbs.	Present perfect/past simple
5	SB52 AB94–95	<i>We couldn't get a room because we hadn't booked</i>	Review the past perfect. Clarify the difference between the past simple and the past perfect. Complete a text using the past simple or the past perfect.	Past perfect
6	SB53 AB96–97	<i>The atmosphere was really peaceful</i>	Read and understand a text about a holiday. Extend vocabulary related to holidays. Describe a holiday orally and in writing.	–
7	SB54 AB98–99	<i>Beautiful Kerkennah</i>	Review defining and non-defining relative clauses. Analyze the punctuation used with relative clauses.	Defining and non-defining relative clauses
8	SB55 AB100–101	<i>Tourism and environment</i>	Read an essay and understand the details. Analyze steps in writing an essay. Revise use of connectors in writing. Write an essay.	Linking words and phrases: <i>but, however, in addition to this, also, although, as well as, too</i>



9	SB56 AB102–103	<i>Why are holidays so important?</i>	Read and understand a text. Extend and practise using vocabulary related to holidays.	–
Revision	SB57 AB104–105	<i>Round up</i>	Revise language from Unit 5.	Revision
Test	AB106–109	Test	Do a test on Unit 5.	–

Unit 5 Lesson 1

SB48 AB86–87

- Objectives** Expand the students' vocabulary for discussing holidays.
Develop understanding of compound nouns.
- Language Vocabulary** Compound nouns
compound, boarding card, travel agency, five-star hotel, package deal, packed lunch, ski resort, car hire, self-catering apartment, sightseeing, seafront, anything to declare?, perfume

Stage 1

Warm up SB48

- Discuss where students went on their last holiday. For those who stayed in Iraq or at home, show an interest in what they did.
- Elicit vocabulary items related to holidays, for example: different types of holidays, where you can stay, what you can do, things you need to take when you travel, etc. Try to elicit some of the vocabulary on page 48 of the Student's Book.

Stage 2

Introduce compound nouns

SB48 AB86 AB Ex 1

21st century skills
Information literacy Making connections between words

- Books open, elicit what the students can see in the pictures on page 48 of the Student's Book. Clarify what each image represents, using the appropriate compound noun.
- Choose one compound noun and write it on the board. Highlight the fact that in English, some words are made from two nouns or adjective + noun.
- Introduce the word-matching activity. Tell the students to match the words from both columns to make compound nouns.

- Focus on the stress patterns in compound nouns – the first word normally carries the main stress in noun–noun compounds (e.g., travel agency).
- Point out which words are written as two separate words and which as a single word.
- The main stress is shown below in bold.
Five-star hotel and *self-catering apartment* have two equal stresses.

Answers

- boarding (card)
- travel agency
- five-star hotel
- package deal
- packed lunch
- ski resort
- car hire
- self-catering apartment
- sightseeing
- seafront

Stage 3

Match the pictures with the compound words
SB48 AB86 AB Ex 2

21st century skills
Information literacy Making connections between words and images

- Tell the students to look at the pictures in the Student's Book.
- Tell them to work in pairs and match the pictures with some of the compound words in Exercise 1.
- Correct as a class.

Answers

- A sightseeing
B packed lunch
C ski resort
D car hire
E seafront
F boarding card

Stage 4 Practise using compound nouns AB86 Ex A

- Quickly test the students by giving them the first part of the compound noun and asking them to supply the second part.
- Tell the students to read the language box on page 87 of the Activity Book and check their understanding of compound nouns.

Answers

- 1 self-catering apartment
- 2 package deal
- 3 boarding card
- 4 seafront
- 5 travel agency
- 6 packed lunch
- 7 sightseeing
- 8 car hire

Stage 5 Practise a dialogue SB48

- Tell the students to look at the illustration and read the conversation.
- Ask the students if they noticed the compound noun – *travel agency*.
- Tell the students to practise the conversation in pairs with a suitable third line.

Stage 6 Practise and extend dialogues AB87 Exs B and C

- Introduce Activity Book, Exercise B. Do the first one as a class. Get the students to write it in the Activity Book.
- Tell the students to match the other two-line dialogues in the same way.
- Elicit a possible third line for the first dialogue, for example: *I'm sorry, madam. I'll send someone to fix it immediately.* Then get the students to work in pairs and complete the rest. Tell them to practise reading the short dialogues.
- Elicit the compound nouns: *exchange rate*, *check-in*, *air conditioning*.

Answers

1B, 2C, 3A

Unit 5 Lesson 2

SB49 AB88–89 15

Objectives Discuss holiday experiences.
Review and practise present perfect simple.
Create short dialogues.

Language Present perfect simple + *ever/never/just/already/yet*

Vocabulary *unusual, cheated, open-top bus, unbelievably, luxurious*

Stage 1

Warm up SB49

21st century skills

Collaboration Showing respect towards the experiences of others

- Ask the students if they have ever stayed in an unusual hotel. If so, ask when and what it was like.
- Elicit examples of interesting, new or bad experiences you can have on holiday, for example, *eat unusual food*. You might want to elicit some of the experiences on page 49 of the Student's Book, but do not focus on the quiz at this stage.

Stage 2 Match beginnings and endings of questions SB49 AB88 AB Ex 1

21st century skills

Information literacy Making connections between words

- Books open, ask the students to look at the photos and say what they can see. Elicit questions to go with the photos.
- Tell the students to match the beginnings of the questions with the endings.

Answers

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

Stage 3 Practise asking and answering questions SB49

- Choose one student and ask him/her to ask you one of the questions. Respond.
- Ask some of the students a couple of the questions. Make sure you receive at least one 'never' response. Ask one follow-up question requiring the past simple for each: *Did you enjoy it?*
- Ask the students to read the example exchange.
- Put them in pairs and tell them to take turns asking and answering the questions in this way. They should add one piece of information each, as in the example.

Stage 4 Listen to identify topics AB88 Ex A 15

- Elicit the meaning of the seven topics in Activity Book, Exercise A. Tell the students they are going to hear people talking about different things related to the topics. Ask them to listen and match the speakers and the topics from the list.
- Play Track 15. Play the first speaker and elicit the answer as a class. Then play the other six speakers straight through. Let the students try to match the speakers with the topics. Play a second time so they can check their answers.
- Ask extra questions: *How long was the flight? What was in the brochures? What excursions does the speaker talk about? What did one waiter do? Why was the atmosphere good? Which sports were possible?*
- Ask the students if they have ever been on a really long flight, been on an interesting excursion, had terrible service or played golf.

Track 15

A Listen to different people talking about points related to holidays. Match them with the topics below. Write the correct number in each box.

One

Girl *It took six hours from London to Washington. The food was awful, but the films were OK. I watched two and slept the rest of the time.*

Two

Boy *Have a look at them. They're full of colour photos of luxury hotels on the beach and beautiful places to visit in the area.*

Three

Girl *On the first day, there's a jeep trip to the desert. On the second day, there's a bus trip to a souq. On the third day, there's a trip to the camel races.*

Four

Boy *The waiters were terrible. They were really slow, and one of them spilt soup on my shirt.*

Five

Girl *There are candles and flowers everywhere, and the music is amazing. The people there are always really friendly and cheerful. It's a place where you always feel good.*

Six

Boy *There's plenty to do there – golf, tennis, windsurfing, walks.*

Seven

Girl *What shall I book for next week – a hotel or a self-catering apartment?*

Answers

a7, b6, c5, d2, e3, f1, g4

Stage 5 Write true sentences using never AB88 Ex B

21st century skills

Communication Sharing information about yourself

- Write a sentence from one of the students' exchanges on the board. It should be present perfect with *never*. Elicit the question and ask where to put the word *ever*.
- Read through the language box on page 88 of the Activity Book. Ask if we can use *ever* in the positive form (No – only in the question form).
- Ask the students to look at Exercise B. Tell them that they are going to write some true sentences about themselves, their families and friends. Ask them to look at the prompts for the example.

Give them an example sentence with *ridden*, for example: *I have never ridden a horse*. Elicit examples of what they have/haven't ridden.

- Tell the students to write sentences using the remaining prompts. Ask them not only to write about themselves but also about friends and family members.
- Check answers.

- Explain that if they read the language box carefully and then do the homework exercise, they will be able to understand for themselves.

Possible answers

- 1 haven't told her yet
- 2 've already seen it
- 3 've just finished it
- 4 've already seen it
- 5 've already asked him

Stage 6 Complete the sentences and number them correctly AB89 Ex C

- Write *Have you ever camped on a beach?* on the board.
- Write another sentence on the board next to the question: *I camped on the beach last year*. Ask why this is in the past simple (because we are talking about an event at a specific time).
- Introduce Exercise C. Tell the students the dialogue is in the wrong order. Ask them first to read it and write one word in each gap.
- Then ask them to work in pairs to put the lines in the correct order.
- Ask one pair to read out the correct conversation.

Answers

- 1 Have you ever camped in the desert?
- 2 Yes, I have.
- 3 Lucky you. I've never done that, but I'd like to. When did you go?
- 4 Two years ago, Karim organized a trip on his birthday.
- 5 Oh, I remember. I wanted to go on that, but I couldn't. What was it like?
- 6 It was great. We made a fire and, we had a BBQ. I really enjoyed it.

Stage 7 Homework AB89

- Tell the students that there are other words that will help them know when to use the present perfect. Introduce the language box on page 89 of the Activity Book about the present perfect and *just*, *already* and *yet*.

Unit 5 Lesson 3

SB50 AB90–91

Objectives	Read an article for specific information. Extend knowledge of collocations. Review the present perfect simple and continuous.
Language	Present perfect simple/continuous + <i>for/since</i>
Vocabulary	<i>thoroughly, extend, excursion, live up to my expectations, considerably, achieve, wouldn't hesitate to recommend, considering</i>

Stage 1

Warm up SB50

21st century skills

Communication Sharing information about yourself

- Write on the board:
Yes, I have.
No, I haven't.
No, I haven't ... yet.
Ask the students if they have done their homework. Elicit different answers. Point out that if they say: *No, I haven't.*, it does not indicate that they will. If they say: *No, I haven't yet.*, it indicates that they intend to do it at some point.
- Tell the students your favourite places in Iraq. After each place, ask students if they have been there. Elicit answers using the above: *Yes, I have. No, I haven't been there yet.*, etc.
- Ask the students if they like reading travel articles, what places they like reading about and if they have read about any interesting places recently.

Stage 2

Read an article for specific information SB50

- Refer the students to the photos and ask them to identify the places shown. What do they think the article is going to be about?

- Tell the students to read the questions. Ask them what *Safar Tours* is. Ask the students to scan the article to find how many times *Safar Tours* is mentioned.
- Then ask them to read the article and find the answers to the questions.

Answers

- a since 2009
- b 15 times
- c for over 30 years
- d for three years
- e since last July
- f for eight days so far on this visit
- g He has been going on tours around the country since finishing his business.

Stage 3

**Find collocations
SB50 AB90 Ex A**

21st century skills

Information literacy Making connections between words

- Remind students of the compound nouns they studied in Lesson 1. Elicit some of these from the students. Explain that these are examples of words or phrases that we often find together.
- Now establish that there are also verbs and other types of words that are often found together. We call these collocations. Give the example of the verb *perform*: *We perform a play. A surgeon performs an operation.* We do not perform a discussion or a lecture, for example. So, we can say that *perform a play* and *perform an operation* are collocations. Collocations can be verb + noun, noun + noun, adjective + noun, etc. Students should learn collocations so that their English will sound more natural.
- Go through the words in Activity Book, Exercise A and elicit what words the students think come after each one. If they make any errors, do not correct them at this point. The aim of this activity is to get them interested in the idea of collocations.
- Tell the students to scan the text on page 50 of the Student's Book and find the words in Activity Book, Exercise A and the words that follow them.

Answers

- 1 enjoy
- 2 say
- 3 expectations
- 4 few

Stage 4

Review use of *How long?*
AB90 Ex B

- Ask the students to think about the answers to the questions on page 50 of the Student's Book and tell you what they all talk about (time). Elicit the usual way we ask about time: *How long ...?*
- Tell the students to read through the language box on page 90 of the Activity Book. While they read, draw the following on the board:

NOW

10 years

2003
- Ask: *How long have they been married?* and point to 10 years. Elicit *for ten years*. Point to 2003 and ask: *How long have they been married?* Elicit *since 2003*. Ask: *Are they still married?* Elicit *since 2003*. Ask: *Will they be married tomorrow?* Elicit *yes* in both cases.
- Ask the students to look at Activity Book, Exercise B. Tell them to complete the phrases using either *since* or *for*.

Answers

- 1 since
- 2 since
- 3 since
- 4 for
- 5 for
- 6 since
- 7 for
- 8 since
- 9 since
- 10 since
- 11 for
- 12 for

Stage 5 Ask and answer questions using
How long? AB91 Ex C21st century skills

Communication Presenting information to others clearly

- Introduce Activity Book, Exercise C. Tell the students they are going to ask and answer questions about how long they have done or had something. Put them in pairs. Look at the example question and ask them if the answer is true for them. Ask them to ask you some of the questions.
- Tell them to take turns asking and answering the questions.
- Tell them to invent three more questions to ask and answer.
- Check by asking round the class for examples.

Stage 6

Homework
AB91

- Introduce the language box on page 91 of the Activity Book. Explain that this is an extension of the grammar in the language box on page 90 of the Activity Book.
- Tell the students to read the explanation and look at the example. They should complete the questions and answers for homework. They should answer some questions with *for* and some with *since*.

Possible questions

- 1 How long have you been learning Japanese?
- 2 How long have you been writing?
- 3 How long have you known her?

Note: The present perfect tense is one that the students will take a long time to fully understand. The purpose of the explanations and activities is to help focus attention on one area of the present perfect in an attempt to move on their understanding. Whether or not you explain the second language box in the class, the students will still not be able to fully understand and use the tense correctly.

Unit 5 Lesson 4

SB51 AB92–93 16

Objectives Clarify the contrast between past simple and present perfect. Analyze the difference between *been* and *gone*. Revise past participles of irregular verbs.

Language Vocabulary Present perfect/past simple *brochure, research, flavour (get a flavour of), in the long run*

Stage 1 Introduce the conversation SB51

21st century skills
Critical thinking Interpreting images

- Books open, elicit what the students can see in the picture. Ask what they think the girls are doing. Remind the students of *brochure* and present the word *research*.
- Go through the first two lines of the conversation with the class to establish what is happening. Elicit different possibilities for words that could go in the first two gaps (*brochures* and *been*). Tell the students to look at the other seven gaps and guess what might go in them.
- Ask the students to summarize what they think the conversation is about.

Stage 2 Listen and complete the conversation SB51 AB92 Ex 1 16

- Tell the students to listen to the conversation and complete the gaps in the text. Play Track 16. Play it a second time so they can check the answers.
- Ask questions to check their understanding of the conversation. For example:
Where does Muna want to go on holiday?
Has Katie been to Thailand before?
Who did she go with? Where did they go?

Why does Muna like the idea of a package deal?

Where did Katie stay in Bangkok?

Has Katie tried Thai food?

What did she think of it?

How about Muna?

Track 16

Listen to the dialogue and fill in the gaps with the correct words.

- Katie *Hi, Muna. What are you doing with all those holiday brochures?*
- Muna *Oh, I'm just doing a bit of research on holiday deals in Thailand. Have you ever been there?*
- Katie *Yes. We had a family holiday there a couple of years ago.*
- Muna *So which places did you go to?*
- Katie *Well, we spent a week in Bangkok to get a flavour of the city life and then two weeks on the beach in Phuket. I'm sure that was beautiful!*
- Muna *It was amazing! I really enjoyed it. Well, we all did. There was something for everyone.*
- Katie *We're looking for a package deal. That's a good way to do it. At least you know where you're going and what you're doing. And it often works out cheaper in the long run. Have you found one yet?*
- Muna *No, but there are two or three that look really good. Which hotel did you stay at in Bangkok?*
- Katie *We stayed at the Golden Palace for the first two nights. Then we moved on to the Marriott. The service was excellent in both of them.*
- Muna *And what did you think of Thai food?*
- Katie *Oh, it's delicious. Haven't you ever tried it?*
- Muna *I had green curry once. I really didn't like it.*
- Katie *Why not?*
- Muna *It nearly burnt a hole in my mouth!*

Answers

- 1 brochures
- 2 been
- 3 couple
- 4 beach
- 5 everyone
- 6 package
- 7 cheaper
- 8 excellent
- 9 mouth

Stage 3 Find examples of the present perfect and the past simple

SB51

- Ask the students to find examples of the present perfect and past simple in the conversation.
- Elicit which tense was used more (past simple).
- Elicit the two key words used in the examples of the present perfect (*ever* and *yet*). Remind the students that the past simple is used for a point in time and the present perfect for a period (*ever* = the period of your life, *yet* = the period until now).

Answers

Present perfect:

Have you ever been there?

Have you found one yet?

Haven't you ever tried it?

Past simple:

We had a family holiday there ...

So which places did you go to?

Well, we spent a week in Bangkok ...

I'm sure that was beautiful!

I really enjoyed it.

Well, we all did.

There was something for everyone.

Which hotel did you stay at in Bangkok?

We stayed at the Golden Palace ...

Then we moved on to the Marriott.

The service was excellent ...

And what did you think of Thai food?

I had green curry once.

I really didn't like it.

It nearly burnt a hole in my mouth!

Stage 4

Revise the past participle form of irregular verbs

AB92 Ex A

- Tell the students to write the past participle form for each verb (not the past simple form). They should study the language box on page 92 of the Activity Book to check the rules for *been* and *gone* first.

Answers

- 1 (been)
- 2 bought
- 3 done
- 4 found
- 5 gone
- 6 left
- 7 met
- 8 seen
- 9 spent

Stage 5

Complete the gaps with the correct verb form

AB92 Ex B

- Tell the students to do Activity Book, Exercise B. Point out that they should use *been* or *gone* where appropriate.
- The students can use full forms or contractions.

Answers

- 1 have seen
- 2 have found
- 3 have been
- 4 have left
- 5 has gone

Stage 6

Rewrite sentences using present perfect simple

AB92-93 Ex C

21st century skills

Information literacy Rephrasing ideas

- Ask the students to look at the example and point out how the second sentence means the same as the first (It uses the present perfect.).
- Tell the students to do the same with the sentences in the exercise.
- Check answers.

Answers

- 1 We've known them since July.
- 2 He's had that motorbike for a long time.
- 3 She hasn't been to the dentist since September.
- 4 We haven't eaten there since July.
- 5 He's been angry since lunchtime.
- 6 He hasn't been in touch for six months.

Stage 7 Complete and practise a dialogue with present perfect and past simple
AB93 Exs D and E

21st century skills

Communication Presenting information to others clearly

- Elicit the rules the students know about when to use the present perfect and when to use the past simple.
- Tell the students to complete the dialogue in Activity Book, Exercise D, putting the verbs in the past simple or the present perfect simple. They should refer to the language box on page 93 of the Activity Book to help them decide which tense to use.
- When the students have completed the activity, ask them to do Exercise E and practise reading the dialogue in pairs.

Answers

- 1 (have)
- 2 bought
- 3 Have you booked
- 4 haven't
- 5 have just written
- 6 Have you bought
- 7 have
- 8 bought

Unit 5 Lesson 5

SB52 AB94–95

Objectives Review the past perfect.
 Clarify the difference between the past simple and the past perfect.
 Complete a text using the past simple or the past perfect.

Language Vocabulary Past perfect
board a plane, beyond recognition, tourist resort

Stage 1

Talk about pictures
SB52

21st century skills

Critical thinking Interpreting images

- Tell the students to look at the pictures on page 52 of the Student's Book and discuss what is happening with their partner.
- Elicit ideas from the whole class.

Stage 2

Match sentence halves
SB52 AB94 Ex 1

21st century skills

Information literacy Making connections between parts of sentences

- Introduce the matching activity. Tell the students to match the sentence halves to make complete sentences.
- Check answers with the whole class.
- Focus on the main stresses in the sentences. For example: *We couldn't get a room because we hadn't booked.*
- Point out that each sentence half has a stressed word. Get the students to practise as a class. Try to get them to feel they are explaining to someone. Point out they should feel disappointed in 1, 2 and 7, neutral in 3 and 5, assertive in 4 and 6 and surprised in 8.
- Get the students to practise saying the sentences in pairs.

Answers

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

Stage 3 Match sentences with pictures
SB52 AB94 Ex 2

- Tell students to look at the pictures. What can they see? Ask them to match five of the sentences with the pictures.
- Elicit any situations that are familiar to the students. Encourage additional comments.

Answers

A3, B6, C4, D8, E2

Stage 4 Review the past perfect tense
language box AB94

- Highlight one of the sentences from the previous exercises on page 52 of the Student's Book. Elicit the name of the tenses in the first and second part of each sentence (past simple, past perfect). Elicit which action happened first (the second one in each case).
- Read through the language box in the Activity Book with the students. Make sure they can see the difference between: *I had breakfast and then I went to school.* (past simple/past simple) and *I went to school after I had had my breakfast.* (past simple/past perfect). The second sentence uses the past perfect because the first action mentioned is in the past simple. When we look back in time from that past point, we use the past perfect.

Stage 5 Choose between past simple and past perfect
AB94 Ex A

- Ask students to identify which action happened first in each sentence (past perfect) and which happened afterwards (past simple). Remind them that it's not necessarily the order they appear in the sentence.
- Have students choose the correct form for each verb.

Answers

- 1 changed, had complained
- 2 started, had done
- 3 had cleaned, made
- 4 had had, did
- 5 had already left, arrived
- 6 had finished, went

Stage 6 Complete the text with past simple or past perfect
AB94–95 Ex B

- Tell the students about a place you returned to later which had changed. Ask if they have ever been back somewhere that had changed a lot. What sort of changes had happened?
- Ask the students to read through the text and put the verbs in either past simple or past perfect.

Answers

- 1 (had changed)
- 2 wasn't
- 3 had grown
- 4 had built
- 5 looked
- 6 had made
- 7 had closed
- 8 was
- 9 had become
- 10 had moved
- 11 hadn't planted
- 12 was

Stage 7 Write sentences using past perfect
AB95 Ex C

- Tell the students to write two sentences for each situation, using their own words.

Possible answers

- 1 Many shops had closed.
Many of my friends had moved away.
- 2 They had changed all the classroom numbers.
The principal had left her job.
- 3 My mum had baked a lovely cake.
My parents had bought me a fantastic present.

Stage 8 Produce sentences with the past perfect orally

AB95 Ex D

21st century skills

Communication Presenting information to others clearly

- Form groups and give students some time to read the situations and think about possible answers to the questions using the past perfect.
- In turns, each student chooses a situation and answers the question, giving a full answer (as in the examples). Then the next student on their right should also answer the same question, and so on until it comes back to the first student. Then the next student chooses a sentence and repeats the task.

Unit 5 Lesson 6

SB53 AB96–97

Objectives Read and understand a text about a holiday.
Extend vocabulary related to holidays.
Describe a holiday orally and in writing.

Language Vocabulary –
atmosphere, transfer, entertainment, board (v), overlook, two-storey, set in, spectacular, exceptionally, self-service, variety, regional, consist of, octopus, speciality, mint, display (n)

Stage 1

Warm up
SB53

21st century skills

Critical thinking Brainstorming previous knowledge of a topic

- Ask the students to talk about these questions with a partner:
What is a travel magazine?
What can you read about in a travel magazine?
Have you ever read a travel magazine or written a letter to one?
What do you think people write about in magazines like this?
What would you like to read about? Why?
- Ask the students to tell you what they discussed.

Stage 2

Scan a text and give individual responses
SB53

21st century skills

Information literacy Identifying details in a text

- Tell the students to scan the text quickly to find the information. Set a time limit of one minute.
- During the feedback, try to find different things the students have found. This is a chance for them to give their own responses to the questions.

Stage 3 Scan the text for specific information SB53 AB96 Ex A

- Ask the students to scan the text in the Student's Book to answer the questions in Activity Book, Exercise A.
- Check answers.

Answers

- 1 Kerkennah Islands
- 2 two weeks/a fortnight
- 3 £300
- 4 Sfax
- 5 swimming pool, tennis courts
- 6 octopus
- 7 on a tour of the island

Stage 4 Read for detailed understanding SB53 AB96 Ex B

- Ask the students to read the text carefully to answer the next set of questions.
- Ask the students to compare their answers.

Possible answers

- 1 flight, transfers, accommodation, breakfast and dinner, entertainment
- 2 very close/a short walk
- 3 the peaceful atmosphere
- 4 They toured the island in a taxi, they went for a camel ride, they learnt to windsurf, they went on a donkey cart ride, they went to the Roman theatre.
- 5 They watched the free entertainment at the hotel.

Stage 5 Find words in the text SB53 AB96 Ex C

- Ask the students to scan the text to find words for the definitions.
- Ask them to compare answers. Check answers.
- Elicit the following: names of places the students know that you can get to by ferry, any luxurious hotels they can name, the most spectacular view they have seen, an interesting display they have seen and the names of some Iraqi specialities.

Answers

- 1 ferry
- 2 luxurious
- 3 spectacular
- 4 speciality
- 5 hospitality
- 6 display

Stage 6 Discuss personal reactions to the text AB97 Ex D

21st century skills

Communication Expressing opinions to others clearly

- Ask the students to look at the questions and talk about them with a partner. They can make a few notes first.
- Ask for some opinions in open class.

Stage 7 Describe a holiday AB97 Ex E

21st century skills

Communication Presenting information to others clearly

- Tell the students they are going to tell a partner the details of a holiday they have been on. Elicit what Anna included in her account: *place, cost, journey, hotel, facilities, food, holiday activities*.
- Put the students in pairs to describe their holidays.
- Ask them to tell the class one interesting detail about their partner's holiday.

Unit 5 Lesson 7

SB54 AB98–99

- Objectives** Review defining and non-defining relative clauses.
Analyze the punctuation used with relative clauses.
- Language** Defining and non-defining relative clauses
- Vocabulary** *situated, inhabited, operate, throughout, ideal, surroundings*

Stage 1

Warm up SB54

- Ask the students what they can remember about Kerkennah from the previous lesson. Ask specifically about which villages Anna and her cousin saw. Elicit and write on the board: *Anna saw the villages where the fishermen catch octopus.* Ask: *Which villages?* Elicit: *The villages where the fishermen catch octopus.*
- Highlight the relationship between the parts of the sentence as follows:
Anna saw the villages where the fishermen catch octopus.
- Remind the students that the explanation part of the sentence is called a relative clause. They are signalled by words such as *that, which, where* and *who*.

Stage 2

Identify relative clauses
SB54

- Ask the students to look at the photos in the brochure on page 54 of the Student's Book and guess what sort of information the brochure will have about each one. Elicit a few ideas.
- Tell the students to read the sentences.
- Ask a few checking questions, for example: *Where is Kerkennah?* and *Is Gharbi inhabited?*
- Tell the students to find the words in the sentence that signal relative clauses. Then ask them to think about what difference they notice between the use of *that* and *which*. Elicit that there is a comma before *which*.

- Explain that the comma signals a different kind of relative clause called non-defining. Explain that this is when the clause gives extra information rather than information essential to the first part. Write on the board:
There are many beautiful beaches where you can do lots of water sports.
There are many beautiful beaches, which some people use for water sports.
- Go through the first sentence with the class and elicit *D* and for the second *ND*. Then ask them to read the rest of the sentences and discuss them in pairs. Check answers as a whole class.

Answers

Kerkennah is the name of a group of islands that are situated off the east coast of Tunisia. (D)
The main two islands are Chergui and Gharbi, which are both inhabited. (ND)
The islands are reached by a ferry that operates throughout the year. (D)
The most famous beach is Mkaren Klifa, where the water is an incredibly clear blue. (ND)
There are many colourful festivals, which are a great attraction for tourists. (ND)
A famous son of Kerkennah was Hedi Berkhisia, who was also known as Balha. (ND)
Hedi, who was a world-class footballer, died during a match in Tunis. (ND)
Kerkennah is an ideal place for tourists who want a quiet, peaceful holiday in beautiful surroundings. (D)

Stage 3 Study defining and non-defining relative clauses language box
AB98 Ex A

- Tell the students to read through the language box to clarify their understanding of the rules.
- Check understanding by asking checking questions, for example: *Which give essential information? Which give extra information? Which use a comma?*, etc.
- Tell the students to think of four more sentences and write these under the box. Two should be defining relative clauses and two non-defining.
- Elicit sentences from the students and discuss.

**Stage 4** Complete defining relative clauses **AB99 Ex B****21st century skills****Information literacy** Rephrasing ideas

- Ask the students to complete the sentences with defining pronouns to form defining relative clauses.
- Check answers.

Answers

- 1 (who) I spoke to on the phone
- 2 where we had a meal last year
- 3 where I always go to for repairs/that I always go to for repairs
- 4 that he bought last month
- 5 that has the information I wanted was missing

Stage 5 Complete non-defining relative clauses **AB99 Ex C**

- Introduce the activity. Make sure the students know they should add commas in the appropriate place.
- Check answers.

Answers

- 1 Riverside Cinema, where the tickets only cost £6 for students, usually has good foreign films.
- 2 Beirut, which is full of good cafés and restaurants, is a really interesting city.
- 3 My cousin Mike, who loves skiing, is going to buy a holiday home in the Swiss Alps.
- 4 My sister, whose favourite food is pizza, is having her birthday party at an Italian restaurant.
- 5 Fatima, whose photo was in the newspaper yesterday, is a very talented girl.
- 6 The school, where I went as a child, is now a museum.
- 7 My neighbour, whose car is always parked outside my drive, moved in last month.
- 8 The film, which won several awards, was filmed in Beirut.

This lesson talks about Kerkennah. Use this as an opportunity to ask students what they know about this group of islands, and provide further information about it as necessary. Here are a few more facts about Kerkennah:

- The islands of Chergui and Gharbi are connected by a 600-metre-long road that already existed in Roman times.
- Fishing and tourism are two main economic activities of the islands.
- The fishermen of Kerkennah have a unique fishing method, known as Charfia fishing, using a circular net. You can see Charfia nets in the local museum.
- Temperatures on the island are high, with a minimum of 4°C and often reaching 40°C.
- The whole archipelago is an important wintering area for migratory birds.

Unit 5 Lesson 8

SB55 AB100–101

Objectives Read an essay and understand the details.

Analyze steps in writing an essay.

Revise use of connectors in writing.

Write an essay.

Language Linking words and phrases:
but, however, in addition to this, also, although, as well as, too

Vocabulary *pros, cons, preserve, greenhouse, impact, sustainable, awareness*

Stage 1 Match points made in an essay with corresponding notes SB55

21st century skills

Information literacy Identifying main ideas in a text

- Write *Tourism and environment* on the board and ask whether tourism is good for the environment or not, and why.
- Have students read the notes that Basim made, and then tell them to read the essay and identify which arguments from his notes Basim used in the essay. If necessary, tell them that he used two arguments for and two against.

Answers

Pros: money supports preservation and makes visitors realize we need to preserve

Cons: waste → water pollution and tourist facilities use land for animals

Stage 2 Read an advert and discuss it in pairs AB100 Ex A

21st century skills

Collaboration Brainstorming ideas for a text

- Ask the students to read the short advert and discuss possible ideas for an essay as a class.
- Tell the students to work in pairs and brainstorm ideas for an essay on the topic of tourism in Iraq over the next few years.

Stage 3 Place notes under the correct topic AB100 Ex B

- Tell the students to read the notes in the box.
- Ask them to place those notes under the correct topic.
- Tell the students to think about a few more ideas and add them under each column. You may want to brainstorm some ideas with the class first.

Answers

Accommodation:

hotels in all price ranges to suit all budgets

Public transport:

trains and buses clearly signed for foreigners

Types of holidays:

holidays for learning Arabic, Iraqi cooking

Tours:

day trip to Mosul

Stage 4 Use connectors AB100 Ex C

- Write two sentences on the board: *We should organize more tours. We should build more hotels.* Ask what is wrong with writing like this. Elicit that the sentences should be linked. For example: *In addition to organizing more tours, we should build more hotels.*
- Refer the students to Activity Book, Exercise C and ask them to categorize the connectors under the correct heading in the table.

Answers

To present a similar idea: in addition (to), also, as well as, too

To present a contrasting idea: but, however, although

To give an example: for instance, such as

To present a result or reason: consequently, For this reason, so

Stage 5

Homework
Write an essay AB10121st century skills

Communication Expressing ideas clearly through written work

- Tell the students they are going to write their essay of 100–120 words on the topic ‘The future of tourism in Iraq’.
- Remind them to choose the best ideas and not to try to write about everything discussed. Tell them that it is a good idea to give examples of the different points you make in an essay. This can fill lines when you don’t have many ideas! However, they need to be relevant and part of the answer.
- Also, remind them to plan their essay and group their points logically, including examples.
- When they have finished, they should read and check for mistakes. If appropriate, they can look at the essay with a partner to check for mistakes.

This lesson discusses how tourism can affect the environment positively and negatively. Use this as an opportunity to discuss the importance of sustainable tourism that helps protect tourist destinations for future generations. Ask the students how they think tourism could be more environmentally friendly in their country.

Unit 5 Lesson 9

SB56 AB102–103

Objectives Read and understand a text. Extend and practise using vocabulary related to holidays.

Language Vocabulary –
ensure, sufficient, physical, stroke, heart attack, on the move, indefinitely, eventually, workaholic, cannot bear, personal, relationships, trekking, routine, vital

Stage 1

Predict content of text
SB5621st century skills

Critical thinking Interpreting images

- Tell the students to follow the instructions. They should discuss the title of the lesson and picture and predict what the text will contain. Encourage them to come up with as many ideas as possible.
- Elicit information from each group.

Stage 2

Match headings and paragraphs
SB56 AB102 AB Ex 221st century skills

Information literacy Identifying main ideas in a text

- Tell the students to read through the paragraph headings and then read the text quickly to match headings and paragraphs.
- Ask them to compare answers with others in their groups. Why did they choose these answers?
- Did the text contain what they had predicted?

Answers

1B, 2E, 3D, 4A, 5C

Stage 3 Use information from the text to answer the questions SB56 AB102 Ex A

- Tell the students to read the text again to do the next task. They should read each sentence and choose the correct answer.
- Remind the students that the answers are not directly stated in the text. They have to infer.
- They should compare their answers in pairs.

Answers

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

Stage 4 Complete the sentences SB56 AB102 Ex B

- Tell the students to read the text again and complete the sentences trying to remember how they should end.

Answers

- 1 to ensure that we take enough breaks and holidays
- 2 we don't always notice how far we push our bodies
- 3 cannot continue like this indefinitely
- 4 a change of pace
- 5 to look at our own lives in a different way

Stage 5 Find synonyms in the text SB56 AB103 Ex C

- Ask the students to try to find synonyms for the words and phrases in the text.
- Ask them to compare answers with the group.
- Tell the students to check any other unfamiliar words in a dictionary.

Answers

- 1 ensure
- 2 indefinitely
- 3 deadline
- 4 around the corner
- 5 snatched
- 6 well-being
- 7 vital

Stage 6 Identify key words from the text SB56 AB103 Ex D

- Have students complete the missing vowels in each word and then find the words in the text to check their spelling.

Answers

- 1 workaholic
- 2 sightseeing
- 3 trekking
- 4 occasional
- 5 severe
- 6 interrupted
- 7 significant
- 8 change of pace

Stage 7 Discuss questions with a partner AB103 Ex E

21st century skills

Collaboration Showing respect towards the opinions of others

- Tell the students to work in pairs and ask each other questions about the topic in the text. Monitor their conversations and then ask the students some of the questions and discuss them as a class.

This lesson talks about the relation between holiday and mental health. Use this as an opportunity to expand this topic and discuss how taking time off work and studies cannot only improve mental health but also increase productivity at work or at school. Ask the students what they do when they take time off.

Unit 5 Revision

SB57 AB104–105

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1 Complete the dialogues AB104 Ex A

- Ask the students to complete the dialogues individually by choosing one word from each box. Go over the first mini dialogue to help them as an example.
- Check the answers as a class.

Answers

- travel agency
- package deal
- sightseeing
- car hire
- seafront
- five-star hotel

Stage 2 Combine sentences AB104 Ex B

21st century skills
Information literacy Rephrasing ideas

- Introduce the activity by going over the examples.
- Let the students check answers in pairs before checking as a class.

Answers

- Salwa, who speaks three languages, wants to be an interpreter.
- The Tigris Hotel has a fabulous pool that/ which opened two months ago.
- Bashir, who passed his driving test last week, is going to buy a car very soon.
- The Star Restaurant has a lovely garden where you can have a meal on summer evenings.

Stage 3 Complete the sentences with the correct form of the verbs AB105 Ex C

- Ask the students to complete the sentences individually.
- Let the students check answers in pairs before checking as a class.

Answers

- have had, since
- haven't seen, since
- hasn't been, for
- has lived, for
- hasn't known, for
- Have you worked, since

Stage 4 Complete the sentences with the correct relative pronoun AB105 Ex D

- Ask the students to complete the sentences individually.
- Check the answers as a class.

Answers

- Morocco, which is one of the most beautiful countries in the world, attracts lots of tourists every year.
- My friend Adam, who loves fishing, caught three huge fish yesterday.
- Maria, whose camera cost more than £300, is still not very good at taking photos.
- Horse riding, which is my brother Andy's favourite sport, is expensive and dangerous in my opinion.
- Edinburgh, where there's a huge cultural festival every summer, is an exciting place to spend a holiday.

Stage 5 Choose the correct option for each sentence AB105 Ex E

- Ask the students to choose the correct answers individually.
- Check the answers as a class.

Answers

- 1b, 2b, 3c, 4b, 5b, 6a

Unit 5 Test

AB106–109

Objectives Do a test on Unit 5.
Language From Unit 5
Vocabulary From Unit 5

Stage 1 Preparation for the test AB106–109

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2 Test AB106–109

Answers

Vocabulary

A Write the compound nouns for the following definitions.

- boarding card
- ski resort
- five-star hotel
- self-catering apartment
- packed lunch
- seat belt

B Choose the best collocation.

- fasten
- board
- operates
- expectations
- honestly
- thoroughly

C Use the correct endings to make adjectives from these nouns and verbs. Note that sometimes this will affect spelling.

- attractive
- wonderful
- exciting/excited
- spectacular
- luxurious
- peaceful
- colourful
- delightful/delighted

Grammar

D Present perfect or past simple? Tick the correct sentences and cross the six incorrect sentences. Then rewrite them correctly.

- ☒ Fadia hasn't spoken to me since her sister's wedding.
- ☒
- ☒ I bought him a new mobile phone last week, and he's already lost it.
- ☒
- ☒ I woke up really late this morning, and I was late for school.
- ☒
- ☒ Adam came back from Beirut yesterday.
- ☒ We all went to the park last weekend.
- ☒ What time did they go to bed last night?
- ☒

E Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets.

- has dropped
- has been sleeping
- Have you ever slept
- has he gone
- have lost, Have you seen
- have you been waiting
- has she been studying
- have been painting, haven't finished



F Complete the sentences with the past simple or the past perfect form of the verbs in brackets.

- 1 met, hadn't changed
- 2 arrived, was, had gone
- 3 had spoken, left
- 4 arrived, discovered, had changed
- 5 went, had organized

Writing

21st century skills

Communication Expressing ideas clearly through written work

Homework

Write a description of a holiday.

Unit 5 Word list

Lesson 1

anything to declare?
boarding card
car hire
compound
five-star hotel
package deal
packed lunch
perfume
seafront
self-catering apartment
sightseeing
ski resort
travel agency

Lesson 2

cheated
luxurious
open-top bus
unbelievably
unusual

Lesson 3

achieve
considerably
considering
excursion
extend
live up to my expectations
thoroughly
wouldn't hesitate to recommend

Lesson 4

brochure
flavour (get a flavour of)
in the long run
research

Lesson 5

beyond recognition
board a plane
tourist resort

Lesson 6

atmosphere
board (v)
consist of
display (n)
entertainment
exceptionally
mint
octopus
overlook
regional
self-service
set in
speciality
spectacular
transfer
two-storey
variety

Lesson 7

ideal
inhabited
operate
situated
surroundings
throughout

Lesson 8

awareness
cons
greenhouse
impact
preserve
pros
sustainable

Lesson 9

cannot bear
ensure
eventually
heart attack
indefinitely
on the move
personal
physical
relationships
routine
stroke
sufficient
trekking
vital
workaholic

Revision

local (adj)
resort
travel documentary



Teacher's notes

Area with horizontal dotted lines for writing.



Unit 6 Lesson 1

SB60 AB110-111 17-18

Objectives Listen for specific information.
Extend knowledge of vocabulary related to banking.

Language Revision: non-defining relative clauses

Vocabulary bank statement, account, transaction, cheque, deposit (n and v), balance, cash, withdrawal, ATM, bank card, PIN, credit card

Stage 1 Listen and identify information

SB60 17

- Ask the students where most people keep their money (in a bank account). Elicit the names of any big banks they know.
- Ask how banks give us information about our bank accounts (They send us a statement.). Elicit what information a bank statement gives us.
- Tell the students they are going to listen to Rami and his brother Aziz talking about a bank statement. Tell them to listen to the conversation and find the different things on the bank statement that the brothers talk about.
- Play Track 17. Ask the students to listen to the conversation and find the different items.
- Play the audio again.
- Ask which students receive bank statements. Ask if they always check them carefully. Why/Why not?

Track 17

Listen to Rami and his brother talking. Find the items on the bank statement that they talk about.

- Aziz Hi, Rami. What are you doing?
- Rami I'm trying to understand something I got from my bank. I'm not sure what it is.
- Aziz Let me see. Oh, that's your bank statement. This is a paper that you'll get every month from your bank. It's really important because it shows you how much money went in and came out of

Rami

Aziz

Rami

Aziz

Rami

Aziz

Rami

Aziz

Rami

Aziz

Rami

Aziz

Rami

Aziz

Rami

your account every month. You should look at it carefully and check it to make sure there aren't any mistakes.

Can you help me figure out what it all means?

Sure. Look, to the left of the title 'bank statement' is the name of your bank. Then there's information to identify the bank account. Your name is on the left. Your account number, which is an eight-digit number, appears on the top right. That's straightforward, right?

Sure, that's easy.

A transaction is an activity in your account. So, the second column is where the bank says what happened in your account during the month, if you wrote a cheque or deposited money, for example. The date when that transaction happened is on the left.

And what does 'balance' mean?

The balance is the total that is left in your account after each transaction. The first entry, which says 'opening balance', shows the amount that was in your account at the beginning of the month. And under that it says 'cheque number 001'. That must be a cheque I wrote. Yes, and further down there are more cheques. See? Numbers 002, 003 and 004. You wrote a lot of cheques last month!

Yes. I remember no. 001 was to my dentist. The others are on the same day. Those must be from the day I went to the mall. I bought some CDs, some clothes and some computer games by cheque that day.

Oh, can I see your games?

Sure, but can you help me with the rest first?

Yes, well, cash withdrawal means you took money out of your account, probably at an ATM.

Yes, I did.

And deposits are transactions when you put money into your account.

Yes, that was my first pay cheque from my new job.

Answers

- 1 CCB (= name of bank)
- 2 Rami Adam (= name)
- 3 Account number
- 4 Transaction
- 5 Date
- 6 Balance
- 7 Opening balance
- 8 Cheque n. 001
- 9 Cheque n. 002
- 10 Cheque n. 003
- 11 Cheque n. 004
- 12 Cash withdrawal
- 13 Deposits

Stage 2

Match words and definitions
SB60 AB11 Ex A21st century skillsInformation literacy Making connections
between words

- Tell the students to match the words with the definitions. They can look at the bank statement on page 60 of the Student's Book to help them.
- Let them look at the new words for a short time, and then give them a quick oral test by giving the definitions and asking for the words.

Answers

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

Stage 3

Complete the sentences
AB110 Ex B

- Read the example with the class and ask the students if the sentence will still be understandable if you take out the clause (Yes, it will.). Elicit what we call this type of clause (non-defining relative clause) and remind students that these clauses add extra information.
- Tell the students to complete the sentences with the non-defining relative clauses from the box.
- Ask the students if they can think of other short relative clauses that could go in the same places, for example: 1, *which tells you what is in your account.*

Answers

- 1 Your bank statement, which you'll get every month, is very important.
- 2 Aziz, who is Rami's brother, is very helpful.
- 3 The mall, where I sometimes buy clothes, has fabulous shops.
- 4 The computer games, which I played yesterday for the first time, are really great.
- 5 Don't forget to check your bank balance, which is in the column on the right.
- 6 The cheque, which I deposited on the 10th, was for 450 pounds.
- 7 You should open your account in this bank, where I keep my money.

Stage 4

Complete definitions
AB111 Ex C Track 18

- Tell the students to work in pairs and complete the short definition for each item.
- Play Track 18 and tell the students to listen and repeat for pronunciation practice.

Track 18

C Complete the definitions.

bank card: a piece of plastic you can use to pay for things or get money in the street

ATM: somewhere you can get money using a bank card

PIN: a secret number you can use with a bank card to stop others using it

cheque: a piece of paper you can use to pay for things

credit card: a piece of plastic you can use to buy things and pay for them later

Answers

- 1 a piece of plastic you can use to pay for things or get money in the street
- 2 somewhere you can get money using a bank card
- 3 a secret number you can use with a bank card to stop others using it
- 4 a piece of paper you can use to pay for things
- 5 a piece of plastic you can use to buy things and pay for them later

Stage 5

Record new words
AB111 Ex D

- Point out that it is important to write sentences using the new words to show the meaning and how they are used. Ask if they can remember the last five words they learnt.
- Tell the students to write sentences with five new words from this lesson.

Stage 6

Homework
AB111

21st century skills

Communication Expressing ideas clearly through written work

- Tell the students to complete the paragraph with words or phrases from the lesson.

Possible answers

- 1 bank account
- 2 bank card
- 3 ATM/account
- 4 withdrawal
- 5 bank statement
- 6 credit card

Unit 6 Lesson 2

SB61 AB112-113 19

Objectives

Practise scanning a text to find specific information.

Practise and extend knowledge of vocabulary related to bank accounts.

Listen for specific information.

Revision: the passive *savings (account), current (account), cheque book, fee, overdraft facilities, open (an account), interest, pay (interest), charge (a fee), maintain (a minimum balance)*

Language Vocabulary

Stage 1

Match texts with people
SB61 AB112 AB Ex 1

21st century skills

Critical thinking Evaluating and analyzing information

- Elicit what different types of accounts you can get at a bank and list the students' suggestions on the board.
- Books open. Introduce the task. Tell the students to read about the people and then match each one with a type of account in the text.

Answers

1C, 2D, 3B, 4A

Stage 2

Listen to a conversation for specific information
SB61 AB112 AB Ex 2 19

- Tell the students they are going to hear a conversation between a girl and a woman banker.
- Read through the ten topics on page 61 of the Student's Book and check understanding. Then tell the students to listen and tick the things that are mentioned. Play Track 19. Check answers.
- Elicit the answer to the final question from the whole class (The girl opens a student account.).

Track 19

Listen to the conversation between a girl and a banker and tick the things they talk about.

Girl

Good morning. I'd like some information about opening an account.

Woman banker

Of course. What kind of account would you like to get?

Girl

Well, I'm not really sure. What kinds of accounts do you have?

Woman banker

Well, first of all, are you over 17?

Woman banker

Yes, I'm 18. Why?

Well, we have special accounts for people under 17. But if you're 18, you have different

accounts to choose from. If you get a savings account, you get a credit card. The interest is paid

by the bank every six months. That sounds like a good account. Can I get a cheque book? I think I'll need a cheque book to pay bills.

Woman banker

No. Cheque books aren't provided with a savings account. But you get a free cheque book if you open a current account.

And can I get an ATM card, too? I want to be able to get cash easily.

Woman banker

Yes. The cards can be used at any ATM machine in the country. You can also make withdrawals all over the world if you need money while you're travelling.

What do I need to do to open an account?

Woman banker

You need to have an identity card and to deposit 60,000 Iraqi dinars. If you have less than 20,000 Iraqi dinars in your account, we charge a fee of 10,000 dinars per month.

That's a lot of money. I haven't got a job. I'm a student, and I'm starting university next autumn.

Woman banker

Oh, then you should get a university student account. You don't have to maintain a minimum balance.

Girl

Do you have a branch near the university?

Woman banker

Yes, we do. It is being renovated, but it will open again next month.

Girl

That's great. I think I'll open a student account then.

Answers

a, b, c, d, f, h, i, j

Stage 3

Scan texts to find specific information SB61 AB112 Ex A

- Tell the students to read the questions and then scan the texts on page 61 of the Student's Book to find the answers.

Answers

- 1 a savings account
- 2 a children's account
- 3 a current account
- 4 a current account
- 5 a university student account

Stage 4

Match the verbs and nouns to make collocations AB112 Ex B

21st century skills


Information literacy Making connections between words

- Remind the students about collocations (see Unit 5, Lesson 3, Stage 3).
- Introduce Activity Book, Exercise B. Tell the students to match the verbs with the nouns to make new collocations.
- Check answers.
- Then ask the students to test each other in pairs.

Answers

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

Stage 5

Review passive form
AB112 Ex C  19

- Write two sentences on the board: *We pay interest every six months. Interest is paid every six months.* Elicit which is passive and which is active. Play Track 19 again. Tell the students to listen and complete the sentences in Exercise C with words from the conversation.
- Check answers and ask the students to tell you if these are active or passive sentences.
- Ask the students to give you the active forms of these sentences.
- Highlight the difference in form and focus on how passive sentences are formed.
- Read through the language box on page 113 to clarify the use of the passive. Check understanding by asking questions like: *What is the subject?* (who or what did the action), *Who deposited the money in the example?* (the uncle), *What is a process?* (something you do step by step), *How do you say 'The statement will show the cash withdrawal' in the passive?*

Answers

- 1 paid
- 2 provided
- 3 used
- 4 being

Stage 6

Unscramble sentences in the
passive AB113 Ex D

- Tell the students to read the active sentences and then unscramble the corresponding passive sentences in brackets.

Answers

- 1 My wallet was stolen last week.
- 2 The bank was robbed yesterday.
- 3 The bill will be paid tomorrow.
- 4 These coins are used in Egypt.

Stage 7

Homework
AB113 GR92

- Tell the students to complete the sentences in the Activity Book with the passive form of the verb in brackets.
- Refer them to the Grammar and Functions Reference section for Unit 6 on page 92 of the Student's Book.

Answers

- 1 was signed
- 2 will be charged
- 3 was written
- 4 is published
- 5 was being repaired
- 6 is being painted
- 7 was stolen
- 8 are sent

Unit 6 Lesson 3

SB62 AB114-115

Objectives Develop the reading skills of prediction, reading for gist and reading for detail.
Develop an understanding of paragraph structure.
Discuss the issues raised in the text.

Language Vocabulary Revision: the passive
convince, attract (customers), branch (bank ~), advise, responsibility, approve, disappoint, knowledgeable, satisfying, expert

Stage 1

Read for gist
SB6221st century skills

Information literacy Identifying the main idea of a text

- Discuss the following questions with the students:

What do you think the job of a banker is like?

What do you think a banker has to do?

What sort of qualifications or skills does a banker need?

- Tell the students to read the text on page 62 of the Student's Book quickly and choose the best description from the three at the top of the page.

- Then ask them to compare their predictions about the job of a banker with the information in the text.

Answer

Stage 2

Read for detail
SB62 AB114 Ex A21st century skills

Information literacy Identifying details in a text

- Check the meanings of possible unfamiliar words: *convince* – persuade, *suitable* – right for them, *extend* – make bigger, a range of – a lot of, *requires* – needs, *assess* – judge.
- Ask the students to read the text again carefully and answer the *true* or *false* questions in the Activity Book. Ask them to find the parts of the text that give them the answers.
- Ask the students to correct the false statements orally.

Answers

- False – No two days are ever the same.
- False – ... we can attract students by offering special student accounts ...
- True – It is often up to me to decide whether the business is a good idea or not ...
- True – Unfortunately, I cannot always approve a loan.
- False – ... you have to be quite knowledgeable about many different subjects.
- False – Another important skill is being able to work with other experts ...

Stage 3

Read for detail
SB62 AB114 Ex B

- Have students read the questions and try to remember the answers.
- Ask the students to read the text again carefully and answer the questions in the Activity Book. Ask them to find the parts of the text that give them the answers.

Answers

- the variety/having to do different things and use different skills
- They use it to give loans to people or businesses.
- to open it on another street to get more customers
- help them improve and extend their businesses
- individuals and small businesses
- because they need to explain complex things clearly to clients

Stage 4 Identify main ideas and supporting details SB62 AB114 Ex C

21st century skills

Critical thinking Identifying supporting details in a text

- Elicit the fact that texts are divided into paragraphs, and that these have a structure. Tell the students you are going to look at how paragraphs are structured.
- Explain that most paragraphs have a main idea and several details that support this main idea.
- Write on the board: *examples/reasons/ explanations* and say that these are what the supporting details can include.
- Elicit the instructions for Activity Book, Exercise C. Then ask the students to tell you the main idea of Paragraph 1.
- Tell the students to study the statements in Activity Book, Exercise C and choose which ones give the supporting details. Ask the students to discuss their answers with a partner and be prepared to explain them.
- Check answers as a class. Then tell the students to continue in pairs with Activity Book, Exercise D. Ask them to find the main idea and the supporting details for each of the remaining paragraphs of the text on page 62 of the Student's Book.

Answers

1, 2 and 4 (because they give more information about what a banker does)

Stage 5

Discuss the topic of the text
SB62 AB115 Ex D

21st century skills

Communication Expressing opinions to others clearly

- Ask the students whether they think being a banker is a good job and why/why not. Would they like a job like this? Why/Why not?
- Get them to discuss this in pairs or groups, and then listen to their ideas in open class.

Answers

Paragraph 2: main idea a), supporting details a) and c)

Paragraph 3: main idea b), supporting details a) and c)

Paragraph 4: main idea b), supporting details a) and b)

Stage 6

Practise the passive
AB115 Ex E

- Ask the students to find an example of a verb in the passive form in Paragraph 3 of the text: ... *you have to understand how the products are made and used.*
- Introduce Activity Book, Exercise E. Tell the students to complete the sentences with the passive or active form of the verb in brackets.

Answers

- is used
- is being repaired
- is paid back
- will be made
- got
- like
- sent

- Elicit the s
- bank cards
- Tell the stu
- Student's B
- people in t
- Tell the stu
- four conve
- They shoul
- pictures on
- Play Track
- the convers

Track 20
Listen to the
with the picto

Conversation 1
Banker
Customer

Banker

Unit 6 Lesson 4

SB63 AB116-117 20

Objectives

Extend knowledge of vocabulary related to personal banking.

Develop gist listening by matching conversations to situations.

Review conditional sentences.

Language

Present and past deductions
Zero, first, second and third conditionals

Vocabulary

handbag, freeze (a card),
cancel, video game console,
credit limit, expired, valid

Stage 1

Listen and match problems with pictures

SB63 AB116 AB Ex 1 20

21st century skills

Critical thinking Interpreting images

- Elicit the sort of problems you can have with bank cards and credit cards.
- Tell the students to look on page 63 of the Student's Book and guess what problems the people in the pictures are having.
- Tell the students that they are going to listen to four conversations about different problems. They should match the conversations with the pictures on page 63 of the Student's Book.
- Play Track 20 and ask the students to match the conversations and the pictures.

Track 20

Listen to the conversations and match them with the pictures.

Conversation 1

Banker

Good morning. Can I help you?

Customer

Yes, I don't know what to do. I've lost my handbag. My wallet, with all my money and bank cards, was in it. Are you sure you've lost it? You might have left it at home.

Banker

Customer

No. I can't have left it at home because I used the card to pay at the café earlier.

Banker

It must be at the café then. Let's do the following: I'll show you how to freeze the cards on your app for now, and if you go back, and they're not there, we'll cancel them and order new ones. If you find them, you can just unfreeze them on your app.

Customer

Great, thank you very much.

Conversation 2

Teenager

I've finally saved up enough money to buy a new video game console!

Mum

Well done! You worked hard doing all those jobs for neighbours. You must be very proud of yourself!

Teenager

I am, thanks. Now I just need to go on the website and ... what? It's a different price now.

Mum

They might have changed their prices.

Teenager

But I checked it yesterday. They can't have put the price up so quickly!

Conversation 3

Waiter

I'm sorry, sir. Your credit card isn't working.

Customer

That's funny, it worked just an hour ago. Could you try again, please?

Waiter

Of course ... I'm sorry, it still isn't working. Sometimes, if you put in the wrong number several times, it gets blocked. Or you may have reached your credit limit. Would you like to pay by cash instead?

Customer

I might have some money here. Let me see.

Conversation 4

Customer

Good morning. Can you help me? My bank card didn't come out of the ATM.

Banker

Of course. Can you give me your account number? I'll check your account.

Customer

Yes, it's 92671098. Does this mean there's no money in my account?

- Banker No. *If there was no money in your account, the machine would still give you your card back. It must have been for another reason ... Oh, I see the problem now. Your card has expired.*
- Customer *It has?*
- Banker *Yes. Today is the 5th of April, and your card was valid until the 4th of April. We sent you a new card two weeks ago.*
- Customer *I never received it.*
- Banker *It might be in the post, but to be safe, we'll cancel that one and send you a new one then. You should receive it in three or four days.*

Answers

1C, 2A, 3B, 4D

Stage 2 Revise present and past modals of speculation AB116 Ex A

- Have students read the sentences and ask the difference between the options (The first option is in the present and the second in the past.). Students then choose which option is correct, based on what they remember from each conversation and what makes sense. Play the audio again for students to check.

Answers

- might have left
- must be
- must be
- can't have put
- may have reached
- might have
- must have been
- might be

Stage 3 Revise present and past modals of speculation AB116 Ex B

- Have students read the language box and elicit further examples of present and past modals.
- Highlight that the meaning of the modal verbs is the same, and that only the verb form changes.
- Students then complete the sentences, either in the present or in the past.

Answers

- must have eaten
- might/may be
- can't have finished
- may/might have left
- can't be

Stage 4 Revise conditionals AB117

- Elicit examples of conditionals. Choose and write on the board one example of each type, zero to third conditional.
- Use concept questions to check meaning:
If you put in the wrong number, it gets blocked. (Does this always happen? – yes)
If we cancel your cards now, no one else will be able to use them. (Will no one else be able to use the card? Only if it is cancelled.)
If you went to the bank in the next street, you could get cash from the ATM. (Is this going to happen? – maybe)
If I'd known that, I would have brought cash. (Did she bring cash? – no)
- Ask the students to check the language box and classify the examples on the board as zero, first, second or third conditional.
- Elicit more examples using the following situations:
My friend sometimes borrows money from me, but he always pays me back quickly. (If my friend borrows money from me, he pays me back quickly.)
I might be late, and then my teacher will be angry. (If I'm late, my teacher will be angry.)
I didn't hear the alarm clock this morning and I was late for work. (If I'd heard the alarm clock, I wouldn't have been late for work.)

Unit 6 Lesson 5

SB64 AB118-119

Objectives

Read an email for detailed understanding.
Understand and use basic conditional sentences in both controlled and free situations.

Language

Zero, first, second and third conditionals

Vocabulary

tip (v), prepaid debit card, currency, exchange rate

Stage 1

Understand an email SB64

21st century skills

Information literacy Identifying main ideas in a text

- Ask the students what they think people do to prepare for a holiday. Write their suggestions on the board.
- Tell them to read the email and check how many of their suggestions are mentioned.
- Ask some quick questions about the email:
When does Hazem's plane leave? What is he taking in his suitcase? Why can't he take the Underground? What was the exchange rate?
- Ask the students to use the context to guess the meanings of these words from the email:
prepaid debit card, currency, pounds, exchange rate.
- Ask if they know what the exchange rate is at the moment.
- Ask the students if they think Hazem's idea about taking a prepaid debit card is a good one. Why/Why not? Elicit how they, or members of their family, usually take money when travelling.

Answers

Hazem asks three things:

- 1 if he can tell him how much is the tip to taxi drivers
- 2 if he knows the exchange rate between Iraqi dinars and pounds
- 3 if there is a particular souvenir he would like

I'm not very rich. I can't buy the Ferrari. (If I were very rich, I'd buy the Ferrari.)

Page 5

Choose sentences with the same meanings AB117 Ex C

Tell the students to read the conditional sentences and choose which sentence, a or b, is closest in meaning to it. Ask them to also name the type of conditional sentence.

Answers

- a. third conditional
- a. second conditional
- b. first conditional
- a. zero conditional

Stage 2

Match the countries with currencies

SB64 AB118 AB Ex 2

- Elicit as many currencies as you can from the students and write them on the board.
- Tell the students to work in pairs to match the countries with the currencies.

Answers

- euro
- US dollar
- Japanese yen
- Syrian pound
- Chinese yuan
- Indian rupee
- Saudi riyal
- Iraqi dinar
- Australian dollar
- Pakistani rupee

Stage 3

Use key vocabulary from text in context SB64 AB118 Ex A

- Go over the words in the word box and ask students if they remember their meaning.
- Have students complete the sentences with the words and phrases from the box.

Answers

- Underground
- internationally
- freeze
- local currency
- exchange rate
- souvenir

Stage 4

Match clauses to make conditional sentences AB118 Ex B

- Quickly review the four types of conditional from the previous lesson. Elicit answers as complete sentences:
If you travel by bus, what do you need? (You need cash.)
If Hazem wants to go sightseeing, what will he use? (He will use his guidebooks.)

If he arrived at the airport at 3:30, what would happen? (He would miss the plane.)

- Introduce the Activity Book, Exercise B matching task. Tell the students to complete the matching task and then compare their answers.

Answers

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

Stage 5

Make first and third conditional sentences AB118-119 Exs C and D

- Ask the students to work in pairs to continue the event chain in Exercise C for as long as they can. Each conditional depends on the one before. Go through the examples with the students and elicit the ending of the second sentence with them. Make sure they are familiar with the form of the first conditional.
- Check answers and listen to several possibilities from different pairs.
- Ask them to do the same with the regret chain in Exercise D. Make sure they are familiar with the form of the third conditional. Explain that each condition leads to another action and regret. Get feedback in the same way.

Stage 6

Further practice AB119 Ex E

- Ask the students to use the correct forms of the verbs in brackets to complete the sentences in Exercise E. Explain that the sentences use all four types of conditionals.
- Ask the students to compare answers.
- Check answers and concept check each sentence to make sure they understand the meanings.

Answers

- doesn't leave
- hadn't renewed
- don't bring
- 'll keep
- wouldn't be

21st century skills

Communication Expressing ideas clearly through written work

Tell the students to complete the sentences in the Activity Book with their own ideas.
Do one sentence with them as an example:
If you hadn't come with me, I would have got lost.

Unit 6 Lesson 6

SB65 AB120-121 21

Objectives

Listen and read for specific information.
Extend knowledge of vocabulary related to banking and finance.

Language

Practise using conditionals.
Zero, first, second and third conditionals

Vocabulary

down payment, instalments, owner, pay back, investment, value, insurance

Stage 1

Listen for specific information
with reading support

SB65 21

21st century skills

Communication Expressing opinions clearly on a range of subjects

- Elicit which students drive and have cars, what cars they have or would like to have. Discuss the advantages and disadvantages of buying a used car over a new car.
- Tell the students to scan the conversation on page 65 of the Student's Book and find all the questions.
- Elicit the questions. Clarify the new vocabulary: *down payment* and *monthly instalments*. With the question: *What are they?* make sure the students understand that it means: *What are the monthly instalments?*
- Tell the students to listen and read. They should pay particular attention to the answers to the questions. Play Track 21.
- When you have checked answers, ask: *Why is Nour glad the loan includes free car insurance?*
- Ask what other things people get loans for. *What do we call a special loan for buying a home? (a mortgage). What other sorts of insurance can we get?*

Track 21

Read and listen to the conversation.

- Ahlam Wow! Is that your car?
 Nour Yes! Nice, isn't it? I bought it yesterday.
 Do you want to go for a drive? We could go to the beach.
 Ahlam Sure, that's a great idea. I'd love a car like this one. How did you pay for it?
 Nour I got a car loan.
 Ahlam That's a good idea. Maybe I should do that. If I got a car loan, would I have to make a big down payment?
 Nour No. I didn't pay any money in advance at all. I just have to pay a certain amount every month.
 Ahlam That's even better! But the monthly instalments must be pretty high. What are they?
 Nour About 500,000 Iraqi dinars. It wasn't that expensive because it isn't a new car.
 Ahlam It looks new!
 Nour The owner took really good care of it. It's actually three years old.
 Ahlam How long do you have to pay it back?
 Nour Five years.
 Ahlam That's a long time. Won't it cost you a lot in interest?
 Nour Yeah. But it's worth it. This sort of car is a real investment. It won't lose money. In fact, it may even go up in value.
 Ahlam Well, I suppose it's more enjoyable than putting your money in the bank and waiting for it to earn interest! Maybe I should make an investment like this.
 Nour Here we are. The beach. Do you think I can fit into that parking space?
 Ahlam Sure. Uh, no, maybe not. [Sound of crash] Oh, no. I think one of your lights is broken.
 Nour Luckily, the loan also includes free car insurance!

Note: 500,000 Iraqi dinars can also be said *half a million Iraqi dinars*.

Stage 2

Read the conversation again and answer the questions
AB120 Ex A

- Ask the students to read the questions and try to remember the dialogue they read and listened to.
- Get them to answer the questions individually and check the answers as a class.

Answers

- with a car loan
- No, he didn't.
- about 500,000 Iraqi dinars
- five years
- because it's not a new car

Stage 3

Define new vocabulary
SB65 AB120 Ex B

- Tell the students to read the conversation, focusing on the words in bold.
- Let them discuss in pairs before writing a definition in Activity Book, Exercise B.
- Check answers. Ask the students: *What other things can you buy by making a down payment and monthly instalments? What do you think would be a good investment today? What else can go up in value?*

Possible answers

- part of the total cost that is paid first
- part of the total cost that is paid every month
- something you buy that makes money
- the amount you can sell something for increases
- money you pay to a company so you can get money if your car is lost or damaged

Stage 4

Rewrite sentences using conditionals
AB120 Ex C GR89-90

- Tell the students to complete the sentences using conditionals so that they have the same meaning. Go through the example with them, and then let them work on their own.

Unit 6 Lesson 7

SB66 AB122-123

- Objectives** Read letters for gist and specific information.
Extend knowledge of common expressions used in letters.
Identify formal and informal language in letters.
- Language Vocabulary** Expressions used in letters
please find enclosed, password, digital camera, transfer money, misspelt, misspelling

- Refer them to the Grammar and Functions Reference section for Unit 3 on pages 89-90 of the Student's Book if they need help.
- Feed back as a class.

Answers

- would have to pay
- pays monthly
- have bought
- had parked his car
- would have to pay for

Stage 5

Complete a gapped letter to
revise vocabulary
AB121 Ex D

21st century skills

Information literacy Identifying the
correct word in a context

- Tell the students to read the letter and think about the words that could complete the gaps.
- Check general understanding by asking questions, such as:
Who was Tom writing to?
Why did he buy a car?
Was it new?
How long is the loan for?
Is he a careful driver?
- Then tell the students to complete the letter using the words from the box.

Answers

- salary
- loan
- banker
- owner
- down payment
- instalments
- insurance

Stage 1

Read letters for gist
SB66

- Ask the students how often they write letters. Then discuss the following questions:
Who do you write to?
What sort of letters do you receive?
Why do you think people sometimes write letters rather than send emails?
How do letters differ from texts?
- Tell the students to read the questions at the top of page 66 of the Student's Book and then skim-read the letters to find the answers.

Answers

Letter of thanks: B

Answer to a request for information: A

Stage 2

Read letters for specific
information
SB66 AB122 Ex A

- Tell the students to read the letters on page 66 of the Student's Book again and answer the questions in Exercise A.

Answers

- 10 April 2025
- three days after opening an account
- He would have taken some photos, too.
- buy him a camera like his

Stage 3

Identify formal and informal expressions AB122 Ex B

21st century skills

Information literacy Identifying the level of formality of a phrase

- Ask the students to cover the letters and see if they can remember the following:
What greetings did the writers use?
How did the letters start?
How did they finish?
- Ask the students how well they think the writers know the people they are writing to. Are there any differences in the styles of the two letters?
- Tell the students to look at the expressions in Exercise B.
- Read through the information box on page 123 of the Activity Book with the students, and tell them to go through the expressions and write *F* or *I* to identify the expressions as formal or informal or *F/I* for both.

Answers

Addressing the letter:

Dear Mr Smith, F

Dear Rashid, F

Dear Sir, F

Starting the letter:

This letter is to inform you ... F

Thank you for your letter of ... F

Thanks for your letter. I

I am writing to ... F

Making a request:

Would you ...? F/I

Could you ...? F/I

Can you ...? I

Saying you are sorry:

I'm sorry I ... I

I apologize for ... (-ing) F

To say you are sending something

with the letter:

Please find enclosed ... F

Here's ... I

I enclose ... F

Closing the letter:

Yours sincerely, F

Yours faithfully, F

Best wishes, I

See you soon. I

Stage 4

Reorder sentences in a formal letter AB123 Ex C

21st century skills

Communication Identifying the correct format of a text

- Introduce the task. Tell the students they are going to read a letter about a problem, but the sentences are in the wrong order. Tell them to reorder the sentences.
- Elicit what Samira's problem was and what she asked her banker to do.
- Tell the students to write the answer in the space provided in the Activity Book.

Answers

6, 4, 3, 2, 1, 5

Answer

Samira's name was misspelt in her cheque book. She asks Mr Mohammed to send her a new cheque book and some information about online banking.

Stage 5

Complete a formal letter AB123 Ex D

- Tell the students to complete Mr Mohammed's letter of reply. They should refer to the list of expressions in Exercise B.

Answers

- Dear
- Thank you for your letter
- apologize
- enclose
- Yours sincerely

Unit 6 Lesson 8

SB67 AB124-125

Objectives Read and understand emails and their gist.
Learn formal expressions used in emails.

Develop writing skills: write a formal letter.

Language Expressions used in formal letters

Vocabulary *loyal, fee, branch, credit (v), proper, convenient*

Stage 1 Put an email exchange in order

SB67 AB124 AB Ex 1

21st century skills

Communication Identifying the correct sequence in correspondence

- Ask students to make a list of reasons people might write to their bank about. Elicit reasons as a class and make a master list on the board.
- Have students read the four emails and put them in the order they were written. Did they think of that reason in the previous step?

Answers

A2, B1, C4, D3

Stage 2 Match the beginnings and endings of sentences AB124 Ex A

- Elicit expressions used in writing formal letters from the previous lesson. Then ask what the informal equivalents are. Discuss with the students when they last wrote a formal letter in their own language and the reasons for writing formal letters.
- Tell the students to match the beginnings and endings of the sentences in Exercise A.
- Check answers.
- Ask the students to suggest alternative endings for the sentence beginnings.

- Elicit which other verbs could be used to replace *enquire* after *I am writing to* and what topics these could introduce: *suggest, complain, request, inform you*, etc.

Answers

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

Stage 3

Use sentences to complete a letter AB124 Ex B

- Tell the students to read the letter and complete it with the sentences in Exercise A.
- Ask the students the following questions to check understanding:
Why is Ali writing to his bank? (to find out why he hasn't received his ATM card yet)
When did Ali open his account? (a month ago)
Why does he want an ATM card? (to withdraw money on his way to work)
What does he ask his banker to send him? (a brochure about telephone banking services)

Answers

Dear Mr Al Sultan,
I am a new customer at City Commercial Bank. I am writing to enquire about my ATM card. When I opened my account, I was told that I would receive it within a week. A month has passed and I still haven't received it. Could you please let me know when I will receive my card? I have been going to my bank to withdraw money, but I don't always have time to wait in long queues. It would be much more convenient for me to use the ATM machine near my office. If I had an ATM card, I could withdraw money on my way to work. Would you please also send me a brochure about your telephone banking services? If I could check my account balance by telephone, I would save a lot of time.
Thank you for your help.
Yours sincerely,
Ali Al Turki

Stage 4 Pair discussion AB125 Ex C

21st century skills

Collaboration Brainstorming ideas for a text

- Elicit the instructions to Exercise C. Highlight the two examples of why someone might write a letter of complaint to a bank.
- Ask the students in pairs to think of other reasons why people might write a letter of complaint.
- Elicit examples and write them on the board.

Stage 5 Homework Write a letter of complaint AB125

21st century skills

Communication Expressing ideas clearly through written work

- Tell the students to write a letter of complaint. They can use the letter in Exercise B to help them and the expressions in Lesson 7.

In the title of this lesson, the verb *apologize* is written with *z*, but it can also be written with *s*. There are many verbs ending in *-ize* in American English that are spelt with *-ise* in British English (although the *-ize* spellings are increasingly accepted in the UK, too). For this book, we have opted for the *-ize* spellings.

This lesson introduces a business email exchange in a banking context. Use this as an opportunity to highlight how business email sign-offs, such as *Best regards*, are different from informal email sign-offs like *All the best*, and *Take care*.

Unit 6 Lesson 9

SB68 AB126-127

Objectives

Develop reading skills: prediction, gist and inference. Extend knowledge of collocations and compound nouns. Discuss topics related to money.

Language

Vocabulary

put aside, pension plans, regular savers, fixed sum, financially minded, a risky business, major players, break even, realize a/the profit

Stage 1 Predict content of text SB68

- Ask the students to look at the title of the text and discuss in pairs what they think the text is going to be about.
- Tell them to read the first sentence of each paragraph to check their ideas.

Stage 2 Read for gist: match headings and paragraphs SB68 AB126 Ex A

21st century skills

Information literacy Identifying main ideas in a text

- Tell the students to read through the paragraph headings in the Activity Book and then read the text quickly to match headings and paragraphs.
- Ask them to compare answers in pairs. Ask why they chose these answers.
- Elicit whether the text contains what they had predicted.

Answers

- 1 Paragraph 3
- 2 Paragraph 2
- 3 Paragraph 5
- 4 Paragraph 1
- 5 Paragraph 4

Stage 3

Read for inference and answer questions
SB68 AB126 Ex B

- Tell the students to read the text again to answer the multiple-choice questions. Remind them that the answers are not directly stated in the text. They have to infer.
- They should compare their answers with the rest of the class and discuss why they chose one answer over the others.

Answers

1b, 2a, 3c, 4c

Stage 4 Answer questions about the text
SB68 AB126-127 Ex C

21st century skills

Information literacy Identifying details in a text

- Ask the students to read the questions and try to remember the answers. They then read the text again to check/complete the task.

Answers

- 1 put money into pension plans
- 2 a savings account
- 3 financially-minded people
- 4 buy property
- 5 keep money in a box under the bed

Stage 5

Match key vocabulary with definitions
SB68 AB127 Ex D

- Ask the students to match the definitions with words in the text. If students are struggling with any particular item, you can also provide the initial letter.

Answers

- 1 instilled
- 2 standard of living
- 3 interest
- 4 profit
- 5 instalments
- 6 sensible

Stage 6

Find words in the text to complete the phrases
SB68 AB127 Ex E

21st century skills

Information literacy Making connections between words

- Ask the students to try to complete the phrases with words from the text. They should then compare answers in pairs.
- Tell the students to check any other unfamiliar words in a dictionary.

Answers

- 1 aside
- 2 plans
- 3 savers
- 4 a fixed
- 5 financially
- 6 a risky
- 7 major
- 8 break
- 9 profit

Stage 7

Discuss questions in pairs
AB127 Ex F

21st century skills

Communication Expressing opinions to others clearly

- Ask the students to discuss the questions in pairs.
- When they have finished, discuss the questions as a class. Elicit from different pairs which were the most interesting questions.

This lesson gives financial advice, especially in terms of investing. Use this as an opportunity to expand this topic and discuss the importance of financial education and of being informed and responsible in the topic of finances.

Unit 6 Revision

SB69 AB128-129

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1

Complete sentences with
target vocabulary
AB128 Ex A

- Ask students to read the sentences and complete them with the missing word. If students are struggling with any particular item, you can also provide the initial letter.

Answers

- current
- withdraw
- balance
- value
- loan
- statement
- PIN
- instalments

Stage 2

Complete dialogues with one
word from each box
AB128 Ex B

21st century skills

Information literacy Making connections
between words

- Have students read the mini dialogues and try to work out the main topic in each one.
- Ask students to choose one word from each box to complete the dialogues.

Answers

- bank online
- bank branch
- pay interest
- charge fees
- local currency
- exchange rate

Stage 3

Revise grammatical structure
from the unit AB129 Ex C

- Tell students this task revises the main grammar points from the unit. Have them read the sentences and work out the missing word in each one. If necessary, you can tell them which grammar point each sentence tests (1 and 2 test passive, 3 and 4 relative clauses, 5 and 6 test passive, 7 and 8 conditionals).

Answers

- be
- being
- whose
- which
- have
- be
- had
- will

Stage 4

Revise language for formal
letters and email
AB129 Ex D

- Tell students this task revises formal language used in letters and emails.
- Have students put words in brackets in order to complete the sentences.

Answers

- letter is to inform you that
- you for your email of 19 June regarding
- find enclosed your new debit card, which you
- apologize for the mistake and will correct
- am writing to enquire about a fee
- you for your help with this matter

Unit 6 Test

AB130-133

Objectives Do a test on Unit 6.
Language From Unit 6
Vocabulary From Unit 6

Stage 1

Preparation for the test AB130-133

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2

Test AB130-133

Answers

Vocabulary

A Choose the correct option to complete the sentences.

- opened
- deposited
- charge
- maintain
- make
- pay

B Complete the sentences with the correct words from the box.

- valid, expired
- statement
- withdrawal
- instalments, back
- down payment
- online
- branch

Grammar

C Choose the correct form in each conditional sentence.

- won't have to
- would have

Unit 6 Banking and finance

- had seen
- hadn't gone
- had
- played

D Put the words in the correct order to make passive sentences.

- When was the mail delivered?
- The windows are being replaced next week.
- The house will be sold before the end of the year.
- The trees were cut down by the previous owner.
- The stairs have been repaired to avoid accidents.

E Rewrite the sentences in the passive form.

- These books were left in the classroom.
- History is taught every day.
- The room is being cleaned right now.
- Our homework will be graded over the weekend.
- The gates were being opened when we arrived.

F Complete the sentences with the passive form of the correct verb. Each verb is used only once.

- is, informed
- was displayed
- are bought
- Are, included
- will be used
- are being built

G Complete the dialogues with a present or past deduction using the verbs in brackets.

- must be
- may/might/could have spent
- must have forgotten
- can't have been
- might want

H Rewrite the sentences using the passive form.

- 1 Marwa is being interviewed for that job right now.
- 2 My bag was stolen at the gym yesterday.
- 3 Will the results be announced next week?
- 4 Your package hasn't been delivered yet.
- 5 Are these plants watered every day?

Writing

21st century skills

Communication Expressing ideas clearly through written work

Homework

Write a letter to your bank to complain about a withdrawal shown on your statement that you didn't make. Write 100–120 words.

Unit 7 Lesson 1

SB72 AB134-135

Objectives Discuss learning after leaving school.
Extend vocabulary related to learning.
Develop the skill of guessing the meaning of words from context.

Language Vocabulary Word-building
enhance, enrol, admit (on a course), conference, register (for a course), efficient

Stage 1 Discuss and note down ideas SB72 AB134 Ex A

21st century skills

Collaboration Helping others by sharing knowledge and information clearly

- Ask the students for examples of what people can study after they have left full-time education and why. Give an example of something extra you have studied if this is appropriate.
- Tell the students to read the questions on page 72 of the Student's Book and discuss the questions with a partner.
- Elicit ideas from the class. Then tell the students to write their ideas in Activity Book, Exercise A.

Stage 2 Use information to add to ideas SB72 AB134 Ex A

- Refer the students to the five characters on page 72 of the Student's Book. Ask them if they know any people like these.
- Tell the students to read the speech bubbles and add ideas from this information to what they have written in Exercise A.
- Ask the students to read out examples of what they have written.

Stage 3

Match words and definitions
SB72 AB134 Ex B

21st century skills

Information literacy Making connections between words

- Point out that the students will have already tried to guess the unfamiliar words from the context they are in. Ask them to match the words in bold in the Student's Book speech bubbles with the definitions in Exercise B to check understanding.
- Tell the students to discuss their answers with a partner by using the explanations instead of the words on page 72 of the Student's Book. Use the first one as an example:
I need to learn new skills to make my chances of getting a good job better.
- Point out that the students will need to do more than just substitute words.

Note: The students might make mistakes in this activity, but it is important to give them a chance to experiment with language.

Answers

- 1 register
- 2 conference
- 3 workshop
- 4 application
- 5 efficient
- 6 enrol
- 7 enhance
- 8 admitted

Stage 4

Study word families
AB135 Ex C

21st century skills

Information literacy Manipulating words by adding affixes

- Elicit the six words from Exercise C. Point out that these are part of a word family. Prompt the students to guess what this is.
- Tell the students to look at the suffixes in Exercise C and find one example in the chart (*application*). Elicit the verb that comes from *application*.

Unit 7 Lesson 2

SB73 AB136-137 22

- Objectives**
- Read and understand a brochure.
 - Extend vocabulary related to learning after leaving school.
 - Develop the skill of guessing the meaning of words from context.
 - Listen and understand a conversation.
 - Review tenses used to talk about the future.

Language Vocabulary

Future forms
job prospect, maximum, intensive, placement test, mandatory

Stage 1

Read a brochure for specific information SB73

21st century skills

Information literacy Identifying main ideas in a text

- Ask the students to imagine they are going to enrol on a language course. Elicit what is important when choosing the right course. Write suggestions on the board, for example: *cost of course, number of students in a class*, etc.
- Tell the students to read the information from the brochure on page 73 of the Student's Book and see if it can tell them what they need to know.
- Discuss the reasons given for learning a language. Are they good reasons? Are there any other reasons the students can think of?

Stage 2 Guess words from context SB73
AB136 Ex A

- Refer the students to the words in bold in the brochure on page 73 of the Student's Book.
- Discuss the first word, *maximum*, as a class. Prompt the students to identify clues to help them guess – the brochure is highlighting small classes, so ten students is likely to indicate the highest number.

- Point out that there are sometimes modifications to the root word when they are given suffixes. Go through the rubric in Exercise C.
- Tell the students to complete the chart using the suffixes given.
- Encourage the students to notice any changes in spelling. Point out that being able to notice such things is the best way to see patterns and improve spelling.

Answers

Verb:	Noun:
enhance	enhancement
enrol	enrolment
apply	application
admit	admission/admittance
attend	attendance
register	registration

Note: *admittance* and *admission* (as in gain entry) mean the same thing although one is sometimes more appropriate than the other.

Stage 5

Homework AB135

- Tell the students to complete the sentences in the Activity Book with a word from the box.

Answers

- enhance
- application
- conference
- admitted
- register
- qualifications

- Then tell the students to use the words to complete the sentences in Exercise A.

Answers

- 1 placement test
- 2 intensive
- 3 maximum
- 4 course fees
- 5 mandatory

Stage 3 Listen to a conversation and answer true or false AB136 Ex B 22

- Introduce the conversation between Hasan and his friend, Zaid. Explain that Zaid discovers that Hasan is learning English and so asks him questions about it. Elicit the kind of questions he might ask.
- Introduce the task in Activity Book, Exercise B.
- Tell the students to listen to Track 22 and complete the *true or false* exercise.
- Ask the students to correct the false statements orally.

 Track 22

B Listen to a conversation between Hasan and his friend, Zaid. Then decide if the statements below are true (T) or false (F).

- Zaid Hi, Hasan. I'm meeting Abdulla at 7:00 to watch the football game. Why don't you come with us?
- Hasan Hi, Zaid. Thanks. I'd love to, but I'm afraid I can't. At 7:00, I'll be sitting in an English class, listening to my teacher!
- Zaid You'll be at school? I thought you had a job.
- Hasan I do. But I'm also studying at a special language school to improve my English. Classes start at 6:00, so people can take them even if they work. It suits me perfectly.
- Zaid But your English is really good now.
- Hasan Not good enough. The company I work for needs people whose English is fluent so that they can go on business trips to other countries. I'm going to work on my English a lot this year. I'd really like the opportunity to travel with my job.
- Zaid It must take up a lot of your time.

- Hasan It does. I spend four hours a week in class, and when I get home, I have to do a lot of homework.
- Zaid I couldn't do that. When I get home from work, I don't want to do anything. I just want to relax!
- Hasan I know. It's hard work and pretty tiring, but it's worth it if my English improves. I'll get a better job really quickly.
- Zaid Are the classes expensive?
- Hasan Well, yes. They cost two million Iraqi dinars. But the classes are fun. And speaking better English will help me when I'm on holiday in other countries, too. I'm actually quite enjoying studying again, too!

Answers

- 1 False – He'll be having an English lesson.
- 2 False – He has a job.
- 3 True
- 4 True
- 5 False – It's hard work.
- 6 False – He just wants to relax after work.

Stage 4 Review future forms SB73

- Ask the students to see if they can remember some of the things Hasan is planning to do. Elicit ideas using different future tenses. For example:
He'll be sitting in his English class at 7:00.
He's going to work on his English.
He'll probably get a better job.
- Tell them to study the examples in the language box in the Student's Book.
- Ask for another example using each tense.

Stage 5 Match types of future sentences AB136 Ex C

- Reassure the students that learning how to use the future tense takes place over a period of time. Point out that they have already studied the five forms discussed in Stage 4 and that this exercise will help them remember how they are used.
- Explain that there are two main areas of language learning:
 - knowledge of the language and its rules

Unit 7 Lesson 3

SB74 AB138-139

Objectives

Read and understand an article.
Extend vocabulary related to learning after leaving school.
Develop the skill of making inferences.

Language Vocabulary

Making inferences
jobseeker, spreadsheet, graphic design, web design, continuing education, self-disciplined

Stage 6 Practise using future forms
AB137 Ex D

- Tell the students to put the verb in brackets in the correct form using the present simple, present continuous or *going to* + infinitive.
- During feedback, get the students to tell you why they made their choice.

Note: The alternative answers in brackets are also correct usage.

Answers

- is going to take
- starts (is starting)
- 's going to tell
- 're leaving (leave)
- 're having ('re going to have)
- begins

Stage 7 Homework AB137 GR93-94

21st century skills

Communication Expressing ideas clearly through written work

- Set the homework. Point out that the students should write five different types of future sentence with the corresponding verb form, as in the language box on page 73 of the Student's Book. They can write about their own lives and arrangements/plans/intentions.

The students may refer to the language box on page 73 of the Student's Book and also the Grammar and Functions Reference section on pages 93-94 of the Student's Book.

Stage 1

Read an article for specific information SB74

21st century skills

Critical thinking Relating ideas and opinions to written information

- Ask the students how important it is to have good computer skills for working today. Ask them which skills are most important to help in a job.
- Tell them to discuss this in pairs.
- Now tell the students to read the article and see which of their ideas are mentioned. Elicit any new ones.
- Write on the board: *programme* and *program*. Elicit the difference – the first is a list of activities, such as a *university programme* and the second is a piece of software, as in *computer program*. Point out that in American English both words are spelt *program*. Highlight the fact that the first syllable is stressed.

Stage 2

Match words and definitions SB74 AB138 Ex A

21st century skills

Information literacy Making connections between words

- Ask the students to look at the definitions in Exercise A and match them with the words in bold in the article.

- Compare answers with a partner before checking as a class.

Answers

- 1 self-disciplined
- 2 spreadsheet
- 3 jobseeker
- 4 web design
- 5 graphic design

Stage 3 Read for detailed understanding SB74 AB138 Ex B

- Introduce the questions in the Activity Book. Tell the students to read and write short answers.
- Let the students check answers in pairs.

Answers

- 1 to improve job prospects/to help find a new career
- 2 because they can show information in table form/because they are good for showing financial information
- 3 a publisher, advertising agency or TV station
- 4 because you can study whenever you want
- 5 on a course, online or from a book

Stage 4 Read for detail; answer the questions AB138 Ex C

- Have the students read the article in their Student's Book and answer the questions.
- Ask them to check their answers with a partner.
- Monitor their work.

Answers

- 1 take computer classes
- 2 to show information in table form
- 3 publishers, advertising agencies, television
- 4 take them from home
- 5 get information about the site that is offering the class
- 6 explanations can sometimes be quite complex and need practical demonstration

Stage 5

Revise making inferences AB139

- Write *Reading skills* and *Inferring* on the board. Ask the students what they can remember about inferring answers to questions.
- Read through the information box in the Activity Book with them and do the activity as a class.

Stage 6

Inferring information from the text SB74 AB139 Ex D

21st century skills

Critical thinking Using information to make inferences

- Tell the students to work on their own and choose the right answer, *a* or *b*.
- Let the students discuss their answers in pairs.
- Check answers as a class. Use the opportunity to clarify how the inferences are made.

Answers

Paragraph 2:

- a If you are a banker, you should learn to use spreadsheets.

Paragraph 2:

- b More and more companies have websites.

Paragraph 3:

- b Many universities offer classes for people who work.

Paragraph 3:

- a Some online classes won't help you get a better job.

Paragraph 3:

- a Teaching yourself with a book is not easy.

This lesson talks about important skills for the job market today and how to learn them. Use this as an opportunity to discuss what other skills might be important to work in the future. Ask the students what their professional plans for the future are, what skills they might need and how they can acquire them.

Unit 7 Lesson 4

SB75 AB140-141 23

Objectives Read and understand a course catalogue.
Listen for specific information.
Discuss a favourite class/course.
Introduce and practise future in the past.

Language Future in the past: *I thought I would learn .../I decided I was going to study ...*, etc.

Vocabulary catalogue, venue, prior knowledge

Stage 1 Skim-read a text and answer questions SB75

21st century skills

Information literacy Identifying details in a text

- Ask the students what sort of course they would like to study for a short time if they had the opportunity.
- Give the students 30 seconds to skim-read the catalogue page in the Student's Book and ask them:
How many courses are mentioned? (4)
Are they all about computers? (no)
What sort of information is given about each course? (place/dates/time/suitable for whom)

Stage 2 Read a text for specific information SB75 AB140 Ex A

- Tell the students to scan the course catalogue to find answers to the questions in the Activity Book.

Answers

- Basic web design
- English for work
- Basic web design
- Protecting our environment
- a
- a

Stage 3

Listen for specific information
AB140 Ex B 23

- Tell the students they are going to listen to a woman talking about a class she took during the summer. Ask them to read through the list of reasons why she liked her class in the Activity Book. Tell them to listen to Track 23 and tick which of the reasons they hear.

Track 23

B Listen to Nisrin talking about her summer class. Tick the reasons she liked her class.

I took a class in secretarial skills last summer, and I'm very glad I did. When I finished school in June, I just didn't know what I wanted to do. I thought I'd study History and become a teacher, but I wanted time to think about it. I decided to get a job, so I enrolled in the class on secretarial skills. I enjoyed it a lot because I learnt so many new things. I knew a little about computers when I started, but in the class, I learnt about all sorts of new programs, and I learnt to type much faster. The classes were never boring. Our teacher was great and explained everything very clearly. She was also very kind and sometimes stayed after class if someone had more questions. We usually did! Another reason I liked the class is that we had very modern equipment, just like the equipment we would be using in our jobs. I liked the other students, too. The class was not too big, so we got to know each other quite well. Everybody was very motivated to learn, and we all helped each other. If one of us was going to be absent, she told the others so that we would make copies of the class notes for her. The best thing about the course is that it helped me find a job very quickly. I use all the skills I learnt on the course. Next, I think I'll study Business. Until then, I have a job as a secretary that I enjoy very much.

Answers

3, 4, 6, 7, 9, 10

Stage 4

Study future in the past SB75

- Ask the students: *What subject did Nisrin think about studying when she finished school in June?* (History)
Did she go on to study this? (no)
What did she study? (a secretarial skills course)
What does she want to study next? (Business)
- Tell the students to look at the first pair of examples in the language box in the Student's Book. Ask them which sentence refers to what she used to think. Point out that people are always changing their minds. This is one way of expressing a change of plan. Write *I was going to study History.* on the board and emphasize that this is another way of talking about the future from the point of view of the past.
- Tell the students to think about their current plans and how they have changed. Write on the board:
I think I will ...
I thought I would ...
- Elicit pairs of sentences expressing past and current plans from different students.

Stage 5

Match beginnings and endings of sentences AB141 Ex C

21st century skills

Information literacy Making connections between parts of sentences

- Refer students to Exercise C in the Activity Book.
- Tell the students to match the beginnings and endings to make complete sentences.
- Listen to their answers and make sure they are correct.
- Ask students to mark sentences that talk about the future in the past (1, 4, 5, 6, 8).

Answers

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

Stage 6 Talk about a favourite class/course AB141 Ex D

21st century skills

Communication Reporting information to others

- Tell the students about a class or course you enjoyed. Use the headings in Exercise D as a framework.
- Explain that you want them to give a similar talk to Nisrin's about a class or course they have enjoyed. Point out that they can use the framework in Exercise D to help them. They should take two minutes to prepare what they're going to say. They can make notes if they wish in the space below Exercise D.
- Organize the students in pairs to give their talk. Encourage the partners to ask questions when the first student has finished speaking.
- Ask one or two students to repeat their talk for the class if appropriate.

Unit 7 Lesson 5

SB76 AB142-143

- Objectives** Discuss voluntary work.
Identify the functions of linking words and phrases in a text and use them in context.
Practise future in the past.
- Language** Future in the past
Linking words and phrases, for example: *for instance, as a result, as soon as, whereas*
- Vocabulary** *librarian, medical, supervise, management, shift (work ~), charity, support*

Stage 1 Discuss voluntary work SB76

- Write the word *volunteer* on the board and ask the students what it means (someone who works for no money, usually to help other people).
- Give them the adjectival form of the word: *voluntary*.
- Contrast the stress patterns in the two words: *volunteer, voluntary*.
- Ask for examples of types of voluntary work.
- Discuss the questions at the top of page 76 of the Student's Book with the class.

Stage 2 Identify and practise ways of linking ideas
SB76 AB142 Ex A21st century skills

Critical thinking Making connections between ideas within a text

- Tell the students that we can make our writing more interesting by linking different ideas. Write two short sentences on the board in this format:
I'm a nurse.
I work in a hospital.
- Write the headings from the information box on the board. Go through what they mean and ask for some examples.

- Read through the first section (A) of the box with the students and ask them to find an example from the first paragraph in the Student's Book. Get them to highlight all the examples given.
- Read through the remaining sections and tell them to work in pairs to find and highlight the relevant part of the sentence.

Note: Point out that they should highlight both parts of the sentence in D, because the word *whereas* contrasts two ideas.

Answers

- ... such as playing with the children, ...
- As a result, I'm getting a very good idea of what a nurse's day is like.
- After that, I got a different volunteer job ... (time order)
... you have to enjoy working with people, whereas to write articles you have to be able to work on your own. (comparison or contrast)

For practice, ask the students to complete these sentences:

- I didn't do my homework, and as a result ...
- Unlike my friend, I ...
- As soon as I got home after school, I ...
- I often make mistakes with my English grammar. For example, I ...

Stage 3 Complete a gapped paragraph
AB143 Ex B

- Tell the students to complete the gapped text using some of the words in the box.
- Check the answers in open class.

Answers

- Once
- However
- for instance
- Unlike
- so

Stage 4

Practise future in the past
AB143 Ex C

- Remind the students how we use the future in the past.
- Tell them to complete the sentences by choosing the correct verb in each pair. Point out that some of the sentences may not refer to the future in the past.
- Check the answers in open class.

Answers

- 1 was going to become
- 2 would like
- 3 is starting
- 4 had to
- 5 will be sleeping
- 6 started
- 7 would be

Stage 5

Write about volunteering
AB143 Ex D

- Ask the students if they know anyone who has done volunteer work in another country.
- Ask what disadvantages there might be in doing this. Write any suggestions on the board.
- Tell the students to look at the points listed in the Activity Book. Which are advantages and which are disadvantages? Why?
- Tell the students to write a short text giving their opinion about the subject. They can talk about these points, and they should try to use some of the linking words and phrases they have looked at in this lesson.
- Review some expressions for giving your opinion and introducing different points: *I think this is a really good idea because ... It is also useful to ... Another point is ... It can be quite difficult to ... However, in general I think ...*
- If the students do not finish in class, they can complete the writing for homework.

Possible answer

I think it is a really good idea to volunteer to work in different countries because it is good to think about other people. There are lots of things we can do to help, such as build

houses and schools. It is also useful to help with teaching children to read. I think it can be quite difficult to be away from home for a long time, and the language differences might cause problems. However, in general I think it would be very useful for me to learn new skills and meet new people. At the same time, I could help people who have less than me.

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Unit 7 Lesson 6

SB77 AB144-145 24

Objectives Listen for general and specific information.

Review future in the past.

Practise language for giving advice.

Role-play a conversation.

Language Future in the past**Vocabulary** crafts, removals**Stage 1** Listen for general information;
match speakers with pictures

SB77 24

21st century skills**Information literacy** Making connections
between words and images

- Review: ask the students what sort of training courses people can go on while they are working to help them to get better jobs.
- Tell the students that they are going to listen to five people talking about their jobs and learning experiences. Present the new words *crafts* and *removals*, using the pictures on page 77 of the Student's Book where possible.
- Play Track 24 and ask the students to match the speakers with the pictures. Check answers orally as a class.
- Ask these questions about each person:
What did he or she learn? What made him or her decide to do some training or do something new?

Track 24

Listen to five people talking about their learning experiences. Find the name of each speaker.

One
Sara

I work for a large company that buys crafts in many countries throughout the world. Then we sell these products all over Great Britain. I worked as a secretary at the company for many years. I liked my job at first, but then I decided

I wanted to have more responsibility. I knew a lot about the company and the products we buy, but I couldn't get a better job because I couldn't speak any other languages. Our company does a lot of business with the Middle East, so I decided I was going to learn Arabic. I found a language school that offered Arabic classes in the evening, and I went there twice a week after work. It took a long time, but it was great fun and really interesting, and now I have a more exciting job. I travel to the Middle East once a month and meet the craftsmen. My job is to help decide what products we buy.

Two

Ahmed

I work for a company that makes and sells petroleum products. To make sure that our products are high-quality, we analyze them in our laboratory. When I started at the company, I was a laboratory technician, and I helped the scientists by measuring the products and operating the machines. I was a good worker, so my employer said the company would give me on-the-job training. I learnt much more about laboratory procedures, and now I supervise a team of laboratory technicians.

Three

Chris

Art was always my favourite class at school, but when I started my job at the bank, I stopped drawing and painting. Then one day, I had lunch with a friend who is a banker, too. I found out he was going to a painting class that evening. I went with him to see what it was like, and I enjoyed it so much, I enrolled immediately. Now I go to my painting class once a week, and I also paint at home at weekends. It's really relaxing and who knows, I might sell some of them one day!

Four

Layla

When I left school, I had trouble finding a job. My father said I should take a class in web design, but I didn't really want to.

Unit 7 Further education

I knew the classes started in the summer, and I wanted to go on holiday with my friends. I didn't know a lot about computers. I was more interested in fashion, and I thought the classes would be boring. But in the end, my father convinced me, and I enrolled. I learnt a lot, and I was surprised how much I enjoyed the class. Now I maintain the website of a famous clothing company, and I love my job.

Five
Sultan

I worked for a removals company for a year. I liked the work, and I was very disappointed to learn the owner would be closing the company in the autumn, so I decided to start my own company. My friends didn't think it was a good idea. They said I would have to work harder than if I worked for somebody else. And they were right. It was very difficult at the beginning. I had to spend all the money I had saved on office equipment and a removals van. I couldn't afford to pay many employees, so I did most of the work myself. That meant I couldn't spend much time with my family and friends. And if there was a problem, it was my responsibility to fix it. I was tired and worried all the time. But it was worth it. My company is doing well now, and I am very proud of my work. I enjoy making all the decisions, and the best thing about running my own company is that I don't have to do what someone else tells me to do. I choose who I want to work with, too, so I get along with everybody.

Answers

Speaker 1 – Sara
Speaker 2 – Ahmed
Speaker 3 – Chris
Speaker 4 – Layla
Speaker 5 – Sultan

Stage 2

Understand details in oral
accounts AB144 Ex A 24

- Have students read the sentences and try to remember whether they are *true* or *false*.
- Play Track 24 again. Students complete the task.
- Ask the students to correct the false statements orally.

Answers

- 1 False – They buy products from around the world and sell them in Great Britain.
- 2 True
- 3 True
- 4 False – He worked with scientists before, but now he is responsible for a group of laboratory technicians.
- 5 False – Art was always his favourite class at school, and he stopped painting when he started work.
- 6 False – He goes to his painting class once a week, and he also paints at home at weekends.
- 7 True
- 8 True
- 9 True
- 10 True

Stage 3 Complete the sentences with the verbs from the box AB144 Ex B

- Tell students these are pieces of advice the people they have listened to have given. Have students complete the sentences by choosing the correct verb from the box and correct as a class.

Answers

- 1 be
- 2 take
- 3 give up
- 4 try
- 5 ignore

Stage 4

Match the advice with the speakers AB144 Ex C

- Students should remember what each person said to match the pieces of advice with the correct person. If necessary, refer them to the pictures in the Student's Book to help.
- Correct as a class.

Answers

Ahmed	2
Sultan	1
Sara	4
Layla	5
Chris	3

Stage 5

Practise future in the past AB145 Ex D

- Write a sentence on the board: *I've decided I'm going to have chess lessons.* Ask the students: *Imagine it's tomorrow. What did I decide yesterday?* (You decided you were going to have chess lessons.)
- Tell the students to change the sentences from the future to the future in the past.

Answers

- I decided I was going to learn Arabic.
- My employer said the company would give me on-the-job training.
- I found out he was going to a painting class that evening.
- I knew the classes started in the summer.
- I was very disappointed to learn the owner would be closing the company in the autumn.

Stage 6

Listen for specific information; identify advantages and disadvantages AB145 Ex E 24

- Tell the students to look at Exercise E. They should listen to Sultan from Track 24 again and list the advantages and disadvantages of having your own business.

- Ask the students if they can think of any better or worse points about having your own business. Do they think it's worth it? Why/Why not?

Answers

Advantages:

(You can be proud of your company.)

You make all the decisions.

You don't have to do what someone else says.

You can choose who you work with.

Disadvantages:

(You have to work harder.)

It's difficult at the beginning.

You have to spend your own money.

You have to do a lot of the work yourself.

You can't spend much time with your family and friends.

Everything is your responsibility.

It's tiring and worrying.

Stage 7

Role-play a conversation, giving advice AB145 Ex F

21st century skills

Communication Expressing advice to others

- Put the students in pairs. Tell the students to imagine that one of them wants to start their own business. The other one thinks this is a bad idea and tries to persuade their friend not to go ahead.
- Remind the students of useful language for giving advice and persuasion. Elicit some of these expressions and write them on the board.
But what if ...
That's not a good idea ...
The problem is ...
I think you should ...
I'd rather ...
It's better to ...
- Tell the students to role-play the situation.
- If there is time, choose one or two pairs to repeat their role-play for the class.

Unit 7 Lesson 7

SB78 AB146-147

Objectives Analyze the organization of an essay expressing opinion.
Study and practise using linking words and discourse markers.
Read for general understanding (gist) and detailed understanding.

Language Linking words and phrases:
although, but, in addition, unlike

Vocabulary *connection (internet ~), chat*

Stage 1 Read about how an opinion essay is organized AB146 Ex A

21st century skills

Communication Identifying the correct format of a text

- Elicit what the students would expect to see in an essay expressing opinions. Elicit examples of the type of things they might express opinions on in an essay.
- See if they can remember the general framework of an essay (introduction, main body, conclusion).
- Ask the students to read the information box in Exercise A. Afterwards, ask these questions: *As well as saying what you think, what else must you say in an opinion essay? Why? What do you say in the introduction? What do you do if there are two sides to a question? Where do you give your own opinion?*

Stage 2 Read for general understanding (gist); reorder an essay SB78 AB146 Ex B

- Ask the students to read the essay. Elicit what points the writer might make in the essay.
- Tell them that the essay is not in the right order. They should reorder it. They should write the paragraph letters next to their description in Activity Book, Exercise B.

Answers

- Introduction: C
- Body: D and B
- Conclusion: A

Stage 3 Read for detailed understanding and match sentence halves SB78 AB146 Ex C

21st century skills

Information literacy Identifying main ideas in a text

- Tell the students to read the essay again and match the sentence halves.

Answers

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

Stage 4 Combine the sentences using linking words and phrases SB78 AB147 Ex D

- Tell the students to study the way the underlined words are used in the essay.
- Look at the first pair of sentences in Exercise D with the students and elicit how to connect them.
- Tell the students to combine the rest of the sentences using the words in brackets.
- Listen to their answers in open class and make sure they are correct.

Possible answers

- Unlike computers, books can be used anywhere.
- In addition to reading information on the internet, you can also listen to the news.
- Buying books can be expensive, but using the internet can be cheaper.
- Although using the internet is sometimes dangerous, you can't get a virus from reading a book.

Stage 5 Discuss the essay AB147 Ex E

21st century skills

Communication Expressing opinions to others clearly

- Tell the students to work in pairs and discuss whether they agree with the points made in the essay or not, and why.
- Ask them how they prefer to get information.

Unit 7 Lesson 8

SB79 AB148-149

Objectives

Read and understand the main question of an essay.

Find linking words and phrases in the essay.

Discuss the advantages and disadvantages of distance learning and learning in a classroom.

Write an opinion essay.

Language

Vocabulary

–
opportunities, advantageous, convenient, proficiency, environment, homesick

Stage 1

Brainstorm points to include in an essay SB79

21st century skills

Collaboration Brainstorming ideas for a text

- In pairs, students discuss what content an essay on each of the topics in Exercise 1 would contain.
- Elicit some ideas as a class, but don't provide much input at this stage.

Stage 2

Understand the gist of an essay SB79

21st century skills

Information literacy Identifying the main idea of a text

- Students read the essay and choose the correct essay question.
- When correcting, elicit the reasons for their choice.

Answer

b

Stage 3

Identify linking words
and phrases used SB79

- Students identify the linking words and phrases used in the essay and match them with their function.
- Check answers as a class.

Answers

- a though, However, on the other hand, Nevertheless
- b First of all, in addition
- c As a result
- d To summarize
- e in my opinion, I believe

Stage 4 Discuss distance and classroom learning AB148 Ex A

- Write *Distance learning* on the board and elicit what it means. Ask: *What sort of courses do people often study through distance learning? What do you have to do when you are studying on a distance-learning course?*
- Put the students in groups and ask them to discuss the statement in Exercise A.
- Elicit opinions as a class. Make sure they tell you why they hold that opinion. Write some of the ideas on the board.

Stage 5 List advantages and disadvantages AB148 Ex B

- Tell the students to read through the lists of advantages of distance learning and classroom learning in Exercise B. Get them to tick the points that have already been mentioned.
- Now tell them to write down any disadvantages of distance learning they had thought of.
- Listen to their ideas and write some of the disadvantages on the board (for example: *You can't have class discussions. You can't get immediate answers from the teacher. You can't learn from your classmates.*).
- Now do the same for classroom learning.

Stage 6

Homework
Plan and write an essay
AB148-149

21st century skills

Communication Improving written work through planning and evaluating the relevance of information

- Tell the students they are going to write an essay on the subject they have discussed and give their own opinions. Tell the students to think about their answers to Exercises A and B and then elicit possible introductions.
- Tell the students to write their own introductions in the Activity Book.
- Discuss the main body. Point out that it should follow from the introduction.
They can:
 - support the statement
 - argue against the statement
 - give both sides of the argument
- Tell the students to write the main body of the essay. Encourage them to use a variety of linking words and expressions. They can look back at Lesson 7 to review these.
- Monitor their writing and give help and advice where necessary.
- Elicit possible conclusions. Then tell the students to complete their essay.
- Tell the students to read their essays again to check that they have linked ideas well and that spelling, grammar and punctuation are correct.
- Collect the essays to mark them.

This lesson talks about the advantages and disadvantages of learning other languages abroad and in your own country. Use this as an opportunity to expand this topic and discuss the benefits of learning languages. Ask the students what other languages they learn or would like to learn apart from English.

Unit 7 Lesson 9

SB80 AB150-151 25

Objectives Read a text for general understanding (gist) and detailed understanding. Develop the ability to deduce meaning from context. Discuss the points raised in the text.

Language –
Vocabulary *astounded, body language, businesslike, catalogue, since, job offer, pay off*

Stage 1 Read for general understanding SB80

21st century skills

Information literacy Identifying the main idea of a text

- Elicit the lesson title. Ask what experience students have of using a library, either in the school or elsewhere.
- Tell them to skim the text and choose which of the three titles is the best.

Answer
b

Stage 2 Read a paragraph for detailed understanding SB80

21st century skills

Communication Rephrasing information in your own words

- Tell the students to work in groups of four. Allocate one paragraph to each student. Tell them to read in enough detail to be able to explain what their paragraph is about.
- Get the students in each group to summarize their paragraphs and to try to explain the content in their own words.

Stage 3

Read for specific information
SB80 AB150 Ex A

- Tell the students to decide if the statements are *true* or *false*.
- Ask them to correct the false statements orally.

Answers

- False – The writer would quite like a job which involves travelling.
- True
- True
- False – The writer looks through these to find job offers.
- False – The writer says: *This will be useful information when I decide to apply for a new job.*

Stage 4 Deduce meaning from context SB80 AB150 Ex B

21st century skills

Information literacy Making connections between words

- Tell the students to use the context to choose the correct meaning for each word in bold from the text in the Student's Book.

Answers

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

Stage 5 Complete sentences about the text SB80 AB151 Ex C

- Tell the students to complete the sentences about the text.

Answers

- it wasn't what he wanted to do for the rest of his life
- started coming to the Central Library of Baghdad regularly to look for information that might help him
- there are lots of unusual jobs, and other jobs are appearing all the time because of technology

- 4 how to find job vacancies and also how to prepare for and get through interviews
- 5 better language skills, especially English
- 6 has a lot of its own materials to help learn languages

Stage 6 Listening for general ideas AB151 Ex D 25

- Play Track 25. Students listen and match the speakers with the sentences.
- Correct as a class, eliciting further details.

Track 25

D Listen to five people talking about libraries. Match the speakers 1–5 with the sentences below.

One

I don't usually need any books from the library because I have my own. I just find the environment quiet and good for concentrating.

Two

My kids love going to the library because there are lots of things for them to do. For instance, every Saturday there is someone reading children's books there.

Three

The internet at home isn't very good, so I go to the library to do research on the internet. If I need to print anything, it's really cheap, too.

Four

The staff at my local library are really friendly and helpful. They know what I like to read and make recommendations of new books for me.

Five

I work as a volunteer at the library. I take out books and deliver them to people who can't go to the library themselves.

Answers

a2, b5, c4, d1, e3

This lesson talks about libraries and their relevance today. Use this as an opportunity to discuss how libraries can remain relevant in the technological era. Ask the students how often they use the library and what they do there.

Unit 7 Revision

SB81 AB152–153

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1 Revise vocabulary AB152 Ex A

- Students complete the words with vowels.
- Let the students check answers in pairs before checking as a class.

Answers

- 1 job prospects
- 2 placement test
- 3 continuing education
- 4 prior knowledge
- 5 astounded
- 6 body language

Stage 2 Use suffixes to form nouns AB152 Ex B

- Ask students to read the sentences and complete them with the correct form of the words in brackets.

Answers

- 1 application
- 2 attendance
- 3 qualifications
- 4 registration
- 5 admissions
- 6 enrolment

Stage 3 Revise future in the past structures AB152 Ex C

- Have students read the first set of sentences and complete the second one with the same ideas.

Answers

- 1 (he was going to visit his brother in Beirut)
- 2 he was playing basketball
- 3 she would probably go to the shopping mall with her friends this weekend
- 4 she was going to study for her exams
- 5 she and Aysha were going to do a French course in Paris

Stage 4

Revise future structures
AB153 Ex D

- Revise the main ways of talking about the future, and then ask students to read the sentences and choose the best way to complete them.

Answers

- 1 I'm picking up
- 2 finishes
- 3 I'll be studying
- 4 I'm going to do
- 5 we'll learn

Stage 5 Revise linking words and phrases
to use in essays
AB153 Ex E21st century skills

Critical thinking Making connections
between ideas within a text

- Tell students this task revises linking words and phrases for essays.
- Have students complete each sentence with a suitable linking word or phrase from the box.

Answers

- 1 Unlike
- 2 Once
- 3 Therefore
- 4 For instance
- 5 However
- 6 After that

Stage 6 Complete the sentences with the
correct future continuous form
AB153 Ex F

- Ask students to read the sentences and choose the best way to complete them.

Answers

- 1 will be flying
- 2 will be travelling
- 3 will be watching
- 4 will be studying
- 5 will be giving

Unit 7 Test

AB154-157

Objectives Do a test on Unit 7.
Language From Unit 7
Vocabulary From Unit 7

Stage 1 Preparation for the test AB154-157

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2 Test AB154-157

Answers

Vocabulary

A Match a word from the column on the left with a word from the column on the right to make compound nouns.

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

B Write words for these definitions.

- spreadsheet
- venue
- enhance
- charity
- chat

C Complete the sentences.

- librarian
- medical
- enrol
- supervise
- conference

Grammar

D Choose the best alternative.

- is going to volunteer
- begins

- is meeting
- will like
- will be learning

E Choose the correct ending for the sentences.

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

F Put the verbs in brackets into the correct future form to complete the conversation. In some cases, more than one form is possible.

- 'm taking/'m going to take
- 'm going to take
- do (classes) start
- begin/will begin
- 'll be visiting/'m visiting/'m going to visit
- 're leaving
- 'll be sitting

G Rewrite the sentences using the future in the past.

- was going to her computer course tomorrow night
- was going to be a librarian
- he would enjoy a career in graphic design
- would be working late
- the internet connection would be working again soon
- come to the beach because they were taking an exam the next day
- very disappointed to hear that the health club was closing down
- he was starting his new job next week

Writing

H Write a short essay giving your opinion about this statement: 'Studying while you're working is worth all the hard work.' Your essay should have a short introduction and a conclusion. Remember to use linking words and phrases. You should write 100-120 words.

Unit 8 Lesson 1

SB84 AB158-159

Objectives Read for general understanding and for detailed understanding. Extend vocabulary related to natural resources.

Language

Prefixes and suffixes
dis- for negative verbs

Revision: future forms

Vocabulary

wisely, renewable, disappear, replace, concentrate, potentially, disastrous, logging, deforestation, plentiful, limit, dislike, disapprove, disobey, disadvantage, discourage, deoxygenation, distrust, disconnect

Stage 1

Discuss natural resources

SB84

21st century skills

Critical thinking Interpreting images

- Books open, elicit the title. Explain that resources are things you can use. Show the class the resources you have for teaching: whiteboard, books, tablets, etc.
- Ask the students to look at the photos and decide which ones are natural resources. Point out that all the items except soda are natural.
- Tell the students to work in pairs or small groups and discuss the rest of the questions.
- When they have finished, elicit ideas from different pairs.

Stage 2

Skim the texts to identify paragraph topics

SB84 AB158 **Ex 3**

21st century skills

Information literacy Making connections between words and images

- Introduce the task. Tell the students they are going to read an article about natural resources and match the photographs with each paragraph in the text.
- Set a time limit of one minute for the task.
- Check answers as a class. Ask check questions, such as: *What can't we live without? What examples of renewable and non-renewable resources are given? How can we protect the environment?*

Answers

1C, 2A, 3B

Stage 3

Find definitions for vocabulary terms

SB84 AB158 **Ex A**

- Ask the students to match the words with their definitions.
- Check answers.

Answers

1c, 2d, 3a, 4b

Stage 4

Reread the article to find specific information

SB84 AB158 **Ex B**

- Read through the questions with the students and elicit possible answers.
- Tell the students to read the texts again and check/answer the questions.
- Tell the students to compare their answers with a partner.

Answers

- 1 because we use them for many things, such as food, water and energy
- 2 Renewable resources don't disappear when they are used. Non-renewable resources will eventually disappear.
- 3 Renewable: trees, energy from the Sun
Non-renewable: petrol
- 4 Greenhouse gases contribute to global warming.
- 5 Deforestation is the process in which large numbers of trees are cut down, and they cannot be replaced. It endangers plant and animal habitats.

Stage 5 Study the language box about prefixes and suffixes to understand unfamiliar words AB159

- Write *disappear* and *plentiful* on the board. Ask the students to tell you what the prefixes or suffixes are in these words.
- Elicit any other prefixes or suffixes they can remember.
- Remind them that knowing different prefixes and suffixes can help them understand unfamiliar words.
- Write *de-* and *-ation* on the board. Ask them to find a word in the text beginning and ending with these – *deforestation*. Can they guess what the prefix and suffix tell us about the word?
- Ask the students to read the last point about the opposites of many verbs/words and tell them that there is no simple rule that will help them decide whether to use the prefix *dis-* rather than another prefix such as *un-*. They should check in a good dictionary if they are unsure.
- Read through the information box with them.

Stage 6 Guess the meaning of some words AB159 Ex C

- Ask the students to guess the meanings of the words in the Activity Book and then check them in a dictionary.
- Ask for answers from the class.

Answers

- 1 removing the oxygen from something
- 2 reducing the population of an area
- 3 reducing the value of something
- 4 lack of understanding/agreement

Stage 7 Choose the correct answers to complete each sentence AB159 Ex D

- Ask the students to read the questions and choose the correct answers.
- Check answers with the class.

Answers

1c, 2c, 3a, 4c

Stage 8 Complete a dialogue using future forms AB159 Ex E

- Review forms used for talking about the future by asking some simple questions: *What are you going to do after school? Are you doing anything at five o'clock? What do you think will happen if we don't protect the environment?*, etc.
- Tell the students that they are going to read a dialogue. Tell them to work in pairs and complete the dialogue with one word in each gap. Point out that by discussing the questions in pairs, they will gain a better understanding of the use of future tenses.
- Ask one or two pairs to read their dialogues to the class.

Answers

- 1 am
- 2 going
- 3 be
- 4 does
- 5 will
- 6 don't

This lesson talks about renewable and non-renewable resources. Use this as an opportunity to discuss different types of energy and how they need to be used responsibly.

Unit 8 Lesson 2

SB85 AB160-161 26

Objectives Read to confirm predictions.
Study vocabulary related to recycling waste.
Listen for specific information.
Practise writing passive sentences.

Language Revision: the passive
Vocabulary *buried, separate*

Stage 1 Read to check predictions SB85

21st century skills
Critical thinking Interpreting images

- Ask the students to look at the photos and guess what they have in common. Explain that the same thing can happen to all of these products. Tell the students to guess what all the products have in common and write it down. Encourage them to write something even if they are not sure.
- Ask them to read the text to check if they were right – they can all be recycled.
- Elicit who had the right answer. Then write: *No, I thought it was ...* on the board. Ask the others: *Did you think it was what they were made from?* and elicit their answers prompted by the sentence on the board.

Stage 2 Study vocabulary AB160 Ex A

- Ask the students if they know the meanings of the words in Exercise A.
- Tell them to match the words with the definitions.
- Check answers.

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

Unit 8 The environment and recycling

Stage 3 Listen and complete the flow chart SB85 AB160 Ex 4 26

21st century skills
Critical thinking Organizing information graphically

- Tell students they are going to listen to a description of the waste recycling process.
- Tell them to look at the flow chart on page 85 of the Student's Book and read the different stages in the process. Point out the words in the box and check they understand the meanings.
- They should listen to complete the chart in the Activity Book with words from the box. Play Track 26.

Track 26

Listen to a description of how waste can be recycled. Complete the flow chart with words from the box in the passive form.

The recycling process has several stages. First, the waste is sorted at home. The main types of waste are food waste, glass and glass products, paper and plastics. There are also some items (for example, batteries) that cannot normally be recycled. The waste is then placed in different bags, one for food waste, another for glass, another for paper, and so on. These bags are then placed outside the house, where they are collected by the refuse lorry and taken to the waste treatment plant. At the waste treatment plant, all waste is separated into different types. Then it is carefully checked, and any waste which cannot be recycled is removed. The waste is then cleaned in special machines. Finally, it is taken to different factories, where it is treated. Products like glass, plastic and paper can all be used again.

Answers
1 placed
2 collected
3 taken
4 separated
5 cleaned
6 used

Stage 4 Complete the sentences with the correct passive form AB160 Ex B

- Ask students to read the sentences and complete them with the correct passive form.
- Check answers as a class.

Answers

- is saved
- were provided
- has been reduced
- are being discussed
- will be offered
- hadn't been cleaned

Stage 5 Describe a process SB85 AB160 Ex C

21st century skills

Critical thinking Interpreting visual information

- Ask what verb form is used to describe the process (passive).
- Tell the students to complete the sentences in the Activity Book to describe the recycling process. They should use the information from the completed flow chart.
- Point out the words we use in describing stages in a process: *first/then/next/after that/once it has been ...*

Answers

- is sorted at home
- placed in different bags
- is collected by a refuse lorry
- it is taken to a waste treatment plant
- is separated into different types
- it is cleaned in special machines
- used again

Stage 6 Retell the process to a partner SB85 AB161 Ex D

- Tell the students to close the Activity Book and look only at the flow chart in the Student's Book.
- Tell them to use this information to retell the process to a partner using passive forms.

Stage 7 Homework Write a text about environmental practices AB161

21st century skills

Communication Expressing ideas clearly through written work

- In pairs, students brainstorm ways people can help to improve the environment. Encourage them to think of actions at a personal level and as a society.
- Individually, students use their notes to write a text. They then go back to their previous pair and compare their versions. Encourage them to give each other feedback.
- They should write about 100–120 words about the topic.

This lesson describes the recycling process from sorting waste at home to its treatment at recycling centres. Use this as an opportunity to expand this topic and discuss the importance of recycling as much as possible so we don't use as many new resources. Ask the students how much they recycle and what they could do to recycle more.

Unit 8 Lesson 3

SB86 AB162-163

Objectives Read for detailed understanding.
Language Revision: all conditional tenses
Vocabulary *grind, corn, turbine, spoil, landscape, install, interfere with*

Stage 1 Discuss the advantages and disadvantages of wind power SB86

21st century skills
Communication Expressing ideas to others clearly

- Books closed, elicit what sources of energy the students know. Prompt the students if they have problems coming up with ideas.
- Books open. Ask whether they had thought of wind power. Then elicit any advantages or disadvantages they can think of.

Stage 2 Read the article and letter SB86

21st century skills
Critical thinking Making connections between different texts

- Tell the students that they are going to read two different texts about wind power. Ask them to look at both texts and say where the texts are from (magazine article/email to magazine or newspaper).
- Tell the students to scan the two texts and find one advantage mentioned in the article and one disadvantage mentioned in the letter.

Answers

Advantages: wind power is clean energy, it doesn't produce any waste or greenhouse gases, it is renewable, it will never run out, it is efficient
 Disadvantages: wind turbines are ugly and noisy, they are bad for birds, they are bad for fishing, wind turbines could cause accidents at sea

Stage 3

Match the beginnings and endings of the sentences
 AB162 Ex A

- Tell the students to match the beginnings of the sentences with their endings.
- Ask them to check their answers with a partner.
- Monitor their work.

Answers

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

Stage 4 Read and answer the questions SB86 AB162 Ex B

- Tell the students to read the article again carefully and answer the questions.
- Check answers as a class.

Answers

- to power sailing boats and grind corn
- It is clean energy.
- because the land under the turbines can also be used for agriculture
- They are unattractive, and they are noisy.
- It can't supply enough energy to meet our needs.

Stage 5

Read the letter and answer the question
 SB86 AB162 Ex C

- Tell students to read the letter more carefully and answer the question in the Activity Book.
- Ask them if they agree with the writer and why/why not.

Answers

They are a danger to birds.
 They scare away fish.
 They may interfere with boat radars.

Stage 6 Identify key words in an article
AB162-163 Ex D

- Students read the definitions and locate the corresponding words and phrases in the text. Remind students that some answers are more than one word and that each line corresponds to a word.
- Ask students to compare answers in pairs then check answers as a class.

Answers

- 1 natural resource
- 2 power
- 3 greenhouse gases
- 4 renewable
- 5 run out
- 6 unattractive
- 7 supply
- 8 rely on

Stage 7 Revise conditional sentences
AB163 Ex E

- Briefly remind the students about the form of the four types of conditionals seen in Unit 6.
- Tell the students to choose the correct form of the verb in brackets in each sentence.
- Check answers.

Answers

- 1 built
- 2 would provide
- 3 had developed
- 4 were
- 5 find
- 6 fly
- 7 don't understand
- 8 wouldn't have allowed

Stage 8 Revise conditional sentences
AB163 Ex F

- Students read the sentences in the previous exercise again and decide which type of conditional each one is.
- Check answers as a class.

Answers

zero conditionals = 7
first conditionals = 5, 6
second conditionals = 1, 2, 4
third conditionals = 3, 8

Unit 8 Lesson 4

SB87 AB164-165 27

Objectives Read an article for general understanding.
Scan an article for specific information.
Compare information.

Language -
Vocabulary gorge, navigation, ruin, reservoir, hydroelectric

Stage 1 Predict content of text SB87

21st century skills
Critical thinking Interpreting images

- Ask the students to look at the lesson title and the photos and briefly discuss what information they think the text will contain.
- Tell the students to skim the article to see if they can confirm any of their predictions.

Stage 2 Read the article and write headings for paragraphs SB87 AB164 Ex 2

21st century skills
Information literacy Identifying main ideas in a text

- Tell the students that they are going to write headings for the paragraphs.
- They should read the paragraphs carefully to understand the main idea of each one. From this, they should make up a heading for each. The students can work in pairs for this activity.
- Check answers. Elicit why the students choose these headings.

Possible answers

- A About the river
- B The banks of the river/The history of the river
- C The river as a resource/Dams

Stage 3

Scan the article to complete the fact file AB164 Ex A

- Tell the students to look back at the article to complete the fact file in the Activity Book.
- They should compare their answers with a partner.

Answers

Name of river	Euphrates
Length	2,800 km
Begins	Caucasus Mountains
Ends	Arabian Gulf
Countries it flows through	Turkey, Syria, Iraq
Names of dams	Euphrates, Ataturk
Uses of dams	reservoir, irrigation, hydroelectric power, sport

Stage 4 Match words from the text with meanings AB164 Ex B


21st century skills
Information literacy Making connections between words

- Tell the students to find the words in the article to match the meanings in Exercise B.
- Check answers.

Answers

- upper
- gorges
- shallow
- birthplace
- ancient
- ruins
- banks
- dam
- reservoir
- crops

Stage 5 Understand the gist of a conversation

AB165 Ex C  27

- Tell students they are going to listen to a conversation about a quiz on the Euphrates River. Ask students to listen and focus on the number of questions Malik gets right.
- Play Track 27 and elicit the correct answer at the end.

Track 27


C Listen to two teenagers, Teeba and Mustafa, talking about the Euphrates River. How many questions does Mustafa get right?

- Teeba Do you want to take this test about the Euphrates River?
- Mustafa Sure. How many questions are there?
- Teeba Six. First one: Which three countries does it run through?
- Mustafa Easy! Turkey, Syria and Iraq.
- Teeba Well done! Two: Ancient Mesopotamia occupied the land between Euphrates and what other river?
- Mustafa Hum, the Nile?
- Teeba No, the Tigris. Third question: Most of the water of the Euphrates comes from rainfall and what other source?
- Mustafa Let me think ... snow melting?
- Teeba Correct! How did you know that?
- Mustafa It made sense.
- Teeba What was the name of the important trade route through Central Asia and Mesopotamia that included the Euphrates River?
- Mustafa Oh, History is not my best subject. No idea!
- Teeba The Silk Road. Next question: How many species of fish can be found in the Euphrates? There are options for this one: a) under 20, b) just under 50, c) more than 50
- Mustafa It has to be more than 50.
- Teeba Correct! There are over 50 species of fish in the Euphrates. Fishing is very important to people who live along its banks. Last one – also with options: How tall is the Euphrates Dam in Syria? a) 100 feet, b) 200 feet, c) 300 feet

Mustafa 300 feet?
Teeba No sorry, 200.

Answer
Three

Stage 6 Understand details of a conversation

AB165 Ex D  27

- Ask students to read the topics of the questions and try to remember in which order they were asked. Play Track 27 again for students to complete the task. Check answers as a class.

Answers
3, 6, 1, 2, 5, 4

Stage 7 Remember the content of a conversation

AB165 Ex E

- Form pairs and ask students to discuss the topics listed in Exercise D, remembering as many details as they can. Elicit information on each topic as a class.

Stage 8 Synthesize information from an article and a dialogue

AB165 Ex F

- In pairs, students use the word box to remember information from both the article and the dialogue.

Stage 9 Write four sentences using information learnt

AB165 Ex G

21st century skills

Communication Expressing ideas clearly through written work

- Students write four sentences using some of the key words from the previous exercise.

This lesson talks about the Euphrates River. Use this as an opportunity to ask students what they know about this important body of water, and provide further information about it as necessary. Here are a few more facts about the Euphrates:

- It is 1,740 miles (2,800 km) long – the longest in Western Asia.
- The Euphrates' drainage basin covers around 193,000 square miles.
- Seventy per cent of its resources are used for agriculture.
- Due to climate change and other factors, the Euphrates is drying up.
- As a result, archaeologists are making important findings in its dry river beds. They have recently found remains of nearly 80 sites, including jails and cemeteries from the ancient city of Telbas.

Unit 8 Test

AB166–167

Objectives Do a test on Units 5–8.
Language From the units
Vocabulary From the units

Stage 1

Preparation for the test

AB166–167

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2

Test AB166–167

Answers

A Complete the sentences with the words from the box.

- 1 deforestation
- 2 limit
- 3 renewable
- 4 replace
- 5 wisely
- 6 essential
- 7 buried
- 8 spoil

B Complete the sentences with the correct form of the verbs in brackets.

- 1 have (just) finished
- 2 didn't send
- 3 have been studying
- 4 Have (you ever) done
- 5 planted

C Complete the sentences with one word in each gap.

- 1 who
- 2 are
- 3 yet
- 4 which
- 5 be

D Here are some notes a student made for an essay on global warming. Match the headings with the notes.

- 1 What is global warming?
- 2 Possible causes of global warming
- 3 Effects of global warming
- 4 What we can do?

E Choose one of the topics from Exercise C. Using the notes, write a paragraph of the essay.

Appendix A

Guidance notes for Literature Focus

The Literature Focus has the following key learning objectives:

- To encourage students to read a range of different literary texts to increase their knowledge, but most importantly, for pleasure: students who read for pleasure are known to achieve more highly in all areas of their academic life.
- To introduce students to literary texts and to encourage them to use the lexis they come across.
- To develop students' awareness of other cultures and forms of artistic activity.
- To foster higher-order and critical thinking skills and to learn to describe, evaluate and discuss more challenging reading texts.

Notes on using the readers

A novel and a play are discussed: *Pride and Prejudice* in the first term and *As You Like It* in the second term. The spreads are designed for **extensive reading (ER)**. They are not designed for working on specific points of grammar.

The Literature Focus can be incorporated into your teaching using the following guide:

Pride and Prejudice

Unit 1: Section 1 and 2

Unit 2: Section 3 and 4

Unit 3: Section 5 and 6

As You Like It

Unit 5: Section 1 and 2

Unit 6: Section 3 and 4

Unit 7: Section 5 and 6

The extracts are graded for lexis, grammatical structure, cultural information and cultural sensitivity. This grading is designed to help students to read for pleasure and to read at a reasonable speed. Studies show that extensive reading of graded material boosts performance in all skills for learners. Words above the level of the students that are essential for text comprehension are glossed below each extract.

Before each extract, there is a *The story so far* section, designed to update the student to important events that have taken place since the last extract. Students then are asked to read the extract and do comprehension tasks. Finally, they are asked to engage in a more productive and creative task based on the story.

Some principles for extensive reading:

- Encourage students to read 'past' problem words. These words may be explained by the context later in the chapter. Guessing new words is an important learner skill and something we do in our own language all the time.
- If a new word still requires reference to the glossary, looking to the bottom of the page and then returning to the page is a normal study skill. If students need to check other words, encourage use of a simplified monolingual learner dictionary before resorting to translation dictionaries.
- Explain that meeting an unknown word is normal for all readers. Don't expect to know every word the first time, and don't stop reading to check word by word.
- The Student's Book is the place for work focusing on grammar. Extensive reading operates differently and promotes comprehension. Aim for understanding without labelling points of grammar. The comprehension activities are important here.
- Silent reading is the natural way to read. Reading aloud activities often make the chosen reader nervous and provide a bad listening model for the rest of the class. There are other opportunities in the Student's Book for work on pronunciation. If you wish students to read aloud, let them read the text silently first.
- The stories contain issues which students may wish to discuss. The teacher will decide what is appropriate for the class and the situation and will choose activities which avoid forcing discussion. You know your class.
- The correction of the false sentences in True and False exercises from the Activity Book are for teachers' support only.



The novel and the play studied are classics of English literature. The adaptations are faithful to the original texts. There are no additions, but they have been heavily abridged (made shorter).

Students will be familiar with the stories, themes and characters if they go on to more advanced studies which involve the original texts. However, if they simply enjoy these classic stories, that is enough. The most important question after any reader is *Did you enjoy the story?*

Pride and Prejudice

Introduction

SB98–99

Objectives Learn about the novel *Pride and Prejudice* and its author, Jane Austen.
Read for detail.
Predict the content of the novel.

Vocabulary *worsened, anonymously, delightful, chaotic*

Note: There are no corresponding Activity Book exercises for the Introduction section of the Literature Focus. All exercises in the Student's Book should, therefore, be completed orally.

Stage 1 Icebreaker SB98

- Ask students to write the name of a book they have read and enjoyed on a piece of paper. They then walk around the room and show their paper to other students. Ask students to talk about their books with each other, for example: the main plot, what they liked about it, if they have also read their classmate's book, etc.
- Elicit some ideas from the whole class (*What book have you read? What did you like about it? Have you read any of your classmate's books?, etc.*).

Stage 2 Introduce the novel SB98–99

- Write *Pride and Prejudice* on the board and ask if students have ever heard of this novel. If they have, ask what they know about it, and if they haven't, ask them to guess what it is about based on the title. Tell students they are going to read some extracts (teach this word), or parts, of this famous novel.
- Refer students to the glossary at the bottom of page 99 of the Student's Book. Explain that a glossary is similar to a dictionary, in that it explains the meaning of a word. Explain that in the text, there is an asterisk (teach this

word) next to a word that is in the glossary. If students do not know the meaning of this word, they can look at the glossary and learn the new word.

Stage 3 Read texts for gist SB98–99

- Ask students to read the three paragraphs. Walk around the room to monitor and assist as necessary.
- Ask students to close their books. Get them to say what they can remember from each paragraph without looking back at the Student's Book and reading it.

Stage 4 Predict the content of a novel SB98–99

- Ask students to work in groups of three or four. Ask them to discuss and predict what might happen in the novel.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.



Pride and Prejudice

Section 1

SB100–101 AB168–169

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *nonsense, flatter, share, newcomers, ignorant, sympathy*

Stage 1

Warmer

- In small groups, students are asked to remember what they can about *Pride and Prejudice*, for example: the main characters, the story and the setting and its author.
- Elicit some ideas as a whole class.

Stage 2

Read a summary of *The story so far* SB100

- Tell students to look at the picture and read *The story so far*. Explain that this section gives them updates on the story and helps them understand the extract they are going to read.
- Ask: *Why would the Bennets be talking about the new arrival?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3 Read and discuss a literary extract SB101

- Ask students to read the extract. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Stage 4 Read for gist

AB168 Ex A

- Ask students to read the sentences, and then decide if they are *true* or *false* according to the extract on page 101 of the Student's Book.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.
- Ask the students to correct the false statements orally.

Answers

- 1 False – Mr Bingley is not looking to marry one of the Bennet girls to live in the estate.
- 2 False – Mr Bennet jokes that Mr Bingley will find Mrs Bennet beautiful.
- 3 False – Mr Bennet does not wish to visit Mr Bingley.
- 4 True
- 5 True
- 6 False – Mr Bennet jokes that he would visit 20 men in the neighbourhood if Mrs Bennet wanted him to.

Stage 5

Read for detail AB168 Ex B

- Ask students to read the questions and then find the answers in the extract on page 101 of the Student's Book.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- 1 four or five thousand pounds
- 2 because he might marry one of them
- 3 because she is as beautiful as any of their daughters
- 4 that they often don't have much beauty to think of
- 5 because they don't usually visit newcomers
- 6 so she can visit him with her daughters
- 7 because they are all silly and ignorant like other girls, but Lizzy is quicker than her sisters



Appendix A

Stage 6 Understand vocabulary from context AB169 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- Correct as a whole class.

Answers

- 1 fortune
- 2 likely
- 3 grown-up
- 4 extraordinary
- 5 consider
- 6 preference
- 7 good-humoured
- 8 mention

Stage 7 Understand vocabulary from context AB169 Ex D

- Ask students to use the words from the previous task to complete the sentences.
- Ask students to compare their answers in pairs before correcting as a whole class.

Answers

- 1 fortune
- 2 likely
- 3 preference
- 4 mention
- 5 grown-ups
- 6 extraordinary
- 7 good-humoured
- 8 consider

Stage 8 Predict next parts of the novel AB169 Ex E

- Ask students to discuss, in pairs, what would happen during Mr Bennet's visit to Mr Bingley.
- Students then write a paragraph narrating what happened.



Pride and Prejudice

Section 2

SB102–103 AB170–171

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *picky, swear, dare, pleasant, ridiculous, charming, lace, gown, interrupted, exaggeration, conceited*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB102

- Tell students to read *The story so far*.
- Ask: *What do you think Mr Bingley and Mr Darcy are talking about?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB103 AB170 Ex A

- Ask students to read the extract on page 103 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

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

Stage 4

Read for detail SB103 AB170 Ex B

- Explain the task and ask students to decide if the sentences are *true* or *false*.
- When checking as a class, elicit example sentences with the words.
- Ask the students to correct the false statements orally.

Answers

- False – Only one Bingley sister got married and took the name of Mrs Hurst.
- True
- True
- False – Mr Darcy thinks Jane is the only beautiful girl in the room.
- False – Elizabeth did not like Darcy.
- False – Mr Bingley danced with Jane twice.
- False – Mrs Bennet thought Mr Darcy was proud and conceited.

Stage 5

Understand vocabulary from context SB103 AB171 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- several
- introduce
- coldly
- lively
- admired
- elegant
- gown

Stage 6

Complete a summary SB103 AB171 Ex D

- Write the names of the characters (*Elizabeth, Mr Darcy, Mr Bingley, Mrs Bennet, Mr Bennet*) on the board and ask students to discuss what they know about them so far.



Appendix A

- Ask students to read the questions and match them with the characters.
- Ask students to complete the task individually. When they have finished, ask students to compare their answer.
- Then check the answers as a whole class.

Answers

- 1 Mr Bingley
- 2 Mr Bennet
- 3 Mr Darcy
- 4 Mrs Bennet
- 5 Elizabeth

Stage 7 Write a dialogue AB171 Ex E

- Put students into groups of three or four. Ask students to imagine how Elizabeth felt at the ball and what she would like to say to Mr Darcy.
- Ask students to write their dialogues individually, and then get them to share it with a partner. Ask for volunteers to share their dialogue with the whole class.



Pride and Prejudice

Section 3

SB104–105 AB172–173

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *estate, intruder, ragout, petticoat, inches, inclined, half whisper, brightened, have regard for*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of *The story so far* SB104

- Tell students to read *The story so far*.
- Ask: *What do you think about the Bingley sisters?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB105 AB172 Ex A

- Ask students to read the extract on page 105 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to put the events in the order they happened.
- Check answers as a whole class, eliciting further details from the extract.

Answers

4, 1, 2, 5, 3

Stage 4

Read for detail SB105 AB172 Ex B

- Ask students to read the sentences and complete the task by matching the columns.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

1d, 2b, 3a, 4c

Stage 5

Read for detail SB105 AB172 Ex C

- Explain the task and ask students to answer the questions.
- When checking as a class, elicit the extracts from the text that provided the answers.

Answers

- because he cared about her and Jane
- to make fun of the fact she walked a long way to the estate
- because they see it as a sign of status
- because she wants to marry him
- She means that the Bennets are too poor to join high society.

Stage 6

Understand vocabulary from context SB105 AB173 Ex D

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- anxiety
- lack
- untidy
- indifference
- excessive



Appendix A

Stage 7

Write a short letter AB173 Ex E

- Put students into groups of three or four.
Ask students to imagine they are Elizabeth Bennet and have overheard the conversation in the extract.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.



Pride and Prejudice

Section 4

SB106–107 AB174–175

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *godfather, not do justice to, bequest, extravagance, imprudence, temper, disgraced, motivation, tolerate, boast, resentments, vouch for*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB106

- Tell students to read *The story so far*.
- Ask: *Why do you think Elizabeth looks so shocked?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB107 AB174 Ex A

- Ask students to read the extract on page 107 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide whether the sentences are *true* or *false*.
- Check answers as a whole class, eliciting further details from the extract.
- Ask the students to correct the false statements orally.

Answers

- False – Mr Darcy's father left Mr Wickham enough to make his life more comfortable.
- False – Mr Wickham thinks Mr Darcy will be disgraced publicly at some point, but not by him.
- True
- True
- False – Mr Wickham and Mr Darcy were probably childhood friends.
- True

Stage 4

Read for detail SB107 AB174 Ex B

- Ask students to read the sentences and complete the task by answering the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- because the will was informal
- because he disliked him/was jealous of him
- 20 years old (he was 'of age', e.g., 18, two years ago)
- He thinks that they are very different sorts of men.
- He doesn't disgrace him because of his father.
- She thinks he is even more handsome than before.

Stage 5

Understand vocabulary from context SB107 AB175 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- attached
- inheritance
- accuse



Appendix A

- 4 injustice
- 5 irritated
- 6 malicious
- 7 reflection

Stage 6 Understand vocabulary from context AB175 Ex D

- Ask students to use the words from the previous task to complete the sentences.
- Ask students to compare their answers in pairs before correcting as a whole class.

Answers

- 1 accused
- 2 malicious
- 3 inheritance
- 4 attached
- 5 irritated
- 6 reflection
- 7 injustice

Stage 7 Write a letter AB175 Ex E

- Put students into groups of three or four. Ask students to imagine they are the late Mr Darcy and are writing a letter to their son.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.



Pride and Prejudice

Section 5

SB108–109 AB176–177

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *overlook, inclination, gentlemanlike, acquaintance, foundation*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of *The story so far* SB108

- Tell students to read *The story so far*.
- Ask: *What do you think is happening?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB109 AB176 Ex A

- Ask students to read the extract on page 109 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1a, 2b, 3c, 4b

Stage 4

Read for detail SB109 AB176 Ex B

- Explain the task and ask students whether the sentences are *true* or *false*.
- When checking as a class, elicit the extracts from the text that provided the answers.
- Ask the students to correct the false statements orally.

Answers

- False – Mr Darcy says ironically that Mr Wickham has had great suffering.
- True
- False – Elizabeth says Mr Darcy's behaviour prevented her from feeling sorry about rejecting him.
- True
- True
- True
- False – Mr Darcy apologizes for taking too much of Elizabeth's time.

Stage 5

Read for detail SB109 AB177 Ex C

- Ask students to read the extract again and answer the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- because he is jealous
- because he was being ironic
- because he took his father's inheritance from him
- He thinks he shouldn't want to marry someone socially inferior to him.
- that he was the last man in the world she could be persuaded to marry

Stage 6

Understand vocabulary from context SB109 AB177 Ex D

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct



Appendix A

pronunciation and elicit example sentences with the words.

Answers

- 1 dislike
- 2 revealed
- 3 faults
- 4 prevented
- 5 effort
- 6 tone

Stage 7

Write a short letter AB177 Ex E

- Put students into groups of three or four. Ask them to imagine they are Elizabeth Bennet and have decided to write to Mr Wickham.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.



Pride and Prejudice

Section 6

SB110–111 AB178–179

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *embarrassment, gratitude, assurance, latter, abusing, accusations, disapproval*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB110

- Tell students to read *The story so far*.
- Ask: *What do you think Elizabeth and Darcy are talking about?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB111 AB178 Ex A

- Ask students to read the extract on page 111 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to put the events in the order they happened.
- Check answers as a whole class, eliciting further details from the extract.

Answers

2, 4, 5, 1, 3

Stage 4

Read for detail SB111 AB178 Ex B

- Ask students to read the extract again and complete the task by answering the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- that Elizabeth is too nice to play with his feelings
- If Elizabeth says no, he will never bother her again.
- because he could still feel hope
- because she feels embarrassed about her past behaviour
- It made him feel hopeful.
- No one. She thinks both of them were wrong in the situation.

Stage 5

Understand vocabulary from context SB111 AB179 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- generous
- fluently
- period
- valuable
- unluckily
- argue

Stage 6

Understand vocabulary from context AB179 Ex D

- Ask students to use the words from the previous task to complete the sentences.
- Ask students to compare their answers in pairs before correcting as a whole class.



Appendix A

Answers

- 1 valuable
- 2 period
- 3 Unluckily
- 4 generous
- 5 argue
- 6 fluently

Stage 7

Write a short letter AB179 Ex E

- Put students into groups of three or four. Ask students to imagine they are Mr Darcy and are writing a letter to your aunt to tell her of the news.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.





As You Like It

Introduction

SB112–113

Objectives Learn about the play *As You Like It* and its author, William Shakespeare.
Read for detail.

Predict the content of the play.

Vocabulary *playwright, sonnet, Globe Theatre, inspired, romance, medieval, tale, adapted, rebel, forbidden, threat, exile, flees*

Stage 1 Icebreaker SB112–113

- Ask students to write the titles of three of their favourite books on a piece of paper. Put students into small groups and ask them to talk about their three books and explain what they liked about them. They can also talk about the plot briefly and say what they learnt from the books.
- Elicit some ideas from the whole class (*Which books are in your top three? What did you like about them? Have you read any of your classmate's books?, etc.*).

Stage 2 Introduce the play SB112–113

- Write *As You Like It* on the board and ask if students have ever heard of this play. If they have, ask what they know about it, and if they haven't, ask them to guess what it is about based on the title. Tell students they are going to read some extracts (teach this word), or parts, of this famous play.
- Refer students to the glossary at the bottom of page 113 of the Student's Book. Explain that a glossary is similar to a dictionary, in that it explains the meaning of a word. Explain that in the text, there is an asterisk (teach this word) next to a word that is in the glossary. If students do not know the meaning of this word, they can look at the glossary and learn the new word.

Stage 3 Read texts for gist SB112–113

- Ask students to read the three paragraphs and match them with the headings a–c.
Walk around the room to monitor and assist as necessary.
- When correcting, ask students to close their books. Get them to say what they can remember from each paragraph without looking back at the book and reading it.

Answers

1b, 2c, 3a

Stage 4 Make predictions SB112–113

- Ask students to work in groups of three or four. Ask them to discuss and predict what might happen in the story.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

As You Like It

Section 1

SB114–115 AB180–181

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *estate, passing, pursue, obey, swear, grab, villain, soul, noble*

Stage 1

Warmer

- In small groups, students remember what they can about *As You Like It*, for example: the main characters, the story and the setting and its author.
- Elicit some ideas as a whole class.

Stage 2

Read a summary of The story so far SB114

- Tell students to read *The story so far*.
- Explain that this section gives them updates on the story and helps them understand the extract they are going to read.
- Ask: *What do you think is going to happen next?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read a literary extract SB115

- Explain that *As You Like It* was written in old English, so a modern version of each part is provided.
- Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.

Stage 4

Read for detail SB115 AB180 Ex A

- Ask students to read the sentences and then put the events in order according to the extract on page 115 of the Student's Book.

- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

3, 2, 1, 4

Stage 5

Read for detail SB115 AB180 Ex B

- Ask students to read the questions and try to remember the answers based on what they have understood so far.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- 1 that he is three times a villain by doing so
- 2 Orlando makes him promise to give him enough money to pursue an education.
- 3 because she is friends with his daughter, Celia
- 4 He does not know why.
- 5 Oliver's plan is to have Charles wrestle Orlando.

Stage 6 Understand characters in a play AB180 Ex C

- Explain the task and ask students to match the characters with their features.
- When checking as a whole class, elicit what else they know about each character so far.

Answers

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

Stage 7

Identify words in old English SB115 AB181 Ex D

- Explain the task and ask students to compare the old and modern versions of the extracts and find words in the original version that correspond to the words in modern English.



- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- 1 wilt
- 2 thou
- 3 thrice
- 4 thy
- 5 gamester
- 6 misprized

Stage 8 Write a paragraph AB181 Ex E

- Ask students to discuss in small groups what they think will happen to the characters next.
- Students then write, individually, an account of their predictions.

As You Like It

Section 2

SB116–117 AB182–183

- Objectives** Read for pleasure.
Develop vocabulary.
- Vocabulary** *overheard, good looks, wherever, shepherd, beloved*

Stage 1 Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of
The story so far SB116

- Tell students to read *The story so far*.
- Ask: *What do you think the two men are doing in the forest?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist
SB117

- Tell students to read the scenes to find out what the two men are doing in the forest.
- Ask them to picture the scene and think about how the dialogue will go.

Stage 4

Read a literary extract for detail
SB117 AB182 Ex A

- Ask students to read the extract on page 117 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

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

Stage 5

Read for detail
SB117 AB182–183 Ex B

- Ask the students to read the sentences and try to remember if they are *true* or *false*.
- Students check in the text and then compare answers in pairs.
- Ask the students to correct the false statements orally.

Answers

- True
- True
- False – Hisperia heard Celia and Rosalind talking about Orlando.
- False – Rosalind disguises herself as a man named Ganymede, and Celia disguises herself as a woman named Aliena.
- False – Corin says he has loved before.
- True
- True
- True

Stage 6

Identify words in old English
SB117 AB183 Ex C

- Explain the task and ask students to compare the old and modern versions of the extracts and find words in the original version that correspond to the words in modern English.
- When they have finished, ask students to compare their answers.
- Then check the answers as a whole class.

Answers

- gentlewoman
- o'erheard
- oft
- rememb'rest
- didst
- hast
- thy

**Stage 7****Complete a summary
SB117 AB183 Ex D**

- Ask students to read the summary of the extracts. Explain that they should use the words from the modern English versions to complete the text. Ask students to complete the task individually.
- When they have finished, ask students to compare their answer.
- Then check the answers as a whole class.

Answers

- 1 secretly
- 2 overheard
- 3 missing
- 4 beloved
- 5 loved
- 6 much
- 7 love

Stage 8**Write a scene in a play
AB183 Ex E**

- Put students into groups of three or four. Ask them to imagine Rosalind's reaction to Silvius' speech and to write a scene about it.
- Ask students to write their scenes individually and then share them with their group. You can also display the scenes around the classroom for all students to read and choose the best one.

As You Like It

Section 3

SB118–119 AB184–185

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *verse, indescribable, cure*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of
The story so far SB118

- Tell students to read *The story so far*.
- Ask: *What do you think Rosalind and Orlando are talking about?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.
- Ask students to read the extracts on page 119 to see if they were right.

Stage 3

Read a literary extract for gist
SB119 AB184 Ex A

- Ask students to read the extracts on page 119 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide if the sentences are *true* or *false*.
- Check answers as a whole class, eliciting further details from the extract.
- Ask the students to correct the false statements orally.

Answers

- False – Orlando is in love with Rosalind.
- True

- False – Ganymede talks to Orlando about the poet who hung the poems in the forest.
- True
- True

Stage 4

Read and understand the
actions of the characters
SB119 AB184 Ex B

- Ask students to read the sentences and complete the task by putting the sentences in the order they happened.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

3, 4, 2, 1

Stage 5

Read for detail
SB119 AB184 Ex C

- Explain the task and ask students to answer the questions based on the information in the extracts.
- When checking as a class, elicit any further details.

Answers

- because he wants everyone in the forest to see Rosalind's beauty described everywhere
- He meets Rosalind, disguised as Ganymede.
- Ganymede wants Orlando to come to the cottage every day and pretend to court him.
- They go to her cottage.
- They stop where Orlando lives in the forest.

Stage 6

Put a speech in order
SB119 AB185 Ex D

- Put students into groups of three or four. Ask them to try to put Orlando's speech in order without looking at the Student's Book.



- They then compare their answers to the version in the Student's Book. When correcting, elicit which words helped them decide on the order of the sentences.

Answers

3, 1, 5, 2, 6, 4

Stage 7**Write a scene in a play
AB185 Ex E**

- Put students into groups of three or four. Ask them to imagine Rosalind revealing herself to Orlando at the end of the scene.
- Ask students to write a scene individually and then share them with their group. You can also display the scene around the classroom for all students to read and choose the best one.

As You Like It

Section 4

SB120–121 AB186–187

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *confess, executioner, cowardly, tyrants, butchers or murderers, frowning, reject, fake, bush, nearby*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB120

- Tell students to read *The story so far*.
- Ask: *What do you think is happening?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB121 AB186 Ex A

- Ask students to read the extracts on page 121 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide what the order of the events is.
- Check answers as a whole class, eliciting further details from the extract.

Answers
4, 2, 3, 1

Stage 4

Read and understand the actions of the characters SB121 AB186 Ex B

- Ask students to read the extracts again and complete the task by answering the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- so that she won't hurt him
- She wants them to kill Silvius.
- because she is not beautiful, and she is still loved by Silvius
- because no man has treated her as badly as he has
- He tells her that he is more fake than a promise from a drunk.
- He tells Silvius to keep trying with Phoebe.
- because he's a kind man

Stage 5

Read for detail AB187 Ex C

- Explain the task and ask students to match the columns based on the information in the extracts.
- When checking as a class, elicit any further details.

Answers

1a, 2c, 3d, 4b

Stage 6

Identify words in old English SB121 AB187 Ex D

- Explain the task and ask students to compare the old and modern versions of the extracts and find words in the original version that correspond to the words in modern English.
- When they have finished, ask students to compare their answers.
- Then check the answers as a whole class.

**Answers**

- 1 thee
- 2 'tis
- 3 frail'st
- 4 mine
- 5 tell'st

Stage 7 Write a short letter AB187 Ex E

- Put students into groups of three or four. Ask them to imagine they are Phoebe and have decided to write a letter to Ganymede to confess their love.
- Ask students to write a scene individually and then share them with their group. You can also display the scenes around the classroom for all students to read and choose the best one.

As You Like It

Section 5

SB122–123 AB188–189

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *warning, handkerchief, scaring, revenge, deserted, care, cave, wound, bleeding*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB122

- Tell students to read *The story so far*.
- Ask: *Who do you think the men are and what is happening?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB123 AB188 Ex A

- Ask students to read the extracts on page 123 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and to choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

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

Stage 4

Read and understand the actions of the characters SB123 AB188–189 Ex B

- Ask students to read the sentences and complete the task by deciding whether the sentences are *true* or *false*.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.
- Ask the students to correct the false statements orally.

Answers

- False – Orlando was attacked by a lioness.
- True
- True
- False – Duke Senior gave Oliver fresh clothes, food and drink.
- True
- False – Orlando told Oliver that he calls Ganymede Rosalind during their lessons.
- False – Orlando told Oliver to give Ganymede his bloody handkerchief.

Stage 5

Read for detail SB123 AB189 Ex C

- Explain the task and ask students to put the sentences in the order that they happened.
- When checking as a class, elicit any further details.

Answers

2, 5, 1, 3, 6, 4

Stage 6

Complete the summary of the extracts with words from the modern English version SB123 AB189 Ex D

- Put students into groups of three or four. Ask them to complete the summary with the words from the modern English version of the text.



- They then compare their answers to the version in the Student's Book. When correcting, elicit which words helped them decide on the order of the sentences.

Answers

- 1 cave
- 2 lioness
- 3 duke
- 4 fresh
- 5 wound
- 6 bleeding
- 7 faints

Stage 7 Write a letter AB189 Ex E

- Put students into groups of three or four. Ask them to imagine Oliver telling Frederick about what happened between him and his brother, Orlando.
- Ask students to write their letter individually and then share them with their group. You can also display the letters around the classroom for all students to read and choose the best one.

As You Like It

Section 6

SB124–125 AB190–191

Objectives Read for pleasure.
Develop vocabulary.

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB124

- Tell students to read *The story so far*.
- Ask: *What do you think is happening? What are the celebrations for?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB125 AB190 Ex A

- Ask students to read the extracts on page 125 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide if the sentences are *true* or *false*.
- Check answers as a whole class, eliciting further details from the extract.
- Ask the students to correct the false statements orally.

Answers

- True
- False – Even if they do fight, Rosalind and Orlando will not break up.
- False – Celia and Oliver are in love.
- True

- False – Duke Frederick became a holy man and decided not to kill his brother.
- True

Stage 4

Read and understand the characters of a play SB125 AB190 Ex B

- Ask students to read the sentences and complete the task by matching the characters to their characteristics and actions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

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

Stage 5

Read for detail SB125 AB190–191 Ex C

- Explain the task and ask students to answer the questions based on the information in the extracts.
- When checking as a class, elicit any further details.

Answers

- Hymen says that if what he tells them is what they feel, they must be married.
- He says that Phoebe must agree to love Silvius.
- Hymen compares them to winter and bad weather.
- He planned to kill his brother.
- He gives them his crown and his lands.

Stage 6

Put a speech in order SB125 AB191 Ex D

- Put students into groups of three or four. Ask them to try to put Jacques' speech in the correct order without looking at the Student's Book.
- They then compare their answers to the version in the Student's Book. When correcting, elicit which words helped them decide on the order of the sentences.

**Answers**

4, (2), 5, (3), 7, 1, 6

Stage 7 Write a letter AB191 Ex E

- Put students into groups of three or four. Ask them to imagine Duke Frederick writing a letter to his brother about his decision to become a holy man.
- Ask students to write their letter individually and then share them with their group. You can also display the letters around the classroom for all students to read and choose the best one.