



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			
- 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	- 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	comparing past simple and <i>used to</i>	- phrasal verbs - words to describe illness and health - linking words and phrases - adjective endings - prefixes meaning <i>not</i> - expressions of quantity
Language learning			
- 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			
- 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	- 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	<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>	- making suggestions and offers - compound nouns - informal passive
Language learning			
understanding and using abbreviations			
UNIT 3 Vocational training			
- 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	- 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	- zero and first conditional - second conditional - third conditional - indirect or reported speech - words to express regret	- words to describe jobs and careers - words used in conditional structures
Language learning			
- learning new vocabulary by making word webs - choosing the correct conditional to convey your meaning			
UNIT 4 The world of business			
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

- 1 sneeze
- 2 sick
- 3 bleeding
- 4 hurts
- 5 broken
- 6 sore
- 7 pain
- 8 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** *physical therapy, exoskeleton, progress, motivated*

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-</i> , <i>un-</i> , <i>il-</i> , <i>im-</i> , <i>ir-</i>
Vocabulary	<i>take up</i> , <i>give up</i> , <i>try on</i> , <i>unfair</i> , <i>inefficient</i> , <i>unfortunate</i> , <i>unusual</i> , <i>impolite</i> , <i>unhealthy</i> , <i>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 *used to*.
Write opinions about the past and present.

Language Revision: the forms and use of *used to*
Revision: comparative adjectives

Vocabulary *freedom, poverty, rude, nowadays*

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  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 A

21st 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, etc.</i>
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.*
[Zipping 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 The police and armed forces

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

- 1 over 70 years ago
- 2 They are the same when they bounce back to the gun.
- 3 Some of them can.
- 4 machines that make a beeping sound when they detect a radar gun
- 5 with apps that use information reported by other drivers
- 6 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

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

Stage 4

Understand details in an article
SB26 AB44–45 Ex C

21st 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 Vocabulary Third conditional
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

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 

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

- 1 It's easier thanks to new technologies and equipment.
- 2 online lessons, fitness apps, etc.
- 3 They can measure how fast your heart is beating, how many calories you burn and how well you sleep.
- 4 They have to compete with online and home gyms.
- 5 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

- 1 from home
- 2 The first
- 3 harder
- 4 other gyms
- 5 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

- 1 club
- 2 sleep
- 3 afford
- 4 teach
- 5 Personal trainers
- 6 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