



إدارة المناهج والكتب المدرسية

Action Pack 12

Teacher's Book Twelfth Grade

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Acknowledgements

The publishers and the writers would like to acknowledge the contribution made by the Review and Adaptation Committee appointed by the Ministry of Education of the Hashemite Kingdom of Jordan, through their guidance and valued assessment of the materials, to the development of the *New Action Pack 12* course.

Evaluation and Adaptation Committee

- Prof Mohammad Ameen Awad
- Prof Jihad Mohammad Hamdan
- Prof Hussein Mohammad Yagi

قررت وزارة التربية والتعليم تدریس هذا الكتاب في مدارس المملكة الأردنية الهاشمية بموجب قرار مجلس التربية والتعليم في جلسته رقم ٢٠١٥/٢ م بتاريخ ٢٠/٥/٢٠١٥ م بدءاً من العام الدراسي ٢٠١٥/٢٠١٦ م.

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Board of Education decision in its meeting No. 2/2015 on 20/05/2015 for the 2015/2016 academic year.

تدقيق: د. صالح حسن العمري
مراجعة: هيفاء حافظ التكروري

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ISBN: 978-614-406-757-4
Printed 2015

York Press
322 Old Brompton Road,
London SW5 9JH, England

Pearson Education Ltd
Edinburgh Gate, Harlow,
Essex CM20 2JE, England
and associated companies throughout the world.

House of Education Ltd
Woodbourne Hall,
P.O. Box 916,
Road Town,
Tortola,
British Virgin Islands

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Student's Book scope and sequence

FIRST SEMESTER

UNIT	LANGUAGE	SKILLS/TOPICS
Module 1 Technology page 5		
1 Information technology page 6	Grammar: revision of the tenses from previous levels (the Present Simple, Continuous, Perfect, Perfect Continuous and Simple Passives; the Past Simple, Perfect and Past Passives; the Future with <i>will</i> and <i>going to</i>); revision of reported speech Vocabulary: computer technology; information technology	Listening: a radio programme about Internet safety; a discussion about creating web pages Speaking: a brief talk about how you use computers at home and at school Reading: an article about the history of computers; a text about how information technology is used in education Writing: a discursive essay
Project: Research, create and present a plan for a school website.		
Module 2 Health page 13		
2 A healthy life page 14	Grammar: <i>be used to</i> , <i>used to</i> ; the Past Perfect Continuous Vocabulary: health and medical conditions; <i>colour</i> idioms	Listening: a conversation about anger management Speaking: a comparison between life now and five years ago Pronunciation: Using the International Phonetic Alphabet – IPA (1) Reading: an article about complementary health treatments; an article about the harmful effects of anger and negative attitudes on health; a report about healthcare in Jordan Writing: a report
3 Medical advances page 20	Grammar: the Future Continuous; the Future Perfect Vocabulary: medical advances; medical technology	Listening: a talk about medical robots Speaking: a short presentation about life in the future Pronunciation: Using the International Phonetic Alphabet – IPA (2) Reading: a personal story of a young inventor; a website article about medical technology in the future; an article about the King Hussein Cancer Center Writing: a descriptive essay
Project: Interview an older person and write about their life.		
Module 3 Achievements page 27		
4 Success stories page 28	Grammar: cleft sentences; revision of relative clauses Vocabulary: subjects and specialisms; the environment	Listening: an overview of Arab/Islamic history Speaking: a presentation about the possible extent of the success of Masdar City project in Jordan Pronunciation: Minimal pairs (1) Reading: an article about the importance of specific Islamic achievements in history; an academic essay about Masdar City Writing: a summary
5 The arts page 34	Grammar: articles; American English Vocabulary: arts and crafts; handicrafts; American English spelling	Listening: a tour guide at the Azraq Wetland Reserve; an overview of the Madaba Mosaic School Speaking: a discussion about craftspeople Pronunciation: Minimal pairs (2) Reading: a report about the arts in Jordan; a magazine article about a professional craftsman Writing: an argumentative essay
Project: Give a presentation about an artist or a craftsman.		
Revision A page 41		
Literature spot A page 81		

SECOND SEMESTER

Module 4 *Learning* page 43

<p>6 Education today page 44</p>	<p>Grammar: quantifiers to make comparisons Vocabulary: school and studying; university subjects</p>	<p>Listening: a talk by a career advisor about university courses; a lecture about an international student exchange programme Speaking: a class survey on future study at university Pronunciation: Word stress Reading: a comparative study of the school day in different countries; a newspaper article about studio schools; a blog about the German-Jordanian University Writing: a blog post</p>
<p>7 Lifelong learning page 50</p>	<p>Grammar: indirect questions; the impersonal passive Vocabulary: revising for exams; word-building; education</p>	<p>Listening: a dialogue about how to revise; a talk about online distance learning Speaking: a discussion about different ways of learning Reading: an interview with an expert about how to revise for exams; an essay about language learning; an article about the education system in Jordan Writing: a persuasive letter</p>

Project: Write a test for exam revision.

Module 5 *Discourse* page 57

<p>8 Language page 58</p>	<p>Grammar: phrasal verbs; question tags; revision of passive forms Vocabulary: language and culture; phrasal verbs; gender-neutral words; languages</p>	<p>Listening: a discussion about gender-neutral language Speaking: a discussion about extensive reading Pronunciation: Sentence stress (1) Reading: a website article about the relationship between language and culture; a magazine article on the development of sign language Writing: a competition entry</p>
<p>9 The world of business page 64</p>	<p>Grammar: unreal past forms for past regrets; unreal past forms for present wishes Vocabulary: business; economics; finance</p>	<p>Listening: an interview with a former pilot about Royal Jordanian Airlines; a radio programme about Jordan's tourism industry Speaking: a discussion about imports and exports Pronunciation: Sentence stress (2) Reading: an interview about doing business in China; a business report about Jordanian imports and exports Writing: a review</p>

Project: Research and write about a successful person.

Module 6 *Choices* page 71

<p>10 Career choices page 72</p>	<p>Grammar: zero and first conditionals with future time phrases; the third conditional Vocabulary: careers; curriculum vitae</p>	<p>Listening: a radio programme about careers; an interview with a woman talking about career change Speaking: a discussion about career choices; an evaluation of applicants for a job Pronunciation: Intonation Reading: a text about a career as an interpreter; curriculum vitae and covering letters Writing: a curriculum vitae and a covering letter</p>
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Project: Research your future career choices and carry out a job interview.

Revision B page 79

Literature spot B page 86

Glossary page 90

Introduction

Action Pack is an English course for EFL students. Each level of *Action Pack* includes a Student's Book, two cassettes/CDs with the listening material, an Activity Book and a Teacher's Book.

Action Pack has been developed in a way that all four language skills are integrated, allowing students to practise the language in a meaningful way. Students are encouraged to use their knowledge to help themselves to establish grammar rules and work out the meanings of unknown vocabulary. Students are asked to do this using material which has been especially written to appeal to their age group and interests.

Action Pack is based on the *General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages* in Jordan, where this language is regarded as a foreign language. Consequently, the *Action Pack* materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes appearing at the beginning of each module harmonise with and are relevant to the integration of these skills and interactivity among learners.

Note: It is strongly recommended that teachers of English read through the outcomes for all the grades rather than just the particular grade their students are in, as well as the curriculum learning outcomes for all subjects of the grade(s) they are teaching. The requirements for each grade should be seen in the context of the overall process of building language knowledge and skills from lower grades to more advanced grades across all subjects.

The course

THE STUDENT'S BOOK

Action Pack 12 consists of six thematic modules based on a carefully graded language syllabus. This approach will make it possible for students to develop all four language skills: listening, speaking, reading and writing. The themes vary from information technology to your health and medical advances, achievements in the past and today, the arts in Jordan, education around the world and advice on learning, communication in different languages and in business, and career choices.

Module 1 is a revision of structures in the previous levels to help students to get ready for this level. Each of Modules 2–5 contains two units, which develop the theme in different ways. Module 6 contains one unit. At the end of each module, there is a project.

THE ACTIVITY BOOK

The Activity Book closely reflects the work covered in the Student's Book. The exercises must be mainly completed in class. They are designed to provide extra practice for grammar and vocabulary, as well as the four skills: listening, speaking, reading and writing.

THE TEACHER'S BOOK

The Teacher's Book provides a comprehensive step-by-step guide to using *Action Pack*. There are also full answer keys for both the Student's Book and the Activity Book, as well as complete audioscripts for the listening material.

Of course you know your own class best, so you should not feel bound to the Teacher's Book if you have more appropriate ways of treating the material.

THE CLASS CASSETTES/CDS

The cassettes/CDs include all the opening reading and listening activities in the Student's Book. They also contain listening activities in the Activity Book, as well as pronunciation models and activities. All material from Literature spots A and B is included.

How to use the course

MODULE PRESENTATION

Every module starts with an overview box that summarises what the students are going to learn. Each opening page also contains a selection of photographs from the module, together with some questions. The questions aim to rouse students' interest in the module theme and encourage class discussion. Students will be able to confirm the answers to these questions as they work their way through each module.

HOW THE UNITS WORK

The first unit in each of Modules 2–5 covers six lessons and the second unit covers seven lessons, including the project. The units in Modules 1 and 6 cover seven lessons, including the project. After every three modules, there are revision exercises in both the Student's Book and the Activity Book.

Lessons 1 and 2

Each unit begins with an opener called *Before you begin*. This asks the students to look at the photographs on the page and do a short activity. The aim of this is to start them thinking about the topic of the unit and vocabulary they might need. This is always followed by an activity that requires students to check the meaning of a list of useful vocabulary. This list relates to the reading passage that follows, and guides the students to the glossary at the back of the Student's Book or to a dictionary. The reading passage is also on the cassette/CD.

Various activities help students to fully understand the language in the reading passage, including comprehension, vocabulary and grammar. These activities provide students with the tools they need to produce meaningful and communicative language in the speaking and writing tasks which follow.

Lessons 3 and 4

These pages continue the development of the unit theme, using listening or reading activities.

The activities are followed by different comprehension exercises, for example, answering questions, completing tables or sentences and doing matching tasks.

Students will always be asked to give their own opinions, either by discussing with a partner or in a small group, or by writing.

Lessons 5 and 6

These pages contain activities in which students can apply skills or knowledge gained during the first four lessons of a unit, developing the students' reading and listening skills. These activities extend what the students have learnt in the unit so far and offer an opportunity for further communicative work through the other skills.

Lesson 7: Project

The integration of the skills is further promoted in the project work, which comes at the end of each module. For this reason, you should assess your students' work during their preparation, as well as the end product, making use of the *Project assessment strategies* found in the Teacher's Book page 147. Before they do the projects, students should have read material relating to the topic, should have studied the vocabulary and the grammar required and should have discussed their ideas in pairs, in groups and as a class.

Each project has a *Your task* box, which explains the project to the students. There is also a box of questions or further guidelines to help the students to organise their work. Sometimes, a *Hints* box is included to provide students with more guidance. You should discuss the project with the class before the students start working on it, making sure they understand fully what they have to do.

The projects may need extra materials and involve research and other preparation, some of which may be done as homework. Access to reference books, the Internet and the school library is useful, either in class or at home.

The students should present their final projects to the class. They will spend time and effort creating their projects, so make a class display of their work and try to encourage other students in the school or teachers to come and see it. Also, make sure students evaluate their project work at the end of the lesson through the self-assessment tools found on the Project pages.

Revision and testing

After every three modules, there are two pages of revision. These check all the language skills learnt in the previous units through a variety of activities. During this time, monitor the students and check if they are unsure about a particular language point. If they are, use exercises in the Student's Book and Activity Book to revise the point.

Revisions A and B are both in the Student's Book and in the Activity Book, which will give you and your students an indication of any language which needs to be revised before moving on to the next module.

There are also two final tests at the end of the Activity Book, and two other tests at the end of the Teacher's Book. Test A covers the language learnt in Modules 1–3, and Test B covers the language learnt in Modules 4–6.

Features of Action Pack 12

STRATEGIES BOXES

Throughout the units, there are skill strategies boxes which give students advice on how to tackle the different skills. For example, in reading, the box might cover matching sub-headings to sections of a text, scanning a text for key information, reading for general information, etc. Each time these boxes appear, read them through with the students and encourage them to follow the advice. In this way, students will become more effective learners and will be able to deal competently with more difficult language when they come across it.

TIP BOXES

The *Tip!* boxes, which occur several times in each unit, are provided to help students better tackle certain types of exercise. They provide strategies, different ways to approach the exercises, general notes on certain types of question and specific extra help. Students will find them particularly helpful when an exercise is given as independent follow-up work, but even so, you should run through the tips with the class before they attempt each exercise.

RESEARCH BOXES

Throughout the units, there are research boxes, marked by a red circle with a question mark . These are fun questions connected to the theme of the module. Give students time to find the answers before telling them. They can do this at home by using any books they have, the Internet, the school library or by asking their family.

QUOTATION BOXES

There are also quotations from famous people which are connected to the different themes. You may have to help the students to understand some of the quotations. Try to use the quotations as a discussion point (Do the students agree with the quotation? Why/Why not?) and as a thought for the students to take away with them.

ACADEMIC SKILLS

The syllabus for *Action Pack 12* has been carefully prepared with the needs of Grade 12 students in mind. To this end, academic skills boxes have been included in this level to help the students to prepare for the skills that they will require in their university careers. Such skills include self-assessment and correcting your own work, preparing for oral presentations and note-taking in a lecture.

WRITING SKILLS

Writing skills boxes have been included at this level in order to help students to develop their writing skills as much as possible. Each section focuses on a particular area of writing that can be used for their work. Such examples include indicating consequence, giving advice and linking words. These sections are not intended to be grammar practice as they are all language points that students will have covered in detail in their previous studies. They are there to remind them to use their full knowledge in each writing task and not only the structures they have learnt in the unit.

LITERATURE SPOT

Action Pack 12 includes two literature spots. The first one (Literature spot A) is recommended to be covered after Module 3. It includes a poem, *I Remember, I Remember* by Thomas Hood, a famous speech from *As You Like It* by William Shakespeare, and a summary of the novel *The Old Man and the Sea* by Ernest Hemingway. The second one (Literature spot B) is recommended to be covered after Module 6. It includes a poem, *A Green Cornfield* by Christina Rossetti, and an excerpt from the novel *Around the World in Eighty Days* by Jules Verne. Upon introduction to this literary section, students will be motivated to read and so improve their English. Students will be introduced to three literary genres, i.e., poetry, a speech from a play and two very different novels, and they will learn to appreciate the wide range of literature available to them. They should also begin to be aware of the different characteristics of each genre. For example in poetry, they should notice the use of rhyme and rhythm, the figurative language, the use of imagery and the fact that intense emotional feelings can be captured in a short piece of writing. The speech should be read aloud as it is part of a play to be performed in public. This gives students the opportunity to test their oral skills and input feeling into their performances. By comparison, the novels are much lengthier and foster imagination with an emphasis on character development. Refer to page 128 of the Teacher's Book for more details about teaching literature and extensive reading.

Teaching Action Pack 12

TEACHING VOCABULARY

Vocabulary is an important feature of *Action Pack 12*. It is presented in lexical sets and practised in the Student's Book and in the Activity Book.

- Encourage students to record vocabulary in special notebooks. At the beginning of the year, discuss with students how they can record the vocabulary. Sometimes they might draw a picture to remind them of a meaning (e.g. a windmill), or sometimes they can write a sentence using the word (e.g. astronomer – someone who studies the stars and planets using scientific equipment.)
- Part of learning vocabulary is active searching for definitions in dictionaries or synonyms in thesauri. At the beginning of each unit, students are given the opportunity to expand their vocabulary by engaging with new words in the reading texts in this way.

TEACHING GRAMMAR

Grammar exercises and the grammar points are clearly indicated in the Student's Book. They are practised further in the Activity Book.

- *Action Pack 12* teaches grammar in context and uses a variety of text types to do this. Encourage students to work out the grammar for themselves. This will lead to a better understanding of each point for functional purposes.
- The grammar and vocabulary together are practised in the speaking and writing activities. In this way, the skills are integrated into each unit and students will see how the language they have learnt can be used in a communicative way.
- Let students compare answers to grammar exercises and discuss their answers. By doing this, students are taking more responsibility for their learning.

Grammar notes

Students can always refer to the *Grammar notes* pages at the end of the Activity Book so that they consolidate their knowledge.

TEACHING PRONUNCIATION

Pronunciation exercises are found in each module of the Student's Book. They teach students how to use the IPA (International Phonetic Alphabet) as well as giving practice in minimal pairs, different stress patterns and intonation.

- Encourage your students to say the words and sentences aloud in the pronunciation exercises, even if they weren't sure of the pronunciation or intonation.
- When they are practising the different sounds, remember to show them how you say the sounds, showing them the shape of your mouth and indicating where your tongue is placed.

- Explain that one way for them to learn correct pronunciation is to hear a native speaker saying the words, e.g. on the recordings, and then to hear themselves saying the words as they heard them. If they can record themselves saying the words, they will be able to judge how clearly they are pronouncing the words and sentences.
- Students should also practise saying the words to each other and having conversations with each other in English. They often comment that it is not the same as speaking to a native speaker. However, a lot of the time when they are speaking English, they are potentially going to be speaking to a person for who English is also a foreign language.

The following are the skills outcomes based on the *General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages in Jordan, with reference to examples from the books.*

TEACHING LISTENING

Action Pack 12 provides plenty of opportunity for listening to native speakers. Remember, however, that you are your students' closest model, so you should follow some simple rules:

- Speak slowly and clearly and look at students when you speak.
- Do not speak while you are writing on the board – it is essential that students see your face when you speak.
- Do not allow students to speak while you are speaking and respect their turn to speak.
- Encourage students to listen to one another when they are speaking and reading aloud.
- Use the *Listening strategies* boxes to help the students to do the listening activities.
- Try to be positive: praising those who are paying attention is more productive than admonishing those who are not.

On completion of the course, it is expected that students will:

- recognise the use of tone of voice and gestures to help clarify the meaning of information about topics and events: page 51, exercise 6
- infer the meaning of new vocabulary items by using contextual and grammatical clues when listening: page 10, exercise 3
- discern the attitudes of speakers when listening: page 74, exercise 1
- show respect for the age, gender and position of the speaker: page 26, Project
- identify cultural and historical influences in audio-texts and performances: page 36, exercise 3
- respond by asking relevant questions when listening to authentic lectures, commentaries, reports and instructions: page 39, exercise 5
- listen to texts and conversations in order to get the main ideas and find answers to specific queries: page 10, exercise 2
- distinguish fact from opinion and fallacies when listening: page 23, exercise 8

- identify specific details from spoken stories, poems and audio-visual media: page 81, Literature spot A
- listen and respond positively to the ideas of others when working in groups (e.g. solving problems and making plans): page 37, exercise 9
- recognise and describe the use of literary devices such as irony in a presentation: page 83, exercise 5
- recognise how tone of voice, gestures and other non-verbal clues help clarify meaning when listening: page 61, exercise 7
- use various textual and grammatical clues to predict and show understanding of ideas when listening: page 68, exercise 2
- show respect for the age, gender, position and cultural traditions of the speaker: page 64, exercise 3
- infer the bias of a speaker by using contextual and grammatical clues when listening: page 53, exercise 7
- recognise and interpret figurative language in the speech of others (e.g. simile): page 86, Literature spot B
- listen critically and analyse opinions when listening: page 50, exercise 3
- listen to a reasonably lengthy talk by a native speaker and take notes or fill in tabular forms with specific information: page 47, exercise 8
- demonstrate understanding of issues related to personal and academic needs when exchanging thoughts and ideas: page 51, exercise 8
- distinguish fact, opinion, fallacies, attitudes and implications when listening: page 53, exercise 7
- show appreciation of different literary texts (e.g. stories): page 87, Literature spot B

TEACHING SPEAKING

Action Pack 12 provides plenty of opportunity for practising this skill.

- Encourage students to use English in their classroom exchanges to make them feel confident.
- Encourage students to participate in class and group discussions. In group discussions, you can monitor how the students are performing, virtually unobserved. Note any students who are not taking part and encourage them in class discussions.
- There are numerous opportunities for pair work throughout the course. Try to vary the partners the students work with. When putting them in pairs, give instructions such as *Work with the person sitting next to you/behind you/in front of you*, etc.

On completion of the course, it is expected that students will:

- use and pronounce appropriate academic vocabulary correctly: page 23, exercise 9
- use grammatically correct and appropriate language for audience, purpose and topic: page 73, exercise 8
- discuss with peers evaluations of presentations done by students of upper basic grades: page 78, Project

- participate in discussions about personal, social or school-related topics (e.g. discuss scientific concepts or short novels): page 24, exercise 1
- interview specialists in other subjects to research information for an essay in other subjects: Activity Book, page 43, exercise 12
- assess a formal presentation given by an upper basic grade student by analysing and critiquing the effectiveness of the speaker's voice, language, gestures, clarity of thought, organisation of evidence, relevance and delivery: page 40, Project
- present several topics in other subjects (e.g. physics: Newton's Laws): page 12, Project
- make a short formal presentation on a real-life topic using a well-structured narrative or logical argument: page 25, exercise 6
- read aloud a well-known speech in literature using voice strength, gestures, eye contact, etc.: page 82, Literature spot A
- use grammatically correct and simple language when speaking with upper basic grade students: page 45, exercise 6
- use grammatically correct and appropriate technical language when speaking: page 47, exercise 9
- use literary devices in presentations (e.g. repetition, parallelism): page 25, exercise 9
- discuss with upper basic grade students solutions for a problem (e.g. stress during exam days): page 50, exercise 1
- interview specialists in other subjects to produce academic essays: Activity Book, page 43, exercise 12
- assess a formal presentation done by an upper basic grade student by analysing and critiquing the effectiveness of the speaker's demeanour, voice, language, gestures, clarity of thought, organisation of evidence and delivery: page 78, Project
- present topics from other subjects: page 40, Project

TEACHING READING

The passages in each module provide useful controlled reading practice. Help students to read as effectively as possible:

- Explain that the reading texts might contain words that students are not familiar with. They should not turn to a dictionary or to the Student's Book Glossary immediately. Instead, they can use their knowledge of structures and morphology to establish the meaning of new words.
- You should explain to students that some words in the texts that they will read are not found in the Glossary. This is because a vital reading skill is to be able to deduce and infer meaning on unfamiliar words, using their context.

- The first reading passage is always recorded. Play it to the students so that they have a model for pronunciation and intonation. Students can practise reading the passages aloud.
- Use the *Reading strategies* boxes to help the students to develop their reading skills.

On completion of the course, it is expected that students will:

- use contextual clues to understand the meaning of texts: page 14, exercise 3
- skim texts to deduce and infer the meaning of the text: page 20, exercise 3
- scan texts for specific purposes: page 22, exercise 3
- explain the role of linking words in a text: page 37, exercise 10
- distinguish between passive and active knowledge of vocabulary (e.g. words understood when listening and reading versus words used when speaking or writing): page 32, exercise 2
- agree or disagree with an author's point of view: page 16, exercise 3
- summarise and paraphrase main ideas and supporting details in a report: page 35, exercise 4
- read and show understanding of authentic written English texts having to do with topics of general and academic interest: page 6, exercise 3
- make inferences based on explicit and implicit information in texts: page 24, exercise 1
- clarify and develop own points of view by examining the ideas of different authors on the same topic: page 58, exercise 3
- use previous experience and knowledge of current issues to challenge ideas in texts: page 7, exercise 4
- read instructions, credit cards, advertisements or job applications to participate in daily life situations: page 76, exercise 3
- use prior knowledge to deduce meaning of words and phrases: page 58, exercise 2
- make predictions and inferences from the text by citing text-based evidence: page 54, exercise 2
- make inferences based on implicit and explicit information and provide justification for inferences: page 45, exercise 4
- paraphrase or summarise main ideas and supporting details in an article: page 29, exercise 4
- display some comprehension beyond the literal level in familiar texts (e.g. suggest possible explanations for a character's actions in a short story; identify a theme in a novel): page 81, Literature spot A
- support personal interpretations of a text with evidence from the text: page 65, exercise 4
- read various texts silently to show understanding of, reinforce or challenge personal views and experiences: page 52, exercise 2

- use previous experience, knowledge of current issues and information previously learnt to make connections and draw conclusions about what is read: page 65, exercise 4
- develop own point of view on a topic after analysing the ideas of different authors: page 83, Literature spot A
- use personal experience to support an interpretation of a text: page 63, exercise 4

TEACHING WRITING

In each unit, students will be taught how to go about writing a particular type of composition. There are three writing tasks per unit, during which a discussion to prompt or clarify the composition-type will be introduced by the teacher, the students will have the opportunity to engage actively with materials to help them to gain the idea of how to start, develop and edit during each particular writing process. The first exercise (in Lessons 1 and 2) is usually a paragraph based either on grammar or vocabulary introduced during that lesson. The second exercise (in Lessons 3 and 4) is usually a development on the themes and language raised, introducing phrases useful for upgrading content or strategies for structuring an effective composition. It will usually be a longer piece, or involve an analysis of a model answer. In the third writing exercise in each unit (in Lessons 5 and 6), students will be expected to show how well they have developed the tools for writing a composition of the type taught over the course of the unit. The writing exercise in the Activity Book will either give added support before the students come to write the final essay, or give extra practice afterwards, to broaden the theme or develop the language involved.

- When students are asked to create a piece of writing, make sure they understand what they have to do.
- When students are asked to research some information for a writing task, remind them to use their own words. They can be inspired by other people's ideas, but they don't have the right to copy them; otherwise, they would be plagiarising these ideas. In order to avoid plagiarism, students will need to paraphrase the information that they have gathered from different Internet sources. Paraphrasing requires students to rewrite the information in their own style, but at the same time to acknowledge their sources both in their own notes and in their written work. If they think that they need to transfer the information as it is in the author's exact words, they can quote a few sentences and state the author's name.
- Monitor as they are writing, helping where needed. Make sure you ask students to edit their work before you make any corrections to it.
- Take advantage of students' enthusiasm and artistic skills. Whenever possible, display their work on the classroom walls.
- Use the *Writing strategies* boxes to help the students to do the writing activities.

On completion of the course, it is expected that students will:

- use multiple Internet sources to gain information for oral and written reports on a variety of personal and academic topics: page 29, exercise 10
- locate and use print and electronic English reference materials found in the school and public libraries (e.g. a film or video on a topic): page 31, exercise 9
- locate an electronic template for a résumé: page 77, exercise 5
- summarise academic texts related to social and academic topics and issues: page 75, exercise 11
- produce well-developed academic reports on a variety of social and academic topics: page 19, exercise 8
- produce a variety of formal authentic texts (e.g. announcements, job applications): page 55, exercise 6
- organise ideas and information in essays logically and creatively to produce clear and interesting writing: page 37, exercise 10
- develop a series of paragraphs using an organisational pattern such as an analogy (e.g. an extended comparison of an easy process or concept to explain a difficult one): page 11, exercise 9
- use and spell complex words correctly (e.g. analysis, psychology, hypothesis, research): page 25, exercise 7
- use sentences of different structures correctly (e.g. conditional, passive, reported speech, etc.): page 29, exercise 8
- organise and sequence information and ideas logically with appropriate conjunctive adverbs (e.g. however, therefore, consequently): page 75, exercise 11
- review, edit and proofread own written work and that of peers to produce final texts with correct standard English: spelling, punctuation, usage and grammar: page 33, exercise 8
- use electronic spelling and grammar checking programs to edit final drafts: page 11, exercise 9
- use multiple Internet sources to gain information for oral and written reports on a variety of academic topics (e.g. a report on a recent scientific discovery): page 29, exercise 10
- use subject-based diagrams, graphs and charts to locate specific information for a project: page 40, Project
- write an essay explaining the value of multimedia in communication: page 9, exercise 8
- produce academic essays on a variety of topics in different subject areas: page 11, exercise 9
- produce a variety of formal authentic business texts (e.g. credit applications, enquiry letters and sales letters): page 77, exercise 5
- use a multimedia presentation to demonstrate understanding of a theme or issue of general interest: page 70, Project

- produce essays which include an introduction, supporting paragraphs and a conclusion, using transitions within and across paragraphs: page 25, exercise 8
- use features of electronic information to form electronic projects: page 70, Project
- use and spell appropriate academic vocabulary correctly when writing (e.g. analysis, psychology, hypothesis, research): page 25, exercise 7
- organise and sequence information and ideas logically with appropriate conjunctive adverbs (e.g. furthermore, even though, as a result): page 53, exercise 9
- make a list of organisational patterns and select the best one for a short essay: page 69, exercise 11
- review own written work and that of peers for appropriate use of form, style and tone to suit authentic academic purposes and audiences: page 77, exercise 5
- edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar: page 53, exercise 9

Hints for various classroom activities

Your role as a teacher is to facilitate the students' learning processes – especially in the innovative techniques used in the modern EFL classroom. These include using dictionaries and thesauri, and critical thinking.

USING DICTIONARIES AND THESAURI

A number of exercises in *Action Pack 12* require the students to make use of a dictionary or a thesaurus (these are usually marked by **DW**). Make sure these are available to students (see below for information on e-dictionaries). Students need practice in using both dictionaries and thesauri. Give them time limits to look up words; ask them to find related nouns and verbs, thus helping them in word-building exercises; ask them to find phrases in the dictionary, looking under the correct head word; give them words with two meanings and ask them to explain the differences. There are further ideas on dictionary and thesaurus work on pages 167–170.

Additionally, students should be encouraged to use a thesaurus when doing writing exercises for homework or research on the Internet as part of paraphrasing. Thesauri are used to find synonyms, near-synonyms and antonyms. Students look up a word, and search next to the word to find an appropriate synonym (or antonym). They can be very useful for students, to build and refresh their vocabulary knowledge and their use of English.

Using e-dictionaries

Besides paper dictionaries, students can now consult other forms of dictionaries: electronic or online dictionaries. Each type has advantages and disadvantages. English language teachers must guide the students to make the right choice for the source they should use and help them to use it.

- An electronic dictionary is a user-friendly small computer which contains integrated reference material and is easy to carry around.
- The use of e-dictionaries is motivating and popular for the ease of using them and their availability. The students can purchase one of any brands on the market and keep it in their school bags to use in class.
- Learners also get quick results for their search. Like paper dictionaries, e-dictionaries give the meaning of the words but have the advantage of giving the audio pronunciation of the word.
- An e-dictionary gives practice in writing (spelling) and reading. The students are given all possible meanings of the word as well as sentences for the different usages.
- First, inform your students of the e-dictionaries that you think are suitable for them. One way to decide is by the number of words each dictionary has.
- Second, advise them which dictionary suits their purpose: monolingual or bilingual. In some activities in *Action Pack 12*, students might need to know the meaning of some words in Arabic. E-dictionaries provide quick and easy Arabic translation of English words.
- In using e-dictionaries, students use a small keyboard to type in the word they want to research in a given space. Spelling the word correctly is essential. For example, if the student wants to research the word 'knight' and they type in the word without the initial 'k', the meaning given by the e-dictionary will not be correct.
- Alternatively, some e-dictionaries receive scanned texts and/or voice input. The result is either print on a small screen or a voice with the accurate pronunciation.

CRITICAL THINKING

Critical thinking has become a focus in the English language class along with the other language and study skills such as reading, listening, grammar, planning and organising information in a writing task. Critical thinking can be defined as the process of analysing, evaluating and synthesising information that students get from different sources.

Students read about, listen to or choose an issue that has many perspectives. They take a position, such as their interest in a sport or love of a character, and

identify reasons to support it. They challenge possible assumptions and then they draw their conclusions. A whole-class discussion or a debate may be conducted for students to exchange and evaluate each other's ideas.

The English language teacher has various roles in promoting the students' critical-thinking skills. Find out what their interests are and hold discussions relevant to their age level and language proficiency. Help in developing the students' background knowledge and vocabulary needed for the task. Use a variety of sources such as magazine articles, short stories, poems, plays and advertisements. Go beyond asking referential questions to higher-order critical questions such as *How did this happen? Why does the author/speaker say so? How do they achieve their purpose? What is their attitude? What evidence do they provide? What if things were different? Why do you think that happened?*

Classes that involve problem solving and critical thinking are more interesting. For example, writing a letter to the city's mayor about the students' concern for an environmental issue in their city is more engaging than writing a summary of a text. Students are encouraged to participate more in a context that relates to them and to interact with others. Believe in your students' ability to think, guide them through questions and they will develop better understanding and critical-thinking skills.

Establishing the right atmosphere in the classroom

Establishing a positive working atmosphere throughout the school year is essential. When students feel encouraged, they become more involved, interested and responsible in the learning process. As a result, the class works better; and the better a class functions as a whole, the more students will progress. The following are a number of areas which allow the building of a good atmosphere.

RAPPORT BUILDING

It is very important for you to build a rapport with your students. When you show care and respect, students will respond in the same manner. Give praise to students for good work and effort, and be gentle in your approach when correcting their mistakes. This will feed into a positive classroom environment that reduces misbehaviour.

CLASSROOM ORGANISATION

Maintain a well-organised classroom through the following steps to maintain success:

- Make sure the students have easy access to material they need for their tasks.
- Post all procedures students need to know or refer to on the wall or the bulletin board.
- Post important events, such as national celebrations or school events on the classroom calendar.
- Keep record of students' attendance, tasks and achievements to refer to when needed.

CLASSROOM CLIMATE

Follow the steps below to develop and maintain a positive classroom climate:

- In group work, encourage students to include all members, whatever their ability, and to help each other to perform better.
- Help students to respect each other by making sure they listen to each other when they are speaking.
- At the beginning of the year, agree a list of rules for your classroom that the students state they will abide by. These can include rules on taking part in lessons, doing homework, respecting each other, etc.
- At this level, students need guidance in the processes of critical thinking, self-development, study skills and problem solving. Help them to understand how these elements of their lessons will help them in their future studies.

SAMPLE ICEBREAKING ACTIVITIES

What's my question?

- To introduce yourself, and to get students speaking in English, you can write four pieces of information about yourself on the board; for example, your name, your hometown, your favourite food, the subject you teach (Miss Haidar, Amman, chicken, English).
- Students must ask the correct question to get a point (What is your name? Where do you live? What is your favourite food? What do you teach?) Another point can be awarded for correct grammatical structure.
- If it is a class with many new students, they can practise the same with a partner.

Establishing classroom etiquette

- Involve students in creating classroom rules. Ask students to work in pairs and create five rules they should follow at all times.
- Use this as an opportunity to practise imperatives 'Always be polite,' 'Don't interrupt the teacher,' etc.
- Ask students why they chose each rule as you walk around the classroom. Vote as a class on the best six or more. Ensure you refer back to the rules at all times in class throughout the year.

The important item

Bring an item that is important to you in some way to show the students. You can do one of the following:

- Tell students an anecdote connected to this item, and get them to write questions about it to ask you at the end.
- You can explain why the item is important to you by getting into the 'hot-seat'. You sit in a chair at the front with the item, and answer questions that students ask you. You can choose whether or not to give any background information beforehand. Explain that they need to think very carefully about the types of questions they ask.

You can also ask students to bring in an item that is important to them for the next lesson, and choose students who are confident to be in the 'hot-seat'. Follow the same procedure.

Getting to know you

- This is an excellent way to find out about your students and their prior learning, as well as to promote interest between classmates.
- Ask students to draw a picture to show something that particularly interests them. Give them thirty seconds to do this. The picture can't be detailed but could be symbolic.
- The students then show their pictures to as many as they can in about five minutes and discuss what it means and why they drew it. The students should ask as many questions as they can. Have a bell and ring it after 30 seconds or a minute to indicate that the students should go and speak to someone else.
- At the end, ask a few students to tell the class what they discovered about different members of the class.

Getting to know you in writing

- After establishing rules and breaking the ice, you can move on to writing. This will provide a useful first writing assessment.
- Tell students they are going to write a letter to you, giving some information about themselves. They will need to give you information about three things: their family, the school subjects/sports they are good at and what they would like to learn/improve this year in English.
- Help students to draft this letter in class, but give it to them for homework to improve. Editing and improving their own work is an important skill.

Looking at the Student's Book – learner training

Treasure book hunt

- To make sure students are using their books effectively, you can facilitate a student-focused search through their books by asking what they think they will find out about this year in English lessons.
- Prepare a list of 20 questions as their 'guide' to finding the 'treasure', and set a time limit for the activity. You could ask questions such as the following:
 1. 'Where can you find out about doing business in China?' (p64)
 2. 'What is the symbol showing a Listening exercise?' (🔊)
 3. 'Which page do you learn about question tags?' (p61)
 4. 'Where does Unit 10 start?' (p72)
 5. 'What is on page 26?' (a project to interview an older person and write about their life)
 6. 'What is the very last section in the book?' (Glossary)

7. 'Which pages is the *Scope and sequence* on?' (pp3–4)

8. What is the first exercise of every unit called? (*Before you begin*, along with any other questions that might be useful to them later on.)

- Students work in pairs to find the answers.
- Stop them at the time limit and go through the answers. This should be a fast-paced exercise. Emphasise that winning is not important, though.

Learner quiz

You will need three sets of five questions about learning English to do this activity. For example:

1. Where can you find a word if you don't know it? (dictionary, Student's Book Glossary, e-dictionary, online dictionary, thesaurus)
 2. Is it important to understand every single word you read? (No, you should think about the general meaning.)
 3. You should try to learn vocabulary in categories that make sense for you. True or False? (True)
 4. You don't need to keep a record of the vocabulary you learn. True or False? (False)
 5. What are words that are related called? For example: *dare, daring, daringly* (word families)
 6. What three things should you do when you are reading a text? (skim – look for main ideas; scan – for limited numbers of details; and then read the text through more slowly to check)
 7. Is it better to write down vocabulary that you learn in a list of single words or in a sentence? Why? (in sentences; to give the words some context that means something to you)
- This kind of activity should be carried out every few months to check students have not forgotten.
 - Put students into teams of three or four. Tell them to think of a team name and record it so you can track their answers for assessment.
 - Explain that they are going to have a quiz about English learning and they have to whisper in their teams if they know the answers, and then write them down. Read out each set of questions. Students write down answers on a piece of paper.
 - At the end, students swap pieces of paper with another team and mark them (X or ✓) while you read out the answers.

MODULE
1

Student's Book, page 5

OPENER

Tell the students that in this book they are going to be dealing with topics about information technology, health, the arts, education, languages, business, careers and other interesting topics. Discuss with them the importance of keeping a vocabulary notebook.

Students should do the *Initial test* on pages 4 and 5 of the Activity Book before they begin the first module. The test includes an overview of vocabulary and grammatical structures from the previous levels.

Now look at page 5. Tell the students that this page tells them what they will be doing in the first module. Look at each picture with the class and choose students to try to answer the questions. Picture **a** shows an early computer, which was huge and needed a room to house it. Picture **b** shows students using a tablet computer. Picture **c** shows a teacher using an electronic whiteboard. Picture **d** shows a student listening to something on a tablet computer. She could be using it to learn a language.

When the students have discussed the pictures, ask them questions about themselves, for example: *How often do you use a computer? What do you use a computer for?*

Explain to the students that they will learn how to talk about computers and technology in Module 1, as well as review the structures and some vocabulary that they learnt last year.

Technology

MODULE 1

a What kind of machine do you think this is? How old do you think it is?

b What is this young man doing? Where is he?

c What is this teacher using? Why is this technology useful?

d What do you think this girl is listening to?

Technology

Overview

- read about the history of computers, and about how information technology is used in education
- listen to a radio programme about Internet safety, and a discussion about creating web pages
- use vocabulary related to computer and information technology
- use grammar revised from previous levels: present, past and future tenses, and reported speech
- talk briefly about how you use computers at home and at school
- write a discursive essay about using the Internet

Project
Research, create and present a plan for a school website.

5

Overview

- read about the history of computers, and about how information technology is used in education
- listen to a radio programme about Internet safety, and a discussion about creating web pages
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Overview

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Unit 1 Information technology

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- read and show understanding of authentic written English texts having to do with topics of general and academic interest
- use previous experience and knowledge of current issues to challenge ideas in texts
- participate in discussions about personal, social or school-related topics

Materials

- Student's Book pages 6–7
- Dictionaries
- Glossary – Student's Book page 90
- Cassette/CD
- Activity Book: Module 1 – pages 6 and 7

Student's Book, pages 6 and 7

Unit 1 Information technology

Reading strategies
 Reading for general information
 • Look at the title and any photographs to give you clues about the reading topic. For example, the title is 'The history of computers' and you can see a modern laptop, a large, early computer and an ancient object. These clues will help to prepare you for what you are going to read.
 • Don't worry about words that you do not know at this stage.

Before you begin

1 Look at the photographs. What can you see? How have these items changed over time?

2 **DW** Read the words in the box. Which word is a type of computer? Check the meaning of any word(s) that you do not know in the Glossary on page 90 or in a dictionary.

calculation computer chip floppy disk PC
 program smartphone World Wide Web

3 This article is about the history of computers. How old is the world's oldest computer? Listen and read.

THE HISTORY OF COMPUTERS

When you are using a computer, think about the technology that is needed for it to work. People have been using types of computers for thousands of years. A metal machine was found on the seabed in Greece that was more than 2,000 years old. It is believed that this was the first ever computer.

In the 1940s, technology had developed enough for inventors to make the first generation of modern computers. One such model was so large that it needed a room that was 167 square metres to accommodate it. During that decade, scientists in England developed the first computer program. It took 25 minutes to complete one calculation. In 1958 CE, the computer chip was developed.

The first computer game was produced in 1962 CE, followed two years later by the computer mouse. In 1971 CE, the floppy disk was invented, which meant that information could be shared

between computers. The first PC (personal computer) was produced in 1974 CE, so people could buy computers to use at home.

In 1983 CE, people could buy a laptop for the first time. Then, in 1990 CE, the British scientist Tim Berners-Lee developed the World Wide Web. It was not until 2007 CE that the first smartphones appeared. Today, most people use their mobile phones every day.

What will happen in the future? You can already buy watches which can do the same as mobile phones. Scientists have also developed glasses that are capable of doing even more than this.

Life in the future is going to see further changes in computer technology. It is likely that all aspects of everyday life will rely on a computer program, from how we travel to how our homes are heated.

Before you begin: Page 6, exercises 1, 2 and 3

1 Ask students how many of them have a computer and ask them to tell the class about its size and appearance. Then ask students to look at the photos on page 6 of the Student's Book. Ask them to make suggestions about what they can see, and write these on the board

(especially for the large metal object on the left, in picture a). Encourage them to use verbs of deduction for this, e.g. It could/might be a Remind them that they discussed picture b in the module opener. Explain that they will find out what everything is later in the lesson. Ask them to suggest how these things have changed. They should be able to discuss size.

Suggested answers

The pictures might all be machines, but the first one is very old. The second is obviously a computer, but it is very big, and the third is a modern laptop. I think they could all be types of computers.

2 **DW** Make sure all the students have a dictionary or access to one. Choose various students to read the words in the box aloud. Some might pronounce them differently as they have not come across them before. Do not comment at this stage but point out that you are hearing different pronunciations. Ask them to suggest how they might decide on the correct one and elicit that they should check in a dictionary or in the Student's Book Glossary. Do the first one with them, checking the pronunciation and making sure they understand how to read the stress marks so that they put the stress on the correct syllables. Students work in pairs to check that they understand the words and can pronounce them properly. Tell them that they will encounter these words in the article in the following exercise. Ask them to answer the question in pairs. Then ask some questions to test understanding of the other words, e.g. *Which word is something a computer is good at doing quickly? (calculation); What does a computer need in order to work? (computer chip; program); How do we often refer to the World Wide Web? (the web, the Internet)*

Answer

PC

3 Tell the students that they are going to listen to and read an article about the history of computers. Explain that they will find out exactly what picture a shows. First, ask them to look at the question. Write the following dates on the board: 2007, 1990, 1983, 1974, 1971, 1962, 1958, the 1940s. Ask *Do you think the first computer was invented in any of these years or decades? Do you think a computer could be older than these dates?* Elicit their ideas. Circle the dates that students suggest. Play the audio. The students listen and read at the same time. They then give you the answer to the question. They explain what they can see in the picture at the top of the page.

Answer

It could be more than 2,000 years old.

Comprehension

4 Listen to and read the article again and answer the questions.

- 1 Where was the first ever computer found?
- 2 What information in the text shows that the first modern computers were very large?
- 3 List the inventions that were completed between 1958 CE and 1974 CE.
- 4 How do you think computer technology will develop further in the future? How far do you agree with the article?
- 5 We rely more and more on computer technology. How far do you agree that this is a positive development?

Grammar: Revision of the tenses

5 Work in pairs. In the article on page 6, find one sentence with each of the following grammatical structures. Then, in your notebook, write your own sentences for each of the items and tell your partner.

- | | |
|----------------------------------|------------------------------------|
| 1 The Present Simple | 6 The Past Perfect |
| 2 The Present Continuous | 7 The Present Simple Passive |
| 3 The Present Perfect | 8 The Past Simple Passive |
| 4 The Present Perfect Continuous | 9 The Future with <i>will</i> |
| 5 The Past Simple | 10 The Future with <i>going to</i> |

6 Complete the text with the correct form of the verbs in brackets.

People (1) _____ (use) smartphones since they (2) _____ (invent) in the early 2000s. During the early 2000s, people (3) _____ (buy) phones in different colours and different designs. In 2010 CE, the first tablet computer (4) _____ (produce). By the end of 2010 CE, companies (5) _____ (sell) more smartphones than PCs for the first time. Now, about one billion smartphones (6) _____ (sell) around the world each year. In the near future, it (7) _____ (estimate) that over 40% of the population in Jordan will have a smartphone. It is probable that this market (8) _____ (expand) in the future. At the moment, people aged 16-30 (9) _____ (buy) the most smartphones, but experts say there (10) _____ (be) a growth in the number of older people buying smartphones in the future.



Speaking

7 Work in pairs and answer the following questions.

- 1 Which form of modern technology do you think is the most useful? Why?
- 2 What are the advantages and disadvantages of having laptop computers, tablet computers or smartphones?
- 3 What would life be like without computers?

Writing

8 Write a paragraph about how you or your family use modern technology. You should focus on using any new vocabulary to describe this.

Tip! A question that asks *How far do you agree ...?* is asking you to discuss a viewpoint expressed in something you read. Make sure you consider points you agree with, as well as ones you do not. You can use language for contrast such as *whereas, however, but, on one hand, ... on the other hand, ...*

Research box
When was the world's first email sent and why did it use the @ symbol?

7

Comprehension: Page 7, exercise 4

- 4 First, read through the *Reading strategies* box on page 6. These boxes give students tips about how to carry out different skills.

Ask students to read through the questions, then play the audio again while they read the article to find the answers. Students write their answers individually and then check as a class. Questions 4 and 5 are discussion questions, so there might be different opinions about these. These are critical-thinking questions. Encourage as many students as possible to give their opinions. Ask *Can you imagine life without computers?* Go through the *Tip!* box to help the students to answer question 4.

Answers

- 1 It was found on the seabed in Greece.
- 2 A very large room was needed to keep the computers in; the room was 167 square metres.
- 3 the computer chip, the first computer game, the computer mouse, the floppy disk, the first personal computer
- 4 **Suggested answer:** I think that computer technology will develop further in the future to the point that it will 'know' how to address our every need. We will not have to think about everyday tasks like shopping and cleaning because technology will take care of them. I disagree with the article because I do not think that all aspects of our daily lives will rely on a computer program, because this would result in too many problems if the computers crashed.

5 Suggested answer: I agree that computers have enabled us to do many great things, but becoming overly reliant on technology is not a positive aspect of this development.

Grammar: Revision of the tenses: Page 7, exercises 5 and 6

- 5 Students should be familiar with these grammatical terms. They have studied all of these tenses in previous years so this should be revision. Rather than going over each tense, get them to try and find the correct sentences in their pairs. You will see how much they can remember from last year! For more guidance, refer them to the *Grammar notes* in the Activity Book on pages 62 and 66. Elicit answers and check as a class.

Suggested answers

- 1 Today, most people use their mobile phones every day. (lines 26–27)
- 2 When you are using a computer ... (line 1)
- 3 Scientists have also developed glasses that ... (line 30)
- 4 People have been using types of computers for thousands of years. (lines 2–4)
- 5 One such model was so large that it needed a room ... (lines 9–10)
- 6 In the 1940s, technology had developed enough ... (line 7)
- 7 ... how our homes are heated. (line 35)
- 8 A metal machine was found ... (line 4)
- 9 What will happen in the future? (line 28)
- 10 Life in the future is going to see further changes in computer technology. (lines 32–33)

- 6 Ask students how they are going to tackle this exercise. They should read through the whole text once without writing anything. They can then go back and complete the gaps.

Before they do this exercise, ask a few questions about the tenses, e.g. *Which words are used to talk about time in the Present Perfect? ('since' and 'for');* *When do you use the passive? (when the subject is not the person or thing doing the action);* *When do you use 'will' for the future? (for a prediction)*

Students work in pairs to complete the exercise. Go over the answers as a class, asking students also to tell you which tense is used in each answer.

Answers

- 1 have been using (Present Perfect Continuous)
- 2 were invented (Past Simple Passive)
- 3 bought (Past Simple)
- 4 was produced (Past Simple Passive)
- 5 had sold (Past Perfect)
- 6 are sold (Present Simple Passive)
- 7 is estimated (Present Simple Passive)

- 8 will expand (Future with *will*)
- 9 are buying (Present Continuous)
- 10 will be (Future with *will*)

Activity Book, page 6, exercises 1, 2 and 3

For exercise 1, let students complete the exercise and then check with a partner.

For exercise 2, let them work in pairs to do this exercise, always giving a valid reason why they have chosen the particular word. Check answers as a class.

They can do exercise 3 individually and then check with a partner. If they get any wrong, encourage them to explain why it can't be correct.

Speaking: Page 7, exercise 7

7 Students discuss the questions in pairs. Monitor as they are speaking, helping with vocabulary if necessary. Also note any language problems the students are having. You can go over these at the end of the lesson or at a later stage in the module. If students don't manage to keep talking about the subject, try to suggest other ways to look at the questions and to discuss things they hadn't thought of.

At the end of the pair work, choose a student to answer each question and then invite others to agree or disagree with that student's opinions.

Suggested answers

- 1 I think a tablet is the most useful because it's small and light; you can take it out with you and you can use it for different activities, e.g. surfing the net, listening to music, reading a book, watching a film, keeping up-to-date with social media, etc.
- 2 The advantages are that they are light, portable and convenient. The disadvantages are that people use them all the time and then don't speak to people face to face.
- 3 It would take longer to find information; we wouldn't be able to send documents quickly to another person; we wouldn't keep in touch with friends and family so easily, etc.

Writing: Page 7, exercise 8

8 This paragraph is designed for students to gain confidence in writing on this topic. To introduce it, play 'Just a Minute', where students have to talk on a subject for a minute in groups of three. Choose topics such as technology, computers, smartphones, satellite navigation, digital music, and others that will be familiar to Grade 12 students. Think about issues like over-usage, lack of sufficient knowledge, fear of technology, and social benefits for disparate families. Do not correct their grammar unless it impedes

understanding, but rather focus on fluency and appropriate usage of vocabulary.

Run through the structure of a paragraph with the students: explain that even though it is a paragraph only, they still need a topic sentence, a body and a concluding sentence to maintain structural integrity and to ensure clarity. Let them read the task, talk through it with their partner and then write an answer. Before they swap with a partner to correct, use the questions below to design a checklist for students so that they know what they are looking for:

- **Paragraph structure** – Does your paragraph have a topic sentence, body and concluding sentence?
- **Editing** – Have you checked for spelling, missing words, punctuation and correct grammar?
- **Vocabulary** – Is the vocabulary you have used relevant to your topic? Have you repeated key words?
- **Clarity** – Is your paragraph easy to understand and follow?

Celebrate achievements by getting students to read good sentences from their partners' work.

Answers

Students' own answers

Activity Book, page 7, exercises 4 and 5

For exercise 4, remind students that they should read through the whole paragraph before they start writing. Remind them of the list of tenses in the Student's Book that they could use here. Students complete the exercise and then compare their answers in pairs. Make a note of any issues the students still have with the tenses. This should all be revision.

For exercise 5, students can again work alone and then compare their answers with a partner, discussing any they disagree on. Check the answers as a class, asking students where they disagreed with each other.

Research box

Ask students to discuss when they think the first email was sent. They should come up with an estimate agreed upon with their partners, and they should be able to explain why they think this date is about correct. They should then get into groups of four and decide upon a reason why the @ symbol was chosen. Ask them to think about other ways of addressing mail while they are doing this. When they have discussed both these points, ask the groups to share their ideas. Students should then be given freedom to research (ideally on the Internet) these questions.

Answer

The first email was sent in 1971 CE by Ray Tomlinson, who used the @ symbol to separate the name of the person to who he sent the email and the name of their computer.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use grammatically correct and appropriate technical language when speaking
- scan texts for specific purposes
- use prior knowledge to deduce meaning of words and phrases
- make a short formal presentation on a real-life topic using a well-structured narrative or logical argument
- write an essay explaining the value of multimedia in communication

Materials

- Student's Book pages 8–9
- Dictionaries
- Cassette/CD
- Activity Book: Module 1 – page 7

Student's Book, pages 8 and 9



Speaking

1 Work in pairs. Discuss these questions.

- 1 In what ways can digital information be used to educate people?
- 2 Do you think that computers will replace books one day? Why/Why not?

Reading

2 This text is a talk (an informal presentation) about using technology in class. Listen and read. Complete the text with these sentences.

A They could even email students in another country.
 B For example, scientists or teachers from another country could give a lesson to the class.
 C Tablets are ideal for pair and group work.
 D If students learn to summarise quickly, they will be able to use this skill in future.

Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way. **Today, I am going to give a talk about** how you can use technology in Jordanian classrooms.

Here are some ideas:

Many classrooms now use a whiteboard as a computer screen. **As a consequence,** teachers can show websites on the board in front of the class. Teachers can then use the Internet to show educational programmes, play educational games, music, recordings of languages, and so on.

In some countries, tablet computers are available for students to use in class. **Therefore,** students can use the tablets to do tasks such as showing photographs, researching information, recording interviews and creating diagrams. (1) _____

Teachers can perhaps ask their students to start writing a blog (an online diary), either about their own lives or as if they were someone famous. They can also create a website for the classroom. Students can contribute to the website, **so for example** they can post work, photos and messages.

Most young people communicate through social media, by which they send each other photos and messages via the Internet. Some students like to send messages that are under 140 letters for anyone to read. Teachers can ask students to summarise information about what they have learnt in class in the same way. (2) _____

We all like to send emails, don't we? Email exchanges are very useful in the classroom. Teachers can ask students to email what they have learnt to students of a similar age at another school. (3) _____ **As a result,** students can then share information and help each other with tasks.

Another way of communicating with other schools is through talking to people over the computer. Most computers have cameras, so you can also see the people you are talking to. In this way, students who are studying English in Jordan can see what students in England are doing in the classroom while they are speaking to them. You can also use this system to invite guest speakers to give talks over a computer. (4) _____ If you had this type of lesson, the students would be very excited.

Students often use computers at home if they have them. Students can use social media on their computers to help them with their studies, including asking other students to check and compare their work, asking questions and sharing ideas. The teacher must be part of the group, too, to monitor what is happening.

Thank you for listening. Does anyone have any questions?



Speaking: Page 8, exercise 1

- 1 Ask students to look at the picture at the top of the page and describe what they can see (*a student using a computer, perhaps to learn English*). They then discuss the questions in pairs. Encourage them to speak for the full time, suggesting that they ask each other questions to keep the conversation going. Choose a few students to tell the class their opinions. Provide students with any new vocabulary necessary to talk about technology.

Suggested answers

- 1 Digital information can be used to educate people in a variety of ways. For example, you can listen to podcasts and lectures online, or use apps on a tablet to learn languages. You can also use the Internet to find information on what you are studying.

2 Although computers are incredibly useful, I don't think that they will ever completely replace books because, for many people, reading is a very personal experience that doesn't feel the same when it is done on a computer.

Reading: Page 8, exercise 2

- 2 Ask the students to read the talk (informal presentation), ignoring the missing sentences to begin with. Ask them to answer these questions: *Is the writer positive about using technology in class? (yes)* Then read through the missing sentences with the class. Explain that they need to use the words in the sentences to help them, especially the first words, e.g. highlight 'They' and ask them to find out who 'They' are. Similarly, you could highlight 'For example', and ask students to find a sentence that precedes this. Students work individually to put the sentences in the correct place.

Ask students to compare their answers with a partner, then play the audio to the class so they can check their answers. Check if they got the answers correct. If not, ask them why. Ask other students to explain why the sentences fit where they do.

Throughout the course, students will be introduced to different types of talk, including a presentation, which is more formal, and a lecture, which has an academic focus.

Audioscript

Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way. Today, I am going to give a talk about how you can use technology in Jordanian classrooms.

Here are some ideas:

Many classrooms now use a whiteboard as a computer screen. As a consequence, teachers can show websites on the board in front of the class. Teachers can then use the Internet to show educational programmes, play educational games, music, recordings of languages, and so on.

In some countries, tablet computers are available for students to use in class. Therefore, students can use the tablets to do tasks such as showing photographs, researching information, recording interviews and creating diagrams. **Tablets are ideal for pair and group work.**

Teachers can perhaps ask their students to start writing a blog (an online diary), either about their own lives or as if they were someone famous. They can also create a website for the classroom. Students can contribute to the website, so for example they can post work, photos and messages.

Most young people communicate through social media, by which they send each other photos and messages via the Internet. Some students like to send messages that are under 140 letters for anyone to read. Teachers can ask students to summarise information about what they have learnt in class in the same way. **If students learn to summarise quickly, they will be able to use this skill in future.**

We all like to send emails, don't we? Email exchanges are very useful in the classroom. Teachers can ask students to email what they have learnt to students of a similar age at another school. **They could even email students in another country.** As a result, students can then share information and help each other with tasks.

Another way of communicating with other schools is through talking to people over the computer. Most computers have cameras, so you can also see the people you are talking to. In this way, students who are studying English in Jordan can see what students in England are doing in the classroom while they are speaking to them. You can also use this system to invite guest speakers to give talks over a computer. **For example, scientists or teachers from another country could give a lesson to the class.** If you had this type of lesson, the students would be very excited.

Students often use computers at home if they have them. Students can use social media on their computers to help them with their studies, including asking other students to check and compare their work, asking questions and sharing ideas. The teacher must be part of the group, too, to monitor what is happening.

Thank you for listening. Does anyone have any questions?

Answers

- 1 Tablets are ideal for pair and group work.
- 2 If students learn to summarise quickly, they will be able to use this skill in future.
- 3 They could even email students in another country.
- 4 For example, scientists or teachers from another country could give a lesson to the class.

Vocabulary: Page 9, exercises 3 and 4

- 3 Students can refer back to the talk to help them to complete this exercise individually. The students check their answers in pairs. Then check answers as a class. Check their pronunciation of the vocabulary, making sure they have the stress on the correct syllable. After they have finished, ask them to discuss the activities in pairs, asking and answering questions, e.g. *Have you ever watched an educational programme in class? What was it? How did your teacher show you it?* Monitor as they are speaking, helping where necessary. Choose some students to ask and answer the questions in front of the class. Encourage the other students to ask further questions if relevant.

Suggested answers

- 1 *tablet computer* 2 email exchange 3 whiteboard
4 social media 5 blog

Vocabulary

- 3 Which of the following would you use to ...

blog email exchange social media tablet computer whiteboard

- 1 record interviews with people? *tablet computer*
- 2 share information with students in another country?
- 3 watch educational programmes in class?
- 4 ask another student to check your homework?
- 5 write an online diary?

- 4 Work in pairs. Explain the difference in meaning between these phrases from the article.

- | | |
|---------------------------------------|---|
| 1 to share / compare ideas | 4 to monitor / find out what is happening |
| 2 to create / contribute to a website | 5 to give a talk to / talk to people |
| 3 to research / present information | 6 to show / send photos |

Speaking

- 5 Complete the sentences so they are true for you. Work in pairs.

- | | |
|-------------------------------------|-----------------------------------|
| 1 My teacher says I must ... | 5 If I had more time, I would ... |
| 2 In our English lessons, I can ... | 6 If I use a computer, I ... |
| 3 I use technology to ... | 7 If the teacher gives us |
| 4 Next year, I will start ... | homework today, I ... |

- 6 Read the talk on page 8 again and find the following:

- 1 a sentence which acts as an introduction
- 2 a sentence which tells you what the talk is going to be about
- 3 two sentences which end the talk

- 7 Work in groups. Prepare a short talk about how you use computers at home and at school. Choose a spokesperson. Present your talk to the class.

Writing

- 8 Write two paragraphs discussing the role of technology in communication. How important do you think technology is when we communicate? Pay attention to the linking words.

Writing skills: Coherence

To make your essay 'flow' so that it is clear to your audience, you need to link your ideas:

Indicating consequence:

In this way, technology makes communication more convenient.

As a consequence, family members who are away from home can communicate well with their loved ones.

Therefore, people can communicate more quickly and conveniently.

Indicating opposition:

However, social media is time-consuming. / Whereas, the more quickly and conveniently we

communicate, the more likely it is that there will be misunderstandings.

Despite the recent advances in technology, it is still unreliable and very inconvenient.



Speaking strategies

Giving a talk

- Plan your talk, using the same structure as in exercise 6.
- Use the helpful expressions in bold from the talk on page 8.
- Make notes for what you want to say. Don't read your talk aloud at this stage.
- Look at your audience as you speak and make them interested in what you are saying.

- 4 Students look at the pairs of phrases and determine the differences in meaning between each one. They can also check their answers in a dictionary if they are unsure.

Suggested answers

- 1 **share ideas:** to give your ideas to another person or to a group
compare ideas: where two or more people consider how their ideas are similar or different
2 **create a website:** to construct a website that currently does not exist
contribute to a website: offer your writing and work to the website
3 **research information:** to use a variety of sources to find the information you need
present information: to give the results of your research in a presentation
4 **monitor what is happening:** you know what is happening and you are following the developments
find out what is happening: you don't know what is happening and you want to discover it
5 **give a talk to people:** you have prepared a speech and you are giving this speech to a group of people who are expecting it
talk to people: an informal discussion
6 **show photos:** you show people photos that you have in person
send photos: you send photos to someone over the Internet or by post

Activity Book, page 7, exercises 6 and 7

For exercise 6, go over the example with the students first. Explain that these are a mixture of tenses from the unit. Let them work in pairs to complete this exercise. If you wish, pair a weak student with a stronger student for this task. Check answers as a class.

For exercise 7, pupils can work in pairs. They can ask and answer the questions and have a short discussion about each one. Congratulate any students who manage to think of further questions to ask on each one.

Speaking: Page 9, exercises 5, 6 and 7

5 This exercise gives the students a chance to use the grammar in their own words. They can work in pairs to help each other to write a sentence each or one sentence between them. When they have finished, elicit suggestions from the class.

Suggested answers

- 1 My teacher says I must learn these words.
- 2 In our English lessons, I can use a dictionary.
- 3 I use technology to help me to do my homework.
- 4 Next year, I will start to learn the violin.
- 5 If I had more time, I would learn another language.
- 6 If I use a computer, I learn a lot of useful information.
- 7 If the teacher gives us homework today, I will do it before I watch TV.

6 Ask the students to scan-read the talk to find the answers to the questions. Ask *Do you need to read the whole talk? (no)*; *Where are you going to look for the answers? (at the beginning and end)* Get students to find the answers and then check as a class.

Answers

- 1 Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way. (lines 1–3)
- 2 Today, I am going to give a talk about how you can use technology in Jordanian classrooms. (lines 3–5)
- 3 Thank you for listening. Does anyone have any questions? (lines 53–54)

7 Read through the instructions with the class. Elicit some ways that students use computers at home and at school. Review vocabulary from exercises 3 and 4. Ask students to think about what makes a good talk. They could suggest, for example, a clear speaker, an interesting topic, an easy-to-follow talk, rhetorical questions, etc. Then, ask them to look at the **Speaking strategies** box. Go through each point, allowing students to ask any questions.

Give students time to work in small groups to prepare their talk. Then, choose a couple of groups to present to the class. Before students present, tell the rest of the class to make notes during the presentations, in order to ask questions at the end of it. Explain that these questions should take the form of *Can you explain to me a bit more about ...?* Explain that this helps to improve their ability to self-assess. The others can do their presentations in following lessons.

Answers

Students' own answers

Writing: Page 9, exercise 8

8 This exercise seeks to develop ideas from the personal to the general, so that students get a chance to experience a discussion on the subject of the main writing exercise on page 11, before needing to formulate their ideas into a structured discursive essay.

Using the article on page 8 as a starting point, get students to play a quick word association game for a few minutes in groups of three. Model it by saying the word *communication* and inviting any student to say a word that is connected to it, in terms of subject, lexical set, etc. Write a list of example words on the board, e.g. *technology, distance, data sharing*.

Then, discuss the structure of the piece of writing that they are going to write. Explain that, as there are two parts to this question, it is best to answer it in two paragraphs, one paragraph for each question.

Highlight the fact that discussions involve more than one viewpoint, and an analysis of these in order to arrive at a conclusion. Any answer to this kind of question would bring up how technology is involved in communication, how it helps; then to counter it, there would be mention of the ways in which it hinders communication. The second paragraph would analyse these two viewpoints and say which is the more important. Brainstorm useful linking words for essays and write suggestions on the board. At this point you can run through the **Writing skills** box.

Explain that if you are coherent in the way you write, everything that you write is logically connected, and the overall piece of writing flows, but still makes sense.

Ask students to explain why we use linking words (*to increase coherence/to act as signposts for our audience*). Demonstrate to students the complex linking word *despite*, using the following sentence: *Despite the undeniable advantages of technology, it has had some negative effects on our society*. Ask students to rephrase the sentence, and point out that *despite* takes a noun, not a verb. Students should then write their own sentence with *despite*.

Model the following boxing-up plan on the board to help students to structure their writing:

Viewpoints on discussion	<ul style="list-style-type: none"> • Technology helps us connect with family and friends we don't see every day. / We often waste this communication with friends that we do see every day. • Technology makes this communication faster and more convenient. / This communication makes it easier to offend or upset people since we don't put as much thought into what we write due to the speed and convenience.
Analysis	<ul style="list-style-type: none"> • While technology plays an increasing role in our methods of communicating, it might be wise to take a break from time to time. • It is worth taking the time to check and proofread everything you send by mail or social media, just like you would a letter.

Once the students have planned their responses, they can write them in full. Partners should then proofread and check the essays, and compare them to their boxing-up plans.

Answers

Students' own answers

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- infer the meaning of new vocabulary items by using contextual and grammatical clues when listening
- listen to texts and conversations in order to get the main ideas and find answers to specific queries
- participate in discussions about personal, social or school-related topics
- produce academic essays on a variety of social and academic topics
- use electronic spelling and grammar checking programs to edit final drafts
- present several topics in other subjects (e.g. information technology; the design for a website in computer science)
- develop a series of paragraphs using an organisational pattern such as analogy

Materials

- Student's Book pages 10–11
- Dictionaries
- Glossary – Student's Book page 90
- Cassette/CD
- Activity Book: Module 1 – pages 8 and 9

Student's Book, pages 10 and 11

Listening strategies

Preparing to listen

- Before you listen, look at the pictures on the page for clues about what you are going to hear. For example, the two photos below show students using computers.
- Read the key vocabulary out loud so that you are used to the pronunciation. (If these words and phrases are in the recording, you will be able to recognise them easily.)
- Read the questions carefully to help you to focus on the necessary information.

Vocabulary

1 **DW** Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on page 90 or in a dictionary.

access filter identity fraud
privacy settings security settings

Listening

2 Listen to a radio programme about Internet safety and answer the questions.

- 1 What does the professor say about filling in forms on the Internet?
- 2 Do you think that the professor believes Internet safety is very important, or not very important? What in his speech makes you think this?

3 Complete the verb phrases and phrasal verbs with the correct words. Then listen again and check.

- 1 to know _____ dangers of the Internet
- 2 to connect _____ people on the Internet
- 3 to turn _____ privacy settings
- 4 to give _____ personal information
- 5 to fill _____ a form

Grammar: Revision of reported speech

4 Write the sentences from the recording in reported speech.

- 1 'Many computers have filters which stop people seeing certain websites.'
He said that many computers had filters which stopped people seeing certain websites.
- 2 'If they share information on social media with their friends, it might be accessed by other people, too.'
- 3 'On social media, you should only connect to people you know well.'
- 4 'Later we will give you, our dear listeners, information about websites where you can find more advice on Internet safety.'

Vocabulary: Page 10, exercise 1

- 1 **DW** Ask the students *When you use your computer, do you think it is always completely safe? What can happen?* Elicit ideas, such as people taking your details and using them without your knowledge. You could teach the phrase *identity fraud* at this stage. When they have thought of some of the problems, ask *How*

can you stop this? Elicit ideas, introducing vocabulary such as *password*, *security settings*.

Ask students to look at the list of words in the exercise. Choose some of them to read them aloud, checking their pronunciation. Ask others to explain the words to the rest of the class if they can. For words they don't know, ask them to use their dictionaries or the Student's Book Glossary. Then, ask them to explain those words again, using them in a sentence of their own. They can keep a note of new words learnt in their own vocabulary notebook, writing definitions or sentences with the words. Tell them that these words will be used in the audio of the following exercise. If you wish, you may choose one or more of *Games 1, 5 and 9* in the *Vocabulary games* section of the Teacher's Book, pages 161–163 to provide students with extra vocabulary practice.

Answers

Students' own answers

Listening: Page 10, exercises 2 and 3

- 2 Before students listen to the radio programme, ask them to look at the **Listening strategies** box. Read it through with them and explain that the instructions and the questions always give them a clue about the topic. There might also be a heading in other situations. They should take time to read all this information before they start listening as it will help them to do the task.

Ask the students to look at the questions. Before they listen, elicit their ideas about what the professor might say. Write these on the board and number them. As the students listen, they can write down the numbers of the points they hear, and also any further ideas.

Play the listening through twice. Check their answers as a class, ticking off the ideas on the board that the professor mentions. This should prove to the students the importance of thinking about the topic before listening. Also ask them to give proof for their answer to question 2, by explaining what the professor said about it.

Audioscript

Presenter: The Internet is a fantastic tool if it is used correctly. However, there are dangers that people should know about. Today, I'm talking to Professor Ghanem, who is an expert in ICT – or Information and Communication Technology. He advises young people about how to stay safe on the Internet. Thank you for coming, Professor. Many computers have filters which stop people seeing certain websites. Do computer filters work?

Professor: Yes, they are very good at stopping access to some websites that young people should not see. However, the most important thing a young person can do is to tell their parents or a teacher if they find anything they don't like on the Internet. In fact, it is not only websites that can be a problem. Social media has its own dangers as well.

Presenter: So, what advice can you give people about social media?

Professor: It is very important that young people remember that the Internet is not private. If they share information on social media with their friends, it might be accessed by other people, too.

Presenter: Are there ways to stop other people accessing their information?

Professor: Yes. On social media, you should only connect to people that you know well. Most sites have privacy settings so that only certain people can look at your site. Make sure these settings are turned on.

Presenter: Why do strangers want to find out information about people?

Professor: They want your information for identity fraud. If people can find out enough information about you, they can access your passwords and security settings. Then they could access your bank account, for example. So don't give out personal information on the Internet, such as your address or mobile phone number.

Presenter: Of course, but sometimes you have to fill in forms on the Internet, don't you?

Professor: Sometimes you do need to give information, but only give it if it is really necessary. Do not give information to sites you do not know or trust.

Presenter: Thank you, Professor, for your useful advice. Later we will give you, our dear listeners, information about websites where you can find more advice on Internet safety.

Answers

1 Only give personal information if you really have to, and do not give information to sites you do not know or trust. **2** The professor thinks Internet safety is very important. He warns young people that the Internet is not private; he tells them to turn on privacy settings, and he also tells them not to give information unless it is really necessary.

- 3**  Students complete the verbs and then check their answers by listening to the audio material again. Then, ask students about the meaning of these verbs and play the audio once more so that they infer the meanings from the listening.

Answers

1 about **2** with **3** on **4** out **5** in

Grammar: Revision of reported speech: Pages 10–11, exercises 4 and 5

- 4** Students should know about reported speech from previous levels. Give them a couple of sentences and ask them to change them to reported speech, for example, 'I need a new password. I changed my password last week.' Ask them to begin the sentences *He/She said*. Ask students to write the sentences and then check as a class, asking what they had to change: *He/She said he/she needed a new password. He/She had changed his/her password the previous week*. Elicit that tenses go back in time; the pronoun *I* changes to *he/*

she; *my* changes to *his/her*; the time changes also.

If you want to revise reported speech further, you can give the students tenses and ask them what they change to, e.g. Present Simple to Past Simple; Present Continuous to Past Continuous; Present Perfect to Past Perfect; Past Simple to Past Perfect; while the Past Perfect remains as is. For more guidance, refer them to the *Grammar notes* in the Activity Book on pages 62–63.

Let students work in pairs to complete the exercise. Check answers as a class.

Answers

- 1** *He said that many computers had filters which stopped people seeing certain websites.*
- 2** *He said that if they shared information on social media with their friends, it might be accessed by other people, too.*
- 3** *He said that on social media, they should only connect to people they know well.*
- 4** *He said that later they would give the listeners information about websites where they could find more advice on Internet safety.*
- 5** Tell students to read the instructions and underline the key words (*Report, time phrases*). Then, ask them what they remember about changing direct speech with time phrases into reported speech (*Each time phrase has a specific equivalent in reported speech.*) Students work in pairs to complete the exercise, and then check it as a class. This might be the most convenient time to provide students with extra practice on reported speech. Go to *Game 1* in the *Grammar games* section of the Teacher's Book, page 164. Encourage students to enjoy the activity, but at the same time, make sure they are using reported speech correctly.

Answers

- 1** *Farida said that their teacher had told them about the dangers of the Internet the day before. She said that she had to write an essay about it that night. She thought she was going to need some help.*
- 2** *Saleem said that they had to give a talk about the advantages and disadvantages of the Internet the following week, so he would need to prepare it that week.*

Activity Book, page 8, exercises 8, 9, 10 and 11

Exercise 8 is a warm-up to the reading passage in exercise 10. Share students' ideas with the whole class.

For exercise 9, students work individually to complete it. Then check their answers as a class.

For exercise 10, first check that students know what they have to do. Ask them to complete the exercise by themselves and then check their answers with a

partner. They should discuss any answers they disagree on and try to decide on the correct answer. Check answers as a class.

Exercise 11 requires students to read the text more carefully. They should do this individually before you check answers as a class. They can also discuss question 6 in small groups.

5 Report what these people are saying. Pay attention to the time phrases.

Speaking

6 Work in pairs and discuss these questions.

- 1 In what ways are web pages different to pages in books or magazines?
- 2 Are some web pages easier to use than others? Why/Why not?
- 3 What do you think makes a good website?

Listening

7 Listen to a discussion about creating web pages. What is more important: how a web page looks or how easy it is to use?

Comprehension

8 Listen again and answer the questions.

- 1 What does a web-building program help you to do?
- 2 Why do you need web hosting?
- 3 What is a domain name?
- 4 What costs are there in starting a website?

Writing

9 Write a three-paragraph essay of 200 words discussing the advantages and disadvantages of using the Internet. Then share your work with the class.

Academic skills: Self-assessment and correcting your written work

After you have written your first draft, read it through and check your work.

- Have you used the correct punctuation?
- Have you used tenses correctly?
- Have you organised your text logically using appropriate adverbs (*however, therefore, consequently, etc.*)?
- Have you used a main point for each paragraph?
- Does your essay have an introductory and a closing sentence?
- Have you checked the spelling of any difficult words (read your text carefully and also used electronic spell-checking programs if you have a computer)?

Quotation Read the quotation. Do you agree with it? Why/Why not?

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.
Bill Gates (1995 CE-)

Speaking: Page 11, exercise 6

6 Ask students *Are there any websites you visit frequently? Why do you visit these ones? What do you like about them?* Elicit answers from a selection of students. Students might be able to give others ideas about which websites can help with their studies. Let students make a note of useful web addresses. If possible, show students a website you consider to be useful.

Get students to discuss the questions in pairs. Monitor as they are speaking, helping if necessary. Ask some pairs to report back to the class. You can have a more open class discussion about the last question.

Suggested answers

- 1 Web pages give links to other web pages, both on the same site or on different ones. They are interactive. They often have adverts on them. They often allow you to contact the author.
- 2 Yes, some are easier to navigate round than others.
- 3 Students could discuss layout, ease of use, clear route through the site, etc.

Listening: Page 11, exercise 7

7 Before students listen to the discussion, ask them to read the question and decide on the answer. They should give reasons for their choice and discuss their ideas with a partner. They listen to see if the web designer agrees with them. Play the audio through once and then elicit the answer.

Explain to students the difference between 'look good' (which is used in the audio of this exercise to describe web pages) and 'look well'. The former often refers to objects and means 'attractive, appealing'. The latter refers to people to mean that they look healthy and in good shape.

Audioscript

Presenter: Asma is a web designer and is going to tell us about web pages. So, Asma, how do you make your own website?

Designer: If you have the correct computer program, it is not difficult to create your own website.

Presenter: Is designing a web page like designing the page of a magazine or a book?

Designer: It is a little like designing a magazine page. You need to write the content of your website, page by page, and design the page so it looks good. However, of course websites are different to books or magazines. You might want music or film on your web page, or links to other sites. A web-building program will help you to add these features.

Presenter: Is it important that the web pages look good, then?

Designer: Well, most people think that the look of the web page is what is most important. However, studies say that it is the quality of the content and how easy the web page is to use which will decide how successful it is. If users of the web page find it hard to find the information they want, they will not visit the website again, even if the web pages look really good.

Presenter: Can anyone have a website?

Designer: Yes, but of course you'll want people to see your website on the Internet. For that you need web hosting.

Presenter: What's hosting?

Designer: Hosting is basically when a company puts your website onto the Internet. Some companies require you to pay for this, others are free.

Presenter: If you choose to make a free hosting site, are there any other costs?

Designer: Sometimes, there are. Some people want a name for their website that can easily be found by people. For example, let's say you want a website about learning English. It would be hard for people to search for a website called *Asma's Site*. However, people would find a website if it is called *I'm Learning English*. This is called a domain name, and you'll need to pay to register it.

Answer

how easy it is to use

Comprehension: Page 11, exercise 8

- 8  In this exercise the students should be listening for more detail. Ask them to read through the questions silently and ask you if there is anything they don't understand. Encourage students who know more about computing to explain any unknown vocabulary.

Play the audio again and give students time to write their answers. Remind students that they should take notes while they are listening. They won't have time to write full sentences. Check answers as a class.

Answers

- 1 A web-building program helps you to add extra features to your website such as music, film or links to other sites.
- 2 Hosting is when a company helps to put your website onto the Internet.
- 3 A domain name is the title of the website. It allows people to find the website easily.
- 4 You might have to pay for web hosting, but you will certainly have to pay to register your domain name.

Activity Book, page 9, exercises 12 and 13

Exercise 12 acts as a plan for the writing in exercise 13. Students will be guided on how to write plans for their writing throughout these teachers' notes. They need to take time to write these plans before they start writing. Go through the first advantage and the first disadvantage with the class, eliciting further examples. Students can then work in pairs to add ideas to the other sections. Go over them as a class. Students can take notes if there are new ideas that they could include in their paragraph.

Exercise 13 could be done for homework. Read through the example sentences with the class, noting how the linking words are used. Remind students that using a variety of these, as well as different vocabulary, makes their writing more interesting for the reader. Choose some students to read their paragraphs aloud when they are finished, asking the rest of the class to comment on their ideas.

Writing: Page 11, exercise 9

- 9 This exercise is an extended version of exercise 8 on page 9. It seeks to get students to use all the skills and knowledge gained in this unit to write an independent essay on a related subject.

Ask one student to read the essay question aloud, and then ask the class to tell you the key words and underline them (*three-paragraph, discussing, advantages/disadvantages, Internet*). Then, ask several students to tell you in their own words what they have to do (*write a discursive/balanced essay on the advantages and disadvantages of the Internet*) and get them to plan their work using a boxing-up plan as in

the writing exercise of the previous lesson. Explain that a three-paragraph essay will have a paragraph to introduce the discussion, followed by a paragraph (the longest) to discuss the advantages and disadvantages, followed by a conclusion in which the essay-writer reaches a well-balanced conclusion. Refer students to the sample essay on page 71 of the Activity Book. Students should plan and write their essays. To follow up the planning and writing stages, go through the **Academic skills** box with the students and discuss checking, proofreading and editing with them. Ensure they know how to check their work using a spelling and grammar checking program. They should use the checklist to edit their own work. Then, if there is time, they can give their work to a partner to edit again.

Answers

Students' own answers

Quotation

Ask students if they have heard of Bill Gates and what they know about him. He co-founded Microsoft and wrote the code to develop the software that Microsoft is famous for. He and his wife started the Bill & Melinda Gates Foundation, whose aims are to enhance healthcare and reduce extreme poverty worldwide, and to expand educational opportunities and access to information technology in the USA.

Ask students to read the quotation and attempt to translate it. An example translation is as follows:

التكنولوجيا مجرد أداة، ويبقى المعلمُ العنصرَ الأهمَّ في تحفيزِ الأطفالِ وتشجيعهم على العملِ معًا.

Ask the students to discuss the quotation in small groups and decide if they agree with Gates or not. Hold a class discussion, encouraging as many students as possible to take part.

Bill Gates refers to technology as a 'tool' in this quotation because he is emphasising that it is a useful and effective way of involving children. However, in terms of actually making sure children learn, or of ensuring children's social development, teachers cannot be replaced. They are the most important contributors to a person's education, but of course they can use technology to help!

LESSON 7

Project

Student's Book, page 12

Ask students to look at the Project page and explain to them that they are going to work as a class to plan a new website for the school. They should have a whole class discussion about what might be contained in a school website. Who are the audience? Think about parents, teachers, students and other staff. As a class, pool ideas about the pages that might be needed for all these users, and assign each page to a group of three.

Next, students have to research their chosen page, using the Internet. Write the web addresses of several schools on the board and have students browse for ideas.

Go through the questions in the *Questions* box with the class so they understand exactly what they need to do. When they have decided on their page, they can discuss what sections they might have. Then each student in the group can research that particular section. In this way, all of them get to do some research, which is an important skill to practise. Each student can write his or her section for the web page, in paragraphs with suitable headings.

They then need to agree on the layout, the colours, what photos are needed and what other links could be included. Again they should divide the tasks up, thinking about how they can work as a team to the best ends. Two could work on the layout, one could look for appropriate photos and another could find good websites to link their work to.

They should also be thinking of a domain name as a class. You could suggest they do this by brainstorming and voting at the end. They should have a piece of paper headed 'Domain name' and each of them should write down some suggestions. It might be better to wait until the page is nearly finished before choosing the most appropriate one.

You can give students time in class to discuss and plan their web page. They could do their writing as homework and bring it in the next day for the other members to check. Each member should check another's writing, thinking about grammar, punctuation and spelling, as well as clarity of meaning. If they have used computers to write their work, they should make use of the spelling and grammar checking tools.

When they have finished their project, they need to present it to the rest of the class. They should be prepared to take some questions from the class. The class should also give some constructive criticism as feedback on each project. Make sure this is done in a positive manner.

To assess students, choose the most relevant *Project assessment* strategy on page 147 of the Teacher's Book and use it to chart each student's progress. In terms of students' self-assessment, refer them to the *Project self-assessment tool* and ask them to answer the questions after they have finished.

Now, direct students to *What I can do* on page 10 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.

Project

Research, create and present a plan for a school website.

Your task

- Your school needs a website and your class has been chosen to design it. Answer the questions below.
- Divide up the work into web pages. Each group takes one web page.
- As a class, brainstorm necessary features of a school website and then choose which page your group will design.
- Decide on an interesting and attractive design.
- Write and design your web page.
- Present your web page to the class.

Questions

- What kind of pages might you find on school websites?
- How can you divide the work so that everyone gets to use his or her strengths?
- How are you going to present the material on the web page? What is the page going to look like? Where can photographs be included? Where do you want to put the links for music or films?
- What is the domain name going to be?

Hints

- Look at web pages from other schools and see what type of design works best.
- Present your information clearly and in paragraphs with headings.

Project self-assessment tool

- 1 How much responsibility did you take in planning the web page?
- 2 Did your group work well together? Give examples.
- 3 Was your project well-presented? In what way?
- 4 What was the best thing about the project?
- 5 What could you have done better?

12

MODULE
2

Student's Book, page 13

OPENER

Ask students *Are you healthy? How do you keep healthy?* Elicit what the students do, e.g. what food they eat, what exercise they do, how much sleep they get, etc. Ask *Would you like to be a doctor or a nurse? Why/Why not? Do you know what research is happening in medicine at the moment? Are there any diseases that are not curable now that might be in the future? What do you think are the main advances in medicine that have taken place in the last twenty years?* Discuss these questions with the class and give them any new vocabulary if necessary.

Look at page 13. Tell the students to describe each photograph, comparing and contrasting them. They can say what is similar in the photos and what is the difference between them. For example: *Photograph b shows someone working on a prosthetic leg. He might be a doctor or he might be a technician. In photo d, we can see a doctor who is about to give a little boy some medicine.*

Health

Overview

- read about complementary health treatments, the harmful effects of anger on health, healthcare in Jordan, a newspaper article about a young inventor, medical technology in the future, and the King Hussein Cancer Center
- listen to a conversation about anger management, and a talk about medical robots
- use vocabulary related to health and medicine
- use *be used to* and *used to*, the Past Perfect Continuous, the Future Continuous and the Future Perfect
- talk about a regular family activity or routine from childhood, and life in the future
- write a report about health facilities, and a descriptive essay about Jordan in the future



a What can you see? How can they help us to be healthy?

b What is this doctor testing?

c What is this man doing? What does he have on his head?

d What is this doctor doing? How will it help the boy?

Health

Overview

- read about complementary health treatments, the harmful effects of anger on health, healthcare in Jordan, a newspaper article about a young inventor, medical technology in the future, and the King Hussein Cancer Center
- listen to a conversation about anger management, and a talk about medical robots
- use vocabulary related to health and medicine
- use *be used to* and *used to*, the Past Perfect Continuous, the Future Continuous and the Future Perfect
- talk about a regular family activity or routine from childhood, and life in the future
- write a report about health facilities, and a descriptive essay about Jordan in the future

Project

Interview an older person and write about their life.

13

Unit 2 A healthy life

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use contextual clues to understand the meaning of texts
- make inferences based on implicit and explicit information and provide justification for inferences

Materials

- Student's Book pages 14–15
- Dictionaries
- Glossary – Student's Book pages 90–92
- Cassette/CD
- Activity Book: Module 2 – page 11

Student's Book, pages 14 and 15

Unit 2
A healthy life

Grammar
be used to, used to; the Past Perfect Continuous

Before you begin

1 Look at the photographs. What medical treatments can you see?

2 DW Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 90–92 or in a dictionary. Group the words in two categories:
1 health treatments 2 illnesses or medical conditions

acupuncture ailment allergy arthritis herbal remedy
homoeopathy immunisation malaria migraine

3 This article is about complementary medicine. Listen and read. What medical conditions may it be possible to treat using complementary medicine?

Complementary medicine: is it really a solution?

Most doctors used to be sceptical about the validity of homoeopathy, acupuncture and other forms of complementary medicine. If patients wanted to receive this kind of non-conventional treatment, they used to have to consult a private practitioner who was likely not to have a medical degree. However, in recent years, the perception of this type of treatment has changed. These days, many family doctors study complementary medicine alongside conventional treatments, and many complementary medicine consultants also have medical degrees.

Whereas critics used to say that there was no scientific evidence that non-conventional treatments actually worked, now it is more common for medical experts to recognise that conventional medicine may not always be the only way to treat an ailment.

At a surgery in London, 70 per cent of patients who were offered the choice between a herbal or a conventional medicine for common complaints such as insomnia, arthritis and migraines chose the herbal remedy. Fifty per cent of patients then said that the treatment helped. One doctor said, "I now consider homoeopathy to be a viable option for many different conditions, including anxiety, depression and certain allergies. It provides another option when conventional medicine does not address the problem adequately."

However, complementary medicine cannot be used for all medical treatments. It can never substitute for immunisations as it will not produce the antibodies needed to protect against childhood diseases. It also cannot be used to protect against malaria.

One doctor said, "I will always turn to conventional medical treatment first to ensure that no underlying condition is missed. However, the idea of complementary treatments is no longer an alien concept. In my opinion, it should work alongside modern medicine, and not against it."

14

Before you begin: Page 14, exercises 1, 2 and 3

- 1** Refer students to the photographs and ask them to describe what they think is happening. Ask, for example, *What do you think the doctor is doing in photo c?* or *Which illnesses do you think are being treated and what's the treatment?* Accept all sensible answers and write their suggestions on the board, teaching any new words if necessary. You might want to include some of the words from exercise 2.

Answers

a herbal remedy b acupuncture c immunisation

- 2 DW** Choose students to read the words from the box aloud to check pronunciation. Tell them that they will encounter these words in the article in the following exercise. The students work in pairs to categorise the words. The students can check the meaning of any word(s) they don't know in the Student's Book Glossary or in a dictionary.

You can discuss some of these words as a class, e.g. *Do you know anyone who has an allergy? Have you ever taken a herbal remedy?* etc.

Answers

- 1 acupuncture, herbal remedy, homoeopathy, immunisation
2 ailment, allergy, arthritis, malaria, migraine

- 3** Tell the students that they are going to listen to and read an article about complementary medicine. Go through the **Reading strategies** box with the students. Ask them to tell you which words they will underline in the question (*conditions, treat, complementary medicine*).

Before they start listening and reading, ask them to listen carefully so that they distinguish between those medical conditions that can be treated by complementary medicine and those that can't. Play the recording. Check answers as a class, writing them on the board.

Answers

insomnia, arthritis, migraines, anxiety, depression and certain allergies

Activity Book, page 11, exercises 1 and 2

For exercise 1, students can work in pairs to discuss the words and definitions. Check answers as a class. For exercise 2, ask students to work individually to complete the exercise and check that they can use the words in context. Ask which words have not been used and ask them in pairs to write a sentence using each word in context.

Comprehension

4 Listen to and read the article again, and decide if these sentences are true or false. Correct the false sentences.

- Doctors and patients didn't use to be convinced that complementary forms of medicine work.
- Nowadays, many doctors study complementary forms of treatment.
- At the surgery mentioned in the article, the majority of patients found that the herbal remedy did not help them.
- Complementary medicine can work as a replacement for immunisations or to treat malaria.

5 Answer the following questions about the article.

- The article suggests that people's perception of complementary medicine has changed over time. Why do you think this is the case?
- "Complementary treatments ... should work alongside modern medicine, not against it." Explain this statement in two sentences, justifying your answer with examples from the article.

Grammar: be used to; used to

6 Choose the correct option in each sentence.

- I *didn't use to* / *am used to* understand English, but now I do.
- My cousin has lived in Lebanon for a year. He says he *is used to* / *didn't use to* living there now.
- My family and I *are used to* / *used to* go camping once a month, but we stopped doing that when we moved to the city.
- Joining a gym can be very tiring at first if you *used to* / *aren't used to* doing much exercise.
- When I was young, I *used to* / *am used to* go fishing with my dad every weekend. Now I don't, unfortunately!

Speaking

7 Work in groups. Talk about your life now, and compare it with your life five years ago. What changes have there been?

- What did you use to do that you do not do any more?
- What new activities are you used to doing now that you did not do in the past?
- Are the friends you used to spend time with different from your friends now?

Writing

8 Read the two sample reports on page 72 of the Activity Book. Which do you think gives a clearer picture of participation in the arts in London, England? Why? Consider the following:
• structure • register • vocabulary • content
Now write a paragraph of 60 words summarising your preferred report.



Tip!
When you are asked why in a comprehension question, you should always check what the article says about the question.
Make sure:
• you justify your answer
• you do not just repeat what the article says; you should refer to it but not just retell it.



Writing strategies

Writing to inform

- DO use headings and subheadings – this reduces need for lengthy introductions to an area of interest.
- DO use bullet points if information can be expressed in a list (for example in the conclusion).
- DON'T be afraid to rephrase what you want to say as many times as necessary in your first draft.
- DON'T repeat yourself too much.

15

Suggested answers

- I think people's opinions of complementary medicine might have changed because of more information being freely available on the Internet. Additionally, more research may have been done on the effects of complementary medicine.
- Students' answers might include mention of the doctor's comments in lines 27–32, recognition that conventional medicine isn't always the solution to a medical problem (lines 16–19) and the positive responses from patients (lines 25–26).

Grammar: be used to; used to: Page 15, exercise 6

- 6 Ask students to tell you some differences between when they were at primary school and their experiences at their present school, e.g. *I painted pictures every day. I don't paint pictures now.* Ask them to put that into one sentence showing that the situation is different. Teach or elicit *I used to paint pictures every day at primary school, but now I don't.* Ask *Do you paint pictures every day now?* (no) *When did you paint pictures every day?* (at primary school) *When was that?* (e.g. 10 years ago) Say *So this is something that happened in the past but doesn't happen now – you used to paint pictures.* We use 'used to' to show this change. Explain that in this meaning it is always followed by the infinitive. Elicit some other examples from the class.

Give another example: *I didn't get a lot of homework at primary school. I get a lot of homework now.* Ask them to put this into one sentence and elicit *I didn't use to get a lot of homework but now I do.* Write the sentence on the board and show them the change of the verb because of the negative. Elicit some other sentences from the class. Finally, ask what part of speech *use* is here (a verb).

Then ask *Do you get up early in the morning?* (yes) *Is that a problem?* (no, not really) *Why not?* Elicit that they do it every day, so it is easy. Say *I am used to getting up early.* Ask *Are we talking about the past?* (no) *Do you like getting up early?* (yes) *Is it difficult?* (No, because I always do it.) Say *So I am used to getting up early.* Write the sentence on the board. Underline *am used to* and the verb *getting*. Point out that here we are using *be used to* to show you are comfortable with a situation. Say that *used* is an adjective here, which means 'accustomed' or 'normal'. The *to* here does not indicate the infinitive as above. It is a preposition, and if a preposition is followed by a verb, it is always in the *-ing* form of the verb. Elicit other examples from the class.

Students complete the exercise individually and then compare answers with a partner. Refer them to the *Grammar notes* in the Activity Book on page 63 for more guidance. Check answers as a class.

You could give this exercise as homework and check the answers in the next class. This will give students time to think about the differences and ask any questions to clarify the grammar if necessary.

Comprehension: Page 15, exercises 4 and 5

- 4 Explain that students will get the chance to listen to and read the article again, but first read through the sentences with the class. Provide clarification if necessary.

Ask students to work individually on the sentences. Check answers as a class.

Answers

1 True 2 True 3 False. Fifty per cent of patients said it helped. 4 False. Complementary medicine cannot be used for all medical treatments.

- 5 Explain that, in this exercise, students need to give their own opinions. Read the questions with the class and say that these are critical-thinking questions. Students work in pairs to discuss their answers. Elicit ideas for the first question from the class and write them on the board. Put any ideas that are similar together. Ask students to try to summarise what you have written on the board in a logical way. Explain that this is what they will be expected to do in answering the question.

Repeat for the second question. Then ask students, working individually, to write their answers to these questions. Point out the **Tip!** box and remind them to look for help in the article.

You could also ask them to write a sentence about themselves with each of the options. Choose students to read a sentence aloud and let the others say whether or not they have used these grammatical structures correctly.

Answers

1 didn't use to 2 is used to 3 used to
4 aren't used to 5 used to

Activity Book, page 11, exercise 3

For exercise 3, students can work individually to complete the exercise. This will give them extra practice following the Student's Book exercises. Monitor and establish whether any students are having difficulty with the concepts. Check answers as a class.

Speaking: Page 15, exercise 7

7 Tell students to get into groups of four. They should discuss how their lives have changed since they were children. Highlight quickly the importance of *used to* as a structure here. Monitor their discussions, and take note of any errors to correct at the end. Note that, by now, students should be having 'natural' conversations in which expressions like *Oh really?* and *Me too!/I did, too!* occur when they compare experiences. During the exercise, give immediate feedback on content by engaging in their conversations and getting them to explain themselves further. This feedback should not feel intrusive, but rather should form part of the natural conversational flow.

Answers

Students' own answers

Writing: Page 15, exercise 8

8 This exercise serves to familiarise students with the structure and purpose of a report. The first stage consists of an analysis of two 'model' reports on page 72 of the Activity Book.

Ask students to describe the purpose of a report (*to give accurate information*), as well as giving examples of situations in which one might be written. Ask *What do you think a good report would look like? What would it contain?* Write their suggested answers to these questions in note form on the board, and then have them compare the two reports on page 72 of the Activity Book. Which one is the best and why?

Students should then extrapolate from the report the answers to the questions you asked (*a good report is structured with a title and subheadings; has an introduction stating what the report will show; has a conclusion either summing up what has been shown or making recommendations, depending on its purpose; uses formal language and straightforward sentences.*)

Tell them to read through the correct model report again (Report 1 is better in terms of structure, since it has subheadings and clearer spacing; its language is more formal; it uses bullet points to make a few direct points).

Then go through the **Writing strategies** with them. They should write 15 words as notes (the key words) from the text, and compare their list of key words with a partner. When they have done this, they should quickly summarise the main points of the report in no more than 60 words.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- agree or disagree with an author's point of view
- make inferences based on explicit and implicit information in texts
- listen to texts and conversations in order to get the main ideas and find answers to specific queries
- use grammatically correct and appropriate language for audience, purpose and topic

Materials

- Student's Book pages 16–17
- Dictionaries
- Glossary – Student's Book pages 90–92
- Cassette/CD
- Activity Book: Module 2 – pages 11–12

Student's Book, pages 16 and 17

Speaking strategies

Focus on a topic

- A speaking task often comes before a reading or listening activity to get you thinking and talking about the topic.

Share your ideas and experiences with your partner and ask for their opinion.

Speaking

1 Work in small groups. Discuss these questions and share your ideas.

- 1 Do you ever feel yourself getting angry? What kind of things can make you angry?
- 2 Do you think that feeling angry is bad for you?

Reading

2 In pairs, discuss the question in the title of the article. What are your opinions? Read the article and consider your opinion again.

Are happier people healthier – and, if so, why?



It's normal to **feel a bit blue** from time to time. However, studies show that negative emotions can harm the body.

Anger can also have harmful effects on health. When you **see red**, your blood pressure is raised and you can suffer from headaches, sleep problems and digestive problems. However, what about positive feelings and attitudes? Until recently, scientists had not investigated whether there is a link between positive feelings and good health.

Then, in a study that had followed more than 6,000 men and women aged 25 to 74 for 20 years, researchers found that positivity reduced the risk of heart disease. Other factors influencing health included a supportive network of family and friends, and an optimistic outlook on life.

The research showed that children who were more able to stay focused on a task, and who had a more positive attitude to life at age seven, were usually in better health 30 years later.

The study has been controversial. Some health professionals believe that bad lifestyle choices, such as smoking or lack of exercise, are the reason for heart disease and other illnesses, and not an individual's attitude. The researchers, while agreeing, raise the question: why are people making bad lifestyle decisions? Do more optimistic people make better and healthier lifestyle choices?

The researchers appreciate that not everyone's personal circumstances and environment make it possible to live without worry. However, they believe that if we teach children to develop positive thinking, and to 'bounce back' after a setback, these qualities will improve their overall health in the future.

Comprehension

3 Read the article again and answer the questions.

- 1 What are the possible effects of anger and stress on someone's health?
- 2 What is controversial about the researchers' study?
- 3 What is your opinion of the researchers' findings?

Speaking: Page 16, exercise 1

- 1 Give the students a situation and ask them how they would feel. Say *Last week I bought a new camera. I had been saving up for months to buy it. I showed it to my friend who asked if he could take a photo with it. I let him. He forgot to put the strap round his neck so once he had taken a few photos, he let go of the camera and it fell on the ground, damaging it so badly that it no longer works.* Ask *Would you feel angry in this situation? How would you feel?* Elicit a few ideas and then ask them to discuss the questions in pairs.

Before they speak, indicate the **Speaking strategies** box to the students. Before they speak, remind them to give detailed answers, using a wide variety of vocabulary and structures. Monitor as they are speaking, helping if necessary.

Choose a few students to give their opinions to the class and have a discussion. You could write their opinions on a piece of paper to refer to later.

Answers

Students' own answers

Reading: Page 16, exercise 2

- 2 Get students to discuss the question in pairs. Elicit some ideas from the class and write them on the board. Ask them to read the article, checking if any of their ideas were mentioned. Ask if they have any older relatives who support the theories in the article.

You could choose students to read the article aloud in order to check pronunciation and intonation. You could also check to see if there is any vocabulary they don't understand.

Suggested answer

I think that happier people are healthier than unhappy people. They have a better perspective on life and will do almost everything with an optimistic attitude. Because of this, I think that they will make healthy, positive decisions in life; for example, they will choose to eat well and exercise more often.

Comprehension: Page 16, exercise 3

- 3 Read through the questions. Ask *Which questions will be answered in the text? (1 and 2) What do you have to do in question 3? (Give your own opinion, but using the article to highlight the researchers' findings.)*

Let students work individually to answer the questions. Then, ask them to compare their answers in pairs. Give them time to adjust their answers if necessary and then check as a class.

Answers

- 1 They can raise blood pressure and cause headaches, sleep problems and digestive problems, as well as leading to illnesses such as heart disease.
- 2 Many other researchers believe that bad lifestyle choices are responsible for these problems and not an individual's attitude.
- 3 Students' own answers. Whichever opinion they have, they should give reasons using the information in the article, where possible.

Vocabulary: Page 17, exercise 4

4 For part **a**, explain to students that they have to match the two idioms in the text to two of the options **A–D**. Read the **Tip!** box to the students. Students should work alone to come up with an answer and then compare answers in pairs.

When they have completed the first part, they should move on to part **b**, in which they have to infer the meaning of idioms within sentences. Tell them to check their answers in a dictionary, and then check as a class.

Answers

- a** feel a bit blue **B** see red **D**
b 1 permission 2 in the act of doing something wrong 3 unexpectedly 4 a useless possession

Vocabulary

4 a What feeling does each of the idioms in **bold** from the text refer to?
 A happiness B sadness C fear D anger
 b What do the following **colour** idioms in brackets mean?
 1 Have you heard the good news? We've got **the green light** to go ahead with our project! (the green light)
 2 Luckily, the police arrived and the thief was caught **red-handed**. (red-handed)
 3 I was shocked when I heard the news. It came completely **out of the blue**. (out of the blue)
 4 Nobody goes to the new private sports club. The building is a **white elephant**. (a white elephant)

Tip! Try rephrasing the sentences so that they say what you think the idiom means. Do they still make sense?

Listening

5 Listen to a teacher and her students discussing anger management. Are any of your ideas from exercise 1 mentioned?

Comprehension

6 Listen again and answer the questions.

- 1 What made the teacher angry on her journey to school?
- 2 What was she worried about?
- 3 What did she do to make herself feel calm?
- 4 What does Zainab do when she starts to get angry?
- 5 What synonym for *angry* does Sami use?
- 6 What does Sami do to control his anger?

Pronunciation: Using the International Phonetic Alphabet – IPA (1)

7 Listen to the words. Match them with their phonetic transcriptions.

1 /æŋgrɪ/	a importance
2 /kɑ:m/	b school
3 /skul/	c exercise
4 /'eksasənz/	d angry
5 /m'pɔ:ns/	e calm

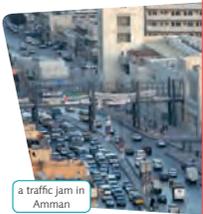
Speaking

8 1 Make notes about something that used to make you stressed. How have you changed your habits so that it doesn't make you stressed any more?
 2 Tell your partner about this. Try to explain yourself with *used to* and *be used to*.

Writing

9 Consider the plan of a report about free-time activities that are available in your area on page 73 of the Activity Book. In groups of five, choose a paragraph each and expand it. Present your paragraph to the group, and join the five paragraphs. Make any necessary adaptations.

17



Listening: Page 17, exercise 5

5 Ask the class to quickly remind everyone of some of the ideas they had in exercise 1, referring to the notes you took. Ask them to look at the photo. How would the situation shown make them feel? Would it make them angry and why? What kind of situation would relax them? Why?

Play the cassette/CD through once and elicit the answers.

Ask students if they have ever used any of the methods in the recording and if these methods worked for them. If not, why not?

Audioscript

Mrs Rashwan: We're all aware of the importance of being healthy. We know that we need to eat well and take regular exercise. However, how often do we stop and think about how much energy we waste by being angry? Anger can lead to stress and other mental health problems, and it makes it harder for us to concentrate and enjoy life. I used to live outside the city, so I would drive for two hours to get to school. There was always so much traffic. I remember, I used to feel more and more angry about the traffic. I would sit there in my car, with my heart beating fast, worrying about arriving late for my class. Then I realised what a waste of time it was, being angry about something you couldn't control! I also realised how much better it was to arrive to school calm and relaxed!

Zainab: What did you do to stay calm, Mrs Rashwan?

Mrs Rashwan: I took a deep breath, held it for a few seconds and then breathed out very slowly. Each time I breathed out, I imagined that I was pushing away all the anger, all the angry feelings that were building up, and it worked! Zainab, what do you do to control your anger?

Zainab: Whenever I feel myself getting angry, I count to ten. This technique gives me enough time to think about my anger and be able to control it.

Mrs Rashwan: That's a very helpful tip! Exercise can help, too. Has anyone got any other suggestions? Sami?

Sami: Yes, I recite some verses from the Holy Quran whenever I feel cross.

Mrs Rashwan: I strongly agree with you. Reciting verses from the Holy Quran makes us feel peaceful and patient, and it helps us to be kind to people. In fact, Prophet Mohammad (PBUH) said, 'He who is victorious over his passion at the time of anger is the strongest among you.'

Answers

Students' own answers

Comprehension: Page 17, exercise 6

- 6  Students are listening for specific information here so read through the questions with them first. Ask them to underline the key words in the questions. Play the cassette/CD through again and check answers as a class.

Answers

- 1 The amount of traffic on the roads when she was driving to school made her angry.
- 2 She was worried she would be late for her class.
- 3 She took a deep breath, held it for a few seconds and then slowly let it out. Each time she breathed out she imagined she was pushing the anger away.
- 4 She counts to ten.
- 5 cross
- 6 He recites verses from the Holy Quran.

Activity Book, pages 11 and 12, exercises 4, 5, 6 and 7

Before starting exercise 4, go through the grammar for *used to* and *be used to* with students. They complete the exercise individually so that you can check if anyone is having difficulty understanding these concepts. Encourage students to write some sentences of their own, showing the differences between the tenses.

Exercise 5 gives further practice in the difference between *used to* and *be used to*. Students should complete the exercise by themselves so that you can see if anyone is having difficulty with this. Monitor and help if necessary, spending more time with less able students. Encourage students to write examples of their own to help them remember the difference.

For exercise 6, explain that students should look carefully at the rest of the sentence before deciding the meaning of the word that should be there. Once they have decided, a good dictionary should help them to choose the correct words.

For exercise 7, students have to concentrate on the opposite meanings of the words in **bold**. Read the example with the students so that they understand what is required. They should make sure they include the words in their vocabulary notebooks, again writing their own sentences. If students need reminding about the difference between conventional medicine and complementary medicine, refer them to the article on page 14 of their Student's Book.

Pronunciation: Using the International Phonetic Alphabet – IPA (1): Page 17, exercise 7

- 7  Explain what the International Phonetic Alphabet (IPA) is if students are unaware of it. Ask them *Where is it used and why? (in dictionaries to show you how to pronounce words) What two things can it show? (the pronunciation and the stress of the word)* Finally, ask *Why is this so important in English? (because many words are not written as they are said)* Ask them if they can think of any letters which have a surprising pronunciation, e.g. *ph* is pronounced /f/; *ch* can be /k/; *gh* can be /f/ (*enough*), but also other sounds. Draw attention to the ? symbol and say *outpatient* and *fluently* (/aʊtpeɪʃənt/, /fluəntli/). Write the pronunciation on the board in the IPA and ask students to comment. They should notice that the 't' in both cases becomes a kind of silent letter that is made in the throat, which makes the pronunciation of these words easier.

Ask students to work in pairs to practise reading the IPA and matching it to the words. Refer them to the *Pronunciation table* in the Activity Book on page 69 if they need more guidance.

Play the cassette/CD for students to check. Go over the sounds and answers as a class, asking students to pronounce the words with the correct stress.

This might be the most convenient time to provide students with extra practice on using the IPA. Go to *Activity 1* in the *Dictionary and thesaurus activities* section of the Teacher's Book, page 167. Encourage students to enjoy the activity, and answer any questions they might have.

Audioscript/Answers

- 1 **d** angry 2 **e** calm 3 **b** school 4 **c** exercise
5 **a** importance

Speaking: Page 17, exercise 8

- 8 Write *I used to get stressed about the new school week on Saturday nights. Now I am used to doing my homework early, packing my bag and getting a good night's sleep.* Invite students to comment on the language used. How have you distinguished between past habit and present habit? (*'used to'* for past habit and *'be used to'* for present habit). As a class, come up with some ideas on the board, and then let students write their own notes. When they have some ideas, they can discuss them with their partner. Finally, share as a class. Ensure students are encouraged to reflect on their own speaking skills by eliciting more details and asking them to clarify their statements. Ask *What do you mean?* and *Can you tell me more about that?*

Answers

Students' own answers

LESSONS 5 AND 6

Writing: Page 17, exercise 9

9 The subject of the report that students will create in this exercise is one which is more familiar to the students, since this is a productive-skills-based activity where they write one section of the report each, then do a group editing exercise to combine all the sections.

Tell students to look at the plan on page 73 of the Activity Book. Ask them to explain the purpose of a report again (*to inform*), and elicit how a report does this (*by using facts, figures, accurate information and clear language; structured with an introduction to say what the information shows, and a conclusion to make recommendations or to sum up*).

Then, divide the students into groups of five and tell them to number themselves 1 to 5 within the group. Students with the number 1 must write the introduction, 2, 3 and 4 must write a paragraph about one of the types of activity available in your nearest city. Students with the number 5 must write the conclusion.

Elicit some activities that are available in your city, and quickly run through some examples of formal language from the more appropriate report (number 1) on page 72 of the Activity Book, and get students to volunteer sentences to include in the reports.

They can then plan and write their paragraphs (tell them not to write more than 50 words each), after a brief discussion on the precise content.

When they have done this, get them to pass their paragraphs to another person in the group to edit, and then tell them to read through the whole piece of writing and edit it as a group into one report, focusing on the language used and the structure of the overall report.

Answers

Students' own answers

Overview

Outcomes: It is expected that students will

- use contextual clues to understand the meaning of texts
- distinguish between passive and active knowledge of vocabulary
- produce well-developed academic reports on a variety of social and academic topics

Materials

- Student's Book pages 18–19
- Dictionaries
- Glossary – Student's Book pages 90–92
- Cassette/CD
- Activity Book: Module 2 – pages 13–14

Student's Book, pages 18 and 19

Speaking

1 Work in small groups. Health conditions in Jordan are among the best in the Middle East. Why do you think this is the case? Give examples.

Reading strategies

Matching sub-headings to sections of a text

- Look carefully at the sub-headings. What information would you expect to find in each section?
- Look for words and phrases in the sections which are related to the sub-headings.

Reading

2 Read the report. Check your answers to exercise 1. Match the sub-headings 1–3 with the sections A–C in the report.

1 Life expectancy 2 Hospitals 3 Healthcare centres

3 What do the words in **bold** from the report mean? Work in pairs.

Health in Jordan: A report

Introduction

Health conditions in Jordan are among the best in the Middle East. This is largely due to the country's commitment to making healthcare for all a top priority. Advances in education, economic conditions, **sanitation**, clean water, diet and housing have made our community healthier.

A

5 As a result of careful planning, the number of healthcare services has been increasing rapidly over the past years. More than 800 different kinds of healthcare centres have been built, as well as 188 **dental** clinics. In 2012 CE, 98 per cent of Jordanian children were fully immunised, thanks to **immunisation** teams that had been working towards this goal for several years.

10 Although there were remote areas of the country where people had been without consistent access to electricity and safe water, almost 99 per cent of the country's population now has access.

B

15 Although the country has been focusing mainly on improving its primary healthcare facilities, it has not neglected its advanced medical facilities. The reputation of Jordanian doctors has spread in the region, and now many more patients come to Jordan for open heart surgery. In Jordan, the open heart surgery programme started in 1970 CE in Amman.

C

20 The life expectancy figures show that Jordan's healthcare system is successful. In 1965 CE, the average Jordanian's life expectancy was age 50. In 2012 CE, this average life expectancy had risen to 73.5.

According to UNICEF statistics, between 1981 CE and 1991 CE, Jordan's **infant mortality** rates declined more rapidly than anywhere else in the world – from 70 deaths per 1,000 births in 1981 CE to only 32 deaths per 1,000 births in 2014 CE.

Conclusion

25 The low infant mortality rate, as well as the excellent healthcare system, have been contributing factors to Jordan's healthy population growth, which will result in a strong **work force** with economic benefits for the whole country.

Academic skills: Writing a report

4 Read the report again and answer these questions.

- 1 What is the title of the report?
- 2 What is the purpose of the sub-headings before different sections?
- 3 What is the link between the introduction and the conclusion?
- 4 Is the language formal or informal? How can you tell?

Speaking: Page 18, exercise 1

1 Ask students *Have you ever been in hospital? Have you ever had an operation? What do you remember about your stay in hospital?* Elicit some information from the students – they don't need to say why they were in hospital. Get them to talk about the facilities, the people who helped them, how they felt, e.g. scared, a bit worried, etc. Bear in mind that some students may find it upsetting to talk about.

In small groups, students discuss the question. Ask one member of the group to write notes about what they said, remembering to include examples to back up their opinions. Then ask each note-taker to report back to the rest of the class. Don't say whether they are correct or not at this stage as they will get the opportunity to check their answers in the reading.

Answers

Students' own answers

Reading: Page 18, exercises 2 and 3

2 First of all ask the students to read the report through, ignoring the gaps in **A–C** and the words in **bold**. Give them time to do this and ask them to find answers to the question in exercise 1. Explain that they do not need to worry about new words at this stage. They should try to read quickly for general understanding. Elicit the answer to exercise 1 (*Because of the commitment to healthcare for all, advances in relevant areas have improved the health conditions.*)

Draw students' attention to the **Reading strategies** box. Read through the box with them, answering any questions the students might have. Do the first bullet point with the class, eliciting what they would expect to read about in each sub-heading. Write their answers on the board for each sub-heading.

Then look at the second bullet point. Tell students that they can find related words and phrases by searching for synonyms and reading the text around any synonyms they find. The third bullet point instructs students to relate any matching content they have found back to the sub-heading to check its relevance.

Let the students work individually to complete the task. They can check their answers with a partner before you check as a class. Get them to explain why they think each heading is suitable.

Answers

1 C 2 B 3 A

3 Ask students to read aloud the sentences that contain the words in **bold**. First ask students, working in pairs, to try to explain the meaning of the words without looking at their dictionaries. They should read the sentences carefully, trying to recognise any root words, e.g. they might be able to relate *dental* to *dentist*. Reading the sentence before and after might also help them. Give them time to do this and then elicit their answers. When they give an answer, ask the rest of the class if they agree. If not, ask for an alternative. If they do not manage to explain any of the words, let them then refer to a dictionary.

Make sure they make a note of new vocabulary in their vocabulary notebooks. Explain the difference between passive vocabulary (words which it might be useful to understand) and active vocabulary (words they use in their everyday speech). Say that by recording these words and manipulating them, they will more quickly become part of their active vocabulary.

Students should write either a sentence using the word, or a definition. They should also write down what part of speech it is; whether it is a noun, a verb, an adjective, etc.

Suggested answers

sanitation – the systems which supply water and deal with human waste

dental – relating to teeth

immunisation – giving a substance to a person (often by needle) to prevent them from getting a particular disease

infant mortality – deaths amongst babies or very young children

work force – the people who are able to work

Academic skills: Writing a report : Page 18, exercise 4

4 This section draws students' attention to what they need when they are writing a report. They will be writing their own report at the end of the lesson, and they need to pay attention to what this report includes and how it is written.

Allow students enough time working in pairs to answer the questions. Monitor as they are working, but do not help. Ask them to note down their answers, which will be discussed as a class at the end.

Go through the questions, asking others where necessary, e.g. *Why do you need a title? (to tell your reader from the beginning what the subject is) Is it a full sentence? (No, titles are usually only a few words, they help to grab the readers' attention.) Are the subheadings in sentences? (No, again they should be short to help to guide the reader.) Why do you link the introduction and conclusion? (You state the topic of the report in the opening sentence and round it up at the end so that the reader has a complete picture. The reader can see the progression through the different sections and then it is summarised in the final paragraph.) Why do you write a report in formal language? (You do not know the reader and the content is probably quite serious, therefore formal language is more appropriate.)*

Answers

1 Health in Jordan: A report

2 They tell the reader what the section will be about. If it is a very long report, they are very useful in helping the reader to find particular pieces of information and making the text easier to read.

3 'Health conditions are among the best in the Middle East' and 'Advances ... have made our community healthier' links with 'excellent healthcare system' and 'contributing factors to Jordan's healthy population growth'.

4 The language is formal. There are no contractions; the sentences are quite long, with relative pronouns, etc.; the vocabulary is formal; there are linking expressions such as *As a result of*, *According to* and *Although*; the statistics included add to the formality.

Grammar: The Past Perfect Continuous:
Page 19, exercises 5 and 6

Grammar: The Past Perfect Continuous

5 Complete the sentences, using the Past Perfect Continuous form of the verbs in brackets.

- 1 **A:** When I saw you yesterday, you looked really tired.
B: Yes, I had been running for half an hour. (run)
2 My mother lost her purse yesterday. She _____ in the market; she must have put it down somewhere and left it there. (shop)
3 I made my mother a cup of tea. She was hot and tired; she _____ all afternoon for a special family dinner. (cook)

6 Complete the sentences by choosing the correct verb forms.

Hind (1) **has / had been** working very hard for several weeks before she did her final exams. When the results were published, she was delighted to learn that she (2) **has / had** passed. She (3) **has / had** done extremely well. She (4) **phoned / had phoned** her parents from the college. They (5) **were / had been** waiting for her call all morning. When she arrived home an hour later, there was a surprise for her. For several weeks, her parents (6) **planned / had been planning** a special weekend away to the Jerash Festival. They (7) **have / had** managed to make it a surprise for Hind, even though they (8) **were / had been** using the family computer to make all the arrangements! Hind was delighted. She (9) **has / had been** talking about the Jerash Festival for months; and now the whole family was going! It was a wonderful graduation present.



Research box
What illnesses are children in Jordan vaccinated against?

Speaking

7 Work in pairs. Use the time periods in the box to talk about things you had been doing.

by 5 a.m. this morning by the time I was ten by the time my friend phoned me

Writing

8 Write a report about health facilities in your area. Remember to include a title, and supply factual information. Write about 200 words.

Writing skills: Useful language for reports

Introduction

The aim of this report is to ... / This report examines ... / In this report, [...] will be examined.

Reporting information

There are more than [...] well-equipped health centres in [name of town].

Almost three-quarters of the population are regular users of ...

The number of [...] has declined/increased since [date].

Conclusion/Recommendations

It appears that ... / This results in ... / It is recommended that ... / The best course of action would be to ...

Quotation Read the quotation. Do you agree with it? Why/Why not?

He who has health has hope; and he who has hope, has everything.
Thomas Carlyle (1795 CE–1881 CE)

Research box

Ask students *What have you been vaccinated against?* If they are unsure, ask them to find out from their parents and by looking up the answer on the Internet. They should then report back to the class in the next lesson.

Answer

Children should have been vaccinated against Diphtheria, Measles, Tetanus, Mumps, Pertussis (Whooping cough), Rubella and Polio in early childhood. Later they should have been vaccinated against Hepatitis A & B and Varicella (Chicken pox).

5 Review with the students the use of the Past Perfect (to talk about an event that happened before an event in the past). Check that they can tell you how it is formed (*had* + past participle). Remind them that *had* doesn't change, no matter which person is referred to. Then explain that this exercise uses the Past Perfect Continuous. Say *Name some other continuous tenses and give me an example sentence. (Present Continuous, Past Continuous, Present Perfect Continuous, etc.) What does a continuous tense show? (that an event continued or was repeated for some time – before, and perhaps after, a certain point) Which verb do you need in all continuous tenses? (to be)*

Choose two students to read the example. Write *had been running* on the board. Ask *Which tense is the verb to be? (Past Perfect) What shows the continuous tense? (-ing) What time is referred to here? (the time before A saw B) Say A saw B in the past. Was he running before that? (yes) Did he run after that? (We don't know – the time we are interested in is the period before A saw B.)*

Students complete the other two sentences in pairs. Refer them to the *Grammar notes* in the Activity Book on page 63 for more guidance and the irregular verbs table in the Activity Book page 70. Check answers as a class.

Answers

- 1 *had been running* 2 *had been shopping*
3 *had been cooking*

6 Refer students to the rubric and ask *What are you going to do before you write the answers?* Elicit that they should read the paragraph all the way through, ignoring the options. Ask students to complete the exercise individually. When they finish, they can check their answers with a partner before you check answers as a class.

Spend some time going over any problem areas you have noted. This might be in tenses, in spelling of *-ing* words or in their knowledge of the past participles. Be prepared to do some extra work on these areas if necessary.

Answers

- 1 *had* 2 *had* 3 *had* 4 *phoned* 5 *had been*
6 *had been planning* 7 *had* 8 *had been*
9 *had been*

Activity Book, pages 13 and 14, exercises 8, 9 and 10

For exercise 8, remind students of the **Reading strategies** box on page 18 of the Student's Book. Point out that when they have finished, they should check that the remaining heading really doesn't fit anywhere. Remind students how to tackle exercise 9. After reading the article, they should read the missing sentences. Remind students that the sentences have to fit into the article like a jigsaw, therefore they have to fit with what has gone before and what will go after. They should highlight words which might link or which they need to know more about.

For exercise 10, students need to read for specific information in the report. Point out that the questions are in order, so the answer to question 1 will be found near the beginning of the report. Ask students to answer the questions and then check their answers as a class.

Speaking: Page 19, exercise 7

7 Give some examples of your own using the times in the box, e.g. *I had been sleeping for five hours by 5 a.m. this morning. By the time I was ten, I had been playing the piano for four years. By the time my friend phoned me, I had been studying for three hours.* Elicit some ideas for activities before students commence the exercise. Point out the use of *by* with a time phrase. Elicit that it means *up to that time*.

Students then work in pairs. Monitor as they are speaking, asking them questions to reflect on the content of their speech during the exercise, and noting any problems with grammar and syntax to revise when they have finished. Choose a few students to share their sentences with the class.

Answers

Students' own answers

Activity Book, page 14, exercises 11 and 12

For exercise 11, students need to refer back to the article first. They then need to use the information there to help them to answer the questions about their own situation. Point out that they need to think carefully about this as they will use these notes to do a piece of writing. This acts as part of the planning process.

For exercise 12, students use the notes from exercise 11 to write their report. If you wish, discuss the questions with the class first. This should help weaker students. When they have finished their writing, ask them to re-read it, making sure they have included everything they have been asked to. They should also check their spelling and use of tenses. You can choose some students to read their paragraphs aloud to the class.

Writing: Page 19, exercise 8

8 This writing exercise allows students to put into practice what they have learnt in this unit. Run through the task with them, and answer any questions they may have.

Read through the **Writing skills** with them, and support them to create a few example sentences using this language, before asking if there are any other examples of this kind of language that they can think of. For example, the use of percentages or more detailed fractions such as *two thirds* might come up, and they are all correct. If students need more guidance, you can review the exercises in *Action Pack 11*, on page 55 of the Student's Book.

Give students time to plan their work and swap plans with a partner for discussion and editing. Then, ask them to write their reports. When they have finished, they should swap their work with a partner and proofread it against the following checklist:

- formal language (no abbreviations and few phrasal verbs; use quantity expressions from page 19 and from *Action Pack 11*)
- a title and subheadings
- clear examples
- concise introduction (stating the purpose) and conclusion (summing up)

Answers

Students' own answers

Quotation

Read the quotation to the class. Ask students if they know the quotation in Arabic. It is translated as follows:

من يَتَمَتَّعْ بِالصَّحَّةِ يَخْدُوهُ الأَمَلُ، ومن يَخْدُوهُ الأَمَلُ لا يَنْقُضُهُ أَيُّ شَيْءٍ / يمتلك كل شيء.

Explain that Thomas Carlyle (/tɒməs 'kɑ:lɪl/) was a Victorian author and social philosopher who lived through some important changes in British history.

Ask students to discuss the quotation in small groups, saying whether or not they agree with it. Monitor as they are speaking, encouraging quieter students to give their opinions. Then ask which groups agree with the quote and which don't. Have a class discussion and check if anyone changes their mind after hearing further arguments.

The quotation is stressing the importance of health through emphasising that it is possible to feel optimistic about the future when one is healthy. Hope for the future and a positive attitude are seen as, overall, the most important things in life.

Unit 3 Medical advances

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use contextual clues to understand the meaning of texts
- skim texts to deduce and infer the meaning of the text
- read and show understanding of authentic written English texts having to do with topics of general and academic interest
- participate in discussions about personal, social or school-related topics
- use grammatically correct and appropriate language for audience, purpose and topic

Materials

- Student's Book pages 20–21
- Dictionaries
- Glossary – Student's Book pages 90–92
- Cassette/CD
- Activity Book: Module 2 – pages 15–16

Student's Book, pages 20 and 21

Unit 3
Medical advances

Grammar
the Future Continuous;
the Future Perfect

Before you begin

1 Read the title of the unit and the title of the article below. How do you think they are related to the photographs? What do you think the young inventor in the article has designed?

2 **DW** Read the words in the box and form pairs of synonyms. Two words have their synonyms in the newspaper article. Find them. Check the meaning of any word(s) that you do not know in the Glossary on pages 90–92 or in a dictionary.

apparatus appendage artificial limb prosthetic sponsor (v)

3 **🔊** This newspaper article is about a young inventor. Listen and read. Check your answers to exercise 1.

Young Emirati inventor is going to travel the world

Ten-year-old Adeeb al-Balooshi, from Dubai, is going to travel to seven countries on a tour which has been organised and funded by Sheikh Hamdan bin Mohammad, Crown Prince of Dubai.

The boy caught Sheikh Hamdan's attention with his invention – a prosthetic limb for his father. The Sheikh has taken a special interest in the boy, and hopes the tour that he is sponsoring for Adeeb will give the young inventor more self-confidence and inspire other young Emirati inventors.

Adeeb got the idea for a special kind of prosthetic leg while he was at the beach with his family. His father, who wears an artificial leg, could not swim in the sea as he could not risk getting his leg wet. This inspired Adeeb to invent a waterproof prosthetic leg.

Adeeb is going to visit the USA, France, the UK, Ireland, Belgium, Italy and Germany, where he will be staying with relatives. However, while he is in Germany, Adeeb will not be spending all his time sightseeing. He will be working with a specialist doctor to build the appendage. He will also be attending a course on prosthetics and learning about different kinds of medical apparatus.

Adeeb has invented several other devices, including a tiny cleaning robot and a heart monitor, which is attached to a car seat belt. In the case of an emergency, rescue services and the driver's family will be automatically connected with the driver through this special checking device.

He has also invented a fireproof helmet. This special equipment, which has a built-in camera system, will help rescue workers in emergencies.

It is for these reasons that Adeeb rightly deserves his reputation as one of the youngest inventors in the world.

Adeeb al-Balooshi

20

Before you begin: Page 20, exercises 1, 2 and 3

1 Ask students to look at the title of the unit and explain what *advances* means. If they are having difficulty, ask them if they think it means *progress* or *failure*. Let students work in pairs to describe each photo and decide what is happening in each one. Elicit ideas from the students and write them on the board.

You may need to teach some of the vocabulary from exercise 2 at this point. Do not say whether they are correct or not as they will find out while reading the article. Discuss the two questions as a class.

Answers

Students' own answers

2 **DW** Choose students to read the words in the box aloud. They may need help with some of these, so be prepared to model the words, asking students to repeat after you. Tell them that they will encounter these words in the article in the following exercise. Ask them if they can match any of the words. Remind them that a synonym is a word that means the same as another. They can work in pairs and check the unknown words in a dictionary, in the Student's Book Glossary or in a thesaurus. Explain that each pair of synonyms should have the same part of speech, which will make the task easier. The second part of the exercise, which asks students to find the synonyms of two words in the text, should be more guided. Make sure students know the meaning of the two remaining words so that they are able to find their synonyms.

Check the answers as a class. Ask students to try to explain the subtle differences in meaning between the words and explain that, although they are synonyms, they are not always interchangeable. *Apparatus* usually refers to tools and equipment needed for something technical or scientific; *equipment* is more general, so we would say *camping equipment* but not *camping apparatus*. *Appendage* is a formal word referring to something attached to something larger. It could refer to a hand or a foot as well as arms and legs; *limb* refers to arms and legs. *Prosthetic* is the adjective from *prosthesis*, meaning an artificial body part; *artificial* can refer to many more things, e.g. artificial colourings in food. *Sponsor* means to give money to support an event or a person; *fund* means to provide money, usually for something that costs a lot.

This might be the most convenient time to provide students with extra practice on finding synonyms and using the thesaurus. Go to *Activity 6* in the *Dictionary and thesaurus activities* section of the Teacher's Book, page 170. Encourage students to enjoy the activity, and help them with using the thesaurus if they find any difficulties.

Answers

apparatus – equipment
 appendage – limb
 artificial – prosthetic
 sponsor – fund

- 3 Ask students to cover up the whole article except for the title. Choose a student to read the title aloud. Then ask for suggestions as to what the article might be about. Accept all realistic answers and write them on the board.

Students then read the article in silence, seeing if any of the ideas you wrote on the board in exercise 1 appear. Before they start reading, remind them of the words in exercise 2 that will come up in the article. Play the audio as they read. Check answers as a class.

Suggested answer

It looks as if these are new medical inventions: the article is probably something about progress in medicine – perhaps about new arms and legs for injured or disabled people that the young inventor has designed.

will help them to understand new vocabulary. Words include: *childproof*, *greaseproof*, *soundproof*, *rainproof*, *windproof*, etc.

For question 5, go through the **Tip!** box with students to help them to answer the questions.

Answers

- 1 Sheikh Hamdan was interested in Adeeb's invention of a prosthetic limb for his father. He offered Adeeb the world tour to help to give him more self-confidence and to inspire other young inventors from the UAE.
- 2 He got the inspiration when he was at the beach with his family. His father couldn't swim because he couldn't risk getting his prosthetic leg wet.
- 3 Adeeb will be staying with relatives in Germany. He will be working with a doctor to build his new invention of the waterproof prosthetic leg, as well as attending a course to find out more about prosthetics.
- 4 It means 'to provide protection against'.
- 5 The in-car heart monitor will be used to keep an eye on those with a heart problem while they are driving or in a car. It is built into the seat belt so that when the driver or passenger wears it, it is near their heart.

Comprehension

4 Listen to and read the newspaper article again and answer the questions.

- 1 Why was Sheikh Hamdan interested in helping Adeeb? Why did he offer Adeeb the gift of a world tour?
- 2 How did Adeeb get his inspiration for a waterproof prosthetic leg?
- 3 Who will Adeeb be staying with in Germany, and what will he be doing there?
- 4 What does the suffix *-proof* mean (*waterproof*, line 15; *fireproof*, line 30)?
- 5 What is the purpose of the in-car heart monitor? Why do you think that it is built into the seat belt?

Tip!
 For question 5, you need to infer meaning where it is not explicit in the text.
 You should:
 • answer the question with your opinion
 • back it up with experiences you have had or information you have read.

Grammar: The Future Continuous

5 Complete the mini-dialogues using the Future Continuous.

- 1 A: Can I call you tonight after 6 p.m., or _____ (you have) dinner with your family then?
 2 B: No, I _____ (not have) dinner at that time. I _____ (watch) the news. My mum _____ (prepare) dinner, because we usually eat at about 7 p.m.
- 3 A: What do you think _____ (you do) in two years' time? _____ (you work), or _____ (you do) a university degree?
 4 B: I certainly _____ (not work) because I want to do a degree in Medicine. It's a very long course, so I _____ (still study) in seven years' time!

6 Choose the correct form of the verbs.

- 1 If you need to contact me next week, we'll *stay* / *be staying* at a hotel in Aqaba.
- 2 If you need help to find a job, I will *help* / *be helping* you.
- 3 I can't call my dad right now. He'll *board* / *be boarding* the plane. It takes off in an hour.
- 4 We won't be home tomorrow night. We'll *watch* / *be watching* the football match at the stadium.
- 5 Do you think you'll *miss* / *be missing* your school friends when you go to university?

Speaking

7 Work in pairs. What will you be doing at the times in the box? Ask and answer questions using the Future Continuous.

this time tomorrow in five years' time
 on Friday afternoon in June

Writing

8 Think of three ways in which people will be living in the future. Write about 80 words. Consider three of the following:
 • at home • in a hospital • at school • at work

Quotation Read the quotation. Do you agree with it? Why/Why not?

Wherever the art of Medicine is loved, there is also a love of Humanity.
 Hippocrates (460 BCE–370 BCE)

21

Activity Book, page 15, exercises 1, 2 and 3

For exercise 1, give the definitions of the words before the students open their books. Students work individually to complete the exercise. Explain to them that the word 'apparatus' is very rarely used in its plural form ('apparatuses'); instead, the singular form is used to include many different things.

For exercise 2, explain that these words are often confused and they should learn the correct collocation. More advanced students can write sentences with the words. They can then read them to the rest of the class.

For exercise 3, students have to complete the sentences with the words in the box. They can work in pairs. Encourage them to read the sentences aloud to each other to check the answers.

Grammar: The Future Continuous: Page 21, exercises 5 and 6

- 5 Remind students that in the last unit they looked at the Past Perfect Continuous. Ask *What makes a continuous tense?* (verb to be + -ing) *What is the future of the verb to be?* (will be) *What does a continuous tense show?* (an action continuing – not a single action)

Write the following on the board: *I will be here tomorrow.* (If necessary, change *tomorrow* so that the sentence is true for when your next English lesson is.)

Ask *What time is our English lesson tomorrow?* Elicit an answer, e.g. *10.30 to 11.15.* Then ask *What will I be doing at 11 o'clock tomorrow?* Elicit the answer *You will be teaching English.* Ask *Am I only teaching you English at 11 o'clock?* (*No, you are teaching from 10.30 to 11.15.*) Explain that this tense – like all continuous tenses – covers a period of time rather than a single moment. Write another sentence on the board to compare it to: *I will meet you here at 11 o'clock.*

Comprehension: Page 21, exercise 4

- 4 Read through the questions with the class. Point out that they will find the answers to the first three in the text, the fourth is related to vocabulary and the last one is asking them to make inferences based on the text and what they know.

Get students to complete the exercise individually. They should then check their answers with a partner. Monitor as they are writing their answers, helping where necessary. Check answers as a class.

For question 4, ask students to find other words which have the *-proof* suffix. Remind them that understanding what suffixes mean and breaking down words into parts

Ask *Am I meeting you at 10.30? (no) What am I doing at 11 o'clock? (meeting me)* Explain that this is a one-off event, so we use the simple tense, not the continuous tense.

Students can complete the exercise in pairs before checking answers as a class. Refer them to the *Grammar notes* in the Activity Book on page 63 for more guidance.

Answers

- 1 will you be having
- 2 will not be having; will be watching; will be preparing
- 3 you will be doing; Will you be working; will you be doing
- 4 will not/won't be working; will still be studying

- 6 This exercise provides further practice in the tenses. Ask students to complete this individually. Monitor as they are working, noting any students who are having difficulty. Check answers as a class.

Answers

- 1 be staying
- 2 help
- 3 be boarding
- 4 be watching
- 5 miss

Activity Book, page 16, exercise 4

For exercise 4, ask some students *What will you be doing in six hours' time? What will you be doing this time next year?* Elicit some answers from the students. Students can work in pairs to complete the exercise. Then choose pairs to read the dialogues aloud to check answers as a class.

Speaking: Page 21, exercise 7

- 7 Choose one of the times from the box, e.g. *on Friday afternoon*, and say *I will be having lunch with some old friends on Friday afternoon. What about you?* Choose a student to answer and ask another. Continue round the class, making sure they are producing the sentences accurately and are pronouncing *-ing* as /ɪŋ/. Students work in pairs to ask and answer questions to have short conversations. Provide this example for their reference:

A: *What will you be doing this time tomorrow?*

B: *I will be sitting in the dentist's chair. What about you?*

A: *I will be having a piano lesson.*

You can get students to expand on this by asking them about different times in the future. Remember to ask them to clarify anything they say if it is unclear, or if you feel that they are capable of adding more detail or expanding on their spoken work.

Answers

Students' own answers

Writing: Page 21, exercise 8

- 8 In this unit, students will be working towards writing a descriptive essay. Clarify to the students the difference between a discursive essay and a descriptive essay. Explain that a discursive essay discusses a certain topic or issue, while a descriptive essay describes an object, a person, a place, an experience, a situation, etc. Descriptive essays involve clear writing and a good understanding of the audience for who one is writing.

For example, in order to explain or describe something that is unknown to your audience, you must be able to liken it to something that they *do* know.

Elicit some aspects of future lifestyles, beginning with medical advances, and expanding to include the items listed in the rubric. Accept others as well.

Ask how we could describe these situations. Model this sentence on the board: *People will work in virtual offices at home.* For example, what could we compare these offices to, in order to give our readers a better idea of what the future might look like? Show the students how to insert a defining relative clause into the sentence, and tell them it is just one option they have. So now their sentence might look like this: *People will work in virtual offices, which are like holographic displays, at home.* They could also construct a simple sentence with *like* or *as ... as ...*

Go through the *Writing strategies* with the class and make sure they understand the concepts of conciseness and clarity. Students should write a few sentences to answer the question, and then swap the work with a partner. Good sentences could be read out and written on the board.

Answers

Students' own answers

Quotation

Read the quotation to the class and ask them to attempt to translate it. An example translation is as follows:

حين يُعَشَّقُ الطَّبُّ تُعَشَّقُ الْإِنْسَانِيَّةُ.

Let students discuss the quotation in small groups first and then choose a student to explain it. It means those who love medicine also love people because they want to help to make them better or keep them well. Ask students if they agree or disagree with the statement and if they can think of any situation that supports their view.

Hippocrates (/hɪ'pɒkrə'ti:z/) was an ancient Greek physician (doctor) and is referred to as 'the father of Western medicine'.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use contextual clues to understand the meaning of texts
- scan texts for specific purposes
- read and show understanding of authentic written texts having to do with topics of general and academic interest
- distinguish fact from opinion and fallacies when listening
- use and pronounce appropriate academic vocabulary correctly

Materials

- Student's Book pages 22–23
- Dictionaries
- Glossary – Student's Book pages 90–92
- Cassette/CD
- Activity Book: Module 2 – page 16

Student's Book, pages 22 and 23

Speaking

1 Work in pairs. What do you think the implications will be for the world if people live longer? Should we be using technology to help us to improve life expectancy?

2 **DW** Read the words in the box. Which words refer to illnesses and other medical conditions? Which refer to medical apparatus or treatment? Check the meaning of any word(s) that you do not know in the Glossary on pages 90–92 or in a dictionary.

coma dementia drug implant medical trial pill scanner side effect stroke symptom

Reading

3 Read the website article and complete it with five words from exercise 2.

In the future

We will be able to have an operation to increase our intelligence.
Scientists have already developed brain implants that improve vision or allow disabled people to use their thoughts in order to control prosthetic limbs like arms, legs or hands, or operate a wheelchair. In 2012 CE, research on monkeys showed that a brain (1) _____ improved their decision-making abilities. How will humans benefit from this research? Scientists hope to develop a similar device to help people who have been affected by brain damage, which could be caused by (2) _____, a stroke or other brain injuries.

Doctors will be able to communicate with people in a coma.
In 2010 CE, neuroscientists confirmed that it was possible to communicate with some patients in a coma, by using a special brain (3) _____ called an MRI. They suggested that, in the future, more meaningful dialogue with patients in a coma would be possible. Two years later, it has finally happened. The scanner, used on a man who has been in a coma for more than twelve years, proves that he has a conscious, thinking mind – a fact that had previously been disputed by many. Doctors plan to use similar brain-scanning techniques in the future to find out whether patients are in pain, or what they would like to be done in order to improve their quality of life.

A new drug will help to treat certain types of cancer almost instantly.
A new cancer drug is being trialled in Plymouth, UK, which doctors hope will extend the lives of cancer patients and reduce their symptoms overnight. It is taken as a single (4) _____ every morning, and so far patients have shown none of the usual (5) _____ such as the sickness and hair loss that are experienced when undergoing other forms of cancer treatment. The new treatment works by blocking a protein which causes cancerous cells to grow. It will improve patients' life expectancy and quality of life much more quickly than any other treatment. The patients were interviewed a year after starting the treatment and are fit and well, saying that they are definitely going to continue the trial. They have every reason to believe the new drug is going to work. Doctors at Plymouth Hospital hope that it will help patients from all over the world.

Reading strategies

Completing a text

- Read the text first to understand the general meaning.
- Look at the words in the box. Think about the part of speech that each word is.
- Look at each gap and consider the best word to insert into the gap. Look at the words before and after the gap to predict the kind of word that is missing.
- Think about the part of speech of the missing word and whether it is singular or plural.

Speaking: Page 22, exercises 1 and 2

- 1 Ask students *Is life expectancy in Jordan above or under 70? (above 70) What percentage of Jordanians are over 65? (about 5%).* Ask students to guess the figure for the UK (*about 17%*) and the USA (*about 13%*). Now ask students to discuss the issue posed in this exercise. What do countries need to do in order to care for an ageing population? What needs to be considered? Focus on the fact that it is our responsibility as a nation to care for the elderly.
- Then ask small groups to discuss the second question. Monitor as they are speaking. Explain that there is no correct answer to this – it is entirely the students' opinion, but they should be able to justify their thoughts.

Answers

Students' own answers

- 2 **DW** Ask students to read the words aloud. Refer them to the Student's Book Glossary or dictionaries to check. Then ask them to do the activity in pairs. Check answers as a class.

Tell students that they will encounter these words in the article in the following exercise. Ask them what part of speech each word is. Explain that this will help them with the reading activity they are going to do. They are all nouns, except *implant* and *stroke*, which exist both as a noun and a verb.

If you wish, you may choose one or more of *Games 1, 5 and 9* in the *Vocabulary games* section of the Teacher's Book, pages 161–163 to provide students with extra vocabulary practice.

Answers

Illnesses and other medical conditions: coma, dementia, side effect, stroke, symptom

Medical apparatus or treatment: drug, implant, medical trial, pill, scanner

Reading: Page 22, exercise 3

- 3 Ask students to read the title of the article and the headings. Write the sub-headings on the board and ask them to turn their books over so they can't read the information. Ask them to suggest what each paragraph might contain and which vocabulary they might come across. They do this in groups and then report back to the class. Help them with any new vocabulary.

Refer students to the *Reading strategies* box. Explain that whenever there are gaps in a text to fill, they must always read around the gaps. They need to check that, once they have put a word in, it makes sense. This is especially important here as they only need to use five words or phrases from the ten. Check answers as a class.

Ask students some questions to check their understanding, e.g. *How can an implant help disabled people? Which animals are used to help researchers? What do you think of this? Why might someone be in a coma? Do you know what else an MRI scanner is used for? How might the scanner help the man who has been in a coma for 12 years? What do you think is particularly special about the new cancer drug?*

Answers

1 implant 2 dementia 3 scanner 4 pill
5 side effects

Speaking: Page 23, exercises 4, 5 and 6

- 4 Tell students that this is a critical-thinking question. Direct them to the relevant part of the text, allow them to read it again, and tell them to discuss the question in groups. Compare answers as a class.

Suggested answer

This website is promoting medical advances, so its information may be exaggerated. The new drug may be less effective than the article claims. In addition, the text says 'so far' treatment is going well; it does not say it has been proven to work.

Activity Book, page 16, exercise 5

For exercise 5, write the words in the box on the board as anagrams before students open their books (*acmo, eaimdnte, decimal sliart, lslip, ystpmos*). As they solve the anagrams, ask students to try to explain each word. Students then complete the exercise individually.

Speaking

4 Look at the third sub-heading in the article. How far do you think this is true? Give reasons.

5 Make correct sentences about the future.

- 1 He / hope / become a teacher one day.
- 2 I / intend / apply for a job when I finish university.
- 3 Many hospitals / plan / use robots to help nurses in the future.
- 4 How / you / intend / solve the problem?
- 5 Our school / hope / raise enough money to build a new library.
- 6 you / intend / buy tickets for the play?

6 What do you hope, intend and plan to do in the future? Work in pairs.

Listening

7 Look at this photograph showing the subject of a talk. What do you think the talk is going to be about? Listen and check.

Comprehension

8 Listen again and answer the questions.

- 1 How will robots be able to help doctors when they are not available for face-to-face consultations with patients?
- 2 In Japan, what task are scientists developing robots to perform?
- 3 What kind of operations will robots be used in? Why?
- 4 Why are robots particularly suited to sorting and delivering medicine?

Pronunciation: Using the International Phonetic Alphabet – IPA (2)

9 Listen to these words. Write them using the IPA. Check your answers in a dictionary.

- 1 technology
- 2 audience
- 3 healthy
- 4 carrying

Writing

10 Read the sample descriptive essay on page 74 of the Activity Book. First, label the parts of the essay, using the bullet points under it. Then, highlight or underline any of the following rhetorical devices that you find:

- sensory descriptions
- onomatopoeia
- simile
- personification

Finally, write an extra paragraph of about 50 words.

Writing skills: Using rhetorical devices

Simile:

Some robots will look and sound very like humans, because technology will have advanced a great deal.

Treatment and medicines will taste as delicious as real food.

Metaphor:

The world will be at your fingertips.

Onomatopoeia:

Everywhere we go we will hear the constant buzz and hum of technology.

Personification:

Our computers and mobile phones will take care of us, by telling us when to wake up, eat and sleep.



a robot collecting medicines

23

Answers

- 1 He hopes to become a teacher one day.
- 2 I intend to apply for a job when I finish university.
- 3 Many hospitals plan to use robots to help nurses in the future.
- 4 How do you intend to solve the problem?
- 5 Our school hopes to raise enough money to build a new library.
- 6 Do you intend to buy tickets for the play?

6 In pairs, students discuss the future. Monitor as they are speaking, noting any mistakes. Do not correct at this moment as this is fluency practice. Encourage students to ask further questions so that they have a short discussion about each sentence.

Choose some students to perform their conversations in front of the class. Go over any problems you may have heard.

Answers

Students' own answers

Activity Book, page 16, exercises 6 and 7

For exercise 6, ask students to read the sentences in pairs and then discuss their own hopes, plans and intentions.

For exercise 7, students should remember to read the paragraph all the way through first. They then read the words on either side of the gap to help them to complete the sentences.

Listening: Page 23, exercise 7

7 Let students work in small groups to talk about the photograph (It is a robot collecting drugs to dispense.) Elicit ideas from the students and make notes on the board. Do not tell them if they are correct or not.

Play the audio and ask them to see if any of the ideas on the board were correct. Ask different students to explain what the talk is about, helping them with any vocabulary. Discuss with students any examples of the speaker's opinion that they heard, and any examples of fact. Be prepared to play through parts of the talk again. Write important new vocabulary on the board and ask students to note it down with a definition or example sentence.

Audioscript

Presenter: Welcome to the Science and Technology Conference! Our speaker today is Professor Wilkins. He's going to talk about robots and how the medical sciences will be using them in the future.

Professor: Thank you. As I'm sure you are aware, technology is rapidly changing the way medical science is being used. We already use robots in lots of different areas of medicine. I know a lot of you in the audience are nurses. You might be wondering, will I still be working as a nurse in ten years' time, or will a robot be doing my job?

It's true that, in the future, robots will be doing more and more jobs in hospitals. In the USA, the UK and Australia, hospitals are using robots to interact with patients after they've had operations, collect drugs from the hospital pharmacy, and even visit patients in the ward when the doctor is not available. The doctor can talk to the patient via the screen on these robots. In Japan, scientists have been working on a robot which can lift a patient off the floor and into a wheelchair. Lifting patients is one of the most difficult tasks for nurses and can be carried out as many as 40 times per day. Medical professionals hope that robots like this one will be doing a lot of this kind of work in the future.

It also seems very likely that robots will be carrying out surgery, too. There are a few surgical operations that require a lot of detailed work. For example, in cancer cases it is vitally important to remove all the cancer cells, but leave the healthy cells in place. In some operations, scanners are used to locate these cancerous cells, and these locations are sent directly to the robot surgeon.

It is also very likely that robots will be sorting and delivering drugs, a task that requires absolute accuracy and speed.

So, to conclude, if you are a nurse, don't worry about losing your job to a robot. In ten years' time, a robot will probably be working alongside you, but only to make your job easier. It certainly won't replace you.

Answer

The talk is about robots and how the medical sciences will be using them in the future.

Comprehension: Page 23, exercise 8

- 8  Ask students to read through the questions and check that they understand them. Play the audio again. Advise students to make notes as they are listening. Then ask them to discuss the questions in pairs. Check answers as a class.

Answers

- 1 The robot can visit the patient in the hospital and the doctor can talk to the patient via a screen.
- 2 In Japan, scientists are working on a robot which will be able to lift a patient off the floor and into a wheelchair.
- 3 They will be used to help in operations that require detailed work. This kind of work is better suited to robots than humans.
- 4 The task requires accuracy and speed, something that is very suitable for robots.

Pronunciation: Using the International Phonetic Alphabet – IPA (2): Page 23, exercise 9

- 9  Play the audio to the class. Students write the phonetic transcriptions. Refer them to the *Pronunciation table* in the Activity Book on page 69 for more guidance. They then practise saying the words in pairs. Ask them what shows them where the stress on each word is (insert stress mark '). Choose students to say each word.

Answers

1 /tek'nɒlədʒi/ 2 /'ɔ:diəns/ 3 /'helθi/ 4 /'kæriɪŋ/

Writing: Page 23, exercise 10

- 10 This exercise exposes students to a sample descriptive essay about life in the future, as well as giving more practice of future tenses.

Next, run through each rhetorical device and check that they understand what these are (*sensory descriptions* are any descriptions that appeal to the five senses of touch, smell, taste, sight or hearing; *onomatopoeia* (/ˌɒnəmə'tɒpi:ə/) is the name given to words that sound like the noises they represent such as *plop*, *ping*, *fizz*; *simile* (/ˈsɪmli/) is a way of comparing two things using *like* or *as ... as ...*; *personification* (/pə'sɒnɪfɪ'keɪʃən/) is giving human characteristics to an object such as *The sun shone warm and welcoming.*)

Go through the *Writing skills* with the students and answer any questions that come up. Practise describing objects in the classroom using the rhetorical devices in the skills box.

Read through the sample descriptive essay on page 74 of the Activity Book with the class, and ask them to think about how the essay is structured. They should choose the most appropriate label from the bullet points under the essay and match it with the correct part of the essay.

Then ask students to consider the bullet points, and decide what they should use to write an extra paragraph for the essay. They should use at least one of the rhetorical devices explained above. They should write notes, and then write up their extra paragraph. Students should then edit and proofread their own work, checking in particular for correct spellings of technical and challenging words including those learnt in this unit. Get a few students to read out their paragraphs when they have finished, and encourage constructive feedback from the class.

Answers

Students' own answers

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- participate in discussions about personal, social or school-related topics
- make inferences based on explicit and implicit information in texts
- make a short formal presentation on a real-life topic using a well-structured narrative or logical argument
- organise ideas and information in essays logically and creatively to produce clear and interesting writing
- produce essays which include an introduction, supporting paragraphs and a conclusion using transitions within and across paragraphs
- show respect for the age, gender and position of the speaker
- use and spell complex words correctly
- use and spell appropriate academic vocabulary correctly when writing
- use literary devices in presentations

Materials

- Student's Book pages 24–25
- Activity Book: Module 2 – pages 17–18

Student's Book, pages 24 and 25

Tip!

- Read the information. Cover it and try to remember the gist of it. Think about any knowledge you have in this area.
- Don't worry about 'correct' answers; you are being asked to express an opinion. However, you should be able to back up your opinion.

Speaking

1 Read the following information and discuss the questions.

The population of Jordan increased from approximately 2.3 million in 1980 CE to about 6.5 million in 2010 CE. It is expected that the population will keep on increasing, and by 2050 CE it will be about 11.5 million.

- 1 How do you think this increase in population will affect Jordan's housing, education and health facilities?
- 2 What can be done to help Jordan cope with this increase in population?

2 Work in pairs. What do you know about the King Hussein Cancer Center?

Research box

What is the population of your town or city?

Reading

3 Read the article and check your answers to exercise 2.

The King Hussein Cancer Center

The King Hussein Cancer Center (KHCC) is Jordan's only comprehensive cancer treatment centre. It treats both adult and paediatric patients. As the population of the country increases, more and more families will rely on the hospital for cancer treatment. Patients come not only from Jordan but also from other countries in the region, as they are attracted by its excellent reputation, lower costs, and cultural and language similarities.

In order to cope with the increase in demand for treatment, the KHCC has begun an expansion programme. Building started in 2011 CE. The hospital will have more than doubled its capacity by 2016 CE, increasing space for new cancer cases from 3,500 per year to 9,000.

By then, they will have added 182 extra beds, along with bigger units for different departments, including radiotherapy. New adult and paediatric wards will have opened. Additionally, they will have built a special ten-floor outpatients' building, with an education centre which will include teaching rooms and a library.

Many cancer patients live far away from Amman, where the KHCC is located, and the journey to and from the hospital is often difficult. For this reason, there are plans to extend cancer care facilities to other parts of Jordan. In the near future, King Abdullah University Hospital in Irbid hopes to set up radiotherapy machines, so that cancer patients from northern Jordan will not have to go to Amman for radiotherapy treatment.

24

Speaking: Page 24, exercises 1 and 2

- 1 Go through the **Tip!** box with the class. Choose two students to read the sentences in the information box aloud. Check the way they say the numbers. Although the year 2010 can be pronounced as *twenty ten* or *two thousand and ten*, more people use *twenty ten*.

Ask them what *CE* means (*Common Era*). Also point out that *11.5* should be said as *eleven point five*. Remind them of the pronunciation of *outpatient* (/aʊtˈpeɪʃənt/); see Teacher's Book page 33, exercise 7, for ? (glottal stop).

Students then discuss the questions in pairs. These questions require some critical thinking. Monitor as they are speaking, helping with vocabulary where necessary. Ask students to give their opinions to the class. Ask the other students in the class if they agree with the opinions expressed, saying *why/why not*.

Suggested answers

- 1 It might get more difficult for the government to help people, and taxes might increase.
- 2 The government should spend more money making sure there are enough facilities for everyone.

Research box

If students don't know the answer, ask them to find out for the next class. Make sure they can say the numbers correctly. Remind them that we only use *and* after hundred, e.g. *304 = three hundred and four*; *2,304 = two thousand, three hundred and four*; *1,340,304 = one million, three hundred and forty thousand, three hundred and four*. Also point out that we use commas, not full stops in whole numbers (full stops are used as decimal points, e.g. *304.67 = three hundred and four point sixty-seven*).

Answer

Students' own answer

- 2 Students work in pairs to answer the question. Elicit ideas from the students.

Answers

Students' own answers

Reading: Page 24, exercise 3

- 3 Ask students to describe the photographs, explaining what is happening in each one. Students read the article, checking the answers. Ask students if there were any points they hadn't thought of. Discuss as a class.

Check that students understand the text. Ask if there are any words they are unsure of. Ask other students to try and explain them.

Choose some students to read the article aloud and check their pronunciation and intonation.

You might like to draw students' attention to the spelling of 'Center' in 'The King Hussein Cancer Center'. Explain that it is the American spelling of the

word because this is how the official name is written. Also, tell them that they will learn the differences between American and British English in Unit 5.

Answers

Students' own answers

Comprehension

4 Read the article again and answer the questions.

- 1 Why does the hospital need to expand?
- 2 Give three reasons why patients from other countries visit the centre.
- 3 What is one of the disadvantages of the KHCC for patients who live far from Amman?
- 4 What plans are there for increasing cancer care facilities in other parts of Jordan?



Grammar: The Future Perfect

5 Complete the sentences with the Future Perfect form of the verbs in brackets.

- 1 This time tomorrow, we'll be celebrating because we _____ our exams. (finish)
- 2 This time next month, my parents _____ married for twenty years. (be)
- 3 The books that you ordered _____ by the end of the week. (not arrive)
- 4 By next year, _____ you _____ England? (visit)

Speaking

6 Work in pairs. Imagine yourself and your city in 2050 CE. Share ideas about things that you think will have happened. Choose from the topics in the box.

education career
home friends and family
transport healthcare
technology

Writing

7 Edit the following text. There are **two grammar mistakes** and **three spelling mistakes**. Find and correct them.

In the near future, a new 'bionic eye' will have helped people with failing eyesite to see again. A devise inside the eye picks up an image from a small camera attached to a pair of sunglasses and send it to the brian, which interprets it as vision.

8 Describe Jordan in the next century. What do you think it will look like? What will people be doing? What will life be like? Use the rhetorical devices in exercise 10, page 23 and write 200 words.

Speaking

9 Use your work from exercise 8 to give a five-minute oral and electronic presentation to the class.

Academic skills: Preparing for oral presentations

- Make sure you have an opening sentence which tells the listener what you are going to talk about.
- Make your points and give details, examples or explanations to support what you have said.
- End with a summarising sentence or conclusion.

Tip! Look for words that you think have an unusual spelling. Think about the spelling of similar words you know with similar patterns or sounds.

Writing strategies

Describing
Descriptions need to be accurate and accessible to the reader.

- Use rhetorical devices such as those introduced on page 23.
- Be specific – give concrete examples in your descriptions (describe objects, people, etc.)
- Keep your sentences neat and tidy – use complex sentences if you like, but check that they make sense.

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Comprehension: Page 25, exercise 4

- 4 Give students time to write answers to the questions. Check answers as a class.

Answers

- 1 The hospital needs to expand because there is more demand for treatment.
- 2 It has an excellent reputation, the costs are lower and there are cultural and language similarities.
- 3 The journey to and from the hospital is often difficult.
- 4 There are plans to set up radiotherapy machines in Irbid.

Activity Book, page 17, exercises 8, 9 and 10

In exercise 8, students are required to think about the situation for themselves and write opinions. There are no right or wrong answers here, but students should be able to justify their opinions. For exercise 9, remind students that a title should act as a signpost to readers, giving a summary in a few words of what they will read. Students should read the article silently and choose the title. They should be able to justify their choice and also explain why the other options are not correct. Note that the name Dennis Sorensen is pronounced /'denɪs 'sɔːrənsən/.

For exercise 10, students have to read the article again, this time more carefully. Question 4 tests their understanding of what pronouns and similar words refer to. Question 5 tests their ability to infer meaning on potentially new vocabulary using context.

Grammar: The Future Perfect: Page 25, exercise 5

- 5 Ask students to give you an example of the Present Perfect and tell you how it is formed (have + *past participle*). Explain that they are going to look at the Future Perfect now. Ask *What is the future of have?* (will have) *How can we make the Future Perfect?* (will have + *past participle*)
- Ask students to look through the article and find sentences in the Future Perfect. Write the first example on the board: *The hospital will have more than doubled its capacity by 2016 CE.* Ask questions to check understanding, e.g. *When did the KHCC start the expansion?* (in 2011 CE); *What time is this sentence referring to – past or future?* (past); *Tell me about the building work in 2016 CE.* (It will have finished.); *Will it finish in 2016 CE?* (No, it will finish between now and then.)

Explain that we use the Future Perfect to talk about a time in the future when something will already be complete or done. Refer students to the *Grammar notes* in the Activity Book on page 63 for more guidance and the irregular verbs table in the Activity Book on page 70.

Choose students to read the complete sentences before they write the answers, taking care over word order in items 3 and 4.

Answers

- 1 will have finished 2 will have been
3 will not have arrived 4 will, have visited

Activity Book, page 17, exercise 11

Students should complete exercise 11 individually before comparing their answers in pairs. Check answers as a class.

Speaking: Page 25, exercise 6

- 6 Prepare some model sentences of your own on one of the topics to give to the class. Have a short discussion with them, using the Future Perfect as much as possible. Explain that they need to give reasons for their ideas, and they need to be logical in how they present these ideas. Suggest that they think about problems and situations in the world now and develop ideas from there.

Monitor as the students work in pairs to discuss some of the topics. Help with any new vocabulary they need, but do not stop to correct them as this is a fluency activity. Go over any mistakes you heard at the end of the task. Choose some students to give two or three sentences about each topic.

In preparation for exercise 7 (writing a descriptive essay), it would be very suitable at this point to provide students with *Activity 5* in the *Dictionary and thesaurus activities* section of the Teacher's Book, page 170. This activity will help students to choose suitable adjectives in their descriptions.

Answers

Students' own answers

Writing: Page 25, exercises 7 and 8

7 Tell students that they should try to learn the spelling of any new words that are unusual and practise their grammar. Refer students to the *Tip!* box.

Choose students to read the paragraph aloud. Then ask students to find the mistakes and try to correct them without checking in a dictionary at first. Check the corrected mistakes and then choose students to read the sentences again. Say *Listen carefully. Do any of these changes affect the pronunciation of the sentences?*

They might notice the difference between *devise* and *device*. The first word is pronounced /dɪvaɪz/ and the second /dɪvaɪs/. Ask students to tell you what the parts of speech are (*devise is a verb; device is a noun*). Ask *Do you know any other words that use ise/ice with different pronunciations?* Elicit suggestions, e.g. *advise/advice*, etc.

Ask students to look at the words *site* and *sight*. Ask *Are they pronounced the same?* (yes) Explain that such words that have the same pronunciation are called homophones and that there are many homophones in English. You could elicit other examples, e.g. *to/two/too; their/there/they're; pray/prey; rain/reign; threw/through; way/weigh*, etc.

Answers

1 will help 2 eyesight 3 device 4 sends 5 brain

8 In this exercise, students should use their knowledge of language that they have gained from the writing exercises in the two previous lessons.

Read through the rubric with the students and have another look at the structure of the sample essay on page 74 of the Activity Book. Answer any questions students may have about structure, and then elicit the four rhetorical devices they were introduced to on page 23. Write a checklist consisting of the structural details and four devices (found on page 74 of the Activity Book in the sample essay) and say that, while they are planning and writing their essays, students should consider these things.

Next, go through the *Writing strategies* box with the students. Give them time to plan and write their essays. Then, they should read them to their partners to edit them. Monitor and share any good sentence examples with the class.

This might be the most convenient time to provide students with extra practice on the Future Continuous and Future Perfect tenses. Go to *Game 2* in the *Grammar games* section of the Teacher's Book, page 165. Encourage students to enjoy the activity, but at the same time, make sure they are using the two tenses correctly.

Answers

Students' own answers

Activity Book, page 18, exercises 12 and 13

In exercise 12, students have to say which statements they agree with and then write similar statements of their own. They should do the first part in pairs, stating not only whether they agree or not, but also why. Give them time to discuss each point, monitoring as they are speaking. If necessary, provide students with any new vocabulary to help them to make their point, but do not stop them to correct accuracy problems. You can go over these at the end of the task. Elicit example sentences from the students and, if you have time, discuss the ideas as a class. Write some of the ideas on the board, with relevant vocabulary.

If students have discussed the ideas in exercise 12 fully, they should have plenty of ideas for the essay in exercise 13. Ask students to write a plan before they start the essay – they can write this in the Activity Book and then write their essay on a separate piece of paper. Monitor as they are writing, pointing out any errors but giving students time to correct them themselves.

Speaking: Page 25, exercise 9

9 Refer students to the *Academic skills* box. Ask them to think about the qualities of a good presentation, e.g. clear delivery, interesting topic, an opening that catches the listeners' attention, an ending that summarises what has been said, a logical sequence that is easy to follow. Students should remember that when you are reading something, you can go back and read it again. When you are listening, you usually only get one opportunity.

Answers

Students' own answers

LESSON 7

Project

Student's Book, page 26

Students will do this project individually. Read through the *Your task* box, discussing each point. Ask students for suggestions of who they might interview. Discuss with them how they should ask the person if he or she will agree to the interview. Emphasise how important it is to establish an excellent relationship with their interviewee. Discuss how to do this. Also ask how students might record the interview – they could use a video camera or perhaps a phone or a computer to record onto. Advise students to ask permission of the person to take his/her photograph.

Then indicate the *Questions* box and ask students to read through these in small groups. Try to mix the level of these groups so that stronger students can help weaker students and give them some tips to doing a good interview. Ask them to write any other questions that they might like to ask. Then elicit suggestions from each group. Give students time to write down suggestions for new questions. You could write any particularly good or interesting ones on the board.

Next, you can discuss how students might present the information. Suggest that they do as much as they can on a computer. They will then be able to make use of the spelling and grammar checking programs to edit their final drafts.

When they have completed their projects, make a display on the classroom walls or put them into a folder so that the students can read each other's work. Have a discussion with the class on what they particularly liked about other students' work. They might be able to gain some tips for future presentations of their own.

To assess students, choose the most relevant *Project assessment* strategy on page 147 of the Teacher's Book and use it to chart each student's progress. In terms of students' self-assessment, refer them to the *Project self-assessment tool* and ask them to answer the questions after they have finished.

This might be a convenient time to provide students with extra practice on the vocabulary of this module. Go to *Game 4* in the *Vocabulary games* section of the Teacher's Book, page 162. Encourage students to enjoy the activity, but at the same time, make sure they know all the vocabulary they have encountered so far.

Now, direct students to *What I can do* on page 19 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.

Project

Interview an older person and write about their life.

Your task

- Choose a person to interview. Ask about the person's childhood, education, family and friends, and the most important events in his/her life. You can ask the questions below if you wish. Include some of your own.
- If possible, record the interview or take notes of the answers.
- Remember to show due respect to your interviewee. Be tactful and polite.
- Use the recording or your notes to write an article about your interview. Include your questions and the answers. Write an introduction, giving some basic information about the person.
- Include photographs of the person, or of places and people that are important to your interviewee.
- Describe what you have learnt from this person that you could apply to your life.
- Display your written interview in the classroom. Read others' interviews and note any useful tips.

Questions

- What are your memories of your childhood, education and working life?
- When you were younger, what kind of things did you use to want to do? What kind of things did you use to believe?
- As you grew older, what was one of the most difficult things to get used to?
- What are some of the most important things you have done in your life? Why were they important to you?
- What are your future plans and hopes?
- How has the world changed in your lifetime?
- How do you think the world will have changed in ten years' time?

Project self-assessment tool

- 1 How did you plan for your project?
- 2 How much of the language from the module did you use?
- 3 Did you find the questions useful? Did you add any of your own? Give examples.
- 4 Did you pick up any tips from looking at other students' work? Give examples.

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MODULE
3

Student's Book, page 27

OPENER

Ask students about their personal achievements, and then about the achievements of the country, and the Jordanian people as a whole. Have a brief discussion about achievements made in the country in the past and in the present.

Look at page 27. Tell the students to describe each photograph, comparing and contrasting them. Discuss the questions about each photograph with the class. Photograph **a** is the Jordan National Gallery of Fine Arts. Once students have identified it and described it (you can see works of art by artists from many different cultures), ask students whether they have been there and what they saw. The man in picture **b** is Al-Kindi, a polymath who introduced many mathematical concepts still in use today. Picture **c** is a mosaic, and it was made by assembling thousands of tiny coloured tiles. Ask students if they know when the first mosaics were made (*in Mesopotamia in the third millennium BCE*). Photograph **d** is Al-Aqsa Mosque in Jerusalem. Ask students if they have seen architecture similar to it before.

Achievements

MODULE 3

a Where is this building? What can you see there?

b Do you know who this man was?

c How was this picture made? What is the name of this craft?

d Where do you think this building is?

Achievements

Overview

- read about the importance of specific Islamic achievements in history, Masdar City, the arts in Jordan, and a professional craftsman
- listen to an overview of Arab/Islamic history, a radio report about crafts at the Azraq Wetland Reserve, and an overview of the Madaba Mosaic School
- use vocabulary related to Arabic and Islamic history, and the arts
- use cleft sentences, relative clauses and articles, and practise American and British English
- talk about the extent of the success of Masdar City project, and have a debate on whether craftspeople should be paid better salaries
- write a summary of an article about megacities, and an argumentative essay about traditional crafts

Project
Give a presentation about an artist or a craftsperson.

27

Unit 4 Success stories

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- skim texts to deduce and infer the meaning of the text
- read and show understanding of authentic written English texts having to do with topics of general and academic interest
- paraphrase or summarise main ideas and supporting details in an article
- use sentences of different structures correctly
- participate in discussions about personal, social or school-related topics
- use multiple Internet sources to gain information for oral and written reports on a variety of personal and academic topics

Materials

- Student's Book pages 28–29
- Dictionaries
- Glossary – Student's Book pages 92–93
- Cassette/CD
- Activity Book: Module 3 – page 20

Student's Book, pages 28 and 29

Unit 4 Success stories

Research box
Which Arab optical scientist invented the camera obscura?

Grammar
cleft sentences; revision of relative clauses

Before you begin

- 1 Work in pairs. Look at the photographs. Who do they refer to? What are these people famous for?
- 2 **DW** Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 92–93 or in a dictionary. Group the words in two categories:
1 subjects 2 people specialised in certain fields of study
arithmetic geometry mathematician philosopher physician polymath
- 3 This article is about important Islamic achievements. Listen and read. Check your answers to exercise 1.

The importance of Islamic achievements in history

Jabir ibn Hayyan (born 722 CE, died 815 CE)
The Arab world has many famous chemists in its history, but the person who is known as the founder of chemistry is probably Jabir ibn Hayyan. He is most well known for the beginning of the production of sulphuric acid. He also built a set of scales which changed the way in which chemists weighed items in a laboratory: his scales could weigh items over 6,000 times smaller than a kilogram.

Ali ibn Nafi (Ziryab) (born 789 CE, died 857 CE)
Ali ibn Nafi is also known as Ziryab (or 'Blackbird', because of his beautiful voice). He was a gifted pupil of a famous musician from Baghdad, and it was his talent for music that led him to Cordoba in the ninth century CE. He was the guest of the Umayyad ruler there. He is the person who established the first music school in the world in Cordoba, Al-Andalus, teaching musical harmony and composition. He revolutionised musical theory, and is also the person who introduced the oud to Europe.

Fatima al-Fihri (born early 9th century, died 880 CE)
Fatima al-Fihri was the daughter of a wealthy businessman. She used her father's inheritance to build a learning centre in Fez, Morocco. This learning centre became Morocco's top university, and it is where many students from all over the world come to study. Moreover, it was Fatima's sister, Mariam, who supervised the building of the Andalus Mosque, which was not far from the learning centre.

Al-Kindi (born around 801 CE, died 873 CE)
Al-Kindi was a physician, philosopher, mathematician, chemist, musician and astronomer – a true polymath. He made ground-breaking discoveries in many of these fields, but it is probably his work in arithmetic and geometry that has made him most famous.

Before you begin: Page 28, exercises 1, 2 and 3

1 Students discuss the pictures in pairs without referring to the text below. They can cover this up. Ask them also to discuss when they think the people in the pictures lived. Do not tell them the correct answers at the moment as they will find out in the reading.

Answers

Students' own answers

2 **DW** Choose students to read the words from the box aloud to check pronunciation. Tell them that they will encounter these words in the article in the following exercise. The students work in pairs to answer the question. They can use the Student's Book Glossary or a dictionary to help them.

Ask students to tell you the endings that show that a noun is referring to a person (-er, -ist, -ian). This can help them to understand new words when they come across them. Explain that the majority of nouns referring to people have these endings, but not all words with these terminations refer to people (e.g. -er is the standard ending of a comparative adjective, while words such as *moist*, *gist*, *mist* and *amphibian* do not refer to people).

Answers

1 **subjects:** arithmetic, geometry

2 **people specialised in certain fields of study:** mathematician, philosopher, physician, polymath

3 Tell the students that they are going to listen to and read an article about the people in exercise 1. Play the audio. The students listen and read at the same time, then in pairs they decide which of the three people are in the pictures. Check answers as a class. You might like to draw students' attention to the adjective 'well known' in lines 9–10, which is sometimes hyphenated. Explain that it is hyphenated when it precedes the noun that it describes (e.g. *a well-known person*). It is not hyphenated when it follows the noun that it describes (e.g. *He is well known for...*)

Answers

a Jabir ibn Hayyan b Al-Kindi c Ali ibn Nafi'

Research box

Ask the students to look up the answer to the question on the Internet or in reference books. They should also try to explain what a camera obscura is and why it was so important.

Answer

Ibn al-Haitham invented it. A camera obscura (which means 'dark room' in Latin) is an optical device that projects an image of its surroundings onto a screen. Its invention led to the invention of the camera.

Activity Book, page 20, exercises 1 and 2

Students complete exercise 1 individually. Explain that a philosopher is both someone like Aristotle who became famous for writing about life and ethics, and also a student of, or a specialist in, the subject of Philosophy.

In exercise 2, students should read the word in the left-hand column, think about a definition and then find that definition in the right-hand column.

Comprehension

- 4 Listen to and read the article again. Working in pairs, summarise the achievements of the four people in the text.
- 5 Do you think that it was easier or more difficult in those days to reach such high levels of achievement in comparison with the present day? Give a reason for your opinion.

Grammar: Cleft sentences

- 6 We want to emphasise the part of the sentence which is in **bold** in sentences 1-3. Match each one to an appropriate cleft sentence a-c.

- | | |
|---|---|
| 1 The Great Mosque in Cordoba was built in 784 CE by Abd al-Rahman I . | a The year when the Great Mosque in Cordoba was built was 784 CE. |
| 2 The Great Mosque in Cordoba was built in 784 CE by Abd al-Rahman I. | b Abd al-Rahman I was the person who built the Great Mosque in Cordoba in 784 CE. |
| 3 The Great Mosque in Cordoba was built in 784 CE by Abd al-Rahman I. | c The mosque that was built by Abd al-Rahman I in 784 CE was the Great Mosque in Cordoba. |

- 7 Write this sentence in three different ways, emphasising the parts underlined in each case.

Al-Jazari invented the mechanical clock in the twelfth century.

- 8 Rewrite these sentences, emphasising the part in **bold**, and using the structure as shown.

- Al-Kindi contributed to the invention of the oud. *The person who*
- Jabir ibn Hayyan did his research in a laboratory in Iraq. *The country where*
- Ali ibn Nafi' established the first music school in the world. *It was*
- Jabir ibn Hayyan also invented ink that can be read in the dark. *It was*
- Al-Kindi is especially famous for his work in geometry. *It is*

Tip!

When you summarise, you should not add in your opinion. Before you start your summary, underline the most important information in the text. This is what you will base your summary on.



the mechanical clock

Speaking

- 9 Ask and answer these questions with your partner. Use cleft sentences in your answers.

- Which successful person has influenced you the most in your life and why?
- Which person in exercise 3 do you think was the most successful and why?
- How would you define success? (Start your answer *The way in which ...*)

Writing

- 10 Research and write notes. Then, write a summary paragraph of 80 words about someone from the past who made an important achievement. Write what it is that made them famous.

Writing strategies

Structuring a paragraph

- Each paragraph should cover one main idea or topic.
- Introduce the topic in the first sentence of each paragraph. This is called the topic sentence.
- Explain your ideas in more detail in the next sentences of the paragraph.
- Summarise and conclude your ideas in the last sentence of the paragraph.

29

Comprehension: Page 29, exercises 4 and 5

- 4 Read the question aloud for the class. Indicate the **Tip!** box. Ask students to work in four groups. Give each group one of the famous people and ask them to write three questions to ask the rest of the class. Each group should choose a student to write the questions. The writer comes to the board and writes his/her group's questions for all the class to see.

Play the audio again. Students try to answer the questions. Ask each group to ask the class the questions and decide if they are correct or not. Then, in pairs, students summarise what they know about each person. Remind them what a summary is – a short account that gives only the main points, not all the details. To explain this, ask *In the summary, do we need to know that Fatima al-Fihri built a learning centre?*

(yes) Do we need to know that the Andalus Mosque was near the learning centre? (no) Choose good examples of students' work to be read aloud.

Suggested answers

- Jabir ibn Hayyan is known as the founder of chemistry. He began the production of sulphuric acid and invented scales that could weigh very light things.
- Ali ibn Nafi' established the first music school in the world in Cordoba, Al-Andalus, and introduced the oud to Europe.
- Fatima al-Fihri built a learning centre in Morocco, which became a world famous university.
- Al-Kindi was a polymath, most famous for his work in arithmetic and geometry.

- 5 Students can work in small groups to discuss the question. Remind them that they should give their own opinions, so there is no right or wrong answer. However, they should back up their opinions with references to the text where possible. They then write their answer. Choose some students to give their opinion to the class and encourage class discussion.

Suggested answer

I think that it was more difficult for people in the past to reach such high levels of achievement in comparison with the present day: there was much less access to information in the past, so people like Al-Kindi had to be truly revolutionary and creative in their thinking in order to succeed.

Grammar: Cleft sentences: Page 29, exercises 6, 7 and 8

- 6 Explain to students that they are going to study different ways of forming sentences in order to stress different ideas. Write an example sentence on the board, for example: *The head teacher took our class to the museum on Thursday.* Ask *How many verbs are there? (one) What is the subject of the sentence? (the head teacher) What is the object? (our class) What is the adverbial phrase of time? (on Thursday) What is the prepositional phrase? (to the museum)*

Explain that sometimes we want to emphasise one of these features more than the other parts of the sentences. In order to do this, we use cleft sentences. *Cleft* means *divided*. In a cleft sentence, the information is divided in two. Each part has its own verb. In the example sentence on the board, there is one verb, so it is not a cleft sentence.

Give students examples of how they can form cleft sentences using the example on the board. Say *We want to emphasise 'The head teacher'.* Can you think of a way to make a cleft sentence beginning with 'The head teacher'? Give them a clue saying, *Try using 'who'.* Elicit or teach: *The head teacher was the person who took our class to the museum on Thursday.* Ask *What are the two verbs? (was, took) Why do we want to emphasise 'The head teacher'?*

(because we are saying it wasn't our class teacher or another teacher but specifically the head teacher).

Explain that we can also emphasise the other parts of the sentence using cleft sentences. First of all, give an alternative way to stress 'The head teacher': *The person who took our class to the museum on Thursday was the head teacher.* Ask *Are there two verbs? (yes, took and was)*

Now ask the students to follow that model to stress 'the museum'. Elicit *The place where the head teacher took us on Thursday was the museum.*

Ask the students to create a sentence stressing the day. Elicit *The day when the head teacher took us to the museum was Thursday.*

Then explain that all these sentences can also begin with *It was*. Help the students to create the sentence stressing the head teacher and write the complete version on the board: *It was the head teacher who/that took us to the museum on Thursday.*

Ask *Can you still see two verbs? (yes, was and took).*

Then ask the students to give you similar sentences to stress the place and the time. Note that we can use *that* in all cases rather than one of the other relative pronouns. Elicit *It was to the museum that the head teacher took us on Thursday* and *It was on Thursday that the head teacher took us to the museum.*

Next, ask the students to complete the exercise individually. Refer them to the *Grammar notes* in the Activity Book on pages 63–64 for more guidance. Check the answers as a class, then ask the students to give you the same sentences beginning with *It was*. Elicit:

- 1 *It was Abd al-Rahman I who/that built the Great Mosque in Cordoba in 784 CE.*
- 2 *It was the Great Mosque in Cordoba that was built in 784 CE by Abd al-Rahman I.*
- 3 *It was in 784 CE that the Great Mosque in Cordoba was built by Abd al-Rahman I.*

Answers

1 b 2 c 3 a

- 7 Students can now practise these different ways of forming the cleft sentences, working in pairs and writing down three different ways.

Answers

- The person who invented the mechanical clock in the twelfth century was Al-Jazari.
OR It was Al-Jazari who/that invented the mechanical clock in the twelfth century.
- The thing that Al-Jazari invented in the twelfth century was the mechanical clock.
OR It was the mechanical clock that Al-Jazari invented in the twelfth century.
- The period/time when Al-Jazari invented the mechanical clock was the twelfth century.
OR It was in the twelfth century that Al-Jazari invented the mechanical clock.

- 8 If the students understood the previous exercise and could do it well, let them work in pairs to complete this exercise. If they are still struggling with the concept, go over the exercise orally before students write their answers, working in pairs if you wish.

Answers

- 1 The person who contributed to the invention of the oud was Al-Kindi.
- 2 The country where Jabir ibn Hayyan did his research in a laboratory was Iraq.
- 3 It was Ali ibn Nafi' who established the first music school in the world.
- 4 It was Jabir ibn Hayyan who/that also invented ink that can be read in the dark.
- 5 It is for his work in geometry that Al-Kindi is especially famous.

Activity Book, page 20, exercise 3

For exercise 3, students need to make cleft sentences using the relative pronouns *who*, *when* or *which*. This should be revision for them and will help them in the grammar sections to come in the Student's Book.

Speaking: Page 29, exercise 9

- 9 Ask different students to ask you the questions, and give your personal answers, e.g. *My grandfather was the person who influenced me most as a child because he was so knowledgeable.* The students then ask and answer the questions in pairs.

Suggested answers

- 1 Students' own answers
- 2 The person in exercise 3 that I think was the most successful was Al-Kindi because he was an expert in many fields.
- 3 The way in which I would define success is being very good at something you care about.

Writing: Page 29, exercise 10

- 10 Students will be concentrating on writing summaries for this unit. Summary writing necessitates clarity and conciseness in order to be successful, so the writing exercises in this unit will mostly focus on condensing large amounts of textual information into a paragraph or two.

In this exercise, students need to have access to the Internet or school library in order to do some research on a historical figure. Explain that they need to write notes on anything they find important or relevant to the person's life and achievements, as well as what it was that made them famous.

Go through the *Writing strategies* with the students and answer any questions they may have. Remind them that they should use an example of a cleft sentence in their summary.

Ask students if they can identify any features of a summary from the article on page 28. (Features include the following: short; rephrased from the original; based around one or two central, or main ideas; answering questions beginning *who*, *what*, *when*, *where*, *why*, *how*; no personal opinion included).

Write the features on the board, and ask students to write a summary paragraph that includes the features. They should not write more than 80 words. Monitor while they are writing, and ask questions to alert students to ways of improving their work.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- identify cultural and historical influences in audio-texts and performances
- respond by asking relevant questions when listening to authentic lectures, commentaries, reports and instructions
- locate and use print and electronic English reference materials found in the school and public libraries
- use electronic spelling and grammar checking programs to edit final drafts

Materials

- Student's Book pages 30–31
- Dictionaries
- Cassette/CD
- Activity Book: Module 3 – page 21

Student's Book, pages 30 and 31

Speaking

1 **DW** Work in pairs. Which of these items are an everyday part of your life or life in your community? Look up any new words in a dictionary.

coffee chess flying clock windmills algebra soap fountain pen crystal glasses inoculation cheques carpets

Listening

2 **Tip!** What do the items in exercise 1 have in common? Listen and check.

Comprehension

3 **Tip!** Listen again and complete the sentences.

- 1 Under Arab rule, ...
- 2 The capital of Andalusia was ...
- 3 Cordoba had a population of ...
- 4 The building of the royal palace took ...

Grammar: Revision of relative clauses

4 Read the passage below and answer the questions.

The Giralda The Giralda tower, which is one of the most important buildings in Seville, Spain, stands at just over 104 metres tall. The person who is believed to be responsible for the design of the tower, which was originally a minaret, is the mathematician and astronomer Jabir ibn Aflah. The architect of the tower was Ahmad Ben Baso, who began work in 1184 CE. He died before the tower was completed in 1198 CE. The design of the tower is believed to be based on the Koutoubia Mosque, which is in Marrakesh, Morocco, and the Hassan Tower in Rabat.

- 1 Identify the defining and non-defining relative clauses in the text.
- 2 What relative pronouns do we use for the things in the box?

people animals and things places

30

Speaking: Page 30, exercise 1

- 1 **DW** Ask students to read the words in the box aloud. Tell them that these words will be used in the audio of the following exercise. Ask them to discuss each item in pairs, saying whether or not they use them and why. They can check unknown words in a dictionary and make a note of their meaning. Ask students to give you sentences about the objects, e.g. *I never use a fountain pen, but my grandfather always does. I think they are too messy!*; *I play chess every week, and now I sometimes play this game on the computer, too.*

Answers

Students' own answers

Listening: Page 30, exercise 2

- 2 **Tip!** Elicit from students what they think the answer to the question might be. Write their suggestions on the board. Tell them to listen to check their answer. Play the audio all the way through. Elicit the answer in one sentence.

Then, ask students to think of questions to confirm what they think they heard in the listening. They can say, for example, *Did the speaker say a kind of pen was invented in this period?* (yes, a fountain pen)

Audioscript

Coffee, chess, flying, the clock, windmills, algebra, soap, the fountain pen, crystal glasses, inoculation, cheques, carpets ... What all these items have in common is their origins. They all have their roots in Arab or Islamic discoveries or inventions made in the past. It was the time when Arab and Islamic rulers established one of the largest empires in history. During this period, artists, engineers, scholars, poets, philosophers, geographers and traders in the Islamic world made ground-breaking advancements in many different areas, from agriculture and industry to philosophy, science and technology, literature, music and the arts.

It was another area of Arab and Islamic expertise, that of navigation and trade, that introduced their discoveries, inventions and developments to other parts of the world. In Al-Andalus, for example, trade and agriculture improved under Arab rule. There were huge advancements in arts and science, and Cordoba, the capital of Andalusia at that time, became the largest and greatest city in Europe.

By the tenth century, Cordoba had a population of about 500,000. There were 700 mosques, about 60,000 palaces and 70 libraries, the largest of which had 600,000 books! Cordoba also had around 900 public baths, and it was there where Europe's first street lights appeared. Just outside the city stood the magnificent Madinat az-Zahra', the royal palace. It took 40 years to build and, until it was destroyed in the eleventh century, it was one of the wonders of the age. It is now in the process of being restored to its former glory.

Answer

They all have their roots in Arab or Islamic discoveries and inventions made in the past.

Comprehension: Page 30, exercise 3

- 3 **Tip!** Go over the **Tip!** box with the students. Ask them to read the phrases silently to themselves. They can write down any answers that they think they know. Then, play the audio again so they can check their answers and complete any other sentences. When they have finished, ask them to check their answers with a partner before checking them as a class.

Answers

- Under Arab rule, trade and agriculture improved in Andalusia. There were also huge advancements in arts and science.
- The capital of Andalusia was Cordoba.
- Cordoba had a population of about 500,000.
- The building of the royal palace took 40 years.

Grammar: Revision of relative clauses: Pages 30–31, exercises 4 and 5

- 4 Ask students *Have you heard of the Giralda tower? What can you tell me about it?* Choose students to read the paragraph aloud. Then, explain that they are going to look at relative clauses. Ask them to tell you any relative pronouns that they know (*who, which, where, when, that, whose*). Choose students to read aloud the five sentences with relative clauses in them. Then, explain that there are two types of relative clause. Ask *Can you see any differences between the sentences?* Elicit that four of them have commas round the relative clause and one does not. Ask students to look at the first sentence of the paragraph. Ask *What would happen if I removed the relative clause? Would the sentence still make sense? (yes) What is the relative clause doing? (giving extra information)* Explain that this 'extra information' (*which is one of the most important buildings in Seville, Spain*) is not necessary to the understanding of the sentence. Ask *Which type of relative clause is this?* Remind students that we call it a non-defining relative clause and that they have studied this grammar point in *Action Pack 10*.

Then, ask the students to look at the second sentence of the paragraph. Ask a student to read the sentence aloud without the relative clause (*who is responsible for the design of the tower*). Explain that this doesn't quite make sense – we need more information about the person in order to understand which one we are talking about. We don't add commas because we need the information to define who we are talking about. Therefore, this is a defining relative clause. Refer students to the *Grammar notes* in the Activity Book on page 64 for more guidance.

Ask the students to work in pairs and complete the exercise. Check answers as a class.

Answers

1 Defining relative clauses:

- who is believed to be responsible for the design of the tower

Non-defining relative clauses:

- which is one of the most important buildings in Seville, Spain
- which was originally a minaret
- who began work in 1184 CE
- which is in Marrakesh, Morocco

- 2 people – *who, that*; animals and things – *which, that*; places – *where, which, that*

- 5 Complete the text with the correct word from the box. Sometimes, more than one answer is possible. **that which where who**

Qasr Bashir is an extremely well-preserved Roman castle (1) _____ is situated in the Jordanian desert, and is about eighty kilometres south of Amman. The walls and huge corner towers of the castle, (2) _____ was built at the beginning of the fourth century CE, are still standing. It is thought that Qasr Bashir was built to protect the Roman border. Apart from the rooms in the castle, there are also about twenty-three stables (3) _____ horses may have been kept. People (4) _____ love exploring historical Roman ruins will certainly find a visit to Qasr Bashir very rewarding. Once inside the building, one can imagine very vividly what it would have been like to live there during the times of the Roman Empire.



Speaking

- 6 Discuss these questions in small groups.
- What buildings or places in your country do you think are important, in terms of Arabic and Islamic history? Make a list.
 - What do you know about the history of these places?
 - What is it about these places that you admire most?
- 7 Compare your list with other groups. Which places do you all agree are important?



Ibn Tulun Mosque in Cairo, Egypt



The Umayyad Mosque in Damascus, Syria



Al-Aqsa Mosque, Jerusalem

Pronunciation: Minimal pairs (1)

- 8 Listen to each pair of words. Which sounds do you hear? Answer the questions.

- Which words contain the **p** sound /p/ and which contain the **b** sound /b/? Write 1 (/p/) or 2 (/b/) for each word.
- Which words contain the **n** sound /n/ and which contain the **ng** sound /ŋ/? Write 1 (/n/) or 2 (/ŋ/) for each word.

Writing

- 9 Research and write notes. Then, write two paragraphs about an invention, discovery or development.

Quotation

Read the quotation. Do you agree with it? Why/Why not?
From India to Spain, the brilliant civilisation of Islam flourished.
Bertrand Russell (1872 CE–1970 CE)

Listening strategies

- Listening for pronunciation
- Before you listen, look at the question and practise each of the phonic sounds. Which words do you know with these sounds?
 - Listen carefully to each word and repeat what you hear several times. If necessary, listen again to check your answer.

31

- 5 Point out that in the last exercise we agreed that we could use *who* or *that* for people and *which* or *that* for animals and things. However, we cannot always use *that*. Can students explain when we cannot use *that*? (*in non-defining relative clauses, i.e. those written within commas*)

Ask students to work in pairs to complete the paragraph. Remind them to read it through silently first. Monitor as they are working, checking that they understand the concept.

Answers

- 1 which/that 2 which 3 where 4 who/that

Activity Book, page 21, exercises 4 and 5

Exercises 4 and 5 help students to revise the vocabulary from the listening exercises. Students can use a dictionary to check their answers. Give them a time limit to do exercise 4. Giving a time limit will test their ability to use a dictionary. Then ask them to look at the endings for the nouns. Ask them to tell you the endings that show nouns for people (*-er, -or, -ian, -ist*) and compare them with the nouns in the exercise.

For exercise 5, students should read the article and summarise it with their partner before attempting to put in the correct relative pronouns. Remind students to distinguish between defining and non-defining clauses.

Speaking: Page 31, exercises 6 and 7

- 6 Go over the three photographs with the class, and tell them that these are examples of important places in Islamic history. Students work in small groups to answer the questions. Remind them that they need to justify their answers.

This might be the most convenient time to provide students with extra practice on relative clauses and cleft sentences. Go to *Game 3* in the *Grammar games* section of the Teacher's Book, page 165. Encourage students to enjoy the activity, but at the same time, make sure they are using the target grammatical structures correctly.

Answers

Students' own answers

- 7 Elicit from each group which places they think are the most important. Create a list on the board. Choose students to explain why they think some places are more important than others and try to create a list that they all agree on. They may need to persuade others to agree with them, but they should listen patiently to each other's ideas.

Answers

Students' own answers

Activity Book, page 21, exercises 6 and 7

Exercise 6 is a critical-thinking exercise where students have to use the language they have learnt in the lesson to give their own opinions. Students can work in groups to discuss the quote and then write their answers, using cleft sentences and relative clauses. Then, have a class discussion. For exercise 7, students need to first decide what part of speech is missing, and then form the word from the one in brackets. They can do this exercise in pairs.

Pronunciation: Minimal pairs (1): Page 31, exercise 8

- 8  Read through the questions with the class. Give examples of each sound and ask them to repeat the words as a class and individually, e.g. *pin, bin; thin, thing*. Do /p/ and /b/ first. Ask them to repeat the words. Do they notice any difference in the sounds? Explain that the sound /p/ is called a voiceless sound. The air passes over the vocal chords. However, when they say, /b/ they should feel a different sound. To demonstrate more easily, ask them to say 'mmm'. They should feel a buzzing sound in their voice. Then ask them to say 'shshsh'. They shouldn't feel any buzzing. Repeat the /p/ and /b/ sounds. Ask where they feel the buzzing sound (/b/). Repeat with /n/ and /ŋ/ and ask when they feel the buzzing sound (/ŋ/). Explain that this is the voiced sound. /n/ is the voiceless sound. Refer students to the *Listening strategies* box to guide them through the exercise. Play the audio. Students write their answers individually.

Audioscript

a pen bend back pack rope robe
b song sun singing India wing win

Answers

a 1 pen, pack, rope 2 bend, back, robe
b 1 sun, India, win 2 song, singing, wing

Writing: Page 31, exercise 9

- 9 In this exercise, students practise their summary writing skills gained from exercise 10 on page 29, but in this case they will write a more detailed summary, putting into practice the knowledge they acquired about structuring a paragraph, and details to include (and avoid) in a summary. Explain that the longer exercise is not just getting them to write more, but is intended to test their ability to keep producing effective and properly structured summaries of more than a paragraph.

Give them time to research an invention, discovery or development of their choice on the Internet or in the school library, and to make notes. Then, remind them of the guidelines/checklist for summary writing that you discussed in the previous lesson, particularly those of main ideas and questions such as *who, what, when, why, where* and *how*.

When they have finished, get them to plan their summaries in pairs, discussing where their information should go within their two-paragraph summary. Ask them to write up their summaries, and then tell them to swap with a partner and check them against the checklist as well as checking spelling and grammar with electronic checking programs.

Answers

Students' own answers

Quotation

Ask the students to read the quotation and attempt to translate it. An example translation is as follows:

ازدهرت الحضارة الإسلامية المشرقة في المنطقة الممتدة
من الهند إلى إسبانيا.

Tell them that Bertrand Russell (/ˈbɜːtrænd ˌrʌsəl/), as well as being a philosopher, was also a logician, mathematician, historian and social critic. The quotation shows that Islam was leading the way in the world, showing how great a civilisation it was at that time.

Ask students to think of ways in which Islamic culture flourished. Give them hints such as in areas like Mathematics, Science, Literature and Architecture.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- distinguish between passive and active knowledge of vocabulary
- read and show understanding of authentic written English texts having to do with topics of general and academic interest
- use previous experience and knowledge of current issues to challenge ideas in texts
- organise ideas and information in essays logically and creatively to produce clear and interesting writing
- use and spell complex words correctly
- use sentences of different structures correctly
- organise and sequence information and ideas logically with appropriate conjunctive adverbs
- review, edit and proofread own written work and that of peers to produce final texts with correct standard English: spelling, punctuation, usage and grammar

Materials

- Student's Book pages 32–33
- Activity Book: Module 3 – pages 22–23

Student's Book, pages 32 and 33



Speaking

1 The photographs show examples of a megaproject. Work in pairs and answer the questions.

- 1 What do you understand, after looking at the photographs, about megaprojects?
- 2 In your opinion, why do they exist?
- 3 What are the advantages and disadvantages of megaprojects to people and the environment?

Reading strategies

Reading about an unfamiliar topic

- Look carefully at any pre-reading information that you are given.
- Read the title and think about anything you already know about the subject.
- Read and answer the pre-reading questions carefully before you start to read the text.

Reading

2 Read this academic essay about a megaproject. Check your answers to exercise 1.

Masdar City – a positive step?

Megaprojects are extremely large investment projects, which are designed to encourage economic growth and bring new benefits to cities. Although megaprojects vary in terms of size and cost, they are all, by definition, expensive, public projects that attract a high level of interest and media coverage. Projects range from motorways, airports, stations, tunnels, bridges, etc. to entire city complexes.

The concept of a megaproject is always based on the benefits it brings to a community. However, many megaprojects have been criticised because of their negative effects on a community or the environment. This essay will look at these issues with regard to Masdar City, a megaproject in Abu Dhabi.

Masdar City, which began its development in 2006 CE, will be the world's first carbon-neutral, zero-waste artificially-created city. Covering an area of six square kilometres, when it is completed in 2025 CE, it is expected to house more than 40,000 residents, 50,000 commuters, and 1,500 businesses involved in mainly environmentally-friendly products.

The city will run entirely on renewable energy sources. It is built on an advanced energy grid which monitors exactly how much electricity is being used by every outlet in the complex.

Furthermore, in order to reduce its carbon footprint, Masdar City will be a car-free zone, designed to be pedestrian and cycle-friendly. Electric, driverless cars will operate as public transport vehicles, and the city will be connected to other locations by a network of roads and railways.

Energy will be provided by solar power and wind farms, and there are also plans to build the world's largest hydrogen plant. A desalination plant will be used to provide the city's water, with 80% of water used being recycled. Biological waste will be used as an energy source too, and industrial waste will be recycled.

The current residents of Masdar City are all students at the Masdar Institute of Science and Technology, a university whose students are fully committed to finding solutions to the world's energy problems.

While the project has the support of many global, environmental and conservation organisations, there is some criticism of it. It is felt that, instead of building an artificial sustainable city, sustainability should be made a priority of existing cities.

In conclusion, the benefits of Masdar City for the community and the environment greatly outweigh any disadvantages. If the aims of the developers are realised, Masdar City will be a blueprint for future urban planning that will inspire similar megaprojects in other countries.

Speaking: Page 32, exercise 1

- 1 Ask the students to look at the photographs and describe what they think they are. Elicit some ideas, reminding students to justify their answers. Then ask them to work in pairs to answer the questions, then go over their answers as a class. Don't tell them if they are right or wrong as they will check their ideas in the reading. You could write some of their ideas in note form on the board so that they can check if any of them were correct.

You can tell the students that both these photos are of Masdar City. The one on the left is the Knowledge Centre; the one on the right consists of a courtyard surrounded by apartments, with solar panels on the rooftops and with a wind tower in the middle to cool the surrounding area.

Answers

Students' own answers

Reading: Page 32, exercise 2

- 2 Draw students' attention to the *Reading strategies* box. Tell students that they should always look for clues around the text so that they get an idea about the topic, especially when it is unfamiliar.

As students read the text to check their answers to exercise 1, make sure they highlight the key vocabulary or write it down in their notebooks. This should give a summary of each paragraph and help them to understand the main ideas. They should not pay attention to words they don't know at this stage. Give them time to do this and then go through the questions in exercise 1 again.

Point out that there will be some new words which they do not need to note down. These are words that they will read but not use themselves. This is called passive vocabulary. Help them to distinguish between active and passive vocabulary.

Check any new vocabulary, inviting students to explain it if they can.

Suggested answers

- 1 Megaprojects are huge investment projects that cost a lot of money. Examples include developments such as airports, bridges, stations, entire city complexes, etc.
- 2 They exist to bring new economic growth and benefits to cities.
- 3 Disadvantages are that they are all brand new and some people think it would be better to spend the money on regenerating old towns, etc. However, the advantages include installing the latest technology that helps cities to become environmentally friendly.

Comprehension: Page 33, exercise 3

- 3 Read through the *Tip!* box with the class. Students can answer these questions individually. Monitor as they are working, noting any students who are having difficulty. Point out that the third question requires critical thinking. Students have to think about what would be good, or not, about the project and justify their opinions. Encourage them to disagree with the author's conclusion and to back up their arguments.

Answers

- 1 Examples of projects include motorways, airports, stations, tunnels, bridges and entire city complexes.
- 2 The advantages include the fact that it will be the world's first carbon-neutral, zero-waste city. It will also be a car-free zone, although there will be excellent public transport. The disadvantage is that existing cities are nowhere near as environmentally clean, and many people think the money should have been spent on cleaning up existing places and making them more sustainable.
- 3 Students' own answers

Comprehension

3 Read the essay on page 32 again and answer the questions.

- 1 What examples of megaprojects are provided in the essay?
- 2 What are the advantages of the creation of Masdar City? What are the disadvantages?
- 3 Do you think that Masdar City is a beneficial project or not? Give your reasons.

Tip!

Make sure that you answer the questions fully, using all of the relevant information from the text.

Vocabulary

4 Look at the nouns in the box. Which adjectives collocate with them? Write them next to the adjectives.

growth effect transport footprint waste planning

1 urban 2 public 3 biological 4 carbon 5 negative 6 economic

5 Complete the sentences with the correct collocations from exercise 4.

- 1 When people talk about _____, they can mean either an improvement in the average standard of living, or an increase in the value of a country's products.
- 2 Pollution has some serious _____ on the environment, such as the death of wildlife and plant life.
- 3 We can all work hard to reduce our _____ by living a more environmentally-friendly lifestyle.
- 4 If we take _____ more often, there will be fewer cars on the roads, which will result in cleaner air in our cities.
- 5 Hospitals need to dispose of a lot of _____, and it should be carefully managed because it can be dangerous.
- 6 The need for more effective _____ is evident when we consider modern day problems like traffic.

Speaking

- 6 Do you think that a similar project to Masdar City would be successful in Jordan? What advantages and disadvantages can you think of? Discuss in pairs.
- 7 In pairs, present your argument to the class. Do other students share your opinions?

Writing

- 8 Write a summary of the article about Masdar City on page 32. Remember to be concise and write between 100 and 150 words.

Speaking strategies

Interacting fluently

- Start a discussion by asking your partner about their opinion.
- If you agree, tell your partner that you do. You can say, 'Yes, you're right' or 'I agree with you.'
- If you disagree, explain your reasons clearly and politely and ask your partner why they do not agree with you.
- Try to keep the conversation going naturally by asking your partner follow-up questions.

Writing strategies

Skimming

- To write a summary, you need to become adept at skimming for important material.
- Explain the content in no more than two sentences.
 - Write down key words.
 - Read it again and lightly cross out detailed or repeated information.
 - Note down one sentence to represent each paragraph.
 - Create a thesis statement to start your summary (go through the sentences you have written and write a general statement that explains the main idea).

Vocabulary: Page 33, exercises 4 and 5

- 4 Ask students to cover the left-hand side of their Student's Books and read the nouns in the yellow box. Check they understand the meaning of all of them. Ask them to work with a partner and decide which nouns collocate with which adjectives under the yellow box. They should not guess, but rather try each pairing if they don't remember and try to figure out a meaning. Then, they should check in the article for the correct collocations. After they have checked, they should continue to try to work out the meanings.

Answers

- 1 urban planning 2 public transport 3 biological waste 4 carbon footprint 5 negative effect 6 economic growth

- 5 For this exercise, students should apply their knowledge of and familiarity with the collocations in the above exercise. Get a different student to read each sentence aloud, substituting *beep* for the missing words.

Tell them not to try to fill in the gaps yet, but rather to think about the topic of each sentence and note it down in one or two words next to the sentence. They can then work alone to decide which collocations go in which sentence. Once they have an idea, they can compare in groups of three.

Encourage plenty of discussion on this, and do not let students just change their answers. If they have written an answer in the first place, they must be able to defend it. Finally, check with the class by discussing the sentences and then giving them the answers. As an extension they could write their own sentences using the collocations.

This might be the most convenient time to provide students with extra practice on collocations. Go to *Activity 2* in the *Dictionary and thesaurus activities* section of the Teacher's Book, page 168. Encourage students to work actively in their groups, and answer any question they might have.

Answers

- 1 economic growth 2 negative effects 3 carbon footprint 4 public transport 5 biological waste 6 urban planning

Activity Book, page 22, exercises 8 and 9

Before students do exercise 8, discuss how they should approach it, i.e. read through the whole text first, ignoring the gaps (not forgetting to read the title); read the missing phrases; highlight words around the gaps that will help them; insert the phrases, read the sentence before and also after to make sure that it makes sense. Exercise 9 can be done in pairs, so that students can help each other. Don't let them use dictionaries; ask them to read around the words to establish their meaning. Go over the answers as a class, asking students where they found their answers in the text.

Speaking: Page 33, exercises 6 and 7

- 6 Explain to the students that they are now going to discuss whether a similar project to Masdar City would be successful in Jordan. They will need to give their own opinions about it. Tell them that you expect them to keep the conversation going for a few minutes.

Draw students' attention to the **Speaking strategies** box. Ask students what they would actually say to begin the conversation. Elicit suggestions such as *What do you think of Masdar City? What's your opinion of Masdar City? Do you think a project like Masdar City would be a good idea in Jordan or not?*

Look at the second point in the **Speaking strategies** box and elicit more suggestions, e.g. *I couldn't agree with you more. I totally agree.* These are examples of strong agreement. If students disagree, they must be polite. They could say something like *I'm not sure about that* or *Don't you think ...?* or *I'm afraid I can't agree with you on that point.*

Explain that the final point reminds the students to keep the conversation going naturally. Asking questions is a useful tool here.

Monitor as they are speaking, making a note of any problems. You can join their discussions to scaffold better progress by asking them to clarify their statements. Ask *Can you add more information? What do you mean by that? Why do you think so? How did you reach that conclusion?* Explain that they should start to analyse their own speaking (and that of others) in the same way. Go over any accuracy issues when the activity is finished.

Suggested answer

I think that a megaproject like Masdar City would be very successful in Jordan: it would encourage investment in the country and benefit the population by providing an environmentally-friendly space for people to live in. However, we would have to be careful not to overshadow the natural beauty of our country with too much building: we would have to find the perfect balance between modernity and nature.

- 7 Choose pairs to give their opinions and ask other members of the class to agree or disagree. If other students disagree with what is being said, make sure they are polite about it.

Listen as the students are talking, trying not to take part in the discussion unless it stops. Then, ask a question to help it to continue. Check their pronunciation as they are speaking and note any problems, which you can go over at the end of the lesson.

Answers

Students' own answers

Writing: Page 33, exercise 8

- 8 This exercise practises writing a more specific summary from the information given in the article on page 32. Go through the **Writing strategies** box with the class. Students should follow this method in order to write their summaries. Firstly, they should read the article again, looking to isolate the main ideas and topic sentences. Following this, they should be able to write each main idea (or paragraph) as a single sentence, including the key points. Next, they should read the sentences they have written in the previous step and create a thesis statement for the summary. **Remind them that a thesis statement is a sentence (or two) that states the main point in an essay or piece of writing. This completes the preparation stage, or first draft. Students should then refer to the strategies introduced on pages 29 and 33 in order to edit and produce their final draft.**

Run through this method with the students, demonstrating, if necessary, by using the article and the sample summary on page 74 of the Activity Book. Give students time to write their first drafts, and then to edit and rewrite.

Answers

Students' own answers

Activity Book, page 23, exercises 10, 11 and 12

First, students complete exercise 10 as revision of the vocabulary from the Student's Book.

Exercises 11 and 12 help students to plan a summary and then write one. In exercise 11, the students are presented with a plan to which they need to add some detail. Students should note the use of headings in this plan – they can use this format in their own planning in the future. Remind students that this is a plan, so they are only writing notes – not full sentences. Make sure students understand the words in the headings. Do the first one with them. Students compare answers with others before you discuss as a class.

For exercise 12, students should follow the plan they created in exercise 11. Monitor them as they are writing, praising those who follow their plan. They should realise that the actual writing is much easier if they have a plan. They don't need to think about what they will write next; they just have to concentrate on the accuracy of their writing. Remind them to use linking words to join ideas and to make sure that the ideas flow. When they have finished, they can swap with a partner who reads it and comments and/or suggests corrections.

Unit 5 The arts

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- skim texts to deduce and infer the meaning of the text
- scan texts for specific purposes
- use grammatically correct and appropriate language for audience, purpose and topic
- summarise and paraphrase main ideas and supporting details in a report

Materials

- Student's Book pages 34–35
- Dictionaries
- Glossary – Student's Book pages 92–93
- Cassette/CD
- Activity Book: Module 3 – pages 24–25

Student's Book, pages 34 and 35

Unit 5
The arts

Before you begin

1 Look at the photographs. What do you think is meant by 'the arts'? Which major cultural festival takes place in Jordan every year?

2 **DW** Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 92–93 or in a dictionary.

Research box
Which city was chosen as the Arab Cultural Capital last year?

ceramics conservatory Fine Arts
installation performing arts textiles visual arts

3 This report is about the arts in Jordan. Listen and read. Check your answers to exercise 1.

The arts in Jordan

Jordan has a very rich cultural heritage thanks to the support of the Department of Culture and the Arts, which was founded in 1966 CE. Since then, the department has built up an exciting, ongoing programme of cultural activities related to all the arts: music, visual arts, performing arts and the written word.

In 1979 CE, the Royal Society of Fine Arts (RSFA) was established to promote visual arts in Jordan and other countries in the region. It has links with major art galleries around the world in order to encourage artists from different cultures to learn from each other.

The Jordan National Gallery of Fine Arts is one of the most important art museums in the Middle East. The collection includes over 2,000 works of art, including paintings, sculptures, photographs, installations, textiles and ceramics, by more than 800 artists from 59 countries. In 2013 CE, it held Jordan's largest art exhibition called '70 Years of Contemporary Jordanian Art'.

Until the 1990s, most Jordanian literature was only available in Arabic. However, thanks to PROTA (the Project of Translation from Arabic), many Jordanian plays, novels, short stories and poems are now translated into English, and people all over the world are able to read and appreciate them.

Every year, the United Nations Educational, Scientific and Cultural Organization (UNESCO) chooses a different Arab city as the Arab Cultural Capital. In 2002 CE, the city of Amman was awarded this title.

Jordan has a centuries-old musical heritage. The National Music Conservatory (NMC) opened in 1986 CE, making it possible for more Jordanian students to study music seriously.

In 1987 CE, the National Centre for Culture and Arts was created, which showcases theatre and dance in Jordan and the region.

Realising the value of art and culture, Jordan decided to offer Jordanians and the world an annual arts festival. In 1981 CE, the Jerash Festival for Culture and Arts was founded. This three-week-long summer programme is one of the largest cultural activities in the region. It takes place in the important archaeological site of Jerash, which underlines the close relationship between the arts and Jordan's cultural history.

Before you begin: Page 34, exercises 1, 2 and 3

- 1 Read the title to the students and ask them if they know what 'the arts' means (*activities such as painting, sculpture, music, film, literature, theatre and dance, considered as a whole*). Ask students if they are interested in any particular part of the arts. Then, ask them to describe what they can see in the three photos. If they don't know, explain that picture a is the National Gallery of Fine Arts in Amman. Ask students if they have ever been there and if so, to share with the class what they saw and what they thought of it.
- Repeat with the other two pictures, teaching new vocabulary if necessary. With reference to picture b, you could talk about orchestras, the string section or string quartets. You might also like to extend the vocabulary of the orchestra and discuss other musical instruments. In picture c discuss the theatre and whether students ever go. If so, what did they last see and what did they think of it? Finally, let students discuss the second question. Elicit some answers and write them on the board. They will be able to check their answers in the reading later in the lesson.

Answers

Students' own answers

- 2 **DW** Choose students to read the words from the box aloud to check pronunciation. Write the following stress patterns on the board:

- [textiles]
- [Fine Arts]
- [performing arts]
- [ceramics]
- [installation]
- [conservatory]
- [visual arts]

Ask students to match the words in the box to the patterns. Answers are in brackets above. Tell them that they will encounter these words in the text in the following exercise.

Students then find the meaning of the words. Explain that *conservatory* has another meaning (*a glass-roofed part of a house*), as well as a music school. Give them the following questions to answer as well: *Which phrases refer to something you can see at a theatre? (performing arts); Which words refer to things you can see at an art gallery? (installation, textiles, ceramics, visual arts)*

Answers

Students' own answers

3  Tell the students that they are going to listen to and read a text about art in Jordan and find the answers to the questions in exercise 1. Play the audio. Tell them that they don't need to pay attention to all the details of the text, as in this first read-through, they are only checking for information about a major cultural festival in Jordan.

Answers

- 'The arts' relate to any sort of creative activities that people do, such as performing arts, dance, visual arts, the written word and music.
- Jerash Festival for Culture and Arts takes place annually, over three weeks in the summer.

Research box

Get students to discuss the question in threes. If any of them knows the answer, do not let them tell the rest of the class; rather, get them to give reasons for a different capital, and try to persuade their group members. After discussing, groups give feedback, telling the class reasons for their guesses (e.g. Jerash, because of its commitment to the preservation of its ancient remains). Get students to research the question, finding out possible reasons for the winning city's election as Cultural Capital of the Year. Their answer will differ in years after 2015 CE.

Suggested answer (the answer will vary every year)

Tripoli, Libya, was chosen as the Arab Cultural Capital in 2014 CE; the city is emerging as a business and cultural centre in the Middle East.

Activity Book, page 24, exercises 1 and 2

For exercise 1, make sure the students have their books closed, and write the words on the board. Give the definition of one of the words for the students to guess which word you mean. Students should work in threes to do the remaining words. They then work alone to complete the exercise. Check answers as a class.

For exercise 2, do the first one as an example with the class. Let them work in pairs to do the rest of the exercise and then check answers as a class.

Comprehension: Page 35, exercise 4

4  Read through the questions with the students. Explain that answers to the first four questions will be found in the article. The final question is a critical-thinking one, and students need to give their own opinions, but they should support these with evidence from the article. If you wish, ask students to discuss this in groups of three or four after they have answered the other questions. They can then write their answer. Refer them to the **Tip!** box for more guidance.

The students listen and read again while you play the audio. As they listen, they can make notes about the questions. The students can then check in pairs and write complete sentences. Check answers as a class.

Answers

- 1 It shows its support by having links with major art galleries around the world and by promoting visual arts in Jordan.
- 2 It is so important because it has over 2,000 works of art by more than 800 artists from 59 countries.
- 3 Translation has helped Jordanian literature by making it more accessible to people all over the world.
- 4 It takes place in Jerash, which is an important archaeological site. This shows the close relationship between the arts and Jordan's cultural history.
- 5 **Suggested answer:** I agree with this statement. If we say that a culture is informed by the ideas and the physical artefacts from its past (as well as its present), we can say that artistic heritage gives us, at the very least, an excellent insight into the social structure of any given people. For instance, nowadays people outside Jordan and the Arab world will have more of an opportunity to understand Jordanian culture now that the PROTA initiative has been set up.

Comprehension

4  Listen to and read the report again and answer the questions.

- 1 How does the Royal Society of Fine Arts show its support for the arts in Jordan?
- 2 What makes The Jordan National Gallery of Fine Arts a major institution in the world of art?
- 3 How has translation helped Jordanian literature?
- 4 What is the significance of the location of the annual Jerash Festival?
- 5 'To truly understand a country's culture, you have to understand its artistic heritage.' Do you agree or disagree? Justify your answer.

Tip!

To answer questions like 5, make sure you read and understand the quotation first. If it helps, you can paraphrase it several times, until you are confident in its meaning.

Grammar: Articles

5 Find an example of the following uses of articles in the report.

- 1 *the* when the speaker and listener know what/who is being spoken about
- 2 *a/an* when it is not known what/who is being spoken about or it does not matter
- 3 *the* when we refer to a proper noun where there is only one of its type
- 4 zero article before uncountable and plural nouns, and when talking about something in general
- 5 zero article before the names of most countries, mountain ranges, languages, continents, towns, streets, days, months and years

6 Complete the text with **a, an, the** or **– (zero article)**.

The Amman International Theatre Festival is said to be (1) _____ biggest of its kind across (2) _____ entire Middle East and (3) _____ North Africa. It is held annually in (4) _____ April, and (5) _____ festival is (6) _____ attempt to promote (7) _____ Jordanian theatre. Performances are in (8) _____ English and (9) _____ Arabic. Many international stars and famous people from (10) _____ Hollywood attend. Usually, (11) _____ festival lasts for about eight days. (12) _____ visitors can choose (13) _____ days on which they want to attend. This is (14) _____ great way to learn about different cultures at one event.




Speaking

7 Work in pairs. Complete the sentences about you. Take turns. Add more information. Use articles correctly.

I went to an event at ...	We were looking at ...
I saw ...	We were watching ...
We wanted to buy ...	I read ...

Writing

8 Write two paragraphs about an arts or cultural event that you have been to or have read about. The first paragraph should say what was good about it, and the second should contain any criticisms that you may have.

Writing strategies

Preparing to write

- Before you begin to plan, gather all the information you will need.
- Create a box plan like this

+	–
---	---

 and write down your ideas in the appropriate box in note form.

35

Grammar: Articles: Page 35, exercises 5 and 6

5 Students will have met many of the uses of the articles already. However, it is a good idea to revise these before students do the exercise. Write the following on the board: *There is a famous painting in the head teacher's office. The painting shows Amman at the beginning of the 20th century.*

Ask questions about the sentences, e.g. *Why do we say 'a painting'? (we are talking about it for the first time); Why do we say 'the head teacher's office'? (because there is only one head teacher)*

Refer students to the *Grammar notes* in the Activity Book on page 64 for more guidance. Then, ask them to complete the exercise and see if they can add any more information about when we use *a/an* or *the*. They can do this in pairs.

Suggested answers

- 1 the department (line 3)
- 2 an exciting, ongoing programme (line 4); a different Arab city (lines 26–27)
- 3 the Department of Culture and the Arts (line 2); the Royal Society of Fine Arts (line 7); the National Centre for Culture and Arts (line 33)
- 4 music (line 5); art galleries (line 9); artists (line 10); literature (line 19)
- 5 Jordan (line 1); 1979 (line 7); 2013 (line 17); 2002 (line 27); Amman (line 28); 1987 (line 33); Jerash (line 41)

6 Ask students to work individually to complete this exercise and then compare their answers in pairs. Go over the answers as a class, choosing students to read completed sentences aloud.

Answers

- 1 the 2 the 3 – 4 – 5 the 6 an 7 – 8 – 9 – 10 – 11 the 12 – 13 the 14 a

Activity Book, pages 24 and 25, exercises 3, 4 and 5

Exercise 3 tests students' knowledge of adjectives. Ask a student to give a definition of one of the adjectives in the box. The rest of the class say which word it is. Students then complete the exercise. Check answers as a class.

Exercise 4 provides further practice on the articles. Let the students work individually to complete the sentences and then check with a partner. Ask them to circle the answers that they disagree on and discuss those with another pair. Once they have agreed on their answers, check as a class.

In exercise 5, ask students to work in pairs and read the dialogues. Ask them to read them as they are here and to try to work out where the mistakes are. When they have finished, choose pairs to read each dialogue aloud.

Speaking: Page 35, exercise 7

7 This exercise encourages students to give further information and not just the minimum. Model some answers of your own first. As students are working in pairs, monitor and note down any problems. This is the fluency stage, so they might make some grammatical errors. Don't correct them as they are speaking, in order to encourage fluency. Go over any errors after they have finished.

Answers

Students' own answers

Writing: Page 35, exercise 8

8 This unit will focus on writing an argumentation essay, and the exercises will gradually build up the skills and knowledge necessary to produce an argumentative piece of writing.

This exercise requires that students think about the positive and negative sides of an event they have attended or read about. Read the rubric with students and ask them about their experiences at, or ideas about, cultural events. Were they on the whole positive or negative? What are their opinions on cultural events in general?

Review what they learnt about paragraph structure in the previous unit, and remind them to start each paragraph with a topic sentence, exemplify their ideas in the body of the paragraph, and summarise or conclude ideas in the final sentence.

Run through the *Writing strategies* box with the students and answer any questions that come up. Explain that the box plan is for students to organise their thoughts and ideas into positive and negative, or critical. They should use a page of their notebook and divide it in half, labelling one half '+' and the other '-', writing ideas in the appropriate space. Explain that this exercise is useful to get them using vocabulary related to this topic and also to think about objective criticism. Give students time to complete the exercise, including planning.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- identify cultural and historical influences in audio-texts and performances
- listen to texts and conversations in order to get the main ideas and find answers to specific queries
- listen and respond positively to the ideas of others when working in groups
- participate in discussions about personal, social or school-related topics
- organise ideas and information in essays logically and creatively to produce clear and interesting writing
- use sentences of different structures correctly
- explain the role of linking words in a text

Materials

- Student's Book pages 36–37
- Cassette/CD
- Activity Book: Module 3 – page 25

Student's Book, pages 36 and 37

Speaking

- 1 Discuss these questions in pairs.
 - 1 What traditional handicrafts is Jordan well known for?
 - 2 Do you think that it is important for a country to keep producing traditional handicrafts? Why/Why not?

Vocabulary

- 2 Read the words in the box. Complete the mind map.

silk soft furnishings textiles
 wall hangings wooden toys

from animals — **handicrafts** — from cloth
 from plants

Listening

- 3 Listen to a tour guide at the Azraq Wetland Reserve. What is one example of the close relationship between nature and design?

Comprehension

- 4 Listen again and answer the questions.
 - 1 What kinds of workshops are there at the reserve?
 - 2 What are superb examples of silk screen printing?

Grammar: American English

- 5 The tour guide in exercise 3 is using American English. The following sentences are in British English. Rewrite them in American English. Listen and check your answers.
 - 1 Have you seen the textile workshop yet?
 - 2 Let's have a look at that first.
 - 3 Some of you have got tired from all the walking today.
 - 4 Would anyone like to have a short rest?
- 6 The following sentences are in British English. Rewrite them in American English.
 - 1 'Goodness, you've got very tall!' said my aunt.
 - 2 Have you ever been to an aquarium?
 - 3 We're too late – the bus has just left.
 - 4 I think it's time to have a break.
 - 5 I haven't done my homework yet.

Quotation Read the quotation. Do you agree with it? Why/Why not?

“Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.”
 Leonardo da Vinci (1452 CE–1519 CE)

Speaking: Page 36, exercise 1

- 1 Ask the students to look at the first photograph. Do they know this place? Elicit that it's the Azraq Wetland Reserve. Then, ask them to guess what is happening in the second photograph. Elicit that someone is doing some kind of craft.

Ask the class to work in small groups to discuss the questions. Elicit the thoughts of the students, making sure they can justify their answers.

Suggested answers

- 1 metalwork, dyes and spices, candles, etc.
- 2 It is important for a country to keep producing handicrafts. Handicrafts are a part of that country's culture, and a part of its cultural identity. It is worth preserving since it contributes to this cultural identity, and reminds people of their artistic and social heritage.

Vocabulary: Page 36, exercise 2

- 2 Explain to the students that mind maps can be a very useful way to categorise lots of ideas. Choose students to read the vocabulary aloud, checking pronunciation. Check that students understand the words. Ask students who know them to explain to the rest of the class. Tell them that these words will be used in the audio of the following exercise.

Students complete the exercise. Check as a class. Encourage better students to add more words to each part. Elicit more words from the class too.

Answers

from animals: silk

from plants: wooden toys

from cloth: soft furnishings, textiles, wall hangings

Listening: Page 36, exercise 3

- 3 Ask students if they have ever been to the Azraq Wetland Reserve. If so, what can they tell the class about it?

Then, refer the class to the *Listening strategies* box and ask them to underline the key words in the question (*one example; relationship; nature; design*). Play the audio all the way through. Get students to discuss their answers in pairs before checking as a class. Play it again if necessary.

Audioscript

[US speaker] Now, did you see the textile workshop yet? No? Right, let's take a look at that first. All of the handmade, embroidered textiles here are made by local girls and women. The abundance of birds and colourful, local plants found in the reserve are inspirations for many of the designs. Here, you are guaranteed to find items that are different than anything in other shops.

There is also a silk screen printing workshop. Here, unique, hand-painted wall hangings, cushions and other soft furnishings are produced. These are superb examples of this highly-detailed Jordanian handicraft. There is also an ostrich egg painting workshop here, where once again, designs reflect the environment, whether it's a delicate, oval leaf or a bright red flower. The craftspeople also produce a range of wooden educational toys and games. All in all, the integration of art and nature is very clear to see in the crafts of the Azraq Wetland Reserve. Now, I'm sure some of you have gotten tired after all the walking today! Would anyone like to take a short rest? (*fade out*)

Answer

The birds and colourful local plants inspire the designs of the textiles made by local girls and women.

Comprehension: Page 36, exercise 4

- 4  Ask students to underline key words again in the questions (1 *kinds, workshops, reserve*; 2 *superb, examples, silk screen printing*). Play the audio through again while students make notes. Check answers as a class.

Answers

- 1 At the reserve there are textile, silk screen printing and ostrich egg painting workshops.
- 2 Unique, hand-painted wall hangings, cushions and other soft furnishings are superb examples of silk screen printing.

Grammar: American English: Page 36, exercises 5 and 6

- 5  Ask students if they noticed that the recording was spoken by an American person. Ask them to suggest what differences there are between American and British English. Elicit *pronunciation, grammar and vocabulary*. Explain that often there are few differences, and both languages can be understood easily by Americans and British.

Ask them to work in pairs and write the American equivalents of the sentences. Then, play the recording again for them to check. Check answers as a class.

Refer students to the *Grammar notes* in the Activity Book on page 65 for more guidance.

Answers

- 1 Did you see the textile workshop yet?
 - 2 Let's take a look at that first.
 - 3 Some of you have gotten tired after all the walking today.
 - 4 Would anyone like to take a short rest?
- 6 Students can work in pairs to complete this exercise. Monitor as they are working, helping where necessary. Check answers as a class.

Answers

- 1 'Gosh, you've gotten very tall!' said my aunt.
- 2 Did you go to an aquarium yet?
- 3 We're too late – the bus left already.
- 4 I think it's time for recess.
- 5 I didn't do my homework yet.

Quotation

Read the quotation to the class and ask them to try to translate it. An example translation is as follows:

الرَّسْمُ شِعْرٌ يُرَى وَلَا يُسْمَعُ، وَالشَّعْرُ رَسْمٌ يُسْمَعُ وَلَا يُرَى.

Explain that Leonardo da Vinci (/lɪəʊ'nɑːdɒs də vɪntʃɪ/) was a famous Italian artist who was interested in form, as well as mechanics. Tell students to discuss the quotation in groups and to think of a poem and a painting that they think fit the description.

Reading: Page 37, exercise 7

- 7 Indicate the photo to the class and elicit descriptions from the students, e.g. *beautiful, original, interesting*, etc. Point out that this time they are looking for differences in spelling between British and American English. Look at the example with the class. Ask if they know any other examples of this spelling difference: labor – labour; flavor – flavour. Give students time to find three more spelling differences. They can then discuss in pairs what the rules are.

Answers

- 1 color – colour: In British English, we always use *ou*
- 2 centimeters – centimetres: In British English, words such as *centre* are spelt *-re*.
- 3 traveling – travelling: In British English, we always double the consonant after a short vowel sound.
- 4 realize – realise: Until recently, *-ise* was always used in British English. Now it is common to see *-ize* (the standard American English spelling) in some British English.

Activity Book, page 25, exercise 6

Ask students to complete this exercise individually as they have had plenty of practice in the Student's Book. They can then compare answers in pairs before you check as a class.

Vocabulary: Page 37, exercise 8

- 8 Now you've discussed the spelling differences, let students work in pairs to write sentences using the words in American English spelling. Refer them to the *Tip!* box for more guidance. Check answers as a class. Encourage students to spot American English spellings when they are reading for pleasure. They can write a few down and share them with the class in a later lesson.
- You may refer students to Appendix 1 of the Activity Book on page 68 for more guidance on the spelling and vocabulary differences in American and British English.

Suggested answers

- 1 When I go to university, I want to specialize in Astrophysics.
- 2 You need to take your necklace to the jeweler to get it fixed.
- 3 If you want to learn English, you could go to a language center.
- 4 This kind of medicine helps to normalize the heart's function.
- 5 My favorite meal is *mansaf*.
- 6 An architect can predict what a building will look like by modeling it on a computer.
- 7 Tomorrow evening, I'm going to the theater to see a play by Shakespeare.
- 8 When the boat arrived at the harbor, we knew we had reached Lebanon.

Reading

- 7 Read the online travel guide about Jordan. Find four examples of American English spelling. Write them in the table and work out the rules.

You only have to look at Jordan's beautiful mountains to see where the country's sand bottle artists get their inspiration from. This has led to an absolutely amazing traditional art form. Today, sand artists use artificial colors, sand and tools to create mini paintings, sometimes only a few centimeters high, in glass bottles. These 'paintings without a brush' need an eye for detail, and a lot of patience. With time and skill, extremely beautiful scenes can be created, for example, lifelike camels traveling through the vast deserts. The end result is totally breathtaking. Anyone watching a sand artist at work will realize immediately how much skill is needed for this work.

American English	British English
color	colour

Vocabulary

- 8 Write sentences using these words in American English spelling.

- | | |
|--------------|-------------|
| 1 specialise | 5 favourite |
| 2 jeweller | 6 modelling |
| 3 centre | 7 theatre |
| 4 normalise | 8 harbour |

Speaking

- 9 In pairs, choose whether you agree with the following statement: 'Craftspeople are skilled workers and should be paid better salaries.' Compile a list of logical reasons why you agree or disagree. Have a class debate on the subject.

Writing

- 10 Read the skeleton argumentative essay on page 75 of the Activity Book.

Answer the following questions:

- What does the writer do in each paragraph?
- Look at the second and third paragraphs. Which has the stronger argument? Why do you think the author arranged it in this way?
- Read them again. Comment on the tone. How does this help the writer to make his or her point?

Use the notes to complete the middle paragraphs.

Writing skills: Moving from one idea to another

Expressing opposition:

On one hand, ... / On the other hand, ... / In spite of this, ... / On the contrary, ... / Conversely, ...

Expressing continuation or addition:

Furthermore, ... / Likewise, ... / One reason for this is ... / In addition, ...



Tip!

Learn the rules of American and British spelling; it may not be a spelling mistake!

complete or mild opinions of either agreement or disagreement. To agree/disagree strongly, they can say *I couldn't agree/disagree more*. For partial agreement/disagreement, *I'm not sure that's quite true*. Write these and any other suggestions on the board before beginning. Remember to get students to clarify their statements by asking *What do you mean by that?* Tell them to list their reasons for whether they agree or disagree. Explain that, when people are passionate about a subject, they tend to use their hands to express themselves more, as well as using an emphatic tone. Say that if they disagree they might use a questioning tone. Tell students to look out for these gesture and tone indicators while they are discussing. Check students' answers by having a class debate.

Answers

Students' own answers

Writing: Page 37, exercise 10

- 10 In this exercise, students will read a skeleton argumentative essay and complete the two central (argument) paragraphs. They will answer content and structure questions on writing this kind of essay. Ask students what the purpose of an argumentative essay is (*to argue the superiority of one position in a debate*) and ask for any ideas about how this might be done. Ask what kind of language would be used in an essay like this (*formal*), and finally ask students to read through the skeleton essay on page 75 of the Activity Book. Get general feedback by asking *What is it about? What does the writer believe? How does he/she conclude the essay?* Then explain that where they see the notes in the second and third paragraphs, they will need to complete the essay according to the notes. Get students to read through the notes and answer the questions in the exercise. Using the notes and the prompts supplied, they should then construct the essay's two central paragraphs.

Before they begin this exercise, go through the **Writing skills** and the bullet points below the skeleton essay. Discuss how this essay fulfils the guidelines. Get them to work in pairs to construct the central paragraphs. **Remind them that good writing consists of sentences that are linked well (by linking words and connected ideas), and that have varying structures. You could remind students of the difference between a simple and a complex sentence here. Explain that they should use at least two complex sentences in their writing.**

When they are done, join the pairs to make groups of four, and have them explain why they wrote their paragraphs as they did. Monitor while they are working and suggest improvements or elicit solutions to problems in their work.

Answers

Students' own answers

Activity Book, page 25, exercises 7, 8 and 9

Exercises 7 and 8 give students further practice in the use of American and British English. Let them complete the exercises individually and compare answers in pairs. Check answers as a class. Exercise 9 gives students practice in word-building. Remind them to look either side of the gap to work out which part of speech they need. In this case, students are looking at adjectives, verbs and nouns and all the nouns end in *-ion*. Point this out after they have finished the exercise and explain that this ending is always for a noun. Check answers as a class.

Speaking: Page 37, exercise 9

- 9 Ask the class to tell you about some crafts they know. Then, in pairs, students discuss whether they agree or disagree with the statement about craftspeople. You can introduce some language for students to express

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use contextual clues to understand the meaning of texts
- scan texts for specific purposes
- make inferences based on explicit and implicit information in texts
- respond by asking relevant questions when listening to authentic lectures, commentaries, reports and instructions
- use multiple Internet sources to gain information for oral and written reports on a variety of personal and academic topics
- organise and sequence information and ideas logically with appropriate conjunctive adverbs
- assess a formal presentation given by an upper basic grade student by analysing and critiquing the effectiveness of the speaker's voice, language, gestures, clarity of thought, organisation of evidence, relevance and delivery
- present topics from other subjects
- use subject-based diagrams, graphs and charts to locate specific information for a project

Materials

- Student's Book pages 38–39
- Dictionaries
- Cassette/CD
- Activity Book: Module 3 – pages 26–27

Student's Book, pages 38 and 39



Reading

1 Look at the photograph. Which craft is being practised? Read the magazine article and check your answer.

Adnan, a professional craftsman, is at work in his studio. With the oven at 1,400 degrees Centigrade, 20 hours a day, a glass-making studio isn't the most comfortable place to be. For Adnan, however, this is more than just a job. 'My family has been blowing glass for around 700 years,' he says. 'My father learnt the craft from his father, and he taught it to me when I was a child.'

Adnan is passionate about this ancient craft, and regularly gives demonstrations and workshops to teach young people the skills of glassblowing.

He strongly believes that unless we interest more young people in learning the craft, nobody will know how to make hand-blown glass in the future. 'These days, young people don't always want to follow their parents' professions, and, added to that, glassblowing isn't an easy job. It has to be an obsession, as it is for me!'

Adnan still uses the technique that was first developed by the Phoenicians some 2,000 years ago. First, he pushes a thin metal blowpipe into the boiling hot furnace. Secondly, he lifts out the liquid sand and lays it on a metal plate. After that, he blows red-hot glass until it becomes more flexible. Then he pulls and bends the glass into shape. He has to work extremely quickly because the liquid sand is already solidifying into glass.

Adnan is making a delicate swan. Through the semi-opaque glass, you can see fine lines of turquoise, green and blue.

'The sand gives us transparent, or "white", glass,' Adnan explains. 'We get this beautiful dark, cobalt blue by adding the metal cobalt to the melted glass. Then, this blue becomes a lighter, sea-green turquoise after adding copper. Finally, we decorate the glass by hand.'

These days we recycle broken glass. We also use commercially produced colours instead of using natural ingredients as in the past. Apart from that, nothing else about this craft has changed through the centuries. You can't use a machine to do this work,' he says. 'The old ways are still the best.'

Reading strategies

Guessing the meaning of unknown words

- Look at the word in context. Are there any clues to help you? For example, look at the words before 'furnace' ('boiling hot'). You can guess that it's a container of some sort to hold the metal, and that it's very hot.
- Look at the different parts of the new word. Are there any prefixes or suffixes to help you to work out the meaning? Is the word similar to any other words you know?

Comprehension

2 Read the article again and choose the correct answers.

1 A glass-making studio isn't comfortable because
 A it hasn't changed much in hundreds of years. B it's incredibly hot.
 C everything is done by hand. D it is very small.

2 Adnan runs workshops and gives demonstrations because
 A he wants young people to learn the craft. B glassblowing isn't an easy job. C it is an ancient craft. D he has to work quickly.

3 A glassblower has to work very fast because
 A the furnace is extremely hot. B machines are not used to do the work. C hot, liquid glass becomes hard very quickly. D he is making a glass swan.

3 **DW** Work in pairs. Try to work out the meanings of the highlighted words in the article. Then check in a dictionary.

Reading: Page 38, exercise 1

- 1 In pairs, students look at the photograph and describe what they can see. Students explain to you what the man is doing. Accept all reasonable answers but tell them to read the article to check.

Answer

The craft is glassblowing. The man is a glassblower.

Comprehension: Page 38, exercises 2 and 3

- 2 Ask students to read through the questions and check with you if they don't understand anything. Encourage other students to help. Do not explain any of the highlighted words at the moment. Get students to complete the exercise individually. Check answers as a class. Elicit where they found the answers in the article.

Answers

1 B 2 A 3 C

- 3 **DW** Read through the *Reading strategies* box with the students. Do some examples with the class. Ask questions to help the students, e.g. *Is 'furnace' a noun or an adjective? (noun) How do you know? (the + two adjectives + noun) What else do you learn about the furnace? (The glassblower puts something in it and it is very hot.) Therefore give me another word similar to 'furnace'. (oven)*

Continue by saying *Look at 'solidifying'. Do you know a word that is part of it? (solid) What does 'solid' mean? (hard, stiff) What part of speech is 'solidifying' – a verb or a noun? (a verb) How do you know? (verb to be – is + -ing = Present Continuous; also -ify signifies a verb, e.g. clarify = make clear; simplify = make simple) What do you think 'solidifying' means? (becoming hard or stiff).*

Students continue in the same way, working with a partner. Do not give them the answers. Let them work out an answer for themselves and discuss with the whole class. Elicit their reasons for the answers and guide them where necessary.

Answers

- furnace = a large enclosed container in which you burn fuel, used for industrial purposes such as melting metal
- solidifying = to make solid
- semi-opaque = *semi* means *half*; *opaque* means *difficult to see through*; *semi-opaque* means *not completely impossible to see through*
- fine = very thin and narrow; it's a 'delicate' swan so the lines wouldn't be thick or heavy
- transparent = clear or thin enough to see through
- cobalt = this must be describing the colour blue as in English a noun would come after the colour; we know that cobalt is a metal and it gives a dark blue colour to the glass
- turquoise = this must be a colour because of what comes before it; it is a sea green colour

Activity Book, page 26, exercises 10 and 11

Explain that the questions in exercise 10 are to help students to understand the gist of the text. They should read the questions first and then read the text. Check answers as a class.

In exercise 11, students read through the questions first and then underline the parts that answer each question. They can write the number of the question in the margins. They then write the answer to the questions. For question 5, you can explain that the language in brackets on lines 5–6 is informal. The sentence could instead be written as 'The guide told us that there were 10,000 items on display.' Monitor as they are working, noting anyone who is struggling. They may need further practice. Check answers as a class.

Speaking

4 What do you know about the Madaba Mosaic School? Work in pairs and guess the answers to these questions.

- How are students selected to do the course?
- What are the benefits of the school to Jordan's culture and economy?
- What job prospects do students have when they qualify?
- When was it founded, and why?
- How long is the course?

Listening

5 Listen to a student of the Madaba Mosaic School answering the five questions in exercise 4. Number them 1–5 in the order in which they are mentioned. Listen again and take notes to answer each question.

Pronunciation: Minimal pairs (2)

6 Listen to each pair of words. Which sounds do you hear? Answer the questions.

- Which words contain the *i* sound /i/ and which contain the *ee* sound /i:/? Write 1 (i/) or 2 (i:/) for each word.
- Which words contain the *a* sound /æ/ and which contain the *ar* sound /ɑ:/? Write 1 (/æ/) or 2 (/ɑ:/) for each word.
- Which words contain the *e* sound /e/ and which contain the *ir* sound /ɪr/? Write 1 (e/) or 2 (ɪr/) for each word.

Vocabulary

7 Complete the text with the suitable words derived from the words in brackets.

Madaba is the place where most Jordanian weavers buy their raw materials. Sheep's wool, and goat and camel hair are used by Bedouin tribes and villagers all over Jordan to (1) _____ (product) rugs, bags and other beautiful items. (2) _____ (Traditional), the whole process is done by hand, from the washing of the wool to the finished article. There is a particular Bedouin style of (3) _____ (weave) that buyers find very (4) _____ (attraction). Another craft practised in Madaba is the (5) _____ (creative) of ceramic items.

Tip! Check which part of speech is needed to complete the gap.

Research box

What are blacksmithing, basket making, calligraphy and pole lathe turning?

Writing

8 'Traditional crafts have no place in today's society.' Do you agree with this statement? Justify your answer.

Academic skills: Planning written or oral work

Before you start a written assignment, follow these steps:

- Study the question carefully. Make sure that you understand the question.
- Spend a few minutes writing down brief notes about your ideas.
- Organise your ideas into paragraphs and plan your written work.
- Have you answered the question fully and correctly?

39

Speaking: Page 39, exercise 4

4 Ask students to explain what a mosaic is (*a pattern or picture made of many small coloured pieces of stone, glass, etc.*) Ask if they have seen any mosaics and if so, where.

Then, working in pairs, students try to answer the questions. Although this might be difficult for them to do, it will teach them to always read the questions before they listen. This helps them to understand what they are listening for and should therefore help them when they come to answer.

Answers

Students' own answers

Listening: Page 39, exercise 5

5 Play the audio all the way through for students to number the order of the questions. Elicit the answers. Play the recording again so that students can take notes to answer the questions. Tell students to also write down three questions they would like to ask each other about the Madaba Mosaic School. You could even extend this into a roleplay. Check answers as a class.

Audioscript

The school was set up in 1922 CE, and there were four main aims: firstly, to train Jordanian craftspeople to make and restore mosaics, secondly, to preserve the mosaic floors all over Jordan, thirdly, to provide new work opportunities for artists, and lastly, to make people aware of the importance of mosaics as part of Jordan's cultural heritage.

Students come from all over Jordan, both young men and women. To qualify to take the course, you have to complete the 10th grade with an average of 75% and above. You have to take a special entrance exam in art and general knowledge and the 15 best students are selected.

The course of study lasts for two years. In the first year, students learn how to make mosaics, and practise copying the details of well-known ones. In the second year, during the summer, students often go to work on archaeological sites with experts from abroad. This is so that students can get experience in practical work and in the new techniques that people use these days.

The rest of the year the students make new mosaics and restore old ones. They always leave the most important and the most precious mosaics in place. The others, if they are a reasonable size, are brought to the school to be restored. When the restoration is completed, the most important mosaics are returned to the site where they were found. Some are added to museums and some are used to decorate the outside of public buildings.

When students graduate from the school, they get a special certificate in mosaic education and restoration. Some graduates go on to work on restoring the many mosaics found in the region – there are lots! – and some work in tourism. Others make new mosaics, either to sell to the public or to galleries. This work has led to a lot of interest in Jordanian mosaics, especially in the economy of Madaba, where they are sold. It makes the students feel proud to be able to do that.

Answers

- d** It was founded in 1922 CE to train people to make and restore mosaics, to help to preserve old mosaics, to provide work opportunities and to make people aware of the importance of mosaics.
- a** They have to have scored an average of 75% and above in 10th grade and take a special entrance exam and general knowledge in art.
- e** The course is two years.
- b** It restores old mosaics for Jordan, makes new mosaics and provides work for young people.
- c** There are many job prospects – they can work in tourism, in restoration or in making handicrafts.

Pronunciation: Minimal pairs (2): Page 39, exercise 6

- 6** Read through the instructions and questions with the class, making sure they understand what the sounds are. Give examples to show the sounds, e.g. *ship, sheep; am, arm; bed, bird*. Write them on the board and practise saying them with the class. Repeat the sounds, showing the students how our mouths change shape when we say the different sounds. Play the audio. Students write their answers individually. Check answers as a class.

Audioscript

- a** been fit dream give middle medium
b and bath car back half ran
c best birthday egg world girl deaf

Answers

- a** 1 fit, give, middle 2 been, dream, medium
b 1 and, back, ran 2 bath, car, half
c 1 best, egg, deaf 2 birthday, world, girl

Vocabulary: Page 39, exercise 7

- 7** Ask students how they will do this exercise. They should read the text all the way through first and then look at each gap. They need to read the words around the gap to help them to decide if they need a noun, a verb, an adjective or an adverb. Read through the **Tip!** box with the students and encourage them to do this. Ask individuals to explain to you how they are working. Check answers as a class.

If you wish, you may choose one or more of *Games 1, 5 and 9* in the *Vocabulary games* section of the Teacher's Book, pages 161–163 to provide students with extra vocabulary practice.

Answers

- 1** produce **2** Traditionally **3** weaving
4 attractive **5** creation

Research box

Ask students if they know any of the words. They can explain them to the rest of the class. If not, let them use the Internet to find answers. Ask what each person might make or do and if they would like to do these crafts.

Answer

These are all traditional crafts. Blacksmithing involves using fire to heat, cut, mould and bend metal into objects such as gates, staircases, jewellery and sculptures. Basket making is a way

of creating baskets from weaving willow branches together. Calligraphy (the name comes from the Greek for 'beautiful writing') is the name given to the art of creating documents using an artistic script. Pole lathe turning is a way of making wooden items such as crockery and household furniture, among other things.

Writing: Page 39, exercise 8

- 8** This exercise is designed to let students practise the skills they have learnt in this unit. Read the essay question with them and ask a few students for some ideas. Write these on the board.

Tell students to work in pairs, within groups of four. One pair will work towards an argument agreeing with the essay question or statement; the other pair will argue against it. Give them time to prepare an argument, and then get them to debate their positions. Circulate and take notes of good ideas and arguments.

When they have finished, ask each group which side they felt had a stronger argument, and why. Write any ideas you hear, as well as any that the students offer, on the board for reference later.

Read through the **Academic skills** with the class and answer any questions they may have. Remind them of the structure of such an essay, and get them to plan individually, before checking their plans and discussing them with their partner. After this, they should write their essays. Remind them to check what they have written.

Answers

Students' own answers

Activity Book, page 27, exercises 12, 13 and 14

For exercise 12, read through the rubric with the students and clarify anything they do not understand. Explain that they should discuss the statement with their partner and decide whether they mainly agree or disagree with it. They should always qualify their answers with reasons. Put them into groups of four, and get them to continue their discussions and note down any interesting points. Finally, share any good ideas with the class, and make a few notes on the board.

For exercise 13, remind students of the importance of structuring an argumentative essay with the stronger argument following the weaker one. Go through necessary language such as transitional words and phrases of opposition like *on the other hand, however, although, in spite of, conversely, on the contrary*. They can practise using these words and phrases in their plans. Monitor and check that students are planning properly and ask questions to help them to formulate and organise their ideas.

In exercise 14, students write their essay. When they have finished, get students to swap with their partners and check their work for spelling and grammar, as well as reading to follow a logical argument.

LESSON 7

Project

Student's Book, page 40

Ask the students to look at page 40 in their Student's Book and describe what they can see in the photographs. Read through the task with them. Explain that they are going to work in small groups to write a presentation. At the end of the activity, all the groups should present their work to the class. They need to work together to prepare the presentation and each student in the group has to contribute. In order to prepare for their presentations, you should co-ordinate with a lower-level class which is presenting a project or a speech and have your class attend some sessions, in order to analyse performances. They should look at aspects such as voice, language, gestures, coherence and relevance. Discuss these performances in class afterwards.

Read through the questions with the class, checking that they understand what is required. They do not have to answer these questions but they are a good starting point for discussion.

Presentations are usually formal although they can include photographs and artwork to help explanation and clarification. Tell students that they need to think about the layout of their presentation for their audience. They need to catch the audience's attention and keep it, making sure they get their message across in a clear and interesting way. Remind students about the language points they have come across in previous units. They will help to make their presentation interesting and easy to follow. Also, compiling the most interesting and important information in graphs or charts makes their presentation more organised and more interesting.

They should first make notes in their notebooks, pooling all their ideas. Then they need to write a plan of their presentation and give each person in the group a task to do. They also need to think about how they will present the material and how the presentation will be given. All the students should get an opportunity to say something.

Suggest to the students the idea of dramatising the diary entry, so that students with dramatic or creative talent can lend something to the presentation. You can give them freedom to interpret this as they wish.

Monitor as they are working, helping where necessary. Encourage students to help each other to correct any mistakes, rather than you simply telling them the correct answer. Each student should read the other students' work and help to correct or improve it if possible.

Make time in future lessons for each group to present their ideas. Alternatively, have one lesson where all the presentations are done.

To assess students, choose the most relevant *Project assessment* strategy on page 147 of the Teacher's Book and use it to chart each student's progress. In terms of students' self-assessment, refer them to the *Project self-assessment tool* and ask them to answer the questions after they have finished.

This might be a convenient time to provide students with extra practice on the vocabulary of this module. Go to *Game 6* in the *Vocabulary games* section of the Teacher's Book, page 162. Encourage students to enjoy the activity, but at the same time, make sure they know all the vocabulary they have encountered so far.

Now, direct students to *What I can do* on page 28 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.

► Now go to **Literature spot A**

Now, this is the most convenient time for you to refer the students to *Literature spot A*.

Project

Give a presentation about an artist or a craftsperson.

Your task

- Work in small groups. Use the Internet or the library to research the person's life. Make notes on his/her biography, studies and most important or best-known work.
- Answer the questions below.
- Include visual examples of the artist's work.
- Write a concluding paragraph summing up your personal response to the artist's work in general, or one artwork in particular. Include a picture of this artwork.
- Write a diary entry from the point of view of the artist, explaining why he or she makes his or her art, or that one artwork in particular.
- Present your report to the class. Listen to others' reports and note any useful tips.

Questions

- Why is this artist important to you, to his/her country, or to the art world in general?
- What are the names of some of this artist's most important works?
- What style of art is this artist famous for?
- What are his/her influences? (Include biographical details or the names of other artists who were influential.)
- What do you like or dislike about this artist's work? Why?
- How does one particular work make you feel? Why?

Project self-assessment tool

- 1 How successful was your group work? Give examples.
- 2 Where did you find most of the information? Was any aspect of the presentation difficult to research?
- 3 Was your presentation clear and informative? Could it have been improved?

► Now go to **Literature spot A**

40

Revision A

Overview

Outcomes: It is expected that students will

- show understanding of the vocabulary and grammar learnt in Modules 1–3
- use previous experience and knowledge to clarify and develop own points of view regarding issues on the environment, health and technology

Materials

- Student's Book pages 41–42
- Activity Book pages 29–30 and pages 56–57
- Cassette/CD

Student's Book, pages 41 and 42

Revision A

Reading

1 Read the beginning of a newspaper article and answer the questions.

A problem for our wildlife

Despite the best efforts of conservation groups and their campaigns, the world's population of many species, including African elephants, tigers and seals, is still decreasing. It is people's increasing need for land and resources, along with hunting and fishing, which are responsible for this rapid decline in wildlife. Exotic mammals such as big cats are threatened the most, but even common birds and insects in many parts of the world are in danger of dying out forever.

¹⁰ According to a report by the World Wildlife Fund and the Zoological Society of London, wildlife populations around the world have been reduced by 52 per cent on average since 1970 CE.



1 What evidence is there in the text that attempts have been made in the past to stop the decline in the wildlife population?
2 Name three reasons for the disappearance of many animals around the world.
3 Which species is the most endangered? Which of the reasons, in your opinion, apply to this species in particular?
4 'More than half the world's wildlife has disappeared in the last fifty years.' Is this statement correct? What evidence is there for this claim?

Listening

2 Listen to the rest of the newspaper article and answer the questions.

- 1 Name two examples of how the world is running out of natural resources.
- 2 Choose the correct meaning of a 'wake-up call'.
a an alarm clock b a warning c a telephone call d a danger
- 3 What do the authors of the report hope to achieve? There are two possible answers.

41

Reading: Page 41, exercise 1

- 1 Explain to students that they should do all the exercises individually so that you can see how well they are doing and whether anyone needs extra help.
- Ask students to open their books at page 41 and look at the rubric for exercise 1. Choose a student to read it. Then ask *How are you going to do this exercise?* By now, they should be able to tell you that they need to

read through all of the written content first before they start to look at the questions. They should then read through the questions before re-reading and writing their answers. Explain to students that they will hear the rest of the article in the following listening exercise. Point out that the photographs will also give them some information. Discuss what they can see in the photographs. Ask *Where do these animals live? Are there many tigers and elephants in the world? Have you ever seen these animals? Where?*

Remind students that when they are asked to give their own opinion, they can use the article to help them to justify their answers, as well as adding their own information.

Give students time to do the exercise. If you wish, when the time is up, students can check their answers in pairs before you check as a class.

Suggested answers

- 1 The article tells us that the population of certain species is still decreasing and this is 'despite the best efforts of conservation groups and their campaigns'. This suggests that the work has been going on for some time.
- 2 Animals are disappearing around the world because people need the land; they are using resources and they are hunting and fishing.
- 3 Big cats are the most endangered. In my opinion, this is because they are losing their habitats. People are cutting down forests for the wood and for land to build on, which means the big cats have less land to live on. It means the animals that they eat are becoming scarcer too.
- 4 Yes, the statement is correct. The world's wildlife has been reduced by more than 52 per cent, therefore more than half has disappeared.

Listening: Page 41, exercise 2

- 2 Listen Ask students to summarise what they remember from exercise 1, with their books closed.

Play the recording through and ask any student to say what they understood from it. This does not have to be a large amount. Write their answers on the board, and then read through the questions with the students. Are there any they can predict the answers to, before they listen again?

Play the recording again as students answer the questions. Students should then check in pairs before you give the class the answers.

Audioscript

The report also carries the warning that humans are using resources faster than the planet can restore. For example, we are cutting down forests more quickly than newly-planted trees can grow, over-fishing is causing a marine imbalance, and pollution is becoming harder and harder to control. The authors of the report hope that this picture will serve as a wake-up call to all of us. They want to emphasise how important it is for each one of us to take responsibility for our actions, and to protect our planet by thinking carefully about everything we do.

Answers

1 Answers should include two of the following examples: forests are being cut down too quickly; there is too much fishing; pollution is out of control
2 b 3 The authors of the report hope to show us that responsibility for one's own actions is important.
OR They want to show us the importance of protecting our planet in everything we do.

Activity Book, page 29, exercises 1 and 2

For exercise 1, write *Ibn Rushd* on the board and ask students to tell you what they know about him. Explain that they are going to read some information about him and then listen to the end of the article in the following exercise. Then read through the questions with the class, discussing if students have any ideas for the answers, or ask them what kind of answers they need, e.g. numbers, names, etc. They should then read the article to find the answers. For exercise 2, students listen carefully to the cassette/CD to confirm their thoughts and note down the answers. Play it through again. Then ask students to write their final answers.

Audioscript

As a young man, Ibn Rushd studied the law. He also studied philosophy, and soon took up medicine too. One of his most influential works was a medical encyclopaedia, *Kitab al-Kuliyat fi-Tibb* (كِتَابُ الْكُلِّيَّاتِ فِي الطَّبِّ), or 'Generalities' as it is known in the West.

Ibn Rushd also wrote books on psychology, geography, physics, maths and music. From the age of 31 until his death about 40 years later, he wrote an amazing number of books – at least 80 books of his own as well as a large number of translations of Greek philosophy.

Although the place where he died was Morocco, there is a statue of Ibn Rushd in Cordoba where he was born, and where for many years he lived as a scholar, lawyer, scientist, doctor and writer.

Vocabulary and grammar: Page 42, exercises 3, 4 and 5

- 3** Ask students to look at the rubric and the exercise. Ask *How many sentences are there? (4) How many words are there? (6) Therefore you do not need all the words. How are you going to do this exercise?* Establish that

they need to read through all the sentences, choose the answers and then read the sentences again to check that they make sense.

If your students are confident, ask them to complete the exercise. Then check their answers and elicit what the words in the box mean.

If your students are less confident, first elicit what the words in the box mean. Students can then complete the exercise before you check answers as a class.

Answers

- 1** apparatus **2** sustainability **3** prosthetic
4 physician

Vocabulary and grammar

3 Choose the most suitable item from the words in the box to complete the sentences. One word is not needed.

sustainability apparatus physician mortality prosthetic

1 After our Science lesson in the laboratory, we always help the teacher to put the _____ away.
2 The nature reserve uses recycled water, which helps the _____ of the environment.
3 Athletes with _____ legs can take part in the Paralympics.
4 Professor Badari, aged 67, is the hospital's leading _____ specialising in cancer care.

4 Choose the correct option in brackets to complete the following sentences.

1 Many instruments that are still used today in _____ were designed by Arab scholars. (operational / operate / operations)
2 When do you _____ to receive your test results? (expect / expectancy / expectantly)
3 When we were younger, we _____ live in a village. We moved to the city when I was about ten years old. (were used to / use to / used to)
4 By the end of this year, we _____ here for ten years. (will live / will be living / will have lived)

5 Complete the second sentence so that it has the same meaning as the first.

1 He has written many books, but his final book made him famous all over the world.
He has written many books, but it _____.
2 He started studying at 5 p.m. It's 10 p.m., and he's still studying.
He _____ since 5 p.m.
3 It is normal for me now to get up early to study.
I am _____.

Speaking

6 Your local health centre has been given a large donation and they want to use it to improve the facility. Here are some ways in which it could be improved:
• a cafeteria • disabled access • a nutrition centre • a new swimming pool
Discuss with your partner the advantages and disadvantages of all the possible facilities. Decide which two facilities are the most useful.

Writing

7 Edit the following text. There are **two grammar mistakes** and **three punctuation mistakes**. Find and correct them.
Scientists will say that exercise is not only important for general fitness; but that it is also good for the brain, it helped us concentrate better? As a result, we perform better in exams.
8 Write a four-paragraph essay agreeing or disagreeing with the statement below.
'Large-scale building projects are certainly a necessity in the development of the modern world.'

42

Activity Book, page 29, exercises 3 and 4

Before starting exercise 3, students open their books, ask them to say what they think has been the most important invention in the world. Make a list on the board. Ask students to open their books on page 29 and read the list. How many of these inventions are on their list?

Students work in pairs to first add two more inventions to the list and then discuss the order. They must be able to explain why they chose to put the items in a particular order. They might need to persuade their partner to agree with them. If they disagree with their partner, they should do so politely. Go over some language for agreement and disagreement. Refer to Teacher's Book, page 57, exercise 6 for some examples.

For exercise 4, have a whole-class discussion in which pairs can give their viewpoints and the rest of the class can agree or not. See if you can have class agreement on the order of the items.

- 4 Look at this exercise with the class and ask them what they think they need to do here. They have to think about what part of speech they need in each sentence – noun, verb, adjective or adverb. Remind students that they need to look at the endings of the words to help them to decide what part of speech each word or phrase is, as well as needing to decide the meaning of the words, especially in the case of nouns.

Students complete the exercise individually. Check answers as a class. Go through what is required in each sentence and why.

1 = noun needed before the verb;

2 = verb needed to complete the question *When do you ...*;

3 = verb; remember we can't use *would* with past states;

4 = verb; use of *by* so use Future Perfect.

This might be a convenient time to provide students with *Game 10* in the *Vocabulary games* section of the Teacher's Book, page 163. Make sure that you cover vocabulary from all of Modules 1–3.

Answers

1 operations 2 expect 3 used to 4 will have lived

- 5 Explain to students that this exercise tests the grammar they studied in the first three modules. Give students time to complete the exercise, then go over the answers with the class.

Answers

1 is/was his final book that made him famous all over the world.

2 has been studying

3 used to getting up early to study now.

Activity Book, pages 29 and 30, exercises 5, 6 and 7

These exercises revise the grammar from the previous lessons. Students should do these individually and then swap books to mark as a class. You can either do them all at the same time or spread them over a few lessons. Take a note of the marks scored on each exercise and give remedial work if necessary.

Speaking: Page 42, exercise 6

- 6 Read through the rubric with the students. Explain that this type of exercise is designed so that students can show their ability to talk naturally with their peers, as well as use some of the vocabulary, grammar and idioms that they have learnt during the previous units. Write examples of any grammar or vocabulary they might need to use to accomplish the task well.

Answers

Students' own answers

Writing: Page 42, exercises 7 and 8

- 7 Students need to learn English grammar and punctuation, and should reflect on the difficulties they have had in Modules 1–3. Checking each other's work will help them to practise for this exercise too. Give students time to do the exercise. Check answers as a class.

Answers

1 say 2 fitness, 3 brain. It 4 helps 5 concentrate better.

- 8 This essay question tests students' ability to construct and argue their opinion on an issue. Tell them to decide whether they agree or disagree first, and then to plan the structure and content of their essay. Remind them that the stronger argument (the one they believe) comes second. Give them time to write their essays, then tell them to swap their work with their partners.

Answers

Students' own answers

Activity Book, page 30, exercises 8, 9 and 10

These exercises test the vocabulary from the previous lessons. Again, students should do these individually and then swap books to check the answers as a class. Do some remedial work if you think it necessary.

Activity Book, pages 58 and 59, Test A Teacher's Book, pages 148 and 149, Test A

Students should complete the tests individually. These tests should ideally be done in class, but may be done as homework. You can correct them in class during the next lesson, but you should collect the tests to mark the writing parts yourself. You can ask students to swap books and mark each other's work. Keep a note of each student's results so that you can give them feedback and also compare their marks with future tests.

MODULE
4

Student's Book, page 43

OPENER

Tell the students to discuss what 'learning' means to them. They should do this in groups of three and then share what they have talked about with the rest of the class. The module's title encompasses both their formative education at school, comparing Jordanian education with worldwide education systems, and the learning that happens after school, whether that means higher education, or the life skills that they will need to learn. Write any interesting vocabulary or ideas about learning on the board. Tell students that they will be looking at different education systems, different paths of learning, higher education possibilities, how to learn effectively and efficiently, and the concept of lifelong learning. Put students in groups to discuss the pictures and questions. The photographs, in order of appearance from **a** to **d**, show an astronaut in space, a graduation ceremony at a university, students sitting an examination, and female students having a group discussion. Ask students to look at the questions on page 43 and work in their groups to discuss them. Ask them to have a look at the photographs and discuss their relevance to learning. Finally, ask them about their own experiences of learning, for example: *Where do you have the best memories of learning? Do you think you learn well? Why/Why not?*

Learning



a What do astronauts need to study? What skills are important for this job?

b How many universities are there in Jordan?

c What are these students doing?

d What are these students studying?

Learning

Overview

- read about the school day in different countries, studio schools, the German-Jordanian University, how to revise for exams, learning a foreign language, and the education system in Jordan
- listen to a talk by a career advisor about university courses, a lecture about an international student exchange programme, a dialogue about how to revise, and two students talking about online and distance learning
- use vocabulary related to university subjects and studying
- use quantifiers to make comparisons, indirect questions, and the impersonal passive
- talk about future study at university, and the best ways to study and revise
- write a blog post about school life and a persuasive letter to your fellow students

Overview

- read about the school day in different countries, studio schools, the German-Jordanian University, how to revise for exams, learning a foreign language, and the education system in Jordan
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- talk about future study at university, and the best ways to study and revise
- write a blog post about school life and a persuasive letter to your fellow students

Project

Write a test for exam revision.

43

Unit 6 Education today

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- make inferences based on implicit and explicit information and provide justification for inferences
- use grammatically correct and simple language when speaking with upper basic grade students
- use sentences of different structures correctly

Materials

- Student's Book pages 44–45
- Dictionaries
- Glossary – Student's Book pages 93–95
- Cassette/CD
- Activity Book: Module 4 – pages 31–32

Student's Book, pages 44 and 45

Before you begin: Page 44, exercises 1, 2 and 3

- 1 Ask students to look at the photos at the top of page 44. Ask them to describe the photos to their partners and try to guess which countries they show. Elicit suggestions and write them on the board. Ask students to give reasons for their ideas.

Answers

a South Korea b Jordan

- 2 **DW** Read the words in the box to the students. Note that *fluently* is pronounced /flʊənʔli/. See Teacher's Book page 33, exercise 7, for explanation of ? (glottal stop). Tell them that they will encounter these words in the text in the following exercise. Get them to repeat after you, concentrating on the stress of the words.

When you are happy with their pronunciation, ask students to do the activity. Remind them that they can check the words in the Student's Book Glossary or in a dictionary. Check answers as a class. You might like to point out that *nation* is more formal than *country*.

You might also like to ask students to give you sentences using the words in the box. This will reinforce their understanding of how some of them are related to studying, and will ensure their understanding of the remaining words.

Answers

academic, compulsory, optional, tuition

- 3 **▶▶** Ask students to give their opinion on the question without reading the text. Then ask *What do you think the ideal leaving age is? Why?* Elicit some ideas from the class, encouraging students to justify their answers and to think of the consequences of having different leaving ages (e.g. levels of unemployment, standard of education, quality of workforce, etc.)

Ask students to listen to and read the text to check their answers. Play the cassette/CD all the way through. Elicit the answer.

Ask students how long they spend at school each day and if they do any extra lessons. What is the average length of time studying per day for the class? Ask *Do you think it should be longer? Why/Why not?*

Answer

Japan, Indonesia and South Korea

Research box

Ask students to find the answer to this for homework and bring in any extra information they can for the next lesson. They can use the Internet and tell the class which website they found the answer on.

Answer

In the UK, the minimum school-leaving age is 16. In the USA, it differs from state to state but the youngest is 16; in some states it is 17 and in a few others it is 18.

Activity Book, page 31, exercises 1, 2 and 3

For exercise 1, choose students to read the words in the box aloud; the rest of the class give a definition, e.g. *compulsory* – *you have to do something*. Go through the example with the class, showing that *wealthy country* equates to *developed nation*. You might like to ask further questions about each item when you go through the answers, e.g. *Can you give me an example of a developing nation?* etc.

For exercise 2, students write a sentence to help to explain the extra word. Choose students to read their sentences aloud. Make sure they write their sentence in their vocabulary notebook.

Exercise 3 is a word-building exercise. Choose students to read each sentence with the gap aloud and is required, e.g. noun, verb, etc. They then complete the sentences on their own.

Answers

- 1 They have started making the school year longer because they were one of the countries in which children were spending the least amount of time in school.
- 2 Students in Japan do more homework on average.
- 3 Most students attend school 187 days per year.
- 4 No, it isn't; it is optional.
- 5 Despite the shortness of the time pupils spend at school, they achieve top marks in subjects like Maths and Science, and can speak at least two, and often three, languages fluently.
- 6 **Suggested answer:** A longer school day, depending on how it was constructed, might improve students' grades. It would necessitate well-structured timetables, with time spent on individual study during the day and less homework at night. It would also need to include a lot of subjects such as Physical Education, Drama and Music, and even some activities that are seen as extra-curricular, such as crafts and creative writing.

Grammar: Quantifiers to make comparisons:

Page 45, exercise 5

- 5 Explain that in their writing, students should vary the language that they use in order to make their paragraphs more coherent. They shouldn't use the same vocabulary or phrases over and over. In an essay, they might be asked to compare some ideas. They need to be able to use the language for comparisons accurately.

Start by going through the words in the box, modelling sentences to help them to understand. For example, say *This classroom is as big as the classroom next door*. Ask *Is this classroom bigger?* (no) *Is it smaller?* (no) *Is it the same size?* (yes) Explain that *as ... as* compares two things. We can put *not* in the sentence too. Ask them to give you a sentence using *not as ... as*, e.g. *Khalid is not as tall as Tamer*.

Ask *When do we use 'more' in a comparative sentence?* Elicit examples, e.g. *An e-reader is more expensive than a book*. We use *more* when forming the comparative of an adjective with more than two syllables. Ask *What is the opposite of 'more'?* Elicit *less* and ask for an example sentence, e.g. *An e-reader is less expensive than a laptop*. Write all the examples on the board.

Ask *When do we use 'the most'?* Elicit an example, e.g. *I think football is the most exciting sport*. Students should be able to explain that we use *the most* when forming the superlative of an adjective with more than two syllables. Ask *What is the opposite of 'the most'?* Elicit *the least* and ask for an example, e.g. *I think golf is the least exciting sport*. Write the examples on the board. Students can refer to these as they are doing the exercise individually. Indicate the pie chart on the right that they are describing. They can then compare answers. Refer to the *Grammar notes* in the Activity Book on page 65 for more guidance. Check as a class.

Comprehension

- 4 Listen to and read the study's findings again and answer the questions.

- 1 What change has recently taken place in some American schools, and why has this occurred?
- 2 Who does more homework on average: students in the USA or students in Japan?
- 3 How many days a year do most students in the USA attend school?
- 4 Is it compulsory to do after-school activities in Japan and South Korea?
- 5 What is interesting about Finland's fewer and shorter school days?
- 6 Do you think that a longer school day would result in better grades for most students? Why/Why not? Justify your answer.

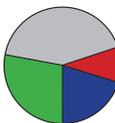
Grammar: Quantifiers to make comparisons

- 5 Look at the diagram of after-school classes and complete the sentences with the phrases in the box.

as much as less more not as many
the least the most as popular as

- 1 English is _____ studied subject.
- 2 _____ studied subjects are Music and Art.
- 3 There are _____ students studying Science as Maths.
- 4 Maths is _____ popular than Science, but _____ popular than English.
- 5 Students don't like doing Music and Art _____ they like doing Maths.
- 6 Neither Maths nor Science are _____ English.

After-school classes



English Maths
Science Music and Art

Speaking strategies

- **Preparing to speak**
- Look carefully at the information you are given for the task.
- Think about what you want to say and make some brief notes if you have time.
- Check the grammar that you want to use and read the example sentences.

Speaking

- 6 Work in pairs. Use the phrases in exercise 5 to talk about the subjects that you study.

Pronunciation: Word stress

- 7 Listen to the words in the box. How many syllables does each word have? In which syllable does the primary stress lie in the word? Check your answers in a dictionary.

secondary compulsory organisation development
tuition achievement academic contradictory

Writing

- 8 How do you think your education will influence your life after school? What will you study? What career would you like to have one day? Write a paragraph of around 60 words.

45

Comprehension: Page 45, exercise 4

- 4 Before students do the exercise, read through the questions with the class. Ask them to underline key words, paying careful attention to words like *most* in question 3.

When you get to question 6, remind them that they need to write at least two sentences, using linking words where possible.

Play the cassette/CD through twice while students take notes. Give students time to write their answers before checking as a class.

Answers

1 the most 2 The least 3 not as many
4 more; less 5 as much as 6 as popular as

Speaking: Page 45, exercise 6

- 6 Read through the instructions with the class and check the names of the subjects they study. Then read through the **Speaking strategies** box with them. Ask them to make brief notes and then work in pairs to do the exercise. If you wish, elicit an example or two from more able students before they start working. Monitor as they are speaking, making a note of any errors. Go over these at the end of the exercise. Choose some students to give their sentences. Ask others to agree or disagree with them.

As an extension to this, ask how they would adapt their language if they were speaking to a pupil in upper basic grades. For example, would they use simpler grammar, or fewer advanced vocabulary items? How would they adapt the speed of their speech? Get some students to give examples and arrange for your students to talk to another class.

Answers

Students' own answers

Activity Book, pages 31 and 32, exercises 4, 5 and 6

Exercise 4 gives further practice in quantifiers to make comparisons. Discuss the table with the class. Ask questions, e.g. *Are you surprised that schools in England start at age five? Can you think of any disadvantages of this? Can you think of any advantages? Can you remember how you felt when you first started school?* Discuss the other differences in the same way before students complete the exercise. Check answers as a class. Before students begin exercise 5, ask them what they think the most popular university courses in Jordan are. Ask them if they would like to do any of these courses. Students look at the table – make sure they understand what the figures show. You might like to check their pronunciation of some of the numbers by asking students to read them aloud. Remind them that we always say *and* after *hundred* only, e.g. *two hundred and eighty thousand, two hundred and forty*. Students can complete this exercise in pairs before you check the answers as a class. Before students attempt exercise 6, remind them that in critical-thinking questions, they need to give their own opinion but also be able to justify their answers. Students do this in small groups. Then choose some group members to read their answers aloud.

Pronunciation: Word stress: Page 45, exercise 7

- 7 Make sure students understand the terms *syllables* and *primary stress*. Give a few examples before they do the exercise to check. For example, ask *How many syllables are in 'Maths'?* (1) *'Science'?* (2) *'Popular'?* (3) Count them out with the students. Then write the following words on the board: **homework**, **America**, **exam**. Ask *Where is the primary stress?* (*highlighted in bold*) Underline the stressed syllables.

Answers

The number of syllables is in brackets after the word. The syllable with the primary stress is highlighted in **bold**.

secondary (4)
compulsory (4)
organisation (5)
development (4)
tuition (3)
achievement (3)
academic (4)
contradictory (5)

Writing: Page 45, exercise 8

- 8 The aim of this unit's writing component is to rehearse informal public writing, with a particular focus on blog posts. A blog post has the following attributes: It is open for anyone to read (but the security of the blogging site can be altered), and can be commented on by readers, with the comment 'thread' turning into a dialogue; it often has a title, which might be in **bold**; bloggers often link to external websites and pages of interest.

This exercise helps the students to gather and review topic vocabulary necessary for completing the final writing task of the unit.

Get students to sit in groups of three and discuss the questions. Refer them to the **Tip!** box for more guidance. They should write down any vocabulary that they think they might need later, as well as any notes to answer the questions when they write.

Remind them of the principles of writing a well-structured paragraph, and ask them to include a topic sentence (in informal language) in their answer, as well as concluding the paragraph with a suitable sentence to sum up. Give them time to plan and write their paragraph. They should then swap with a partner to edit their work.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use prior knowledge to deduce meaning of words and phrases
- use grammatically correct and appropriate technical language when speaking
- listen to a reasonably lengthy talk by a native speaker and take notes or fill in tabular forms with specific information
- discern the attitudes of speakers when listening

Materials

- Student's Book pages 46–47
- Dictionaries
- Cassette/CD
- Activity Book: Module 4 – pages 32–33

Student's Book, pages 46 and 47



Speaking

- 1 Work in pairs. Make a list of all the subjects that students can study at your school.
- 2 Look at the photographs and guess which special subjects students study at this secondary school in England.

Reading

- 3 Read the newspaper article and check your answers.

Space schools

Studio schools are pioneering schools which receive funding as well as support from private businesses, and which seek to encourage young people to undertake a less conventional form of secondary education. These schools often specialise in one specific area, whilst understanding that the same broad range of skills and qualifications should be made available to all young people.

One such school has recently opened to educate fourteen- to eighteen-year-olds who have a special interest in working in the space industry. Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Maths and Science exams. When they leave school, they will be well-placed to take any number of different career paths. 'They don't have to become astronauts!' says a spokesperson for the school. 'Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.'

Comprehension

- 4 How are the following groups of people involved in space schools?
 - 1 leading companies in the space and technology industries
 - 2 prominent scientists and engineers

Speaking

- 5 Discuss the questions in pairs.
 - 1 Would you like to attend this school? Why/Why not?
 - 2 What kind of specialised school would you like to attend? Why?

Quotation Read the quotation. Do you agree with it? Why/Why not?

“Live as if you were to die tomorrow. Learn as if you were to live forever.”
Mahatma Gandhi (1869 CE–1948 CE)

Speaking: Page 46, exercises 1 and 2

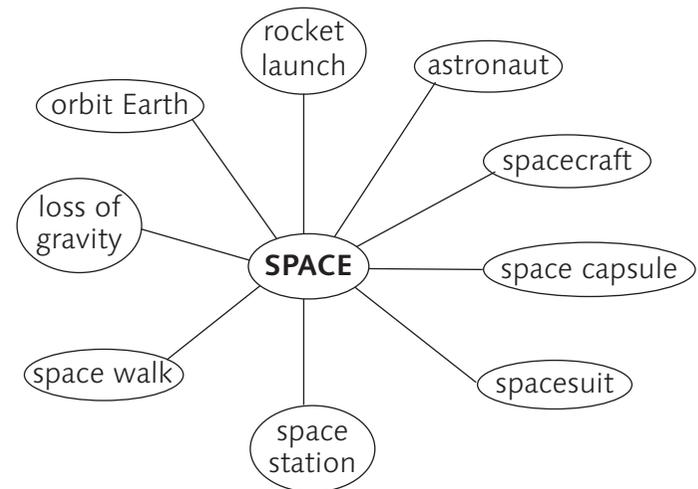
- 1 Ask students to work in pairs to write definitions of the subjects they can study, e.g. *We learn about the past in this subject. (History); We study algebra and geometry in this subject. (Maths)* Choose students to read their definitions aloud; the rest of the class say the name of the subject. Give students an opportunity to add to or change each definition. Check vocabulary and make sure students note down any new words, with definitions.

Answers

Students' own answers

- 2 Ask students to look at the photographs and answer the question in pairs. Ask students to give their opinions, along with reasons for their answers. Help with any new vocabulary and encourage students to use their dictionaries as well.

Take this opportunity to extend students' knowledge of vocabulary related to space. Create a spider diagram on the board similar to the following:



Suggested answer

The photographs suggest that the special subjects that students study at the secondary school in England have something to do with space. I think it is likely that they study Astronomy and Astrophysics.

Reading: Page 46, exercise 3

- 3 Ask students to read through the article and write down the subjects they didn't think of. Give students the opportunity to ask about unknown vocabulary. Encourage the rest of the class to help to explain the words, using the context to help.

Answer

Astronomy and Astrophysics

Comprehension: Page 46, exercise 4

- 4 Students discuss the question in pairs. They each write their own answers. Choose students to read their answers aloud. Ask others if they can add to the answer.

Answers

- 1 The companies supervise projects given to students.
- 2 The scientists and engineers are brought in as guest lecturers.

Speaking: Page 46, exercise 5

5 Ask students to read through the questions. Ask them to name other specialist schools, e.g. music and drama schools, language schools, sports schools, etc.

Answers

Students' own answers

Quotation

Explain that the quotation the students are going to analyse comes from Mahatma Gandhi (/məhɑ:ʔmə ɡɑ:ndi/). He was an Indian leader who worked extremely hard for equal rights and fair treatment. He was very sympathetic with the poorer classes of India and helped them to have better lives. Gandhi also led India to independence.

Students read the quotation and discuss it with their partner. They can then try to translate it and explain it in English, confirming whether they agree with it or not. An example translation is as follows:

عش كَأَنَّكَ تَمُوتُ غَدًا، وَتَعَلِّمُ كَأَنَّكَ تَعِيشُ أَبَدًا.

Ask *How can you live as if you were to die tomorrow?* Elicit the idea that you should do as much as you can before you die. In other words, take advantage of all the opportunities that life gives you. If you have any skills, use them. If you are given the chance to do something, do it. Don't sit around waiting for something to happen and don't refuse to do things because you can't be bothered. Then ask *How can you learn as if you were to live forever? What would you need if you were to live forever?* Elicit the idea that you need to keep learning in order to keep up with what is happening in the world. It's not only school subjects that Gandhi is talking about. He is thinking about the changing world and how we need to keep up with it. So he is advising us to take advantage of everything there is and embrace learning in order to have a better life.

Vocabulary and speaking

6 Work in pairs. Discuss the subjects that you are interested in studying at university. Which subjects fit into the categories **Sciences**, **Arts and Humanities**, or **Business**? Which are more difficult to classify?

Maths Dentistry Arabic Language and Literature Pharmacy
Marketing Geology Psychology Translation Visual Arts
Chemistry Sociology Banking and Finance History Nursing
Agriculture Physics Engineering Linguistics Economics
Business Management Biology Medicine Geography



Listening

7 Listen to a career advisor answering students' questions about university courses. What do the students ask?

Comprehension

8 Listen again and complete the information in the table.

	Useful subjects	Is Maths necessary?
Law		
Dentistry		
Business Management		



Speaking

9 Work in small groups and carry out a survey. Ask each other about the subjects you enjoy and what you might want to study at university. Then, present the results of your survey to the class.

Writing

10 Read through the article on page 46 again. Imagine that you have just joined a space school. Write an email to your friend telling him or her what it is like to study there. Write about 80 words.

Writing skills: Writing informally

- We always begin a letter with *Dear [name]*, whether it is formal or informal.
- In emails, we are less formal and tend to use *Hello [name]*, or *Hi!*
- In open letters, we use a group noun to address all the people that we want to include, such as *Dear fellow students*.
- In all of the above, it is fine to use abbreviations such as *I'm*, and *don't*.
- We can end emails and letters (not open letters) with *Best wishes/See you soon/Looking forward to hearing from you*. We end an open letter repeating what we want to say.

47

Vocabulary and speaking: Page 47, exercise 6

6 Go through the list of subjects, choosing students to read the words aloud. Check their pronunciation and stress. First ask the students to categorise, according to the categories listed. They can do this in pairs, using their dictionaries if necessary. Check answers as a class.

Students then discuss in small groups the subjects they are interested in studying, giving reasons for their answers. They can also tell their group the subjects that they definitely don't want to study.

Monitor as they are working, only helping if requested. Note any errors the students make and allow some time at the end of the lesson to revise any key points.

Answers

Sciences: Maths, Dentistry, Pharmacy, Geology, Chemistry, Agriculture, Physics, Engineering, Biology, Medicine

Arts and Humanities: Arabic Language and Literature, Translation, Visual Arts, Sociology, History

Business: Marketing, Banking and Finance, Economics, Business Management

Psychology, Nursing, Linguistics and Geography are more difficult to classify, because they involve elements of study from more than one category. For example, Linguistics involves scientific knowledge and critical theory.

Activity Book, pages 32 and 33, exercises 7, 8, 9 and 10

For exercise 7, review the list of subjects as a class. Ask the students to work in pairs to complete the exercise before checking answers as a class.

For exercise 8, advise students to read through the text in two or three minutes first. This will give them a general idea of the topic. They shouldn't worry about unknown words at this point. They can then work in pairs to complete the exercise. Remind them to read before and after the target words as this might help them with the meaning. Check answers as a class.

In exercise 9, students read the statements and check whether they are true or false. They then correct the false statements and go through the text again to check their answers. Check as a class.

For exercise 10, students are asked to look at the text in more detail. They should attempt to answer the questions on their own and then discuss in pairs. Check answers as a class.

Listening: Page 47, exercise 7

7  Ask students to read the instructions. Ask *What is a career advisor? Have you ever spoken to one? Would you like to? What would you ask him or her?*

Tell the students to listen to the recording and make notes about the questions that the students ask.

Tell them that there are three students speaking.

Additionally, ask them to decide how each student is feeling about their chosen university courses. Play the recording all the way through. Check answers with the class.

Audioscript

Student 1: Hi, I'm thinking of studying Law at a university in Jordan. Can you tell me what I need to know about it before I make that decision?

Career advisor: You will be expected to do a lot of work outside the classroom, and you need to be **very highly** motivated. Moreover, whatever subjects you take in school, you will need to do very well in. Traditional academic subjects like History, English and Social Studies are good places to start. You will be doing a lot of essays at university, so any subjects that require essay writing will be useful. Does that answer your question?

Student 1: Yes, thank you!

Student 2: I've got a question. I'd like to study Dentistry at the Jordan University of Science and Technology. My favourite subjects at school are Biology, Chemistry and English. I'm also doing Maths, of course, but I'm not that good at it. If I drop it, will my chances of getting into Dentistry be **badly** affected?

Career advisor: Biology and Chemistry are the most important subjects if you want to go on to study Dentistry at university. Maths is not as important, but it is compulsory and I would **strongly** recommend that you work harder on this subject because you cannot drop it. The most important thing to remember is that, like Law, to do Dentistry you need to be **fully** committed to hard work! Expect to be in classes or doing practical work for eight hours a day, five days a week. Dentistry students work **extremely** hard. Any more questions?

Student 3: I'm **absolutely** passionate about business and I really want to study Business Management at a university in Jordan. Can you tell me which subjects are best to take at school? I'm good at ICT but I'm not that good at Maths. Is it absolutely essential?

Career advisor: Economics or Business Studies are **very** useful subjects for a degree in Business Management, and so is ICT. Other good choices are History, and of course any foreign languages will help you a lot in business one day. However, I'm sorry to hear you're not doing well in Maths, because although it's not **vital** important to be good at it, it is certainly going to help you with Economics, Accounting and Finance when you're at university. If you are unable to use Maths as needed, you might not achieve everything you want to in business. Maybe you should get some outside tuition for Maths?

Student 3: Yes, I'm thinking about that.

Career advisor: Good. I'd strongly advise it, and remember, Business Management is a **very** popular degree, and the leading universities will ask for the **very** best grades, so you will need to stand out from the crowd.

Answers

Student 1 asks what she needs to know before deciding whether or not to study Law.

Student 2 wants to know if he has to study Maths at school to get onto a Dentistry course.

Student 3 wants to know if she can do Business Management if she doesn't study Maths at school.

Comprehension: Page 47, exercise 8

8  Before students listen again, tell students that not all the information they hear will be required in the answers. They have to learn to choose the necessary parts.

Play the recording all the way through while students complete the table. Point out that they probably only need to write single words – they should not try to write sentences.

As an extra exercise, ask students to listen again and pick out the adverbs before adjectives and verbs that emphasise what the speaker is saying. They are all highlighted in the audioscript in exercise 7. Explain that these not only emphasise what the person is saying, but also make the text more interesting.

Answers

	Useful subjects	Is Maths necessary?
Law	History, English, Social Studies	No
Dentistry	Biology, Chemistry	Not vital but strongly recommended
Business Management	Economics, Business Studies, ICT, History, foreign languages	Not vital but strongly recommended

Speaking: Page 47, exercise 9

9 Ask students what they need in order to do a survey. Elicit that they need to prepare a list of questions and an introductory question, as well as a statement of thanks at the end. Present this vocabulary: *Can I ask you a few questions for a survey?* and *Thanks ever so much. You've been very helpful.* Ask them for some examples of questions and write them on the board, e.g. *What is your favourite subject? Which subject are you best at? Which subject would you like to study at university? What subjects do you need in order to do that course?*

Students work in groups of four or five to create their own survey. They can use examples from the board or write their own questions. Once they have the questions, they need to create their survey. They can use a computer for this and create a suitable layout. Each student should print out a copy and ask his/her group the questions. They can take turns to do this, so **A** asks **B**, **B** asks **C** and so on to **E**, who asks **A**. Make sure they know that they should focus on grammatical accuracy as well as fluency when asking the questions. All of them should take note of all the answers as they will need the information for the writing task. The clearer they have set out the survey, the easier it will be to write the paragraphs.

You could ask some groups to tell the class about their survey, with the remaining groups asking questions about it. Get them to evaluate what they are saying by asking *How did you reach that conclusion?*

Answers

Students' own answers

Writing: Page 47, exercise 10

10 This exercise continues to build upon knowledge about how to write informally. Before you start this exercise, ask students what they think they should be careful of when writing in informal situations (*not to get too informal in the wrong situations; to keep the level of vocabulary high, and the same with the grammar level; to ensure correct punctuation – do not use large numbers of exclamation marks, for example.*)

At this point, look through the **Writing skills** and discuss formal and informal style in general. Run through features of an informal email (*Hi!/Hello [name]*, for greeting; contractions, within reason; sentence following the greeting to ask the addressee how they are; signing off with *Best wishes, Love from, Best, Take care, Looking forward to hearing from you, See you soon*, etc.).

Read the rubric with the students and ask them to explain what they have to do. Ask them how many paragraphs they might need, and accept all well-reasoned answers.

Do a brief boxing-up plan on the board with the students, and then let them do the exercise alone.

Answers

Students' own answers

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- infer the bias of a speaker by using contextual and grammatical clues when listening
- listen critically and analyse opinions when listening
- make predictions and inferences from the text by citing text-based evidence
- develop own point of view on a topic after analysing the ideas of different authors
- organise and sequence information and ideas logically with appropriate conjunctive adverbs

Materials

- Student's Book pages 48–49
- Cassette/CD
- Activity Book: Module 4 – page 34

Student's Book, pages 48 and 49

Academic skills

Note-taking in a lecture

- It is important to decide which information in a lecture is important. Is the information you are hearing important or relevant? Write down facts and important, relevant opinions.
- Do not write out notes word for word. Notes should be a summary of the main ideas only.

increasingly prospects global proficiency lifelong abroad

Tip!

- When you are completing a text with multiple-choice answers or options, always read to the end of the sentence before choosing an answer.

Speaking

1 Many students choose to go on an exchange to study in another country. Why do you think they do this? Work in pairs to answer, listing as many reasons as you can.

Listening

2 Listen to a lecture about an international student exchange programme. Does the speaker mention any of the reasons you discussed in exercise 1? Take notes on the content of the lecture, concentrating on reasons for studying abroad.

Vocabulary

3 Listen again and check the meaning of the words in the yellow box from the recording. Then, complete this paragraph with the appropriate words.

If you do a degree in Medicine or Law, you will find that your job (1) _____ are better than if you do a more general degree. However, language (2) _____ is becoming (3) _____ important for anyone who wants to travel or work (4) _____ for a large (5) _____ company or organisation. Remember, it's never too late to study or change career direction. Studying is a (6) _____ activity – you're never too old to start!

Speaking

4 What do you know about the German-Jordanian University? Work in pairs and guess the correct answers.

The German-Jordanian University (GJU) is a (1) *private / public* university near (2) *Madaba / Petra*. It opened in (3) *1995 / 2005* CE. The university enrolls (4) *less / more* than 5,000 students, who come from Jordan and (5) *many other countries / Germany*. About (6) *40 / 14* per cent of all students are non-Jordanian.

The university differs from other universities by offering (7) *German / French* language courses in preparation for the fourth year, which most students spend working or studying in Germany. The university also has a very good reputation for English and Arabic language courses.

Listening

5 Listen and check your answers to exercise 4.

Speaking

6 Imagine that you are talking to foreign students studying at the German-Jordanian University. What do you think their experience of studying and living in Jordan has been like? Work in pairs.



48

Speaking: Page 48, exercise 1

- 1** Ask students if they have decided what they want to do when they finish school. Are they going to university? If so, do they want to study in Jordan or in another country? Ask them to justify their answers. Then ask students to look at the question. Give them time working in pairs to come up with ideas. Monitor as they are speaking, then choose students to share their ideas with the class. You can note these on the board and students can refer to them as they do the listening task in exercise 2.

Answers

Students' own answers

Listening: Page 48, exercise 2

- 2** Read the instructions with the class. Explain to the students that when they listen to a lecture, for example at university, they need to take notes, but they can't write down everything the speaker says. They need to listen carefully, pick out the important points and note them down in a few words – not in complete sentences. In English there are lots of little words (e.g. articles, pronouns, prepositions) that it is often not necessary to write down in notes. Students need to choose the content words – words that give important and relevant information.

Read through the **Academic skills** box with the class. Then give them an example to help them. Play the first three sentences of the lecture. Ask *What is the first sentence doing? (introducing the theme of the lecture) Do you need to note down anything? (no)*

Now write the fourth sentence on the board: *1 You can increase your employment prospects by graduating with an international degree – employers are increasingly placing a high value on international experience.* Ask students to say which words they will write down.

Discuss this, reminding them that the next sentence will follow soon after, so they have a very short time to write. Remind them that the little words like *you, your, by, with*, etc. need not be written. Elicit some examples from the class, underlining the words they mention.

Re-read the question to remind them what information they need to find. Establish that they only need to write *increase employment prospects*. You can also advise them that if they hear numbers, they should write the numerals, not the words. They can also use shortcuts to make their note-taking more efficient, e.g. for *and* they can write +; for the word *be*, they can write *b*, as would be used in text messaging.

Play the recording from the beginning, while students take notes. Discuss their answers as a class. As an extra challenge, ask students what the purpose of this lecture was (*to increase awareness of and promote an exchange programme*), and ask them how they think this influenced the things that the speaker said about the programme.

Audioscript

Have you ever thought about studying in another country? Our student exchange programme can take you to all corners of the globe. Here are the top five ways that studying abroad can help your degree mean more:

- 1** You can increase your employment prospects by graduating with an international degree – employers are increasingly placing a high value on international experience.
- 2** In our experience, 84% of participating students felt that studying abroad helped them to build valuable job skills, such as language proficiency, cultural training and communication skills.
- 3** You will have the chance to study at some of the top universities for teaching and research around the world.

- 4 You will develop a greater understanding of your own culture and that of others, as well as meeting new people and developing lifelong friendships around the world.
- 5 Finally, most exchange students really grow in self-confidence and become more independent, while learning more about themselves at the same time.

So if you want to get more from your degree, then consider an international exchange or overseas study programme. It's your passport to experiencing a truly global education.

Suggested answers

- 1 increase employment prospects
- 2 build valuable job skills
- 3 study at top universities
- 4 understand own and other cultures; make friends
- 5 be self-confident, independent; learn about ourselves

Vocabulary: Page 48, exercise 3

- 3 Play the recording from exercise 2 and get students to work in pairs to work out the meaning of the words from the context. Check as a class. Then, remind students to read through the whole passage before they start writing down the answers. Choose students to read the passage aloud.

Students work individually to complete the exercise before checking in pairs. Monitor and answer any queries students have. Check answers as a class.

Answers

- 1 prospects
- 2 proficiency
- 3 increasingly
- 4 abroad
- 5 global
- 6 lifelong

Speaking: Page 48, exercise 4

- 4 Ask if any of the students have heard about the German-Jordanian University. Let them tell the class what they know.

Students then work in pairs. Refer them to the **Tip!** box for guidance. They each read a sentence aloud and then discuss the correct answer. Explain to them that they might have to guess, but they will find out the answers in the next exercise. Choose students to read their answers aloud. Check if any students disagree.

Answers

Students' own answers

Listening: Page 48, exercise 5

- 5 Play the passage all the way through for students to check their answers. If any of them get number 6 wrong when checking, you might like to practise the difference between numbers such as 13 and 30; 14 and 40. Remind students that the *teen* in *thirteen* is stressed but the *thir* in *thirty* is stressed.

End by asking students if they would like to go to this university. Why/Why not?

Audioscript

The German-Jordanian University (GJU) is a public university near Madaba. It opened in 2005 CE. The university enrolls more than 5,000 students, who come from Jordan and many other countries. About 14 per cent of all students are non-Jordanian. The university differs from other universities by offering German language courses in preparation for the fourth year, which most students spend working or studying in Germany. The university also has a very good reputation for English and Arabic language courses.

Answers

- 1 public
- 2 Madaba
- 3 2005
- 4 more
- 5 many other countries
- 6 14
- 7 German

Reading

- 7 Read a visiting student's blog post and check your answers to exercise 6.

 Anita
Two summers ago, I spent five months studying Arabic at the German-Jordanian University near Madaba. As my father is originally from Jordan, I grew up speaking Arabic as well as German. However, I had never studied Arabic formally, and when the opportunity came up for me to spend a year in Jordan studying Arabic, I didn't hesitate for one moment.

I have relatives in Jordan and they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students there, who were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level. I'm very familiar with colloquial Arabic, which is what my family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.

Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practise it at home. I really **put my back into it**, and I earned an A on the course.

What impressed me most about students in Jordan was their behaviour and their attitude to studying. All the students who I met appreciated the importance of their university education and the opportunities it would give them to contribute to their country's prosperity. They also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.

As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I have made in my life. I made many new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

Comprehension

- 8 Read the blog again and answer the questions.

- 1 Why was Anita so willing to go to Jordan to study Arabic?
- 2 What impressed Anita about her fellow students at the university?
- 3 What does the idiom in **bold** in the text mean?

Writing

- 9 Write a blog post for your school's website. Describe life in a Jordanian secondary school so that they will know what to expect. Write about 200 words. Choose a different topic for each paragraph from the list, or use your own topics.

family life school subjects school rules behaviour
values a typical school day after-school activities
free-time activities

Writing strategies

Creating your own blogging style

- Read a large number of English language blogs recommended by your teacher and decide what phrases you like.
- Decide who you want to read your blog. How would you talk to them? Let this inform the development of your style.

49

Speaking: Page 48, exercise 6

- 6 Ask students to imagine that they are studying in a foreign country. They should choose the one that they are most likely to study in. Ask them to talk, in small groups, about what they think would be different and how they would cope. Monitor them as they are

speaking, giving advice or help where necessary. Elicit some ideas from the class. If you have studied abroad, share your experiences with the class.

Now ask the students to think about what the experience of a foreigner studying at the German-Jordanian University would be like. Ask them to make notes in pairs. Elicit ideas from the class and write notes on the board. They can refer to these as they read through the blog post.

Answers

Students' own answers

Reading: Page 49, exercise 7

7 Write the word *blog* on the board and ask students to explain it. It's a diary on a website. It's a contraction derived from the words *web log*. A *blog post* is a single diary entry on the blog.

Ask students to refer to the list on the board as they read through the blog post. They can note down any ideas from the blog post that they haven't thought of. Check their answers as a class.

Answers

stayed with a wonderful family; found Arabic classes challenging; studied hard; met like-minded students; enjoyed the culture of Jordan; improved skills in Arabic

Comprehension: Page 49, exercise 8

8 Students answer the questions individually. Monitor as they are writing, making sure they are answering the question asked. Choose students to give their answers. Ask the rest of the class if they agree. Invite them to add any details if necessary.

Answers

- 1 Her father is Jordanian and she has always spoken Arabic at home, but she had never studied it formally. She also had family in Jordan who could help her.
- 2 Their behaviour and attitude to studying was very good. They fully understood the importance of studying and how it would help them and their country.
- 3 tried extremely hard

Activity Book, page 34, exercise 11

Before students begin the actual exercise, do some dictionary training work with them. Read the first idiom to them: *get it off your chest*. Explain that an idiom is never easy to understand and often they will have to use a dictionary. The problem is that an idiom is not necessarily in the dictionary under the first word, i.e. *get* in this example. Ask them to look at the first example and decide which word it might come under and why.

Make sure students have dictionaries and ask them to choose one of the words and check their idea. Tell them that they can only have one guess! Establish that the word is *chest*. *Get* is a very common verb

and the other words are not content words. On this basis, ask students to decide under which word they will find the other idioms and check it in a dictionary. (Note that the second one is a little difficult, as it will be found under *foot*.) Students then read the sentences and decide which idiom goes in each gap. Check answers as a class.

Writing: Page 49, exercise 9

9 This exercise develops from exercise 11 on page 47, in that blog posts (or the majority thereof) are written in informal language and phrased very much like letters and emails, although they often do not have greetings or sign-offs.

Go through the *Writing strategies* with the students and check that they understand the concept and style of different blog posts.

Read the rubric through with the students, and then ask them to refer to the sample blog post and writing tips on page 77 of the Activity Book and compile a list of at least three features of blogs. Tell them that the blog post that they are going to write will be read by prospective exchange students to a Jordanian school.

Give them time to do this and, when they have finished, share ideas as a class. The blog features should include (but not exhaust) the following: a *public letter*; gives information, usually in the form of an anecdote or story; personal point of view, often opinion; informal language, idioms, contractions.

Write this checklist on the board for the students to follow when they are writing, and tell them to work with a partner to plan the blog post, explaining that they should each have a copy of the plan, and that they should write 3 paragraphs adapting anything they wish to when writing. Give them time to write their blog post.

Answers

Students' own answers

Activity Book, page 34, exercise 12

Students should begin this exercise by talking in groups of three about their early memories of school. They should be using conversational fillers and responses such as *Oh really?*, *Well ...*, *It's the same for me*. Coach them in these if they need it, and ensure that they are using them in their discussions while you are monitoring. They may also need reminding about language of comparison, for example, *not as ... as*, *much* [comparative] *than*, *in comparison with*, *compared to*. As they are talking, they should make notes, which they will use to inform their plans. Allow them to plan for their blog posts, and remind them that the language they need to use depends on their intended audience; so informal, almost conversational, language if they want to reach an audience of their peers, for example. Give them time to write their blog posts, and finally let them proofread and edit their own work for consistency of language, grammar and spelling.

Unit 7 Lifelong learning

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- listen critically and analyse opinions when listening
- demonstrate understanding of issues related to personal and academic needs when exchanging thoughts and ideas
- organise and sequence information and ideas logically with appropriate conjunctive adverbs
- recognise the use of tone of voice and gestures to help clarify the meaning of information about topics or events
- discuss with upper basic grade students solutions for a problem

Materials

- Student's Book pages 50–51
- Dictionaries
- Glossary – Student's Book pages 93–95
- Cassette/CD
- Activity Book: Module 4 – pages 35–36

Student's Book, pages 50 and 51

Unit 7 Lifelong learning

Reading strategies

Matching

- Underline the key words in the questions.
- Look for the key words or their synonyms in the text.
- Match the question with the correct letter by reading the answers in each part of the text again.
- Choose the question that matches each paragraph.

Before you begin

- 1 Work in pairs. How do you think the students in the photographs feel? How do you revise for exams? Can you share any tips with the class?
- 2 **DW** Read the words in the box. Which are connected with **the body**, **eating and drinking**, or **the mind**? Check the meaning of any word(s) that you do not know in the Glossary on pages 93–95 or in a dictionary.
- 3 This online article is about revising for exams. Listen and read. Check your answers to exercise 1.

circulation concentration dehydration diet memory nutrition

Grammar
Indirect questions; the impersonal passive

How to revise for exams

A No, it's never too late to start revising! The first thing I would do is to draw up a revision timetable.

B Look at all the subjects you have to do, and work 5 out when you are going to work on each one. It's a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and so on. This way by changing the focus of 10 your revision, you keep your mind fresh.

C The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at its best. I'd also recommend studying for 30-minute periods, and then taking a break. 15 It's been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

D By a break, I mean any change of activity from studying. It could be something as simple as 20 just getting up from your desk, and listening to some music, or walking around for ten minutes.

E Physical activity is very important, of course, especially when you are studying. Exercise will make a huge difference to the way you feel. The physical activity will 25 increase your heart rate and, in turn, that will increase your blood circulation. It also sends more oxygen to the brain, which makes you revise more efficiently!

F Nutrition is very important. You should try to eat as much fresh fruit and vegetables 30 as you can. It's essential not to become dehydrated, so drink lots of water.

50

Before you begin: Page 50, exercises 1, 2 and 3

1 Ask the students to look at the photographs and say what they think the students are feeling (*stressed, tired, motivated, etc*). Co-ordinate with an upper basic grade class and get students to discuss this problem in mixed groups. Which group can come up with the best solution? Give them time to do this exercise. Elicit ideas from the class but don't say whether you agree with them or not at this stage. Write their ideas on the board in note form.

Answers

Students' own answers

2 **DW** Read through the instructions with the class. They can work in pairs to categorise the words, using a dictionary or the Student's Book Glossary where necessary. Tell them that they will encounter these words in the text in the following exercise. Check their answers as a class.

Answers

The body: circulation, dehydration

Eating and drinking: diet, nutrition

The mind: concentration, memory

3 Explain to the students that they are now going to listen to and read a text about how to revise for exams. Play the cassette/CD while students read, ignoring the gaps next to the letters. They can check their answers to exercise 1 by referring to the notes on the board. They can write down the line numbers of any new information they find. Check answers as a class. Ask them which they found the most interesting piece of advice and the most useful. Will they now change any of their exam revision habits?

Answers

- Draw up a revision timetable.
- Work out when you are going to work on each subject.
- The earlier you start in the morning the better; and take frequent breaks.
- Exercise and eat healthy.

Activity Book, page 35, exercise 1

For exercise 1, choose students to read the words in the box to the rest of the class. Ask them to complete the exercise individually. Then check with a partner which word is not required. Ask them to write a sentence with that word. Check answers as a class. Ask students to give an example sentence with the unnecessary word.

Comprehension: Page 51, exercise 4

4 Draw students' attention to the *Reading strategies* box on page 50. Ask them to complete the exercise individually and then check their answers in pairs. Then play the cassette/CD for them to check their answers.

Audioscript

A: Do you know if it's too late to start revising now?

Prof: No, it's never too late to start revising! The first thing I would do is to draw up a revision timetable.

B: Do you mind telling me how I should draw up a timetable?

Prof: Look at all the subjects you have to do, and work out when you are going to work on each one. It's a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and so on. This way, by changing the focus of your revision, you keep your mind fresh.

C: Do you know whether it's best to get up early, or to revise late at night?

Prof: The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at its best. I'd also recommend studying for 30-minute periods, and then taking a break.

It's been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

D: Could you explain what you mean by frequent breaks?

Prof: By break, I mean any change of activity from studying. It could be something as simple as just getting up from your desk and listening to some music, or walking around for ten minutes.

E: Could you tell me how much exercise I need?

Prof: Physical activity is very important, of course, especially when you are studying. Exercise will make a huge difference to the way you feel. The physical activity will increase your heart rate and, in turn, that will increase your blood circulation. It also sends more oxygen to the brain, which makes you revise more efficiently!

F: Do you mind giving me some advice about diet?

Prof: Nutrition is very important. You should try to eat as much fresh fruit and vegetables as you can. It's essential not to become dehydrated, so drink lots of water.

Answers

A 4 B 2 C 6 D 3 E 1 F 5

Comprehension

4 Read the online article again. Match these questions with their answers in the article. Listen and check.

- 1 Could you tell me how much exercise I need?
- 2 Do you mind telling me how I should draw up a timetable?
- 3 Could you explain what you mean by frequent breaks?
- 4 Do you know if it's too late to start revising now?
- 5 Do you mind giving me some advice about diet?
- 6 Do you know whether it's best to get up early, or to revise late at night?

Grammar: Indirect questions

5 Rewrite these direct questions as indirect questions using all the phrases in the box. Then ask and answer the questions with your partner.

**Could you tell me ... Do you know ...
Do you mind telling me ... Could you explain ...**

- 1 Where should I revise for exams?
- 2 How much sleep do teenagers of our age need?
- 3 Is it possible to improve your memory?
- 4 What do you mean by 'mnemonics'?
- 5 What should I do on the day before the exam?

Tip! You can improve your pronunciation by reading 'chunks' of language aloud. Get your partner to listen and comment on your intonation and pronunciation.

Listening

6 Listen to a dialogue between a student and an education expert answering the questions from exercise 5. Are the answers the same as yours? If not, do you agree with the expert's advice?

Comprehension

7 Listen again and decide if the first three sentences are true or false. Correct the false sentences.

- 1 Many people would choose to work and study where it is quiet.
- 2 The night before an exam, it is advisable to stay up and study a little more and go to bed later than usual.
- 3 It is a good idea to use coloured pens to highlight parts of a text as you read in order to help you remember facts.

Speaking

8 Work in pairs. Write a list of direct questions that you would like to ask an expert about the best way to study and to revise for exams.

9 Work with a different student. Roleplay the situation. Follow your teacher's instructions.

Writing

10 Write a paragraph answering this question. Give some tips and good reasons to persuade your classmates to take your advice. Write about 80 words.
I often find it difficult to fall asleep the night before an exam. Do you mind giving me some advice, please?

Speaking strategies

Roleplaying

- When replying to your partner, try rephrasing what he or she says. You can use a phrase like, 'So, what you're saying is ...'.
- If you are not sure of a word, you can replace it with a definition.

51

Grammar: Indirect questions: Page 51, exercise 5

5 Write the following statements on the board:
Nutrition is very important. Exercise makes you revise more efficiently. Ask the students to work in pairs and make questions about these statements. For example, *Is nutrition important? What is important? Does exercise make you revise more efficiently? How does exercise help you?*

Ask students to say what they needed to do to make the questions, e.g. change the word order, add 'does' and/or add a question word (*What, How*) or *if* to the question. Explain that these are direct questions, and in the exercise there are five more direct questions. Choose students to read them aloud.

Explain that sometimes we ask indirect questions (also known as embedded questions). This tends to be when we are asking for information. It helps to make the question more polite and sometimes more tentative.

Ask students to look at the phrases in the yellow box. Explain that these phrases can all start an indirect question. Go through the *Tip!* box with them. Ask students to describe the word order of the phrases in the yellow box – it is the same as a normal question. Write on the board *Could you tell me ...* Explain that they need to finish the indirect question by adding *Where should I revise for exams? Say How are you going to do this?* Elicit some suggestions from the class. If students don't get it correct to start with and they keep the same order, point out that we already have a question in *Could you tell me ... Do we need two questions together?* Elicit *Could you tell me where I should revise for exams?*

Point out that we still need a question mark because of the question at the beginning of the sentence. You should go over the second example too, as it is different from the first.

Students can work in pairs to complete the exercise. Refer them to the *Grammar notes* in the Activity Book on page 65 for more guidance. Check answers as a class. Students then take turns to ask and answer the indirect questions in pairs. Monitor as they are working, noting any problem areas to go over as a class after the following listening activity.

Suggested answers

- 1 Could you tell me where I should revise for exams?
- 2 Do you know how much sleep teenagers of our age need?
- 3 Do you know if it is possible to improve your memory?
- 4 Do you mind telling me what you mean by 'mnemonics'?
- 5 Could you explain what I should do on the day before the exam?

Activity Book, page 35, exercises 2 and 3

Remind students what a collocation is (*two or more words that are often used together*). Remind them that they have already practised using collocations in Units 3 and 4. Look at the example with the students. Point out that the two phrases mean the same and that it is useful to know different expressions like this in order to give variety to their writing. Students work together to complete exercise 2 and then do exercise 3 individually. Check answers as a class.

Listening: Page 51, exercise 6

- 6  Explain to the students that they are now going to listen to an education expert answering the questions. Play the cassette/CD all the way through. Students should note down any answers which were different to their own. Ask them to say whether they agree with the expert or not. If not, they should explain why. Discuss these after they have listened.

Audioscript

Student: Could you tell me where I should revise for exams?

Expert: I'd find a quiet place to study where I won't be interrupted. Some students say they work better if they have some soft background noise, like people talking or music playing. If that works for you, it's fine – but a lot of people prefer working in a quiet atmosphere.

Student: Do you know how much sleep teenagers of our age need?

Expert: I recommend at least eight hours of sleep. I wouldn't stay up all night revising. If you do that, you will find that you're very tired in the morning, and that is not advisable on the day of an exam. You'll find it harder to recall things you've learnt – even though the information is there in your memory, it will be easier to retrieve if you're wide awake and well-rested.

Student: Do you know if it's possible to improve your memory?

Expert: Yes, there are several ways to help yourself to remember things. How about writing difficult words or facts to remember on pieces of paper and sticking them on the walls? You could use coloured pens to highlight certain parts of a text, or draw diagrams to help you to remember a process. These are also good methods of making sure you can remember things. Many people find it helpful to make up rhymes or songs, or they use mnemonics to remember dates in history, for example.

Student: Do you mind telling me what you mean by 'mnemonics'?

Expert: It's when you use initials to spell a word that will help you to remember the order of something. For example, if you find it difficult to remember the order of musical notes written on the lines of the stave, which are EGBDF, try memorising this sentence instead: Every Good Boy Deserves Favour.

Student: Could you explain what I should do on the day before the exam?

Expert: Yes, absolutely. The night before an exam it's a good idea to prepare yourself for the next day: make sure you've got all the details about the exam, and that you know exactly where to go and what is needed. In the morning, have a nutritious breakfast, and get to your exam in good time.

Answers

Students' own answers

Comprehension: Page 51, exercise 7

- 7  Ask students to read through statements 1 to 3. Play the recording again. Students answer individually. Check answers as a class.

Answers

1 True 2 False. It is advisable to go to sleep early and for at least eight hours. 3 True

Activity Book, pages 35 and 36, exercises 4 and 5

These two exercises provide further practice with indirect questions. For exercise 4, explain that the two words that are sometimes interchangeable are *if* and *whether*. However, they are not always so. The best plan is to use *if* with conditional sentences and *whether* when there are two choices, e.g. *I didn't know if we would have a test today. I didn't know whether the test would be on Tuesday or Wednesday.*

For exercise 5, students need to be careful with the grammar in the indirect questions. Let them refer back to exercise 5 in the Student's Book for help. They can do this exercise in pairs and discuss the answers. Check answers as a class.

Speaking: Page 51, exercises 8 and 9

- 8 As students work in pairs on this activity, you could put less able students with more able ones. Elicit an example of a direct question from the class and get students to write at least four more. Monitor as they are working, pointing out mistakes where necessary. Always give students the chance to correct their own mistakes before telling them the answer.

Answers

Students' own answers

Activity Book, page 36, exercise 6

This exercise will give students extra practice before they do the speaking activity in exercise 9 in the Student's Book. For exercise 6, students need to think about the correct word order. They need to remember that these are indirect questions and that the word order is different from direct questions. Students can work in pairs to do this exercise. Check answers as a class.

This might be the most convenient time to provide students with extra practice on indirect questions. Go to *Game 4* in the *Grammar games* section of the Teacher's Book, page 165. Encourage students to enjoy the activity, but at the same time, make sure they are using indirect questions correctly.

- 9 Refer students to the *Speaking strategies* box and tell them that roleplays are a very useful way for them to practise speaking because they have to use English in a realistic situation. Students change partners. Make sure that less able students work with more able students. Explain that they are going to have a conversation similar to the one they heard in exercise 6. They are going to interview each other with the questions they have written. They should not show each other their questions; it doesn't matter if some are the same. The interviewer asks the questions as indirect questions. They can begin the questions with any of the phrases from exercise 5. Give each a time limit to interview the other. Then tell them to swap roles. Monitor as they are working, noting down any points to revise with them after the activity.

Choose a few students to put some of their questions to the class. Ask them to choose questions not covered by what they have read or listened to in the unit. They can use this opportunity to get extra tips about revising from their peers.

Answers

Students' own answers

Writing: Page 51, exercise 10

- 10 In this unit, the writing component will focus on writing persuasive texts. The commencing exercise consists of writing good advice in an informal style. Ask students to read through the exercise and explain what they have to do. Elicit useful language for advice-writing, such as *If I were you ...*; *You should ...*; *It's better if you ...*; *It's important to ...*; *It's essential that you ...*

Tell students to refer to the text on page 50 to get additional ideas, and think about how they approached the speaking task in exercise 9. Then, run through the best ways to phrase advice about potentially sensitive subjects.

Elicit that modal verbs are useful for turning commands into suggestions, and that, phrased this way, people are more likely to take advice.

Finally, remind students to use a topic sentence which directly addresses the problem or question, use the body of the paragraph to expand on the suggestions, and the concluding sentence to back up or restate the importance of the advice that is being given. Remind them also to link ideas using conjunctive adverbs. This will help their audience to better follow their advice.

Ask students to write their paragraph and then tell them to swap with a partner to check and proofread.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use prior knowledge to deduce meaning of words and phrases
- make predictions and inferences from the text by citing text-based evidence
- read various texts silently to show understanding of, reinforce or challenge personal views and experiences
- infer the bias of a speaker by using contextual and grammatical clues when listening
- distinguish fact, opinion, fallacies, attitudes and implications when listening
- organise and sequence information and ideas logically with appropriate conjunctive adverbs
- edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar

Materials

- Student's Book pages 52–53
- Cassette/CD
- Activity Book: Module 4 – page 36

Student's Book, pages 52 and 53

Speaking

1 Work in small groups. What are the benefits of learning a foreign language?

Reading

2 Read the essay about language learning, and compare your ideas from exercise 1.

Learning a foreign language

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who have only mastered their mother tongue.

According to a study carried out by Pennsylvania State University, USA, multilingual people are able to switch between two systems of speech, writing, and structure quite easily. It has been proved that they are also able to switch easily between completely different tasks. One experiment required participants to operate a driving simulator while carrying out separate tasks at the same time. The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors.

It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgement is called for, and decisions have to be made.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

Comprehension

3 Read the essay again and explain how learning a foreign language improves your:

- 1 memory
- 2 problem-solving skills
- 3 use of your mother tongue
- 4 ability to multitask
- 5 decision-making skills.

Speaking: Page 52, exercise 1

- 1 This is a useful activity to do with the class. By making the students think about their own learning, it will help them to see the usefulness of studying a foreign language. Give students time to discuss the question before asking for class opinions.

Answers

Students' own answers

Reading: Page 52, exercise 2

- 2 Ask students to read the essay silently, comparing the ideas with what they said in exercise 1. Remind students not to worry about any unknown words – the context should make the general meaning clear. Give students time to read through the essay and give their opinions.

Suggested answer

Learning a foreign language provides the brain with beneficial exercise, which improves memory. It challenges the brain by making it recognise different language systems, and communicate within these systems. Learning a foreign language also improves problem-solving and decision-making skills, as well as making the user more effective at multitasking and in using and understanding their own mother tongue.

Comprehension: Page 52, exercise 3

- 3 Ask students to explain how learning a foreign language improves the five functions listed. Have a class discussion about the different processes and what they think. Can they give examples of how learning a foreign language has helped them?

Answers

- 1 It exercises the brain and so improves your memory.
- 2 It presents the brain with unique challenges such as recognising different language systems and communicating within these systems. These skills improve problem-solving skills.
- 3 As you learn a foreign language, you become more aware of the way language works, which helps you to understand your own language better.
- 4 Multilingual people are able to switch between two or more languages easily. This transfers to other activities, making multilingual people more able to multitask.
- 5 When you speak a foreign language, you have to constantly decide between differences in language. This decision-making skill is transferred to other situations.

Grammar: The impersonal passive: Page 53, exercises 4 and 5

- 4 Write the following sentence on the board: *They studied English every day.* Ask students to give you a passive sentence from this: *English was studied every day.* Ask *Why do we use passive sentences?* (*because we don't know who did the action – they; because the action – studied English – is more important than the person doing it*)

Now look at the examples in the exercise and elicit the answers. Refer students to the *Grammar notes* in the Activity Book on page 65 for more guidance.

Answers

- 1 People claim that speaking a foreign language improves the functionality of your brain in several different ways.
- 2 They believe that language learning can also improve your decision-making skills.
The passive form is more formal.

Grammar: The impersonal passive

4 Read the two sentences in bold in the essay on page 52. Rewrite them using an active form. Which option is more formal?

- 1 People claim that ...
- 2 They believe that ...

5 Use the impersonal passive to report these sentences. Check your answers in the text.

- 1 **People think** that learning a new language also presents the brain with unique challenges.
- 2 **They say** that students who study foreign languages do better, on the whole, in general tests.

Speaking

6 Read these statements. Are they true or false? Discuss in pairs.

- 1 The left-hand side and the right-hand side of the brain have different functions. For each of us, either the left-hand side or the right-hand side of the brain is used more than the other.
- 2 People only remember 10% of what they read, but they remember 90% of what they see, hear and do.
- 3 Practice makes perfect.

Listening

7 Listen to an education expert discussing the statements in exercise 6. Does he agree with you? Listen and check.

Vocabulary: Word-building

8 Copy and complete this table. Then, choose the correct form of the corresponding words in the table to complete the sentences.

Verb	Noun	Adjective
1 _____		experienced
2 _____	dominance	_____
3 depend	_____	_____
4 repeat	_____	_____
5 _____	correction	_____

1 Have you had any _____ of learning another language?
2 Is one side of the brain more _____ than the other?
3 Whether or not you remember something that you have learnt in the past _____ on the experience you had while you were learning it.

Writing

9 Look at the sample persuasive letter on page 78 of the Activity Book. Describe the structure, matching the guidelines with the content of the letter. Write a short paragraph to describe the problem and proposed solution, and then make a plan of the letter. 53

Tip! If you know that you need, for example, an adjective to fill the gap, but you're not sure exactly what word you need, try out prefixes and suffixes until you find the correct one.

Research box Which abilities are commonly believed to be associated with the left- or the right-hand side of the brain?

- 5 Students can work in pairs to write the sentences. Monitor as they are writing to check if anyone is having a problem. There is more practice in the Activity Book, so they can check their learning later.

Answers

- 1 It is thought that learning a new language also presents the brain with unique challenges.
- 2 It is said that students who study foreign languages do better, on the whole, in general tests.

Activity Book, page 36, exercise 7

Students complete the exercise individually. Choose students to read the sentences aloud and check their answers.

Speaking: Page 53, exercise 6

- 6 Read through the statements with the class to make sure they understand them. Answer any questions they might have. Get the students to discuss the statements and then conduct a class discussion. Remind them that they should give examples to support their ideas. Take a vote on which statements they agree with. You can note the results on the board

so that they can compare their ideas with the ideas of the expert in the next exercise.

Answers

Students' own answers

Listening: Page 53, exercise 7

- 7 Ask students to say what they expect an education expert to think about this subject and why. Before playing the audio, choose different students to read the statements in exercise 6 aloud. Ask them to write 1, 2 and 3 in their notebooks and then write *True* or *False* against each as the expert gives his opinion. They can then compare the answers to their own opinions. Play the recording through twice if necessary. Ask them to give their opinions on what the education expert said, giving examples. Refer them to the question you asked before they heard the recording – were they right?

Audioscript

Interviewer: We're talking to an education expert about some of the theories that are commonly believed about the way we learn. Professor, it is said that you are either right-brained or left-brained. Could you tell me whether this is true?

Expert: Well, although it is commonly accepted that we have a dominant side of the brain which dictates how we learn, actually, there isn't any research that supports this theory. According to a study recently, however, researchers did find that certain brain functions were more likely to occur in either the left side or the right side, but they also found lots of variations in these findings at the same time. It appears that both sides of the brain are involved in even the simplest actions.

Interviewer: Is there really one exercise that makes you cleverer?

Expert: In the same way as exercise and diet, there are always new fashions in the field of learning, too. It is believed that doing crosswords will keep your brain active even when you are very old. However, there isn't a lot of evidence to support such theories. Instead, it is now thought that our brain development is dependent on the experiences we have. Experience is more important than any exercises we do.

Interviewer: Do you agree that we only remember 10% of what we read, and 90% of what we see, hear or do?

Expert: No, I disagree with that completely. This theory was introduced many years ago, and although it sounds as if it could be true, there has never been any research to prove it.

Interviewer: It is often said that practice makes perfect. I agree with that. Do you mind telling me what you think?

Expert: I have exactly the same opinion as you. Our brains coordinate a complex set of actions. As we repeat a task over and over again, the coordination becomes smoother and quicker. In the end, after a lot of repetition, we can perform the task perfectly, or at least, almost perfectly. So in order to improve your skill at something, you need to practise *frequently*, and get lots of feedback so that you practise *correctly* too.

Interviewer: Yes, you're right. That's very important.

Answers

1 False 2 False 3 True

Vocabulary: Word-building: Page 53, exercise 8

8 Elicit from the class examples of verbs, nouns and adjectives to make sure that students understand each concept. Ask students to work in pairs to complete the table. Do the first one as an example. Advise them to think about the words in sentences, e.g. *He has experienced many problems while climbing. He had a great experience. He's a very experienced climber.* Check answers before students complete the sentences.

Indicate the **Tip!** box to the class. Remind the students that there will be clues in the sentences to help them to decide on the correct part of speech. Go through each with them. For example, ask *What does 'any' come before? (a noun) What can 'more' come before? (a noun or a comparative adjective) What is it here and why? (a comparative adjective because of 'than' – read the whole sentence, not just the part before the gap!)*

Students can work in pairs to complete the sentences. Check answers as a class.

This might be the most convenient time to provide students with extra practice on word-building. Go to *Activity 3* in the *Dictionary and thesaurus activities* section of the Teacher's Book, page 169. You may also refer to *Games 2 and 3* of the *Vocabulary games* section on page 161. Encourage students to enjoy the activities, and answer any questions they might have.

Answers

Verb	Noun	Adjective
1 experience	experience	experienced
2 dominate	dominance	dominant
3 depend	dependence	dependent
4 repeat	repetition	repeated
5 correct	correction	correct

1 experience 2 dominant 3 depends

Activity Book, page 36, exercise 8

Exercise 8 gives students further practice in word-building. Let them do this individually before checking answers as a class. They should make a note of these words in their notebooks. *Advice* is the odd one out here. You could ask students if they know any other words which have *-ce* in the noun and *-se* in the verb (*practice – practise; licence – license*).

Research box

If students are aware of this terminology, let them discuss in small groups. If they don't know it, write on the board *logical thinking* and *creativity*. Ask them to imagine which side of the brain deals with which subject. Check their answers. Ask them to try and think of other subjects that would be favoured by the left-hand side and the right-hand side of the brain. Discuss as a class.

Answers

Left-hand side of the brain: analysis, accuracy

Right-hand side of the brain: aesthetics, feeling

Writing: Page 53, exercise 9

9 This exercise helps students to understand what is involved in writing a persuasive letter by creating a detailed plan. Ask students to read through the sample letter on page 78 of the Activity Book and summarise its topic (*a letter from a student to his school's authorities, persuading them not to remove Modern Foreign Languages from the curriculum*).

Ask them to work in pairs to analyse the ways in which the letter uses persuasive devices. Provide them with a list of persuasive devices after they have completed this task. They should include (but not exhaust) the following: *explicit purpose; specific language geared towards a specific reader; brief and concise statement of the problem/reason for writing at the beginning; detailed description of the problem, followed by a proposed solution; polite manner and formal language; a restatement of the problem at the end, as well as a plea such as 'I look forward to hearing from you regarding a solution to this issue.'; a formal sign-off.*

You should also mention the importance of checking your persuasive letter for errors, as people are unlikely to take seriously a letter with typographical and grammatical errors. Tell students that they must now match the labels and descriptions beside the letter with the correct parts of the letter.

When they have done this, check as a class. They should then make a note of any persuasive phrases that they might be able to use in their own letters.

Finally, they should write a summary of the problem and the solution that the student is suggesting, followed by a detailed plan of the sample letter, summarising the content and the arguments. Remind them to focus on coherence and use conjunctive adverbs to link their sentences. Check plans while monitoring and give feedback.

Answers

Students' own answers

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- make predictions and inferences from the text by citing text-based evidence
- discern the attitude of speakers when listening
- use sentences with different structures correctly
- produce a variety of formal authentic texts (e.g. open letters)

Materials

- Student's Book pages 54–55
- Dictionaries
- Glossary – Student's Book pages 93–95
- Cassette/CD
- Activity Book: Module 4 – pages 37–38

Student's Book, pages 54 and 55

Vocabulary

1 **DW** Complete the mind map with the words and phrases in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 93–95 or in a dictionary.

degree diploma Master's degree online distance learning
PhD postgraduate private university
public university undergraduate vocational

Places and ways to study

education

Qualifications

Types of courses

Reading

2 Read the article about education in Jordan. Find the best type of course or institution for the following people:

- 1 a child who is too young to start primary school
- 2 an undergraduate who wants to get a first degree
- 3 someone who wants a degree from a non-fee-paying university
- 4 a postgraduate with a first degree, who wants to study further
- 5 a postgraduate with a Master's degree, who wants to study further
- 6 someone who is unable to attend university but wants a degree

Education in Jordan

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational courses.

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma.

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. These are all public universities. An example of a newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and it follows Germany's model of education in Applied Sciences.

²⁰ For students who wish to complete their university studies while working at the same time, it is also possible in some Jordanian universities to enrol onto online distance learning programmes. In the future, this option will become available in many other universities.

54

Vocabulary: Page 54, exercise 1

- 1 **DW** Before students do the exercise, ask them some questions about their future academic plans, e.g. *Do you want to continue in education after you leave school or do you want to get a job?; Do you want to learn a certain skill, for example, to be an electrician?; Where can you do that?; Do you want to go to university?; What do you want to study?; What job do you want to do?*

Choose students to read the words in the box aloud, checking their pronunciation. Tell them that they will encounter these words in the article in the following exercise. Remind the class what a mind map is. Tell them to copy the mind map into their notebooks and work in pairs to complete it. Encourage them to discuss their ideas in English. If they are using dictionaries, note how efficiently they are doing it. If necessary, give tips to help them, including practice in finding words quickly in the dictionary.

You may refer them to the Student's Book Glossary as well. Go over answers as a class.

If you wish, you may choose one or more of *Games 1, 5 and 9* in the *Vocabulary games* section of the Teacher's Book, pages 161–163 to provide students with extra vocabulary practice.

Answers

Places and ways to study: online distance learning, private university, public university

Qualifications: degree, diploma, Master's degree, PhD

Types of courses: postgraduate, undergraduate, vocational

Reading: Page 54, exercise 2

- 2 Ask students to look at the photographs and describe what is happening in each. Provide them with new vocabulary if necessary. Ask *How do you think the people in the bottom photograph are feeling? (e.g. proud, nervous, excited) Why? (e.g. They have worked hard for four years or more and are now graduating so they must be very proud; they are part of an exciting ceremony and will then have to find work, which might make them nervous, but also excited.)*

Read the questions with the class. Ask the students to read through the article quickly, without answering the questions. Ask them *How many public universities are there in Jordan? (ten)*

Students answer the questions individually and then compare their answers in pairs. Check answers as a class.

Answers

1 pre-school or kindergarten 2 public or private university 3 a public university 4 Master's degree at a public or private university 5 a PhD at a public or private university 6 online distance learning

Activity Book, page 37, exercises 9, 10 and 11

For exercise 9, read through the instructions with the class and ask the students how they should do the exercise. Make sure they read the article all the way through first before attempting to insert the headings. Advise them to read it all the way through again when they have completed it to check that the headings they have inserted make sense.

Exercise 10 tests vocabulary as well as students' critical thinking. Remind students to read through the article again, marking the parts where they can find the answers. Give students time to answer the questions before checking in pairs. For questions 5 and 6, they can discuss them in pairs before checking with the class.

For exercise 11, students have to refer back to the text in exercise 9. Encourage students to read the completed sentences to each other to make sure they make sense. Check answers as a class.

Speaking

3 Read the following statements. Do they refer to face-to-face learning or distance learning via the Internet?

- 1 You don't have to attend classes.
- 2 You can earn money while you are studying.
- 3 You can do undergraduate as well as postgraduate degrees.
- 4 There are a lot of opportunities for group discussions.
- 5 There is a lot of support from lecturers and tutors.

Listening

4 Listen to two students talking about their experiences of online distance learning. Check your answers to exercise 3.

Speaking

5 Discuss these questions in pairs.

- 1 Which would you prefer to do: a face-to-face course at a college or university, or an online course?
- 2 Would you prefer to do an academic or a vocational course when you finish school? Why?
- 3 What other advantages and disadvantages of both face-to-face and distance learning courses can you think of?

Writing

6 Write a persuasive letter to convince students at your school to study a subject of your choice at university. Write between 100 and 120 words.

Writing skills: Using pronouns

We use pronouns as ways to link paragraphs or ideas. A pronoun refers to things, people or ideas mentioned in earlier or later sentences.

The following advice about preparing for exams was given by our teacher. **He** should know – as he has taken so **many of them** in his life! He said, 'It is not a good idea to study late at night. **This** is because your brain is tired then, and **it** is unlikely to retain the information as well. The best time to study is early in the morning. **That** is when you feel most awake.'

Quotation Read the quotation. Do you agree with it? Why/Why not?

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. Henry Ford (1863 CE–1947 CE)

Writing strategies

Persuading

In order to persuade someone to do something, you need to know your audience.

- Be polite. This does not mean using formal language in every case; rather it means understanding who your audience is and addressing them appropriately.
- Be direct about what you need from your audience. State the problem in the first sentence.
- Suggest a solution or two. Agree to compromise and do not demand too much.

He = our teacher
 many of them = exams
 This = the reason why you shouldn't study late at night
 it = the brain
 That = early in the morning

55

Speaking: Page 55, exercise 3

3 Ask the students to look at the two photographs and compare them, saying what is happening in each. (*In the first photo, students are in a class with a teacher giving them tuition; in the second, the girl is studying by herself.*) Ask students which situation they would prefer to be in and why. Ask which one is face-to-face learning (*the first one*).

Students discuss the questions in pairs and write down their answers in their notebooks. Monitor as they are working, answering any questions they may have. Explain that they will find the answers to the questions in the listening exercise.

Answers

Students' own answers

Listening: Page 55, exercise 4

4 Ask students to listen and look at their answers at the same time. They can amend their answers as they listen if necessary. Play the cassette/CD all the way through. Play it a second time if students require it. Check answers as a class. Ask *Are you surprised by some of the answers? Why?*

Audioscript

Asma: My name is Asma. I'm doing an online postgraduate course in education. I chose this online course for several reasons. Firstly, I don't live near a university, so I can't attend classes, and secondly, I'm working as a teacher at the moment, so I need to fit my studies in around my work. So working online has the advantages of overcoming these problems. It does take quite a long time to study for the final exam – you have to have a lot of self-discipline to study on your own, in your own time. I'm really enjoying my course, and I'm going to go on to do a PhD next. I love the fact that you can continue studying even once you've completed school or university. There's never any need to stop.

Mazen: My name is Mazen and I'm doing a degree in Computer Science. People think distance learning means that you don't meet or socialise with other students, as you do when you're doing a face-to-face course. It's not true! Our class consists of 30 students from all over the world: India, Pakistan, Zambia, Sweden, Canada, Denmark, Bangladesh and Sri Lanka. We study at home and send our assignments to our tutors by email. However, that does not mean that we study on our own: there are lots of different class discussions on the Internet. The lecturers and tutors are always available to answer questions and give suggestions. They're very supportive. I travel a lot in my job and I have to be flexible as regards to my study time. That is only possible through online learning, so I really appreciate the opportunity to do this.

Answers

1 and 2 distance learning

3, 4 and 5 distance learning and face-to-face learning

Speaking: Page 55, exercise 5

5 Read through the questions with the class. Explain that you are going to give them a time limit to discuss the questions. They need to make sure they cover all three questions in that time. They should always give reasons for their opinions. Tell the students you expect them to be able to keep the conversation going for the full time provided.

Ask students how they can start the conversation, e.g. *What do you think about the first question?; What's your opinion about the second question?* Ask them what they say if they disagree, e.g. *I don't really agree with you on that point; I see what you mean, but don't you think ...?* Ask them what they say if they agree, e.g. *You're absolutely right; I couldn't agree with you more.* Ask them how to keep the conversation going, e.g. *And what do you think about ...?; Do you know anyone who has had experience of this?*

Monitor as they are speaking, making note of any errors they make. You can go over these when they have finished. Ask a few students for their opinions and have a short class discussion in order to allow students to develop self-reflection. Get them to comment or expand on their own spoken work by asking *Can you explain that a bit more?*

Answers

Students' own answers

Writing: Page 55, exercise 6

6 In this exercise, students will write a persuasive (open) letter to their fellow students, in order to persuade them to study a subject of their choice. They will have to convince their cohort to choose their subject. In order to do this, they should follow the guidance given in exercise 9 on page 53.

Ask the students to read the rubric and explain the task, suggesting what changes to the guidelines, discussed on page 53, they might need to consider (*that of tone – they should write less formally, since the audience is their peers; for some guidance on informal style, see the **Writing skills** on page 47 of the Student's Book.*)

Read through the **Writing skills** and **Writing strategies** with the class and answer any questions they may have. Get students to plan their letter, and monitor their planning, suggesting ideas to improve or upgrade. Then give them time to write their letter.

Answers

Students' own answers

Quotation

Henry Ford was the founder of the Ford motor company. He supported the use of mass production and the assembly line, developing and manufacturing the first car that ordinary Americans could afford.

Read the quotation to the students and ask them to discuss it and to attempt to translate it. An example translation is as follows:

مَنْ يَتَوَقَّفَ عَنِ التَّعَلُّمِ يَهْرَمَ سَوَاءَ كَانَ فِي الْعَشْرِينَ أَمْ فِي الثَّمَانِينَ، وَأَيُّ شَخْصٍ يَسْتَمِرُّ فِي التَّعَلُّمِ يَبْقَى شَابًّا وَإِنْ كَانَ فِي سِنِّ الثَّمَانِينَ.

Ask students what they think the quotation means and whether they agree with it or not. Ask *Do you think he was referring only to going to school? What other learning might you do apart from learning at school?* Students can discuss whether or not they think their parents are still learning anything. They should think about technology, sport, hobbies, etc. Ford's quotation refers to the fact that the world is moving forwards, so people need to keep up with progress. It also refers to the brain being 'trainable', i.e. if you practise learning, you will learn more effectively.

Activity Book, page 38, exercises 12, 13 and 14

This set of exercises requires students to extend their knowledge of persuasive writing to include formal university applications. In exercise 12, they are expected to discuss the bullet points with their partners, based on their real-life university goals. Let them discuss in pairs and then share some ideas as a class and write them on the board. For exercise 13, students should plan their letters. Run through some of the essential language for a formal persuasive letter, such as the following: *in my opinion, it is my belief that* (introductory phrases); *as you can see, as I have noted* (concluding phrases); *equally important, moreover* (supporting); *for instance, in support of this* (introducing details); *if ... then ... , because of* (cause and effect). Have students put these phrases and words into categories and experiment with making sentences using the language. Explain *To whom it may concern* and review endings of formal letters (if no name is mentioned in the greeting line, the sign-off should be *Yours faithfully*; if there is a name, the sign-off should be *Yours sincerely*). Get them to plan their letters according to the boxing-up plan in the Activity Book, and monitor their work.

For exercise 14, students should write their letters. Remind them to look at the sample persuasive letter on page 78 for ideas. When they have finished and checked their work, they should give their letters to their partners to read and assume the role of the university admissions officer. Why would they accept this candidate? Why wouldn't they?

LESSON 7

Project

Student's Book, page 56

Ask students to think about tests they have done in the past (not exams). Why do they think the teacher set the tests? Explain that informal tests are extremely useful for increasing self-assessment and helping to improve knowledge. Then, explain that this project will involve their designing a test from the materials they have studied this year so far in their English lessons. They will design the test and the answer key in groups of four, and give the test to another group to take.

Explain that writing a test requires analysis first of all, and run through the task with them. Ask them what they have found hard so far and discuss whether this is the same throughout the class. How might this impact upon the items in the tests they design?

Look at the **Academic skills** with the class and discuss how they could apply these tips to their project work. Let students decide what kind of independent study they will do, and follow this up later. As for self-assessment, spend time on this at the end of the project.

Explain that in their groups they will now analyse the content of their Student's Books (Grammar, Vocabulary, Functions, Usage) and decide how to put these into a test format. Give them some examples, for instance: will they test by module, or will they jumble up the content of the book for a more thorough, formal test?

If you are short on time, you could get each group to focus on a different module. Remind them that they want to make the test challenging but not too difficult, and explain that context and explanation are key here.

Go through a few grammar or vocabulary items that students find difficult, for instance cleft sentences or American vs British English, and try making some test-style questions on the board. The easiest way to do this is with gapfill questions or rewriting sentences:

Fill in the gaps in this sentence to make a cleft sentence:

_____ I want to do when I graduate _____ to become a lawyer.

Rewrite the following sentence in British English:

My friends are coming over to my apartment this afternoon so that we practice for the play that we're presenting tomorrow at the local theater.

Discuss the advantages and disadvantages of these types of questions and tell them to research how to write questions if they need to.

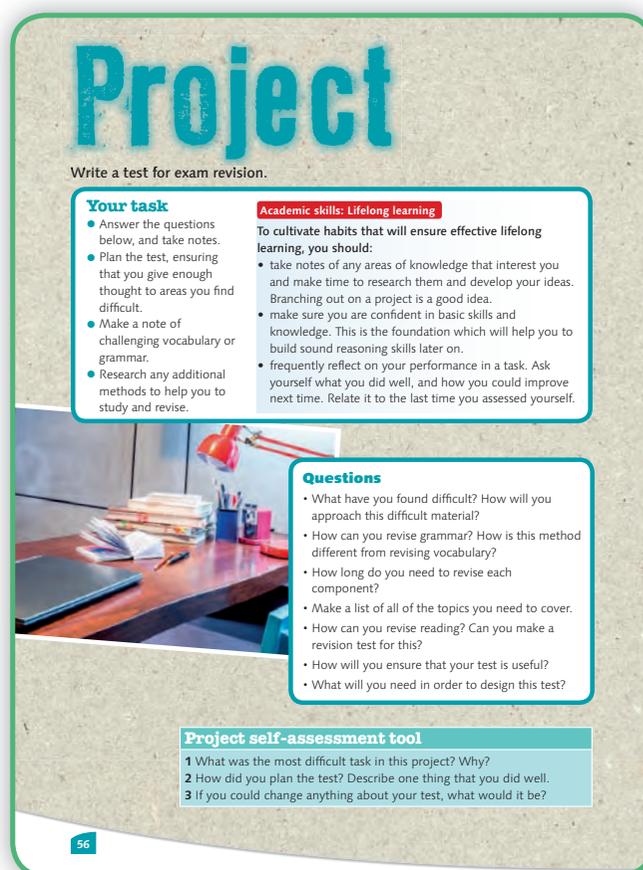
They should arrange within their groups how they will divide the material between themselves, and write their tests. Encourage them to try out their questions on their group members. Give them a maximum of questions; for instance, ten for grammar and ten for vocabulary seems reasonable.

When they finish putting their tests together, and writing an answer key, get them to swap with another group and take their tests. They can do this as a quiz if you like. They should then either take in the tests and mark them, or go through the tests with the other group and give out the answers.

At the end, as feedback, students should give constructive feedback about how helpful the tests were, whether they feel as if they have improved their knowledge, how they did in the tests, and how they are feeling about their revision skills.

To assess students, choose the most relevant *Project assessment* strategy on page 147 of the Teacher's Book and use it to chart students' progress. In terms of students' self-assessment, refer them to the *Project self-assessment tool* and ask them to answer the questions after they have finished.

Now, direct students to *What I can do* on page 39 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.



Project

Write a test for exam revision.

Your task

- Answer the questions below, and take notes.
- Plan the test, ensuring that you give enough thought to areas you find difficult.
- Make a note of challenging vocabulary or grammar.
- Research any additional methods to help you to study and revise.

Academic skills: Lifelong learning

To cultivate habits that will ensure effective lifelong learning, you should:

- take notes of any areas of knowledge that interest you and make time to research them and develop your ideas. Branching out on a project is a good idea.
- make sure you are confident in basic skills and knowledge. This is the foundation which will help you to build sound reasoning skills later on.
- frequently reflect on your performance in a task. Ask yourself what you did well, and how you could improve next time. Relate it to the last time you assessed yourself.

Questions

- What have you found difficult? How will you approach this difficult material?
- How can you revise grammar? How is this method different from revising vocabulary?
- How long do you need to revise each component?
- Make a list of all of the topics you need to cover.
- How can you revise reading? Can you make a revision test for this?
- How will you ensure that your test is useful?
- What will you need in order to design this test?

Project self-assessment tool

- 1 What was the most difficult task in this project? Why?
- 2 How did you plan the test? Describe one thing that you did well.
- 3 If you could change anything about your test, what would it be?

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MODULE 5

OPENER

Ask students to guess and then discuss the meaning of *discourse*. Ask them to look at the photographs to help them to decide on the meaning. They can then use their dictionaries to find out. In this context, it means written or spoken language, especially when it is studied in order to understand how people use language. The title reflects the communication-based angle that is taken throughout the module. In particular, students are called upon during this module to analyse reasons for subtle differences in the use of languages, whether that be in terms of tone, vocabulary, grammar or sentence stress. Ask students to work in small groups and to suggest how people use language, e.g. they use it in business, to teach, to chat with friends, etc.

Ask students to look at the questions on page 57 and work in their groups to discuss them. Explain that the accompanying photographs will appear in this or the following unit at some point and they will then find out exactly what they refer to. Meanwhile they should discuss what they could be about. Ask them to discuss the questions and then check as a class. Accept all reasonable answers.

Then ask them questions about themselves, for example: *When do you communicate with people? Do you speak to them all in the same way? If not, why not and how does your language change?*

Discourse

Overview

- read about the relationship between culture and language, the development of sign language, doing business in China, and Jordanian imports and exports
- listen to a discussion about gender-neutral language, an interview with a former pilot about Royal Jordanian Airlines, and a radio programme about Jordan's tourism industry
- use vocabulary related to languages, business meetings and trade
- use phrasal verbs, question tags, passive forms, and unreal past forms to talk about wishes and regrets
- talk about extensive reading and flying experiences
- write a competition entry about an important experience, and a review of a tourist establishment

MODULE 5

a What is this place? Why is it important for trade?

b Where are these women? What do you think they are talking about?

c How is this woman communicating with the boy? Why is she doing this?

d What airline does this aeroplane belong to?

Discourse

Overview

- read about the relationship between culture and language, the development of sign language, doing business in China, and Jordanian imports and exports
- listen to a discussion about gender-neutral language, an interview with a former pilot about Royal Jordanian Airlines, and a radio programme about Jordan's tourism industry
- use vocabulary related to languages, business meetings and trade
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- talk about extensive reading and flying experiences
- write a competition entry about an important experience, and a review of a tourist establishment

Project

Research and write about a successful person.

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Unit 8 Language

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use prior knowledge to deduce meaning of words and phrases
- read various texts silently to show understanding of, reinforce or challenge personal views and experiences
- clarify and develop own points of view by examining the ideas of different authors on the same topic
- produce essays which include an introduction, supporting paragraphs and a conclusion, using transitions within and across paragraphs

Materials

- Student's Book pages 58–59
- Dictionaries
- Glossary – Student's Book pages 95–96
- Cassette/CD
- Activity Book: Module 5 – pages 40–41

Student's Book, pages 58 and 59

Unit 8 Language

Grammar
phrasal verbs; question tags; revision of passive forms

Before you begin

Research box
Which three languages are the most widely spoken in the world, and how many people use these languages as a first language?

1 Work in pairs. Describe the photographs above. Then, read the title of the website article in exercise 3. What is your opinion?

2 DW Match the verbs with the nouns that they are often used with. Check the meaning of any verb(s) that you do not know in the Glossary on pages 95–96 or in a dictionary.

1 blame or punish	a a drink
2 spill	b a person for something he/she has done
3 pop	c an event
4 recall	d a balloon

3 This website article is about the relationship between language and culture. Listen and read. Check your answers to exercise 1. Have you changed your opinion at all?

Does the language we use influence the way we think? Or does our culture influence the way we use language?

Sociologists have been looking into this question for hundreds of years. They have now begun to look at not just how people talk, but also how they think, asking whether the way we understand and remember experiences is influenced by language. As a result of these studies, they have come up with some interesting results.

A lot of research has been carried out on the relationships between mind, world and language.

¹⁰ In one study, a psychologist points out that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.

In another study, speakers of English, Spanish and Japanese were asked to watch videos of two people popping balloons, breaking eggs and spilling drinks, either on purpose or accidentally. Later, when asked to recall the videos, the English speakers mentioned the person who did the action. The Spanish and Japanese speakers mentioned the person responsible for intentional events, but left this out when they considered that event to be an accident.

Scientists at Newcastle University, UK, have carried out tests to prove that different cultures also have different ways of seeing colours. They found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English. Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum.

¹⁵ Is it our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have all come about together.

58

Before you begin: Page 58, exercises 1, 2 and 3

1 Ask the students to look at the photographs at the top of the page and to suggest what is happening. They should try to give as much detail as they can. Help with any new vocabulary. Encourage students to think of words other than just *talk* or *speak*. For example, *The businessmen could be discussing a problem; the girls could be greeting each other and gossiping; the two men are chatting about what they are going to do.*

Read the instructions with the students and then ask one student to read aloud the title of the website article. Give them time to discuss this in small groups and then write their ideas in note form on the board.

Answers

Students' own answers

2 DW Remind students of the word *collocation*, meaning words that often go together. Remind them that they have already practised using collocations in Units 3, 4 and 7. Explain that this exercise gives them some more examples of this. Tell them that they will encounter these words in the text in the following exercise. They then work in pairs to match the words. The students can check the meaning of any word(s) they don't know in the Student's Book Glossary or in a dictionary. Ask students to give you sentences with each of the phrases. They should be encouraged to write these in their vocabulary notebooks.

Answers

1 b 2 a 3 d 4 c

3 Tell the students they are going to listen to and read the text about the relationship between language and culture and answer the questions in the article's heading again. They should then compare what they said to answer the question in exercise 1. Play the cassette/CD. The students listen and read silently at the same time. Students can first discuss their ideas in the same groups they were in for exercise 1. Ask *Have any of you changed your minds?* Discuss as a class.

Answers

Students' own answers

Research box

Ask students to read the questions aloud. Ask the class for suggested answers. Ask *How are you going to find the answer to this question?* They will probably suggest Internet research, in which case tell them to check more than one source to test the reliability of the information they discover. Remind them that the school library and public libraries are also useful places to research an answer. Ask students to find the answers for homework and report back the next lesson.

Answers

This list was collected based on populations of first-language speakers:
Mandarin Chinese – over 955 million
Spanish – over 470 million (in recent years it has overtaken English)
English – over 360 million (still considered to be the most influential language)
Students might also have found out that Arabic has over 295 million speakers and comes in fifth after Hindi, which has over 310 million speakers. Two other Indian languages (Bengali and Punjabi) are also in the top ten most widely spoken languages, along with Portuguese, Russian and Japanese.

Comprehension: Page 59, exercise 4

4 Tell the students that they are going to read the article again silently. Read through the questions first, including the **Tip!** box. Students answer the questions and then compare their answers in pairs. Check answers as a class.

Once you have checked the answers, ask the students if there is any vocabulary they are unsure of. Ask them to find words in the article that mean the following (answers in brackets):

- a people who study human society and behaviour (*sociologists*)
- b someone who studies how people's minds work (*psychologist*)
- c a linguistic term that means the subject is not the person who carried out the action (*passive*)
- d to mean to do something (*on purpose*)
- e to remember (*recall*)
- f the complete range of colours (*spectrum*)

Answers

1 Yes, because the article states that if you are speaking English and are asked about something that has happened, you will answer using the name of the person who caused it. If you speak Japanese or Spanish, if you didn't think the person was to blame, you would answer in the passive. If you speak both languages, you need to adapt to the rules of each language and so you can have different ways of looking at a situation.

2 complete, do 3 Students' own answers

Grammar: Phrasal verbs: Page 59, exercise 5

5 Students will have already come across many phrasal verbs. In this exercise, they are looking at two-part and three-part phrasal verbs and how the place of the pronoun is affected. Phrasal verbs are often difficult for students as their meanings cannot be worked out from the individual parts. There are also multiple meanings for some. For example, *Take off your coat* is easy to understand. However, the meaning of *His business has taken off* might not be so easy to work out. Before they attempt this exercise, refer the students to the *Grammar notes* on pages 65–66 of the Activity Book. Knowing how the grammar works in phrasal verbs is important. Students need to know which type

a phrasal verb is so that they can place the object correctly. Phrasal verbs in themselves are items of vocabulary, but the way that they work is a grammar point. Ask the students to do the exercise first in pairs and then go over it as a class, pointing out the differences and points they should look out for. For example, 1 we could potentially say either *carry out a short task* or *carry a short task out*. In practice, however, with such a long noun phrase, we would either place the noun phrase after the preposition, as placing it between the verb and the preposition makes a rather awkward sentence, or we would replace the noun phrase by a pronoun. If we use a pronoun, we place it between the verb and the preposition (that is, we have to say *carry it out*, not *carry out it*); 2 the object always goes after the three-part verb, i.e. get away with *it*; 3 this is an intransitive phrasal verb and so doesn't take an object. It cannot be followed by a pronoun or a noun; 4 is the same as 2; 5 is the same as 1; 6 *look into* is a verb + preposition, so the object goes after the preposition and not before it, as in 1 and 5. It is very difficult to tell whether the two-part verb is a phrasal verb (as 1 and 5) or a prepositional verb. The way to be sure is to look at the meaning of the preposition. If, as in *carry out* (meaning 'do' or 'undertake'), the preposition has no meaning except as part of the phrase, then it is a phrasal verb; if you had a sentence such as *Please carry the baby out of the room*, then the verb is not phrasal, but rather a verb with a preposition attached, since the meaning of 'out' is apparent. However, in order to be safe, it is always better to put the noun after the full verb. A good dictionary will say whether the verb is transitive or not.

Answers

1 carry out 2 got away with it 3 came about
4 come up with 5 leave it out 6 look into it

Comprehension

4 Read the article again and answer the questions.

- 1 Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.
- 2 What does the phrasal verb *carry out* in bold in the second paragraph mean?
- 3 Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.

Tip!
Think about the context in which the phrasal verb occurs.

Grammar: Phrasal verbs

5 Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (*it/them/me*). Consider whether the two parts of the verb can be separated or not. One verb is not needed.

look into come up with come about
point out get away with carry out leave out

- 1 As part of the interview, we will be asking all candidates to _____ a short task.
- 2 Ali broke the glass, but his mother didn't notice. He _____.
- 3 Last night, I watched an interesting documentary about how the ice age _____.
- 4 I've been thinking about a subject for my History project, and I've _____ some ideas.
- 5 I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to _____.
- 6 Thank you for writing to us about the non-delivery of your parcel. We promise to _____ immediately.

Vocabulary

6 Work in pairs.

- 1 **DW** Look up the words in the box in a dictionary. Note down eight phrasal verbs.

look get take go

- 2 Make as many sentences as possible using these phrasal verbs.

Writing

7 Write an open letter in response to the question from a magazine below. You should refer to the listed topics and use phrasal verbs correctly. Write about 80 words.

I'm going to live and study in Jordan for a year. I'm going to stay with a host family. Could you tell me a bit about living in Jordan?

food shopping eating out language meeting people
school rules public transport money travel sightseeing

Writing skills: Giving advice

You can frame your open letter with advice structures, and back them up with your own experiences.

Have you thought about ...?
You should ..., no doubt about it.

If I were [coming to Jordan for the first time], I would ...
My main recommendation is that you ...

Vocabulary: Page 59, exercise 6

6 DW Students can work in pairs to choose eight phrasal verbs (two with each verb) from their dictionaries. They should write sentences to show all uses of the verbs. Monitor as they are working, helping where necessary. Choose some students to read their examples aloud. Students might like to note down the phrasal verbs that do not have a literal meaning in their vocabulary notebooks. Examples could include *look after, look over, get into, get by, take back, take after, go through* and *go off*. This exercise combines the use of phrasal verbs as new items of vocabulary, and then also expects students to apply the rules of grammar that they have learnt to use the phrasal verbs correctly.

Answers

Students' own answers

Activity Book, pages 40 and 41, exercises 1, 2, 3 and 4

All these exercises practise the use of phrasal verbs. Exercises 1 and 2 are vocabulary exercises, focusing on the meaning of the phrasal verbs. Exercises 3 and 4, however, are grammar exercises. Students are asked to write sentences correctly using phrasal verbs, so they need to know the type of phrasal verb and place the object accordingly.

For exercise 1, students have to match the words in **bold** to a suitable phrasal verb. Explain that in English speech, we tend to use phrasal verbs. If we are writing something very formal, we might not use a phrasal verb and use a single verb instead. For example, you might tell your friend *I've carried out some research on this topic*. The phrasal verb is *carry out*. If you had to write a report to perhaps your teacher or give a talk to a group of professionals, you would say *I've conducted some research on this topic*.

Assure students that, on the whole, phrasal verbs are good to use both in their speech and in their writing. Students complete the exercise and check in pairs. For exercise 2, students can try to do the exercise and then check their answers in a dictionary. This will be good practice in using dictionaries quickly and efficiently. Give them time to do the exercise and check their answers.

For exercise 3, remind students to be careful with the word order and tell them there could be three-part phrasal verbs as well as two-part verbs in the exercise. Let them complete the exercise individually before checking in pairs. Go over any questions they might have.

For exercise 4, students have to think carefully about the word order as they insert the pronouns. Remind the students that the pronoun comes after the phrasal verb when it is a three-part verb and when it is a verb + preposition.

Writing: Page 59, exercise 7

7 This unit concentrates on writing a competition entry for a magazine. Students will approach this task via an open letter in a magazine about living in Jordan, and develop knowledge of writing for magazines through reading and analysing a sample competition entry.

Read through the exercise with the students and ask them what they are going to do. Explain that a host family is one that provides housing to foreign students studying in this family's country. Point out the activities in the yellow box and tell them to choose two or three of these and tell their partner about something that has happened to them.

Next think about good experiences available in Jordan, and what daily life is like. Get them to put themselves in the position of the person who is asking and decide what kind of things they would like to know.

After this, students should be ready to write some information in reply to the question in the magazine. Quickly go through features of open letters with them, and explain that they should tell the stories within a structure like an email. They should also be careful to answer the question while they are writing. Remind them to pay attention to structure within the open letter. They should have an introduction, a body and a conclusion, as well as stating the purpose of the letter at the beginning, and wishing them luck at the end. Go through the **Writing skills** and answer any questions students may have. Give them time to answer this question.

This might be the most convenient time to provide students with extra practice on phrasal verbs. Go to *Activity 4* in the *Dictionary and thesaurus activities* section of the Teacher's Book, pages 169–170. You may also refer to *Game 7* of the *Vocabulary games* section on page 163. Encourage students to enjoy the activities, and answer any questions they might have.

Answers

Students' own answers

Activity Book, page 41, exercises 5, 6 and 7

For exercise 5, remind students that they came across these verbs at the beginning of the unit and they saw them used in the reading. They can find them in the reading again before doing the exercise to help to remind them of the meaning. Choose some students to read the verbs aloud, others to find the relevant sentences in the reading and others to give a definition.

In exercise 6, students read the sentence and decide what part of speech is required. They then complete the sentences with the appropriate form.

Exercise 7 highlights how many different phrasal verbs there are and how important it is to learn their meanings. If students look up these verbs in their dictionaries, they will see a lot more. Tell them to learn them as they come across them in their reading – don't try to learn lists from the dictionary! It is much easier to remember the meaning if there is a context. Students complete the exercise and then check in their dictionaries.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- listen to a reasonably lengthy talk by a native speaker and take notes or fill in tabular forms with specific information
- discern the attitudes of speakers when listening
- recognise how tone of voice, gestures and other non-verbal clues help clarify meaning when listening
- use sentences of different structures correctly

Materials

- Student's Book pages 60–61
- Dictionaries
- Cassette/CD
- Activity Book: Module 5 – pages 42–43

Student's Book, pages 60 and 61

Speaking

1 Work in pairs. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?

Every fireman should do his job responsibly.

Listening

2 Listen to two students discussing the 'gender-neutral' issue in exercise 1. Check your answers and complete the table.

Gender-specific words	Gender-neutral words
businessman, businesswoman	
salesman, saleslady	
headmaster, headmistress	
he or she	

Vocabulary

3 Choose the best options to complete the sentences. Then compare with a partner.

- For centuries, *mankind has / humans have* preserved culture through storytelling.
- A *postman / postal worker* delivers your post.
- During the flight, the *flight attendants / stewards and stewardesses* will serve you drinks.
- At the book fair, everybody was buying *their / his* favourite books.
- If you need to report a crime, speak to a police *woman / officer*.

Pronunciation: Sentence stress (1)

4 Listen to the two questions. Which word is stressed in each question? How does it change the meaning of the question?
A: What do you think? B: What do you think?

5 Listen to another sentence said in four different ways. Match each one to its implied meaning.

- Perhaps I can buy something else.
- Perhaps I could hire one.
- Someone else might be able to.
- I know you think I can, but you're wrong.

Quotation Read the quotation. Do you agree with it? Why/Why not?

The limits of my language are the limits of my world.
Ludwig Wittgenstein (1889 CE–1951 CE)

Speaking: Page 60, exercise 1

1 Ask the students to look at the photographs and say what they think each person's job is. Write their answers on the board. Do not comment on their answers at this stage. Read the instructions with the class. Give them time to discuss. Elicit answers and write them on the board. They can check when they are listening in the next exercise.

If you wish, you can discuss the sentence at this point and explain that it is acceptable to use *their* even when the noun is singular. The alternative is to use *his* or *her* which is considered clumsy.

Answer

Gender-neutral means that it is not affected by gender, so not obviously male or female. The sentence should read: Every firefighter should do their job responsibly.

Listening: Page 60, exercise 2

2 Read through the instructions and the table contents with the class. Make sure they understand the terms *gender-specific* and *gender-neutral*. If you wish, students can try to complete the table before they listen. Do not give them the correct answers at this stage. Play the cassette/CD for students to check their answers. Check answers as a class.

Ask them if they would now like to rethink what they said about the photos. They should now be able to say that they are of a firefighter and a flight attendant.

Finally, ask them to talk about the recording. Tell them to summarise the conversation in their own words.

Audioscript

Harry: Hi, Sami. What are you working on? It's your English essay, isn't it?

Sami: Hello, Harry. Yes, it is, and you're just in time! You did English at university last year, didn't you? Could you explain something to me?

Harry: I'll try! What do you want to know?

Sami: Well, I have to write my opinions on the following topic. Should we use more gender-neutral language in our writing?

Harry: Well, what do you think?

Sami: I'm not sure ... What do you think?

Harry: Ah. You don't understand what *gender-neutral* means, do you?

Sami: (sigh) No, not really.

Harry: OK. I'll tell you what I understand by the term, shall I? It means, wherever possible, we should try and use neutral words instead of words referring specifically to male or female gender.

Sami: Yes ... but that doesn't help me to answer the question in my essay, does it?

Harry: I haven't finished yet. Traditionally, the masculine form has always been used in sentences where a gender-neutral form would be preferable. Many people these days prefer to use a neutral form whenever possible.

Sami: Why is that?

Harry: Well, it shows that the speaker doesn't feel that certain roles are suitable only for men or only for women. So when you are talking about a profession, for example, you should really imply that both men and women can do it, instead of either men or women.

Sami: I see. So instead of saying a businessman, or a saleslady, we should use neutral words like business person or sales assistant.

Harry: That's right. Use *firefighter* instead of *fireman*, or *head teacher* instead of *headmaster* or *headmistress*. And instead of saying something like, *Everyone needs to think about the language he or she uses* – it's now acceptable to use the pronoun *they* instead of *he* or *she*. *Everyone needs to think about the language they use*. Do you see what I mean?

Sami: Yes, I do. Thanks. You've been very helpful!

Harry: You're welcome. Do you want to watch TV? My favourite programme is on.

Sami: I'd love to – but I can't right now. I have to start my essay, don't I?

Answers

business person, sales assistant/salesperson, head teacher, they

Vocabulary: Page 60, exercise 3

3 Ask students to explain why gender-neutral words are important (*because they show that roles are not suitable only for men or only for women – both men and women can do them*). Ask students to think of other words that are gender specific and how they can be gender neutral, e.g. chairman – chairperson; seaman – sailor; spaceman – astronaut.

Ask the students to complete the exercise individually. Check answers as a class.

Answers

1 humans have **2** postal worker
3 flight attendants **4** their **5** officer

**Pronunciation: Sentence stress (1):
Page 60, exercises 4 and 5**

4 Read through the instructions with the class. Explain that in an English sentence, certain words are always stressed. Ask *Why do you think we stress certain words?* Teach or elicit that those are the words that are most important. Write the following on the board: *I came to school at seven thirty.* Ask *Which words in this sentence are unlikely to be stressed?* Elicit or teach that the small words such as *to* or *at* would not be stressed because they do not carry as much meaning. Sometimes you don't hear these words. The word *to* is often pronounced /tə/.

Ask a student to read the sentence on the board. There is slightly more stress on *school* and *thirty*. Then underline *seven* and ask a student to read it again, stressing that word instead. Ask why they would say the sentence in this way (*perhaps someone asked 'Did you come to school at eight thirty?' You stress the word that is wrong to make your answer clear*). Now ask the students to look at the two sentences *What do you think?* in their Student's Books. Then play the cassette/CD while the students listen, and each time underline the word that they hear stressed. They then discuss the change in meaning in pairs. Play the cassette/CD through at least twice. Check answers as a class. As an extension, ask students what the meaning would be if *what* was stressed. (It means *I don't agree with your opinion*.)

Audioscript

A: What do you think? **B:** What do you think?

Answers

A is asking for someone's opinion. It could be used to ask more than one person at the same time.
B is asking a particular person for his or her opinion.

5 Explain to the students that they are going to hear the same sentence said four times. Each time it will mean something else because of the stress. Read through the choices a–d with the class. Play the first sentence. Ask students to match it with a meaning. Check answers as a class. Choose a few students to read the sentence as on the recording.

Then play the rest of the recording all the way through. Write the sentence on the board. Go back and play each sentence individually and check the answers, choosing students to read the sentence with the correct stress.

Audioscript

1 I can't buy a car.
2 I can't **buy** a car.
3 I **can't** buy a car.
4 I can't buy a **car**.

Answers

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

Quotation

Ludwig Wittgenstein (/lu:dvɪg wɪtkɪnʃtaɪn/) was a philosopher who was born in Austria but spent a lot of his life in the UK. He was born into a very rich family but chose to give away his inherited fortune and live a simple life. As well as publishing a well-respected philosophical text during his lifetime (the *Tractatus Logico-Philosophicus*), he wrote many books on logic and language which were published after his death. His legacy to philosophical thought and education is still important today.

Ask students to read the quotation and attempt to translate it. An example translation is as follows:

حُدودُ لغتي حُدودُ عالمي.

Ask students to work in pairs to explain the quotation. Elicit ideas. One possible meaning is that all you know is what you have words for. So your world, and therefore your language, is limited to where you live and your knowledge. As you expand your world and knowledge, so does your language. Ask students if they agree with Wittgenstein's idea.

Activity Book, page 42, exercises 8 and 9

For exercise 8, remind students that when they read the article, they might not understand every word. They are not allowed to use their dictionaries. They have to try to understand the context and work out what the word might mean. Let them do both exercises 8 and 9 individually before checking their answers in pairs.

Grammar: Question tags

- 6 Match the sentences from the recording and the question tags. Listen and check.
- | | |
|--|---------------|
| 1 You did English at university last year, _____ | a don't I? |
| 2 You don't understand what <i>gender-neutral</i> means, _____ | b shall I? |
| 3 I'll tell you what I understand by the term, _____ | c didn't you? |
| 4 That doesn't help me to answer the question in my essay, _____ | d do you? |
| 5 I have to start my essay, _____ | e does it? |
- 7 Listen to the first two questions from exercise 6 again. You will hear each question twice. Mark the intonation. Does it rise or fall? How does the different intonation change the meaning?
- 8 Write the question tags.
- | | |
|--|---------------------------------------|
| 1 You can't help me with this, ...? | 5 Your mother comes from Madaba, ...? |
| 2 She wasn't there yesterday, ...? | 6 They sold their house, ...? |
| 3 We should try to help, ...? | 7 You'll phone me later, ...? |
| 4 You haven't got a pen I can borrow, ...? | 8 It doesn't rain here, ...? |

Speaking

- 9 Work in pairs. Take turns to ask and answer questions on these topics. Use question tags and the correct intonation.

family friends free-time activities holidays school studies future studies

Reading

- 10 Read the opening paragraph of a competition entry in a magazine and answer the questions.

Something worth waiting for

It was the day after my school graduation and my parents had been acting secretly all week, so I knew something was going to happen – I just didn't know what!

- How do you think the author felt that morning? How does he/she let you know this?
- What do you think might happen in the rest of the story? What clues are you given in the introduction?
- Now read the rest of the story on page 79 of the Activity Book to find out. What details does the author include? What details does he/she ignore? Why do you think he/she does this?

Writing

- 11 Read the rest of the recount on page 79 of the Activity Book again. Put the paragraphs in the correct order. Then fill in the gaps with your own ideas.

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Grammar: Question tags: Page 61, exercises 6, 7 and 8

- 6 Write on the board: *You're Jordanian, _____*
Say, I'm reasonably sure you're from Jordan, but I want to check. How do I finish this sentence? Elicit aren't you? Tell students that this is called a question tag. You use an auxiliary verb (have/will/is/do/did, etc.) in the tag. We usually use a negative question tag after a positive sentence; a positive question tag after a negative sentence. Refer them to the Grammar notes in the Activity Book on page 66 for more guidance. Ask students to work in pairs and complete the exercise. Play the audio to the class for them to check.

Audioscript

- You did English at university last year, didn't you?
- You don't understand what *gender-neutral* means, do you?
- I'll tell you what I understand by the term, shall I?
- That doesn't help me to answer the question in my essay, does it?
- I have to start my essay, don't I?

Answers

1 c 2 d 3 b 4 e 5 a

- 7 Read through the instructions with the students. Remind them that there are two reasons why we use question tags – to confirm information or to ask a real question. Explain that the intonation is different in each one – it rises or falls over the tag. Ask *Do you think the intonation rises or falls if I am asking a real question? (rises)* So it falls when we want to confirm information.

Play the audio while students write down the sentences. Then, play it again while they mark the intonation. They can do this with slanting arrows. In pairs, students practise saying the sentences.

Audioscript

- You did English at university last year, didn't you? [falling]
- You did English at university last year, didn't you? [rising]
- You don't understand what *gender-neutral* means, do you? [falling]
- You don't understand what *gender-neutral* means, do you? [rising]

Answers

- The falling intonation has the meaning of checking information.
- The rising intonation means that the speaker is less sure.
- The falling intonation means that the speaker is checking something they know.
- The rising intonation implies that the speaker wants someone to explain this concept to them.

- 8 Students complete the sentences with question tags individually. Check answers as a class. Then ask students to work in pairs and read the questions to each other. They have to decide if they are asking a question or checking information. One student reads the question in the appropriate way, and the other student listens and says whether the intonation is rising or falling. As an extension, students should try to come up with a 'translation' for each question, to check the meaning. Refer to the answers to exercise 7 for examples of this.

Answers

- can you
- was she
- shouldn't we
- have you
- doesn't she
- didn't they
- won't you
- does it

Activity Book, page 43, exercise 10

Students have had quite a lot of practice in the Student's Book on question tags. Ask them to do this exercise individually. Monitor as they are working, checking if anyone is still unsure about this grammar point. Check answers as a class, asking students to read the sentences with appropriate intonation.

Speaking: Page 61, exercise 9

- 9 Explain what the students have to do, making sure they understand that they should talk about each of the topics. Monitor as they are speaking, congratulating students on their use of question tags. Choose some students to read their conversations.

Answers

Students' own answers

Reading: Page 61, exercise 10

- 10 Introduce the idea of competition entries. Talk with the class about why magazines might run competitions and who would enter them. Explain that this entry is for a competition in a magazine entitled *Something worth waiting for*, and get the students to read it through. Get general opinions on the type of writing (a story of some

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- make predictions and inferences from the text by citing text-based evidence
- use personal experience to support an interpretation of a text
- use and spell appropriate academic vocabulary correctly when writing
- interview specialists in other subjects to research information for an essay in other subjects
- interview specialists in other subjects to produce academic essays

Materials

- Student's Book pages 62–63
- Dictionaries
- Activity Book: Module 5 – page 43

kind, more likely an autobiographical recount), the audience (the magazine's readers, the judges of the competition), the tone of the piece (informal), and get the students to discuss the questions in pairs. Read through the rest of the recount on page 79 of the Activity Book, get students to answer question 3, and then focus on putting the paragraphs in the correct order. Direct students to details in the text that give clues about the order across paragraphs, such as restaurant→meal; Dhana Nature Reserve→the reserve. Explain that the recount is told chronologically.

Suggested answers

- 1 The author felt curious. He felt as if something was going to happen.
- 2 The author's parents might have been preparing a pleasant surprise celebrating his/her graduation. The title is *Something worth waiting for*, which indicates that there is something good to expect. Plus, the author tells us that he/she felt that his/her parents have been doing something secretly all week.
- 3 The author includes details such as descriptions of his/her feelings (in the morning, when he/she wakes up; when he/she realises they are going to the nature reserve). He/She leaves out details of the meal and most of the reserve. He/She does this because the important details are mostly how he/she felt during that day.

Writing: Page 61, exercise 11

- 11 Explain that students might be required to produce an article, a recount or a piece of short fiction, for a magazine. The aim of writing a competition entry is always the same – to stand out from the rest. Ask students to think of ways in which they can make their writing stand out (they might have ideas such as *easy to understand, fluent, well-structured, vivid descriptions, sentences of different types, for example simple sentences, conditionals, cleft sentences, non-verbal sentences, sentences with time clauses, narrative tenses*).

Share some examples as a class, and write them on the board. They are now going to read the rest of the recount on page 79 of the Activity Book, and put the paragraphs in the correct order.

When they have completed this part of the exercise, they should read through the competition entry again, including the introduction.

As a final part of this exercise, they should have a go at filling in the gaps in the story with their own ideas. Check as a class, and have some students read out their ideas.

Answers

- 1 b 2 e 3 c 4 d 5 a
Students' own answers

Student's Book, pages 62 and 63

Speaking

1 Work in pairs and do the quiz. Are the statements true or false?

How much do you know about sign language?

1 It was invented in the sixteenth century but was not developed until the following century.	T	F
2 There are about seven million deaf people who use sign language as their first language or mother tongue.	<input type="checkbox"/>	<input type="checkbox"/>
3 All users of sign language are deaf.	<input type="checkbox"/>	<input type="checkbox"/>
4 There is one universal sign language.	<input type="checkbox"/>	<input type="checkbox"/>
5 Sign language is not fixed; it is constantly changing.	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary

2 The words in the box are all connected with languages. Which two words have the same meaning?

dialect first language foreign language
mother tongue register sign language

Reading

3 Read the magazine article and check your answers to exercise 1. Correct the false statements.

Speaking with signs

It is believed that the Italians were the first people to come up with a sign language system in the sixteenth century. The idea was then taken to France in the seventeenth century, where the language was developed further. One of the early developers of sign language was Charles-Michel de l'Épée, whose mother tongue was French. He picked up sign language while he was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Épée then set up a school for deaf people, which was replicated across Europe. It was the first time that sign language was actively taught, and it made an enormous impact on the lives of deaf people.

Just as there are different spoken languages in countries around the world, each country has its own sign language. Sign language is used as a first language by about 70 million people in the world. The use of sign and spoken languages does not differ. Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries. Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, it is now being recognised and taught as an optional foreign language.

Learning sign language is of enormous benefit to anyone, whether they can hear or are deaf. Like learning any new language, it involves and challenges the brain. It also allows people who master sign language to be able to communicate with a new international community.

Speaking: Page 62, exercise 1

- 1 Ask the students *Do you know anyone who is deaf? How do they communicate?* Introduce the idea of sign language. Discuss the problems that deaf people might have day to day. Discuss different degrees of problems faced by deaf and hard-of-hearing people. Make sure students understand that some people have only minor hearing problems, while others are without hearing altogether.

Students should cover the essay while they discuss the statements in pairs. Ask them for their answers but do not tell them if they are correct or not. Ask them to try to justify their answers. Make sure they keep the essay below covered.

Answers

Students' own answers

Vocabulary: Page 62, exercise 2

- 2 Choose students to read the words aloud. As several of these words present difficulties to pronounce correctly, refer the students to the *Pronunciation table* on page 69 of the Activity Book. The main problem is the different sound value given to the 'g' in the different words – from the emphasised 'g' in *language* to the hard 'g' in *tongue* to the soft 'g' in *register* and unvoiced in *sign* and *foreign*, and the different sound given the 'o' in *tongue* and *foreign*. Get students working in pairs to work out the meanings of the words, using a dictionary if necessary. Check answers as a class. Tell students that they will encounter these words in the article in the following exercise.

Answer

First language and mother tongue have the same meaning.

Reading: Page 62, exercise 3

- 3 Indicate the *Reading strategies* box to the students. Choose students to read each point aloud. Students then read the essay silently and check their answers to exercise 1. Ask them *How many did you get right? Did any answers particularly surprise you? Which ones and why? Would you like to learn sign language? Why/Why not?* Go over any unknown vocabulary, asking students to try to work out the meanings from the context.

Note that the name Charles-Michel de L'Épée is pronounced /ʃɑ:l mi:ʃel də 'lepeɪ/.

Answers

- 1 True 2 False. The number is closer to 70 million.
3 False. Sign language is now being taught to people without hearing difficulties. 4 False. Each country has its own sign language. 5 True

Comprehension: Page 63, exercise 4

- 4 Read through the questions with the students. Discuss them as a class, eliciting as many ideas as you can from the students. If you wish, write some notes or relevant new vocabulary on the board. Get students to write their answers to the questions. Monitor as they are writing. Point out any errors and encourage the students to correct them themselves.

Suggested answers

- 1 I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.
2 Even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.
3 Hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.

Comprehension

- 4 Read the article again and answer the questions.

- 1 In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?
2 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.
3 Do you agree that hearing people would benefit from learning sign language? Why/Why not?

Grammar: Revision of passive forms

- 5 Complete the text with the correct passive form of the verbs in brackets.

Jordanian Sign Language, or Lughat al-Ishara al-Urdunia (LIU), is the sign language that (1) _____ (use) in Jordan. The language has several dialects. LIU (2) _____ (relate) to other sign languages in the Middle East, but none of these (3) _____ (research) extensively. An introductory grammar of Jordanian Sign Language (4) _____ (publish) in 2004 CE. By publishing this book, it (5) _____ (hope) at the time that hearing Arabs with an interest in sign language would learn more about the grammar of LIU and other sign languages in general. The publication is a very important achievement for LIU because, before 2004 CE, very little research about sign languages of the Middle East (6) _____ (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language (7) _____ (do).

Speaking

- 6 Work in small groups and discuss these questions.

- 1 How often do you read extensively (for enjoyment) in English?
2 What kind of English books or other publications do you read?
3 How do you think your reading has helped your English?
4 What do you find difficult about extensive reading in English, and how do you think these problems can be overcome?
5 What are you currently reading?

Academic skills: Extensive reading

- Choose material to read that interests you.
- Make sure the material is appropriate for your level of English.
- Re-read books that you have enjoyed.
- Remember that you are reading for enjoyment and general understanding. It is not necessary to understand all of the words.
- As you read more frequently, try to vary the type of books that you choose and start choosing books at a slightly higher level.
- Keep a reading record and make a note of your goals and achievements.

Writing

- 7 A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title 'Something worth having'.

Writing strategies

Personalising your writing style

When writing a competition entry, you need to make your writing style stand out. To do this, you should

- think about the best way of answering the question or responding to the title
- write about what you know
- focus on details that you find important; this will give you your own unique viewpoint
- read as much as you can, note down phrases and vocabulary you like, but do not copy other writers
- think about your audience. Who will be reading what you write?

Grammar: Revision of passive forms: Page 63, exercise 5

- 5 Ask students to tell you how the passive is formed. If they need reminding, refer them to the *Grammar notes* on page 66 of the Activity Book. Write an active sentence on the board for them to change to the passive, e.g. *We speak Arabic in Jordan*. Elicit the passive sentence and an explanation of what they did, e.g. *Arabic is spoken in Jordan*. The object of the verb becomes the subject of the sentence; add the Present Simple tense of the verb 'to be' + past participle. Ask students *What happens if we want to show a different tense? (The verb 'to be' changes.) Does the past participle ever change? (no)* So if the active sentence is in the Present Perfect, the passive sentence will have the Present Perfect of the verb *to be*, etc. Give them the following example: *De l'Épée developed a form of sign language*. Ask them to form a passive sentence and ask them how they changed it. *A form of sign language was developed by de l'Épée*. This time the Past Simple of the verb 'to be' is used; the person is important so we use 'by' before the name.

If you think students will find this exercise difficult, go over it orally first. Alternatively, give them the list of tenses they will have to use, i.e. Present Simple, Past Simple, Present Perfect, Past Perfect, Present Continuous. Students complete the exercise individually. Monitor to see if anyone is struggling. Help them if necessary. Ask students to compare answers with a partner when they have finished. Then go over the answers as a class.

If you wish, give students a list of sentences as follows. They should write the sentences in the *passive* column. This will give them a list of all the possibilities they will need.

Note that in question 3, *have* or *has* are both possible.

He writes an email every day.	<i>An email is written every day.</i>
He is writing an email.	<i>An email is being written.</i>
He wrote an email yesterday.	<i>An email was written yesterday.</i>
He was writing an email.	<i>An email was being written.</i>
He has written an email.	<i>An email has been written.</i>
He had written an email.	<i>An email had been written.</i>
He will write an email.	<i>An email will be written.</i>
He can/must/should/may write an email.	<i>An email can/must/should/may be written.</i>

Answers

1 is used 2 is related 3 has/have been researched 4 was published 5 was hoped 6 had been carried out 7 is being done

Activity Book, page 43, exercise 11

In exercise 11, students are required to state the person at the end of the passive sentence using *by* if necessary. Students complete the exercise individually and then compare their answers in pairs.

Speaking: Page 63, exercise 6

- 6 Ask students what they do outside the classroom to improve their English, e.g. Do they read books in English/watch TV or DVDs in English/read articles in English on the Internet/speak in English with their friends/listen to English songs and learn the words? Explain that if they want to be fluent in English, it is not enough to do just the classwork. They need to try and extend their vocabulary and improve their grammar in as many ways as possible.

Read through the questions with the class. Give them time to discuss the questions. Review expressions of agreement and disagreement, as well as phrases to keep the conversation moving, such as *What do you think about ...? Let's talk about ... Could you explain that more fully?* These phrases will also improve self-reflection, as well as enhance critical skills.

Indicate the **Academic skills** box to the class. Read through the ideas with the class. Ask students who have read a book to write a very short review of it and pin it to the board. The review could simply be the title and author and a number of stars out of five for how good it was. They could add the genre, e.g. mystery, adventure, etc., and a line about why they liked it. Others can then read the reviews and will be encouraged to read the books. Also, remember that you can get abridged novels for learners of English at different levels. These are good for reluctant readers.

Answers

Students' own answers

Writing: Page 63, exercise 7

- 7 In this exercise, the students will put into practice everything they have learnt about competition entries. Run through the features again with them, and refer them to the **Writing strategies**.

Give them time to plan, and tell them that they can refer to the sample competition entry on page 79 of the Activity Book to give them ideas about making their writing dramatic, but remind them about plagiarism if they choose to do this. Tell them to pay particular attention to spelling, using spell-checking programs or dictionaries.

When they have planned, ask them to write their competition entry. They should then swap their work with a partner in order to do a first edit and proofreading. After a second proofreading and editing by the author, they can read their favourite paragraph to other students in groups of five.

Answers

Students' own answers

Activity Book, page 43, exercises 12 and 13

For exercise 12, explain that students are going to write an article for the school newspaper about the experience of learning a language. Read through the rubric and the questions with the class. Review how to write an article with the students (see *Action Pack 11 Teacher's Book*, page 171). Emphasise that, like recounts, articles should contain answers to questions beginning *who, what, where, when, why, and how*. Explain that the students' research should use these questions since their answers should reflect them. Tell them to add any questions to the list that they think might be interesting to ask and answer. For homework, or during a break, they should find two or three people to interview, and take notes of their answers.

To complete exercise 13, students need their notes from the interviews they did in exercise 12. With a partner, they should discuss their findings and talk about what they would write in the introduction to an article, and in the conclusion. Go through this with the class, and explain that in the article's introduction they should write a thesis statement, talking about the general opinion of learning languages (what they are useful for, what benefits they have, how they might help people in their careers and in life in general), in the central two/three paragraphs they should explain some of the things that they found out and that their interviewees told them. In the conclusion, they should sum up and perhaps ask another question for the reader to think about. Direct them back to the **Writing strategies** for making their writing stand out. Give them time to plan and write, and then get them to check their articles for spelling, grammar and structure.

Unit 9 The world of business

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- support personal interpretations of a text with evidence from the text
- use previous experience, knowledge of current issues and information previously learnt to make connections and draw conclusions about what is read
- edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar
- show respect for the age, gender, position and cultural traditions of the speaker

Materials

- Student's Book pages 64–65
- Dictionaries
- Glossary – Student's Book pages 95–96
- Cassette/CD
- Activity Book: Module 5 – pages 44–45

Student's Book, pages 64 and 65

Unit 9
The world of business

Grammar
unreal past forms for past regrets; unreal past forms for present wishes

Before you begin

- 1 Look at the photographs. What would you want to know about China if you were visiting the country on a business trip?
- 2 **DW** Which of the following do you think is most and least essential in a business meeting? Check the meanings of any word(s) that you do not know in the Glossary on pages 95–96 or in a dictionary.

be able to answer detailed questions	do a deal	give a business card
make small talk	negotiate	shake hands
		tell a joke
- 3 This is an interview with a Jordanian businessman about his experiences in China. Listen and read. Did the interview help you to answer the question in exercise 2?

Research box
What are the world's top three economies?

Doing business in China
Today, we talk to Mr Ghanem, a businessman based in Amman who often visits China. We asked him when he first started doing business with China.
"I've been doing business with China for many years.
"My first trip there was in 2004 CE, and it was not very successful.
"Why was it not successful?
"I worked for a small computer company in Amman. They sent me to China when I was still quite young. I found only the company had realised that the Chinese respect age and experience more than youth!
"Did you make any mistakes on that visit?
"Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China, you need to earn their respect. Chinese business people will always ask about a company's successes in the past. However, because I worked for a new company, I could not talk about its track record. We did not do any business deals on that first trip."
"When did you learn how to be successful in China?
"I joined a larger company and they sent me on a cultural awareness course. On my next visit to China, it felt as if I hadn't known anything on my first visit!"
"What advice can you give to people wanting to do business in China?
"Before I visit a company, I send recommendations from previous clients. I also send my business card with my job position and qualifications translated into Chinese.
"Can you tell us about your last meeting in China?
"Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with him gently. I began the meeting by making small talk about my interesting experiences in China. During the meeting, I made sure that my voice and body language were calm and controlled. I never told a joke, as this may not be translated correctly or could cause offence.
"Was it a successful meeting?
"Yes, it was. I knew that the director had researched my business thoroughly before the meeting, so I was prepared for his detailed questions. When I began negotiating, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting was successful."

Before you begin: Page 64, exercises 1, 2 and 3

- 1 Ask students to look at the photographs and describe what they see. Ask *What are the people in b doing?* Elicit *shaking hands*. Ask *When do you shake hands?* Do you think business people in Jordan shake hands? Explain that in the UK, people shake hands when they first meet,

usually quite firmly. They don't shake hands again if they see people regularly. Compare this to the situation in Jordan.

Ask students to read the question and discuss this in pairs or small groups. Tell them to think of as many things as they can. Elicit answers and write notes on the board. Ask students to explain why they think these things would be useful. They will be able to find out more about this in the reading and in exercise 2.

Answers

Students' own answers

- 2 **DW** Choose students to read the phrases aloud. Tell them that they will encounter these phrases in the interview in the following exercise. Draw students' attention to the phrase *make small talk* and explain that it is only correct in this form. We never say *make a small talk*.

Let them check the meanings in the Student's Book Glossary or in a dictionary. Then ask them to order the actions from most essential (1) to least essential (7). They need to justify the order they choose. Ask different groups to give their answers. Write them on the board. See if any of the students changes their mind. Can they agree on a final order? Encourage class discussion in order to come to a final list.

Answers

Students' own answers

- 3 Tell the students that they are going to listen to and read an interview about doing business in China. They can compare their ideas for exercise 1 and their answers to exercise 2. Play the cassette/CD. The students read and listen at the same time. Ask them which they think are the most essential and least essential things to consider prior to a business meeting.

Answers

Students' own answers

Research box

An economy, otherwise known as an economic system, is the way in which a country's money and goods are produced and used or consumed. Ask students how they are going to find the answer to the question. If they suggest the Internet, ask them to note down the websites that they use to find the information. Alternatively, students could do research at the school library or a public library, looking in particular for financial and other newspapers that have up-to-date economic information.

Answer

the economies of the USA, China and Japan

Activity Book, page 44, exercises 1, 2, 3 and 4

Remind students what a collocation is before they do exercise 1. Remind them that they have already practised using collocations in Units 3, 4, 7 and 8. Explain that *do* and *make* are common verbs in English which form collocations.

For exercise 2, students use the collocations in sentences. They could then write sentences of their own to help them to remember the collocations. For exercise 3, students should try to complete it individually without the help of dictionaries. When they have finished, ask them to compare their answers with a partner. Check as a class.

Exercise 4 gives students definitions of words. You could begin by writing the words in the box on the board and asking students to give explanations of each one without looking at their Activity Books. They can then work individually to complete the exercise.

Comprehension: Page 65, exercise 4

- 4  Read the questions through with the class, including the **Tip!** box. Ask *Which questions can you answer from the interview?* (1, 2, 3 and 4) *What do you have to do in questions 5 and 6? (use your own knowledge backed up with ideas from the interview)*

Play the cassette/CD again while students read it through. Ask them to work with a partner to answer questions 1–5. They should not use their dictionaries for question 2. Then they try to work out the meaning from context and by looking at the two words. Then ask them individually to answer question 6.

Answers

- 1 It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.
- 2 A 'track record' is your reputation based on the things you have done or not done in the past.
- 3 the director
- 4 He had been on a cultural awareness course and so he knew how to do business in China.
- 5 **Suggested answers:** the need to be culturally aware, the need for preparation, the need to listen carefully and negotiate
- 6 Students' own answers

Comprehension

- 4  Listen to and read the interview again and answer the questions.

- 1 Why was Mr Ghanem's first business trip to China not successful?
- 2 What do you think is a 'track record' (line 18)?
- 3 What does the word 'his' in bold in the text refer to?
- 4 What changed when Mr Ghanem visited China for the second time?
- 5 What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?
- 6 Do you think that you would be a successful business person in China? Why/Why not?

Tip!
Read carefully the sentence that has the pronoun, as well as the sentences before and after it.

Grammar: Unreal past forms for past regrets

- 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 Ali did not pass his exams. If only he _____ harder last year. (study)
- 2 Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he _____ a cultural awareness course. (do)
- 3 It was too hot to go to the beach yesterday. If only it _____ cooler. (be)
- 4 I feel ill. I wish I _____ so many sweets! (not eat)

Speaking

- 6 Work in pairs.

- 1 Make sentences using *I wish* or *If only* to talk about things that you regret from the past. You can use these examples if you wish:
 - take piano lessons when I was a child
 - visit England last summer
 - read more classic novels in Grade 11
 - visit my grandparents yesterday
 - help my mother more in the kitchen
- 2 Think about one of the scenarios below. Use *I wish* or *If only* to talk about the regrets that you have.
 - an exam that you did not do as well in as you expected
 - a holiday or short trip that was not as enjoyable as you had hoped it would be
 - a telephone call or meeting that was not successful

Writing

- 7 Write an informal letter to a friend about some of your wishes and regrets. Write about 100 words.

Writing skills: An informal letter

When you write an informal letter, use language that is similar to spoken English. Use abbreviations instead of full forms.

I wish I hadn't given up the piano. Last year, we always played basketball after school, but I'd rather have played tennis.

Informal letters usually have idioms, use active rather than passive verbs and have phrasal verbs.

Please let me know if ...; someone told me that ... I wasn't put off by ...

65

Grammar: Unreal past forms for past regrets: Page 65, exercise 5

- 5 Ask the following questions about Mr Ghanem: *When he went to China the first time, did he know anything about Chinese culture? (no) After his meeting, was he happy? (no) Why not? What did he say to himself? Elicit, e.g. If only I had known about Chinese culture.* Write the sentence on the board. Ask *What time are we talking about? (the past)*, then ask again *Did Mr Ghanem know about Chinese culture? (no) So this is an unreal situation—he can't change the past.* Ask *What do you think he says now?* Elicit *I wish I had known more about Chinese culture.* Explain that both *If only* and *I wish* can show regret about the past. Ask *What tense have we used? (Past Perfect)* Make sure students know how to form the Past Perfect (*had + past participle*). If you wish, check some of the common past participles with the class, particularly those used in the exercise.

Before they do the exercise, ask students to give you some questions about themselves beginning *If only/I wish*. You could model some examples yourself first, e.g. *I wish I had travelled more when I was younger. If only I had studied for a year in Australia.* Elicit just a few examples as they will get the opportunity to practise this in exercise 6.

Also, direct the students to the *Grammar notes* on page 67 of the Activity Book.

Students complete the exercise individually. Check answers as a class.

Answers

1 had studied 2 had done 3 had been
4 hadn't eaten

Activity Book, page 45, exercises 5, 6, 7 and 8

This set of exercises gives students practice in the unreal past. For exercise 5, students need to complete the sentences using the words in the box. This tests their understanding of the sentences and the concept. For exercise 6, students need to read the first sentence and then complete the unreal past form to fit the situation as in the example.

For exercise 7, read through the two example sentences with the class. Remind the students that both sentences suggest the same regret – regret at not bringing a coat.

For exercise 8, students use the prompts to rewrite the sentences. Do an example with the class first if necessary. Check their written answers as a class.

Speaking: Page 65, exercise 6

- 6 Students work in pairs to discuss their regrets in the first part of the exercise. Explain that they can use the examples in their books, and they should give as much detail as they can about each regret. Remind them to focus on using *I wish ...* and *If only ...* correctly, as well as interacting naturally with their partner. Then ask them to work in different pairs. One of them chooses one of the scenarios and talks about it. The other listens and asks questions. They then swap roles. Ask volunteers to tell the class about their regrets.

Answers

Students' own answers

Writing: Page 65, exercise 7

- 7 In this unit, students will be working towards writing a review. The final review should contain some language of regret. Ask students to tell you what they need to include in a letter to a friend and what kind of language they can use. Elicit a list and write it on the board. Refer students back to page 47 of the Student's Book if necessary, and read through the *Writing skills* with them.

Remind students that we always begin letters with *Dear*, whether they are formal or informal. For formal letters we address the person by their title and surname, e.g. *Dear Mr Smith* (never with a full name, i.e. **NOT** *Dear Mr Robert Smith*). For informal letters, we use the first name, e.g. *Dear Anna*. Remind them that a comma (,) always follows the name.

Students plan, write and proofread their letters. When they have finished, they can 'post' their letter to a partner, who proofreads and comments on it. Remind students to check their partner's work for spelling, punctuation, usage and grammar. They can then write final drafts and display them in the classroom.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use grammatically correct and appropriate technical language when speaking
- use previous experience, knowledge of current issues and information previously learnt to make connections and draw conclusions about what is read
- make predictions and inferences from the text by citing text-based evidence
- produce a variety of formal authentic business texts (e.g. product report)
- use and spell appropriate academic vocabulary correctly when writing

Materials

- Student's Book pages 66–67
- Dictionaries
- Glossary – Student's Book pages 95–96
- Activity Book: Module 5 – pages 46–47

Student's Book, pages 66 and 67

Tip! When you are working out the meaning of a word, check its prefixes and suffixes for meaning too.

Vocabulary

1 **DW** The words in the box below are all related to trade. Check the meaning of any word(s) that you do not know in the Glossary on pages 95–96 or in a dictionary. Using as many of the words as you can, try to write a few sentences about what trade is.

agreement dominate export (n) extraction
Gross Domestic Product import (n) reserve (n)

Speaking

2 Work in pairs. Discuss these questions.

- 1 Why do countries need to export and import goods?
- 2 Why should our community buy Jordanian goods?
- 3 Which of the following goods do you think Jordan exports?

fertiliser gas knitwear minerals
oil pharmaceuticals vegetables

Reading

3 Read the business report about Jordanian imports and exports. Check your answers to exercise 2.

Our country's imports and exports

In this report, we will look at the countries that Jordan trades with and what goods it exports and imports.

First, let's look at exports. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world.

5 (1) _____ Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's pharmaceuticals are exported. (2) _____ Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

Now let's look at imports. Unlike some other countries in the Middle East, 10 Jordan does not have large oil or gas reserves. (3) _____ Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6% of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6% of its imports. Other imports have come from China and the United States.

Jordan has more free trade agreements than any other Arab country, and it 15 trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. (4) _____

4 Read the report again. Complete the text with these sentences.

- A Trade with the EU and North Africa in particular is likely to grow.
- B However, the majority (65%) of the economy is dominated by services, mostly travel and tourism.
- C Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers.
- D For that reason, Jordan has to import oil and gas for its energy needs.

Vocabulary: Page 66, exercise 1

- 1 **DW** Ask students to look at the top photograph and describe what they can see. Teach any new vocabulary, e.g. *docks, cargo ships, containers, load*, etc.
- Ask students to read aloud the words in the box. Explain that trade is the exchange of goods and services, usually for money. Check their pronunciation, especially the stress. If they are not sure about where the stress is, ask them to check that in their dictionaries too and mark it on the words. Ask *What does '(n)' stand for? (noun)* Ask *What does ex- mean? (out)* Read through the *Tip!* box and remind them that they should look at parts of words to help them to work out the meanings. Some affixes, like *ex-* will help them. Endings of words such as *-ment* in *agreement* will help them to decide the part of speech, i.e. noun.

Give students time to work out the meanings. Ask individuals to give definitions. Check if the rest of the class agrees. Tell them that they will encounter these words in the report in exercise 3.

Once students know what the words mean, discuss how they could be used to discuss trade. Go through some ideas with the class and write any good sentences on the board. Explain any misconceptions.

Answers

Students' own answers

Speaking: Page 66, exercise 2

2 Ask students if they can tell you about any imported goods that they use or have bought. Students then work in pairs to ask and answer the questions. Give them time to do this and then have a class discussion. You can write notes of their answers on the board but do not tell them if they are correct or not. They will get the chance to check their answers.

Answers

Students' own answers

Reading: Page 66, exercises 3 and 4

3 Ask students to look at the two photographs beside the text and describe what industries they can see (*the mineral extraction industry and the farming industry*).

Explain that they are going to read a business report. Ask *Would you expect this to be formal or informal? (formal) What else might you expect to find in a report about imports and exports? (statistics, information on the goods imported or exported)*. Explain that it is a good idea to take a minute to think about what they will be reading about. Doing this will help them to understand the text.

Students read the report to check their answers to exercise 2. Tell them that they should ignore the numbered gaps for the moment. They are only reading to find the answers to the questions. Go over the answers as a class. Make sure they know that *EU* stands for *European Union*.

Answers

- 1 They export goods to make money, and they import goods that they don't grow or manufacture themselves.
- 2 Our community should buy Jordanian goods in order to support Jordanian industries.
- 3 fertiliser, knitwear, minerals, pharmaceuticals, vegetables

4 Choose students to read the sentences aloud. Check that they understand all the vocabulary.

Advise students to read the report again and then try to complete it with the missing sentences. Remind them that they should read the sentences before and after the gaps before inserting the sentences. They should then re-read the whole report to check that it makes sense. Students can compare answers in pairs before you check as a class. Choose students to read the report aloud.

Answers

1 C 2 B 3 D 4 A

Comprehension

5 Read the report again and answer the questions.

- 1 What does the article suggest that many of Jordan's fertilisers are made from?
- 2 Why does Jordan import a lot of oil and gas?
- 3 Which country supplies Jordan with most of its imports?
- 4 Why is trade with the EU and North Africa likely to grow?

Vocabulary

6 Choose the correct word(s) to complete the text about exports from Jordan to the European Union.

exported had exported imported was exported
 was imported were exported

Jordan has sold goods to the EU for many years. In fact, it (1) _____ many products to the EU even before the 1997 CE trade agreement was made. The chart shows goods that Jordan (2) _____ to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals (16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery (3) _____ to the EU. The section called 'other' included sales of goods related to forestry and mining.

Reading strategies

Reading between the lines

- Read the questions carefully and look for any information in the text that relates to the question. The answers to some questions might not be obvious.
- Look for words and phrases that could give you a clue to the answer.
- Try to 'read between the lines': what meaning is implied, even if it is not said directly?
- Read the question again. Can you answer it now?

Tip! Read all the possible answers before you decide on the correct one.

Speaking

7 Exercise 6 analyses the chart of exports from Jordan to the EU. Use this paragraph to note down ideas about the second chart. Then, discuss the chart with a partner, analysing exports from the EU to Jordan.

Exports from Jordan to the EU

food and live animals

chemicals

metals

machinery

manufactured goods

other

Writing

8 Choose or invent a product. Note down its good and bad qualities. Write a paragraph of 100 words about it, ending with your opinion.

Exports from the EU to Jordan

food and live animals

chemicals

manufactured goods

machinery

metals

other

Quotation Read the quotation. Do you agree with it? Why/Why not?

Unless the exchange be in love and kindly justice, it will but lead some to greed and others to hunger.
 Gibran Khalil Gibran (1883 CE–1931 CE)

Comprehension: Page 67, exercise 5

5 Read through the *Reading strategies* box with the class. Then choose students to read the questions aloud. Let them work in pairs to answer these questions as they need a little more thought than ordinary comprehension questions. Get students to discuss the questions and write the answers. Check answers as a class.

Answers

- 1 They are made from potash and phosphate, as this is what Jordan is rich in.
- 2 Jordan imports a lot of oil and gas because it does not have enough of its own reserves for the needs of the country.
- 3 Saudi Arabia
- 4 Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas.

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Module 5 – Unit 9

Vocabulary: Page 67, exercise 6

- 6 Indicate the different parts of the exercise to the students – the rubric, the box of words, the text to be completed and the pie chart. Ask *How many gaps are there in the text? (3) How many words are in the box? (6) What does the pie chart show? (exports from Jordan to the EU)*

Read through the **Tip!** box with the class. Answer any questions that the students might have. Ask them to complete the text on their own before checking in pairs. Check answers as a class.

If you wish, you may choose one or more of *Games 1, 5 and 9* in the *Vocabulary games* section of the Teacher's Book, pages 161–163 to provide students with extra vocabulary practice.

Answers

1 had exported 2 exported 3 were exported

Speaking: Page 67, exercise 7

- 7 Ask students to read the rubric and to explain what they have to do in their own words. Explain that they can use exercise 6 to help them (with vocabulary, etc.), but that they should come up with their own description and analysis of the chart. Remind them that they have studied this type of chart in *Action Pack 11*, Student's Book, page 55.

Get them to write notes so that they can share their findings. Correct any mistakes that impede understanding while they are sharing, and any that mar fluency at the end. You can ask, while monitoring *How did you arrive at this conclusion?* to ensure students can explain and analyse their thought processes.

Answers

Students' own answers

Writing: Page 67, exercise 8

- 8 Read through the rubric with the class. Ask students for some ideas of Jordanian products that they could write about. Ask them what they like about the products and what they don't like.

You could then ask them about subjective views on, and objective aspects of, this product. How do their own opinions and others' intersect? Could we say that a majority negative opinion is a definite negative quality?

Ask students what they would say if someone asked them for a recommendation. Explain that they should keep the tone of this piece of writing similar to the informal letter, but that they can use any technical language they need to describe the product.

Encourage them to use dictionaries as much as they need for this, but remind them to practise detailed dictionary work and to check the usage and spelling of the words they choose in an English language dictionary.

Answers

Students' own answers

Quotation

Ask students to read the quotation. Ask them what they think it means. (*It is likely that Gibran is talking about trade here, since he references 'some' and 'others', which could mean the general population of a country. He is talking about mutual respect, and this could be applied to any exchange, as well as trade.*) Can students translate the quotation? A suggested translation is as follows:

ما لم تتعاملوا بينكم بالمحبة والعدل، فإن الجشع سيسيطر على بعضكم بينما الآخرون يتضورون جوعاً.

Ask students to tell you what they know about Gibran Khalil Gibran. He was born in Bsharri, Lebanon, in 1883 CE, and was a poet, artist and philosopher. He died in 1931 CE, in New York.

Ask students to work in pairs and suggest why Gibran said this. They then share their ideas with the class. Gibran is perhaps commenting on the emergence of capitalism and urging people to continue thinking about the human side of it.

Activity Book, pages 46 and 47, exercises 9 and 10

For exercise 9, ask students to read through the web page first, ignoring the gaps. Then ask them to read aloud the missing sentences. Ask them to look at each sentence and say what they need to know. They should underline the important words in each sentence – the words that link to another part of the text. This will help them to place the sentences correctly. For example:

a and b What does 'it' refer to?

c What does 'instead' refer to? We have to look round the room instead of what?

d What does 'For example' refer to? What are we given examples of?

e What does 'That' refer to?

f This is a question. Is there an answer to it?

g This is also a question. Is there an answer following it?

Ask students to do the task individually before checking answers as a class. Make sure students can explain exactly how the sentences fit.

For exercise 10, tell students to read the text again, find the words and match them with their definitions. They should remember to read before and after the relevant sentence to confirm their answers. Check answers as a class.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use various textual and grammatical clues to predict and show understanding of ideas when listening
- recognise how tone of voice, gestures and other non-verbal clues help clarify meaning when listening
- listen to a reasonably lengthy talk by a native speaker and take notes or fill in tabular forms with specific information
- make a list of organisational patterns and select the best one for a short essay
- use a multimedia presentation to demonstrate understanding of a theme or issue of general interest
- use multiple Internet sources to gain information for oral and written reports on a variety of academic topics
- use features of electronic information to form electronic projects
- use electronic spelling and grammar checking programs to edit final drafts

Materials

- Student's Book pages 68–69
- Cassette/CD
- Activity Book: Module 5 – page 47

Student's Book, pages 68 and 69



Speaking

1 Work in pairs. Discuss these questions.

- 1 Have you ever travelled by plane?
- 2 Where do you think you can fly to in the world directly from Jordan?
- 3 Do you think there are more or fewer planes in the sky today? In your opinion, is this a positive or a negative development? Why?

Listening

2 Listen to an interview with a former pilot from Royal Jordanian Airlines, and answer the questions.

- 1 How many planes did the airline have in 1964 CE?
- 2 Who did the airline help in 2014 CE, and in what way?

Comprehension

3 Listen again and choose the correct answer.

- 1 What was the destination of the airline's first flight?
A Beirut B Cairo C Kuwait City D Amman
- 2 How many people did the airline carry in 1964 CE?
A 4,200 B 39,000 C 87,000 D 3.3 million
- 3 What happened in 1965 CE?
A Royal Jordanian began to use modern jets.
B Royal Jordanian first flew to Europe.
C Royal Jordanian became the main airline in the Arab world.
D Royal Jordanian flew directly to New York.
- 4 When did Alia change its name to Royal Jordanian Airlines?
A 1977 CE B 1986 CE C 1999 CE D 1965 CE
- 5 How many people does Royal Jordanian employ today?
A 600 people B 4,500 people C 750 million people D 3.3 million
- 6 What is helping charities an example of?
A the airline's corporate responsibility B the airline's revenue
C the airline's plans to expand D the airline's wish to help orphans

Grammar: Unreal past forms for present wishes

4 Choose the most suitable verb form to complete these sentences.

- 1 Ziad is not very good at basketball. He wishes he _____ taller! (is / were / was)
- 2 I can't do this exercise. I wish I _____ it. (understood / understand / understanding)
- 3 Mr Haddad does not understand the Chinese businessman. If only he _____ Chinese. (speak / spoke / had spoken)
- 4 Jordan needs to import a lot of oil. If only it _____ larger oil reserves. (has / had / had had)

Listening strategies

Listening for numbers

- When there are a lot of numbers in a recording, first write down the numbers you hear.
- When you listen again, make a note of what the numbers refer to.
- While listening, be careful to distinguish between numbers that are easily confused, such as *thirteen* and *thirty*.

Speaking: Page 68, exercise 1

- 1 Ask *Who likes flying? Why/Why not?* Let students discuss these questions in pairs. Then ask for some answers and have a class discussion.

Answers

Students' own answers

Listening: Page 68, exercise 2

- 2 Explain to students that they are going to hear an interview with someone who used to be a pilot with Royal Jordanian Airlines. Read the two questions. Ask *Do you think the airline will have changed much since 1964 CE? In what way?*

Play the cassette/CD while students listen to take notes and answer the questions. Elicit answers.

Audioscript

Presenter: In 2013 CE, Royal Jordanian Airlines celebrated its fiftieth year at the Queen Alia International Airport in Amman. We talk to Mr Khatib, a former pilot who tells us about the important moments in the airline's history. Mr Khatib, could you tell us about when the airline began?

Mr Khatib: The first ever Royal Jordanian flight flew from Amman to Beirut in Lebanon in 1963 CE. In those days, the airline was called Alia, after the King's daughter. Later that year, there were flights to Cairo and Kuwait City.

Presenter: Were the planes very different then?

Mr Khatib: Oh yes! We had much smaller planes then. Because the planes were small, the duration of the flights was quite short. In 1964 CE, Alia had just two planes, which carried 87,000 people on around 4,200 flights.

Presenter: That sounds like quite a lot of people!

Mr Khatib: Today, Royal Jordanian carries 3.3 million passengers on 39,000 flights using 33 planes! So you can see the airline has grown enormously.

Presenter: What other dates were important for the airline?

Mr Khatib: I remember the year 1965 CE, when there was the first flight to Europe. It flew to Rome in Italy. By 1970 CE, we began to use modern jets and we had become the main airline in the Arab world. In 1977 CE, we began the first direct flights to New York.

Presenter: When did Alia change its name to Royal Jordanian Airlines?

Mr Khatib: That was in 1986 CE. By then, it was flying to destinations in Asia, North America and Africa.

Presenter: When did you stop being a pilot?

Mr Khatib: I retired when I was 60, in 1999 CE. If only I were younger!

Presenter: Do you wish you were still flying today?

Mr Khatib: Yes! I wish that I had the opportunity to fly the latest jets. They are now so comfortable and filled with the latest technology.

Presenter: How big is Royal Jordanian Airlines today?

Mr Khatib: Today it flies to 60 destinations around the world and employs 4,500 people. There are plans to expand routes further and increase flight frequencies.

Presenter: So it is a very successful business.

Mr Khatib: Yes, its revenue is about 750 million Jordanian dinar, but the company has a good record of corporate responsibility.

Presenter: In what ways?

Mr Khatib: Royal Jordanian supports various charities. For example, in 2014 CE, it took 200 orphans to visit the Children's Museum of Jordan. Every year, it helps Jordan's orphans and children with special needs.

Presenter: Thank you. That sounds like a real success story.

Answers

1 two 2 It helped 200 orphans by taking them to visit the Children's Museum of Jordan.

Comprehension: Page 68, exercise 3

3 Draw students' attention to the *Listening strategies* box and read it through with them. Practise the difference between *thirteen* and *thirty*. It is often difficult to hear the difference between them – even for native speakers. The stress pattern is different: *thirteen*; *thirty*. Let the students practise saying different numbers to each other to see if they can hear the difference.

Give the students time to read through the questions silently and ask for clarification if necessary. You might like to go over how the numbers are said. Remind students that *hundred* and *thousand* are always singular, e.g. *four thousand*, *two hundred*; decimal points are always spoken e.g. *three point three*; years are spoken e.g. *nineteen sixty-five*.

Play the cassette/CD again while students answer the questions. Let them check their answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

1 A 2 C 3 B 4 B 5 B 6 A

Grammar: Unreal past forms for present wishes: Page 68, exercise 4

4 Write the following sentence on the board: *If I were you, I wouldn't go to that restaurant.* Ask *What time are we speaking about? (present)* Ask *What verb tense are we using in the 'if' clause? (past)*. So here we use the past tenses to speak about the present. Earlier in the unit, we used the Past Perfect to speak about the past. Explain that these are similar sentences to Lesson 2, except they are about now. Let students work in pairs to complete the sentences and then check as a class. This might be the most convenient time to provide students with extra practice on unreal past forms. Go to *Game 5* in the *Grammar games* section of the Teacher's Book, page 166. Encourage students to enjoy the activity, but at the same time, make sure they are using unreal past forms correctly.

Answers

1 were 2 understood 3 spoke 4 had

Activity Book, page 47, exercise 11

Exercise 11 provides further practice of unreal past forms for present wishes. Ask students to do this individually so that you check if any students are still having problems with these structures.

Pronunciation: Sentence stress (2)

5 Listen to this sentence said in four different ways. Match each one to its implied meaning.
The first ever Alia flight was in 1963 CE.
a There were other flights before 1963 CE, but not Alia flights.
b Alia's first flight was not in 1964 CE.
c There were no Alia flights at all before 1963 CE.
d Alia did other things before its first flight in 1963 CE.

6 The word in bold in each sentence indicates the stress. Say the sentences. How does the meaning of each sentence differ?
a I retired when I was 60, which was in 1999 CE.
b I **retired** when I was 60, which was in 1999 CE.
c I retired when I was 60, which was in 1999 CE.
d I retired when I was 60, which was in 1999 CE.

Speaking

7 Work in pairs and discuss these questions.
1 Which are the most interesting places that you have visited in Jordan?
2 Which do you think are the best places for tourists to visit in Jordan?
3 How important do you think tourism is to the Jordanian economy?

Listening

8 Listen to a radio programme about Jordan's tourism industry. At what rate is the tourism sector growing annually?

Comprehension

9 Listen again and answer the questions.
1 What percentage of the country's workforce is in tourism?
2 Why has money been invested in some of the historic cities?
3 Why do tourists usually like to go to Aqaba?
4 Why have loans and grants been given to areas of the country that tourists do not usually visit?
5 What examples are given of the different types of tourism that are being promoted?

Speaking

10 Work in pairs and give your preferences and opinions.
1 Would you prefer an activity holiday or a beach holiday? Why?
2 Would you rather go to a natural attraction or a historic city? Why?
3 In your opinion, should more money be spent on tourist facilities? Why/Why not?
4 If you worked in tourism, would you prefer to work for a hotel, restaurant, tour company or something else?

Writing

11 Write a review of a hotel or restaurant that you have been to. Write about 200 words. Refer to page 79 of the Activity Book for guidance.

Speaking strategies

Using correct sentence stress

- The part of the sentence which is stressed is the most important point, so you need to think carefully about the meaning that you wish to imply.
- Listen to the recording and repeat the sentences you hear. Practise saying other sentences with the stress in different places.



Writing strategies

Expressing opinion in reviews

When writing a review, you need to develop different ways of showing how the event/restaurant/hotel affected you.

- Try using a spider diagram to give yourself ideas for the description in the review. This way you will have a bank of ideas before you start to plan.
- Balance each negative idea with a positive one as much as possible. You should write logically, even if the experience has been unpleasant.
- Reviews are not formal writing. Imagine that your readers are people with viewpoints, experience and needs that are similar to yours.

Pronunciation: Sentence stress (2): Page 69, exercises 5 and 6

5 Read through the rubric with the class and the sentences in the box. Refer them to the *Speaking strategies* box. Remind students how the meaning of the sentence can change depending on how you stress certain words. Give them an example. Write the sentences on the board, underlining the words as shown here: **a** I bought a phone. **b** I bought a phone. Ask students to read the sentences aloud, stressing the words indicated. Ask what difference the stress makes. In **a**, I'm telling you it was me who bought the phone, not somebody else. In **b** I'm telling you I bought a phone and not something else.

Choose students to read the sentence without any particular stress. Explain that they will hear this four times, each with a different element stressed. They need to match each sentence they hear to the explanation in the box. Students read through the sentences in the box. Give them the opportunity to ask any questions. Play the cassette/CD. Check answers as a class.

Audioscript

- 1 The **first ever** Alia flight was in 1963 CE.
- 2 The first ever **Alia** flight was in 1963 CE.
- 3 The first ever Alia **flight** was in 1963 CE.
- 4 The first ever Alia flight was in 196**3** CE.

Answers

1 c 2 a 3 d 4 b

- 6 Do the first one as a model for the class. Then let the students practise in pairs. Monitor as they are reading the sentences. Ask different pairs, e.g. Are you reading sentence 3? As a class, ask students to choose a sentence and read it to the class. The rest of the class will say which sentence they are reading.

Answers

- a It was I, not someone else, who retired.
- b I did other things when I was 60, but this is when I retired.
- c I was 60 when I retired, not another age.
- d It was in 1999 CE when I retired, not another year in the 1990s.

Speaking: Page 69, exercise 7

- 7 Ask students where they go on holiday. If they go somewhere in Jordan, where do they go? Do they see a lot of other tourists there? Ask them to look at the two photographs and ask if they have visited them. What did they think of each place?

Let students read through the questions silently and clarify any issues. They work in pairs while you monitor. Note down any errors they make and go over them at the end of the activity. Discuss the questions as a class and compare ideas.

Ask students to comment on the way their partner spoke about the places. Did their tone of voice change when they were speaking about somewhere they particularly liked? Did they use any gestures to help to explain what they meant? Point out that when they are listening to people speaking, they should also be aware of these things as that can tell them a lot about how the speaker actually feels.

Answers

Students' own answers

Listening: Page 69, exercise 8

- 8  Tell the students that they are going to hear a monologue – just one person speaking. Again they will hear a lot of numbers. Remind the students about the *Listening strategies* box on the previous page. Read the rubric with the class. Play the cassette/CD and elicit the answer.

Audioscript

In today's business programme, we look at one of the most successful businesses in Jordan, and that is Jordan itself! Thousands of tourists want to visit the country each year, thanks to its culture, historical sites and beaches.

This is good news for all of us. Tourism is one of the most important sectors of the economy. The country receives more than three million tourists a year, and they generate about three billion dollars of revenue. This contributes thirteen per cent of the country's Gross Domestic Product. Around six per cent of the country's workforce are employed in tourism, including hotel and restaurant staff, guides and people working for tour companies. Jordan already has a good tourist infrastructure so that visitors can easily travel to the main sites. However, the Ministry for Tourism and Antiquities is working hard to promote Jordan as a tourist destination for both the domestic and overseas market. To do this, money has been invested in some of Jordan's most historic cities, including Salt, Jerash, Karak and Madaba.

So which places do tourists prefer when they visit Jordan? Some would rather go to historic sites such as Jerash and Petra. Others prefer to see natural attractions such as the Dead Sea or the desert of Wadi Rum. Others like the beaches and diving at Aqaba.

The ministry wishes that people would visit all areas of the country and not only these established destinations. Loans and grants are being given to other areas of the country to promote different types of tourism. For example, tourists can enjoy adventure sports such as rock climbing, hiking and scuba diving. Shopping is also being promoted for tourists in Amman, Aqaba and Irbid.

Jordan's economy is growing by about three per cent annually, but the tourism sector is growing at more than 10 per cent annually. No wonder tourism is such an important business.

Answer

more than 10 per cent annually

Comprehension: Page 69, exercise 9

- 9  Ask students to read through the questions silently and clarify any problems. Play the recording again and give students a chance to answer the questions. Tell them to take notes as they are listening. Then give them time to write the answers properly. Check answers as a class.

Answers

- 1 About six per cent of the workforce is in tourism.
- 2 It has been invested in order to help to promote Jordan as a tourist destination.
- 3 They like going there because of the beaches and diving.
- 4 The government want tourists to visit these places and so they are trying to promote different kinds of tourism.
- 5 Rock climbing, hiking, scuba diving and shopping are being promoted as adventure sports for tourists.

Speaking: Page 69, exercise 10

- 10 Read through the questions with the class. Ask each question to one or two students to help to give them some ideas. Then let the students discuss the questions in pairs. Monitor as they are speaking. Remind them that they will be writing about tourism and so they should discuss the questions as thoroughly as possible. Do not interrupt them, as at this stage they should be practising fluency. If they make any serious mistakes, go over these as a class at the end of the activity.

Answers

Students' own answers

Writing: Page 69, exercise 11

- 11 Run through the rubric and ask students to talk to a partner about an experience at a restaurant, hotel, or holiday resort. It can be positive, negative or neutral. Ask them to explain what exactly made the experience positive, negative or neutral. Get a few strong students to share their experiences.

It is especially important to focus on the difference between the student's opinion and fact, so get students to give feedback about which details are which within their descriptions.

Then, go to page 79 of the Activity Book and get students to read the sample review. Is this review positive, negative or neutral? (*It is negative, but it has a few positive things to say.*) Get students to find examples of the negatives and the positives.

Next, get students to underline any parts of the text which are opinions and any parts which are facts. Then discuss exactly how the writer mixes the two. Where in the review does the writer explicitly give his opinion? (*the very beginning and the very end*)

After that, get the students to look at the labels below the text and use them to label the parts of the review.

Go through the **Writing strategies** and answer any questions students may have. Remind them of what a spider diagram is, by referring to *Action Pack 11*, Teacher's Book, page 36.

Get students to plan their reviews and then to write and check. Note that they can organise their reviews in any way they like, provided that they end with a recommendation for the reader. The most effective reviews always have their audience in mind. Make sure that they include language of regret. Remind students to use electronic spell-checking programs as well as dictionaries to check their work. They can then give their finished reviews to their partner to proofread and edit. Have they followed the guidelines in the **Writing strategies**?

Answers

introduction – paragraph 1; general overview – paragraph 2; conclusion and recommendation – paragraph 3
Students' own answers

Activity Book, page 47, exercises 12, 13 and 14

Read through the rubric and questions in exercise 12. They can do this in pairs if you wish. Go over the questions orally and elicit some suggested answers. Students then write their own answers. They may need to answer the questions in more detail in their notebooks.

For exercise 13, students should use the information from exercise 12 to create their e-presentation. Explain that they will only present to each other in groups of four, so it is quite a relaxed atmosphere. Even so, they need to use this opportunity to create well-presented and clear slides with notes rather than full sentences and attractive designs and photographs to catch the audience's eye. Run through aspects of persuasive language such as rhetorical questions and phrases. Give them time to prepare their presentations, at home, in the school library or in class, and then put them into groups of four and get them to give a presentation advertising their holidays to each other. Remind them they are selling their holiday, so they have to be persuasive. Monitor and note down any problematic language to correct as a class at the end, and get students to give constructive feedback at the end of each talk. If possible, have each group present in a quiet space so they are not distracted.

In exercise 14, students write a review of a holiday that one of their group members has presented. Remind them of the features of reviews and tell them to write a detailed plan of their work, including an introduction that enumerates the general success or failure of the holiday, one or two paragraphs to comment on specifics (if it is a balanced review, for instance, it is better to write two paragraphs for the body text, whereas if it is a fully negative one they might use just one paragraph to explain why, and perhaps put one positive comment in the conclusion). Remind them to use descriptive language, and to include a recommendation to their audience at the end.

LESSON 7

Project

Student's Book, page 70

Explain that the students are going to do a project about the meaning of success. They will do this by discussing questions about success in groups, then following this up with research about a successful person and another analysis of the questions. The person that they choose can be from the past or the present.

Begin the task by eliciting examples of successful people. Write these on the board and ensure you ask students why they think these people are successful.

Read through the task with the students, answering any questions as you read. When you get to point 3, indicate the **Academic skills** box to the class. Go through it point by point. Explain to the students that they should always list the sources they used – just as in a book there would be a bibliography. Remind them that this is their English project. You do not want them to copy websites word for word. They should take notes and then put the information into their own words. Remind them that you will check the sources they list to see if they have done this.

Stress the importance of organisation, which will help to make their work clear and easy for others to understand. Check that they understand what a topic sentence is – it essentially tells the reader what the rest of the paragraph will be about.

Explain to students that they should discuss the questions without feeling as if there is any 'correct' answer. The questions are there to make them think critically and to challenge their opinion.

When they choose the person they write about, they should make sure they have a good reason for doing so and be able to explain this. They should link their choice of person to their answers to the questions.

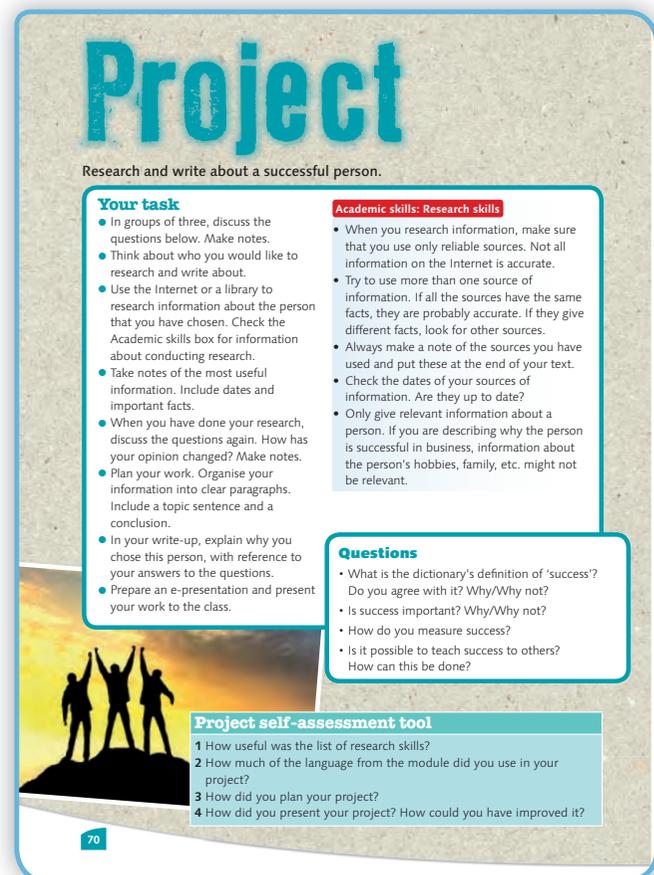
Students can do this project individually or in small groups. If they do it in groups, each student should have a task to complete. They also need to decide how they will present their findings to the class. They can do it as an e-presentation or as a paper one.

Students present their work. Give the class an opportunity to ask any questions and comment on the presentation.

Explain that you will be listening for good questions and comments from the class. It is as important to be able to listen and comment as it is to present. It is very good for their listening skills as well.

To assess students, choose the most relevant *Project assessment* strategy on page 147 of the Teacher's Book and use it to chart students' progress. In terms of students' self-assessment, refer them to the *Project self-assessment tool* and ask them to answer the questions after they have finished.

Now, direct students to *What I can do* on page 48 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.



The image shows a worksheet titled 'Project' on a textured background. At the top, it says 'Research and write about a successful person.' Below this are three main sections: 'Your task', 'Academic skills: Research skills', and 'Questions'. At the bottom, there is a 'Project self-assessment tool' with four numbered questions. A small illustration of three people celebrating is visible in the bottom left corner of the worksheet area.

Project

Research and write about a successful person.

Your task

- In groups of three, discuss the questions below. Make notes.
- Think about who you would like to research and write about.
- Use the Internet or a library to research information about the person that you have chosen. Check the Academic skills box for information about conducting research.
- Take notes of the most useful information. Include dates and important facts.
- When you have done your research, discuss the questions again. How has your opinion changed? Make notes.
- Plan your work. Organise your information into clear paragraphs. Include a topic sentence and a conclusion.
- In your write-up, explain why you chose this person, with reference to your answers to the questions.
- Prepare an e-presentation and present your work to the class.

Academic skills: Research skills

- When you research information, make sure that you use only reliable sources. Not all information on the Internet is accurate.
- Try to use more than one source of information. If all the sources have the same facts, they are probably accurate. If they give different facts, look for other sources.
- Always make a note of the sources you have used and put these at the end of your text.
- Check the dates of your sources of information. Are they up to date?
- Only give relevant information about a person. If you are describing why the person is successful in business, information about the person's hobbies, family, etc. might not be relevant.

Questions

- What is the dictionary's definition of 'success'? Do you agree with it? Why/Why not?
- Is success important? Why/Why not?
- How do you measure success?
- Is it possible to teach success to others? How can this be done?

Project self-assessment tool

- 1 How useful was the list of research skills?
- 2 How much of the language from the module did you use in your project?
- 3 How did you plan your project?
- 4 How did you present your project? How could you have improved it?

70

MODULE 6

Student's Book, page 71

OPENER

Look at page 71 with the students. Point out that this page tells them what they will be doing in the sixth module. They are going to look at different career choices. Ask the students to describe each photograph and to try to answer the questions. If they cannot answer, tell them that they will find out more later on in the module. Photograph **a** shows a pharmacist getting a prescription. Photograph **b** shows people attending a conference. Photograph **c** shows a young doctor. Photograph **d** shows an employer showing a job application to an applicant.

Then ask students questions about themselves, for example:

Do you think you could be a doctor? Why/Why not?

Have you ever attended a conference? If so, what was it about?

Choices

MODULE 6

a What do you think this person is doing?

b What are these people doing? Do you think they all have the same nationality?

c Would you like to be a doctor? Why/Why not?

d What do you think is happening in this photograph?

Choices

Overview

- read about a career of an interpreter, curriculum vitae and covering letters
- listen to a radio programme about careers and an interview with a woman talking about career change
- use vocabulary related to skills
- use zero and first conditionals with future time phrases and the third conditional
- talk about career choices, and evaluate applicants for a job
- write a curriculum vitae and a covering letter

Overview

- read about a career of an interpreter, curriculum vitae and covering letters
- listen to a radio programme about careers and an interview with a woman talking about career change
- use vocabulary related to skills
- use zero and first conditionals with future time phrases and the third conditional
- talk about career choices, and evaluate applicants for a job
- write a curriculum vitae and a covering letter

Project

Research your future career choices and carry out a job interview.

71

Unit 10 Career choices

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- make inferences based on implicit and explicit information and provide justification for inferences
- use grammatically correct and appropriate language for audience, purpose and topic
- organise and sequence information and ideas logically with appropriate conjunctive adverbs

Materials

- Student's Book pages 72–73
- Dictionaries
- Glossary – Student's Book page 96
- Cassette/CD
- Activity Book: Module 6 – pages 49–50

Student's Book, pages 72 and 73

Unit 10 Career choices

Research box
? What are the six official languages used at the United Nations?

My job as an interpreter
My name is Fatima Musa and I have worked as an interpreter for five years. Many students have emailed me about my work because they want to know what it would be like to do my job. So here is my reply.
I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with him. When we visited a country, I always wanted to learn the language.
At school I was very good at English. Therefore, I decided on a career as an interpreter.
My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what they say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are saying.
Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the

Grammar
zero and first conditionals with future time phrases; the third conditional

Before you begin
1 Work in pairs. What do the photographs above represent? At international conferences, how do people from different countries understand each other?
2 DW Which of the following can help you to understand foreign languages? Check the meanings of any word(s) that you do not know in the Glossary on page 96 or in a dictionary.
headphones interpreter regional rewarding secure seminar translation
3 Fatima Musa is talking about her career as an interpreter. Listen and read. Check your answers to exercise 1.

25 USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!
30 Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, it is a secure and rewarding job. You will probably need to travel a lot, but that is not a problem as long as you enjoy visiting other countries.
It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

72

Before you begin: Page 72, exercises 1, 2 and 3

- 1 Look at the title of the unit with the class. Ask them what career they would like to follow. Then ask them to look at the photographs and describe what they

can see. Tell them that they will have more precise answers after they read the talk in exercise 3.

Then, ask them to discuss the second question. Elicit ideas from the class, making sure they justify their answers. Explain that they will read more about this in exercise 3 and be able to check if they are correct.

Answers

Students' own answers

- 2 DW Choose students to read the words in the box aloud. Tell them that they will encounter these words in the text in the following exercise and remind them that they have already come across the word 'translation' in Unit 5 and that it is found in the Glossary under Module 3. Check their pronunciation of all the words. They can check this in their dictionaries or in the Student's Book Glossary. Ask them to read the rubric and complete the exercise in pairs. Check answers with the class.

Ask what a person who translates information is called (*a translator*). Point out that personal nouns can end in *-er* (*interpreter*) or *-or*. Students need to learn the endings as there are no specific rules.

Answer

interpreter, translation

- 3 Read the rubric with the class. Ask them to explain what an interpreter does (*e.g. translates information from one language to another while listening*).

Discuss with the students if they would like to be an interpreter. Ask *Do you think it would be a difficult job? Why/Why not?*

Remind students to read the questions in exercise 1 again. Play the cassette/CD and ask students to read while listening. Check answers as a class.

Answers

a a microphone and headphones

b an interpreter

c a conference

At international conferences, people from different countries talk to each other through interpreters. The interpreter listens to what is said through headphones and then translates it into the listener's native language while the speaker is talking. The interpreter gives the translation through headphones to other people at the meeting.

Research box

Ask students if they know the answer to the question. If not, give them time to investigate it and report back in the next class. They can consult books in the school library or a public library (for example encyclopaedia) or they can conduct an Internet search.

Answer

The six official languages of the United Nations are Arabic, Chinese, English, French, Russian and Spanish. They are the mother tongue or second language of 2.8 billion people, nearly half the world's population.

Activity Book, page 49, exercises 1, 2 and 3

For exercise 1, ask students to read aloud the words in the box. Ask different students to give definitions of them. Students then complete the sentences with the words. Ask for volunteers to read the sentences aloud.

In exercise 2, students have to choose between two words. Advise them to use their dictionaries if they need help understanding the differences. Students compare answers. Check as a class.

In exercise 3, students test their knowledge of prepositions. Ask them to work individually at first to complete the exercise, and then discuss their answers with a partner. Check answers as a class.

Comprehension: Page 73, exercises 4 and 5

4  Ask students to read the instructions. Point out that they need to complete the sentences with information from the talk in exercise 3. Play the recording again while students read the text again and make notes. Then give them time to check their answers and finish them. Check answers as a class.

Answers

- 1 important conferences and seminars around the world.
- 2 a lot of specialist language.
- 3 be able to become an interpreter.
- 4 a job as an interpreter quite quickly.
- 5 you enjoy visiting other countries.

5 Ask the students to discuss the questions in pairs. Invite students to feed their answers back to the class. Discuss as a class exactly what might make a good interpreter. Suggestions include language aptitude and ability to multitask. As an extension, the class could consider the different skills needed for translation and interpretation.

Answers

Students' own answers

Grammar: Zero and first conditionals with future time phrases: Page 73, exercise 6

6 Remind students of the difference between these two conditionals. Write the following on the board:

If you heat ice, it melts.

If you go to Jerash, you will see amazing ruins.

Ask them to try to explain the difference between the two sentences. Establish that in the first one, this is what always happens – it is a scientific fact. This is the zero conditional. In the second one, it will happen only if you go to Jerash. The condition is that you go to Jerash. There are amazing ruins at Jerash and you will see them if you go. This is the first conditional.

Ask students to look at the form of each conditional. In the zero conditional, you need the Present Simple in each clause. In the first conditional, the 'if' clause also uses the Present Simple, but the other clause (the 'result' clause) uses *will* followed by the infinitive of the main verb.

Ask students to look at the sentences in pairs and choose the correct answers. They should also look at the words that are used instead of *if* and decide what the difference in meaning is. Refer them to the **Tip!** box for more guidance. Check answers as a class. Elicit that *unless* means *if not*; *when* suggests that there is no condition – it will happen in any event. If they need further guidance, direct the students to the *Grammar notes* on page 67 of the Activity Book.

Answers

- 1 will 2 will need 3 will be 4 understand

Comprehension

4  Listen to and read the talk again and complete the sentences.

- 1 Fatima Musa's job involves going to ...
- 2 As well as knowing regional English, you also need to know ...
- 3 Unless you have a language degree, you will not ...
- 4 Provided that you have a postgraduate qualification, you will probably get ...
- 5 You will probably need to travel a lot, but that is not a problem as long as ...

5 Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not? Discuss with a partner.

Grammar: Zero and first conditionals with future time phrases

6 Choose the correct option to complete the sentences.

- 1 Unless you have a language degree, you *do / will* not be able to become an interpreter.
- 2 If you get an interview for a job, you *needed / will need* to show that you have good listening skills.
- 3 If you are successful, it *is / will be* a secure and rewarding job.
- 4 You get a huge feeling of satisfaction when you know that people *understand / understood* everything you translate.

Tip!
Check if you need to decide on the verb tense in the dependent clause or the main clause.



Speaking

7 Complete the sentences so that they are true for you.

- 1 I will enjoy my job provided that ...
- 2 I think I will be successful as long as ...
- 3 Even if I travel a lot, ...
- 4 I will not work abroad unless ...
- 5 If I get the job I want, ...

8 Work in pairs and discuss the following questions.

- 1 When do you get a huge feeling of satisfaction?
- 2 What are examples of jobs that you will not get unless you have a degree?
- 3 What do you think you will need to show if you have an interview for a job?
- 4 Do you think that it is more important to be secure, or to be happy in your job? Why?
- 5 How useful do you think languages are?

Writing

9 Write about 80 words to describe your ideal job. Say how you will feel if you get it.

73

Activity Book, pages 49 and 50, exercises 4, 5, 6, 7 and 8

This set of exercises practises the conditional sentences. Let the students work through the exercises by themselves and then check the answers as a class.

For exercise 4, ask students to underline the different conditional linkers, i.e. *when, unless, as long as, provided that* and *even if*, and then complete the sentences with the correct tenses. Remind students that *will + verb* is never in the same clause as the one beginning with the conditional linker.

In exercise 5, they need to choose the conditional linker and then put the verb in the correct tense. Remind them that *unless* means *if not*.

In exercise 6, they should choose the answers, then read the sentences to themselves to make sure they make sense.

In exercise 7, students have to change the word in **bold**, if necessary. If they think it is wrong, they have to write the sentence with the correct linking word.

In exercise 8, students use their own ideas. As this is a freer exercise, you might want to go over it orally before students write their answers.

Speaking: Page 73, exercises 7 and 8

7 Write the following words on the board: *provided that, as long as, even if, unless*. Ask the students to work in pairs and create their own sentences with each conditional linker.

Choose students to share their ideas. Give students a model for each if necessary, e.g. *I'll go to university provided that/as long as I pass my exams. Even if I am tired, I will go to the library this afternoon. I won't go to the library unless you come with me.*

Then ask students to complete the sentences individually. They can compare their sentences in small groups. Choose students to read their sentences aloud.

Suggested answers

- 1 I have interesting colleagues.
- 2 I work hard.
- 3 I will still make time to speak to my friends.
- 4 it is the only option.
- 5 I will be very happy.

8 Draw students' attention to the *Speaking strategies* box and read it through with them. Answer any questions they may have. Read through the questions with the class. Clarify any new vocabulary. Give them time to discuss the questions.

Monitor as they are working, making sure they are using the correct tenses. You can get them to expand on their answers by asking them *Can you explain that further?* Encourage them to be self-reflective and also to ask their partners to expand on their own answers. Note down any errors to go over later. Choose students to give their opinions.

Answers

Students' own answers

Writing: Page 73, exercise 9

9 In this unit, students will learn about writing formal documents for job applications. This vital life- and writing-skill requires thorough examination of the motivation and language behind applying for jobs, and this will be analysed on pages 75 and 77 of the Student's Book.

In this exercise, students are asked to explore their motivations for choosing a career path and their feelings if they get the job they want when they apply. Talk as a class about motivations and write students' suggestions on the board.

Bring up the subject of interviews and entrance exams, and ask students to think about their feelings about these.

Students should then discuss the rubric in pairs and try to answer it verbally. They should write notes, and when they have finished discussing it, they should write their piece of writing. Remind them to use a topic sentence and a concluding sentence. Also, remind them to think about sequencing and linking their ideas appropriately. When they have finished, they should swap with a partner to check.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- discern the attitudes of speakers when listening
- listen critically and analyse opinions when listening
- summarise academic texts related to social and academic topics and issues
- organise and sequence information and ideas logically with appropriate conjunctive adverbs

Materials

- Student's Book pages 74–75
- Cassette/CD
- Activity Book: Module 6 – pages 51–52

Student's Book, pages 74 and 75

Listening

1 Listen to a radio programme about careers. Which of the following are spoken about?

advertising banking career advisor doctor
ICT lawyer surveyor teacher

2 Listen to the radio programme again and complete the sentences with expressions from the box that ask for or give advice.

you could if I were you why don't you

1 Before you find a full-time job, _____ consider doing voluntary work?
2 _____, I'd find out about training courses.
3 As you have a Geology degree, _____ do a course in Land Surveying and become a surveyor.

Speaking

3 Complete the following mini-dialogues by giving advice.

1 A: I would like to get a job as a teacher of English.
B: _____ study English at university?
2 A: I want to learn Chinese, but they don't teach it in my school.
B: You _____ do a Chinese course online.
3 A: I don't understand what we have to do for homework.
B: _____, I would ask the teacher.

Grammar: The third conditional

4 Complete these sentences with the correct form of the verbs in brackets. Listen and check.

1 I _____ (have) got the job if I _____ (have) some experience.
2 If you _____ (do) the course, you _____ (have) enough experience to apply for the job.
5 Work in pairs. Complete each sentence with your own ideas, using the third conditional.

1 If there had been email in the 1960s, ...
2 If people had had mobile phones in the past, ...
3 If people had known about global warming in the past, ...

Quotation Read the quotation. Do you agree with it? Why/Why not?

I've learned that making a living is not the same thing as making a life.
Maya Angelou (1928 CE–2014 CE)

Tip Make sure the expression you choose fits the sentence grammatically.

Listening strategies

Predicting answers

- Before you listen, read the sentences thoroughly, so that you understand them, and then you can focus on the missing words.
- Ask yourself if the missing word is a verb, a noun or an adjective, etc. Do you know which part of the verb you are listening for?

74

Listening: Page 74, exercises 1 and 2

- 1 Choose students to read the list of careers in the box. Check that they understand words like *surveyor* by asking what a surveyor does. Then ask them to look at the photographs of the two people and suggest which career each has chosen. The male could perhaps be in advertising, a surveyor or a teacher. The female is almost certainly in law because of the books behind her.

Explain the context of the recording (*students are asking a career advisor about possible future careers*) and ask students how they think the students in the recording might be feeling. After they have listened, you can ask them if their predictions were correct. Also ask them to describe the mood of the radio programme and the degree of formality between the interviewer and the career advisor.

If you wish, students can write the eight careers in their notebooks so that they can tick the ones they hear in the recording. Explain that they might not

understand every word, but they only need to listen for these eight words. Play the cassette/CD all the way through. Check answers as a class.

Audioscript

Presenter: It is not always easy for young people to get a job today. However, young people represent the future of Jordan, so it is very important that they get the right jobs. With us today, we have Mrs Asmar, a career advisor for young people. So in today's programme, you have the chance to ask an expert about work. Let's speak to our first caller, Nadia from Salt.

Nadia: Hello. I applied for a job in conservation. They said that I would have got the job if I had had some experience, but how can I get work experience without getting a job first?

Mrs Asmar: Hello, Nadia. That's a good question. Before you find a full-time job, why don't you consider doing voluntary work? You will not be paid, but this will give you invaluable experience.

Presenter: That sounds like good advice. Now our next caller, Ibrahim from Irbid.

Ibrahim: I have a degree in Geology, but the last job I applied for asked for surveying skills that I don't have. What advice can you give?

Mrs Asmar: If I were you, I'd find out about training courses. These courses give young people the practical skills that they need to take into a full-time job. As you have a Geology degree, you could do a course in land surveying and become a surveyor. If you had done the course, you would have had enough experience to apply for that job.

Presenter: Are there any jobs which train young people while they are working?

Mrs Asmar: Yes. Many banks will train their staff in a career that can be financially rewarding. Banks also take undergraduates as interns. Internships help you to gain work experience before you even finish your studies.

Presenter: Thank you. OK, now we have Sami from Jerash.

Sami: Can you tell me the most popular jobs for young people today?

Mrs Asmar: It depends on the person's interests and qualifications. Of course many people with degrees in Medicine want to get jobs as doctors or in hospitals. Others take Law degrees because they want to work as lawyers and solicitors.

Sami: What if you don't have a degree in Medicine or Law?

Mrs Asmar: There are often job opportunities in Information and Communication Technology, or ICT. Today we are seeing the first generation of people who have grown up using computers, mobile phones, tablets, etc., so ICT comes naturally to many young people. This is an area where young people probably have an advantage over older people.

Presenter: One final question, from Miriam in Aqaba.

Miriam: When you were young, what job would you have taken if you'd had the choice of any job available?

Mrs Asmar: That's a very good question! I did have the choice, and I chose this one! I really enjoy helping young people to find suitable careers.

Answers

career advisor; surveyor; banking; doctor; lawyer; ICT

- 2  Tell students *I have a nephew who thinks he wants to be a teacher. He's very good at maths. What advice would you give him? What would you say to him if he were here now?* Elicit suggestions from the students, helping them to use the phrases of advice in the box, or any others they know, e.g. *If I were you, I'd ask your uncle/aunt if you could watch him or her teach. Why don't you visit a few schools in your area? You could speak to your teachers about their job and ask them questions. How about volunteering at a school for one afternoon a week? You could try teaching some students privately, etc.*

Then ask students to read the rubric and the three sentences. Ask them to listen to the recording again and complete the sentences with the correct phrases. Check answers as a class by asking students to read the sentences aloud. Go through the punctuation with the class. Note that there is a comma after *If I were you* and a question mark at the end of the sentence with *why don't you*.

Answers

1 why don't you 2 If I were you 3 you could

Activity Book, page 51, exercises 9, 10 and 11

For exercise 9, talk through with the students how they will do the exercise. They should read the text through first, ignoring the gaps and any unknown vocabulary. They then read the sentences noting any clues, e.g. *but, and, which*, etc. They put the missing phrases in place and then re-read the text, checking that their answers work.

For exercise 10, students answer the questions in their own words. For question 5, get the students to discuss their answers in pairs before checking as a class.

For exercise 11, students need to think about the meaning of the words in **bold** and then try to match that to the definitions. Remind them to read around the word to help them to understand it.

Speaking: Page 74, exercise 3

- 3 Draw students' attention to the **Tip!** box. Read it through with the class. Ask students to work in pairs to complete the sentences as a dialogue. When they have finished, they should practise reading them aloud and continue the conversations if they can. Brainstorm ways to give advice before starting the exercise, if you like. Check answers as a class by asking pairs to read the mini-dialogues.

Answers

1 Why don't you 2 could 3 If I were you

Activity Book, page 52, exercise 12

This exercise gives students further practice in giving advice. They have to rewrite the sentences, remembering to use the words in brackets.

Grammar: The third conditional: Page 74, exercises 4 and 5

- 4  First let the students read the sentences and try to complete them if they can, following the **Listening strategies**. Then play the recording for students to check or write the answers. Check as a class. Then write the following on the board: *If yesterday had been a holiday, I ...*. Ask students to complete the sentence, e.g. *I would have gone shopping with my friends*. Ask them if they know the mood (*third conditional*). Ask further questions: *What time is it referring to? (the past) Did it happen? (no) So it's the unreal past. How do we form the third conditional? ('If' + Past Perfect, 'would/wouldn't have' + past participle)*. Refer the students to the *Grammar notes* on page 67 of the Activity Book for more guidance.

Audioscript

- 1 I would have got the job if I had had some experience.
2 If you had done the course, you would have had enough experience to apply for the job.

Answers

1 would have got; had had
2 had done; would have had

5 Read through the rubric and the sentence beginnings with the class. Ask the students to work in pairs and complete the sentences with their own ideas, using the third conditional. Again, refer the students to the *Grammar notes* on page 67 of the Activity Book. Monitor as they are working, helping if necessary. Choose students to read example sentences aloud.

Suggested answers

- 1 people would have stopped writing letters by now.
- 2 they would have been able to communicate more easily.
- 3 they would have stopped using fossil fuels by now.

Quotation

Ask the students to read the quotation and discuss its meaning in small groups. Ask them to translate it into Arabic. An example translation is as follows:

لقد تعلمت أن كسب العيش لا يعني حياة تستحق العيش.

Elicit from students what they think she meant. Making a living refers to your job and the money you earn to live on. You may or may not enjoy your job; your job may or may not be good. Making a life is creating a way of living that you want. You do the work in order to be able to have that, but it also depends on your friends and family, and how you decide to behave. So 'making a life' is not totally dependent on the money you earn.

Divide the class in half and explain that one half of the class will debate in favour of making a living as more important, and the other half will debate in favour of making a life being more important. They should then find a partner that they do not usually work with, and discuss the issue. Each student should try to persuade their partner to agree with them.

Maya Angelou (/maɪə ændʒələʊ/) was an African-American author and poet. She published seven autobiographies, which focus on her childhood and early adulthood, as well as several books of poetry, amongst other books. Her first autobiography, *I Know Why the Caged Bird Sings* (1969 CE), brought her international acclaim. She has won several artistic honours, including the Presidential Medal of Freedom in 2011 CE.

Pronunciation: Intonation

6 Listen and repeat these questions. Which one shows puzzlement? Which one shows encouragement?
a How can I get work experience without getting a job first?
b Before you find a full-time job, why don't you consider doing voluntary work?
2 Now listen and repeat these questions.
c What advice can you give?
d Are there any jobs which train young people while they are working?

Speaking

7 Work with a partner. Is it usual for people to change jobs in their lifetime? What reasons might there be for people to change their jobs?

Listening

8 Listen to Mrs Jammal talking about a change in career. Which job is more rewarding: her first job or the job that she does now?

Comprehension

9 Listen again and choose the best answer for each question.

1 Why did Mrs Jammal stop her job as manager of a small company?
A She had her first baby. **B** She got a better job.
C She had a third child. **D** She did not like the job.

2 Why did she decide to become a nurse?
A It was better paid.
B She saw the wonderful work that the doctors and nurses did when her son was ill.
C She could not find any other work.
D The hospital was closer to her home.

3 Which skills does Mrs Jammal need to use now as a nurse which she did not need as a manager?
A communication skills
B the ability to stay calm under pressure
C physical skills **D** analytical skills

Grammar: The third conditional with could and might

10 Complete the sentences so that they are true for you. Use **could** and **might** instead of **would**.

- 1 If I hadn't come to this school, ...
- 2 If I hadn't grown up in this city, ...

Writing

11 Write 100 words about Mrs Jammal. Summarise what she says about her first job and why she decided to change careers.



Tip!
If you have to answer a question that you do not know much about, you can use phrases like 'I would imagine that ...', 'I don't know, but perhaps ...', 'It could be/have been ...'

Writing skills: Using linking words

Linking words showing **cause** explain the reason for something.
We couldn't go to the stadium because / as / since there weren't any tickets left.
As / Since / Because I was tired, I went to bed.
We were late because of / due to the traffic.

Linking words showing **result** explain the consequences of an action.
We were caught in traffic, therefore / so we missed the start of the play.
She worked hard; as a result, / because of that, / consequently, she did very well in her exams.

Pronunciation: Intonation: Page 75, exercise 6

6 Explain to students that we can add meaning to a sentence by our intonation. Play the first two questions. Ask students to repeat them. Then read the first question and elicit the answers. Choose students to say the questions again.

Then ask them to read the second two questions.

Ask students to think about whether their intonation rises or falls at the end. Elicit answers. Then play the recording. Students check whether the questions are rising or falling. Ask students to explain why questions rise or fall. Elicit that *Wh-* questions fall at the end. Open-ended questions rise. Choose students to repeat the questions individually.

Audioscript

- a** How can I get work experience without getting a job first?
- b** Before you find a full-time job, why don't you consider doing voluntary work?
- c** What advice can you give?
- d** Are there any jobs which train young people while they are working?

Answers

- 1 **a** puzzlement **b** encouragement

Speaking: Page 75, exercise 7

7 Read the questions to the class and go through the **Tip!** box with them. Give them time to note down ideas in pairs. Elicit ideas from the class.

Suggested answers

Yes, people usually change jobs during their lifetime. This may be because they have lost their job or because they are looking for a job with better conditions or a better environment. Sometimes people also change their jobs because they want their career to go in a different direction.

Listening: Page 75, exercise 8

8  Explain that students are going to hear an interview with a woman who has changed jobs. Ask *What questions would you ask her?* Elicit some ideas. You could write their questions on the board and see if the interviewer asks any of them. Play the cassette/CD while students listen to answer the question.

Audioscript

Presenter: Mrs Jammal, you were a manager of a small company in Amman for six years. Why did you stop working there?

Mrs Jammal: My husband and I decided to have children. I returned to work after my first child, but it became more difficult after the second child and impossible after the third child! If I hadn't had children, I could have stayed at the company.

Presenter: So when did you decide to go back to work?

Mrs Jammal: My youngest child was about to start secondary school, so I knew I would have more free time. However, if my son hadn't become ill, I might have gone back to my first job.

Presenter: What happened?

Mrs Jammal: My son was in hospital for a week. I saw the wonderful work that the doctors and nurses did at the hospital. I decided to become a nurse.

Presenter: Was it a big change from being a manager to being a nurse?

Mrs Jammal: In some ways, a vocational job like being a nurse is very different. You are doing different things all the time. It is quite physical work. You don't have much time to sit down and sometimes you have to support or move patients. In other ways, however, the jobs are similar!

Presenter: Really? In what ways are they similar?

Mrs Jammal: In both jobs, you need to be very organised and you need to work as part of a team. I think my management skills have helped me to

communicate well with the patients and the other nurses. I'm also good at staying calm under pressure! I've had a lot of satisfaction from both jobs.

Presenter: Which would you recommend most to young people, being a nurse or a business manager?

Mrs Jammal: It all depends on the individual. If you are ambitious, you should probably go into business management. You will certainly earn more money. However, provided that you don't mind a relatively low income, being a nurse is perhaps more rewarding. What could be better than seeing people get better after they have been ill?

Answer

She finds the job she does now more rewarding.

Comprehension: Page 75, exercise 9

9  Explain to the students that they are going to hear the recording again and this time they need to answer the multiple-choice questions. Choose students to read the questions aloud. Explain that they have to choose the correct answer. Advise them to read only the questions before they listen again and try to answer them before choosing the correct answer from the list. Then they should look at the four choices and choose the one nearest to the answer they have. Tell students that the wrong answers will probably also be mentioned in the recording, which is why it is a good idea to try to answer the questions in their own words first. Ask students to compare answers in pairs. Then check answers as a class.

Answers

1 C 2 B 3 C

Grammar: The third conditional with *could* and *might*: Page 75, exercise 10

10 Ask students to explain *could* and *might*. Ask them to give sentences with the words to show the difference between the words, e.g. *If you want, I could help you. If I have time, I might go to the library.* Elicit sentences from a few students.

Refer the students to the *Grammar notes* on page 67 of the Activity Book if they need further clarification. Then ask the students to finish the sentences in the exercise. They can do this in pairs and make as many sentences as they can. Monitor as they are speaking. Choose students to give their answers.

This might be the most convenient time to provide students with extra practice on the third conditional. Go to *Game 6* in the *Grammar games* section of the Teacher's Book, page 166. Encourage students to enjoy the activity, but at the same time, make sure they are using the third conditional correctly.

Answers

Students' own answers

Activity Book, page 52, exercise 13

This exercise practises the conditionals further. Monitor as the students are doing these exercises to make sure they understand the concepts. If any of them are having difficulty, try to give them further practice for homework. You can always adapt the sentences here to the students' own situation, or give them the same exercises copied and pasted in a different order a few days later.

Writing: Page 75, exercise 11

11 In this exercise, students will explore career motivation further. They should look at the sample summary on page 74 of the Activity Book, and remind themselves how to write one, by looking at the *Writing strategies* on page 33 of the Student's Book. Make sure you discuss the *Writing skills* on page 75 as a class, too.

Quickly, run through Mrs Jammal's reasons for her decision and check that students are clear on what they have to do. Remind them to plan before they start writing.

Monitor their writing and ask questions so that they improve their own work with your prompts.

Answers

Students' own answers

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use previous experience, knowledge of current issues and information previously learnt to make connections and draw conclusions about what is read
- read instructions, credit cards, advertisements or job applications to participate in daily life
- produce a variety of formal authentic business texts (e.g. CV and covering letter)
- locate an electronic template for a résumé
- review own written work and that of peers for appropriate use of form, style and tone to suit authentic academic purposes and audiences
- use electronic spelling and grammar checking programs to edit final drafts
- discuss with peers evaluations of presentations done by students of upper basic grades
- assess a formal presentation done by an upper basic grade student by analysing and critiquing the effectiveness of the speaker's demeanour, voice, language, gestures, clarity of thought, organisation of evidence and delivery

Materials

- Student's Book pages 76–77
- Dictionaries
- Activity Book: Module 6 – page 52

Student's Book, pages 76 and 77

Speaking

- 1 Discuss the questions with a partner.
 - 1 What plans do you have for your career?
 - 2 What is a job application?
 - 3 What should you put in a curriculum vitae and a covering letter when you are applying for a job?

Vocabulary

- 2 **DW** You can see the following words in a curriculum vitae. Which words or phrases apply to skills which people need in a job? Try to work out their meanings. Then check in a dictionary.

achievements adaptable competent conscientious
contact details enthusiastic keen personal attributes
qualifications reference training work experience

Reading

- 3 These people are applying for a job at a pharmaceutical company. Read and complete the two curriculum vitae with the headings in the box.

Contact details	Name	Personal attributes
Qualifications and training	Reference	Skills and achievements
Work experience		

Dear Sir/Madam,
I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry.
I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills.
In my spare time, I help elderly people, and I can see the difference that medicines can make to their lives. I am very keen to join a company that can really help people.
I look forward to hearing from you concerning the next stage of my application.
Yours faithfully,
Tareq Hakim

1 Name Tareq Hakim
2 5 North Street, Ajloun
3 2009–2012: shop assistant at a chemist's
2012–2014: reporter for *Medicine Today*
2014–now: editor at a scientific journal
4 Degree in Chemistry (graduated 2008);
Certificate in Journalism (2011)
5 Captain of school basketball team;
Voluntary work for a charity that helps elderly people
6 I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals.
7 Osama Hayek, Chemistry teacher at my secondary school

Speaking: Page 76, exercise 1

1 Ask students to look at the photographs and name the careers. Ask them what skills are required for each and whether or not they would like to do them. The careers are: pharmacist, architect and banker. Then ask students *How do you find a job? What do you have to do?* Discuss the process with the class. You can introduce some of the vocabulary they are going to meet in later exercises, e.g. *CV, references, interviews, application*, etc. Make sure you teach the different forms of the words and provide appropriate verbs to go with the nouns, e.g. *provide a reference, ask someone to be a referee, apply for a job, complete an application form, submit a CV (or a résumé), attend an interview*.

Read through the questions with the class before they discuss them in pairs. Ask them if they know where *curriculum vitae* comes from and what it means (*It comes from Latin and it is a brief biographical summary of your professional experience and educational background. It is frequently referred to as a CV.*) Then, discuss students' answers as a class. Explain that they will read some examples of applications shortly and will be able to check their answers then.

Answers

Students' own answers

Vocabulary: Page 76, exercise 2

2 **DW** Choose students to read aloud the words in the box. Check their pronunciation, especially the stress. The students then work in pairs to answer the question. First, they try to work out the meanings of the words and then they can check them in a dictionary.

You could ask students to discuss some of the words further, e.g. *Do you think it's more important to have qualifications or work experience? Which is more essential – to be adaptable or to be enthusiastic? Would you prefer to employ someone who is keen or someone who is conscientious?*

Ask them to discuss, in pairs, what personal attributes they have that an employer would want. They can use the words in the box but also add new words too, e.g. *loyal, organised, a good time-keeper, creative, reliable, communicative, team worker, focused, efficient, flexible*, etc.

If you wish, you may choose one or more of *Games 1, 5 and 9* in the *Vocabulary games* section of the *Teacher's Book*, pages 161–163 to provide students with extra vocabulary practice.

Answers

qualifications, training, work experience, achievements

Reading: Page 76, exercise 3

3 Explain that in this exercise, students have to read a covering letter (a letter of application) and transfer the information to the CVs using the headings in the box. Choose different students to read the two letters aloud. Answer any relevant questions students may have. Read through the words and phrases in the box. Students complete the task individually. Check as a class.

Answers (for both CVs)

1 Name 2 Contact details 3 Work experience
4 Qualifications and training 5 Skills and achievements 6 Personal attributes 7 Reference

Dear Mr Rahhal,
I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE. I would now like a new challenge and would be interested in moving into research. I have a degree in Physics.
I am a competent and adaptable worker and I believe that I can be successful in any position.
I like reading and camping. I also like travelling.
References are available on request.
I look forward to hearing from you.
Yours sincerely,
Hisham Khatib

1 Name _____ Hisham Khatib
2 _____ 22 East Way, Irbid
3 _____ 2010–now: Sales Representative for a large pharmaceutical company
4 _____ Degree in Physics (graduated 2009)
5 _____ I won Salesperson of the Year Award in 2013 CE.
6 _____ I am a very competent worker. I am also adaptable.
7 _____ Samira Rahhal, the director in my current job

Speaking
4 Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?

Researcher for a pharmaceutical company
An established pharmaceutical company is looking for a researcher. The successful applicant will satisfy the following requirements:
• A good Science degree • Knowledge of the pharmaceutical industry
• Previous experience of working in this industry • Excellent research skills

Writing
5 You have seen an advertisement for a job that you would like to do. Decide what job the advertisement is for. Write a curriculum vitae and a covering letter. Follow the models in exercise 3.

Academic skills: Formal letter writing
When you write a formal letter, remember to lay it out correctly.
• Lay the letter out correctly with a clear greeting line and sign-off line. Make sure you begin and end the letter appropriately.
• Use formal language; avoid contractions. Use modal verbs. Write short and clear paragraphs. Check your spelling and punctuation so that you give a good impression.

Writing strategies
Writing a curriculum vitae
• A clear, well-laid-out CV is important. Make sure there is adequate line space, and that your headings are in bold.
• Use simple, clear language.
• Focus on your achievements, both educational and extra-curricular.
• Make sure that you have included all relevant information for the application.
• Proofread your CV to make sure there are no mistakes.

77

Speaking: Page 77, exercise 4

4 Ask students to say why they think you need to write a covering letter with the CV. Elicit or explain that a covering letter should support the CV and emphasise those parts of the CV that are especially relevant to the job being applied for. It should also explain why you want the job and why you are the best candidate.

Explain to the students that they are going to decide who is the best candidate whilst also referring to the advertisement placed by the pharmaceutical company.

Allow students time to discuss and compare their answers. They need to look through the candidates' covering letters and CVs whilst referring to the advert. Also encourage students to discuss how the applications could be improved, and if there is any information which should be removed. Do also allow time for class discussion.

Suggested answer

Tareq might be the best applicant for someone starting out in his career, but Hisham has more relevant experience.

Writing: Page 77, exercise 5

5 Either ask students to bring in some adverts for jobs they have seen in newspapers or online, or bring in some examples yourself. Spread them around the class and ask the students to read them and choose one of them. More than one student can apply for the same job. Ask a few students to explain why they have chosen that job. Explain to them that they are going to write their own CV and a covering letter.

Draw students' attention to the **Writing strategies** box. Read through it with the class, answering any queries they may have. Ask *Why do you think a CV needs to be clear and easy to read?* Elicit suggestions. Explain that when they send their CV to a potential employer in answer to a job advert, that company will probably receive hundreds of CVs. Someone has to read through all of them and make a judgement about whether or not to invite candidates for interview. If your CV is not clear and easy to read, your application will not be pursued any further. An easy-to-read CV also highlights one of your skills – a company doesn't want to employ someone who cannot communicate clearly.

Then indicate the **Academic skills** box. Read through it with the class. Elicit how the students are going to start and end the letter. If a contact name is given in the advert, then the letter begins 'Dear + title (Mr/Mrs/Dr, etc.) + surname' and ends *Yours sincerely*; If no contact name is given, begin *Dear Sir/Madam* and end *Yours faithfully*.

Give students time to write their CVs and letters. They can refer to the models in exercise 3. You should inform them that they can find online templates for CVs and covering letters, but tell them to check them carefully before using them. They could write their CVs for homework and then write the letter in class. Remind students to use spell checking programs to ensure their CVs are appropriately professional and free from errors.

When they have finished, ask students to share their work in groups of four or five. The others in each group decide if they would employ the student, explaining why or why not.

Discuss as a class any issues the students had with the task and what they learnt from it.

Answers

Students' own answers

Activity Book, page 52, exercise 14

Explain the situation to the students. As they finish Grade 12, they may want to share ideas and advice they have about doing well in this grade. If they write these ideas down, they will be able to help future Grade 12 students. You can make this into a class project and create leaflets too. Read through the rubric and ask them what kind of grammar they will need to use (*modals of advice, and second conditional 'If I were you ...'*). Remind them to use a topic sentence to introduce their paragraph and to finish it off with a short summarising sentence. Have them swap their work with their partners to check for grammar and spelling errors. Finally, share some ideas.

LESSON 7

Project

Student's Book, page 78

Ask students to look at page 78 in their Student's Book and to describe the photographs, saying which careers they think are represented (*architect and professor/lecturer*). Read through the task with the students and ask them to tell you what they need to do. Go through the bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students.

After choosing a career, the students should carry out their research on the Internet, in public libraries or in the school library, and write some answers to the questions. Let them discuss in pairs what they have found out. They could then ask further questions of their partner to help them to clarify any points. This stage should help students to organise their thoughts and ideas.

When they are ready with their information, they can start planning their CV. You should monitor what they are doing and help them to correct their own work if there are significant errors. When they are finished writing a first draft, get them to work together with a partner to check, correct and work on the style of writing.

Once their CVs are finished, they are ready to work on their interviews. They can work in pairs to prepare for them, bearing in mind that they will both have to play the role of the interviewer and the interviewee. Get them to think about what kind of questions an interviewer might ask, and how to answer them.

If possible, try to coordinate with an upper basic level class. Students could observe a class when interviews are taking place. Remind students to concentrate on areas such as confidence, clarity and accuracy. They should review persuasive language and attempt to use some in their interviews. Encourage students to read the persuasive letter on page 78 of the Activity Book.

The interviews are not intended as 'performances' in front of the class, but if any students wish to perform them, they should be encouraged to do so.

To assess students, choose the most relevant *Project assessment* strategy on page 147 of the Teacher's Book and use it to chart students' progress. In terms of students' self-assessment, refer them to the *Project self-assessment tool* and ask them to answer the questions after they have finished.

This might be a convenient time to provide students with extra practice on the vocabulary of this module. Go to *Game 8* in the *Vocabulary games* section of the Teacher's Book, page 163. Encourage students to enjoy the activity, but at the same time, make sure they know all the vocabulary they have encountered in this module.

Now, direct students to *What I can do* on page 53 of their Activity Book. They should think about their achievement during this module and fill in the appropriate squares.

► Now go to *Literature spot B*

Now, this is the most convenient time for you to refer the students to *Literature spot B*.

Project

Research your future career choices and carry out a job interview.

Your task

- Think about your future career. If you are uncertain, write a list of possible areas that interest you, or the kind of work that you would like to do.
- If you can, interview someone you know who does this job or works in this area. Ask them some of the questions below, and add your own.
- Use the Internet to further research the job.
- In your research, answer the questions below.
- Write notes. Use them to write a CV which shows that you are preparing for a career in your chosen area.
- In pairs, decide on five or six good questions for a job interview and prepare some answers. Write notes, but do not write in full sentences.
- Hold a 'mock' interview with your partner to apply for your first job in this area.

Questions

- Why do you want to do this kind of work?
- What different types of work do people with this career do?
- What personal skills, interests or talents do you have that would make you suited to this career?
- What qualifications do you need?
- Where can you study to become qualified for this career?
- Where would you be able to obtain work?

Project self-assessment tool

- 1 How well did you structure your mock interview?
- 2 In your research, did you use the questions given, or did you use ones of your own?
- 3 Is there one area of the interview that you think could be improved? In what way?
- 4 How could you improve your interview skills for another time?

78

► Now go to *Literature spot B*

Revision B

Overview

Outcomes: It is expected that students will

- show understanding of the vocabulary and grammar learnt in Modules 4–6
- use previous experience and knowledge to clarify and develop own points of view regarding issues on business, career and learning

Materials

- Student's Book pages 79–80
- Activity Book pages 54–55 and pages 58–59
- Cassette/CD

Student's Book, pages 79 and 80

Revision B

Reading

1 Read the first part of this article carefully, and then answer the questions which follow.

Doing an internship

Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work. However, you need to have a job in order to get experience. Doing an internship is a good way to get around this problem.

Internships provide work experience for university students, graduates and people considering career changes. Although **they** are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.

1 Why is it sometimes challenging for graduates to get their first job?
2 What does the phrasal verb 'get around' in line 7 mean?
3 What does the pronoun 'they' in bold in line 10 refer to?
4 What does the writer feel is the main reason for doing an internship?

Listening

2 Listen to the rest of the article and answer the questions.

1 How do many employers view their interns?
2 What is meant by 'trial period'?
3 What chance do internships provide?

Vocabulary and grammar

3 Choose the correct option in brackets to complete the following sentences.

1 The graduation ceremony was a very _____ occasion for everyone. (memory / memorising / memorable)
2 Nuts contain useful _____ such as oils and fats. (nutrients / nutritious / nutrition)
3 You don't speak French, _____? (don't you / you don't / do you)
4 If you _____ to learn a new language, you need to be motivated. (will want / want / wanted)
5 If only I _____ lost my ticket! (haven't / didn't / hadn't)

79

Reading: Page 79, exercise 1

- 1 Ask students *If you had friends who couldn't find jobs because of their lack of experience, what advice would you give them?* Elicit ideas from the students. Then explain that they are going to read about one way to solve this problem.

Read the title with the students. Remind them that they came across the word *internship* on page 74 of their Student's Book, exercise 1. Ask them about the meaning of this word. Elicit that it means short-term employment, paid or unpaid, for a person, usually a student or a graduate who wants to gain experience in his or her chosen field of work.

Then ask students to read through the questions without writing anything. Ask students to write the answers individually. Check answers as a class.

Answers

- 1 They don't have any work experience and employers are looking for people who can show evidence of what they have done previously.
- 2 It means *overcome* or *find a solution to*.
- 3 'They' refers to interns.
- 4 The main reason is to get valuable work experience.

Listening: Page 79, exercise 2

- 2 Ask students to summarise what they remember from exercise 1, with their books closed.

Play the recording through and ask any student to say what they understood from it. Write their answers on the board, and then read through the questions with the students. Are there any they can predict the answers to, before they listen again? Play the recording again as students answer the questions.

Audioscript

Furthermore, many employers view interns as possible employees. Many interns, once they have proved that they are capable and hard-working, are offered a full-time position after the end of the internship contract. This 'trial period' also gives interns the chance to see whether they have made the right career choice.

Contacts or references within an industry can really help someone applying for a job, and internships provide the chance to meet lots of people in a certain field of work. An internship is a great way to become more confident in the workplace. This increase in confidence will also help a great deal when it comes to the first interview for your first paid job.

Answers

- 1 They view them as possible employees.
- 2 A 'trial period' means that the two parties involved (employer and intern) can 'try out' the other to see if the situation is right for them, before getting into an employment contract.
- 3 Internships provide the chance to meet lots of people in a field of work/to network/to become more confident, and to see if they have made the right career choice.

Activity Book, page 54, exercises 1, 2, 3 and 4

For exercise 1, tell students they are going to read part of a conversation about applying to university abroad. Ask *Would you like to go to university in a different country? Why/Why not? If so, where would you like to go?* Tell students to read the sentences before starting to read the conversation. Give them a short time to read the conversation in pairs, and then to do the exercise.

For exercise 2, remind students to read through the questions before they listen. They should underline the key words in each sentence to focus their listening. Check answers as a class.

In exercise 3, students can work in pairs to order the events. Check answers as a class.

For exercise 4, students may have to do some research outside the classroom. You could set the research for homework and ask them to bring the information to the next class. They can then discuss their findings with a partner and come up with a list of actions. Choose a pair to write their list on the board. Ask the rest of the class to comment on it and add more details or amend where necessary.

Audioscript

Mr Williams: There's a system of language tests which international students should pass, and most universities require level 6 as a minimum; it depends on the course.

Saeed: OK, so let's say you've got that. What happens next?

Mr Williams: Well, there's a central organisation that coordinates the applications. You apply online, through their website.

Saeed: Do you apply for your favourite course?

Mr Williams: Ah, well, yes, but it's more than that. You can apply for a maximum of five courses. You don't have to apply for five, but you can, and most people do.

Saeed: At different universities?

Mr Williams: Yes, usually.

Saeed: What about interviews? I heard you have to have an interview.

Mr Williams: Well, you do sometimes, but not always. It depends on the course, and the university.

Saeed: Oh, I see. Ummm, well, then what happens?

Mr Williams: Well, at that point most people haven't done their final end of school exams. They usually take them after they've applied to university.

Saeed: Oh, that's strange.

Mr Williams: I know; a lot of people think the same. Anyway, while they're waiting for their results, they start getting replies from the universities they've chosen.

Saeed: I don't understand. If they haven't got their results, how can they get replies?

Mr Williams: Well, the replies might say 'no, thanks' – they are rejected. Or they might say 'yes,

definitely' – that usually only happens if the students have already done their exams and have got their end of school exam results.

Saeed: What happens if you don't know your results yet?

Mr Williams: Well, yes, that's the most common situation. You get what they call a 'conditional offer'. That means, the university tells you the grades you must get to be admitted.

Saeed: Oh, I see. That's complicated.

Mr Williams: Well, not really. Your school helps you of course.

Saeed: Well, thanks. I'll tell my cousin.

4 Complete the second sentence so that it has the same meaning as the first.

1 People say that the brain is like a computer.

It _____ the brain is like a computer.

2 Arab mathematicians invented algebra.

Algebra _____ Arab mathematicians.

3 Where does the bus go from, please?

Could _____ from?

4 I am sorry that I didn't read that book.

I wish _____ that book.

Speaking

5 1 If you could go to school anywhere in the world, where would you go? What do you think it would be like? Talk to your partner about this, using the correct language.

2 Your school wants to introduce a new subject into its curriculum. All students have been asked to vote on this. These are the subjects that students can vote for:

- Philosophy
- Graphic Design
- Textiles
- Art History
- Engineering

Discuss with your partner the advantages and disadvantages of each subject. Decide on the best two options.

Writing

6 Edit the following text. There are **three grammar mistakes**, **one spelling mistake** and **one punctuation mistake**. Find and correct them.

It is believe that when you learn a forein language, it helps to use the language as much you can. You should take every opportunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.

7 Read the information below, and write two sentences about the advantages and disadvantages of doing voluntary work while you are still a student. Use appropriate linking words.

- practical experience
- future career choices
- interviews and your curriculum vitae

8 Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.

80

Vocabulary and grammar: Pages 79–80, exercises 3 and 4

3 Tell students that in this exercise they have to read the sentence and decide which part of speech is required. They then match the words in brackets to the part of speech required. They should re-read the complete sentence to make sure it makes sense. Check answers as a class.

This might be a convenient time to provide students with *Game 10* in the *Vocabulary games* section of the Teacher's Book, page 163. Make sure that you cover vocabulary from all of Modules 4–6.

Answers

1 memorable 2 nutrients 3 do you 4 want
5 hadn't

4 This exercise practises structures from the previous three modules. Again, students should work alone to complete it. Check answers as a class.

Answers

1 is said that 2 was invented by
3 you tell me where the bus goes 4 I had read

Activity Book, pages 54 and 55, exercises 5–11

For exercise 5, there is only one correct answer. Students should think about the item being tested and try to complete the sentence *before* they read the options. If they can't do that, they should try each option in the sentence and decide which one sounds best.

For exercise 6, the students' sentences must be similar in meaning to the original ones, and they have to use the word(s) in brackets exactly as given. Once students have written the sentence, they should read it to themselves again to check that it makes sense.

Exercise 7 is similar to exercise 6 and should be completed in a similar way, i.e. using the prompts to begin each answer.

In exercise 8, students should read through the sentences first, ignoring the words in **bold**. They need to think about the time being spoken about and the type of word they might need. They then re-read the sentence and choose the answer.

Exercise 9 practises quantifiers to make comparisons. Students can do it individually and then compare their answers in pairs.

Exercise 10 requires students to understand the definitions given. They should look at each word first and explain it in their own words and then look for a definition that matches it.

Exercise 11 gets students to write their own texts. Again, it is easier if the students first think about the meaning of the words in the box before trying to complete the sentences. They should also be aware of the different parts of speech. Advise students to always read their completed sentences to make sure they sound sensible.

Speaking: Page 80, exercise 5

5 Read through the rubric for the two questions with the students. Explain that these types of questions are designed so that students can show their ability to talk naturally with their peers, as well as use some of the vocabulary, grammar and idioms that they have learnt during the previous units. Explain that the first question is for them to talk generally about a topic, and the second question is more of a task. Write examples of any grammar or vocabulary they might need to use to accomplish the task well.

Answers

Students' own answers

Writing: Page 80, exercises 6, 7 and 8

6 This exercise tests students' spelling, punctuation and grammar. Over the year, students should have been making a note of words they have difficulty in spelling and grammatical structures they find problematic. They should look for words that seem unusual in their spelling. They need to think about silent letters,

double letters and the sounds of letters. Further, they should be aware of appropriate grammatical constructions. Check answers as a class.

Answers

1 believed 2 foreign 3 as much as you can
4 a conversation 5 books or magazines

7 In this exercise, remind students that they can only write two sentences, but there are three pieces of information. Ask *How can you include all the information? What do you need to use?* Establish that they should be thinking about linking words. If they don't feel confident about these, advise them to revise the relevant pages before doing this exercise.

Read through the rubric with the class and establish what they need to do. Ask them to explain what *voluntary work* means (*You offer to help by working without being paid.*) Remind them that they have to write about advantages *and* disadvantages. When they have finished, choose students to read their answers aloud.

Suggested answer

Doing voluntary work as a student will give you valuable practical experience, even though it might not be completely relevant to your future career choice. Although you will not be paid, it will give you something interesting to talk about at interviews and will make your CV more impressive.

8 Read the rubric with the class. Discuss the various points with them. If they are not sure about some points, ask them to research their ideas. They need to confirm their assumptions.

Remind students that they have to write four paragraphs, and they should plan their argument to reflect this. Give them time to do their plans and show you before they start their writing. When they have finished writing, they swap with a partner who should check that they have included all the points listed in the question. They should also check it is in the correct style and correct any mistakes in grammar, spelling or punctuation.

Answers

Students' own answers

Activity Book, pages 60 and 61, Test B

Teacher's Book, pages 150 and 151, Test B

Students should complete the tests individually. These tests should ideally be done in class, but may be done as homework. You can correct them in class during the next lesson, but you should collect the tests to mark the writing parts yourself. You can ask students to swap books and mark each other's work. Keep a note of each student's results so that you can give them feedback and also compare their marks with future tests.

Literature spot A

Overview

Outcomes: It is expected that students will

- identify specific details from spoken stories and poems
- display some comprehension beyond the literal level in familiar texts
- recognise and describe the use of literary devices such as irony in a presentation
- read aloud a well-known speech from a play using voice strength, gestures, eye contact, etc.
- develop own point of view on a topic after analysing the ideas of different authors
- identify cultural and historical influences in audio texts

Materials

- Student's Book pages 81–85
- Dictionaries
- Cassette/CD
- Activity Book pages 56–57

Introduction

In *Literature spot A*, a poem, a speech and an adaptation of a novel are included; in *Literature spot B*, students will study and read a poem and an extract from a longer novel. Students will be encouraged to read both aloud and silently.

As a general note on teaching literature, background, content, meaning, language and structure should be taught, as well as reading aloud. Discussion of responses to the literature should be encouraged, and writing poetry in response to poems read in class is an effective and rewarding way to access students' creativity, and to assess understanding of the poems studied.

TEACHING LITERATURE

Reading literature is an excellent way for students to learn a language. Studies have concluded that reading literature can benefit not only reading skills but also writing and oral skills. Literature exposes students to language that they might not otherwise come across in normal coursework. In this way, literature both consolidates known language and broadens the students' knowledge of structures, functions and vocabulary.

Literature also exposes students to a range of educational, cultural and emotional issues. These encourage the students to think about topics that go beyond the printed word on the page. Students learn to interpret meanings and reach their own conclusions.

Students should always be encouraged to read for pleasure in English. If students enjoy the books they are reading, they will want to read more. In this way,

they will become better at English, more fluent in their reading skills and more rounded individuals.

Before the students begin to read, talk about books in general. Find out what kind of books the students like reading and encourage class discussion. Talk about books you, the teacher, have read and how they have helped you in the past. This will make students aware of the wide range of interests that literature can embrace and bring relevance to the literature lessons.

EXTENSIVE READING

Students are used to reading relatively short texts during their course work, but there are many benefits to their reading longer texts for general understanding. Students should be aware that they do not have to understand every word of the story. They will not enjoy reading if they have to pause constantly to check the meaning of words in a dictionary. *Around the World in Eighty Days* has been graded to be appropriate for the students' language level. They should be able to understand most of the material without too much help. If they cannot understand some of the words from context, it is best to make a note of them and check all the unknown words in a dictionary after reading the text.

You can ask the students to read the story at home or in class. They can read the story silently: silent reading is the best way for students to initially process and absorb language and structures.

Extensive reading lessons are usually learner-centred. However, you can go round while the students are reading and talk to individuals. Encourage the students to summarise what they have read so far. Find out if they are enjoying the story and which parts they are having problems with. Help them if necessary.

You might also wish to read some of the story aloud or have students listen to the audio. This can help students with their pronunciation and also bring to life some aspects of the story.

Student's Book, page 81

I Remember, I Remember

 Tell the students that Thomas Hood (1799 CE–1845 CE) was a British poet and humorist (a humorist is someone who writes comedy). Students may want to find out more about the poet and discuss his other work in class.

Write the title of the poem on the board and ask students to suggest what it might be about. What do they think the mood of the poem will be? (Mood in poetry refers to the general tone or attitude that the poet aims at creating.) Do they think the poet is young or old? Ask them to discuss in pairs or small groups and to suggest what they would include in a poem with this title. Elicit ideas from the students.

Read the poem to the students, or play the cassette/CD. Ask them to listen to and read the poem at the same time. Ask them if any of their ideas were in the poem.

Then ask the students to concentrate on the first verse only. They should read it silently to themselves and then read it aloud to a partner. Ask students how they could make their reading more interesting to the reader. Elicit the idea of varying the strength or volume of your voice and of using gestures to help to explain the poem. Ask them to think how they could include these in the first verse. The verse starts off very happy, talking about the sun peeping in. The students' voices could be slightly higher/louder/happier at this point and they could point towards the window as if they were showing the sun coming in through it. In the last two lines, their voice should change to match the poet's mood. Again, gestures could help to make the reading more dramatic.

Before they go on to practise with the other verses, ask them to look at line 11. Write the word *vi'lets* on the board. Ask them what the apostrophe indicates. If they cannot tell you, write *He's* on the board and ask why we write it like that. Elicit that the apostrophe in this case indicates a missing letter (*i*). Let them work out the word from the poem, using a dictionary if necessary. Before they try to find it in a dictionary, ask them what part of speech it is and also what the general meaning is. Elicit that it is a noun and that it is some sort of flower. Let them use the dictionary and then elicit *violets* from the students, then ask why the poet has written it like this. Elicit or explain that the rhythm of the poem would be wrong if we pronounced *violets* with three syllables. We need two syllables in order to keep the right rhythm. If students don't know what it meant by rhythm in poetry, explain that it refers to the arrangement of words in a regular pattern for each line. We can pronounce this word without the extra syllable and it won't be difficult to understand. The *o* is pronounced as a schwa (ə) in normal speech. Ask them to find another word in the poem that omits a syllable. Elicit *heav'n* (line 31) for *heaven*. Ask them to look in their dictionaries for the pronunciation: /hev'n/. You might also need to help them with the pronunciation of 'laburnum' on line 15 (/lə'bʊːnəm/).

Students practise with the other verses. You could ask different students to read each verse aloud to the class.

Vocabulary: Page 81, exercise 1

- 1 Students highlight the words in the poem and then answer the questions. They can find out more about swallows for homework if they wish. Check answers as a class.

Answers

- 1 It suggests that it slowly got brighter and brighter; at first it wasn't very bright.
- 2 We know that wings and feathers are both things that birds have, and that they fly, so a swallow must be a kind of bird.

Literature spot A

I Remember, I Remember

Thomas Hood

1 I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
5 He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

10 I remember, I remember,
The roses, red and white,
The vi'lets, and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
15 The laburnum on his birthday,—
The tree is living yet!

I remember, I remember,
Where I was used to **swing**,
And thought the **air** must **rush** as **fresh**
20 To **swallows** on the wing;
My spirit **flew** in **feathers** then,
That is so **heavy** now,
And summer pools could hardly cool
The **fever** on my brow!

25 I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
30 But now 'tis little joy
To know I'm farther off from heav'n
Than when I was a boy.

Vocabulary

- 1 Answer the questions.
 - 1 Why does the poet describe the sun as *peeping in* (line 4)?
 - 2 How do the word *wing* (line 20) and the phrase *flew in feathers* (line 21) help us to work out the meaning of *swallows* (line 20)?

Comprehension

- 2 Answer the questions about the poem.
 - 1 How does the poet contrast his memories of the past with the present day in the third stanza? Refer to the words in **bold** in your answer.
 - 2 In line 29, the poet refers to his 'childish ignorance'. What was he ignorant about?

Analysis

- 3 Discuss these questions in pairs.
 - 1 In the second stanza, the poet expresses amazement that a tree (*where my brother set / The laburnum on his birthday*) is still living, many years after it was planted. What does this tell us about the poet's views of our relationship with nature?
 - 2 The last three lines of the third and fourth stanzas suggest that the author has lost his youthful joy and optimism. Do you agree with this viewpoint? Justify your answer.



81

Comprehension: Page 81, exercise 2

- 2 These questions help students to understand the poem in more detail. It is a reflective poem in which the poet is looking back at his childhood, and it is rather sentimental. You might like to go through the poem, verse by verse, before students write their answers. In the first stanza, Hood speaks about his childhood and where he was born with happy memories. However, the last two lines suggest that his present situation is not very good – perhaps he is ill and near death. (In fact, the poet was unwell when he wrote this.) The second stanza is about his childhood and it talks about happy memories. In the third stanza, there is a contrast between the past and the present. He says that he was in high spirits as a young person (*My spirit flew in feathers then* on line 21), which contrasts with how he feels now (*That is so heavy now* on line 22). Finally, in the fourth stanza, he thinks of how he had childish thoughts as a young person, and wants to go back to those times rather than be as he is now (lines 29–32). Give students time to write their answers to the questions before checking as a class.

Answers

- 1 He remembers his childhood being very happy (*My spirit flew in feathers then*) but now he is not so happy (*That is so heavy now*). He also remembers the summer pools that he probably used to enjoy cooling off and swimming in on hot summer days, but says that he is so ill now that they wouldn't be able to cool him down (*And summer pools could hardly cool / The fever on my brow!*).
- 2 The poet was ignorant about the size of the world; he used to think that the tops of the fir trees nearly touched the sky. The poet probably thought this because he was short and the trees were so tall that he thought they must touch the sky.

All the World's a Stage

Analysis: Page 81, exercise 3

- 3 Give students time to discuss the questions in pairs or small groups before checking as a class.

Answers

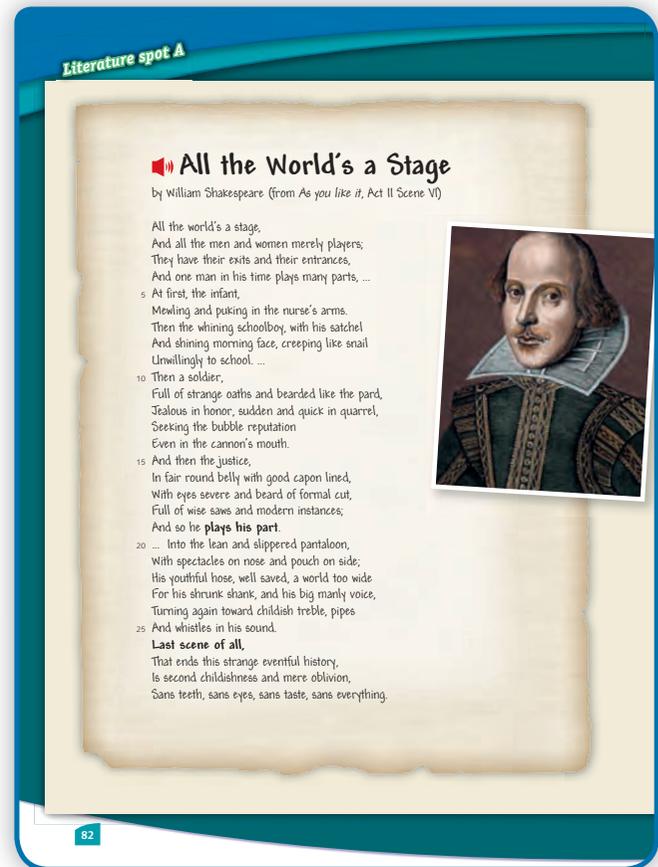
- 1 He is amazed by, and in admiration of, how trees can live so long, whereas people come and go. It's clear, from his fond recollections of flowers (roses, lilies, violets, lilacs) and birds (the robin), that the poet has derived a great deal of pleasure from nature.
- 2 **Suggested answer:** I agree with this viewpoint. The author seems to have lost his youthful joy and optimism. He compares the past and the present, saying that in the past he was full of life and thus happier. Now he is getting towards the end of his life and he does not have the joy and optimism (*My spirit ... is so heavy now*). The poet suggests that he is ill (*The fever on my brow*) and unhappy. However, the poem also suggests that the poet is worried about what will happen after his death. He is concerned that as a child he was closer to heaven than he is now (*To know that I'm farther off from heav'n / Than when I was a boy.*)

Activity Book, page 56, exercises 1, 2 and 3

In exercise 1, students are reviewing the rhetorical device of personification. Read the poem once through, and then get students to read it in pairs, alternating by stanza. When they have read it, ask students what they think of the poem. Now get them to discuss, in pairs, lines 3–6 about the sun. What do they notice about the language here? How is the sun described? Tell students to think about the types of actions that the sun is 'doing'. Guide them towards answering that the sun is performing actions like a human.

In exercise 2, read the rubric with students and remind them what *onomatopoeia* is (*when the sound of the word read aloud is similar to its meaning, e.g. fizz, pop, growl*). Read through the third stanza and see if students can spot any examples of onomatopoeia in it, other than *rush*. Tell them to look for other examples of onomatopoeia within the poem. Are there any that are better than others? Why?

Students can now use the poem as a basis from which to reflect on their childhood memories in exercise 3. They should think about their childhood and try to describe scenes from it in a similar way to how Thomas Hood describes his own. Get them to discuss this before they start writing, and ensure that they have read the rubric first.



- Write the name *William Shakespeare* on the board and ask students to tell you what they know about him. If not much is known, get students to undertake mini research projects (you could give them areas such as his life, his tragedies, his comedies, his histories or the time in which he lived). You could display these projects in the classroom.

Elicit that he was an English playwright and poet (1564 CE–1616 CE), who is widely regarded as the greatest writer in the English language.

Explain to the students that they are going to read an excerpt from a play called *As You Like It*. The play is a comedy and this excerpt is part of one of the most frequently quoted speeches in the whole of Shakespearean literature. The speech takes place in a forest, and it is spoken by a man named Jacques, who is a thinker and philosopher. The other characters try to tease him about his cynical outlook on life. This speech is his reply.

Read the speech to the students, or play the cassette/ CD. Explain that many Shakespearean words are no longer in common usage and some words have changed their meaning. This makes Shakespeare quite difficult to understand even for English speakers. Ask them to listen to the excerpt and suggest one difference between this speech and the poem they read earlier. Elicit that there is no rhyming in this speech, and that it is part of a play, not a poem.

Ask students to try reading it in pairs. Monitor and help where necessary. Then tell them that you are going to help them understand it and that they will get the chance to read it again after that.

Literature spot A

Vocabulary

1 Answer the questions.

- In lines 10 to 14, the poet describes the soldier's life. Which word refers to a weapon used by soldiers?
- Compare lines 8 and 11. How do they convey the images of a boy and a soldier?
- Describe, in your own words, the image that the poet has created of the old man (lines 20–25). What is the old man wearing? How do his clothes fit him? What does his voice sound like?
- Which word in 'man's last stage' sums up the last line of the speech: *Sans teeth, sans eyes, sans taste, sans everything?*

Comprehension

2 Answer the questions about the speech.

- What are the five stages of a human's life, according to the speech? List them in the correct order.
- What does the playwright suggest about the soldier, in lines 10 to 14? Choose the correct answer and justify it.
 - His life is short.
 - He does not like conflict.
 - He is aggressive and gets angry or violent easily.
- How does the playwright describe the appearance of the middle-aged person?
- Look at the phrases in **bold** on lines 19 and 26 of the speech. How is the life of a person compared to an actor in the theatre?
- How does the playwright describe the person in the first and last stage of life?
- What does the playwright mean by the line, *'this strange eventful history'*? (line 27)

Ideas

3 Find a line from the speech that represents the following ideas.

1 ageing 2 time 3 careers 4 youth 5 human life

4 Which stage of life is represented as the most positive, in your opinion? Discuss this with reference to the speech and the ideas in exercise 3.

Analysis

5 Discuss these questions in pairs.

- Which simile does the playwright use to describe the schoolboy as he walks to school?
- Find another example of a simile in the speech. Which two things are being compared?
- In your opinion, which stage do you think the playwright believes to be the most positive?
- How could you add meaning to this speech when reading it aloud? Discuss with a partner. Then, read the speech. Do you think you added appropriate expression? Why?
- Read the poem *I Remember, I Remember* again on page 81, and compare both authors' attitudes to childhood. In what ways do they differ? In what ways are they similar? Which one do you prefer?

83

Vocabulary: Page 83, exercise 1

- 1** Advise students to read through the speech again before doing the exercise. Let them work in pairs to answer the questions. Check answers as a class.

Answers

- 1** cannon
- 2 Suggested answer:** The schoolboy is represented as innocent and clean with his 'shining morning face' in line 8. This is contrasted strongly with the soldier in line 11, who is 'bearded like the pard'.
- 3** He is now thin and stays indoors ('Slipperd' refers to footwear that people wear indoors, and 'pantaloon' means old man in this context). He wears spectacles and has his bag for carrying his money with him. His legs have grown thinner, so his trousers do not fit well and his voice has become high again like a child's.
- 4** 'Sans' meaning 'without', so at the end the person has nothing – he can't eat because he has no teeth, he can't see and he loses his sense of taste.

Comprehension: Page 83, exercise 2

- 2** Explain that these questions help students to understand the speech. Let them work through the questions in pairs, monitoring and helping where necessary. Check answers as a class.

Answers

- 1** babyhood (the infant), childhood (the schoolboy), early adulthood (the soldier), late adulthood/middle age (the justice), old age (second babyhood/childhood)
- 2** C – The soldier is 'jealous in honour, sudden and quick in quarrel'. He is also 'seeking the bubble reputation' (he does things that make him look good even if they are pointless) 'Even in the cannon's mouth' (even if it means standing in front of guns, i.e. going to war or getting into fights).
- 3** The middle-aged person is fat from eating too much ('round belly' on line 16); he has got hard eyes and a neat beard and he knows lots of wise sayings.
- 4** A 'part' is a role in a play and the expression is 'to play a part'. The 'last scene' is the end of a play and Shakespeare is connecting this to the end of life.
- 5** They are both like young children – the first one is a baby, but the second is an old person.
- 6** He means that life can be strange with lots of things happening in it.

Ideas: Page 83, exercises 3 and 4

- 3** Discuss each of the themes with the class. Explain that sometimes a piece of literature is deeper than just the words written. This speech is one such example. First ask the students to explain how each theme is represented and then ask them to work in pairs to find references in the text. Check answers as a class.

Answers

- 1** lines 22–25 **2** lines 26–27 **3** lines 10–19
4 lines 5–9 **5** lines 1–4

- 4** Discuss the question with the class. Invite different opinions and ask students to justify their answers. Then, students work in pairs to agree on one answer. Check answers as a class.

Suggested answer

In my opinion, the most positive stage of life according to this speech is the justice. This is because the adjectives that are used portray a positive character: 'fair, round' (line 16) describe the speaker's belly; 'formal' (line 17) describes the cut of his beard; and 'wise' (line 18) describes the things he says.

Analysis: Page 83, exercise 5

- 5** These questions give further help in understanding the excerpt and also help students to identify literary devices. Give students time to discuss in pairs before checking as a class.

Answers

- 1 The poet uses 'creeping like snail' in line 8, meaning going very slowly.
- 2 'bearded like the pard' in line 11 – Shakespeare is comparing a soldier to a leopard.
- 3 **Suggested answer:** I think he believes middle age is the most positive. He says the person has become a judge or magistrate and he's full of wise sayings, suggesting that he has learnt from the past and is putting his knowledge to good use. He is also well fed, serious in manner, takes pride, and is conventional, in his appearance.
- 4 (Now that the students have understood the speech better, they should be able to read it with more expression. Remind them to use the different tones of their voices as well as gestures to help to get across the meaning to the listeners.)
- 5 The poet and the playwright have very different views on childhood. Firstly, the poet sees it as a positive time of life, whereas the playwright does not portray either the baby or the schoolboy very favourably. Secondly, the poet is talking about his own childhood while the playwright is generalising.

Activity Book, page 56, exercises 1, 2 and 3

For exercise 1, write the four types of person (schoolboy, middle-aged man, baby, old man) on the board and, with books closed, get students to describe how they would imagine each one. Then get them to read the speech silently, and remind themselves of the descriptions. Explain to students that they should close their Student's Books and work from memory to analyse the words and place them under an appropriate heading. Explain that it doesn't have to be the correct heading, but the adjective should make sense in the context that is chosen.

For exercise 2, students should add to the lists they have created in the above exercise. Monitor their work to check that their ideas are appropriate, and suggest alternatives or engage the students in conversation to work out why they have chosen particular adjectives. Finally, share the adjectives they have collected and construct some sentences as a class. Write these on the board.

For exercise 3, give students time to write notes about the different stages in their life. Then in pairs, they can compare their notes with each other and with the speech. Give them time to write their essays, making sure they are using rhetorical devices correctly. Get a few students to read their essay to the class.

Student's Book, pages 84 and 85

The Old Man and the Sea

Write *Ernest Hemingway* (/ɜːnɪst hemɪŋweɪ/) on the board. Ask students if they have heard of this author and if so, what they know about him. If necessary, explain that he was an American author (1899 CE–1961 CE) and this novel was written in 1952 CE. Hemingway won the Pulitzer Prize for Fiction in 1953 CE for *The Old Man and the Sea*, and it was also mentioned when he won the Nobel Prize for Literature in 1954 CE.

Write the title of the novel on the board. Ask the students what they think might happen in the story. Do they think an old man would enjoy going to sea? Would he find it difficult or easy? What are the dangers connected with going to sea? The students can discuss these questions in small groups.

Now ask them to read the summary silently. You can also play the audio for this story. Ask them if their ideas were correct. In which ways were their ideas the same, and how did they differ?

Literature spot A

The Old Man and the Sea

by Ernest Hemingway

Santiago is an old fisherman in Cuba, but for the last eighty-four days he hasn't caught any fish. His friend, a young fisherman named Manolin, helps him to bring in his empty boat every day. Manolin has been Santiago's fishing partner for years. Santiago had taught him all about fishing, and has done so since he was a boy of five years old. Now, the young man's parents want him to fish with a more **productive** partner.

5 The next morning, Santiago leaves early and sails far out to sea to try his luck again. Eventually, he feels a bite on one of his **hooks**, and he works out that it must be a big fish, perhaps a marlin. The fish is strong, though, and does not come up to the surface. Instead, the fish swims away, **dragging** the old man and his boat along. This goes on until the sun goes down, and eventually Santiago can't see the land any more at all.

10 As night falls, he wraps the fishing line around himself, and goes to sleep, leaving his left hand on the rope to wake him if the marlin **surfaces**. Soon, the old man is asleep, dreaming of the lions he used to see when he was a boy in Africa.

15 Santiago is awoken in the night when he feels the marlin pulling on the line in his hand. The marlin leaps out of the water, and Santiago has to hold on to the line with all his strength to avoid being pulled into the sea. When he sees the fish at last, he is amazed by its size. After a long and difficult struggle, he manages to pull it closer to the boat and he kills it.

20 Santiago ties the marlin's body to his boat and prepares to sail home. Before he reaches land, though, he is attacked by several sharks. He kills one with a **harpoon** and another with his knife. The blood in the water attracts more sharks. Santiago has to beat them away with a **club** and is badly injured himself.

25 That afternoon, some tourists see the marlin's skeleton and ask a waiter what it is. Trying to explain what happened to the marlin, the waiter replies, 'shark.' The tourists misunderstand and **assume** that is what the skeleton is. They don't realise that it is actually a marlin, the biggest fish ever caught in the village, at more than five metres long.

30 Meanwhile, Santiago is sleeping and once again, dreaming of the lions he saw in Africa long ago, when he was young.



84

Vocabulary: Page 85, exercise 1

- 1 Ask students to read through the story again, highlighting or underlining the words listed in the exercise. They can work in pairs to match them with their definitions. Remind students that they might have to read before and after the sentence with the word in so that they fully understand the context. Don't allow them to use dictionaries. Check answers as a class, choosing students to read the words and definitions aloud. Check their pronunciation.

Answers

- 1 harpoon 2 club 3 drag 4 productive 5 assume 6 reassure 7 hook 8 surface

Literature spot A

Vocabulary

1 Look at the words in the box. Which one means ...

productive hook drag surface harpoon club reassure assume

- 1 a sharp, pointed weapon, like a knife on a long stick?
- 2 a heavy object used for hitting?
- 3 to pull something heavy behind you?
- 4 someone who is successful or who earns you money?
- 5 to believe something without questioning it?
- 6 to say something positive to someone who is worried about something?
- 7 a curved object on which to hang something, for example a fish on a line?
- 8 to come to the top of the ocean or earth?

Comprehension

2 Read the story again and answer the questions.

- 1 What evidence is there at the very beginning of the story that Santiago is a very optimistic and determined person?
- 2 When Santiago feels a bite on his line, he works out that 'it must be a big fish, perhaps a marlin'. What evidence is there that he is correct?
- 3 Why does Santiago go to sleep that night with the line tied around himself? (paragraph 4)
- 4 How does Manolin try to encourage Santiago not to give up fishing? What does this tell you about Manolin's character? (paragraph 9)
- 5 What is the reason for the tourists' misunderstanding about what the skeleton was? (paragraph 10)

Ideas

3 Find a line in the story that represents the following ideas.

1 memory	3 strength
2 determination	4 suffering and pain

4 In this retelling of the story, strength is represented in many ways. Choose one example of strength and explain its importance.

Analysis

5 Discuss these questions in pairs.

- 1 Why do you think that Manolin's parents want him to stop fishing with Santiago? Do you think they were justified?
- 2 What is the importance of Santiago's dreams of his youth, and of the lions in Africa? How does this relate to the themes in the story?

85

Comprehension: Page 85, exercise 2

2 Students can do this exercise in pairs or small groups. They should discuss the questions and use examples from the text to support their answers. Monitor as they are working, clarifying any points in the story if necessary. Check answers as a class.

Answers

- 1 He goes to sea to try his luck every day even though he hasn't caught anything for 84 days.
- 2 It drags the boat along for a long time, so it must be a big fish.
- 3 Santiago ties the line round himself so that he doesn't lose it in the water and also so that he feels the tug when the fish pulls on the line.
- 4 Manolin tells Santiago that he didn't lose against the marlin and that he wants to fish with him again because he still has a lot to learn. Manolin seems to be a caring person; kind, thoughtful and loyal to Santiago.
- 5 The waiter couldn't speak their language and was trying to explain about the sharks. However, the tourists only understood 'shark' and assumed that the skeleton was the skeleton of a shark.

Ideas: Page 85, exercises 3 and 4

3 Discuss each of the themes with the class. First ask the students to explain how each theme is represented and then ask them to work in pairs to find references in the text. Check answers as a class.

Answers

- 1 lines 10–11 and 33–36 2 lines 1–2 and 13–15
 3 lines 13–15 and 17–18 4 line 18 and line 21

4 Discuss the question with the class. Invite different opinions and ask students to justify their answers. Then, students can do the activity in pairs. Check answers as a class.

Suggested answer

The fish is an important representation of strength within the story. After it bites the line, Santiago is constantly in competition with it, needing to use 'all his strength' (line 14) to stay in his boat. It is also significant, since even though it is stronger than Santiago, he manages to catch it.

Analysis: Page 85, exercise 5

5 Read through the questions with the class first. You could elicit quick comments from some students and then give them time working in pairs to discuss.

Suggested answers

- 1 They don't think Santiago is productive enough. These people need to earn money from fishing, and so if a fisherman doesn't catch anything for 84 days, he won't be able to earn a living. I think they are justified in a way, because if Manolin is not making any money, it might mean that his whole family will have nothing to eat, but it is also important to be kind to people and respect our elders.
- 2 Perhaps he is remembering his youth and wishing that he was young again so that he had the strength to deal easily with the problems at sea. Lions also signify strength. So, as well as the theme of memory, the dreams relate to the theme of strength.

Activity Book, page 57, exercises 1 and 2

For exercise 1, ask students to quickly re-read the story of *The Old Man and the Sea*. Ask them if their opinion of it has changed since they first read the story. Make sure they explain in what way it has changed, and perhaps even say why. Explain to them that they are going to look for evidence in the text. They will re-read it to consider the relationship between humans and nature. Before they do, ask if they can think of any part of the text in which this theme is approached explicitly. Then, allow them to read the text again and discuss it with a partner. They should find at least three quotations in the text to support this. When they have finished, share the quotations as a class.

For exercise 2, you can try another roleplay activity for this exercise. You could use a hotseat activity for example, where you play the role of Manolin and your students ask you questions about your experience during the night when Santiago was out fishing. You can respond that you were worried and frightened that he would not come back; you can say you didn't sleep, you spent a lot of time looking for him down by the sea, and that you promised to become a better fisherman to pay tribute to Santiago if he had died. Students should take notes and after this write a diary entry to reflect Manolin's feelings.

Literature spot B

Overview

Outcomes: It is expected that students will

- recognise and interpret figurative language in the speech of others
- show appreciation of different literary texts

Materials

- Student's Book pages 86–89
- Dictionaries
- Cassette/CD
- Activity Book page 57

Student's Book, page 86

A Green Cornfield

Write the name *Christina Rossetti* (/kristi:nə rəʊzəti/) on the board and ask if any of the students have heard of her. She was a British poet (1830 CE–1894 CE) who wrote romantic, devotional and children's poems. Her brother, Dante Gabriel Rossetti, was a famous artist and he sometimes illustrated her poems. Give students the option to research the Rossettis if they would like to, and make time during class to discuss their works and lives. Start by reading the poem to the students, or play the cassette/CD, and tell them to listen to the poem and enjoy it.

Next, the students read the poem silently, in preparation for reading it aloud if they wish. Ask them if they noticed where you stopped to breathe or paused for the meaning of the poem (*only at commas, semi-colons and full stops – not at the end of lines with no punctuation*). Ask the students how they might emphasise important and more emotional parts of the poem. Tell them not to stress the words that are in bold, as these only help with the following exercises and are not an inherent aspect of the poem. Give the students a few minutes to experiment with reading the poem in their heads. They can then read it to their partner. Monitor and help where necessary.

Ask them to find any rhyming words. Elicit that the last word at the end of each alternate line rhymes. Ask students to say which words rhyme but don't match in spelling (*blue/two; accord/soared*). Point out that different English letters often have the same sounds, and using a dictionary is a good way to check pronunciation.

The students may be unfamiliar with *morn* (a poetic synonym for *morning*) and *skylark* (a small, rather unglamorous bird that is much celebrated for its beautiful singing, which it usually does while hovering in mid-air).

Ask the students to give their initial thoughts on the poem. Do they like it? How would they describe its mood?

Literature spot B

A Green Cornfield
Christina Rossetti

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing **speck** above the corn;
5 A stage below, in gay **accord**,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank and soared to sting.

The cornfield stretched a **tender** green
10 To right and left beside my walks;
I knew he had a **nest** unseen
Somewhere among the million **stalks**.
And as I paused to hear his song
While **swift** the sunny moments slid,
15 Perhaps his mate sat listening long,
And listened longer than I did.

Vocabulary

1 Answer the questions.

- 1 Is a **speck** something big or small (line 4)?
- 2 If something is in **accord**, is it in agreement or disagreement (line 5)?
- 3 Does **tender** suggest something fresh and young, or old and strong (line 9)?
- 4 What does a bird do in a **nest** (line 11)?
- 5 Which part of a plant is the **stalk** (line 12)?
- 6 Does **swift** mean slow or fast (line 14)?

Comprehension

2 Choose the correct word to complete the summary of the poem.

The poet describes how (1) _____ (*content / sad / lonely*) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) _____ (*flying away from the cornfield / flying in the sky / falling towards her*). It doesn't sing as it flies (3) _____ (*lower / higher*). Below it, butterflies (4) _____ (*sit quietly / move slowly / move quickly*) in the cornfield. The poet knows that the skylark's nest is (5) _____ (*visible in / hidden in / far away from*) the cornfield. She (6) _____ (*notices / imagines / knows*) that its companion is also listening somewhere in the cornfield.

Analysis

3 Answer the questions about the poem.

- 1 The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?
- 2 Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?
- 3 How do we know that the poet leaves the cornfield before the skylark has stopped singing?

86

Vocabulary: Page 86, exercise 1

1 Explain that students are going to look in more detail at the poem. First of all, they look at the words in bold. Ask students to discuss the questions in pairs or small groups. Remind them that when they are explaining the meaning of words like this, they need to read around the words. Check answers as a class.

Answers

- 1 small 2 in agreement 3 fresh and young
4 It lays eggs. 5 It's the long, upright part of the plant that supports the leaves. 6 fast

Comprehension: Page 86, exercise 2

2 This exercise helps explain the poem to the students. They can work through the activity in pairs to choose the correct answers. They should look through the summary, highlighting parts of the poem that relate to parts of the summary. As they give their answers, ask them to read the part of the poem that justifies their answer.

Answers

- 1 content 2 flying in the sky 3 lower
4 move quickly 5 hidden in 6 imagines

Analysis: Page 86, exercise 3

3 This exercise continues to explain the poem, analysing its language more deeply. Ask students to read through the questions. Check that they understand what alliteration (*/əˈlɪtəreɪʃən/*) is (*the use of the same letter or sound at the beginning of words in a sentence, especially in poetry*). Check if they have any further questions on the exercise.

Once students have done these exercises, ask them to read the poem aloud again. Now they have full understanding of the poem, the reading of it will be easier.

Answers

- 1 Some word pairs alliterate (*singing speck* on line 4, *listening long* on line 15, *listened longer* on line 16), but there are also lines that alliterate: *And still the singing skylark soared* (line 7), *And silent sank and soared to sing* (line 8) and *While swift the sunny moments slid* (line 14). Alliteration adds to the rhythm of the poem and also links dissimilar words together (here we have *soared* and *sank*; *silent* and *singing*).
- 2 The two references are *I knew he had a nest unseen* (line 11) (the female bird is sitting on the eggs); *Perhaps his mate sat listening long* (line 15) (the female bird). The listener is the female skylark.
- 3 She says, *Perhaps his mate sat listening long, And listened longer than I did* (lines 15–16). This shows that the poet leaves the cornfield but speculates that the bird's mate might still be listening to the song: therefore, the bird must still have been singing.

Activity Book, page 57, exercises 1, 2 and 3

For exercise 1, read the poem to the students once again, to remind them of it. Read the rubric with the students. Remind them that rhyme is when words have the same (middle and) end sounds, such as *moon* and *spoon*. Explain that a rhyme scheme is the pattern in which poems use rhyme. So for example, in this poem, in every four line stanza, the first and third and the second and fourth lines rhyme. Compare *If ...* by Rudyard

Kipling on page 135 of the Teacher's Book in *Action Pack 11*, which has a much more complex rhyme scheme. It is essentially a way of describing the pattern of end rhymes in a poem. Each new sound at the end of a line is given a letter, starting with 'then', and so on. If an end sound repeats that of an earlier line, it gets the same letter as the earlier line. For example, the following stanza, by William Blake, has the rhyme scheme *abab*:

To see a World in a Grain of Sand a
And a Heaven in a Wild Flower, b
Hold Infinity in the palm of your hand a
And Eternity in an hour. b

Show them how to label the lines with letters, depending on the occurrence of the rhyme. Ask them to explain which of the four lines in each stanza rhyme and which do not.

Exercise 2 is intended for students to collect and sort ideas for a poem, and then plan for writing their own poem about nature. Have a discussion about a time when they saw an animal in the wild or on a nature reserve. Ask them about what they saw, what they heard, what emotions they felt, and what they did at the time and/or later on. They should talk in groups of three and then write down in note form any ideas they have. Tell them to use the boxing-up plan to formulate their ideas and to jot down words they like and memories they have. Get any confident students to present a few of their ideas to the class.

Exercise 3 is a continuation of exercise 2, and gets students to work on putting their ideas for poems into a poetic form. They should not concentrate on rhythm, since it interferes with the sense and flow of the words, but should think about rhyming the ends of their lines if they can. Go through any ideas that students have and get the class to suggest rhyming words as they see appropriate. Write a few rhyming pairs on the board. You can create a class model of one stanza if you like. Allow students time to write a draft and edit it. If the poems turn out well, you can get them to edit their work further for display.

Student's Book, pages 87 to 89

Around the World in Eighty Days

Write *Jules Verne* (*/dʒuːlz vɜːn/*) on the board. Ask students if they have heard of this author and if so, what they know about him. If necessary, explain that he was a French author (1828 CE–1905 CE) who is best known for his adventure novels and those written in the science fiction genre. Students may be unfamiliar with the genre of science fiction. They may have heard of Verne's *Journey to the Centre of the Earth* or *Twenty Thousand Leagues Under the Sea*. Explain that his books have been translated into many languages, including English.

Write the title of the book on the board and ask the students to suggest what might happen in the story.

Remind them that this novel was published in 1873 CE. Ask *How could you travel in those days? Were there planes? (No, the most common means of travel to cover long distances was a ship.) Which means of transport do you think will be mentioned? How long do you think it would take you to travel round the world today?* Students can guess in groups how long it would take, justifying their answers.

Now ask the students to read the story silently while they listen. You can also play the audio for this story. Ask them if they were correct about the means of transport used. Elicit which forms were mentioned – *train, steamer, elephant*.

Literature spot B

Around the World in Eighty Days
by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty.

5 The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several **bungalows** and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

'Where are we?' asked Sir Francis.
'At the **hamlet** of Kholby.'

10 'Do we stop here?'
'Certainly. The railway isn't finished.'
'What! Not finished?'
'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

15 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.
'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'
'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of conveyance to Allahabad.'

20 'Mr Fogg, this is a delay greatly to your disadvantage.'
'No, Sir Francis, it was foreseen.'
'What! You knew that the way—'
'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A **steamer** leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

25 There was nothing to say to so confident a response.
Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.
'I shall go afoot,' said Phileas Fogg.
Passepartout, who had now rejoined his master, made a **wry grimace**, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I have found a means of conveyance.'

30 'What?'
'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'
35 'Let's go and see the elephant,' replied Mr Fogg.

87

Vocabulary: Page 88, exercise 1

1 Ask students to read through the story again. The relevant words are in bold. They can work in pairs to work out their definitions. Remind students that they might have to read before and after the sentence containing the key word in order to fully understand the context. Allow them to use dictionaries once they have tried to figure out the meaning from the context. Check answers as a class, choosing students to read the words aloud. Check their pronunciation.

As an extension, write the following words on the board and ask students to work out their meanings from the context in which they are found. If they are struggling, allow them to use a dictionary: *glade, conveyance, reared, flurried, zeal*.

Answers

- 1 a house with one floor
- 2 A hamlet is a very small village, which suggests that there are very few people and houses.
- 3 It's a ship powered by steam.
- 4 It's an expression that shows pain or unhappiness. Passepartout wasn't happy because he didn't want to walk far, as he didn't think his shoes would be sturdy enough.
- 5 enclosed, palings: The elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

Literature spot B

They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

40 Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.
At two thousand pounds the Indian yielded.
'What a price, good heavens!' cried Passepartout, 'for an elephant.'

45 It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

50 * Parsee – a person living in South Asia but descended from Persia.
* howdah – a seat for riding an elephant

88

Comprehension: Page 89, exercises 2, 3 and 4

2 Students can do this exercise in pairs or small groups. They should discuss the questions and use examples from the text to support their answers. Monitor as they are working, clarifying any points in the story if necessary. Check answers as a class.

Answers

- 1 The train cannot continue its journey because the railway line hasn't actually been completed.
- 2 He is annoyed because he feels cheated by being sold a ticket to somewhere the train doesn't go. 'Growing warm' means getting annoyed.
- 3 Fogg says that he suspected that this might happen and suggests that they find another means of transport. Compared to Sir Francis, he is very calm and confident and doesn't show any anger.
- 4 He wanted it for fighting.
- 5 'It still preserved its natural gentleness', meaning that it does not want to fight (lines 40–41).
- 6 four – the guide, Passepartout, Sir Francis and Mr Fogg

Literature spot B

Comprehension

2 Answer the questions.

- 1 Why can't the train continue its journey from Kholby to Allahabad?
- 2 Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15)
- 3 How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.
- 4 Why did the Indian man decide to rear an elephant?
- 5 How do we know that the elephant is not aggressive?
- 6 How many people travel on the elephant?

3 Complete the sentences with the correct word.

calm confident enthusiastic unapologetic worried

- 1 The conductor is _____ about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.
- 2 Mr Fogg is _____ that he will still complete his journey in eighty days.
- 3 Passepartout feels _____ about the prospect of walking the rest of the way to Allahabad.
- 4 Mr Fogg remains _____ while he negotiates the sale of the elephant.
- 5 The guide is very _____ about making the journey by elephant.

4 Complete the sentences 1–3 with the names of the characters.

Sir Francis Passepartout Phileas Fogg

- 1 _____ is prepared to walk the rest of the way to Allahabad.
- 2 _____ thinks that two thousand pounds is too much to pay for an elephant.
- 3 _____ does not know where they are when the train stops.

Ideas

5 Find a line in the story that represents the following ideas.

1 time 2 money 3 transport

6 Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45). What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

7 Do you think that this story shows the importance of time? Justify your answer.

89

3 Choose students to read aloud the five words in the box. Check their pronunciation. Discuss the words and ask the students to think of other parts of speech for the same words, e.g. *calm*: *calmly*, *calmness*; *confident*: *confidence*, *confidently*; *enthusiastic*: *enthusiasm*; *unapologetic*: *unapologetically*; *worry*: *worried*. Students complete the sentences and check their answers in pairs. Choose students to read the complete sentences aloud.

Answers

1 unapologetic 2 confident 3 worried 4 calm
5 enthusiastic

4 Ask students to complete the sentences and then discuss what it tells them about each of the characters. For example, Mr Fogg is determined to complete the journey and will do anything to keep going. He's very focused and full of energy. Passepartout, on the other hand, does not have the same enthusiasm and is more concerned about his comfort and own well-being. Sir Francis is perhaps older and a little forgetful. He doesn't like surprises or things going wrong and doesn't deal very well with such circumstances.

Answers

1 Phileas Fogg 2 Passepartout 3 Sir Francis

Ideas: Page 89, exercises 5, 6 and 7

5 Discuss each of the themes with the class. First ask the students to explain how each theme is represented and then ask them to work in pairs to find references in the text. Check answers as a class.

Answers

1 lines 20–21 2 lines 49–51 3 lines 41–43

6 Discuss the question with the class. Give students time to make notes of their ideas. You can suggest that they draw a two-column table in their notebook, in which they can write down the advantages and disadvantages. Then, in pairs, ask students to come up with one single answer. Check answers as a class.

Suggested answer

Transport is an important theme in this story. These two passages describing a train's unfinished route and an elephant's potential to be a good mode of transport are interesting since the railway is not finished (line 11) and the elephant is needed to continue on their journey. The elephant, a live animal, is described like a mode of transport; it 'could doubtless travel rapidly and for a long time'. In this situation, the man-made transport fails, whereas the animal seems to be a more positive investment.

7 Give students time to discuss this question. They should do so in pairs and then in small groups. Collect ideas as a class and write notes on the board. Insist that students explain their answers in detail, and make sure that they are thinking logically.

Suggested answer

I think that this story shows the importance of time when Phileas Fogg is so precise about the number of days they have to spare in line 24. It also references time in the passage where the elephant is described ('rapidly', line 41). However, I think that more importance is given to efficiency, because Phileas Fogg is not in a hurry; he is instead very well prepared (lines 23–25).

Activity Book, page 57, exercises 1 and 2

Exercise 1 is a very suitable activity for group work in which students can share different ideas. Write their ideas on the board and discuss them with the whole class.

For exercise 2, get students to read through the extract again, and give you feedback about how they feel about the story. They should then write notes about what they will put into their article, and then plan and write a first draft in their Activity Books. If the articles turn out well, you can get them to edit them and write them up for a display.

Teaching and learning strategies

- The goal of education in Jordan in the 21st century is to provide students with the ability to develop their understanding leading to lifelong learning. In order to achieve this, teachers must adopt a variety of teaching strategies, which, by the twelfth grade, include higher-order learning goals and critical thinking. At the same time, students must be able to use the information they have to develop as people and as valuable contributors to society.
- This will entail a different approach to teaching and learning. It is no longer acceptable to focus on memorising facts, but rather on how to apply what has been learnt in different situations. It is necessary for teachers to consider the strengths and weaknesses of the students and for the students to take some responsibility for their own learning.
- This student-centred way of learning requires students' full participation in classes and for them to decide whether or not they have achieved their goals. At the same time, if the students haven't learnt, then the teacher has to reappraise the teaching methods used and try alternative ways. The teacher should be free to choose the methods of teaching and the material which is going to suit the students. The students should also see how they can apply what they have learnt to future learning situations.

Below is a four-stage process that teachers conforming to an outcomes-based curriculum can follow:

Stage One: Grouping Outcomes

The teacher ...

- reviews the curriculum outcomes, both subject-specific and general
- decides what the students need to know, understand and be able to do
- groups outcomes, deciding what essential understanding needs emphasis
- considers how the knowledge and ideas will appeal to students' interests

Stage Two: Evidence of Learning

The teacher ...

- considers how the students will be able to demonstrate the outcomes
- designs assessments (checklists, quizzes, observations) to provide feedback
- designs larger, broader assessments (performances, projects, tests) to determine the level of student achievement of the outcomes
- adjusts the methods of assessment to suit the needs of the students

Stage Three: Instructional and Learning Activities

The teacher ...

- considers what needs to be taught to help students achieve the outcomes
- plans varied learning activities to address needed knowledge, understanding and skills
- selects materials and resources best suited to attaining the outcomes

Stage Four: Review and Reflect

The teacher ...

- reviews the results of student assessment and/or evaluation
- reviews/re-teaches as required
- decides upon the next steps for learning

Student-centred teaching and learning is desirable as it has the student as its focus. The following principles should be adhered to:

- 1 Active learning, i.e. students' participation in lessons, encourages deeper understanding. If students are able to answer questions from rote learning, there is little understanding and the information will be quickly forgotten. If, however, they are asked to discuss and respond to ideas, they are more likely to retain the information. Just as in reading comprehension, simple questions which ask students to restate facts are not as effective as higher-order questions which ask for analysis, application, synthesis or evaluation.
- 2 Using different teaching methods will help you meet the different learning styles of the students. Remember we do not all learn in the same way. Some people respond better to seeing information, while others might respond better to listening. Our teaching methods need to address these differences by using, e.g. ICT, realia, discussion, different senses, to promote learning.
- 3 Through using learner-centred activities, students will achieve and be able to apply their learning to life. Teaching strategies should ensure that the student reaches the highest level possible. They should be encouraged to reach their potential and beyond. If they set high learning standards for themselves, they will be more determined to reach them.
- 4 The use of real-life situations in class encourage students to ask questions and make connections to what they already know. If students can see the connection between their work at school and the outside world, learning will appear far more meaningful to them.

Different learning strategies suitable for student-centred learning include the following:

ACTIVITY-BASED LEARNING STRATEGIES

- Activity-based learning strategies are decided by the nature of the activity and the students' resources. As the teacher of English, you have to guide your students towards independent and collaborative learning. Here are four activity-based strategies that students could employ:

Activity-based strategies	The learner can
Use What You Know	use background knowledge, make inferences, make predictions, personalise, transfer/use cognates and substitute/paraphrase.
Use Your Imagination	use imagery and real objects/roleplay.
Use Your Organisational Skills	find/apply patterns, group/classify, use graphic organisers/take notes, summarise and use selective attention.
Use a Variety of Resources	access information sources, cooperate and talk themselves through it.

- In *Action Pack 12*, there are many tasks which implement strategies. An example of "Use What You Know" is in the Student's Book page 18, exercise 1. Encourage your students to use their background knowledge of Jordan's healthcare system to explain why it is so good.
- An example of "Use Your Imagination" is the writing task in the Student's Book page 59. In exercise 7, students are required to imagine that they are writing to someone about living in Jordan. Encourage students to put themselves in the position of that person and write a letter outlining important points.
- One example of "Use Your Organisational Skills" is in the Student's Book page 61, exercise 11, where students are asked to order the paragraphs in a recount and to contribute to the recount with their own ideas. Another example is the writing task on page 69, exercise 11, which is bringing together ideas discussed in the previous exercises to write a review of a hotel or restaurant.
- An example of "Use a Variety of Resources" is searching for the meaning of key words in the reading tasks where students have to check the meaning of the words they don't know in the Student's Book Glossary or in a dictionary (can be electronic). Another example is the project at the end of every module in the Student's Book, where students are encouraged to work in groups and search the Internet or use the school library or a public library to find information related to the Project questions.

PROBLEM SOLVING AND INVESTIGATION

- Problem solving and investigation can be defined as seeking information by questioning. Students do research in a topic guided by a series of questions. They are assessed by the development of their analytical skills and their collaborative work. We know students are more interested in material that is relevant to their lives, so this kind of work connects them to the curriculum and encourages them to invest in the learning material. These strategies encourage higher levels of critical thinking, particularly suited to Grade 12 students. The activities usually include the following:
 - 1 identify a problem
 - 2 choose a model
 - 3 propose a solution
 - 4 investigate, analyse and gather data
 - 5 draw conclusions
 - 6 reflect and revise
- The role of the English language teacher is to guide the students to relate the known knowledge to the unknown and also to connect the students' knowledge to the curriculum and research. In problem solving and investigation, we can have many approaches to learning and teaching, such as group work and projects. Students can create their own questions, get supporting evidence to answer the questions, explain the evidence, connect the explanation to the knowledge obtained and create an argument for the explanation.
- *Action Pack 12* offers students opportunities to implement inquiry learning in a variety of tasks. Module 5 ends with a project in which students are asked to discuss the meaning of success and research a successful person. Students are offered instructions in the *Your task* box and a separate set of guidelines on how to do research. These guidelines provide good practice tips which the students can use in their work for other subjects. Unit 3 provides a writing task on page 31 where students are also required to do research about inventions, discoveries or developments, followed by organisation and condensing of their notes into a summary.
- Besides the use of a set of questions, problem solving and investigation can depend on visual aids. Students are asked to refer to a set of pictures to discuss ideas related to a specific topic. For example, Unit 6 starts with a *Before you begin* activity where students look at two photographs of students studying to discuss which countries they might come from, giving reasons for their suggestions (page 44). Unit 7 of the same module also starts with an exercise asking students to think about how they study for exams. The photographs give them a reference point to begin their discussion.
- You can assign tasks of other kinds of approaches to inquiry learning such as fieldwork and investigation. Ask students to conduct fieldwork about a Jordanian tradition or a cultural issue related to health, learning or a social habit. The students write up their own

questionnaire or interview and go around in their community to collect data, explain it and give their recommendation. In a similar manner, they can conduct an investigation about a certain issue in their community related to saving energy, for example.

- Involving students in tasks when new information comes into contact with already-existing knowledge results in increased motivation and better learning. Students are acquiring knowledge of interesting subject matter through exploring the real world.

Using critical thinking

- There are four general critical thinking strategies:

Critical thinking strategies	Questions that the learner asks
organise/plan your own learning	What do I do before I start?
manage your own learning	What do I do while I am working on the task?
monitor your own learning	How do I make sure I am doing the task correctly?
assess your own learning	What do I do after I have finished the task?

- In *Action Pack 12*, there are many opportunities to implement these four critical thinking strategies. For example, in the reading task in the Student's Book page 14, guide the students to do the following:

Critical thinking strategies	The learner
organise learning	has to look at the photographs (exercise 1) before they start and make sure they know the meaning of the words in the box (exercise 2).
manage learning	needs to focus on the general meaning while they are working on the task and focus on the question posed in exercise 3.
monitor learning	makes sure they are doing the task correctly by responding to self-assessment statements such as: <i>I can define words and phrases related to age and health.</i> <i>I can analyse an article by answering questions.</i>
assess learning	can ask themselves if they could understand the instructions and if they could read the text with ease after they have finished the task.

- Remind the students that they can go back at any step of the four to help themselves to achieve more success in the learning process.

CRITICAL THINKING ACTIVITIES

In order to improve your students' critical thinking abilities, you might like to try some of these activities:

Brainstorming

- This is one way to develop new ideas. Students make as many suggestions as they can and then the best ones are chosen. For example, in Unit 1, page 9, exercise 7:

Work in groups. Prepare a short talk about how you use computers at home and at school. Choose a spokesperson. Present your talk to the class.

- Give each group a large piece of paper. Ask each group to have a 'writer' and a 'spokesperson'. The group contributes ideas and the 'writer' notes them all down quickly on the piece of paper. When the groups have finished, ask students to analyse the ideas together and to discard those that they don't want to use. They can then build the presentation around the chosen ideas.
- Many of the speaking activities can use this method. This method also helps students to understand that it is important to work cooperatively.

Opposite thinking

- This is similar to brainstorming but in this activity, two students are supporting an opposite viewpoint. For example, Unit 5, page 36, exercise 1:

Do you think that it is important for a country to keep producing traditional handicrafts? Why/Why not?

- The students work in pairs. Ask one student to think about reasons why it is important and the other to give the opposite viewpoint. Explain that this is not necessarily what they think but it is good critical-thinking practice to consider the opposite point of view and to try to understand other people's ideas. Students can give an idea and then continue the conversation from there, for example:

Student A: I think it is important, as it is part of our heritage and shouldn't be forgotten.

Student B: However, things have moved on and people are using computers for everything. We should be training our citizens in how to use modern technology.

Student A: I agree but ...

- At the end of the conversation they can summarise their discussion for the rest of the class and also say if their opinions have been changed as a result.

Comparing and contrasting

- This activity helps students to analyse what they see and read. For example, on page 58, there are three photographs introducing Unit 8. Students can compare and contrast these, saying what is similar about them (two people communicating; enjoying the situation; they know each other) and what is different (work colleagues; student friends; old friends; purpose of conversations; place of conversations, etc.)

- This can also be done with a question. For example, Unit 7, page 50, exercise 1 discusses how to revise for exams. Students can listen to each other's ideas and then compare and contrast them, thinking about their own situation. For example, *I think drawing up a timetable is a good idea. It will make sure that I include everything I need to revise. At the moment, I don't do this, so my revision is not very organised.*

Synthesising

- This is an important element of critical thinking. It involves combining different ideas to form a new one. A good example of this perspective is in Unit 8, page 61, exercise 10. Ask students to work in small groups to decide on what happened in the story. It needs to follow on logically from the introduction. You can do this at other times by giving students the start of a story and asking them to complete it. You can then give students the actual ending which they can compare and contrast.
- Also in Unit 8 (page 62), there is an article on sign language. After students have read the article, ask them to write a letter to the head teacher of their school explaining why they think it would be a good idea to have sign language on the curriculum at their school. In this way, students are using the information they have gathered to apply to their own situation.

Learning styles

- As we know from previous levels of *Action Pack*, there are various learning styles that students can adopt. It is important to remember as a teacher that not one particular style is better than another. The aim of a learning style is to help a student process and retain new information as efficiently as possible in their own way. As a teacher, you can inform them of different styles and suggest that they try alternative ways. You can also offer guidance when they require it. Below are some different learning styles that you might recognise in your learners.

REFLECTIVE/IMPULSIVE

- The reflective learner is usually more careful than the impulsive learner. The reflective learner might take a little more time to decide on the answer as they weigh up the possibilities, whereas the impulsive learner is more intuitive. They will make guesses and take more risks. When learning vocabulary, for example, encourage both sets of learners to look at the root of words and the context to help them decide on the meaning. In other words, the impulsive learner can be shown what to look for, and the reflective learner needs to understand how to use the knowledge that they have in order to work efficiently.

FIELD INDEPENDENCE/FIELD DEPENDENCE

- The field-dependent learner can become more field independent with practice and encouragement. It is typical for a field-dependent learner to need defined goals and clear organisation; to be affected

more by criticism; to learn best through examples; to respond best to material which is relevant to their own experience. The field-independent learner on the other hand is more analytical; has their own goals and is capable of organising their own time; is less affected by criticism; can work out concepts by testing a hypothesis. In teaching these students, you will need to help field-dependent students more when they are being asked to establish rules of spelling or a grammar point, etc.

- For example, in Unit 8, page 59, there are some exercises on phrasal verbs. The field-dependent students might need more help than the field-independent learners, who will be willing to try out the hypothesis that they have come up with. When you understand your different learners, you will be able to help them more. Both learners are trying, so you must encourage them for that and not criticise them because they might have reached the wrong conclusion.

TOLERANCE OF AMBIGUITY

- Tolerance of ambiguity has proved to have strong connections to success in language learning. On the other hand, unlike the learning styles above, an intolerance has been shown to be detrimental to the learning success. Why is this? A learner who is intolerant can be easily overwhelmed when too much new information is introduced, and they don't easily accept language that doesn't fit the particular rules that they know.
- How can a learner become tolerant of ambiguity? The teacher will be their main assistant in this. You need to make sure that your students are relaxed with what and how you are teaching. You need to build a rapport with your students, which in turn provides an atmosphere that will be conducive to learning for all your students.
- There will be some language points which will be particularly difficult for the intolerant learner to grasp. For example, the definite and indefinite articles are not used in the same way in Arabic as in English. It is a good idea to explain to students that such structures are very different from their own language, and so you will need to spend more time on them. This not only forewarns them but also puts their minds at rest, and so they are more likely to be open to learning.

TEACH THE STUDENTS

- Students are not going to be identical as you can see from these different learning styles. This puts a further onus on the teacher, and although you have a Teacher's Book that will help you, you have to remember to teach the students in front of you and not just the language. A lesson might work well with one class but not with another, simply because your students are not the same. Be aware of how your students learn and try to adapt the lessons to suit them. Do not be afraid to ask students for feedback and remember that regular assessment will confirm how well they are learning.

Assessment strategies

Assessment strategies help to identify students' needs and to give the teacher the information needed to plan lessons in order to reflect the students' situation. Since English language learners demonstrate their understanding in a variety of ways, we need a range of assessment strategies. Now we use assessment techniques beyond pencil and paper tasks, which we call alternative assessment tools, i.e. the procedures which we use in the daily classroom activities. Alternative assessment employs strategies that ask students to demonstrate what they can do; it evaluates what they produce rather than what they are able to recall. Alternative assessment focuses on students' strengths, development, learning styles, language proficiencies, and cultural and educational backgrounds.

Alternative assessment includes a variety of measures that can be adapted for different situations. You have to use the assessment tools which are appropriate for the students' developmental age and skills competency. Learners may be at different levels in oral and literacy skills in English depending on their educational, cultural and attitudinal backgrounds. Some may also be more advanced in the listening skill than in reading, or in the speaking skill than in writing.

Diagnostic assessment

Diagnostic assessment finds out what students already know and/or the difficulties that they might have. If these difficulties are not discovered, the students might have problems either in engaging in the teaching or in progressing. It is often used before a course begins or when a problem appears. There are various options to help with this:

PREVIOUS EXAMS TAKEN

Try to find out how the students performed in their last class and what difficulties they had. Keep a record of what they scored in the final test.

TEST PREVIOUS LEARNING

You know from your curriculum what the students will be learning in this level. Consider which concepts and language they need to enable them to achieve in this level. Look at your curriculum and build a diagnostic test around this. Coursebooks often have opening tests or opening units to revise the previous level. Use these to help you assess where your students are. Set them a piece of writing homework so that you can assess this skill too.

QUESTIONNAIRE

Use a questionnaire to establish what the students think they are good at and what they think they have difficulty with. On a simple level they can rate their ability in

grammar, listening, speaking, reading and writing on a scale from 1–5. You can add further questions, e.g. *Which skill do you find most difficult? Do you read any English books? What do you enjoy most about learning English?*

Formative assessment

Formative assessment is a way in which you can assess students' progress in order to check that they are responding to the teaching techniques used, and modify your teaching if necessary. It is valuable for day-to-day teaching because it also allows students to develop a self-reflective attitude to their learning, as well as receiving, processing and acting on feedback from yourself and their peers. It also shows students the lifelong learning skill of framing feedback in a positive way. Formative assessment works best if it is an ongoing process which is incorporated into lessons systematically and consistently. Students must be involved in their own assessment for it to be effective.

The purpose of formative assessment is to improve student attainment. Here are some suggestions:

PORTFOLIOS

You can assess students' progress by encouraging them to build up a portfolio of their work. The portfolio should include a range of work from project writing or presentations to essays. Both you and the students can use these to chart progress and set goals.

STRATEGIC QUESTIONING

You should take into consideration the learning objective and plan specific questions related to the target grammar/vocabulary/knowledge. This can be particularly helpful when beginning a unit or module, to determine the prior knowledge level of the students, or when teaching a form of writing, such as poetry, for purposes of review.

CONCEPT CHECKING

Each time you explain an exercise to the class, you should check the students' comprehension of what they have to do. This will provide you with the opportunity to ensure that no students are left behind at this crucial point.

STUDENT SELF-ASSESSMENT

Provided in the Activity Book are several opportunities for students to assess their own progress, related to the outcomes in the *Scope and sequence*. These allow students to reflect on their work at appropriate times throughout the course, and set personal goals for the next unit.

TEACHER FEEDBACK

You should provide consistent, clear and constructive feedback to students after class interaction such as speaking exercises. Your feedback could take the form of praise, questions to clarify an issue or collaborative correction on the board. It could also (less frequently)

take the form of one-to-one feedback sessions where the teacher and student set personalised goals, together, for the student.

PEER FEEDBACK

Students are given the task of assessing their peers against the success criteria or outcomes for a particular task. Skills for lifelong learning are at the centre of this exercise, since students must learn how to couch their observations of each other in constructive terms, and how to interpret peer comments as scaffolding for progress.

OBSERVATION

This can be carried out when students are working in groups or pairs, doing project work or speaking tasks. You should observe how students work in groups, whether they habitually take a certain role in a group, their use of language with their peers, and their listening skills. This will form the basis of *Teacher feedback*.

COLLABORATIVE DEVELOPMENT OF ASSESSMENT CRITERIA

You should make the outcomes of each lesson transparent for students. This might involve discussion at the beginning of each lesson as to how to achieve each outcome. These 'how-to' notes (assessment criteria) to achieving the outcomes can then be written up on the board and followed by students. For example, if one of the outcomes is *I will be able to write an email to a friend about the differences between Arabic and English*, you should discuss with the class what is important in an informal email (an appropriate beginning and end, contractions, short paragraphs explaining the differences) and write these as bullet points on the board, taking care to refer to them during the lesson. If the students have some control over the assessment criteria, they will be more likely to take an active and reflective role in their learning.

LEARNING LOGS

If you wish to provide students with a written tool for self-assessment, you can introduce them to the practice of keeping a learning log. This is where they keep track of the outcomes and assessment criteria that they have covered, and chart their responses to these, and their overall feelings about what they have learnt. These can be free writing responding to their performance in a task (suggested for Grade 10 and upwards) or in the form of a checklist (for younger pupils) consisting of categories such as *I understood the lesson, I wrote a letter, I corrected some mistakes I made, I felt happy with the language*. Students should be encouraged to share their learning logs with the teacher during individual meetings so that goals can be readjusted to suit each student's progress.

Benchmarks

Benchmarks are standards – or points of reference – that teachers use to assess or monitor students' language proficiency. They also help in planning for language instruction and giving feedback to the students, their parents and the other teachers about their proficiency in the language. The marks on top of the tables on pages 144–145 are given according to the student's performance. They add up to maximum of 20 points on a task.

ASSESSING PRODUCTIVE SKILLS

Productive skills are easier to assess than receptive skills, since there is a finished 'product' by which the students' work can be measured. You should assess both single tasks and cumulatively across a semester to see improvement and next steps.

Oral performance

Oral performance should be an ongoing process to monitor comprehension as well as thinking skills. This can be done through interviews, oral reports, roleplays, describing, explaining, summarising and retelling/paraphrasing stories. At the beginning and intermediate stages of language development, teachers are advised to use visual cues such as pictures paralleled by a set of questions to elicit the use of academic language (comparing, explaining, describing, hypothesising, analysing) and vocabulary related to the topic. Many exercises in *Action Pack 12* incorporate description of pictures or discussion based on pictures (p. 6 ex 1, p. 28 ex 1, p. 46 ex 2, p. 64 ex 1).

In roleplays, which can be used at all grade levels, students are motivated to convey facts or information prompted by questions from the other character (see p. 51 ex 9). To assess oral performance tasks, you can use Benchmark **B**, page 144.

Written tasks

Writing assignments are most suitable for assessing students' progress. At the beginning stages, students' writing is often controlled. The teacher guides students through a pre-writing stage, which includes discussion, brainstorming, webbing and/or outlining. Then, the teacher assesses the independently-written product. *Action Pack 12* provides opportunities for advanced students to write within a variety of genres and topics:

Genres: a report (p. 19 ex 8), a summary (p. 33 ex 7), a blog post (p. 49 ex 9), a competition entry (p. 61 ex 11)

Topics: health facilities (p. 19 ex 8), famous people (p. 29 ex 10), education (p. 45 ex 8 and p. 47 ex 11), learning languages (p. 53 ex 9), living and studying in Jordan (p. 59 ex 7), careers and career paths (p. 75 ex 11)

You can use Benchmark **D** on page 145 to monitor or assess your students' written work.

ASSESSING RECEPTIVE SKILLS

Receptive skills can be assessed by asking directed, scaffolding questions which determine how developed a student's skill in this area is. The assessment grid (benchmark) for reading is based upon students' performance in answering questions (for analytical skills) and producing words and sentences well (for practical reading skills). As regards listening, you can assess students' skill in this area by seeing how well they listen within a group, how much of their classmates' advice they take on in feedback sessions, how they process and act upon instructions from you or the book, and ultimately how successfully they follow the *Listening strategies* in their Student's Book. Additionally, a great deal of evidence for listening skills is contained in their ability to speak well, so this should be considered when assessing oral performance, too. For periodical summative assessment for learning, you can use Benchmark **A** on page 144 for Listening and Benchmark **C** on page 145 for Reading.

Benchmark A: Listening

	1	2	3	4
Recognising tone in spoken language for expressing various functions	Relies entirely on words spoken; reproduces little or no appropriate intonation	Listens and reproduces some effective intonation, but cannot sustain it when not listening to recording	Reproduces tone well, with good effect; attempts to apply it to own sentences	Reproduces tone well; applies it to own sentences; uses different tone in own speech to good effect
Identifying the characteristics of different types of speech when listening	Makes little or no critical distinction between different types of speech	Can distinguish between different types of speech; does not offer analysis	Analyses basic differences (such as contractions) between formal and informal speech	Analyses differences such as tone, speed, inflection and word choice between formal and informal speech
Assessing the quality of the speaker's presentation style by using criteria such as volume and tone of voice	Makes little or no judgement of quality	Notices volume and tone of voice, but makes little judgement of quality	Assesses quality by pointing out volume and tone of voice, but does not offer ways of improvement or comparison	Assesses quality by pointing out volume and tone of voice; offers ways of improvement or comparison
Eliciting information or responding to presentations by asking appropriate questions	Asks few or no questions	Asks questions after a presentation only when prompted; questions are not relevant or useful	Asks questions after a presentation; some questions may not be directly relevant or useful	Asks useful and relevant questions after a presentation; develops own understanding and the general understanding of the class
Participating in classroom discussions	Participates in pair or group conversations with limited input; one word answers	Participates in pair, group and classroom discussions by giving own opinion; sometimes relevant	Participates in classroom discussions by offering opinions and ideas; is influenced by others' ideas	Participates in classroom discussions by asking relevant questions; offers relevant opinions

Benchmark B: Speaking

	1	2	3	4
Showing understanding of task objectives and requirements	Exhibits little understanding of task objectives or requirements	Exhibits some understanding of task objectives and requirements	Exhibits a fair understanding of task objectives and requirements	Exhibits good understanding of task objectives and requirements
Using grammar and vocabulary to express ideas	Expresses ideas without clarity; uses few appropriate grammatical structures/vocabulary	Expresses ideas with some clarity; makes considerable errors in grammar/vocabulary	Expresses ideas quite clearly with few errors in grammar and vocabulary	Expresses ideas clearly using correct grammar and technical vocabulary
Using intonation and tone of voice to express meaning	Uses tone of voice and intonation very little; few attempts to express meaning	Uses tone of voice and intonation with some success; some attempts to express meaning which may be misunderstood	Uses fairly successful tone of voice and intonation to express intended meaning	Uses tone of voice and intonation with success; expresses intended meaning
Using eye contact, facial expressions and gestures	Makes very little or no eye contact; uses few facial expressions or gestures	Makes some eye contact; uses some facial expressions and gestures	Makes eye contact and uses facial expressions and gestures; some enhancement to performance	Makes eye contact; uses facial expressions and gestures with successful enhancement to performance
Using appropriate speed and volume	Uses little or no variation in speed/volume OR has very little control over speed/volume	Uses some variation in speed/volume; not always appropriate to subject matter	Uses variation in speed/volume; mostly appropriate to subject matter; exercises fair control	Uses variation in speed/volume; appropriate to subject matter; controlled and considered delivery

Benchmark C: Reading

	1	2	3	4
Reading aloud, noticing punctuation and grammar	Sounds out some words correctly	Reads whole sentences aloud; little regard for punctuation	Reads aloud with regard for punctuation; little regard for meaning implicit from grammar	Reads with regard for punctuation; notices implications of grammar
Selecting topic sentences and identifying components of texts such as beginning/middle/end	Occasionally identifies basic components such as beginning/middle/end	Identifies topic sentences by position rather than content; identifies basic textual components	Gives reasons for locating topic sentences; locates text components; explains their purpose	Gives reasons for locating topic sentences; locates more complex text components such as story escalation or crisis
Using a range of strategies to read words	Decodes familiar and unfamiliar words with help		Uses knowledge of diphthongs or combinations of letters to attempt reading sounds	
Describing or selecting information or ideas from texts	Recalls some simple points from familiar texts; locates some pages/sections of interest	Recalls specific, straightforward information; generally clear idea of where to find information	Identifies most obvious points; there may also be misunderstandings, e.g. information from different places in the text	Identifies relevant points; supports comments by generally relevant textual reference or quotation
Deducing or interpreting information or ideas from texts	Infers at a basic level with support; comments/questions about meaning of parts of text, e.g. details of photographs, diagrams	Makes plausible, basic, interpretations about events and information, using evidence from text	Makes interpretations based on evidence from different points in the text; often correct, but gives little reason for a particular interpretation	Makes inferences and deductions which are based on textual evidence
Identifying writer's purpose, and the effect of the text on the reader	Makes some simple comments about preferences, linked to experience	Identifies main purpose; expresses personal response; unaware of effect on reader	Identifies main purpose; has some awareness of writer's viewpoint; is aware of overall effect on reader	Clearly identifies main purpose through overview; explains writer's viewpoint; explains effect on reader

Benchmark D: Writing

	1	2	3	4
Using non-electronic and electronic English references to find information	Uses no references, or uses a single source to gain limited information	Uses few references, and does not acknowledge the sources	Uses either only electronic or only non-electronic resources, with acknowledgement	Uses both non-electronic and electronic references in English, with acknowledgement
Organising information to develop central idea	Presents information without organisation or structure; does not develop central idea	Organises information using markers; develops central idea in a limited capacity	Organises information using paragraphs; develops central idea with some success	Organises information using well-linked paragraphs; develops central idea successfully
Writing well-organised, coherent paragraphs	Writes using few or no paragraphs with little idea of paragraph-level structure	Attempts paragraph-level structure; does not attempt use of topic sentence	Writes fairly well-organised paragraphs; includes a topic sentence, supporting sentences and/or a concluding sentence	Writes well-organised, coherent paragraphs; includes a topic sentence, supporting sentences and a concluding sentence
Producing grammatically-correct compound sentences	Makes little or no attempt to produce compound sentences	Attempts to produce compound sentences; attempts correct grammar and usage	Produces compound sentences; mainly effective usage, grammatical errors do not obscure meaning	Produces compound sentences; effective usage; grammatical errors are few
Editing and proofreading final drafts with correct standard English	Makes few attempts to edit and proofread written work for correct final drafts	Edits and proofreads work to produce final drafts with a remaining number of errors; occasionally aggravates errors in text	Edits and proofreads written work to produce final drafts with a significantly lower number of errors in spelling, punctuation, usage and grammar	Edits and proofreads written work to produce final drafts with correct standard English (few/no errors in spelling, punctuation, usage and grammar)

Summative assessment: Tests

Summative assessment shows the teacher, student and parents how successful the student's learning has been. Normally this assessment is used at the end of a teaching module, a term or the school year. It quantifies the achievement of the student and highlights the readiness of the student to progress to the next level. It is vital that this assessment is both valid and reliable in the following ways:

- It should cover all the new material that students have learnt within a specific period of time.
- It should not introduce new language that might confuse the students.
- It should follow a style that the students are accustomed to.

HOW TO WRITE A TEST

The following are guidelines to help you to write a test. The tests which *Action Pack 12* provides cover **Listening**, **Reading**, **Use of English** (grammar and vocabulary), **Speaking** and **Writing**. Further, the Teacher's Book tests for *Action Pack 12* also cover **Literature spots A and B**. The **Reading** and **Use of English** sections are weighted more heavily than the other sections. The examples given below are taken from the tests in the Activity Book (pp. 58–61) and the Teacher's Book (pp. 148–151).

The **Listening** section asks students to listen to a realistic scenario and answer questions to check understanding. The section consists of five questions which are equally weighted.

The **Reading** section comprises of a short reading text on a topic related to what students have already encountered in the modules. It is followed by a comprehension part which includes questions related to the text, true/false questions or matching sentence beginnings and endings. The second exercise under this section tests students' understanding of information organisation into paragraphs. The third exercise involves completing a summary of the text using the correct word.

The **Use of English** section tests vocabulary and grammar. It tests both the usage of different tenses and grammatical structures, and students' understanding of the various forms that a particular word can take (e.g. noun, adjective, verb and adverb). Other types of exercises include correcting sentences using the correct vocabulary, and choosing the correct words to complete sentences.

The **Speaking** section provides students with the chance to discuss a particular topic relevant to modules previously studied using a list of relevant words or phrases. The tasks require students to arrive at a conclusion or decision on the basis of their discussion.

To be accurate in marking speaking tasks, take into consideration the following criteria or learning areas:

- pronunciation
- vocabulary
- grammar
- fluency
- conversational skills (topic development, taking initiative, cohesion, ability to express ideas)

The **Writing** section requires students to complete a writing task in their notebook, for example, write a review, report or essay on a topic relevant to what they have already covered in the related modules.

To be accurate in marking writing tasks, take into consideration the following criteria or learning areas:

- content
- grammar
- spelling and punctuation
- organisation
- coherence

The **Literature spot** section consists of questions related to the relevant *Literature spot*. The questions are similar to those found in the *Literature spots* themselves, and aim to assess students' understanding of literary language, as well as their critical-thinking skills.

To be accurate in marking this section, take into consideration the following criteria or learning areas:

- comprehension
- critical thinking
- recognition and use of literary devices
- use of background knowledge and prior experience in analysis

Project assessment

At the end of the Project lessons, you should assess your students according to the following criteria:

1 Ability to work in a group

The projects are the ideal time to observe students take on a role for a longer time within a group of their peers. Two aspects of this work need to be assessed: do they contribute fairly during the group work, and do they vary the roles they take on? The development of this skill is best observed over longer periods of time.

2 Ability to work independently

You should observe students' ability to use the discussions and preparatory work they do in groups to inform their own work. Can they answer questions by looking for the answers, rather than simply asking someone else to help? Can they solve problems such as how to structure an e-presentation on their own?

3 Research skills

To assess students' research skills, you will need to assess them against the following two questions:

- a) What do students understand about how to conduct research?
- b) Do students know about plagiarism and how to avoid it?

4 Editing skills

All students should be able to find and correct simple grammatical and punctuation errors. Most students are able to rephrase an awkward sentence into a more easily comprehensible one. Some students can correct work for appropriate register.

5 Presentation – written/visual materials

All students should possess basic skills in preparing slides for a presentation; adding words and images, etc. Most students can choose appropriate colour schemes and designs for the subject matter they are presenting. Some students can use special effects within their presentation.

6 Presentation – oral

All students should be able to read prepared sentences aloud in front of the class in a clear voice. Most students will attempt to speak in front of the class without prepared notes. Some students will succeed in presenting a cogent argument or opinion for an extended amount of time, with grammar mistakes that obscure meaning.

7 Feedback skills

Action Pack aims to increase students' confidence and competence when providing feedback to their peers, in as many group situations as possible within the classroom. Peer feedback occurs when students offer each other advice about their work which incorporates reference to **a)** what has been done well in relation to the success criteria; **b)** what still needs to be done in order to achieve the success criteria; and **c)** advice on how to achieve that improvement.

Test A (Modules 1–3)

LISTENING (10 marks)

Listen to a debate about homoeopathy. Write *K* for Mr Khatib, *H* for Dr Hourani. Which speaker ...?

1 thinks that traditional medicine is not doing a good enough job? _____

2 says that homoeopathy has no positive effects? _____

3 says that homoeopathy is not safe? _____

4 says that anxiety and insomnia are problems that the medical community does not understand properly? _____

5 says that millions of people have had positive experiences of homoeopathy? _____

READING (20 marks)

Read the following text carefully, and then answer all the questions that follow.

A Can you think of a medicine that is very effective and is fun, free and very easy to administer? You may be surprised by the answer ... It is laughter.

B Laughter is contagious. If people sitting near you start to laugh, it is very difficult not to join in. When you start laughing with other people, you feel relaxed and friendly towards them. In fact, if you laugh out loud, all the muscles in your body relax and stay that way for up to three-quarters of an hour. It is a great way to remove stress.

C There are chemicals in your body called endorphins. These make your body feel good and help to reduce pain and tiredness. Laughter releases these endorphins and makes you feel a lot better. That's not the only advantage of laughter. It can also improve your immune system, which protects your body against disease. Your body produces proteins, called antibodies, to help it fight illnesses and infections. When you laugh, the number of antibodies increases. Another benefit of laughter is that it can protect your heart. When you laugh, blood starts flowing round your body more efficiently, and this can help prevent heart attacks.

D So not only does laughter make you feel happy, it's also very good for your health. My advice is to start laughing!

A Answer the following questions about the text. (5 marks)

1 How is laughter contagious?

2 What is the function of endorphins?

3 What is the difference between endorphins and antibodies?

4 What are three benefits of laughter?

5 How can laughter protect your heart?

B The text has four paragraphs. In which paragraph (A–D) can you find information about the following? (10 marks)

1 chemicals in your body: _____

2 the author's recommendation: _____

3 what happens to the muscles in your body when you laugh: _____

4 three benefits of laughing: _____

5 a pleasant surprise about laughing: _____

6 how your body fights illness: _____

7 an organ in your body that laughter is particularly good for: _____

8 the 'infectiousness' of laughter: _____

9 stress reduction: _____

10 how laughter affects your relationships with others: _____

C Complete the following summary with words from the text. (5 marks)

Laughter is a good and free medicine for people. It relieves (1) _____ and creates a (2) _____ atmosphere. When you laugh, the body produces endorphins to decrease (3) _____ and fatigue. It also creates antibodies to fight illnesses and (4) _____. In addition, the blood circulates better and decreases the possibility of heart (5) _____.

USE OF ENGLISH (30 marks)

A These sentences have the wrong word in **bold**. Correct them by using one of the words in the box below. (5 marks)

antibodies artificially-created blog
calculations desalination

- 1 **Textiles** plants are becoming a popular method of providing water for people living in areas that have little fresh water. _____
- 2 Many megaprojects consist of **sceptical** cities, which will be built according to principles of sustainable living. _____
- 3 I came across a **conventional** post the other day. It was discussing the importance of traditional crafts in our modern-day society. _____
- 4 Homoeopathy cannot produce **ceramics** needed to protect against childhood diseases. _____
- 5 One of the earliest computers took as long as 25 minutes to do simple mathematical **demonstrations**. _____

B Choose the correct word to complete the sentences. (5 marks)

- 1 My grandparents gave me a *fountain pen* / *pedestrian* for my birthday, and I am learning calligraphy now.
- 2 Some *ailments* / *inoculations* can be treated effectively with homoeopathic remedies.
- 3 When there is not enough rainfall to grow crops, the ground must be *irrigated* / *publicised*.
- 4 I enjoy painting and sculpture so I decided to do a degree in *Fine Arts* / *craftsmanship*.
- 5 Elderly people often suffer from *dementia* / *acupuncture*, which is difficult to treat.

C Complete the text below with the correct form of each verb in brackets. You may need to use more than one word. (10 marks)

Some advertisements say that you can (1) _____ (learn) a language in a month; others promise that a basic knowledge (2) _____ (be) yours in 24 hours. There are language-learning courses that promise excellent results with very little effort, and even less time!

However, these advertisements gave many people the wrong idea, and after some people (3) _____ (struggle) for months to achieve a good level, they (4) _____ (begin) wondering what had gone wrong.

A complaint (5) _____ (recently make) against LearnAssist, a language school chain, and the company (6) _____ (force) to remove its claim that its technique is better than any other method. The Managing Director of LearnAssist said "While we still believe that what we say is true, we accept it is best for us to change our advert. However, the fact (7) _____ (remain), if you (8) _____ (spend) three hours per day for five weeks on our language course you (9) _____ (speak) the language very soon. What we (10) _____ (do) next time is make this clearer in the advert."

D Complete the text using the correct form of the words in capitals at the end of each line. (10 marks)

On the tiny island of Arran in Scotland, the local people are bringing back an ancient (1) _____. This has proved to be (2) _____ beneficial to the community.	TRADITIONAL EXTREME
The tradition in question is the craft of (3) _____. Until a hundred years ago, weaving was the main profession of the island's women. An (4) _____, Arran Textiles, was set up a few years ago to offer classes in traditional weaving skills. It was so popular that the project, which had originally been (5) _____ for older women, was extended to include school (6) _____, younger women and men, too. It has also started offering (7) _____ courses to people who do not live on the island.	WEAVE ORGANISE INTEND CHILD TRAIN
Arran Textiles has helped (8) _____ who were previously socially isolated, and it has also (9) _____ the added benefits of new business opportunities and support for (10) _____.	PERSON BRING TOURIST

LITERATURE SPOT (15 marks)

A *I Remember, I Remember*: Why do you think the poet might be "farther off from heav'n" now? Discuss all possible meanings of this statement. (5 marks)

B *All the World's a Stage*: Read the following quotation by a Chinese philosopher. Do you think that the speaker in *All the World's a Stage* would agree with the philosopher's view of old age? Why? (5 marks)

"Old age, believe me, is a good and pleasant thing. It is true you are gently shouldered off the stage, but then you are given such a comfortable front seat as spectator."

C *The Old Man and the Sea*: Why do you think Santiago risks his life for the marlin? (5 marks)

SPEAKING (10 marks)

The following are some inventions that would change the world.

devices powered by body heat moon tourism
flying cars underwater cities
vaccinations against allergies

Talk to your partner about the inventions, saying which one will be the most useful and which one the least useful. Then arrive at a decision and say which you have chosen and why.

WRITING (15 marks)

In your notebook, write an essay for a magazine, describing an important event that you have seen, taken part in, or heard about. Remember to think about who will read your essay. Include rhetorical devices.

Test B (Modules 4–6)

LISTENING (10 marks)

▶▶ Listen to a graduation speech to a class of Grade 12 students. Answer the following questions.

- 1 What does the speaker want to remind the graduates?

- 2 The speaker says "The answer is curiosity". What question does this answer?

- 3 The speaker mentions three ways of discovering things without using computers or other technology. What are they?

- 4 What does the speaker want the students to be proud of?

- 5 Rephrase the speaker's very last words.

READING (20 marks)

Read the following text carefully, and then answer all the questions that follow.

- A** Tourism makes an important contribution to Jordan's economy. More than five million visitors a year come to Jordan to experience amazing natural sights, such as Wadi Rum, and historic buildings in places like Petra and Jerash. These large numbers of people add billions of dollars to the economy. As well as spending money in shops buying souvenirs to take home, they also use the hotels and transport and participate in sports activities such as scuba diving in Aqaba's coral reefs.
- B** Jordan is not only popular with tourists who want to see the wonderful sights it has to offer and relax on the beaches. There is another type of tourism which is becoming more and more important for Jordan – health tourism. This is when people travel from their country to get medical treatment in another country. This could be because the country that they come from doesn't have good medical facilities or because the destination country can offer a particular treatment not widely available in their home country.
- C** In 2014 CE, Jordan was 'Destination of the Year' in the Medical Travel Awards. Over a quarter of a million patients use the medical facilities in Jordan annually, and around half a million people accompany them. In total, this brings about a billion dollars to the economy.

A Decide if these sentences are true or false. Correct the false sentences. (4 marks)

- 1 Tourists in Jordan spend money in different ways.

- 2 The main motivation behind tourism in Jordan is sightseeing.

- 3 All countries have good medical resources and treatment.

- 4 Three quarters of a million patients contribute to health tourism in Jordan every year.

B The text has three paragraphs. In which paragraph (A–C) can you find information about the following? (10 marks)

- 1 the number of regular tourists that come to Jordan every year: _____
- 2 prize that Jordan has received for its health tourism: _____
- 3 the number of tourist patients using Jordanian medical facilities each year: _____
- 4 an explanation of what health tourism is: _____
- 5 the kinds of things that tourists spend their money on in Jordan: _____
- 6 reasons why people come to Jordan for health tourism: _____
- 7 the tourist industry's importance in Jordan: _____
- 8 the amount of money that health tourism brings to the Jordanian economy: _____
- 9 the rise of health tourism in Jordan: _____
- 10 the number of people in total that come to Jordan because of health tourism: _____

C Complete the following summary with words from the text. (6 marks)

Tourism in Jordan contributes to its economy in different forms. A huge number of tourists come to Jordan to visit natural and historical (1) _____, such as Wadi Rum and Petra. However, another popular type of tourism in Jordan is (2) _____. People from all over the world come to Jordan for medical treatment, thanks to the country's excellent medical (3) _____. In 2014 CE, Jordan was given the 'Destination of the Year' award in health tourism.

USE OF ENGLISH (30 marks)

A These sentences have the wrong word in bold. Correct them by using one of the words in the box below. (5 marks)

**work experience undergraduate
tailor-made small talk tuition**

- 1 You need to get a lot of **curriculum vitae** if you want to progress in your chosen career. _____
- 2 If you would like to learn to play the oud, you can get private **interpreter**. _____
- 3 At the beginning of a business meeting, it is normal to make **proficiency** so that everyone feels comfortable. _____
- 4 Some universities offer **regional** courses that are able to suit individual needs. _____
- 5 After doing a(n) **goods** degree, a number of students decide to continue their studies and do a Master's degree or a PhD. _____

B Choose the correct word to complete the sentences. (5 marks)

- 1 You can choose to do **a course / an internship** at a company before settling on a certain career.
- 2 If you keep working hard to improve your English, you will reach a level of **proficiency / multilingual** in a few years.
- 3 Keen university students who are doing their first degree can go on to study **postgraduate / academic** degrees.
- 4 In many schools, studying a foreign language is **competent / optional**, but it is often a good idea to continue learning a second language.
- 5 Most university teaching is done in groups, called **seminars / conferences**, in which all students discuss the subject freely.

C Complete the text below writing one word in each gap. (10 marks)

In this time of a changing economy, people have to be imaginative and hard-working in order (1) _____ find a career that suits them and also pays a good salary. However, for around fifty applicants, NASA (National Aeronautics and Space Administration) is providing a three-month opportunity to earn a bit amount of money! All you have to do is (2) _____ lots of rest in bed ...

It may sound like easy work, but Ben Ingram, (3) _____ is one of the few people that is taking (4) _____ in this study, says, 'It's actually exhausting. I have not been allowed to sit up for 64 days, and sometimes my back is very painful. In the end, though, I'm learning a lot (5) _____ what I miss from the outside world. For example, I'm very keen on exercising, usually.' He does indeed look very uncomfortable!

NASA scientists are doing these tests (6) _____ that they can discover how muscles and organs cope with zero gravity. In fact this is one of many medical trials that organisations are carrying (7) _____, in order to look (8) _____ developments in space exploration, medical advances and educational theories. Would you (9) _____ applied for this opportunity, (10) _____ you could have?

D Complete the text using the correct form of the words in capitals at the end of each line. (10 marks)

<p>On the day of the exam, you need plenty of time to do everything. Have breakfast but don't drink too much; arrive on time, but not too early, or you may find yourself getting more and more (1) _____ while you wait to start.</p> <p>In the exam, you can keep calm by breathing (2) _____ and thinking positively. Read the exam questions (3) _____ and underline all of the key (4) _____ that tell you how the questions should be (5) _____.</p> <p>If possible, start with the ones that you can do easily to give you (6) _____.</p> <p>Remember what you've learnt from practising questions and doing practice exams (7) _____, and plan your use of time. Don't panic if everyone around you seems to start writing immediately and don't follow their example until you are ready.</p> <p>Finally, after the exam, don't join in on a (8) _____ about what everyone else did, unless you want to (9) _____ yourself for the next exam. Most importantly, remember that exams are (10) _____ to find out what you know, what you understand and what you can do.</p>	<p>NERVE</p> <p>DEEP</p> <p>CARE</p> <p>INSTRUCT</p> <p>ANSWER</p> <p>CONFIDENT</p> <p>PREVIOUS</p> <p>DISCUSS</p> <p>FRIGHT</p> <p>DESIGN</p>
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LITERATURE SPOT (10 marks)

A *A Green Cornfield*: List the colours that have been used in the poem. What do you think they symbolise? (5 marks)

B *Around the World in Eighty Days*: Read the following extract from the story. Find two examples of literary devices. (5 marks)

"The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut."

SPEAKING (15 marks)

The following are ways in which you might learn a foreign language.

**a CD course grammar books an online course
a DVD course face-to-face learning writing translations**

Talk to your partner about your experience of each method in your own language learning. Finally, agree on three methods that you would recommend to a friend, and say why you have chosen these methods.

WRITING (15 marks)

You receive the news that your town council is cancelling a bus route that you, your family and friends use regularly. In your notebook, write a letter to the town council to persuade them not to cancel it. Explain why this will have negative effects on the whole town. Think about business opportunities and local economies.

Teacher's Book tests answer key

TEST A (Modules 1–3)

LISTENING

Audioscript

CHAIR: Is homoeopathy a valid alternative to conventional medicine? Can it ever be said to be effective? We have two speakers here today to debate the issue. Dr Hourani is a well-respected scientist, and Mr Khatib is a widely-respected practitioner of homoeopathy. Remember, the winner of the debate is decided by you. Let the debate begin!

DR HOURANI: I want to start the debate with this: there is no debate – homoeopathy is not and should not be an alternative to conventional medicine. Let's look at the facts. Medical trials have failed to show that homoeopathy is any more effective than taking a sugar pill: there is absolutely no proof that it works.

MR KHATIB: In response, I want to begin with the crucial question: if homoeopathy is nonsense, why is it so successful? How can the experience of millions of people be wrong? Conventional medicine is failing us. Anxiety, depression and insomnia are all medical problems that are misunderstood by the medical community. How can we address these problems? I believe that homoeopathy is the answer.

DR HOURANI: How can conventional medicine be failing us when people are being cured every day? Homoeopathy fails the people that it says it will protect. It is a waste of money and it is dangerous. How ethical is it to ask a patient to neglect treatment in favour of an un-scientifically proven 'remedy'?

MR KHATIB: How is it ethical to deny choice and limit alternatives to often outdated 'scientific' treatments? Who has the right to deny patients the treatment that they know is best for them?

CHAIR: Well, let's give the audience a chance to decide ...

1 K 2 H 3 H 4 K 5 K

READING

A 1 If people sitting near you start laughing, you end up joining in. **2** Endorphins make your body feel good and help to reduce pain and tiredness. **3** Endorphins are chemicals in your body that are released through laughter to help to reduce pain and tiredness, whereas antibodies are proteins that help the body to fight illnesses and infections.

4 Answers can include: Laughter can remove stress, reduce pain and tiredness, improve your immune system and protect your heart. **5** It can protect the heart by making blood flow round your body more efficiently, and therefore prevents heart attacks.

B 1 paragraph C **2** paragraph D **3** paragraph B
4 paragraph C **5** paragraph A **6** paragraph C
7 paragraph C **8** paragraph B **9** paragraph B
10 paragraph B

C 1 stress **2** friendly/relaxed **3** pain **4** infections **5** attacks

USE OF ENGLISH

A 1 Desalination **2** artificially-created **3** blog **4** antibodies
5 calculations

B 1 fountain pen **2** ailments **3** irrigated **4** Fine Arts
5 dementia

C 1 learn **2** will be **3** had struggled **4** began
5 was recently made **6** was forced **7** remains
8 spend/spent **9** will/would speak **10** will do

D 1 tradition **2** extremely **3** weaving **4** organisation
5 intended **6** children **7** training **8** people **9** brought
10 tourism

LITERATURE SPOT

A Suggested answer: I think that the poet might be "farther off from heav'n" now that he is an adult because he has lost the "childish ignorance" that he had when he was younger.

B Suggested answer: I don't think that the speaker in *All the World's a Stage* would agree with the philosopher's view of old age; he sees old age as nothing but a degeneration

("... mere oblivion", "sans everything"). I would say that the Chinese philosopher's old age seems more like the justice's stage where one can relax and observe life in action from a distance.

C Suggested answer: I think that Santiago risks his life for the marlin because he has already put a lot of effort into catching it. It is possibly also something that could help him feel young again. He may also feel ashamed that he has failed to catch anything for the past eighty-four days and so is willing to risk his life to prove to the rest of the village that he is still a good fisherman.

SPEAKING AND WRITING

Students' own answers

TEST B (Modules 4–6)

LISTENING

Audioscript

Good morning and congratulations on graduating from high school. I know how hard all of you here today have worked to achieve your very best, but I want to remind you that learning does not stop here. Learning is a part of life which exists beyond the walls of this school. What drives forward this learning? The answer is curiosity. Throughout human history, people have had to discover things using their eyes, ears and minds, without computers, without technology. They have looked at the world around them and wanted to find out more; and there is always more to discover. There is always more to learn.

Please remember this. I want you to be proud of what you have achieved, of where curiosity has got you so far, but I also want you to know how far it can take you. Your potential is infinite.

1 He wants to remind the graduates that learning does not stop here [when they leave school].

2 What drives forward this learning?

3 our eyes, ears and minds

4 He wants them to be proud of what they have achieved.

5 Suggested answer: You can do anything if you try hard.

READING

A 1 True **2** False. Another motivation behind tourism in Jordan is health tourism. **3** False. Some countries don't have good medical facilities and/or don't offer certain treatments.

4 False. Over one quarter of a million patients contribute to health tourism in Jordan every year.

B 1 paragraph A **2** paragraph C **3** paragraph C
4 paragraph B **5** paragraph A **6** paragraph B
7 paragraph A **8** paragraph C **9** paragraph B
10 paragraph C

C 1 sights **2** health tourism **3** facilities

USE OF ENGLISH

A 1 work experience **2** tuition **3** small talk
4 tailor-made **5** undergraduate

B 1 an internship **2** proficiency **3** postgraduate
4 optional **5** seminars

C 1 to **2** take / get / have **3** who **4** part **5** about **6** so
7 out **8** into/at **9** have **10** if

D 1 nervous **2** deeply **3** carefully **4** instructions
5 answered **6** confidence **7** previously **8** discussion
9 frighten **10** designed

LITERATURE SPOT

A Suggested answer: Green, blue, white. I think that green symbolises the freshness of nature; it is used in conjunction with blue to emphasise how bright and vivid nature can be. White is used to symbolise the purity and elegance of the butterfly.

B Alliteration – *Parsee perched*; Personification – *the animal marching*

SPEAKING AND WRITING

Students' own answers

Activity Book answer key

INITIAL TEST

Page 4, exercise 1

1 rugby 2 rink 3 confident 4 poet 5 skates 6 paper

Page 4, exercise 2

1 take place 2 wake up 3 settle down 4 meet up
5 look around 6 get started

Page 4, exercise 3

1 that she had some questions for her
2 that he had lived in Amman for six years
3 that she had bought all the ingredients for a chocolate
cake the day before
4 that he had really enjoyed the book that he had
finished that morning
5 that his favourite subject that year was Chemistry

Page 5, exercise 4

1 fossil fuels 2 wind 3 water 4 wood 5 waves
6 solar energy

Page 5, exercise 5

1 lawyer 2 helmet 3 grateful 4 likely 5 headlines
6 energy

Page 5, exercise 6

1 in; have 2 repaired; working 3 started; must
4 were written; typed

Page 5, exercise 7

1 melt 2 mix 3 slice 4 boil 5 fry 6 Sprinkle; season
7 Roast

MODULE 1

Unit 1

Page 6, exercise 1

1 *smartphone*: d 2 computer chip: b 3 floppy disk: f
4 PC: e 5 calculation: c 6 World Wide Web: a

Page 6, exercise 2

1 programs 2 mouse 3 decade 4 tablet 5 invented

Page 6, exercise 3

1 smartphone 2 program 3 calculation 4 model
5 laptop

Page 7, exercise 4

1 *said* 2 needed 3 was 4 has been
5 have 6 carry 7 wear 8 will attach

Page 7, exercise 5

1 *use* 2 play 3 to get; to buy 4 going to rain
5 come; 'm staying 6 been doing; will be
7 had; wouldn't 8 was writing; switched

Page 7, exercise 6

1 *Issa's phone might be broken.*
2 My missing laptop has been found.
3 I had my computer fixed.
4 You don't have to switch off the screen.
5 You mustn't touch this machine.
6 If I were you, I would send a text message.
7 If you press that button, the picture moves.
8 Mohammad had checked his emails before he started
work.

Page 7, exercise 7

1 the TV; it is a product that is man-made
2 a smartphone has Internet access
3 a calculator 4 and 5 Students' own answers

Page 8, exercise 8

Suggested answers: Smartphone apps can be used to
monitor how much exercise you do. Apps can track your
workout time, heart rate and how many calories you
burn.

Interactive video games can also be used to help us to
keep fit. They are used indoors and provide a healthy,
active alternative to watching television.

Page 8, exercise 9

1 is developing 2 gives different opinions

Page 8, exercise 10

A 3 B 1 C 2

Page 8, exercise 11

1 It means the connections between different
computers. Examples from the text are TV downloads
and sat nav.
2 communicate
3 The sofa will tell you when to get some exercise.
4 other people with a different opinion
5 Some people are excited because they think their lives
will be made easier and more comfortable. Others are
worried because they want to keep control of their
own lives and their own things.
6 Students' own answers

Page 9, exercises 12 and 13

Students' own answers

MODULE 2

Unit 2

Page 11, exercise 1

1 *malaria* 2 arthritis 3 ailment 4 immunisation
5 migraine 6 acupuncture 7 allergies

Page 11, exercise 2

1 *arthritis* 2 Allergies 3 immunisation 4 ailment
5 migraine

Page 11, exercise 3

1 *weren't used to* 2 use to 3 used to 4 are used to
5 'm not used to 6 use to

Pages 11 and 12, exercise 4

1 *used to* 2 didn't use to 3 used to 4 are used to
5 used to 6 is now used to

Page 12, exercise 5

1 *used to work; used to get up* 2 used to living
3 used to make 4 used to having 5 used to wearing

Page 12, exercise 6

1 sceptical 2 conventional 3 complementary
4 viable 5 alien

Page 12, exercise 7

- 1 *No, it isn't. You should try to relax and get some exercise.*
2 No, it can't. You can immunise yourself using conventional medicine because it produces (the necessary) antibodies.
3 No, they don't. They make better and healthier lifestyle choices.
4 No, it doesn't. You often suffer from health problems (if you get angry).

Page 13, exercise 8

A 4 B 1 C 5 D 2

Page 13, exercise 9

1 b 2 a 3 c 4 e

Pages 13 and 14, exercise 10

- 1 the growing popularity of fast food; increasing inactivity (preferring to drive rather than walk, and shopping online)
2 at least an hour's exercise every day
3 No, they don't: 'However, recent research shows that less than 50% of the British population manages this.'
4 *Strenuous* means requiring a lot of effort.
5 getting off the bus one stop earlier than usual; standing up when you're on the phone

Page 14, exercises 11 and 12

Students' own answers

Unit 3

Page 15, exercise 1

1 *artificial*; prosthetic 2 apparatus; equipment
3 fund; sponsor

Page 15, exercise 2

1 *catch* 2 get 3 take 4 spend 5 attend
Students' own sentences

Page 15, exercise 3

1 *waterproof* 2 tiny 3 inspire 4 risk 5 seat belt
6 monitor 7 self-confidence 8 reputation

Page 16, exercise 4

1 will be studying 2 will be having 3 will text
4 will be sleeping

Page 16, exercise 5

1 symptoms 2 medical trials 3 a coma 4 pills

Page 16, exercise 6

Students' own answers

Page 16, exercise 7

1 *'s going to take* 2 will stay 3 will have
4 *'s going to miss* 5 *'s going to do* 6 will tell

Page 17, exercise 8

Students' own answers

Page 17, exercise 9

C Accident victim tests first artificial limb

Page 17, exercise 10

- 1 Swiss and Italian scientists; it allows the wearer to feel objects.
2 because he lost his left hand in an accident
3 his old artificial hand, because the new hand is not yet ready for general use
4 Dennis Sorensen
5 artificial

Page 17, exercise 11

- 1 *Next month, we will have lived in this house for a year. Let's celebrate!*
2 Next Monday, I will be working in my new job.
3 Will you have done all your homework by eight o'clock?
4 It's three o'clock now, so Miriam's flight will have arrived at Queen Alia International Airport.
5 Will you be meeting us at the library this afternoon?
6 You can borrow this book tomorrow. I'll have finished it by then.

Page 18, exercises 12 and 13

Students' own answers

MODULE 3

Unit 4

Page 20, exercise 1

1 *mathematician* 2 physician 3 geometry 4 polymath
5 arithmetic 6 philosopher

Page 20, exercise 2

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

Page 20, exercise 3

- 1 *Queen Rania who opened the Children's Museum of Jordan in 2007 CE*
2 when/in which Petra was made a World Heritage Site was 1985 CE
3 11 p.m. when I stopped working
4 who/that has influenced me most is my father
5 that/which I like most of all is Geography
6 the heat that/which made the journey unpleasant

Page 21, exercise 4

- 1 c: *A mathematician is someone who works with numbers.*
2 a: Geometry and arithmetic are subjects that/which are studied by mathematicians.

- 3 b: 'Physician' is an old-fashioned word that/which means 'doctor'.
 4 e: A chemist is a person who/that works in a laboratory.
 5 d: The stars and planets are things that/which astronomers study.

Page 21, exercise 5

- 1, who is also known as Avicenna,
 2, which included many subjects, 3 that
 4, who were worried about his health, 5 when

Page 21, exercise 6

Suggested answer: Yes, I agree with Ibn Sina; he is a famous polymath who has influenced me significantly. He shows that if you work hard you can achieve so much in a short space of time.

Page 21, exercise 7

- 1 production 2 medical 3 ninth 4 inheritance
 5 original 6 invention 7 discoveries 8 influential

Page 22, exercise 8

- 1 E 2 B 3 A 4 C

Page 22, exercise 9

- 1 writing *A Book of Agriculture*; designing water pumps and irrigation systems
 2 irrigate
 3 agriculturally productive; 'produced more than enough food ...' (lines 28–29)
 4 'Legacy' means what someone leaves to the world after their death. Ibn Bassal's legacy is his agricultural instructions and advice.
 5 the first paragraph: writing, science, engineering, botany, agriculture
 6 **Suggested answer:** I think that the area around Toledo had a fast-growing population for two reasons. Firstly, I think that many people would want to live around Toledo, and Al-Andalus in general, at that time because Al-Andalus was a very prosperous place. Secondly, because the area was producing a lot of food as a result of Ibn Bassal's irrigation systems, people would be healthier and more able to provide for more children than they could before.

Page 23, exercise 10

- 1 power 2 friendly 3 farms; renewable 4 waste
 5 footprint 6 neutral 7 free; pedestrian

Page 23, exercise 11

Name: Ibn Bassal

Date: lived in the eleventh century CE

Location: Al-Andalus

Occupation and Interests: writer, scientist and engineer / interested in botany and agriculture

Achievements: writing *A Book of Agriculture*; designing water pumps and irrigation systems

Legacy: agricultural instructions and advice

Page 23, exercise 12

Students' own answers

Unit 5

Page 24, exercise 1

- 1 a theatre 2 ceramics 3 gallery 4 an installation
 5 textiles

Page 24, exercise 2

- 1 handicrafts 2 gallery 3 sculpture 4 exhibition
 5 ceramics 6 heritage

Page 24, exercise 3

- 1 contemporary 2 educational 3 major
 4 visual 5 cultural

Page 24, exercise 4

- 1 –; the; – 2 the; the 3 –; the; an 4 an; a 5 –; the; –
 6 –; the; –

Page 25, exercise 5

1 A: a really B: what's the title?

2 B: a big ...

3 A: the Pontic ...

4 A: an art ... B: the National ...

5 B: the piano

Page 25, exercise 6

- 1 Have you seen that exhibition yet?
 2 I usually have a shower in the morning.
 3 I've just had my breakfast.
 4 Where's Leo? Did you see him anywhere?
 5 I'd like to take a look at those paintings.
 6 Leo already did his project.

Page 25, exercise 7

- 1 neighbor 2 litre 3 paralyzed 4 cancelled
 5 marvelous 6 harbour

Page 25, exercise 8

1 lift <i>Br</i> elevator <i>Am</i>	5 autumn <i>Br</i> fall <i>Am</i>
2 pavement <i>Br</i> sidewalk <i>Am</i>	6 rubbish <i>Br</i> trash/garbage <i>Am</i>
3 candy <i>Am</i> sweets <i>Br</i>	7 gas <i>Am</i> petrol <i>Br</i>
4 vacation <i>Am</i> holiday <i>Br</i>	8 cookie <i>Am</i> biscuit <i>Br</i>

Page 25, exercise 9

- 1 archaeological 2 education 3 translate 4 install
 5 appreciate 6 collection

Page 26, exercise 10

- 1 He was in London.
 2 a beautiful Egyptian jug
 3 a concert at the Royal Albert Hall
 4 A lot of people stood in front of the orchestra and didn't sit down at all.

Page 26, exercise 11

- 1 because the V&A has one of the largest collections of Islamic art in the world
 2 glass, metal, ivory, wood
 3 Rashed is using British English. He says 'have a look' instead of 'take a look'; he spells 'favourite' with 'ou' instead of 'o'; and he uses the Present Perfect instead of the Past Simple in 'I've never stood all the way through a concert.'

4 Suggested answer: He is answering the reader's questions: Did you count them? How do you know the number of items displayed? He thinks the reader might not understand how he knows the number.

5 Students' own answers

Page 27, exercises 12, 13 and 14

Students' own answers

REVISION A

Page 29, exercise 1

1 nine hundred years ago

2 Scientists named an asteroid after him in honour of his great contributions to astronomy.

Page 29, exercise 2

1 medicine

2 He was 31 when he started writing, and he wrote at least 80 original books.

3 There is a statue of him in Cordoba, Al-Andalus.

Page 29, exercises 3 and 4

Students' own answers

Page 29, exercise 5

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

Page 30, exercise 6

1 It was the Egyptians that/who built the pyramids.

2 Ali is planning to finish his project tonight.

3 London, which is the capital of the UK, is a huge city.

Page 30, exercise 7

1 to go **2** have been waiting **3** to tell **4** be raining

5 had helped

Page 30, exercise 8

1 textiles **2** equipment **3** ailment **4** fund

Page 30, exercise 9

Mathematics: arithmetic; calculations; geometry

Medical matters: disabilities; symptoms; allergies

People: astronomer; polymath; physicist

The arts: gallery; textiles; ceramics

Page 30, exercise 10

1 symptoms **2** gallery **3** astronomer **4** disabilities

5 calculations

MODULE 4

Unit 6

Page 31, exercise 1

1 *developed nation* **2** compulsory **3** optional

4 tuition **5** contradictory

Page 31, exercise 2

Students' own answers

Page 31, exercise 3

1 *education* **2** succeed **3** achieve **4** organisation

5 development

Page 31, exercise 4

1 *the most* **2** longer **3** later **4** the least **5** earlier

Page 32, exercise 5

1 *the most popular* **2** Not as many **3** as popular as

4 more popular **5** The fastest **6** less popular than

7 more people **8** least popular

Page 32, exercise 6

Suggested answer: No, I do not. As computers play an increasingly important role in our lives, many jobs now require computer skills. This means that more people are likely to study Computer Science in order to get a job. It is also important to refer to the table in exercise 5 because it shows that Computer Science has had the greatest increase in popularity since 2013 CE.

Page 32, exercise 7

1 Law **2** Linguistics **3** Physics **4** History

5 Banking and Finance

Page 33, exercise 8

1 *halls of residence* **2** motive **3** minority **4** fees

5 debt **6** financial

Page 33, exercise 9

1 T **2** T **3** F: They pay the government back out of future earnings. **4** F: Most students choose to study away from home.

Page 33, exercise 10

1 the percentage of school leavers going on to higher education

2 the change over 50 years of the percentage of school leavers going on to higher education increasing by ten times (from 5 to 50%)

3 They borrow money from the government (lines 10–11)

Page 34, exercise 11

1 get cold feet **2** get it off your chest

3 have a head for figures **4** Keep your chin up

5 play it by ear

Page 34, exercise 12

Students' own answers

Unit 7

Page 35, exercise 1

1 *diet* **2** beneficial **3** dehydration **4** circulation

5 concentration **6** memory

Page 35, exercise 2

1 *draw up a timetable* **2** do exercise **3** make a start

4 take a break **5** do a subject **6** make a difference

Page 35, exercise 3

1 *do exercise* **2** make a start **3** make a difference

4 take a break **5** draw up a timetable

Page 35, exercise 4

1 *if* **2** how much **3** whether **4** where **5** how **6** who

7 when **8** why

Page 36, exercise 5

1 *Do you mind; a healthy breakfast*

2 helping me to plan my revision

3 Could; how I can relax

4 Do; if/whether we are allowed to eat sweets during the exam

5 *Do you*; telling me where you found that information

6 *Do you know*; the exam starts at ten or half past ten

Page 36, exercise 6

- 1 *I wonder if you could explain the best way to revise.*
- 2 Do you know how much sleep a teenager needs?
- 3 Could you tell me how much revision I should do?
- 4 Do you mind giving me a glass of water?
- 5 Do you know whether exercise is better in the morning or in the evening?

Page 36, exercise 7

- 1 *It is said that fish is good for the brain.*
Fish is said to be good for the brain.
- 2 It is thought that we only use a small percentage of our brain power.
We are thought to only use a small percentage of our brain power.
- 3 It is claimed that we remember things we hear in our sleep.
We are claimed to remember things we hear in our sleep.
- 4 It is believed that solving puzzles keeps the brain active.
Solving puzzles is believed to keep the brain active.
- 5 It has been proved that exercise is good for concentration.
Exercise has been proved to be good for concentration.

Page 36, exercise 8

Verb	Noun
circulate	<i>circulation</i>
dehydrate	dehydration
advise	advice
revise	revision
concentrate	concentration

- 1 advice 2 revise 3 dehydration 4 concentrate
- 5 circulate

Page 37, exercise 9

- 1 C 2 D 3 E 4 A

Page 37, exercise 10

- 1 The students eat and socialise together.
- 2 the morning, when there are three hours of intensive tuition
- 3 **Suggested answer:** a course designed to meet the specific needs of an individual student
- 4 the duration of the course they wish to attend and the nature of the course (academic or vocational)
- 5 and 6 Students' own answers

Page 37, exercise 11

- 1 postgraduate 2 academic 3 undergraduate
- 4 vocational

Page 38, exercises 12, 13 and 14

Students' own answers

MODULE 5

Unit 8

Page 40, exercise 1

- 1 *look into* 2 come up with 3 grow up 4 point out
- 5 come about 6 carry out 7 get away with
- 8 Leave out

Page 40, exercise 2

- 1 *point out* 2 look into 3 got away with 4 carried out
- 5 come up with

Page 40, exercise 3

- 1 *Ahmad should speed up or he'll be late.*
- 2 I came up with a great idea while I was swimming.
- 3 That's amazing news! How did you find it out?
- 4 That information is important. Don't leave it out.
- 5 We'll drive past my old house. I'll point it out to you.
- 6 It's a mystery how the mistake came about.

Page 41, exercise 4

- 1 The class looked at **him** in admiration when he gave a speech.
- 2 How did you come up with **it**?
- 3 Did you leave **her** out? Remember, she's invited.
- 4 I'll look **them** up online.
- 5 Farid and I are going to carry **it** out.
- 6 We'll look into **them**.
- 7 Fatima pointed **her** out to us and introduced us to her.
- 8 I don't think the robbers will get away with **it**.

Page 41, exercise 5

- 1 *pop* 2 blame 3 spill 4 recall 5 affect

Page 41, exercise 6

- 1 *influenced me* 2 done on purpose 3 is responsible for these children 4 a great experience 5 is Jaber and Mahmoud's relationship

Page 41, exercise 7

- look up; look for; look forward to
- get over; get up; get on
- take up; take away; take off
- go away; go back; go ahead with

Page 42, exercise 8

- 1 two differences: twins sometimes develop language more slowly than single babies; twins may also develop their own language
- 2 They have less one-to-one interaction with adults than single babies have.
- 3 the unique language that twins develop between themselves
- 4 yes
- 5 No, they don't. Twins develop their language in the same way as other children – by experimentation.

Page 42, exercise 9

- 1 *tempting* 2 experimental 3 stimuli 4 pace
- 5 mimic 6 absorbed

Page 43, exercise 10

- 1 *don't* 2 can 3 isn't 4 doesn't 5 didn't 6 have
- 7 will 8 was

Page 43, exercise 11

- 1 Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.
- 2 I was taught to read by my mother.
- 3 Fifty years ago, smartphones hadn't been invented.
- 4 Our exams have already been marked by our teacher, and now they are being checked.
- 5 Some books that were written 200 years ago have just been discovered.

Page 43, exercises 12 and 13

Students' own answers

Unit 9

Page 44, exercise 1

- 1 *make* 2 *ask* 3 *shake* 4 *earn* 5 *join* 6 *cause* 7 *make*

Page 44, exercise 2

- 1 *make a mistake* 2 *cause offence* 3 *make small talk*
4 *join, company* 5 *shake hands* 6 *ask questions*
7 *earn, respect*

Page 44, exercise 3

- 1 *qualifications* 2 *recommendation* 3 *successful*
4 *advice* 5 *youth* 6 *awareness*

Page 44, exercise 4

- 1 *negotiate* 2 *prepared* 3 *track record* 4 *conflict*
5 *compromise* 6 *patient*

Page 45, exercise 5

- 1 *If* 2 *had* 3 *wish; only* 4 *had* 5 *hadn't*

Page 45, exercise 6

- 1 *hadn't forgotten* 2 *had gone* 3 *had had/had brought*
4 *hadn't forgotten it/hadn't left it at home* 5 *had played*

Page 45, exercise 7

- 1 *If only I'd brought a coat./I wish I'd brought a coat.*
2 *If only we'd got up earlier./I wish we'd got up earlier.*
3 *If only I hadn't eaten so many sweets./I wish I hadn't eaten so many sweets.*
4 *If only he had been more careful./I wish he'd been more careful.*
5 *If only she'd been able to come./I wish she'd been able to come.*
6 *If only I hadn't dropped it./I wish I hadn't dropped it.*

Page 45, exercise 8

- 1 *If only Samia hadn't been angry at breakfast time.*
2 *I wish I had concentrated properly in class today.*
3 *Nader wishes he had been more careful with his essay.*
4 *If only I had learnt English better when I was younger.*

Page 46, exercise 9

- 1 *b* 2 *f* 3 *g* 4 *a* 5 *d* 6 *c*

Page 47, exercise 10

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

Page 47, exercise 11

- 1 *lived in a big house* 2 *was older* 3 *liked the same things* 4 *had a camera with me* 5 *weren't so far away*
6 *didn't have a headache*

Page 47, exercises 12, 13 and 14

Students' own answers

MODULE 6

Unit 10

Page 49, exercise 1

- 1 *headphones* 2 *translation* 3 *regional* 4 *interpret*
5 *seminar* 6 *rewarding*

Page 49, exercise 2

- 1 *taking* 2 *satisfaction* 3 *secure* 4 *responsible* 5 *job*
6 *meeting*

Page 49, exercise 3

- 1 *as* 2 *on* 3 *into* 4 *about* 5 *about* 6 *at*

Page 49, exercise 4

- 1 *arrive; will be* 2 *will come; has to* 3 *will help; help*
4 *doesn't rain; will have* 5 *win; will, spend*
6 *passes; won't have*

Page 50, exercise 5

- 1 *When; heat* 2 *unless; study* 3 *If; don't water*
4 *when; finishes* 5 *as long as; are*

Page 50, exercise 6

- 1 *d* when the sun sets
2 *e* if I miss the bus ...
3 *a* unless it's closed
4 *c* provided that it's part-time ...
5 *b* even if we're tired

Page 50, exercise 7

- 1 ✓ 2 *We need umbrellas when it rains.*
3 *The teacher will be pleased if I write a good essay.*
4 ✓ 5 ✓
6 *Babies are usually happy unless they're hungry or cold.*
7 *We should always be polite even if we feel tired.*

Page 50, exercise 8

Students' own answers

Page 51, exercise 9

- 1 *d* 2 *b* 3 *e* 4 *h* 5 *g* 6 *c* 7 *f*

Page 51, exercise 10

- 1 *Business Studies*
2 *doing work experience*
3 *It was a company providing financial products, and his job was to follow up web enquiries.*
4 *whether or not he will get an interview*
5 *Students' own answers*

Page 51, exercise 11

- 1 *pensions* 2 *web enquiries* 3 *calculations* 4 *recruiting*
5 *marketing*

Page 52, exercise 12

- 1 *If I were you, I'd practise the presentation several times.*
- 2 You could make a list of questions.
- 3 Why don't you get some work experience?
- 4 If I were you, I wouldn't look too casual.
- 5 I would do a lot of research.

Page 52, exercise 13

- 1 *If Saeed hadn't left his camera at home, he could have taken pictures of the parade.*
- 2 I might have done well in the Maths test if I hadn't had a headache yesterday.
- 3 I could have been able to contact you if I had known your phone number.
- 4 If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd.
- 5 I might not have got top marks if I hadn't worked really hard the day before the exam.

Page 52, exercise 14

Students' own answers

REVISION B**Page 54, exercise 1**

- 1 False. His cousin might apply.
- 2 False. They have official open days, but you can arrange to go any time.
- 3 True

Page 54, exercise 2

- 1 level 6 as a minimum
- 2 a maximum of five courses
- 3 They might accept the applications, reject them or give a 'conditional offer'.

Page 54, exercise 3

- 1 do research
- 2 choose a course or courses
- 3 apply online
- 4 get replies
- 5 do your exams
- 6 get your results

Page 54, exercise 4

Students' own answers

Pages 54 and 55, exercise 5

- 1 b
- 2 c
- 3 a
- 4 a

Page 55, exercise 6

- 1 If only I'd done more revision.
- 2 There isn't as much information on the website as in the book.
- 3 The police are looking into the cause of the accident.

Page 55, exercise 7

- 1 telling me where the post office is
- 2 is said to be good for the brain
- 3 were you, I wouldn't worry so much
- 4 expensive thing on the menu is orange juice

Page 55, exercise 8

- 1 was
- 2 could
- 3 hadn't
- 4 up
- 5 If

Page 55, exercise 9

- 1 much; less
- 2 later
- 3 least
- 4 longer

Page 55, exercise 10

- 1 vocational
- 2 negotiate
- 3 proficiency
- 4 recall
- 5 look into

Page 55, exercise 11

Students' own answers

LITERATURE SPOTS A AND B***I Remember, I Remember*****Page 56, exercise 1**

Personification is used to describe the sun. Other examples: 'I often wish the night / Had borne my breath away!' (lines 7–8); 'My spirit flew in feathers then' (line 21); 'summer pools could hardly cool / The fever on my brow!' (lines 23–24)

Page 56, exercise 2

swing (line 18); *fresh* (line 19)

Page 56, exercise 3

Students' own answers

All the World's a Stage**Page 56, exercise 1**

Suggested answers:

a schoolboy	whining, creeping, shining
a middle-aged man	bearded, wise, severe
a baby	mewling, puking
an old man	lean, shrunk, childish, slippered

Page 56, exercises 2 and 3

Students' own answers

The Old Man and the Sea**Page 57, exercise 1**

- 'Instead, the fish swims away, dragging the old man and his boat along.' (line 7)
- '... Santiago has to hold onto the line with all his strength to avoid being pulled into the sea.' (line 13)
- 'Manolin reassures Santiago that the great fish didn't beat him and that they will fish together again.' (lines 21–22)

Page 57, exercise 2

Students' own answers

A Green Cornfield**Page 57, exercise 1**

The rhyme scheme is *abab*. In other words, the first line and third lines rhyme, as do the second and fourth.

Page 57, exercises 2 and 3

Students' own answers

Around the World in Eighty Days**Page 57, exercise 1**

Suggested answer: Sir Francis and Phileas Fogg are men of two very different personalities. Whilst Sir Francis gets easily angry, Phileas Fogg is calm and assured. In line 12, Sir Francis speaks in exclamation and short sentences: "What! Not Finished". In contrast, Phileas Fogg is calm, unsurprised and almost amused by the situation. His sentences are more carefully considered, and he speaks "quietly", using polite terms such as "please" in line 18. Overall, I would say that it is much better to react like Phileas Fogg in such a situation, as it is much more stressful to be angry.

Page 57, exercise 2

Students' own answers

ACTIVITY BOOK TEST A

LISTENING

Audioscript

We've all by now heard of 3D printers, which have been used to produce everything from toys to houses, but soon they may be used in medicine to improve greatly patients' chances of survival.

While 3D printers have so far been used to print human body parts from plastic, metal and other materials, scientists have been working on printing from living, biological material. They are already using the machines to print small organ cells, and in the future, it is hoped, the technology will be used to print whole human organs that will be able to replace failing organs in people who are ill.

The technology has already been used successfully in a few patients, and there is a lot of hope for the future.

- 1 They have been used to produce everything from toys to houses.
- 2 They will be used in medicine to improve patients' chances of survival.
- 3 Scientists have been working on printing from biological material.
- 4 People who are ill and whose organs are failing will benefit from the organs that will be printed.
- 5 Yes. The technology has already been used successfully in a few patients.

READING

A 1 True 2 True 3 False. There is still plenty of theory, too. 4 False. Students deal with patients during the last three years of the programme. 5 False. They are both practical and written examinations.

B 1 paragraph D 2 paragraph A 3 paragraph C
4 paragraph B 5 paragraph D

C 1 pre-clinical stage 2 clinical stage 3 departments
4 Senior doctors 5 assessed

USE OF ENGLISH

A 1 serves 2 has linked 3 was first introduced
4 is expanding 5 is known 6 got
7 has served/has been serving
8 currently runs/is currently running
9 has been recorded 10 is

B 1 medical 2 discoveries 3 prescription 4 infections
5 diagnosis 6 intention 7 surgery 8 belief
9 successful 10 conclusions

SPEAKING AND WRITING

Students' own answers

ACTIVITY BOOK TEST B

LISTENING

Audioscript

... And now, as part of our Global Education series, here is a quick history of one of the world's oldest and most respected universities.

The university of Al-Qarawiyyin is the oldest existing educational institution in the world, as well as being the only one to have stayed open continually. In addition to all this, it awarded the very first degree. It was founded as a mosque and religious school in 859 CE in Fez, Morocco, by Fatima al-Fihri and subsequently became one of the leading spiritual and educational centres in the ancient Muslim world. Along with learning the Quran and Fiqh, students could also learn Grammar, Rhetoric, Logic, Medicine, Mathematics, Astronomy, Chemistry, History, Geography and Music. The high quality of teaching and the variety of subjects drew scholars and students from all over the Muslim world and beyond. It is said that Arabic numerals and the idea of zero were first introduced to Europe from here. Today, teaching at the Al-Qarawiyyin University concentrates on the Islamic Religious and Legal Sciences, as well as Classical Arabic, and its well-founded reputation still goes before it.

- 1 It is the world's oldest existing educational institution, the only one to have stayed open continually, and it awarded the very first degree.
- 2 Its founder was Fatima al-Fihri.
- 3 Any four of the following: Grammar, Rhetoric, Logic, Medicine, Mathematics, Astronomy, Chemistry, History, Geography and Music.
- 4 Arabic numerals and the idea of zero may have been introduced to Europe from there.
- 5 Today, teaching focuses on Islamic Religious and Legal Sciences, as well as Classical Arabic.

READING

A 1 e 2 c 3 b 4 a 5 d

B 1 paragraph B 2 paragraph A 3 paragraph C
4 paragraph A 5 paragraph B

C 1 event 2 short-term 3 records 4 achievements
5 potential

USE OF ENGLISH

A 1 Secondly 2 is 3 be 4 was 5 to 6 as 7 this
8 had been 9 what 10 much/valuable

B 1 particularly 2 competitive 3 knowledge 4 ideally
5 Organisations 6 creation 7 teaching 8 businesses
9 economic 10 critical

SPEAKING AND WRITING

Students' own answers

Vocabulary games

Game 1: Give a definition

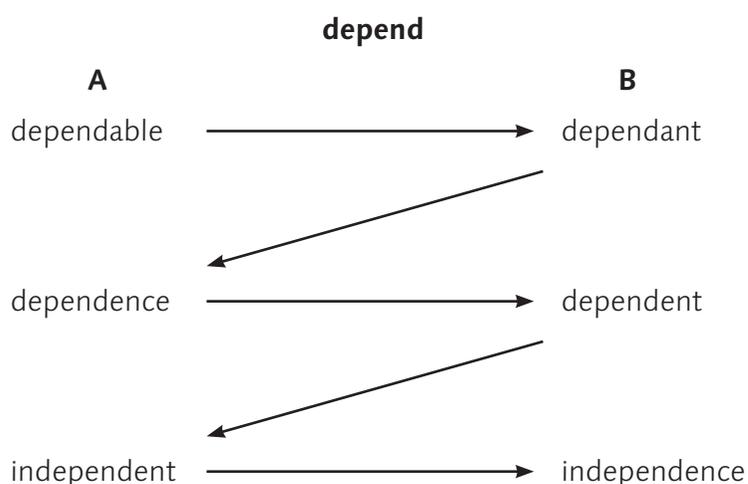
Use this game at the end of a module or as revision. Write ten words on small pieces of paper. Fold the pieces of paper and put them in a box. Let students choose a piece of paper. They look at it but don't show anybody else. The students with the piece of paper have to define their word, without saying what is written on the piece of paper. The rest of the class guesses what the word is.

For example, after Module 1, you might write the following words on pieces of paper: *blog, computer chip, filter, PC, program, sat nav system, security settings, World Wide Web, smartphone, social media.*

You can tell students that you are going to play this game regularly. This will encourage them to use the dictionary at the end of the Student's Book to make sure they understand all the new words.

Game 2: Word tennis

Word-building is an important skill at this level. Here is a game to play in two teams, either one half of the class against the other or in groups of ten, for example. Give the students the core word, e.g. *depend*. Each team gives a word made from this until they can't think of another word. Write the words on the board as they say them. They can discuss in their groups. For example:



This goes back and forth like a tennis match. The last group to say a word, gets the point. Give the points as in a game of tennis, so 15-love, 15-all, 30-15, 30-all, 40-30, Game.

Game 3: Name that word

This is another game to help the students with word-building. Give them all four pieces of card (card is better than paper as they can keep the card in their portfolios to use again). On each piece of card they write: *verb, noun, adjective, adverb*. You then read a list of words aloud and after each word, students hold up the correct card. Choose words that have endings to show different parts of speech, e.g. *care – carer – careful – carefully – careless – carelessly*. They should know that *-er* at the end of a word usually shows a noun; *-ful* and *-less* show adjectives; *-ly* usually shows an adverb.

Game 4: Word search

Prepare word searches on different vocabulary topics. These can be easily done on the computer. Use a ten-by-ten grid. Put in the words you want to practise and then fill the gaps with different letters, being careful not to make further words. This is a word search using words from Module 2. There are 14 words to find. Copy it so that each student has one, or have one between two. The first to find all the words spelt correctly are the winners. You can either give the students the words in alphabetical order to find as below or just ask them to write down the words that they find. Always tell them how many words they are looking for and what the theme is.

A	I	L	M	E	N	T	S	K	O
L	P	I	L	L	I	M	B	D	B
L	I	B	I	O	N	I	C	R	E
E	C	A	N	C	E	R	O	U	S
R	O	B	E	S	X	T	R	G	E
G	M	S	C	A	N	N	E	R	D
Y	A	S	Y	M	P	T	O	M	Y
O	A	R	T	H	R	I	T	I	S
I	N	T	R	E	M	E	D	Y	M
A	S	T	R	O	K	E	D	L	O

Answers

- | | |
|-------------|------------|
| 1 AILMENT | 8 LIMB |
| 2 ALLERGY | 9 OBESE |
| 3 ARTHRITIS | 10 PILL |
| 4 BIONIC | 11 REMEDY |
| 5 CANCEROUS | 12 SCANNER |
| 6 COMA | 13 STROKE |
| 7 DRUG | 14 SYMPTOM |

Game 5: How many words can you make?

Write all the letters of the alphabet on pieces of 4x4cm card. You will need two sets of the consonants and four sets of the vowels. Make them on card so that you can keep them to use again and again. Separate the vowels and the consonants. Shuffle each set of cards so they are not in any particular order. Let the class choose ten letters. Ask different students to choose either a consonant or a vowel. Show them the cards by attaching them to the board. They can then decide which type of letter they need. Once the ten letters are on the board, students work in pairs or small groups to make as many words as they can from the letters in two minutes. They can use the letters in more than one word.

Game 6: Find the other half

You will need pieces of card 4x10cm for this activity. Write a list of words to practise from the module you have been working on. Cut the cards in half and write part of a word on the two halves, e.g. *arithmetic* would be *arith* *metic*. Shuffle the cards and give one to each student. They have to find their partner with the other half. They walk round the room talking to the other students, saying e.g. *I think my word begins with 'arith'. Do you have an ending for it?* Check the words once they have matched them all.

If you wish, once students have found their partner, they can sit together and write a definition. They then read that to the class who guesses their word.

Words to use from Module 3 could be:

alge	bra	crafts	man
arith	metic	geo	metry
cera	mics	inoc	ulation
irr	igate	phys	ician
pedes	trian	wind	mill
philos	opher	tex	tiles

Game 7: Noughts and crosses

Make sure your students know how to play noughts and crosses. Divide the class into noughts (O) and crosses (X). Draw a grid on the board and write a phrasal verb from the book in each square:

look into	set up	put off
come up with	point out	get away with
carry out	come about	take off

Each team takes turns to play. Begin with the noughts. Ask them to choose a square. They have to make a correct sentence with the phrasal verb. If it is correct, they put a nought in the square and then it is the crosses turn. If it is not correct, do not tell them the problem yet. Take a note of it and explain later or ask another team to correct the sentence. It is then crosses turn. They can choose the same square or a different one. Once a team has a row of three noughts or crosses, they are the winner.

You can use this game to practise other phrasal verbs or general vocabulary.

Game 8: Describe a job

Divide the class into two teams. Ask Team **A** to choose a job, e.g. *teacher*. Ask Team **B** to give three adjectives to describe the skills and qualities a teacher needs, e.g. *patient, kind, intelligent*. Write the adjectives on the board. Then ask Team **B** to choose a job and Team **A** to give three adjectives. They cannot use the same adjectives, so if they say *lawyer*, Team **A** could say *ambitious, clever, conscientious*. Continue in this way until one team can no longer think of new adjectives. This could be played after Module 6.

Game 9: Pronunciation matching

Ask students to look at, e.g. vocabulary for Module 5 on page 94 of their books. They draw a 3x2 grid in their books. Ask them to write six single words of more than one syllable from the list, one in each box.

Prepare some cards showing syllable stress, large enough for all the class to see. You will need the following, numbered:

- 1 ● ● 2 ● ● 3 ● ● ● 4 ● ● ●
 5 ● ● ● ● ● 6 ● ● ● ● ● 7 ● ● ● ● ●

Once the students are ready, hold up one of the cards and say the number only. If the student has a word matching that stress pattern, they put a cross through it and write the relevant number beside it. You continue picking out the stress patterns randomly from your cards until a student has crossed through all the words on their card. They then shout *Finished!* You check that they have the stress patterns correct before declaring them the winner.

Game 10: Opposites

Divide the class in two or four equal groups. Ask each group to write some cards with the following on: *in, un, im, dis, il*.

Explain that you are going to read out a list of words and they have to hold up the card that will give the opposite word, e.g. you say 'happy', they hold up 'un'.

Use words that they have come across, e.g.: *in – secure, competent, expensive; un – enthusiastic, ambitious, common; im – patient, perfect, modest; dis – honest, able, please; il – legal, logical*.

Read the words out in a random order. The first group to hold up the correct card wins the point.

Grammar games

Game 1: Negotiations

Aim: To practise reported speech

Card set:

	Set 1	Set 2	Set 3
Student A	You would like to borrow your friend's computer to do some homework. Your computer is broken. Ask your friend to help.	You are a hard-working student. Student B is in your class and often talks during class. You find this distracting and would like them to work more quietly.	You work in an office and you would like to buy a new mobile phone for work but you are not sure which one to buy. You also do not want to spend too much money.
Student B	You want to help your friend, but you also need to do research for your homework and to check your email.	You are a hard-working student. You sometimes talk in class because you are helping your friend and discussing the work.	You are the owner of an electronics shop. You would like to sell a mobile phone to the customer and you should advise them about which one to buy.

Instructions

- This game is related to the grammar exercises on Student's Book page 10.
- Students work in groups of 3, Students **A**, **B** and **C**. For the first round of the game, give out the Set 1 cards.
- Explain the rules of the game. Students **A** and **B** have cards explaining a situation. They sit apart, so that they cannot hear what the other student says. Student **C** needs to act as a messenger and to report what each of the students has said.
- Student **A** begins by saying what they would like. Student **C** listens to them, then reports the situation to Student **B**. Student **B** then replies and Student **C** reports the answer to Student **A**. They continue in this way until they reach a compromise.
- When a compromise has been reached, the students change roles and use the next set of cards.
- When the game is over the students can report to the class about the decisions and compromises that they reached. For example, if Student **A** managed to get Student **B** to lend them their computer, Student **A** should explain how they persuaded Student **B** to do this. Did they offer something in exchange, or were they just very polite?

Game 2: This time next week

Aim: To practise the Future Continuous and Future Perfect

Instructions

- This game is related to the grammar exercises on Student's Book pages 21 and 25.
- Ask the students to work in pairs and to predict what will be happening in the class at exactly the same time next week and what will have happened by then. They can think about what the weather will be like, where students will be sitting in the classroom, places they will have visited at the weekend, etc.
- Students discuss their ideas in pairs and write their predictions down.
- Check the predictions with the class one week later. Ask the students to give feedback on their predictions. Were they correct? Why/Why not?

Game 3: The definitions game

Aim: To practise relative clauses and cleft sentences

Card set:

laptop	herbal remedy	spokesperson	oud
India	calculation	Jerash Festival	paragraph
windmill	Petra	mosque	immunisation
Qasr Bashir	lifestyle choice	Azraq Wetland Reserve	Aqaba
self-confidence	disadvantage	specialist	patient

Instructions

- This game is related to the grammar exercises on Student's Book pages 29 to 31.
- Students work in groups. Give each group a copy of the card set face down on the table.
- Explain the rules of the game. The students take turns to describe what is on the card. One student in each group takes the top card from the pile and reads it, keeping it hidden from the other students. This student then explains the word or phrase on the card to the other students, without using any of the words on the card. For example:

Student's card: laptop

Clues: This is a computer which you can fold and carry with you. It is small, but it has a screen and a keyboard.

- Remind the students that the words and phrases on the card might be objects, people or places so they have to use the correct relative pronouns in their descriptions.
- When the other students have guessed the word or phrase correctly, the student can keep that card. If the students are unable to guess the answer from the clues, the card must be put back at the bottom of the pile. The winner is the student with the most cards at the end of the game.

Game 4: An interview

Aim: To practise indirect questions

Card set:

astronaut	architect	translator
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Instructions

- This game is related to the grammar exercises on Student's Book page 51.
- Ask the students to work in groups of three. In each group, Students **A** and **B** are interviewers, and Student **C** is being interviewed. Arrange the students so that the interviewers are sitting opposite the person they are interviewing.
- Explain that the interviewers need to ask about Student **C**'s job. They should use indirect questions as much as possible. For example, they should begin their questions with *Do you mind telling me ...? Could you tell me ...?* etc.
- Student **C** takes a card and pretends to have the job which is written on it. They can make up imaginative answers. The interviewers should listen carefully to Student **C**'s answers.
- At the end of the interview, ask the interviewers to report what they learnt. Make sure that the students use reported speech correctly.
- When the students have finished, they can swap roles and the new Student **C** takes a card.

Game 5: What happened?

Aim: To practise unreal past forms

Card set:

I am tired.	The cake was burnt.	We missed our flight.
I didn't do well in the test.	Our teacher was annoyed.	I broke my arm.

Instructions

- This game is related to the grammar exercises on Student's Book pages 65 and 68.
- Students work in pairs, Student **A** and Student **B**. Give each pair a set of the six cards face down on the table.
- Explain the rules of the game. Student **A** holds up one card so that Student **B** can see it, but Student **A** cannot. The aim of the game is for Student **A** to find out what is on the card. However, Student **B** cannot say the words on the card. Student **B** must give clues to Student **A** to help him/her to guess the sentence on the card. For example:
Student's card: I am tired.
Clues: I wish I had gone to bed earlier last night. If only I had done my homework earlier in the evening.
- Students should count how many clues they need before they manage to guess the sentence correctly. When they have done this, they swap roles and the partner guesses the sentence.
- Students do this for all six cards. At the end of the game, the student who used fewest clues for their partner to guess the sentence is the winner.

Game 6: Past consequence chain

Aim: To practise the third conditional

Instructions

- This game is related to the grammar exercises on Student's Book pages 74 and 75.
- Students work in groups of five or six. Give each student a piece of paper.
- On the board write 'If my alarm clock hadn't been broken, ...'
- Tell the students to complete the sentence. They can be as creative as they like, as long as the sentence is grammatically correct.
- Students then pass the paper to the next student in the group, who uses the second half of the first sentence to begin another conditional sentence. For example:
Sentence 1: If my alarm clock hadn't been broken, I would have got up on time.
Sentence 2: If I had got up on time, I wouldn't have had to run for the bus.
- Students should continue to pass the papers around the group and to add imaginative sentences until each paper reaches the student who wrote the first sentence.
- Each group should decide which is the most interesting story and read it to the class.

Dictionary and thesaurus activities

Activity 1: Using the International Phonetic Alphabet

All the words in this activity are taken from Student's Book, Modules 1 and 2.

Part A

- Encourage students to look carefully at the phonetic transcription of words when they look them up in a dictionary.
- Discuss with them what the phonetic transcription shows (the pronunciation of the word and where the stress should be placed within a word).
- Guide the students to the pronunciation key at the beginning of the dictionary that they are using. The key offers guidelines for each sound and for the stress symbols used in the dictionary. You can also refer them to the *Pronunciation table* in the Activity Book on page 69.
- The stress mark is placed just before the syllable where the stress is placed. Remind students that there are two main kinds of word stress: main // and secondary / /. Students need to practise identifying the kind of stress and to pronounce the word many times to really learn it.
- Explain that the phonetic alphabet is particularly useful for English words because so many letters can be pronounced in several ways in different words. For example, compare *gh* in *high* and *enough*. The phonetic alphabet tells us how to pronounce each word correctly.

Part B

- Write the following words on the board: *calculation* (p. 6), *access* (p. 10), *homoeopathy* (p. 14), *malaria* (p. 14), *artificial* (p. 20), *prosthetic* (p. 20), *dementia* (p. 22).
- Ask the students to say how many syllables there are in each word. If they are not sure, they should guess the answer. Ask them to read the words without checking in a dictionary to predict the pronunciation and stress.
- Then ask the students to check the words in the Student's Book Glossary or in a dictionary and to write the pronunciation and mark the stress in the correct place within each word.
- Students volunteer to read the words, pronouncing them correctly.

Answers

/kælkjʊleɪʃən/ /'æksɛs/ /həʊmi'ɒpəθi/ /mə'leəriə/
/ɑ:ti'fiʃəl/ /,prɒs'tetɪk/ /,dɪ'menʃə/

- You may like to extend the activity by asking students to choose five more words from the modules and to check them in the dictionary. Ask them to write down the pronunciation in IPA and to test their partner to see if they can read the words correctly. Allow the students to refer to the pronunciation key in their dictionary or to the *Pronunciation table* in the Activity Book to help with this task.

Activity 2: Collocations

All the words in this activity are taken from Student's Book, Modules 1 to 6.

Part A

- Divide the class into groups of four or five.
- Write the following words on cards and hand them out to the students so that there is a set of words for each group of students.

identity	settings	herbal	side	fraud
effect	master's	mother	heart	personal
remedy	attributes	work	degree	experience
safety	privacy	tongue	rate	standards

- Ask the students to work in their groups to match the words so that they are in pairs of words that often go together.
- The students should try to do this task without dictionaries to start with. If the students find the task difficult, you can tell them which of the words are first and which are second in each compound.
- Then, allow them to use the dictionary to check their answers and to look up any words that they have not managed to put into a pair.
- Check the students' answers.
- Ask the students to work in their groups to make sentences using each of the pairs that they have made in context. This will help them to remember the meaning and use of each compound noun.
- Now ask students to read their sentences aloud to the class. Check that the other students have a clear understanding of each of the compound nouns.

Answers

identity fraud; privacy settings; herbal remedy; side effect; master's degree; mother tongue; heart rate; personal attributes; work experience; safety standards

Part B

- Ask students to work in groups of three.
- The groups use their dictionaries to look up other words which can be paired with the following words: *effect, heart, safety, work*
- Ask the students to make sentences using each pair of words in context.
- Groups then take turns to read their sentences to the class. Encourage the other students to make a note of the new words.
- It is important to learn compound nouns like these as blocks of language, so that you can remember them correctly. Encourage the students to always make a note of both parts of new compound nouns that they learn.

Activity 3: Verbs and nouns

All the words in this activity are taken from Student's Book, Modules 1 to 6.

Part A

- Write the following words on the board: *correct, calculate, install, agree, repeat*. Elicit from the students that these are all verbs. Check that they understand their meaning. Elicit sentences that use the words in context.
- Now write the following sentences on the board and ask the students to complete them using a noun form of the verbs above. They can use a dictionary to check their answers.

- The business meeting was long, but we finally reached an _____.
- There is an interesting new video _____ at the art gallery in the city.
- Ali has done a _____ and decided that he can afford to buy his mother the larger bunch of flowers.
- The career advisor's speech was a _____ of her advice to our class.
- I checked my letter carefully for errors and wrote a _____ at the beginning.

Answers

1 agreement 2 installation 3 calculation 4 repetition 5 correction

- Ask the students what they notice about the changes to the words when they became a noun. Point out that there are often slight spelling changes when the suffix is added.

Part B

- Ask the students to work in pairs to complete the following table. They can use a dictionary to check the answers.
- Explain to the students that there are several different suffixes which are used for nouns in English. Ask them to identify the different suffixes used in the words in the table (ion/-ication, -nce, -ment).
- Explain that we need to learn which suffix to use. It is a good idea to look up the noun form in the dictionary when checking the meaning of a new verb.

Verb	Noun
coordinate	
	dominance
circulate	
achieve	
equip	
concentrate	
qualify	
	experience
	extraction
depend	

Answers

Verb	Noun
coordinate	<i>coordination</i>
<i>dominate</i>	dominance
circulate	<i>circulation</i>
achieve	<i>achievement</i>
equip	<i>equipment</i>
concentrate	<i>concentration</i>
qualify	<i>qualification</i>
<i>experience</i>	experience
<i>extract</i>	extraction
depend	<i>dependence</i>

Activity 4: Phrasal verbs

All the words in this activity are taken from Student's Book, Modules 1 to 6.

Part A

- Write the following phrases in two groups on the board.
 - Group 1:** *point out, leave out, carry out, find out, set out, work out*
 - Group 2:** *begin a journey*
discover, become aware
think about something and manage to understand it
not include something
tell someone about something they hadn't noticed
do something that needs to be organised and planned

- Ask the students to work in pairs to match the phrases in Group 1 to the meanings in Group 2. They can use the dictionary to check their answers.

Answers

point out – tell someone about something they hadn't noticed
leave out – not include something
carry out – do something that needs to be organised and planned
find out – discover, become aware
set out – begin a journey
work out – think about something and manage to understand it

Part B

- Write the following words on the board: *go, come, keep, get*.
- Ask the students to use their dictionaries to find three phrasal verbs which use each of these verbs.
- Ask the students to write a sentence for each phrasal verb, putting it into context.
- Invite students to read their sentences to the class. If students have used the same phrasal verbs, encourage them to compare their sentences.

Activity 5: Nice is not nice

Explain to students the importance of using a variety of adjectives when describing something. Nice can be used to positively describe nearly everything, but it is overused and doesn't describe anything very well.

Give students the following items. Ask them to look up nice in their thesauri and then find three suitable alternative adjectives for each noun. They should check in their dictionaries to make sure they have chosen positive adjectives.

Nouns	Adjectives
People (personality)	
People (appearance)	
Food	
Weather	
Holiday	
Car	

Answers

Nouns	Adjectives
People (personality)	kind, friendly, lovely
People (appearance)	attractive, pretty, handsome
Food	delicious, tasty, great
Weather	lovely, good, pleasant
Holiday	great, lovely, delightful
Car	great, good, beautiful

Activity 6: Word webs

Word webs are a good way of learning related vocabulary. A thesaurus can provide a good selection of words. Divide the class into two. Ask one half to prepare a word web of clothes using a thesaurus and the other to create a word web on shops and shopping. The clothes word web might have the following, for example:



Shops and shopping might have the following:



Wordlist – Grades 1–11

A

a lot of (G3)
abide by (G9)
absent-minded (G7)
absorb (G10)
abundant (G11)
abundantly (G11)
accelerate (G7)
accessory (G8)
accountability (G11)
accountant (G6)
accurate (G9)
achievement (G8)
across (G4)
advance (G9)
adventure holiday (G7)
advertising campaign (G7)
aeroplane (G7)
affect (G10)
after (G4)
afternoon (G4)
agility (G11)
ago (G5)
aid (G9)
air (G4)
airline (G7)
airport (G3)
all (G5)
along (G5)
alphabet (G2)
alright (G2)
also (G5)
alternative (G9)
aluminium (G7)
always (G7)
amazed (G6)
amazing (G6)
amber (G10)
ambulance (G9)
amphitheatre (G11)
amusement park (G7)
ancestor (G9)
ancient (G7)
animal (G2)
annual (G7)
answer (v) (G5)
anthology (G11)
antique (G7)
apnea (G11)
apple (G1)
apples (G1)
appliance (G10)
apricots (G7)
April (G3)
aquatic (G11)
Arabian oryx (G5)
Arabic (G3)
Aramaic (G11)
arcade (G10)
arch (G10)
archaeological (G10)
archaeologist (G7)
architect (G5)
arms (G1)
aromatic (G11)
around (G4)
arrive (G4)
arrogant (G7)

artefact (G11)
artist (G7)
ash (G10)
aspiring (G11)
assistant (G9)
asteroid (G10)
astronaut (G5)
astronomer (G8)
athletics (G8)
atmosphere (G7)
attack (G8)
attract (G7)
attractive (G8)
aubergine (G3)
audible (G11)
audience (G7)
August (G3)
aunt (G2)
autumn (G3)
average (G6)
awareness (G11)
awe-inspiring (G10)

B

baby (G2)
badminton (G11)
bag (G1)
baker's (G3)
baklava (G5)
balcony (G6)
ball (G1)
balloon (G3)
banana (G1)
bananas (G1)
band (G5)
bank account (G9)
bank note (G9)
bankrupt (G9)
basalt (G10)
basil (G11)
basketball (G3)
bat (G10)
bathroom (G1)
bathtub (G1)
battle (G8)
be born (G6)
beach (G4)
beach holiday (G7)
bean (G11)
bear (G2)
beautiful (G4)
because (G5)
become (G5)
bed (G1)
bedroom (G1)
bee (G5)
before (G3)
beginning (G5)
bench (G6)
benefit (G10)
between (G4)
big (G2)
bike (G1)
bin (G3)
biography (G11)
biomass (G11)
bird (G1)
bird park (G6)
black (G1)
blade (G11)

blanket (G5)
blizzard (G9)
block (G10)
blood test (G6)
blouse (G5)
blue (G1)
blurb (G11)
board (G2)
board the plane (G6)
boat (G4)
bond (G11)
book (G1)
book fair (G6)
bookshelf (G6)
bookshop (G3)
boring (G7)
borrow (G9)
bossaball (G8)
botany (G10)
bottle (G6)
bottom (G4)
bouquet (G6)
bowl (n) (G5)
bowling (G5)
bowling alley (G5)
box (G1)
boy (G1)
boys (G1)
bracelet (G5)
brainwave (G11)
branch (G10)
brass (G10)
brave (G8)
bread (G1)
break (n) (G4)
breakfast (G2)
breeze (G11)
bribe (G9)
bridge (G4)
bright (G4)
bronze (G4)
brother (G1)
brown (G2)
brush (n) (G4)
brush teeth (G2)
bubble up (G10)
build (G7)
building (G3)
built-in (G9)
bury (G7)
bus (G1)
busy (G6)
butcher's (G3)
butter (G5)
butterfly park (G6)
buy (G3)
buyer (G7)

C

cabin (G7)
cage (G6)
cake (G2)
caliph (G7)
calligraphy (G10)
camel (G4)
camera (G4)
can (G1)
Canada (G3)
canyon (G4)
capacity (G11)
capital city (G6)
car (G1)
car engine (G6)
carbon dioxide (G7)
card (G3)
careful (G4)
carefully (G5)
caring (G8)
carnival (G11)
carry (G4)
carry out (G10)
carve (G4)
castle (G4)
casual (G9)
cat (G3)
catapult (G8)
catch (G2)
catch up with (G11)
caterpillar (G10)
cattle (G8)
cave (G4)
CD (G1)
CD game (G1)
cedar tree (G6)
celebrate (G5)
celebration (G5)
cell (G10)
Centigrade (G6)
centre (G7)
century (G4)
ceremony (G9)
ceviche (G11)
chair (G1)
challenging (G7)
chariot racing (G8)
charitable (G9)
charity (G6)
cheat (G6)
check in (v) (G6)
cheese (G7)
chef (G3)
chemist's (G3)
Chemistry (G10)
cheque (G9)
chicken (G1)
children (G2)
chocolate (G5)
choose (G6)
chop (G11)
chopsticks (G11)
circle (G5)
citadel (G8)
citizen (G7)
city (G3)
civilisation (G7)
class (G5)
classical (G8)
classroom (G1)
clay (G6)
clean (G4)
clerk (G11)
clever (G5)
cliff (G10)
climate (G7)
climb (G2)
clock (G1)
close (v) (G1)
close (adj) (G9)
clothes (G4)
clothes shop (G5)

clue (G7)
coach (n) (G6)
coast (G6)
coffee (G3)
coffin (G9)
coin (G4)
cold (G1)
collapse (G9)
colleague (G9)
collect (G6)
collection (G5)
colourful (G4)
combination (G9)
combine (G10)
comfortable (G9)
commemoration (G11)
commercial (G11)
communicate (G9)
community centre (G6)
compass (G8)
compassion (G8)
compassionate (G8)
compete (G8)
competition (G6)
complete (G6)
complex (G8)
computer (G1)
computer programmer (G6)
concentrate (G11)
conclusion (G7)
condition (G9)
conduct (G9)
confident (G11)
connect (G9)
conservation (G11)
conserve (G10)
consist in (G7)
construct (G7)
consume (G11)
consumption (G11)
container (G7)
contemporary (G10)
continent (G9)
cook (v) (G3)
cooker (G3)
coral reef (G6)
costume (G5)
courageous (G7)
countless (G11)
country (G3)
countryside (G5)
court (G8)
courtyard (G10)
cousin (G2)
cover up (G7)
crack (G10)
craft (n) (G6)
creative (G8)
crew (G9)
crime (G7)
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I
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K
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shark (G4)
shave (G11)
sheep (G4)
shelf (G1)
shell (G10)
shield (G11)
shine (G7)
ship (G4)
shirt (G1)
shoe shop (G3)
shoes (G1)
shop (G1)
shopping centre (G5)
shopping list (G5)
short (G2)
shout (v) (G3)
show (v) (G4)
shrimp (G10)
shuttlecock (G11)
shy (G9)
sibling (G11)
side (G5)
sights (G7)
silk (G9)
silver (G4)
simultaneously (G11)
sing (G2)
sink (v) (G6)
sister (G1)
sit down (G1)
site (G8)
six (G1)
sixth (G4)
size (n) (G6)
skating (G6)
sketch (G10)
skilful (G9)
skill (G8)
skirt (G1)
skyscraper (G5)
slavery (G11)
sleep (v) (G3)
sleeve (G5)
slice (G11)
slide (G5)
slow (G7)
slowly (G6)
small (G2)
smart (G9)
smell (v) (G5)
snore (G11)
snorkelling (G6)
snowman (G3)
snowy (G3)
so (G5)
soap (G6)
Social Studies (G4)

socks (G1)
sofa (G1)
soft toy (G5)
soil (G5)
solar system (G8)
soldier (G8)
sole (G10)
something (G5)
sometimes (G6)
soon (G5)
sound (v) (G5)
soundly (G11)
south (G4)
souvenir shop (G7)
space (G7)
space (room) (G5)
space shuttle (G8)
spaceship (G8)
spade (G4)
speak (v) (G3)
speak English (G6)
specialised (G9)
specialist (G7)
species (G10)
spectacular (G6)
spectator (G11)
spell (G2)
spices (G5)
spider (G10)
spiky (G11)
sponge (G10)
spoon (G6)
sports centre (G1)
sports shop (G5)
sports stadium (G6)
spring (G3)
sprinkle (G11)
square (shape) (G5)
square (place) (G7)
square metre (G6)
squash (G11)
squirrel (G4)
stadium (G4)
staff (G11)
stage (G4)
stall (n) (G6)
stamina (G11)
stamp (G3)
stand still (G11)
stand up (G1)
star (G4)
start (G3)
statue (G6)
steal (G7)
steel (G10)
steps (G4)
stew (G11)
stolen (G9)
stomachache (G2)
stone (G4)
stork (G2)
story (G4)
storyteller (G6)
storytelling (G8)
streak (G7)
street (G4)
stressed (G11)
striped (G6)
stroll (G11)
student (G6)
study (v) (G5)
stuntman (G7)
sublime (G11)
subtract (G11)

suffering (G9)
suggest (G8)
suitable (G9)
suitcase (G6)
Sumerian (G9)
summer (G3)
sun (G4)
sunbathe (G7)
sun hat (G4)
sunglasses (G2)
sunny (G1)
superb (G9)
surname (G2)
surprise (G5)
survive (G7)
suspect (G7)
sweet (G2)
swim (G1)
swing (n) (G5)

T

table (G1)
table tennis (G4)
tablets (G6)
tactile (G11)
tae-kwondo (G11)
take (v) (G3)
take off (v) (G6)
taking (G6)
tale (G6)
talented (G9)
talk (n) (G6)
tall (G2)
task (G6)
taste (v) (G5)
tea (G1)
teacher (G1)
team (G4)
technique (G7)
technology (G6)
teddy bear (G6)
teeth (G3)
tell (G5)
temperate (G10)
temperature (G6)
temple (G9)
ten (G1)
tennis (G2)
tennis racquet (G2)
tent (G4)
terrifying (G11)
thank you (G1)
the Earth (G4)
theatre (G3)
theft (G8)
theme park (G5)
then (G5)
therapeutic (G10)
thermal (G11)
thief (G7)
thing (G5)
think (G4)
third (G6)
thirsty (G2)
this (G1)
thousand (G6)
threaten (G8)
three (G1)
thrifty (G9)
thrill (G7)
thrilling (G7)
tidy bedroom (G2)
tidy up (G6)

tiger (G2)
time (G2)
timetable (G3)
tiny (G6)
tired (G2)
toad (G10)
today (G2)
together (G5)
tomatoes (G5)
tomb (G7)
tomorrow (G3)
too (G5)
toothache (G2)
toothbrush (G3)
top (G4)
touch (G1)
tough (G8)
tour guide (G6)
tourism (G7)
tower (G4)
town (G3)
toy (G3)
toy shop (G3)
track (G8)
trade (G11)
trader (G7)
traditional (G6)
traffic (G7)
tragic (G9)
trail (G9)
train (G1)
train station (G3)
training (G9)
transport (G5)
travel (v) (G3)
traveller (G7)
treasure (G7)
treatment (G8)
tree (G1)
trendy (G9)
triangle (G5)
tribe (G8)
tropical (G10)
trot (G11)
troupe (G11)
trousers (G1)
trunk (G5)
trust (v) (G6)
T-shirt (G2)
tsunami (G11)
tundra (G10)
tunic (G9)
tunnel (G4)
turban (G7)
turbine (G11)
turkey (G6)
turn (G2)
turn around (G4)
turtle (G2)
TV (G1)
twelfth (G4)
two (G1)
typical (G10)

U

UAE (G6)
Umayyad (G7)
umpire (G8)
uncle (G2)
uncommon (G9)
uncontaminated (G11)
under (G1)
underground (adj) (G6)

underground (adv) (G7)
underground station (G7)
unheard of (G11)
unique (G7)
universe (G8)
University (G6)
unpredictable (G7)
untidy (G7)
unwell (G6)
upper floor (G7)
use (v) (G4)
useful (G5)
usually (G6)

V

valley (G4)
valuable (G9)
vase (G6)
vast (G10)
vegetable(s) (G3)
venture (G11)
verse (G6)
vessel (G9)
victim (G7)
view (G5)
village (G4)
violent (G7)
vision (G10)
visit (G2)
visitor (G2)
vizier (G7)
volcano (G10)
volleyball (G4)
volunteer (G9)
vote (G7)

W

wait (G4)
wake up (G4)
walk (G2)
walking stick (G7)
wall (G1)
wander (G7)
want (G5)
wardrobe (G3)
wares (G11)
warm (G4)
warm up (G7)
warrior (G7)
wash (v) (G3)
wash the car (G6)
waste (v) (G6)
wasteful (G9)
watch (G2)
water (G1)
water (v) (G4)
water park (G5)
water polo (G11)
waterfall (G4)
waterproof (G10)
wave (v) (G4)
wear down (G10)
weather (G3)
weave (v) (G6)
weaving (n) (G6)
webbed (G10)
webcam (G9)
weekend (G4)
weigh (G5)
weightless (G9)
well-known (G6)
west (G4)

Western (G6)
wet (G4)
wheat (G8)
wheelchair (G11)
white (G1)
who (G2)
wide (G6)
widespread (G11)
wild (n) (G5)
wild cat (n) (G5)
wildlife (G10)
willing (G11)
win (G4)
window (G1)
windy (G3)
winter (G3)
wise (G7)
witness (G10)
wolf (G3)
woman/women (G5)
wonder (G7)
wonderful (G6)
wood (G4)
wool (G4)
work (n) (G6)
work (v) (G3)
world-renowned (G11)
wound (G8)
wrap (G9)
wrestling (G11)
write an email (v) (G3)
writer (G6)
writing (n) (G5)
wrong (G2)

Y

yeast (G11)
yellow (G1)
yesterday (G4)
yoghurt (G5)
young (G2)

Z

zero gravity (G8)
zoo (G2)
zoology (G10)

Wordlist – Grade 12

A

academic (M4)
access (M1)
acupuncture (M2)
adaptable (M6)
agreement (M5)
Agriculture (M4)
ailment (M2)
algebra (M3)
allergy (M2)
ambitious (M6)
antibody (M2)
apparatus (M2)
appendage (M2)
arithmetic (M3)
arthritis (M2)
artificial (M2)
artificially-created (M3)
Astrophysics (M4)
attribute (M6)

B

be able to answer
detailed questions
(M5)
bionic (M2)
blame (M5)
blog (M1)
bounce back (M2)
breathtaking (M3)
Business Management
(M4)

C

calculation (M1)
camera obscura (M3)
cancerous (M2)
carbon-neutral (M3)
career (M2)
career advisor (M4)
ceramics (M3)
circulation (M4)
colloquial (M4)
coma (M2)
come about (M5)
come up with (M5)
commitment (M2)
competent (M6)
complementary
medicine (M2)
composition (M3)
compulsory (M4)
computer chip (M1)
concentration (M4)
conscientious (M6)
conservatory (M3)
contradictory (M4)
conventional (M2)
cope with (M2)
corporate (M5)
craftsman (M3)
criticise (M3)
cross (M2)
cryptophasia (M5)
curriculum vitae (M6)

D

decline (M2)
degree (M4)
dehydration (M4)
dementia (M2)
demonstration (M3)
desalination (M3)
developed nation (M4)
dialect (M5)
diet (M4)
diploma (M4)
do a deal (M5)
domestic (M5)
dominate (M5)
drop [a course] (M4)
drug (M2)

E

eat out (M5)
Economics (M4)
email exchange (M1)
enclosed (M6)
Engineering (M4)
enrol (M4)
enthusiastic (M6)
evolve (M5)
expansion (M2)
export (n) (M5)
extensively (M5)
extraction (M5)

F

feel blue (M2)
fertiliser (M5)
filter (M1)
first language (M5)
floppy disk (M1)
fluently (M4)
focus on (M2)
fond of (M6)
fountain pen (M3)
full-time (M6)
furnishings (M3)

G

geometry (M3)
get away with (M5)
get cold feet (M4)
get it off (your) chest
(M4)
give a business card
(M5)
glassblowing (M3)
goods (M5)
grid (M3)
Gross Domestic
Product (M5)
ground-breaking (M3)

H

hanging (M3)
have a head for figures
(M4)
have the green light
(M2)

headphones (M6)
healthcare (M2)
herbal remedy (M2)
homoeopathy (M2)

I

ICT (M1)
identity fraud (M1)
immerse (M4)
immunisation (M2)
implant (M2)
import (M5)
inheritance (M3)
inoculation (M3)
installation (M3)
intentional (M5)
intern (M6)
interpreter (M6)
irrigate (M3)

K

keen (M6)
keep your chin up (M4)
knitwear (M5)

L

leave [someone or
something] out (M5)
life expectancy (M2)
lifelike (M3)
lifelong (M4)
limb (M2)
Linguistics (M4)
look into (M5)

M

machinery (M5)
make small talk (M5)
malaria (M2)
Marketing (M4)
Master's degree (M4)
mathematician (M3)
medical trial (M2)
megaproject (M3)
memory (M4)
migraine (M2)
minaret (M3)
mineral (M5)
mortality (M2)
mother tongue (M5)
MRI (M2)
multilingual (M4)
multitask (M4)
musical harmony (M3)

N

negotiate (M5)
nutrition (M4)

O

obese (M2)
online distance learning
(M4)
optimistic (M2)
option (M2)

out of the blue (M2)
outpatient (M2)
outweigh (M3)

P

paediatric (M2)
PC (M1)
pedestrian (M3)
performing arts (M3)
pharmaceuticals (M5)
Pharmacy (M4)
PhD (M4)
philosopher (M3)
physician (M3)
pill (M2)
pioneering (M4)
play it by ear (M4)
point [something] out
(M5)
polymath (M3)
pop (M5)
post (M1)
postgraduate (M4)
practitioner (M2)
privacy settings (M1)
private university (M4)
proficiency (M4)
program (M1)
prosthetic (M2)
Psychology (M4)
public university (M4)
publicise (M2)
punish (M5)
put (my) back into it
(M4)

Q

qualifications (M4)
qualify (M3)

R

radiotherapy (M2)
raise (M2)
recall (M5)
red-handed (M2)
reference (M6)
regional (M6)
register (M5)
rely on (M1)
replicate (M5)
reputation (M2)
reserve (M5)
restore (M3)
revolutionise (M3)
rewarding (M6)

S

sales pitch (M5)
sand artist (M3)
sat nav system (M1)
scanner (M2)
sceptical (M2)
secure (M6)
security settings (M1)
see red (M2)
seminar (M6)

setback (M2)
shake hands [with
someone] (M5)
showcase (M3)
side effect (M2)
simulator (M4)
smartphone (M1)
social media (M1)
Sociology (M4)
spill (M5)
sponsor (M2)
stand out [from the
crowd] (M4)
strenuous (M2)
stroke (M2)
surveyor (M6)
sustainability (M3)
symptom (M2)

T

tablet computer (M1)
tailor-made (M4)
tell a joke (M5)
textiles (M3)
track record (M5)
translation (M3)
tuition (M4)
tutorial (M4)

U

undergraduate (M4)
underline (M3)
undertake (M4)
user (M1)
utterance (M4)

V

vary (M3)
viable (M2)
visual arts (M3)
vocational (M4)
voluntary (M6)

W

ward (M2)
web-building program
(M1)
web hosting (M1)
white elephant (M2)
whiteboard (M1)
windmill (M3)
work experience (M6)
World Wide Web (M1)

Z

zero-waste (M3)