



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **12**

Authorship & Curriculum Supervisory Committee

Mr Ali Manassra (General Supervision)	Ministry of Education
Mrs Reem Ayoush (Coordinator)	Ministry of Education
Mr Othman Diab Amer	Birzeit University
Dr Samir M Rammal	Birzeit University
Dr Hazem Y Najjar	Bethlehem University
Ms Rula Naji Khalil	Ministry of Education
Mr Hassan Karableyeh	Ministry of Education
Mrs Ruqayyah Abdul-Rahman Abu Al-Rub	Ministry of Education
Mr Yahia Tenih	Ministry of Education
Mrs Oraib Ramadan Khammash	Ministry of Education

Authorship Supervisory Committee (original edition)

Dr Hazem Y Najjar (Head)	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

English Language Curriculum Team (original edition)

Dr Hazem Y Najjar	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu Al-Hummos	Al-Quds University
Dr Odeh J Odeh	Al-Najah University
Dr Samir M Rammal	Hebron University
Dr Nazmi Al-Masri	Gaza Islamic University
Ms I'tidal Abu Hamdiyah	Ministry of Education
Ms Majedah Dajani	Ministry of Education
Mr Imad Jabir	Hebron University
Mr Suhail Murtaja	Ministry of Education
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

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Introduction

Course components

The *English for Palestine Grade 12* package consists of the following components:

- 1 Pupil's Book
- 1 Reading Plus Book
- 1 Teacher's Book, covering Pupil's Book and Reading Plus Book
- 1 audio CD

Objectives

The objectives of Grade 12 are:

- expanding the pupils' active and passive vocabulary
- revisiting and expanding previously seen grammar
- developing the key language skills of reading, writing, speaking and listening
- developing the analytical, critical and evaluative skills of the pupils
- preparing the pupils to use English in the world beyond the classroom

For details of how the course covers language unit by unit, see the Overview on pp. 8–10.

English for Palestine Grade 12 – approach and contents

English for Palestine Grade 12 has two books:

- English for Palestine Pupil's Book 12. This is the core-language book, to be used for all courses.
- English for Palestine Pupil's Book 12 Reading Plus. This is the advanced literary book, which is an additional component for more intensive English courses.

Each unit is based on a theme, allowing the new language to be taught in context, e.g. making a new start, under pressure, coincidences. The theme in each unit of Pupil's Book 12 is mirrored in a related theme in Pupil's Book 12 Reading Plus. The themes have been taken from the Palestinian curriculum to meet the needs and interests of pupils of this age.

Unit 6 and Unit 12 are review units: no new vocabulary or language is introduced in them. Instead, the previously seen vocabulary and language is practised using the same format of readings, discussions, practice activities, writing and integrated skills work.

The four skills of reading, writing, speaking and listening are integrated in both sections of the course, but there is an emphasis on a particular skills area in each period.

The course uses many of the teaching techniques of previous grades, but develops and expands them in line with the pupils' age and abilities. The use of standard rubrics makes it easy for the teacher to recognise the purpose of each activity and to teach it effectively.

In addition, the course aims to develop the analytical, critical and evaluative skills of the pupils. In all units they are encouraged to examine issues, identify key ideas, express their own opinions, listen to the opinions of others, and often to reach a group consensus.

There are progress tests in both English for Palestine 12 Books, after Unit 3 and Unit 6. In the core-language book, these tests take up three periods, with sections for Reading, Vocabulary and Language study, and Writing. In the Reading Plus Book, these tests take up two periods: Period 1 covers Reading, and Vocabulary and Language Study, and Period 2 has a section based on the literary reader, and a Writing section. These tests will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams.

In addition, there are three model tests in this Teacher's Book: Practice test – Semester 1; Practice test – Semester 2; End of year Reading Plus test. These tests will help to identify language items or skills that are still causing difficulties, so that the teacher can help the pupils with problem areas before the formal exams.

Pupil's Book 12 – the layout of the units

With minor variations, the units of the core-language book are arranged as follows:

Period 1 and Period 2 (Reading and comprehension)

Period 1 is a two-page spread which introduces the main theme of the unit. There is always a reading text about the theme of the unit; it includes the new vocabulary and the new language of the unit, and there are associated comprehension and discussion activities.

All new vocabulary in Grade 12 is presented in context, in reading passages. This is in contrast to previous grades, where the vocabulary was presented separately, in isolation, at the start of the period. One important advantage of presenting new vocabulary in context at this grade is that it encourages the pupils to develop the skill of guessing meaning.

Generally, Period 1 starts with the teacher introducing the skill of guessing meaning through contextual clues, the theme of the unit, and the pupils then discussing various questions or topics related to this. After that, the pupils read the text and do a comprehension activity related to it. Finally, there are activities associated with the new vocabulary of the unit: for example, the pupils may find the new words in the text, then match them with their meanings; or they may replace words and phrases in sentences with new words from the text.

Period 2 is another two-page spread which continues the theme of the unit. Period 2 starts with a reading text followed by comprehension questions; there may also be a second reading text and comprehension questions. After this, there are vocabulary activities as in Period 1.

Period 3 and Period 4 (Language and vocabulary study)

This period introduces the language and vocabulary study, and it usually covers a bit more than one page. It generally starts with examples of the new language of the unit. These are presented in a green box for easy recognition. The pupils are then helped to work out the grammar rules associated with the new language. When they are clear about the rules, they go on to do grammar practice activities.

In some cases, the new language is part grammar, part vocabulary: for example, the use of prefixes and suffixes and how they change meaning, or the difference in meaning of a range of linking words. This type of new language is always presented in the green boxes described above, together with sentences about meaning for the pupils to work out. However, there are also some examples of vocabulary activities similar to the activities in Period 1 and Period 2.

Period 5 and Period 6 (Integrated Skills / Writing)

These two periods feature the 'language in use' section of each unit. The pupils are given a range of practical tasks, involving speaking, reading, listening and writing, which reflect the way that English is used in the real world, outside the classroom.

In these tasks, the pupils are required to use the language they have learned in the unit. The periods use an integrated skills approach, again reflecting the way that English is used in real situations. The two periods always contain at least one substantial writing task.

The second part of Period 6 is the Unit summary, which encourages the pupils to consider what they have learned and what they have achieved in each unit. It also guides the pupils to awareness of how they can maximise their progress.

The Unit summary is also designed to be a useful reference section for navigating the book during revision times.

The Teacher's Book

Comprehensive notes are supplied for each period, to ensure the teaching is as effective as possible and that teaching time is used efficiently. The notes for each unit contain a summary box at the start, clearly detailing the learning aims and the key language areas covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide.

Also included are full instructions for carrying out the activities in class, answer keys and audioscripts for the listening activities.

The audio CD

The audio CD contains native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all language structures, key vocabulary and letter sounds. The recordings are designed to encourage the pupils' input, giving them plenty of opportunity to develop their listening and speaking skills.

Pupil's Book 12 Reading Plus – the layout of the units

As the name suggests, the emphasis in this book is on reading. However, the other skills are also developed, along with vocabulary and language.

With minor variations, the units of the Reading Plus Book are arranged as follows:

Period 1 (Reading and comprehension)

This page features the first reading text, which introduces the topic of the unit. There are a range of comprehension and discussion activities for the text. These often involve aspects of analytical and critical thinking about the topic of the text.

Period 2 and Period 3 (Reading and comprehension / Vocabulary and reading skills)

These two periods feature a longer reading text. The activities which follow it develop reading skills, but also focus on the vocabulary in the text. The pupils are encouraged to use the context to work out the meaning of unfamiliar words. They then use these words in a variety of practice activities.

The activities also help the pupils to examine and understand the structure of the text. The aim is to help the pupils to produce texts in a similar style later in the unit. In some units, the pupils also isolate the important information in the text, and then they are guided to writing summaries.

Period 4 and Period 5 (Reading and comprehension / Vocabulary and reading skills)

These two periods follow the same pattern as Period 2 and Period 3, with another longer reading text and activities that expand on it.

Period 6 and Period 7 (Writing / Writing skills)

These two periods focus on writing skills. The pupils are taken through a sequence of pre-writing activities, drafting activities and revision activities. These activities focus on process rather than content, and pupils are encouraged to develop and express their own ideas and opinions in the writing tasks.

Period 8 (Literature)

This is the literature period. In both Units 1–3 and Units 4–6, the literary reader is Shakespeare's famous play *Romeo and Juliet*. One purpose of this feature is simply to read extracts from the play, answer comprehension questions about them

and enjoy them. However, the pupils are also encouraged to react to the play extracts, to express their opinions about them and to discuss aspects of them in groups.

Methodology

1 Reading in Grade 12 – developing independent readers

In both sections of the Pupil's Book, a large part of the course is dedicated to developing reading skills.

In order for the pupils to become independent readers, it's important to establish a few rules at the beginning of the course.

There should be a limit to the number of questions which the pupils can ask about a text. If there is no limit, the pupils will waste a large part of the class asking questions which they should be able to answer themselves. By limiting the number of questions to perhaps three or four for the whole group, the pupils will be obliged to start understanding the text by themselves – an essential part of becoming independent readers.

It may be that the pupils find the idea of understanding a text by themselves impossible. This would be the unfortunate result of the way they have been taught previously, with teachers spending large amounts of class time explaining texts. To overcome this, choose three or four words from each text and explain their meaning before the pupils start to read. By doing this, it becomes easier for the pupils to guess the meaning of the remaining unknown words from the context.

Remember that Grade 11 and Grade 12 are the last chance that the pupils have to become independent readers. It's vital that they are taught in a way that develops the necessary skills and attitude.

2 Grammar in Grade 12 – the Discovery Technique

Grammar plays a key role in the process of learning a language. In each of the units in Grade 12, Period 3 and 4 present and practise new grammar points.

The pupils are not given explicit rules about how the structure is made or what it means. Instead, first they are given example sentences using the grammar point (in the green boxes on the Language and vocabulary study pages). Then they complete a set of sentences that talk about the structure and the meaning of the grammar point. By looking at the examples in the green box and reflecting on the meanings, the pupils are able to complete these grammar rules. These rules build up during the course into a self-constructed grammar manual of English.

This is learning by the 'Discovery Technique', and it helps the pupils to become independent, confident learners. It is an important part of the course, and it should not be replaced by explanations given to the pupils by the teacher. As with

reading in Grade 11 and Grade 12, the pupils are being prepared to use English after they have left school, and learning to be independent is a vital part of this.

Note that, to use this Discovery Technique effectively, the pupils will need to be familiar with very basic grammar terminology: the concept of *subject* and *object* in a sentence, the names of parts of speech (*noun, verb, adjective, adverb, preposition*), the names of the verb tenses and voices in English (*present simple, present continuous, present perfect* etc, *active* and *passive*), and the names of sentence types (*zero / first / second / third conditional, clause* etc). In depth, advanced grammatical knowledge is not necessary: the Discovery Technique focuses more on understanding meaning and how language is used.

3 Vocabulary in Grade 12

Throughout the course, the pupils are encouraged to expand their vocabulary. As mentioned earlier, in Grade 12 vocabulary is presented in context, as part of a reading text. Wherever possible, when the pupils ask what a word in a passage means, they should be encouraged to try to work out the meaning from the context. This helps them to develop the essential skill of guessing meaning, as well as encouraging the pupils to become independent learners, and to rely less on the teachers.

4 Pair and group work

The most effective way to practise speaking skills is to use pair or group work. In large classes, it is the only way to ensure that the pupils have adequate speaking practice.

Good classroom management is the key to pair and group work. The pupils must be familiar with the routines: for example, for pair work they should turn to the pupil on the right (or left); for group work, pairs in alternate rows should turn round and work with the pair behind them. Establish these routines at the beginning of the course.

While the pupils are speaking, always go round the class to ensure that they are doing the activity correctly, and that they are speaking in English. This is a good way of monitoring pupils' progress, but remember that speaking is largely a fluency activity. Inevitably the pupils will make some mistakes, but avoid interrupting the group if they are talking fluently. Let them practise more; the corrections can be done after the activity.

After pair and group work, always arrange a feedback session where one pupil of each pair or group, the spokesperson, tells the class about what they said.

Classroom management

1 The importance of pace

The teacher's pace is a vital aspect of the ELT class. If the teacher is going too fast, the pupils will become confused and they will not be able to practise enough. If the teacher is going too slowly, the pupils will get bored and stop paying attention.

Ideally, each activity should be done at a pace that makes it interesting and keeps the pupils 'on their toes', but which gives time to understand, ask questions and practise the language.

For each set of instructions for each activity in the Teacher's Book, there is an indication of roughly how long it should take, in minutes. This is only a rough guide; you must also take into account the abilities of the group as a whole, the time of day, your energy levels, etc.

The pace of each activity will vary to suite the pupils' needs. Try to ensure a variety of pace, challenge and focus in each class: some fast, lively activities, and some slower, more reflective ones; some activities that are easy and some that are more challenging; some activities where the focus is on the teacher and some where the pupils are working in pairs or small groups.

2 Giving instructions

As far as possible, keep instructions to a minimum. A demonstration of an activity, using one of the better pupils in the class, is much more effective than detailed instructions which many pupils will find difficult to follow.

Try to encourage pupils to read the rubrics themselves, then ask one of them to read it out to the class. You can then elicit meaning, helping if needed. The rubrics in Grade 12 have been styled to detail important instructions, and they sometimes contain added information about, for example, a reading text.

3 Independent learners

In Grade 12 pupils are expected to take an increasingly active role in their own learning. The pupils' notebooks are a key part of this. Ideally, they should have sections for vocabulary, grammar and expressions. In these sections they should record new language items as they occur in the class. Encourage the pupils to:

- keep their notebooks up to date
- use word families and word networks in the vocabulary section
- write the details of new grammar point (for example, the names of a tense, example sentences and notes on how it is used) in the grammar section
- record expressions and other language in the expressions section

The teacher should also encourage the pupils to use the wordlists and the grammar reference at the end of the Pupil's Book.

Awareness is another important aspect of learner training: the pupils should be encouraged to reflect on the progress they are making, on the language points they feel confident with, and on the language points which they need to practise further. The Unit summary at the end of each unit helps and encourages them to do this.

4 Self-monitoring

Use this checklist every time you teach. Look at *A Preparation checklist* before you go into the classroom. Look at *B Self-evaluation* after the class.

A Preparation checklist

	Yes	No
1 Have I read the Teacher's Book before the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
2 Do I need to listen to the CD?	<input type="checkbox"/>	<input type="checkbox"/>
3 Do I know the track number of the CD?	<input type="checkbox"/>	<input type="checkbox"/>
4 Have I looked at what we did last lesson?	<input type="checkbox"/>	<input type="checkbox"/>
5 Do I know the language purpose of the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
6 Have I considered any particular needs of the pupils?	<input type="checkbox"/>	<input type="checkbox"/>
7 Have I thought about the timing of my lesson?	<input type="checkbox"/>	<input type="checkbox"/>
8 Have I allowed time for questions and favourite activities?	<input type="checkbox"/>	<input type="checkbox"/>

B Self-evaluation

	Yes	No
1 Did the CD work?	<input type="checkbox"/>	<input type="checkbox"/>
2 Did each pupil have an opportunity to practise the language?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did the pupils use a variety of skills?	<input type="checkbox"/>	<input type="checkbox"/>
4 Did I cover all the material I intended too?	<input type="checkbox"/>	<input type="checkbox"/>
5 Was my lesson well-timed and well-balanced?	<input type="checkbox"/>	<input type="checkbox"/>
6 Did most pupils appear to understand the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
7 Have I taken note of anything special which I need to cover next time?	<input type="checkbox"/>	<input type="checkbox"/>
8 Was the lesson appropriate and successful?	<input type="checkbox"/>	<input type="checkbox"/>

English for Palestine Grade 12 Language overview
Pupil's Book

Unit	Language and vocabulary study	Integrated skills/Writing	page
1 A new start	Present simple / perfect Present continuous 'Stative' verbs <i>be / get used to, confident, creative, excuse, factor, field, foundation course, like-minded, on show, optional, participate (in), potential, routine, set, stuck, zone</i>	Reading for gist; Reading for specific information Discussing interests; Discussing comfort zones Hearing about university life Completing a university application form	4
2 Under pressure	Infinitives and -ing forms Compound noun phrases with <i>on</i> <i>aware (of), convinced, disappointed, fees, inevitable, nowadays, persevere, patient / impatient, personal, point, priority, revise / revision, reward</i>	Predicting content; Identifying the main point; Reading for specific information; Reading and assessing a personal statement Discussing problems and concerns Hearing advice about writing personal statements Planning and drafting a personal statement	14
3 A funny thing happened	Past tenses Using prefixes <i>co-</i> and <i>mis-</i> Using time phrases and pronouns for cohesion <i>bald, catch up (with someone), coincidence, colleague, come across, error, (un)intended, keep in touch, knowledge, mention, misunderstanding, pat, put (someone) up, reluctant, run into, straight, stranger, the latter, turn out</i>	Reading about coincidence Discussing funny stories; Discussing routine events Predicting content based on pictures; Hearing about an interview and coincidence Writing a story from a recount Writing a story about a coincidence or misunderstanding	24
Progress test 1			34
4 The shrinking world	Modal verbs of probability and possibility Future statements using <i>will</i> Other forms of the future <i>addicted (to), border, capable, citizen, fear, hub, justified, motivated, network, panic, potential, questionnaire, remote, restrictions, shrink, trend, vary</i>	Comparing texts about communication; Predicting and analysing opinions; Reading about questionnaire results Discussing communication in the future; Discussing the future Hearing about a questionnaire; Using information to complete a questionnaire Planning, writing and conducting a questionnaire	38
5 Making friends	Using -ing forms and participles as adjectives 'Reduced' relative clauses with active or passive meanings Phrasal verbs <i>on</i> and <i>out</i> <i>acquaintance, boast, claim, extreme, genuine, guarantee, happen to (be / do), impress, in common, in confidence, inflexible, initial, lasting, nature, regard (as), roughly, via</i>	Comparing text types; Identifying tips about friendship; Reading and correcting an informal letter Discussing friendship types; Discussing advantages and disadvantages of communication methods Hearing about advantages and disadvantages of communication methods Planning and writing an essay about communication methods	48
6 Revision (Units 1–5)			58

Unit	Language and vocabulary study	Integrated skills/Writing	page
7 The world of work	Direct and indirect questions Questions tags Negative questions Identifying subject and object <i>charity, co-ordinated, controversial, employment, fantasy, job security, make a living, neglect, outweigh, prospects, reveal, stage fright, throughout, worth</i>	Identifying text types and themes; Analysing a formal letter; Choosing a conclusion Discussing dream jobs; Discussing school as preparation for the future Hearing about work experience Planning and writing a general enquiry letter	68
8 In business	Reporting advice and orders Noun phrases made from phrasal verbs Causative structures Phrases with <i>in</i> or <i>on</i> + noun <i>attempt, breakthrough, currently, distribute, graphic, humanitarian, lack, marketing, market share, market value, returns, run, sector, up market</i>	Reading about business; Understanding the steps to start a business; Analysing a business letter Discussing a new business; Discussing how to be successful in business Hearing about a business transaction Writing a short formal email	78
9 Only a game?	Past wishes and regrets <i>should(n't) + have + past participle</i> Prefixes <i>over-</i> and <i>under-</i> <i>amateur, astonishing, combination, criteria, drop, get on (with), infuriated, judge, objective, promising, reserve, rule out, terror, tragedy, trial</i>	Read about salaries in sport; Read about the Olympic Games Discussing salaries in sport; Discussing sports in the Olympic Games; Discussing regrets and decisions Hear about a football match; Compare an audio with a newspaper report Write a personal email; Plan and write a report of a sporting event	88
Progress test 2			98
10 Who am I?	Countable and uncountable nouns Definite and indefinite articles <i>appeal, at all costs, bring up / upbringing, commerce, conform, consumption, identity, image, implications, loyal / loyalty, manufacturing, peers, perceptions, psychology, selfish / selfishness, strategy</i>	Comparing text types; Reading about brands; Choosing a text summary Discussing identity; Discussing quotations about identity; Discussing brands; Discussing revision Hearing about studying and revision Planning and writing a summary	102
11 Different places, different ways	Verbs and prepositions Modal verbs with infinitives for present meanings Past forms of modal verbs Linking words and phrases <i>accent, accustomed, cling (onto), committed, conviction, essential, expatriate, fellow countrymen, fluent, object (to), puzzle, stubborn, unconsciously</i>	Reading about Palestinian culture; Comparing cultures Discussing cultures and living in other countries; Discussing memories and the past; Discussing the first day of school Hearing about someone's first day of school Writing about a memory; Writing about a story of a memorable event	112
12 Revision (Units 7–11)			122
Wordlist			133
Grammar reference			135
Writing samples			139

English for Palestine Grade 12 Language overview
Pupil's Book Reading Plus

Title	Topics and Contexts	Writing	Page
1 Making changes	<ul style="list-style-type: none"> • New Year customs in different countries • Making and keeping resolutions • Dealing with unfamiliar vocabulary • Question words with the suffix <i>-ever</i> • Compound adjectives and verbs 	Rewriting a letter Replying to a letter Writing resolutions	4
2 Fitting in	<ul style="list-style-type: none"> • The importance of belonging and fitting in (or not fitting in) • Online communities • Fixed phrases • 'Black sheep' • Understanding idioms and proverbs • Sentence linking phrases 	Writing a notice Writing a welcome page for a community website	18
3 The global village	<ul style="list-style-type: none"> • The history and effects of globalisation • Arguments for and against globalisation • Positive and negative connotations and opinions • Combining opposite ideas • The use of topic sentences in paragraphs • Joining sentences into paragraphs 	Writing a paragraph showing the opposite idea Planning a paragraph Completing an essay	32
Literature A: <i>Romeo and Juliet</i>			46
Progress test 1 (Units 1–3)			52
4 Money talks	<ul style="list-style-type: none"> • The positives and negatives of money • Headlines • Synonyms • Rich/poor divide • A history of money • Noun phrases with <i>the</i> + adjective 	Writing a formal letter Completing a proposal form Comparing formal and informal writing	56
5 Winners and losers	<ul style="list-style-type: none"> • Attitudes to winning and losing • Comparing texts and opinions • Reading and discussing a poem 	Writing an essay Rhetorical questions and other persuasion techniques	70
6 Past history?	<ul style="list-style-type: none"> • Different views of history • The Palestinian Nakba and Diaspora • The work of President Yasser Arafat and Palestinian intellectuals • Non-literal or figurative language 	Writing short biographies	84
Literature B: <i>Romeo and Juliet</i>			98
Progress test 2 (Units 4–6)			102
Wordlist			106
Writing samples			108

A new start

Aims: pupils will be able to read for gist and specific information; use the present simple for regular or repeated actions and for general truths that don't change; use the present continuous for actions in progress; understand the differences in meaning with the same verb in the simple and continuous form; use the present perfect with reference to the present; understand the differences in use between the present perfect and the present perfect continuous; complete an application form and apply for a course

Key language: *be / get used to, confident, creative, excuse, factor, field, foundation course, like-minded, on show, optional, participate (in), potential, routine, set, stuck, zone*

Language structures: present simple, present continuous, present perfect, present perfect continuous

Materials: Pupil's Book, CD

Look!

Societies Fair

Most universities have societies that focus on different areas of interest. For example, a university may have an Environmental Awareness Society, an Anti-Capitalism Society, a Pro-Capitalism Society, and so on. Usually, there is a Societies Fair at the beginning of each academic year, where the student members of each society encourage new students to join their society.

Period 1

Introduction 5 min

- 1 Talk with the pupils about the topics in this unit:
 - Starting at university
 - Going to live in another country
 - Pushing yourself to do things you wouldn't normally think of doing
 - Applying for courses
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6)
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Look at the picture. Then discuss the question in pairs or small groups. 5 mins

- 1 Show the pupils the picture. Explain the idea of a 'Societies Fair' at a university.
- 2 The pupils read the question.
- 3 Elicit a few ideas about what is happening.
- 4 In pairs or small groups, the pupils discuss what is happening at the event.
- 5 Choose pupils to say what they discussed.

ACTIVITY 2 Then answer the questions. 5 mins

- 1 The pupils read the questions.
- 2 Give the pupils a time limit to read the email. Make sure that it isn't enough time to read the email intensively.
- 3 Stop the pupils and ask the questions to the group.

Answers: 1 *He's just starting his first year at a university in an English-speaking country.* 2 *first week, hearing English all around me, lectures* 3 *a member of his family in Palestine*

ACTIVITY 3 Read the email again. Then answer the questions. 10 mins

- 1 Give the pupils time to read the email in detail.
- 2 The pupils answer the questions.
- 3 Check the answers orally.

Answers: 1 *He hasn't had any big problems, but he's finding the language difficult.* 2 *It sounds different to the English he learnt at school.* 3 *He's beginning to get used to it.* 4 *He's been finding his way around, meeting people, and joining clubs and societies.* 5 *He's Palestinian, and he'll have some connection with home.*

ACTIVITY 4 Read the notice. Then complete the tasks below. 10 mins

- 1 Give the pupils time to read the notice in detail.
- 2 Tell pupils that *freshers* are called *freshmen* in US colleges and universities.

Part 1 Find words or phrases in the notice that have these meanings. (They are in the same order as in the text.)

- 1 The pupils read number 1.
- 2 Help the pupils to find a word with the same meaning in the text (*optional*).
- 3 The pupils find the rest of the words in the text.

UNIT 1

4 Check the answers orally.

Answers: 1 optional, 2 like-minded, 3 participate (in), 4 field, 5 on show

Part 2 Use the words and phrases in Part 1 to complete the sentences below.

- 1 The pupils read number 1. Help them to choose a word or phrase from Part 1 to complete the sentence (*on show*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 on show, 2 field, 3 optional, 4 like-minded, 5 participate

ACTIVITY 5 Work in pairs or small groups. Discuss which of these societies you might be interested in joining, and why. 5 mins

- 1 The pupils read the list of societies.
- 2 Choose a pair of pupils to read the exchange in the speech bubbles.
- 3 Elicit ideas about which societies the pupils would like to join, and help them to express their reasons.
- 4 In pairs or small groups, the pupils discuss which societies they would join.
- 5 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Look at the picture and quotation. Then discuss the questions below in pairs or small groups. 5 mins

- 1 The pupils read the quotation. Elicit ideas from them about the connection between the quotation and the picture.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the first paragraph of the text and see how close your ideas were to the writer's definition of 'comfort zone'. 5 mins

- 1 Give the pupils time to read the first paragraph of the text in detail.
- 2 Ask *What is the writer's definition of 'comfort zone'? (the area where you feel comfortable / the set of routines and known abilities that make us feel safe).*
- 3 Ask *Was that similar to the ideas we discussed?* Help the pupils to express their opinions.

ACTIVITY 3 Read the rest of the text. Then complete the tasks below. 20 mins

Give the pupils time to read the rest of the text in detail.

Part 1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)

- 1 The pupils read number 1. Help them to find a suitable word or phrase in the text (*set*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 set, 2 routines, 3 confident, 4 factor, 5 potential, 6 creative, 7 stuck, 8 excuse

Part 2 Match the pronouns (highlighted in the text) with the nouns or noun phrases that they refer to.

- 1 Help the pupils to find the first pronoun (*one*) in the text.
- 2 Help the pupils match the pronoun to what it refers to (*d*).
- 3 The pupils match the rest of the pronouns.
- 4 Check the answers orally.

Answers: 1 d, 2 e, 3 c, 4 b, 5 a

Part 3 Complete the sentences with phrases from the text (3 words maximum).

- 1 The pupils read number 1.
- 2 Help the pupils to find a suitable phrase in the text (*unexpected or worrying*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 unexpected or worrying, 2 afraid of failing, 3 'Self-help' books, 4 positive about, 5 how to begin, 6 force yourself

ACTIVITY 4 Discuss this question in pairs. 10 mins

- 1 The pupils read the question.
- 2 Choose a pair of pupils to read the exchange in the speech bubbles.
- 3 Elicit ideas about which activities are in their comfort zone and which are outside it.
- 4 In pairs or small groups, the pupils discuss their comfort zones.
- 5 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the two groups of examples. Then complete the grammar rules. 15 mins

- 1 The pupils read the first set of example sentences.
- 2 Help the pupils to complete the grammar rules (*simple, often, seems*).
- 3 The pupils read the second set of example sentences and complete the grammar rules.
- 4 Check the answers orally.

Answers: 1 simple, often 2 seems 3 continuous 4 think, simple, continuous

- 6 Read the Reminder box with the pupils.
- 7 Help the pupils to understand the idea and use of stative verbs.

ACTIVITY 2 Circle the correct option to complete the sentences. 15 mins

- 1 The pupils read number 1.
- 2 Help the pupils to choose the correct option (*don't agree*).
- 3 The pupils circle the correct options in the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *don't agree* 2 *is happening* 3 *don't enjoy, am enjoying* 4 *is talking, takes* 5 *works, is taking* 6 *looks* 7 *is looking* 8 *do you think* 9 *are you thinking* 10 *is having, has*

ACTIVITY 3 Complete the sentences with the verbs in the box. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to choose the correct word to complete the sentence (*suppose*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *suppose* 2 *hope* 3 *seem* 4 *realise* 5 *recognise* 6 *believe*

Period 4

ACTIVITY 1 Look at the two examples. Then answer the questions below. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to answer the grammar questions.

Answers: 1 *The meanings are more or less the same.* 2 *It tells us about the present because it tells us that he is a member now.*

Look!

The meaning of the present perfect tense is always connected with the present time. The examples in Activity 1 both refer to the situation now: *I've also joined two other clubs* emphasises that he is a member of two clubs now because he joined two clubs in the recent past.

The connection with the present isn't always as obvious as in these examples. However, it may help the pupils to understand the use of the present perfect if they look for the present connection.

ACTIVITY 2 Complete the present meanings of what these people are saying. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the meaning (*hungry*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *hungry* 2 *here, wait* 3 *know* 4 *you know* 5 *don't know*

ACTIVITY 3 Look at the examples. Then answer the questions below. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them complete it (*present perfect simple*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *present perfect simple* 2 *present perfect simple* 3 *present perfect continuous* 4 *present perfect continuous*

ACTIVITY 4 Complete the sentences with the correct tense of the verbs in brackets: present perfect simple or present continuous. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence (*been playing*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *been playing* 2 *written* 3 *been staying* 4 *put* 5 *been using* 6 *been doing, been waiting* 7 *known* 8 *been* 9 *been doing* 10 *met*

ACTIVITY 5 Write the full questions then ask and answer them with a partner. 10 mins

- 1 Choose a pair of pupils to read the exchange in the speech bubbles.
- 2 The pupils read the prompts for number 1.
- 3 Help the pupils to write the full question (*What kind of music do you prefer?*).
- 4 Pupils write the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *What kind of music do you prefer?* 2 *How often do you go to the cinema?* 3 *Do you enjoy playing computer games?* 4 *Have you enjoyed this lesson?* 5 *Have you ever spoken in public?* 6 *How many text or SMS messages have you sent today?* 7 *How long have you been studying English?* 8 *What do you do on Sundays?*

- 6 In pairs, pupils ask and answer their questions.

Period 5

ACTIVITY 1 Look at the advert. Then answer the questions below. 10 mins

- 1 Give the pupils time to read the advert.
- 2 The pupils read the questions. Help them to answer.

Answers: 1 *It's a course you do after you leave school, but before you go to university.* 2 *Students who don't feel they're ready for university.*

ACTIVITY 2 Listen to a student talking about her future. Then answer the questions. 10 mins

- 1 The pupils read the questions.
- 2 Play recording 1. The pupils answer the questions.
- 3 Check the answers orally.

Answers: 1 *the environment* 2 *She's going to start a foundation course in September.* 3 *She wants to go to university.*

CD 1 Track 1

- A: *I think I've found a course that would be great for me.*
 B: *That's good. What is it?*
 A: *It's called Environment Studies, at a place called the International College for Scientific Research. It's not a university, but it's a one-year foundation course that I think will help me when I apply to university next year. The thing is that I'm not sure if my exam results will be good enough to get the university course I want.*
 B: *And this is the field you want to make a career, is that right?*
 A: *Definitely. I've been interested in the environment since I was about nine.*
 B: *What are you studying at the moment?*
 A: *My main subjects are biology, geography and English.*
 B: *And I suppose you're a member of the Environment Society at school.*
 A: *Of course. I joined as soon as I started secondary school, and I was elected as President two years ago.*
 B: *That all sounds good. It seems to be a way of achieving what you really want to do.*
 A: *I hope so. The final school exams are in June this year, and this course starts in September. So I can apply for a university course in Environmental Science next year. What I really want to do is work in the area of climate change, particularly the way it affects ocean life.*
 B: *Well, good luck with that. Who knows, maybe you'll be the one who saves the world!*
 A: *I'm not that ambitious. I just think it's important to do something that might help.*

ACTIVITY 3 Listen again and complete the notes.

10 mins 

- 1 Go through the notes with the pupils.
- 2 Play recording 1 again. The pupils complete the notes.
- 3 Play recording 1 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: 1 *Environment Studies* 2 *one year* 3 *career* 4 *nine* 5 *biology* 6 *English* 7 *Environment Society* 8 *two years* 9 *June* 10 *Environmental Science* 11 *ocean life*

ACTIVITY 4 Complete the application form. Use your notes from Activities 2 and 3, and what you learnt in Periods 3 and 4 10 mins

- 1 Go through the application form with the pupils.
- 2 Help them to complete the first sentence (*have been*).
- 3 The pupils complete the rest of the application form.
- 4 Check the answers orally.

Answers: 1 *have been* 2 *have been reading* 3 *nine years*
 4 *biology* 5 *geography* 6 *career* 7 *have* 8 *Since* 9 *Environment*
 Society 10 *the last two years* 11 *June* 12 *Environmental*
 Science 13 *climate change* 14 *ocean*

Period 6

ACTIVITY 1 Look again at the application in Period 5. Then discuss the questions below in pairs. 10 mins

- 1 The pupils read the questions.
- 2 Elicit a few ideas about foundation courses, interests and suitable phrases.
- 3 In pairs, the pupils discuss their answers to the questions.
- 4 Choose pupils to say what they discussed. Make sure each pupil has chosen a foundation course by the end of this activity.

ACTIVITY 2 Now write your own application, using the information you discussed in Activity 1. When you have finished, show it to your partner. 30 mins

- 1 Explain to the pupils that they are going to apply for their chosen foundation course.
- 2 The pupils write their application, using the application in Period 5 as an example.
- 3 In pairs, the pupils exchange applications and read them.
- 4 Arrange a feedback session: pupils describe their partner's application and discuss if it is well expressed and convincing.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Under pressure

Aims: pupils will be able to read to identify the main point and for specific information; use verb + infinitive with *to*; use verb + object + infinitive with *to*; use verb + ...*ing* form; use verb + preposition + ...*ing* form; use phrases with *on*; use *start* and *continue* with infinitive with *to* or ...*ing* form; use *like*, *hate*, *love* with ...*ing* form; use *would like*, *would love*, *would hate* + infinitive with *to*; use *stop* and *remember* with ...*ing* form and with infinitive + *to*; plan and write a three-paragraph personal statement

Key language: *aware of*, *convinced*, *disappointed*, *fees*, *inevitable*, *nowadays*, *persevere*, *patient / impatient*, *personal*, *point*, *priority*, *revise / revision*, *reward*

Language structures: verb + infinitive with *to*; verb + object + infinitive with *to*; verb + ...*ing* form; verb + preposition + ...*ing* form; phrases with *on*; *start* and *continue* with infinitive with *to* or ...*ing* form; *like*, *hate*, *love* with ...*ing* form, *would like*, *would love*, *would hate* + infinitive with *to*; *stop* and *remember* with ...*ing* form and with infinitive + *to*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Organising your time
 - What young people are concerned about
 - Writing a personal statement for a course application or job application
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Read the introduction to a magazine article. What time management tips do you think the article might contain? 5 mins

- 1 Give the pupils time to read the introduction.
- 2 Elicit ideas from the pupils about what will be in the article.

ACTIVITY 2 Read the main article quickly. Then choose the best title A–E for each tip. 10 mins

- 1 The pupils read the titles A–E.
- 2 Give the pupils a time limit to read the article. Make sure that it isn't enough time to read the article intensively.
- 3 Stop the pupils and help them to match the titles to the tips.

Answers: Tip 1 C Tip 2 B Tip 3 E Tip 4 A Tip 5 D

ACTIVITY 3 Replace the underlined parts of the sentences below with words or phrases from the text. (The parts of the text where you can find the words / phrases is given in brackets.) 10 mins

- 1 The pupils read number 1. Help them to find the right part of the text (in this case, the introduction) and to find a suitable word or phrase in that part (*on the market*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *on the market* 2 *becoming aware of* 3 *Exam revision*, *have the highest priority* 4 *persevere* 5 *point* 6 *on demand*, *reward*

ACTIVITY 4 Look at what five students say about exam revision. Then decide which tip from the text is the best for each student. 5 mins

- 1 The pupils read number 1. Help them to match it to a tip from the text (*Tip 2*).
- 2 The pupils match the rest of the speech bubbles with the tips.
- 3 Check the answers orally.

Answers: 1 *Tip 2* 2 *Tip 3* 3 *Tip 4* 4 *Tip 1* 5 *Tip 5*

ACTIVITY 5 Discuss the questions below in pairs or small groups. 5 mins

- 1 The pupils read the questions.
- 2 Elicit ideas about time management and the tips in the article.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Discuss the question below in pairs or small groups. 5 mins

- 1 The pupils read the situation.
- 2 Elicit ideas about which issues were the most important in Australia.
- 3 In pairs or small groups, the pupils discuss the order of the issues in Australia.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the news story below quickly to find out the results. Then enter them on the chart. 10 mins

- 1 Show the chart to the pupils. Explain that they are going to write the labels for the chart.
- 2 Make sure the pupils understand that the longest bar shows the issue that the most people were worried about; the shortest bar shows the issue that the fewest people were worried about.
- 3 Point to 4 = on the chart. Explain that this means that two of the issues are in fourth place (so there is no fifth place).
- 4 Give the pupils a time limit to read the news story. Make sure that it isn't enough time to read the article intensively.
- 5 The pupils write the labels for the chart.
- 6 Check the answers orally.

Answers: 7 the environment 6 getting into debt 4 = fitting in with peers / passing exams 3 health 2 relationships 1 finding a job

ACTIVITY 3 Read the story more carefully. Then complete the tasks on page 17. 15 mins

Give the pupils time to read the text in detail.

Part 1 Match the words from the text with their meanings. (The words are in the same order as the text.)

- 1 The pupils read the first word (*convinced*). Help them to find the meaning in the right column (*sure or certain that something is true*).
- 2 The pupils match the rest of the words from the text.
- 3 Check the answers orally.

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

Part 2 Use the words in Part 1 to complete the sentences below.

- 1 The pupils read the first sentence. Help them to choose the correct word to complete it (*impatient*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 impatient, 2 inevitable, 3 convinced, 4 disappointed, 5 fees, 6 personal, 7 nowadays

Part 3 Choose the best summary of what Annette Coleman says.

- 1 Choose pupils to read one of the summaries each.
- 2 Elicit ideas about which is the best summary. Help the pupils to express what is wrong with the other summaries.
- 3 If necessary, guide the pupils to making the correct choice.

Answer: B

ACTIVITY 4 Discuss the questions in pairs or small groups. 10 mins

- 1 The pupils read the questions.
- 2 Elicit ideas about how young Palestinians would answer the poll, and what other concerns the pupils have.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples. Then complete the grammar rules. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them complete it (*fail*).
- 3 The pupils complete the rest of the rules.
- 4 Check the answers orally.

Answers: 1 fail 2 between 3 before

ACTIVITY 2 Complete the sentences with the verbs in the box + (not) to. 10 mins

- 1 The pupils read the verbs in the box. Then they read number 1.
- 2 Help the pupils to complete the sentence (*refuse to*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 refuse to 2 decide to / agree to 3 manage to 4 promise not to 5 offer to 6 agree to / decide to

Note: the answers for sentences 2 and 6 are interchangeable.

ACTIVITY 3 Look at the examples. Then complete the grammar rules. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them complete it (*enjoy*).
- 3 Repeat with the other rule.

Answers: 1 enjoy 2 prepositions

ACTIVITY 4 Complete the sentences with the verbs in the box. 10 mins

- 1 The pupils read the verbs in the box. Then they read number 1.
- 2 Help the pupils to complete the sentence (*feel like*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *feel like* 2 *give up* 3 *don't mind* 4 *avoid* 5 *finish* 6 *keep*

ACTIVITY 5 Look at the examples. Then use the nouns in the box to make other *on* + noun phrases in the sentences below. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the nouns in the box.
- 3 The pupils read number 1. Help them complete it (*arrival*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *arrival* 2 *duty* 3 *order* 4 *business* 5 *time* 6 *the way* 7 *purpose* 8 *request*

Period 4**ACTIVITY 1 Look at the three groups of examples. Then answer the questions below. 10 mins**

- 1 The pupils read the example sentences.
- 2 The pupils read the first question. Help them to answer it (*yes*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *yes* 2a *B* 2b *-ing form* 3a *C* 3b *infinitive with to*

ACTIVITY 2 Complete the sentences with *like* / *love* / *hate* + *-ing* or *to* infinitive. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence (*hate to live*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *hate to live* 2 *likes / loves listening* 3 *like / love to go* 4 *hate getting up* 5 *like / love to be* 6 *like / love to study*

ACTIVITY 3 Some verbs change their meaning when they are followed by the infinitive or *-ing* forms. Look at the examples. Then answer the question below. 10 mins

- 1 The pupils read the example sentences.

- 2 The pupils read the first question. Help them to answer it (*stop to ...*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *stop + infinitive with to* 2 *stop + -ing form* 3 *remember + -ing form* 4 *remember + infinitive with to*

ACTIVITY 4 Complete the sentences with the infinitive or *-ing* form of the verbs in brackets. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence (*I remember hearing*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *I remember hearing* 2 *stop trying* 3 *remember to post* 4 *remember to think* 5 *remember feeling* 6 *stop to look*

ACTIVITY 5 Work in pairs. Write sentences in answer to the questions below. 5 mins

- 1 The pupils read the first question.
- 2 Elicit ideas about what the pupils would do.
- 3 In pairs, the pupils discuss the questions and write their answers.
- 4 Choose pupils to read out their answers to the class.

Period 5**ACTIVITY 1 Discuss the question in pairs or small groups. 10 mins**

- 1 The pupils read the question.
- 2 Choose a pair of pupils to read the exchange in the speech bubbles.
- 3 Elicit ideas about what a personal statement would include.
- 4 In pairs or small groups, the pupils discuss the question.
- 5 Choose pupils to say what they discussed.

ACTIVITY 2 Look at the advice in the table. Then put the words and phrases in the box in the correct place in the 'DO' column. 10 mins

- 1 Show the table to the pupils. Make sure they understand that DO is for the things you should do, and DON'T is for the things you shouldn't do.
- 2 The pupils read the words and phrases in the box.
- 3 Help the pupils to complete number 1 (*in particular*).
- 4 The pupils complete the rest of the 'DO' column.
- 5 Check the answers orally.

Answers: 1 *in particular* 2 *outside education* 3 *future aims* 4 *stand out* 5 *check* 6 *plan your statement* 7 *word limit*

ACTIVITY 3 Listen to a man giving advice about writing personal statements. Complete the 'DON'T' column in the table in Activity 2. 10 mins 

- 1 Give the pupils time to look at the DON'T column.
- 2 Play recording 2. The pupils complete the 'DON'T' column.
- 3 Play recording 2 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: 1 general 2 unsupported 3 negative 4 excuses
5 quotations 6 funny 7 underlining 8 copy 9 last minute

CD 1 Track 2

As a university admissions officer, I've seen many personal statements, both good and bad. So, before I move on to some tips about what to do, I'll begin by telling you what you should avoid doing. Firstly, a general point: don't make statements that are too general, like 'I've always been interested in this subject'. Anyone could say that. The same goes for claims that are unsupported, for example 'I'm a hard-working student'. The basic rule should be 'show, don't tell'.

Another thing to avoid is anything that's negative. You're selling yourself, rather like an advert, so if there's something that you should have done but haven't, don't mention it, and don't make excuses. Also, don't include quotations from famous writers. Lots of other people will probably have used the same ones, and anyway, the people who read it want to know about you, not someone else. It's called a personal statement, remember, and it's your one chance to make yourself stand out from everyone else.

Now, I've got a few tips about the style of your personal statement. First, avoid humour: being funny is a difficult thing to get right, and it can sound very false to the reader. For the same reason, you shouldn't try to emphasise words and phrases in the text by underlining them or putting them in bold.

Finally, a warning: there are lots of examples of personal statements on the Internet, but you really mustn't copy them. If it's not your own work, the university will definitely find out and your application will fail. And one last thing to mention is that you should leave plenty of time for doing all this, rather than leaving it till the last minute. Doing all the research and planning will take longer than you think.

ACTIVITY 4 Read the first paragraphs of a student's personal statement. Then discuss the questions below in pairs or small groups. 10 mins

- 1 Give the pupils time to read the two paragraphs.
- 2 The pupils read the questions.
- 3 Show the pupils the ways of expressing opinions in the speech bubbles.
- 4 Elicit opinions of the personal statement.

- 5 In pairs or small groups, the pupils discuss the statement.
- 6 Choose pupils to say what they discussed.

Period 6

ACTIVITY 1 Read the suggested plan for a personal statement. Then add the paragraph headings A–C in the correct places. 10 mins

- 1 The pupils read the paragraph headings.
- 2 Give the pupils time to read the personal statement plan.
- 3 Ask *What is the title of paragraph 1? (Why are you applying?)*.
- 4 The pupils match the rest of the titles with the paragraphs.
- 5 Check the answers orally.

Answers: 1 B *Why are you applying?* 2 A *What have you done?* 3 C *Why are you suitable for the course?*

ACTIVITY 2 Think about what you would include in each paragraph and write some notes. Then compare your notes with a partner. 10 mins

- 1 Elicit ideas from the pupils about what they would include in their personal statement.
- 2 The pupils add notes for each paragraph, using the headings from Activity 1.
- 3 The pupils swap their notes and read their partner's notes.
- 4 The pupils discuss each other's notes and make suggestions about how to improve them.

ACTIVITY 3 Look at the suggestions for opening and closing sentences. Then discuss the questions below in pairs or small groups. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils time to read the possible opening and closing sentences.
- 3 Elicit ideas from the pupils about the best opening and closing sentences.
- 4 Help the pupils to express what is wrong with the other sentences.
- 5 If necessary, guide the pupils to making the correct choice.

Answers: 1 *There are several ... + I am looking forward to ...*
2 *The other two openings and closings state what is already known or assumed and add nothing.*

ACTIVITY 4 Write a first draft of your personal statement, using the opening and closing sentences in Activity 3, your notes and any other information from this Period and Period 5. 10 mins

- 1 Help the pupils to get started on their personal statements.

UNIT 2

- 2 Emphasise that this is just a first draft. It does not have to be the final version.
- 3 As the pupils write, circulate round the class. If the pupils are having difficulties, help them by pointing out what part of the work in Periods 5 and 6 can help them.
- 4 Arrange a gallery: put all the personal statements on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the best-written statement, the most informative statement, etc.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

A funny thing happened

Aims: pupils will be able to use pictures to predict content; read for gist and specific information; use the past simple and the past continuous for completed and uncompleted actions, and for sequences of actions; use prefixes *co-* and *mis-*; use the past simple, past continuous and past perfect to express the order of actions; write a story about a coincidence or misunderstanding

Key language: *bald, catch up, coincidence, colleague, come across, error, (un)intended, keep in touch, knowledge, mention, misunderstanding, pat, put (someone) up, reluctant, run into, straight, stranger, the latter, turn out*

Language structures: past simple, past continuous, past perfect, prefixes *co-* and *mis-*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Amusing or interesting stories
 - Coincidences
 - Writing stories
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Look at the pictures on the web page below. Then discuss in pairs what you think might be happening.

5 mins

- 1 Tell the pupils to cover the texts with a book.
- 2 Show the pupils the pictures. Elicit ideas for what might be happening in each of the pictures.
- 3 In pairs, the pupils discuss what might be happening in the pictures.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the three stories on the web page. Then decide which heading each one should go under. 10 mins

- 1 The pupils read the introduction. Make sure they understand the meaning of *coincidence, misunderstanding* and *unintended meaning*.
- 2 Give the pupils time to read the three stories. The pupils only need to understand the gist of each story, so do not allow them to ask about the meaning of unknown words in this first reading.
- 3 Ask *Which of the stories is a coincidence?* Help the pupils to work out which one it is (B).
- 4 Repeat with the other types of story.

Answers: 1 B 2 C 3 A

ACTIVITY 3 Match the words and phrases from the stories with their meanings. 5 mins

- 1 The pupils read the first phrase (*kept in touch*). Help them to find a phrase with similar meaning in the right column (*stayed in contact*).
- 2 The pupils match the rest of the words and phrases from the stories.
- 3 Check the answers orally.

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

ACTIVITY 4 Use the words and phrases in Activity 3 to complete the sentences below. 5 mins

- 1 The pupils read the first sentence. Help them to choose the correct word or phrase to complete it (*kept in touch*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 kept in touch 2 straight 3 mentioned 4 bald 5 stranger 6 patting 7 colleague 8 error

ACTIVITY 5 Rewrite the sentences using the phrasal verbs in the box. Change the form of the verb if needed. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to find a suitable phrasal verb in the box to complete the sentence. Make sure they use the correct form of the verb (*turned out*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 turned out 2 put ... up 3 catch up

ACTIVITY 6 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Elicit some opinions from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 2**ACTIVITY 1 Discuss the questions in pairs or small groups.**

10 mins

- 1 The pupils read the situations and the opinions about coincidences.
- 2 Elicit ideas from the pupils about similar experiences they have had, and their opinions of coincidences.
- 3 In pairs or small groups, the pupils discuss the questions and opinions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text. Then complete the tasks on page 27. 30 mins

Give the pupils time to read the text in detail.

Part 1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)

- 1 The pupils read number 1. Help them to find a suitable word or phrase in the text (*run into*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *run into*, 2 *knowledge*, 3 *reluctant*, 4 *the latter*, 5 *come across*

Part 2 Choose the best answer to the questions. Circle A, B or C.

- 1 The pupils read number 1. Help them to work out the best answer.
- 2 The pupils work out the rest of the answers.
- 3 Check the answers orally.

Answers: 1 C, 2 A, 3 A, 4 C, 5 A

Part 3 Do an experiment to test the writer's ideas about shared birthdays.

- 1 Ask *How many people are there in the class?* Write the answer on the board.
- 2 Ask the pupils *How many people will have the same birthday?* If there are about 23, then there is a 50–50 chance that two pupils will have the same birthday.
- 3 Divide the class into four or five groups; in each group, one person makes a list of the birthdays in the group.

- 4 Get feedback about the birthdays from each group, and write the dates on the board.
- 5 Ask the pupils to decide if the results support the text or not.

Period 3**ACTIVITY 1 Look at the examples. Then answer the questions below. 10 mins**

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them answer it (A).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 A 2 B, C 3a *past simple* 3b *past continuous*

ACTIVITY 2 Complete the sentences with the correct tense of the verbs in brackets: past simple or past continuous.

10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence (*asked, was working*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *asked, was working* 2 *gave, didn't hear* 3 *asked, was crying* 4 *rained / was raining, was walking* 5 *took, arrived* 6 *was looking, heard*

Note: there are two possible answers for number 4: *rained* suggests that it rained for a time then stopped, whereas *was raining* suggests that it was raining throughout the walk.

ACTIVITY 3 Work in pairs. Tell your partner about what you did after school yesterday. Include details, for example:

10 mins

- 1 The pupils read the situation.
- 2 Elicit ideas from the pupils such as *I went home. When I arrived home, my mother was talking on the phone.*
- 3 In pairs, the pupils talk about what they did after school, and add the details.
- 4 Choose pupils to say what they talked about.

ACTIVITY 4 Look at the examples. Then complete the rules.

5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first rule. Help them complete it (*mis-*).
- 3 Repeat with the second rule.

Answers: 1 *mis-* 2 *co-*

Look!

The meanings of base words aren't always clear. For example, it's difficult to say what the meanings of *incidence*, *founder* and *take* are as base words. It's more important for the pupils to understand what the prefixes *mis-* and *co-* add to the word. That way, they can often guess the meanings of words using these prefixes.

ACTIVITY 5 Complete the sentences using the words in the box with either *co-* or *mis-* as prefixes. 5 mins

- 1 The pupils read the words in the box. Help them to make more words from them using the prefixes *mis-* and *co-* (*co-worker*, *misuse*, etc.).
- 2 The pupils read number 1. Help them to complete the sentence with one of the prefixed words (*misbehave*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *misbehave* 2 *co-worker* 3 *misuse* 4 *co-writer*
5 *misheard* 6 *Co-operation* 7 *co-pilot* 8 *mislead*

Period 4**ACTIVITY 1 Compare the examples. Then answer the question below. 5 mins**

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them identify the sentence (C).
- 3 Repeat with numbers 2 and 3.

Answers: 1 C 2 B 3 A

Look!

You can help the pupils understand the meanings of the example sentences with these descriptions.
Sentence A: This describes events very close to each other, often with a suggestion of cause and result.
Sentence B: This describes an action in progress at the time of another action.
Sentence C: This uses the past perfect for an event that happened before the main action.

ACTIVITY 2 Match the sentence beginnings 1-8 with their endings a-h. 5 mins

- 1 Read number 1 and help the pupils to match it with an ending (f).
- 2 The pupils match the rest of the sentence beginnings and endings.
- 3 Check the answers orally.

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

ACTIVITY 3 Rewrite the sentences as single sentences, changing the tense of one verb and the order of events if necessary. Use the word or phrase in brackets to join the two events. 10 mins

- 1 The pupils read number 1.
- 2 Use the example answer to show how it has been combined into one sentence.
- 3 The pupils combine the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *When I got home in the evening, I realised I had left the key inside the house.* 2 *As soon as the bell rang, everyone stopped working and left the building.* 3 *He rang me while I was in the middle of watching my favourite TV programme.* 4 *He was in the middle of eating his breakfast when his colleagues came to collect him.* 6 *I passed the exam easily because I had spent a long time studying this subject.*

ACTIVITY 4 Look at the way the three past tenses work together in the examples. Then answer the question below. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer the question about Example A (*noticed; had bought, were going*). Repeat with Example B (*mentioned; was talking, 'd kept*).
- 3 Students answer the rest of the questions.
- 4 Check answers orally.

Answers: 1 A: *noticed; had bought, were going; B: mentioned; was talking, 'd kept* 2 *past simple* 3 A: *a had bought, b noticed, c were going; B: a 'd kept, b mentioned, c was talking*

ACTIVITY 5 Complete the sentences with the correct tense of the verbs in brackets: past simple, past continuous or past perfect. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence (*were talking, mentioned*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 were talking, mentioned 2 was raining, had forgotten 3 had promised, was having 4 was laughing, had just told 5 was barking, had heard

Period 5

ACTIVITY 1 Look at the pictures. Then discuss the questions in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils.
- 2 Elicit ideas about what is happening in the pictures and how they are connected.
- 3 In pairs or small groups, the pupils discuss the pictures.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Listen to Samira explaining what happened in the situation in Activity 1. What was the coincidence?

10 mins 

- 1 Tell the pupils that they are going to hear the woman in the pictures talk about what happened.
- 2 Play recording 3. The pupils listen and find out what the coincidence was.
- 3 Help the pupils to express their ideas about the coincidence.

Answers: The man who interviewed Samira was the same man who had dropped the sweet wrapper in the street.

CD 1 Track 3

A: Hello, Samira. So how was the interview?

B: I think it was OK, but there was a bit of a problem.

A: Why? What happened?

B: Well, it's a long story. I was walking to the place where the interview was when I saw a man reach out of the window of his car - he'd just parked. He dropped an empty sweet packet onto the pavement. You know how I hate that. I just think it's so lazy and thoughtless.

A: Did you say anything?

B: I don't usually, but for some reason I did this time. I pointed at it, picked it up and gave it back to him, saying that it wasn't so hard to find somewhere to put it. He looked a bit embarrassed and said he was sorry.

A: Good. But what's that got to do with the interview?

B: Well, this is the funny part. I went for a coffee because I was a bit early, and then went to the interview. I recognised the interviewer as soon as I walked into the room.

A: Oh no, it wasn't him, was it?

B: It was. The same man I'd spoken to half an hour before. So it was my turn to be embarrassed.

A: Did he say anything about it?

B: No. I'm sure he recognised me but he just carried on and asked me the normal sort of questions. At the end he shook my hand and said thank you. Maybe there was something in the way he was smiling, but perhaps I was imagining things. Anyway, he said they'd get in touch with me next week.

A: Oh well, maybe that bit of personal contact will be enough to get you the job. Who knows?

ACTIVITY 3 Listen again and number the sentences to show the correct order of events in the story. 10 mins

- 1 Choose pupils to read the events in the story to the class.
- 2 Play recording 3 again. The pupils listen and number the events in the order they happened. Note: they don't need to finish this while listening. Once they've heard it again and internalised the story, give them time to organise the sentences.
- 3 Play recording 00 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: 7, 11, 4, 9, 2, 1, 10, 14, 5, 12, 13, 15, 6, 3, 8

ACTIVITY 4 Write Samira's story. (To make the story clear, be careful to use the correct tenses and join the events with simple time words like *when*, *while* and *as soon as*.)

15 mins

- 1 The pupils read the beginning of the story.
- 2 Elicit ideas for how to continue.
- 3 The pupils write the story.
- 4 Choose individual pupils to read their stories to the class.

Sample answer: ... she saw a man drop an empty sweet packet out of his car window. She picked it up and gave it back to him. The man looked embarrassed and said sorry. Because she was a bit early, she went for a coffee and then went to the interview. ... she recognised the interviewer. It was the same man. Now she was the one who was embarrassed. She was sure he recognised her, but he didn't say anything and the interview carried on as normal.

... he shook her hand and thanked her. He seemed to be smiling about something, but she wasn't sure. He said he would contact her the following week, so she doesn't know yet whether she got the job or not.

Look!

To help your pupils understand the way past tenses are used in English, ask them to imagine watching a DVD:

> PLAY is like the past simple; it shows the events that move the story forward.

= PAUSE is like the past continuous: you can stop the action and see what's happening around that point

<< BACK is like the past perfect: you go back in time to see or explain what happened before.

Period 6**ACTIVITY 1 Look at the picture. Then discuss the questions.**

5 mins

- 1 Show the picture to the pupils.
- 2 Elicit ideas about what is happening in the picture.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Number the sentences in the correct order to make the story. (Look carefully at the underlined words and think about how they join the sentences together.)

15 mins

- 1 Choose pupils to read a sentence each to the class.
- 2 Help the pupils to find the first sentence of the story (*Some time ago ...*).
- 3 The pupils number the rest of the sentences.
- 4 Check the answers orally.

Answers: 5, 9, 1, 8, 3, 2, 7, 4, 6

ACTIVITY 3 Write your own story about a strange coincidence or a misunderstanding. (It can be a true story about something that happened to you or someone you know, or a made-up story.) 15 mins

- 1 The pupils read the points to think about.
- 2 Elicit some ideas from the pupils. Help pupils who cannot think of an event to write about.
- 3 The pupils write their stories. Circulate around the class and help the pupils to express what they want to say in writing.

ACTIVITY 4 When you have finished, show the story to a partner and ask him/her to guess whether it's true or made-up. 10 mins

- 1 In pairs, the pupils swap stories and read each other's stories.
- 2 After they have read them, the pupils decide if they are true or made-up.
- 3 The writers confirm if they are right or wrong.
- 4 Choose pupils to describe the story they read, what they thought about it, and whether it was true or made-up.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Progress test 1 (Units 1–3)

Using Progress test 1 with your class

This test is included for three reasons:

- 1 It gives the teacher and the pupils a clear indication of the progress each pupil is making on the course.
 - 2 In some sections, the marks for most of the pupils in the class may be low. This indicates that there is a need to spend more time in class on the language or skills in these sections.
 - 3 The tests provide useful practice for the exams.
- In order to function in these three ways, the test should be conducted in class in exam-type conditions.

Period 1

Reading

ACTIVITY 1 Read the text about routines. Choose the best title for each paragraph. (There is one more title than you need.)

Answers: A 4 B 2 C 3 D – E 5 F 1

½ mark for each correct answer (Academic)
Total = 3

1 mark for each correct answer (Vocational)
Total = 6

ACTIVITY 2 Decide whether the statements are TRUE or FALSE.

Answers: 1 TRUE 2 FALSE 3 TRUE 4 FALSE

1 ½ marks for each correct answer
Total = 6

ACTIVITY 3 What do these words, highlighted in the text, refer to?

Answers: 1 creative people / writers and artists 2 a regular (working) routine 3 coffee beans 4 routines 5 older people

1 mark for each correct answer
Total = 5

ACTIVITY 4 Answer the questions.

Answers: 1 Have a regular working routine and keep to it.
2 Doing something new and different increases happiness.

1 ½ marks for each correct answer
Total = 3
Total = 17 (Academic)
20 (Vocational)

Period 2

Vocabulary/Language study

ACTIVITY 1 Match the words in the box with their meanings below.

Answers: 1 persevere 2 participate 3 colleague 4 convinced
5 stuck 6 error 7 impatient

½ mark for each correct answer
Total = 3.5

ACTIVITY 2 Complete the sentences with the words in the box.

Answers: 1 optional 2 point 3 reluctant 4 factor 5 straight
6 excuse 7 inevitable

½ mark for each correct answer
Total = 3.5

ACTIVITY 3 Match words 1–5 with a–e in the box to make fixed phrases. Then use the phrases to complete the sentences.

Answers: 1 comfort zone 2 foundation course 3 like-minded
4 high priority 5 unintended meanings

½ mark for each correct answer
Total = 2.5

ACTIVITY 4 Complete the sentences with the prepositions in the box.

Answers: 1 into 2 on 3 in 4 on 5 with 6 about

½ mark for each correct answer
Total = 3

ACTIVITY 5 Circle the correct tense to complete the sentences.

Answers: 1 *am reading* 2 *looks* 3 *am having* 4 *means* 5 *been driving* 6 *read* 7 *been playing*

½ mark for each correct answer

Total = 3.5

ACTIVITY 6 Complete the sentences with the correct form of the verbs in brackets: *to* + infinitive or *-ing* form.

Answers: 1 *to help* 2 *watching, to do* 3 *talking, to speak*
4 *to bring, putting*

½ mark for each correct form (Vocational)

Total = 2

1 mark for each correct form (Academic)

Total = 4

ACTIVITY 7 Complete the sentences with the correct tense of the verbs in brackets: past simple, past continuous or past perfect.

Answers: 1 *hadn't finished* 2 *was leaving* 3 *rang* 4 *ran* 5 *had already gone*

1 mark for each correct answer

Total = 5

Total = 23 (Academic)

25 (Vocational)

Period 3

Writing

ACTIVITY 1 Write a paragraph (100–150 words) about your favourite school subject. Include the following information.

Total = 5

5 marks = Clear and fairly accurate, with good sentence structure, punctuation and spelling

4 marks = A number of errors, but still clear, with good control

3 marks = May be rather unclear and/or inaccurate in places, but the basic information can be understood

2 marks = Not enough control of language to communicate the information

1 mark = Very inaccurate and unclear

Total test marks = 45 (Academic stream)

= 50 (Vocational stream)

The shrinking world

Aims: pupils will be able to compare texts; predict and analyse opinions; use present modals *may, might, could* and *will*; use *well* and *probably* to talk about certainty; use *will / won't* to indicate certainty, offers, predictions and announcements; talk about intentions, plans and arrangements with *going to* and present continuous; complete, write and conduct a questionnaire

Key language: *addicted (to), border, capable, citizen, fear, hub, justified, motivated, network, panic, potential (adj), questionnaire, remote, restrictions, shrink, trend, vary*

Language structures: modal verbs *could / may / might / will* + infinitive without *to*, affirmative and negative; *could / may / might probably / well*; *will* affirmative and negative; present continuous and *going to*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - The ways we communicate nowadays
 - Opportunities for young people in technology start-ups
 - Questionnaires
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Elicit a few ideas about the shrinking world and the picture.
- 3 In pairs or small groups, the pupils discuss their answers to the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the two texts quickly. Then answer the questions. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils a time limit to read the two texts. Make sure that it isn't enough time to read them intensively.

- 3 Stop the pupils and ask the questions to the group.

Answers: 1 B 2 A 3 A 4 B

ACTIVITY 3 Complete the definitions with words from the texts. 5 mins

- 1 The pupils read the first definition, and the details of where the missing word is in the texts.
- 2 Help the pupils to find a suitable word in the text (*addicted*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *addicted* 2 *potential* 3 *vary* 4 *justified* 5 *panic*
6 *Fear* 7 *capable*

ACTIVITY 4 Read the texts again. Then decide which of the two writers is most likely to have the opinions below.

5 mins

- 1 Give the pupils time to read the two texts in detail.
- 2 The pupils read number 1. Ask *Who is it?* (*The writer of Text A*).
- 3 The pupils match the rest of the speech bubbles with the texts.
- 4 Check the answers orally.

Answers: 1 A 2 B 3 B 4 A

ACTIVITY 5 Discuss the question in pairs. 5 mins

- 1 The pupils read the question.
- 2 Elicit a few ideas about why it would be a bad idea.
- 3 In pairs or small groups, the pupils discuss the question.
- 4 Choose pupils to say what they discussed.

ACTIVITY 6 Do a poll of your class by answering the questions below. 5 mins

- 1 The pupils read the questions.
- 2 Divide the class into four or five groups; in each group, one person asks the questions and records the answers.
- 3 Get feedback about the answers from each group, and write the information on the board.
- 4 Help the pupils compare these results with the results in the US study in Text B.

Period 2

ACTIVITY 1 Read the article quickly. Then answer the question below. 10 mins

- 1 The pupils read the question.
- 2 Give the pupils a time limit to read the text. Make sure that it isn't enough time to read it intensively.
- 3 Stop the pupils and ask the question to the group.

Answer: B

ACTIVITY 2 Match the words from the text with their meanings. 5 mins

- 1 Pupils read the first word (*motivated*). Help them to find a phrase with similar meaning in the right column (*caused or encouraged*).
- 2 The pupils match the rest of the words from the text.
- 3 Check the answers orally.

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

ACTIVITY 3 Use the words in Activity 2 to complete the sentences below. 10 mins

- 1 The pupils read the first sentence. Help them to choose the correct word in Activity 2 to complete it (*restrictions*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 restrictions 2 motivated 3 citizens 4 borders
5 trend 6 network 7 hub 8 remote

ACTIVITY 4 Read the article again. Then decide whether the statements below are TRUE or FALSE according to the text. If there isn't enough information to decide, choose DOESN'T SAY. 10 mins

- 1 Give the pupils time to read the article in detail.
- 2 The pupils read the first sentence. Ask *Is it True or False, or doesn't it say?*
- 3 Help the pupils to work out the answer (*TRUE*).
- 4 The pupils circle the correct description of the other sentences.
- 5 Check the answers orally.

Answers: 1 FALSE 2 TRUE 3 DOESN'T SAY 4 TRUE
5 DOESN'T SAY

ACTIVITY 5 Discuss the question in pairs or small groups. 5 mins

- 1 The pupils read the question.
- 2 Choose pupils to read the speech bubbles.

- 3 Elicit ideas about the effects of communications technology.
- 4 In pairs or small groups, the pupils discuss the effects.
- 5 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples. Then complete the grammar rules. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them complete it (*could, might, may*).
- 3 The pupils complete the rest of the rules.
- 4 Check the answers orally.

Answers: 1 *could, might, may* 2 *couldn't* 3 *will* 4 *won't*

Look!

Pupils may ask for more explanation of the grammar rules which they have completed in this activity. The following points may help:

Rule 1: It's sometimes said that *may* is a little more certain, but in practice the difference is too small to notice.

Rule 2: We can't use *couldn't* in negative statements about possibility because *couldn't* has another meaning (*wasn't able to*).

Rule 3: It is helpful to think of *will* not as a tense, but as a modal verb with several uses, one of which is to express certainty about the future.

ACTIVITY 2 Complete the sentences with a modal verb of possibility and the infinitive form of a verb in the box. 5 mins

- 1 The pupils read the words in the box.
- 2 The pupils read the first sentence.
- 3 Help the pupils to complete the sentence (*might still get*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *might / may / could still catch* 2 *will improve*
3 *might / may not happen* 4 *might / may / could find* 5 *won't get*

ACTIVITY 3 Look at the examples showing ways of making statements about the future more or less certain. Then answer the questions below. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer it (*well*).
- 3 Repeat with number 2.

UNIT 4

Answers: 1 well 2 probably

ACTIVITY 4 Add the words or phrases in the box to the line in the correct order. 10 mins

- 1 The pupils read the words in the box.
- 2 Help the pupils add the words in the box to the time line in the correct order.

Answers: (from left to right) *probably won't, might / may not, may / might / could, may / might / could well, probably will*

ACTIVITY 5 Change the parts in blue so that the sentences make sense. 10 mins

- 1 The pupils read number 1. Make sure that the pupils understand that the sentences do not contain grammatical mistakes; the problem is that they are not logical.
- 2 Help the pupils to rewrite the part in blue using the correct modal (*will probably solve*)
- 3 The pupils rewrite the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *will probably solve* 2 *might get there* 3 *may well win* 4 *'ll probably go* 5 *probably won't win*

Period 4

ACTIVITY 1 Look at the examples of how we use *will*. Then match them with their meanings 1–4. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first meaning. Help them match it to the meaning in the examples (B).
- 3 The pupils match the rest of the sentences with the meanings.
- 4 Check the answers orally.

Answers: 1 B 2 A 3 D 4 C

ACTIVITY 2 Complete the sentences with *will* (or *'ll*) and the verbs in the box. Then write 1, 2, 3 or 4 after each sentence to show which meaning from Activity 1 it indicates. 10 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Explain that in this activity, the focus is on the different ways we use *will* in English: we are looking at meaning, not at grammar.
- 3 Help them complete the sentence with *will* and decide what way of using *will* it is (*will begin, A*)
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *will begin*, 1 2 *we'll walk*, 4 3 *will visit*, 1 4 *I'll help*, 3 5 *will find*, 2 6 *I'll take*, 4

ACTIVITY 3 Look at the examples of two more ways to talk about the future: the present continuous tense and *going to* (do). Then answer the questions. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer it (*going to*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *going to* 2 *present continuous* 3 *going to*

ACTIVITY 4 Complete the sentences using *going to* or the present continuous tense with the verbs in brackets. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils complete the sentence (*'s going to rain*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *'s going to rain* 2 *'m playing* 3 *'s going to study* 4 *'s travelling* 5 *'s going to jump* 6 *'s going to arrive*

ACTIVITY 5 Discuss in pairs these questions about the future. 5 mins

- 1 The pupils read number 1.
- 2 Choose pupils to read the speech bubbles.
- 3 Elicit a few ideas about what they may / might / could do at the weekend.
- 4 In pairs, the pupils discuss their answers to the questions.
- 5 Choose pupils to say what they discussed.

Period 5

ACTIVITY 1 Look at the advice about making a questionnaire (a list of questions for doing a poll or study). Then add the headings below in the correct places. 15 mins

- 1 The pupils read the headings.
- 2 The pupils read the first section of the advice. Ask *What heading goes with this? (Think ahead)*.
- 3 The pupils match the other headings to the sections.
- 4 Check the answers orally.

Answers: 1 *Think ahead* 2 *Plan your questionnaire* 3 *Think about the questions* 4 *Test your questionnaire*

ACTIVITY 2 Listen to two people discussing a questionnaire. What is the questionnaire about?

10 mins 

- 1 Tell the pupils they will be listening to two people talking about a questionnaire.
- 2 Play recording 4. The pupils listen to find out the subject of the questionnaire.
- 3 Check the answers orally.

Answers: It's about where people shop.

CD 1 Track 4

A: Could you help me to check my questionnaire, please?

B: OK. I'm not busy at the moment.

A: Great, thanks. It'll be easiest if I just give it to you to fill in and you can ask me if anything isn't clear. Tell me if you think I need to change anything.

B: Fine ... Right, the first question ... Yes, that's good. It's better to ask someone which age group they're in because some people don't like telling you exactly how old they are. Then ... Question 2. Do you need to know people's occupation?

A: Yes, I think it could be useful to know if their occupation has anything to do with where they shop.

B: OK. Now, how often do I go to a supermarket? Yes, that looks fine. For me I guess it would be every week. Now, this next question gives choices and asks me to tick the boxes. Can I choose more than one?

A: Oh yes. Should I make that clear?

B: I think so. People might think they can only choose the most important one, so just write something like 'tick any that apply'.

A: Right, that's good. I'll add that.

B: And there may be reasons that you haven't included, so why not put 'anything else', with a space for the answers?

A: Yes, good idea. I'll do that.

B: So, is that all?

A: No, there's more on the other side.

B: Oh, I see. Well maybe you should tell people that on the questionnaire.

A: OK, I'll just add 'Please turn over' at the bottom of the page.

ACTIVITY 3 Listen again and complete the finished questionnaire with words or phrases from the conversation. 10 mins

- 1 Show the questionnaire form to the pupils. Give them time to familiarise themselves with it.
- 2 Play recording 4 again. The pupils complete the questionnaire.
- 3 Play recording 4 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: 1 age group 2 What is your occupation? 3 How often 4 tick 5 apply 6 Anything else 7 turn over

ACTIVITY 4 Read the analysis of the results of the questionnaire. Then complete it with the words in the box. 5 mins

- 1 Show the results analysis to the pupils. Give them time to read it.
- 2 The pupils read the words in the box.
- 3 Help them find the word for the first gap (connection).
- 4 The pupils complete the rest of the analysis.
- 5 Check answers orally.

Answers: 1 connection 2 habits 3 likely 4 conclusion 5 tend 6 reasons 7 majority 8 combination

Period 6

ACTIVITY 1 Work in small groups. Plan your own questionnaire. 10 mins

- 1 Tell the pupils that they will be planning a questionnaire.
- 2 Read and explain the topics and points.
- 3 In small groups, the pupils decide on a topic and plan their questionnaire.

ACTIVITY 2 Write the questions for your questionnaire. 10 mins

- 1 The pupils read the instructions and the example questions.
- 2 The pupils write the questionnaire. Circulate around the class, and help the pupils to express their ideas. While you are doing this, make sure that they are also asking appropriate questions for a questionnaire.

ACTIVITY 3 When you have finished writing your questionnaires, exchange them with other groups and answer the ones you receive. 10 mins

- 1 The pupils exchange their questionnaires with another group.
- 2 Each group answers the other group's questionnaire.
- 3 If there is time, the pupils can exchange questionnaires with another group. The more pupils who answer each other's questionnaires, the easier it will be to analyse the results.

ACTIVITY 4 Collect your questionnaires from everyone who has completed one and analyse the results. 5 mins

- 1 Each group collects their answered questionnaires from the other group.
- 2 In the group, they look at the results and analyse them.

ACTIVITY 5 Write three or four sentences as a summary of your results. 5 mins

- 1 Elicit some sentences about the results from the pupils.
- 2 Help the pupils to express their ideas clearly.
- 3 The pupils write sentences about their results.
- 4 Choose individual pupils to read out their group's sentences.

Sample answer:

85% of the students we asked said they had a smartphone.

It seemed that nearly everyone used their phone mostly to communicate with friends.

Students spent an average of one and a half hours per day on social media websites.

Only 1 out of 30 students didn't use social media at all.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Making friends

Aims: pupils will be able to compare text types; use nouns and adjectives ending in *-ing* and *-ed*; use verbs with *on* and *out*; use reduced relative clauses; plan and write an essay about communication methods; read and correct an informal letter

Key language: *acquaintance, boast, claim, established as, express, extreme, genuine, guarantee, happen to (be / do), impress, in common, in confidence, inflexible, initial, lasting, nature, regard, roughly, via*

Language structures: nouns and adjectives ending in *-ing* and *-ed*; verbs with *on* and *out*; active and passive reduced relative clauses

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - What friends are
 - Making friends and being friends
 - Planning and writing essays
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Read the quotation. Then discuss the questions below in pairs or small groups. 5 mins

- 1 The pupils read the quotation. Elicit reactions to the quotation from the pupils.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the two texts quickly. Then answer the questions. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils a time limit to read the article. Make sure that it isn't enough time to read the article intensively.
- 3 Stop the pupils and give them time to answer the questions.
- 4 Check the answers orally.

Answers: 1 A 2 B 3 B 4 A 5 B

ACTIVITY 3 Replace the underlined parts of these sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)

5 mins

- 1 The pupils read number 1. Help them to find the right part of the text (in this case, the introduction) and to find a suitable word or phrase in that part (*the nature of*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *the nature of* 2 *claim* 3 *genuine* 4 *regarded as* 5 *roughly* 6 *via* 7 *guarantee* 8 *in common* 9 *happened to*

ACTIVITY 4 Read the texts more carefully. Then decide whether the sentences below are FALSE. Write the sentence or phrase from the text that helped you to decide. 10 mins

- 1 Give the pupils time to read the texts in detail.
- 2 The pupils read the first sentence. Ask *Is it True or False, or doesn't it say?*
- 3 Help the pupils to work out the answer (*TRUE*).
- 4 Ask *How do you know that?* Help the pupils to say what part of the text gave them the answer (*this research suggests that face-to-face contact is usually needed to form genuine relationships*).
- 5 The pupils circle the correct description of the other sentences and identify what part of the text gave them the answer.
- 6 Check the answers orally.

Answers: 1 *TRUE (this research suggests that face-to-face contact is usually needed to form genuine relationships)* 2 *FALSE (these figures remain roughly the same for online friends)* 3 *FALSE (one of the report's co-authors)* 4 *TRUE (I'm tired of hearing that they're not 'real friends')* 5 *FALSE (the things I'm interested in are perhaps a bit unusual)* 6 *FALSE (haven't seen or contacted for nearly twenty years)*

ACTIVITY 5 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Choose pupils to read the speech bubbles.
- 3 Elicit ideas about the differences between online friends and friends you've only met.
- 4 In pairs or small groups, the pupils discuss the differences.
- 5 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Read the text quickly. Then match the titles below with the tips in the text. 10 mins

- 1 The pupils read the titles A–E.
- 2 Give the pupils a time limit to read the text. Make sure that it isn't enough time to read the text intensively.
- 3 Stop the pupils and give them time to match the sections of the text to the titles.
- 4 Check the answers orally.

Answers: 1 E 2 D 3 A 4 B 5 C

ACTIVITY 2 Read the text again. Then complete the tasks below. 30 mins

Give the pupils time to read the text in detail.

Part 1 Match the words and phrases from the text with their meanings.

- 1 The pupils read the first word (*lasting*). Help them to find a phrase with similar meaning in the right column (*continuing for a long time*).
- 2 The pupils match the rest of the words and phrases from the text.
- 3 Check the answers orally.

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

Part 2 Use the words and phrases in Part 1 to complete the sentences below.

- 1 The pupils read the first sentence. Help them to choose the correct word or phrase in Part 1 to complete it (*in confidence*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 in confidence, 2 initial, 3 boast, 4 extremes, 5 impress, 6 inflexible, 7 acquaintance, 8 lasting

Part 3 Complete the advice for each person below, using ideas and information from the text.

- 1 The pupils read number 1.
- 2 Ask *What advice can we give this person?* Help the pupils to complete the advice in the sentences (see *Answers* below).
- 3 Check the answers orally.

Answers: 1 an honest apology, you don't let it happen again, 2 interested in your friend, asking him/her questions, listen to, 3 don't boast, 4 be inflexible, a middle way (between the two extremes)

Period 3

ACTIVITY 1 Look at the examples. Then circle the correct options to complete the grammar rules. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to choose the correct options for the first grammar rule (*adjectives, -ing*).
- 3 Repeat with number 2. The idea of the active / passive meaning of adjectives may be difficult for some pupils. It can be explained with a pair of sentences such as:
We drove to the house in freezing weather. (The weather was making everything freeze, so it's an active adjective.)
In the garden, we saw a lot of frozen plants. (The plants were made to freeze by the weather, so it's a passive adjective.)

Answers: 1 *adjectives, -ing* 2 *active*

ACTIVITY 2 Complete the sentences with the *-ing* form of the verbs in the box. 5 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them to complete the sentence (*living*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *living* 2 *convincing* 3 *disappointing* 4 *caring*
5 *Increasing* 6 *moving*

ACTIVITY 3 Look at the examples. Then circle the correct options to complete the grammar rules. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to choose the correct options for the first grammar rule (*adjectives, past participle*).
- 3 Repeat with number 2. If necessary, remind the pupils of the difference between *freezing* and *frozen* (see the instructions in Activity 1).

Answers: 1 *adjectives, past participle* 2 *passive*

ACTIVITY 4 Complete the sentences with the past participle form of the verbs in the box. 5 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them complete the sentence (*frozen*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *frozen* 2 *expected* 3 *imported* 4 *chosen*
5 *mistaken* 6 *agreed*

ACTIVITY 5 Discuss the question in pairs or small groups.**5 mins**

- 1 The pupils read the question.
- 2 Elicit a few ideas about the differences between the biscuit bars.
- 3 In pairs or small groups, the pupils discuss the question.
- 4 Choose pupils to say what they discussed. The pupils will probably need help to understand the difference between the two descriptions: something which is chocolate-flavoured contains real chocolate, whereas something described as 'chocolate flavour' has the flavour of chocolate, but probably does not contain real chocolate.

ACTIVITY 6 Circle the correct verb forms to complete the sentences. 5 mins

- 1 The pupils read number 1. Help them to choose the correct form (*returned*).
- 2 The pupils circle the correct verb forms in the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *returned* 2 *demanding* 3 *lost* 4 *written* 5 *rising***ACTIVITY 7 Look at the examples. Then answer the question below. 5 mins**

- 1 The pupils read the example sentences.
- 2 Help the pupils to choose the correct answer for number 1 (*out*).
- 3 Repeat with number 2.

Answers: 1 *out* 2 *on***ACTIVITY 8 Complete the sentences with the verbs in the box. 5 mins**

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them complete the sentence (*come*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *come* 2 *hand* 3 *work* 4 *carry* 5 *stand***Period 4****ACTIVITY 1 Look at the examples. Then answer the questions below. 10 mins**

- 1 The pupils read the example sentences.
- 2 Help the pupils to choose the correct answer for number 1 (*a relative clause*).

- 3 Repeat with the other three questions.

Answers: 1 (*defining*) *relative clauses* 2 *the relative pronoun (who/that)* 3 *-ing form* 4 *active (students talk / emails claim)***ACTIVITY 2 Rewrite the sentences using reduced relative clauses. 10 mins**

- 1 The pupils read number 1. Help them to rewrite the sentence (*Passengers wanting to continue their journey should ...*).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *Passengers wanting to continue their journey should ...* 2 *The city centre was full of cars blocking ...* 3 *Students hoping to study ...* 4 *People answering the question correctly ...* 5 *Anyone finding my lost bag ...***ACTIVITY 3 Look at the examples. Then answer the questions below. 10 mins**

- 1 The pupils read the example sentences.
- 2 Help the pupils to choose the correct answer for number 1 (*relative clauses*).
- 3 Repeat with the other three questions.

Answers: 1 (*defining*) *relative clauses* 2 *the relative pronoun (that/who/which) and the verb be* 3 *the past participle* 4 *passive (intentions were presented, etc.)***ACTIVITY 4 Rewrite the sentences using reduced relative clauses. 10 mins**

- 1 The pupils read number 1. Help them to rewrite the sentence (*All cars parked outside this building ...*).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *All cars parked outside ...* 2 *The two people hurt in the accident ...* 3 *Letters posted at the weekend ...* 4 *We had dinner at a restaurant recommended by friends.* 5 *Applications received after the closing date ...* 6 *Books borrowed from the library ...***Period 5****ACTIVITY 1 Discuss the questions in pairs or small groups.****10 mins**

- 1 The pupils read the questions.
- 2 Elicit a few ideas about ways of communicating.
- 3 In pairs or small groups, the pupils discuss the ways we communicate.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Listen to two people discussing the questions in Activity 1. Are there any points from your discussion that are not mentioned? 10 mins 

- 1 Tell the pupils that they will be listening to two people talking about the ways we communicate.
- 2 Play recording 5. The pupils listen for differences between their pair / group discussion and the two people who are talking now.
- 3 Choose pupils to talk about the differences to the class.

CD 1 Track 5

A: I've just had this really nice letter from an old friend in America. Don't you think it's a bit sad that people don't send letters so much nowadays?

B: I know what you mean. It's all emails and texts now.

A: I can see why people use that way of communicating. It's so quick and easy. The other person gets the message immediately instead of having to wait for the post to arrive.

B: Yes, especially if they live in another country. And of course it's free. You don't need to buy a stamp.

A: A lot of young people don't even bother with emails now. They just put a message on a social media site or post it on Twitter.

B: That's fine if you're arranging a meeting or a party, or you just want to make a comment on something that's happened. It's not very good if you want to say something private though.

A: No. And I think it encourages people to say things quickly instead of thinking about what they really want to say.

B: I think you're right. Letters may be harder to write, but that's what makes them better for some situations, like if you've got something important to say. If someone had to send me some bad news, I'd rather hear about it in a letter.

A: Yes. Letters are more personal somehow, aren't they? Some people just prefer getting letters. And it's easy to forget that there are still some who don't use new technology, especially older people.

B: Right. Good point.

ACTIVITY 3 Listen again and complete the notes with words from the conversation 10 mins 

- 1 Show the notes to the pupils. Give them time to look through them quickly.
- 2 Play recording 5 again. The pupils complete the notes.
- 3 Play recording 5 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: 1 easy 2 quick 3 immediately 4 another country
5 free 6 arranging 7 comment 8 private 9 thinking
10 important 11 bad news 12 personal 13 prefer
14 new technology

ACTIVITY 4 Work in pairs. Complete the tasks below.

10 mins

- 1 Ask the pupils *Are there any extra points we could add to the notes?*
- 2 Elicit idea from the pupils; suggest headings for the pupils to use to arrange the notes.
- 3 The pupils write the extra notes in their notebooks under the suggested headings.
- 4 The pupils read the essay question.
- 5 In pairs, pupils plan a three-paragraph essay answering the question.

Period 6

ACTIVITY 1 Work in pairs. If necessary, finish planning the essay that you started in Period 5. Then write it in the space below. You can use this plan. 20 mins

- 1 Give the pupils the time they need to finish their plan from Period 5.
- 2 Show pupils the suggested plan. Elicit ideas from the pupils about the differences between their plans and the plan in the book.
- 3 In pairs, the pupils write their essay. They can use a combination of their plan and/or the plan in the book.

Sample answer:

People have written letters for hundreds of years, but in recent years letters have become much less popular. New ways of communicating – text messages, emails, and the social networks on the internet – have all had an effect.

The new technologies have many advantages. Emails, for example, are easy and quick to write and they are received immediately. This is particularly useful when we are communicating with people in other countries. They are also free – there is no need to buy a stamp to send one. Twitter and other messaging systems are ideal for quick, snappy comments, particularly if you want to reach a large audience.

However, there are situations where letters are more suitable. Letters are more personal, and more suited to expressing feelings. An expression of love in a letter seems more genuine and moving than in an email, even if the text is exactly the same. A letter conveying bad news can seem kinder and more sympathetic than an email with the same news.

We will probably always write letters. There will always be things we need to say in ways that are not suitable for electronic media. We may write fewer and fewer letters, but most likely they will always be a part of our lives.

ACTIVITY 2 When you have finished, compare your essay with another pair. 10 mins

- 1 The groups swap their essays and read each other's essays.
- 2 Choose pupils to talk about the differences between their own essay and the other essay they read.
- 3 Alternatively, the pupils can write their essays individually in Activity 1, then compare their essay with their partner's essay in Activity 2.

ACTIVITY 3 Read the informal letter. Find the mistakes and correct them on the line underneath. (There are eight spelling mistakes, five punctuation mistakes and one mistake with both spelling and punctuation.) 10 mins

- 1 Show the letter to the pupils. Help them to find the first mistake (*writting* / *writing*).
- 2 The pupils find the rest of the mistakes.
- 3 Check the answers orally, and write them in their categories: spelling; punctuation; spelling / punctuation.

Answers: spelling: *writting* / *writing*; *helpfull* / *helpful*; *tireing* / *tiring*; *folowing* / *following*; *advise* / *advice*; *recomended* / *recommended*; *Thaetre* / *Theatre*; *forgoten* / *forgotten*; punctuation: ... *a tiring journey*, there were ... / ... *a tiring journey*. There were ...; *wont* / *won't*; *Its* ... / *It's* ...; ... *that you mentioned*, and I / ... *that you mentioned and I* ...; ... *day's* / *days*; spelling and punctuation: *your* / *you're*

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Revision (Units 1–5)

Aims: to review and practise the language and structures in Units 1–5; review of writing stories and informal letters

Key language: all the key language in Units 1–5

Language structures: all the language structures in Units 1–5

Materials: Pupil's Book

Period 1

Reading and vocabulary

Introduction 5 mins

- 1 Explain that this is a revision unit. The pupils will be looking again at:
 - The topics from Units 1–5
 - The grammar and vocabulary from Units 1–5
 - The writing skills they practised in Units 1–5
- 2 Briefly help the pupils to list the topics, grammar, vocabulary and skills which they saw in Units 1–5.

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Elicit ideas about each question.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the article. Then complete the tasks on page 59. 25 mins

Give the pupils time to read the article in detail.

Part 1 Match the words from the text with their meanings

- 1 The pupils read the first word (*restriction*). Help them to find a word with similar meaning in the right column (*limit*).
- 2 The pupils match the rest of the words from the text.
- 3 Check the answers orally.

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

Part 2 Use the words in Part 1 to complete the sentences below.

- 1 The pupils read the first sentence. Help them to choose the correct word to complete it (*excuses*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 excuses, 2 restriction, 3 initial, 4 shrunk, 5 remote, 6 roughly, 7 impress, 8 capable, 9 guarantee, 10 network

Part 3 List the positive and negative points about the writer's new life.

- 1 Show the table to the pupils and elicit some ideas for positive and negative points.
- 2 The pupils look at the text again and add all the positive and negative points to the table.
- 3 Check the answers orally.

Answers: *Positive: Life is simpler and also healthier; No need to buy the latest fashions or computer games; Able to choose when to do things*

Negative: They are poorer; They have to work harder; Their social network has shrunk

ACTIVITY 3 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Choose a pair of pupils to read the exchange in the speech bubbles.
- 3 Elicit ideas about living in the country vs living in the city.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Period 2

Reading and vocabulary

ACTIVITY 1 Look at the pictures. Then discuss the question below in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils and ask them to read the question.
- 2 Elicit ideas about how the types of communication were / are used.
- 3 In pairs or small groups, the pupils discuss the types of communication.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text about developments in communications technology. Then complete the tasks on page 61. 30 mins

Give the pupils time to read the text in detail.

Part 1 Choose the best title for each paragraph.

- 1 Read the titles. Help the pupils choose a title for paragraph 1 (*D The first big step forward*).
- 2 The pupils match the rest of the paragraphs with the titles.
- 3 Check the answers orally.

Answers: A 2, B 5, C 3, D 1, E 4

Part 2 Answer the questions.

- 1 The pupils answer the questions individually.
- 2 Check the answers orally.

Answers: 1 letters of the alphabet, 2 They had to carry it., 3 150 years, 4 the 1950s, 5 less than a second

Part 3 Choose the best answer. Circle A, B or C.

- 1 The pupils choose the best answers individually.
- 2 Check the answers orally.

Answers: 1 B, 2 A, 3 C

ACTIVITY 3 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Choose a pair of pupils to read the exchange in the speech bubbles.
- 3 Elicit opinions about the ideas for the future.
- 4 In pairs or small groups, the pupils discuss future technological developments.
- 5 Choose pupils to say what they discussed.

Period 3**Language****ACTIVITY 1 Circle the correct tenses. 5 mins**

- 1 The pupils read the first sentence. Help them to choose the correct tenses (*doesn't like / prefers*).
- 2 The pupils choose the correct tenses in the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *doesn't like / prefers* 2 *Have you seen* 3 *is doing* 4 *has had* 5 *have seen* 6 *have you been writing*

ACTIVITY 2 Circle the correct verb forms. 5 mins

- 1 The pupils read the first sentence. Help them to choose the correct verb form (*to let*).
- 2 The pupils choose the correct verb forms in the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *to let* 2 *reading* 3 *to know, meeting* 4 *to put* 5 *asking* 6 *waiting*

ACTIVITY 3 Complete the sentences with the correct tense of the verbs in brackets: past simple, past continuous or past perfect simple. 10 mins

- 1 The pupils read the first sentence. Help them to complete the sentence with the verbs in the correct tenses (*was staying, met*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *was staying, met* 2 *did ... go, left* 3 *asked, hadn't finished* 4 *got, was waiting* 5 *had just happened, didn't know* 6 *was walking, had left*

ACTIVITY 4 Correct the mistakes in the sentences. 10 mins

- 1 Help the pupils to identify the mistake in the first sentence and correct it (*... that looks strange*).
- 2 The pupils correct the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *... that looks strange* 2 *... is having ...* 3 *I've drunk ...* 4 *... to thank ...* 5 *... did you study ...*

ACTIVITY 5 Complete the sentences with *might / may / could* or *will* and the verbs in the box. 5 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them to complete the sentence (*might / may / could solve*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *might / may / could solve* 2 *won't succeed* 3 *will enjoy* 4 *won't happen* 5 *might / may / could turn out* 6 *might / may / not take*

ACTIVITY 6 Circle the correct verb forms. 5 mins

- 1 The pupils read the first sentence. Help them to choose the correct verb form (*is going to live*).
- 2 The pupils choose the correct verb forms in the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *is going to live* 2 *won't succeed* 3 *will you do* 4 *going to travel* 5 *I'll wait* 6 *I'm having*

Period 4

Language

ACTIVITY 1 Rewrite the sentences using a future form: *will do*, *present continuous* or *going to*. 10 mins

- 1 The pupils read number 1. Help them rewrite the sentence (see *Answers* below).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *Where are you going to go on holiday?* 2 *I promise I'll phone you as soon as I arrive.* 3 *The weather forecast says it's going to rain tomorrow.* 4 *I'll help you to clean the house.* 5 *The next flight will arrive at 10.35.* 6 *She's going to be a teacher when she leaves university.*

ACTIVITY 2 Look at the sentences. If they are correct, put a tick in the box. If there is a mistake, put a cross in the box and correct the sentence. 10 mins

- 1 The pupils read number 1. Ask *Is that correct?* (No).
- 2 Help the pupils to correct the sentence (*What are you going to do this weekend?*).
- 3 The pupils correct the rest of the incorrect sentences.

Answers: 1 *What are you going to do this weekend?*
2 ... *but I might / may not be able to.* 3 *I won't tell anyone the secret.* 4 *correct* 5 ... *he might / may / could be able ...*
6 *correct* 7 ... *so I may not pass ...* 8 ... *I probably won't ...*

ACTIVITY 3 Complete the sentences with the past participle or *-ing* form of the verbs in the box. 10 mins

- 1 The pupils read the verbs in the box. The pupils read number 1. Help them to complete the sentence (*crying*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *crying* 2 *broken* 3 *winning* 4 *Written, spoken*
5 *intended* 6 *living* 7 *completed* 8 *lasting*

ACTIVITY 4 Replace the relative clauses with reduced relative clauses, using either the past participle or *-ing* form. 10 mins

- 1 The pupils read number 1. Help the pupils to rewrite the relative clause (*Students intending to apply ...*).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *Students intending to apply ...* 2 *Look at all those card parked by ...* 3 *Books borrowed from the library ...*
4 ... *a letter offering him the job.* 5 ... *a photo taken during ...*
6 *Anyone using their mobile phone ...* 7 ... *several natural disasters caused by ...*

Period 5

Writing

ACTIVITY 1 Put the sentences of the story in the right order. 10 mins

- 1 Choose pupils to read the sentences to the class.
- 2 Show the pupils number 1 and help them to find number 2 (see *Answers* below).
- 3 The pupils number the rest of the sentences.

Answers: Left column: 4, 8, 5, 2, 7, 12
Right column: 10, 3, 1, 6, 11, 9

ACTIVITY 2 Write the story in the right order, joining some of the sentences together using the words in the box. 10 mins

- 1 The pupils read the joining words.
- 2 Help them to start writing the sentence, joining the second and third sentences. For example: *I was really excited because the new book of one of my favourite authors had just come out. I'd read all her other books, so I really wanted to read this one too.*
- 3 The pupils write the rest of the story.
- 4 Ask individual pupils to read their versions of the story to the class.

Sample answer: ... *the new book of one of my favourite writers had just come out. I'd read all her other books, so I really wanted to read this one too. On my way home, I called at my local bookshop to buy it. Unfortunately, the assistant told me that there weren't any left. Of course, she offered to order one for me, but I said I'd try to find it somewhere else. When I got home, my mother was in the kitchen and there was something on the table wrapped in paper, with my name on it. Inside was the book I wanted. She told me she'd managed to buy the last one in the shop.*

ACTIVITY 3 Work in groups of three. Look at these first sentences of stories. Choose one each. Think about what might happen in the story. 10 mins

- 1 The pupils read the first story beginning. Elicit one or two ideas about what might happen.
- 2 In their groups, each pupil chooses one of the beginnings.

- 3 The pupils exchange ideas about what might happen.

ACTIVITY 4 Write two or three more sentences of the story. Then pass your paper on to the next student. Keep repeating this until you think the stories are finished. Finally, read out your story to the other two. 10 mins

- 1 Make sure each pupil has a single sheet of paper to write on. Each pupil in the group of three writes the next two or three lines for his/her story.
- 2 The pupils pass on their stories to the next pupil in the group.
- 3 The pupils continue adding to the stories in this way until they are finished.
- 4 The pupils read their completed stories to each other.
- 5 Arrange a gallery: display all the stories on the wall and give the pupils time to wander around and read them.
- 6 Take a class vote on categories such as the most interesting story, the most unusual story, the funniest story, etc.

Period 6

Writing

ACTIVITY 1 Read the letter from Mahmoud to his friend Larry, who is studying in another country. Complete the sentences with the correct tense of the verbs in brackets. 10 mins

- 1 Show the letter to the pupils and help them to complete the first sentence (*haven't written*).
- 2 The pupils complete the rest of the letter.

ACTIVITY 2 Compare your answers with a partner. 5 mins

- 1 The pupils compare their answers with each other.
- 2 Check the answers orally.

Answers: 1 *haven't written* 2 *know* 3 *'ve been* 4 *have already applied* 5 *won't let* 6 *haven't heard* 7 *is getting married* 8 *met* 9 *were* 10 *found* 11 *have got* 12 *'ll write*

ACTIVITY 3 Look again at the letter. Then decide what each paragraph is doing. 10 mins

- 1 The pupils read the topics of the paragraphs.
- 2 Help the pupils to match the paragraphs of the letter with the topics.
- 3 Check the answers orally.

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

ACTIVITY 4 Discuss with a partner what information you could include in a similar letter. (You can include your own information or invent some details.) 5 mins

- 1 The pupils read the points. Elicit ideas for what they could put in a letter to a friend studying in another country.
- 2 In pairs, the pupils discuss their ideas in detail.

ACTIVITY 5 Write your letter together. Then exchange letters with another pair. 10 mins

- 1 In pairs, the pupils write the letter to their friend. They should follow the paragraph pattern in the example letter in Activity 1.
- 2 Each pair swaps their letter with another pair and reads the other pair's letter.
- 3 Choose individual pupils to talk about the differences in their letters.
- 4 If there is time, the pupils can write a reply to the letter they read.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Now turn to page 111 for the Practice test for Semester 1.

The world of work

Aims: pupils will be able to identify text types and themes; use direct and indirect questions; use subject and object questions with *who* and *what*; use negative questions; use question tags; analyse a formal letter; plan and write a general enquiry letter for temporary work

Key language: *charity, controversial, co-ordinated, employment, fantasy, job security, make a living, neglect, outweigh, prospects, reveal, stage fright, throughout, worth*

Language structures: direct and indirect questions; subject and object questions with *who* and *what*; negative questions; question tags

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Dream jobs and job satisfaction
 - Education for work
 - Choosing a career
 - Applying for a work experience placement
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Discuss the questions below in pairs or small groups. 5 mins

- 1 The pupils read the list of jobs. Make sure they understand all of them.
- 2 The pupils read the questions. Elicit some ideas.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.
- 5 The pupils may want to know the real order (the result of the survey): 1 pilot, 2 working for a non-profit organisation, 3 writer, 4 photographer, 5 musician or singer, 6 sports trainer or coach, 7 racing driver, 8 actor, 9 journalist, 10 artist.

ACTIVITY 2 Read the magazine article. Then complete the tasks on page 69. 25 mins

- 1 Show the magazine article to the pupils. Help the pupils to match the pictures with the jobs in Activity 1.
- 2 Give the pupils time to read the article in detail.

Part 1 Choose the correct meaning for these words from the text. Circle A or B.

- 1 Read word number 1. Ask the pupils *Does this mean 'repeated' or 'shown'?* (shown).
- 2 The pupils choose the meanings for the other words.
- 3 Check the answers orally.

Answers: 1 B, 2 A, 3 B, 4 B, 5 A, 6 B, 7 A

Part 2 Decide whether the statements are TRUE or FALSE. Write the phrase or sentence from the text that helped you to decide.

- 1 The pupils read the first sentence. Ask *Is it True or False?*
- 2 Help the pupils to work out the answer (TRUE).
- 3 Ask *How do you know that?* Help the pupils to say what part of the text gave them the answer (*He says 'They didn't really make this first choice, did they?'.*)
- 4 The pupils circle the correct description of the other sentences and identify what part of the text gave them the answer.
- 5 Check the answers orally.

Answers: 1 TRUE (*They didn't really make this the first choice, did they?*), 2 TRUE (*The feeling you get is like nothing else.*), 3 FALSE (*there are singers, there are good singers and there are successful singers, but they're three different things*), 4 FALSE (*The majority of professional musicians need other incomes, usually from teaching.*), 5 TRUE (*those lower down are often volunteers*)

ACTIVITY 3 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions. Elicit ideas from them about dream jobs and jobs that they and other Palestinians would like to do.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 Choose pupils to read the questions to the class.

- 2 Elicit ideas from the pupils about education and the purpose of schools.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the two texts quickly. Then complete these sentences. 10 mins

- 1 Read the sentences to the pupils.
- 2 Give the pupils a time limit to read the two texts. Make sure that it isn't enough time to read them intensively.
- 3 Stop the pupils and help the pupils to complete the sentences.

Answers: 1 B 2 A 3 education, work

ACTIVITY 3 Find words in the text that have these meanings. 10 mins

- 1 The pupils read number 1. Help them to find the right part of the text (Text A paragraph 2) and to find a suitable word or phrase in that part (*employment*).
- 2 The pupils find the rest of the words.
- 3 Check the answers orally.

Answers: 1 *employment* 2 *throughout* 3 *worth*
4 *co-ordinated* 5 *prospects* 6 *controversial* 7 *neglect*

ACTIVITY 4 Use the words in Activity 3 to complete the sentences below. 5 mins

- 1 The pupils read the first sentence. Help them to choose the correct word in Activity 3 to complete it (*neglect*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *neglect* 2 *throughout* 3 *co-ordinated*
4 *controversial* 5 *worth* 6 *prospects* 7 *employment*

ACTIVITY 5 Look at the phrases made with the word *job* and use them to replace the underlined parts of the sentences. 5 mins

- 1 The pupils read the phrases with *job*.
- 2 The pupils read number 1. Help them complete the sentence with a *job* phrase (*job prospects*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *job prospects* 2 *job security* 3 *job description*
4 *job application* 5 *job satisfaction* 6 *job opportunities*

ACTIVITY 6 Read the texts again. Then answer the questions. 5 mins

- 1 Choose pupils to read the questions to the class.
- 2 Give the pupils time to read the texts in detail.
- 3 The pupils answer the questions.
- 4 Check the answers orally.

Answers: 1 *To discuss their hopes and preferences for the future.* 2 *Because they aren't trained as career advisers.* 3 *They didn't have a clear idea of what they wanted to do in the future.* 4 *The arts provide important skills and an understanding of the world and people in general, and the economy depends on creativity as much as on technical knowledge.*

Period 3

ACTIVITY 1 Look at the examples of direct questions and reported or indirect questions. Then circle the correct words to complete the grammar rules. 10 mins

- 1 The pupils read the first set of example sentences.
- 2 The pupils read grammar rule 1. Help them choose the correct word (*after*).
- 3 The pupils circle the correct words in the other grammar rules.
- 4 Check the answers orally.

Answers: 1 *after* 2 *information* 3 *a yes or no answer*

- 5 Repeat with the second set of example sentences.

Answers: 1 *before* 2 *the same as* 3 *Yes/No questions* 4 *don't use*

ACTIVITY 2 Report the questions. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to report the question (*He asked where the nearest police station was*).
- 3 The pupils report the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *He asked where the nearest police station was.*
2 *I asked her if that was the best way to do the job.* 3 *They asked him how he had managed to do the work so quickly.* 4 *She asked me who I wanted to speak to.* 5 *He asked her if she could speak any foreign languages.* 6 *I asked if Palestinian students usually chose technical subjects.*

ACTIVITY 3 Look at the examples. Then complete the grammar rules by adding *subject* or *object*. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them choose the correct word (*subject*).

UNIT 7

- 3 The pupils choose the correct word for the other grammar rule.
- 4 Check the answers orally.

Answers: 1 subject 2 object

ACTIVITY 4 Read the situation. Then write a question for each answer. 10 mins

- 1 The pupils read the situation.
- 2 Help the pupils to work out the first question (see *Answers below*).
- 3 The pupils work out the rest of the questions.
- 4 Check the answers orally.

Answers: 1 Who asked Faisal a question? 2 Who did the teacher ask? 3 What confused Faisal? 4 Who did Faisal ask? 5 Who asked Faisal's father? 6 Who told Faisal the answer?

Period 4

ACTIVITY 1 Compare the examples. Then answer the questions. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them find the answer (B).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 B 2 D 3 negative

ACTIVITY 2 Match the negative questions with their suggested meanings. 5 mins

- 1 Choose a pupil to read the questions in the left column to the class.
- 2 Repeat with a second pupil to read the meanings in the right column.
- 3 Help the pupils to match number 1 with a meaning (*I thought you were good at maths*).
- 4 The pupils match the rest of the negative questions with their meanings.
- 5 Check the answers orally.

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

ACTIVITY 3 Look at the examples of question tags. Then complete the rules. 10 mins

- 1 The pupils read the example tag questions.
- 2 The pupils read the first grammar rule. Help them to complete the sentence (*negative, positive*).
- 3 The pupils complete the rest of the grammar rules.
- 4 Check the answers orally.

Answers: 1 negative, positive 2 do / have, modal 3 do / did

Look!

Question tags are a very common feature of spoken English. However, they are also quite common in informal written English, e.g. letters / emails to friends and articles with a light, conversational style.

ACTIVITY 4 Add question tags to the sentences. 10 mins

- 1 The pupils read number 1. Help them to add the question tag (*are you*).
- 2 The pupils add the questions tags to the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 are you 2 can it 3 will you 4 is he 5 didn't she 6 does she 7 has it 8 didn't you 9 aren't we 10 did they

ACTIVITY 5 Look at the example. Then complete the sentences with a word and preposition from the boxes. 5 mins

- 1 The pupils read the words in the two boxes.
- 2 Show the example sentence to the pupils.
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 aware of 2 suitable for 3 protect ... from 4 choose between 5 satisfied with 6 expert in

Period 5

ACTIVITY 1 Discuss the questions in pairs or small groups. 10 mins

- 1 The pupils read the questions.
- 2 Elicit ideas about work experience.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Listen and complete the notes with words from the conversation. 15 mins

- 1 The pupils read the notes, with the blanks.
- 2 Play recording 6. The pupils listen and complete the notes.
- 3 Play recording 6 again. The pupils check what they wrote.
- 4 Check the answers orally.

Answers: 1 local 2 list 3 date 4 main 5 options 6 contact 7 check 8 print

CD 1 Track 6

A: Can you help me arrange my work experience week? I'm not quite sure where to start.

B: Of course. The first thing is to find some local companies to write to. It's best if you find these yourself on the Internet so that you can choose one you're really interested in. But if you're having trouble, we have a list of companies that have had students in the past. Then you write a letter.

A: What should I put in the letter?

B: Tell them who you are and why you're writing. Make sure you're clear about when you want to do it – include the date, which I think is the week beginning April the twentieth this year.

A: OK. Anything else?

B: Yes, tell them what you're studying – just the main subjects, or if you've already decided, the ones you'll be doing next year. But you'll have more options if you say you don't really mind what kind of work it is. Then, finally, don't forget to tell them how to contact you.

A: Right, I'll do that tonight. Thanks for your help.

B: That's all right. When you've written the letter, show it me and I'll check it. Then you can save it on your computer and print out copies for all the companies you choose.

ACTIVITY 3 Look at the student's letter and show the purposes of the sentences by putting the correct letter in each box. 15 mins

- 1 The pupils read the list of purposes of the sentences (A–F). Show the pupils how the purposes match the notes in Activity 2.
- 2 Choose a pupil to read the first sentence of the letter.
- 3 Help the pupils to identify the purpose (*Explain why you are writing*).
- 4 The pupils match the rest of the sentences with their purposes.
- 5 Check the answers orally.

Answers: C, A D, F, B, E

Period 6

ACTIVITY 1 Read the extract from a job-finding website and answer the question. 10 mins

- 1 The pupils read the question and the options.
- 2 Give the pupils time to read the text in detail.
- 3 Help the pupils to answer the question.

Answers: A, C

ACTIVITY 2 Read the sentences. Then divide them into two groups: a personal email and a formal enquiry letter. 10 mins

- 1 The pupils read sentence number 1. Ask *Is it for a personal email or for a formal enquiry letter? (a personal email)*.
- 2 The pupils choose the correct category for the other sentences – they can write PE or FEL next to each one.

Answers: PE, PE, FEL, PE, FEL, PE, PE, FEL, FEL, PE, FEL, FEL, PE, PE

ACTIVITY 3 Now write the sentences for each group in the right order. 10 mins

- 1 Show the pupils the email screen. Ask *What is the first sentence of the personal email? (This is just a quick message ...)*.
- 2 The pupils write the rest of the sentences in the correct order.
- 3 Repeat with the formal enquiry letter.

Answers: [other versions are possible]

Personal email

This is just a quick message to ask if you could do me a favour. I'm leaving school at the end of June and I need to find some work. I was just wondering if there were any vacancies at your place. I'm good at languages and IT, so anything using those skills would be great. Basically, though, I don't mind what I do.

Could you ask around and see if there's anything suitable?

I've attached my CV in case that would be useful.

Thanks a lot.

Formal enquiry letter

I am writing to enquire about possible vacancies with your company. I am currently looking for employment as I am due to leave school at the end of June. I have good language and IT skills, which I hope would make me suitable for various jobs.

I enclose my CV and would be grateful if you could keep it on file in case of any future opportunities.

If you need any further information, please contact me.

Thank you very much for your help.

ACTIVITY 4 Write a general enquiry letter to a local company with your own information, using the letters in this Period and Period 5 as models. 10 mins

- 1 Remind people about the application letter which they saw in Period 5.
- 2 Elicit ideas for local companies where the students could work.

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- 3 The pupils write their own general enquiry letter to one of these companies. They should use the Period 5 letter and the formal enquiry letter in this Period, as models.
- 4 Choose pupils to read their letters to the class.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

In business

Aims: pupils will be able to read for specific information; report orders, instructions, advice and warnings; use phrasal verb / noun pairs (*break through, breakthrough, etc.*); use *have (something) done / get (something) done*; use preposition + noun phrases; write business emails

Key language: *attempt, break down / breakdown, break through / breakthrough, currently, distribute, graphic, humanitarian, lack, market share, market value, marketing, returns, run, sector, upmarket*

Language structures: reported speech with *tell, advise, warn someone (not) to do something / warn or advise someone against doing something*; phrasal verb / noun pairs; causative *have / get*; preposition + noun phrases

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Business start-ups
 - The steps of starting a business
 - Business correspondence
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Elicit a few ideas about the problems of starting a business.
- 3 In pairs or small groups, the pupils discuss their answers to the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the article. Then complete the tasks on page 79. 25 mins

Give the pupils time to read the text in detail.

Part 1 Find words highlighted in the text that have these meanings.

- 1 The pupils read number 1. Help them to find a suitable word in the text (*distribute*).
- 2 The pupils find the rest of the words.
- 3 Check the answers orally.

Answers: 1 *distribute*, 2 *attempt*, 3 *graphic*, 4 *sector*, 5 *currently*, 6 *breakthrough*, 7 *returns*, 8 *lack*, 9 *humanitarian*, 10 *running*

Part 2 Use the words in Part 1 to complete the sentences below.

- 1 The pupils read the first sentence. Help them to choose the correct word in Part 1 to complete it (*breakthrough*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *breakthrough*, 2 *distribute*, 3 *lack*, 4 *humanitarian*, 5 *sector*, 6 *Graphic*, 7 *currently*, 8 *returns*, 9 *running*, 10 *attempt*

Part 3 Answer the questions.

- 1 The pupils read the first question.
- 2 Help the pupils to answer it (*experts inside and outside the country*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *experts inside and outside the country*, 2 *lack of 3G networks*, 3 *He taught himself*, 4 *He managed to get a small amount of financial support*, 5 *He wants to do something positive for his country and he wants to get a good return on the investment*, 6 *He wants to learn more and he wants to advise others*.

ACTIVITY 3 Work in pairs or small groups. Put the steps in starting a business into the correct order. 5 mins

- 1 Choose pupils to read the steps of starting a business.
- 2 Help the pupils to choose a suitable first step (*Have an idea*).
- 3 In pairs or small groups, the pupils work out a suitable order of the steps.
- 4 Choose pupils to tell the class about the order they decided on; encourage class discussion about different possible orders.

Answers: (Example answer) 1 *Have an idea* 2 *Take advice* 3 *Do your research* 4 *Get financial support* 5 *Develop your product* 6 *Market the product* 7 *Look to the future*

Period 2

ACTIVITY 1 Add the explanations below to the table under the right heading. 10 mins

- 1 The pupils read the first explanation.
- 2 Help the pupils to match it to one of the steps (7).
- 3 The pupils match the rest of the explanations.
- 4 Check the answers orally.

Answers: 1 *Think of something people would find really helpful ...* 2 *There's lots of help out there ...* 3 *Would people really welcome what you're offering? ...* 4 *Make the idea a reality. If it's a physical product ...* 5 *You'll probably need some money to get started ...* 6 *There's no point in having a great product if ...* 7 *You can't stand still in business ...*

ACTIVITY 2 Read the article. Then complete the tasks on page 81. 25 mins

Give the pupils time to read the article in detail.

Part 1 Answer the questions. Which person ...

- 1 The pupils read the first question. Help them to answer it (Anita).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 Anita, 2 Hashem, 3 Pete, 4 Pete, 5 Anita

Part 2 What advice do all three people give? (It is one of the seven steps in the table.)

- 1 The pupils read the question.
- 2 The pupils look back at the table on page 80 and find the advice that all three people give.
- 3 Check the answer orally.

Answer: Take advice

Part 3 Look at the different uses of the word *market* and complete the definitions.

- 1 The pupils read the *market* words.
- 2 The pupils read number 1. Help them answer it (*market research*).
- 3 The pupils complete the rest of the definitions.

Answers: 1 *market research*, 2 *Marketing*, 3 *financial markets*, 4 *market share*, 5 *market value*, 6 *upmarket*

ACTIVITY 3 Discuss the questions in pairs or small groups. 5 mins

- 1 Read the questions to the pupils.
- 2 Choose a pair of pupils to read the speech bubbles.

- 2 Elicit some ideas from the pupils about successful business people.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples. Then complete the grammar rules. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them complete it (*tell / advise, warn*).
- 3 The pupils complete the rest of the grammar rules.
- 4 Check the answers orally.

Answers: 1 *tell / advise, warn* 2 *infinitive with to* 3 *between* 4 *past* 5 *-ing*

ACTIVITY 2 Report the pieces of advice in two different ways. 10 mins

- 1 The pupils read number 1.
- 2 Help them report it in two ways, using the two sentence beginnings (*see Answers below*).
- 3 The pupils report the rest of the advice.
- 4 Check the answers orally (answers may vary).

Answers: (Answers may vary) 1 *A financial expert told him not to invest money in that company. A financial expert warned him against investing money in that company.* 2 *My father advised me to spend more money on developing my new products. My father told me that it would be better to spend more money on developing my new products.* 3 *The article warned that investments could go up and down. The article told readers to remember that investments could go up and down.* 4 *Everyone advised me to do a lot of market research before setting up a company. Everyone told me that I should do a lot of market research before setting up a company.* 5 *My friend warned me against spending money on things that I couldn't really afford. My friend advised me not to spend money on things that I couldn't really afford.* 6 *His advisor warned him not to give up control just to get financial support. His advisor told him that giving up control just to get financial support was a bad idea..*

ACTIVITY 3 Look at the examples. Then answer the question. 10 mins

- 1 The pupils read the example sentences.
- 2 Read the question and help the pupils answer it.

Answer: Both express the idea of getting through a barrier.

Look!

Note that, as phrasal verbs, the second part of the verb is sometimes (but not always) emphasised:

*The prisoners broke **through** the fence ...*

However, as nouns, the first part is emphasised:

*His big **break**through came when ...*

ACTIVITY 4 Match the phrasal verbs with their meanings.

Then join them into one-word nouns and use them to

complete the sentences below. 10 mins

- 1 The pupils read the phrasal verbs and the meanings.
- 2 Read the first phrasal verb and help the pupils to find the meaning (*get control*).
- 3 The pupils match the rest of the phrasal verbs with their meanings.
- 4 Check the answers orally.
- 5 The pupils read the example sentence number 1. Show how the two parts of the phrasal verb (*cut back*) have been combined to make a noun (*cutback*).
- 6 The pupils complete the rest of the sentences.
- 7 Check the answers orally.
- 8 Make sure the pupils emphasise the first part of the nouns (*takeover*, *cutback*, etc.).

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

1 cutback 2 handover 3 breakdown 4 take-off 5 standby
6 takeover

Period 4**ACTIVITY 1 Look at the examples. Then complete the**

grammar rules. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them complete it (*have, get, participle*).
- 3 The pupils complete the second grammar rule.
- 4 Check the answers orally.

Answers: 1 *have, get, participle* 2 *for*

ACTIVITY 2 Make sentences using *have/get* + the object in brackets + the past participle of a verb in the box. 15 mins

- 1 The pupils read the verbs in the box. Elicit the past participles (*signed, serviced*, etc.).
- 2 The pupils read the example sentences.
- 3 The pupils make the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *He needs to have his watch repaired because it's stopped working.* 2 *They had to have the kitchen redecorated because of water damage.* 3 *You should have your hair cut before you go for the interview.* 4 *I must have these letters signed by the manager before he leaves.* 5 *I'm going to have this application checked before I send it in case there are any mistakes.*

ACTIVITY 3 Look at the examples. Then match the phrases

1–4 with their meanings. 5 mins

- 1 Read the example sentences to the pupils.
- 2 Read the first preposition + noun phrase and help the pupils to find the meaning (*working in the business field*).
- 3 The pupils match the rest of the preposition + noun phrases with their meanings.
- 4 Check the answers orally.

Answers: 1 d 2 a 3 b 4 c

ACTIVITY 4 Replace the underlined parts of the sentences with a phrase made from *in* or *on* + a word in the box.

10 mins

- 1 The pupils read the words in the box.
- 2 The pupils read number 1. Help them to find the right word from the box to replace the first underlined part. Ask them if *in* or *on* goes with the word (*on receipt*).
- 3 The pupils replace the rest of the underlined parts in the sentences.
- 4 Check the answers orally.

Answers: 1 *on receipt, in advance* 2 *in debt* 3 *in danger*
4 *on sale* 5 *in writing*

Period 5**ACTIVITY 1 Look at the letters on page 132. Then answer the questions below. 10 mins**

- 1 Show the pupils the example letters on page 132. Point out that it is more common to use email for this type of correspondence now, but that initial contact between businesses is still often made by letter.
- 2 The pupils read the letters and answer the questions.
- 3 Check the answers orally.

Answers: 1 *He's the Purchasing Manager at Kino Machine Tools.* 2 *He's the General Manager at Bestelec Ltd* 3 *electronic switches* 4 *if there's a guarantee and how long, if delivery is possible within four weeks* 5 *details of payment methods and the possibility of a reduced price for a large order*

ACTIVITY 2 Read the reply to Mr Andretti below. Then listen to the conversation between the Production Manager and Mr Allen, the General Manager, and complete the letter. Use information from the conversation and from the third letter on page 132.

15 mins 

- 1 The pupils read the letter, with blanks.
- 2 The pupils fill in as much information as they can from the third letter on page 132.
- 3 Play recording 7. The pupils complete the rest of the letter.

ACTIVITY 3 Listen again to check your answers. 5 mins 

- 1 Play recording 7 again. The pupils check their answers.
- 2 Check the answers orally.

Answers: 1 ES/001 2 electronic switches 3 me to 4 four weeks 5 10% reduction 6 \$12.50 7 a hundred 8 two-year 9 replacement 10 bank transfer 11 cheque

CD 1 Track 7

A: I got the letter from Carlo Andretti that you forwarded. I've checked with the production team and they're fine with it, as long as the order isn't too large.

B: That's good. Can you send a reply then?

A: Yes, of course. I know the normal unit price is \$12.50, but what about the reduction he asked about?

B: Well we don't know how many they want, so you'd better ask about that. I think we'll be able to offer a 10 per cent reduction if the order is for a hundred or more.

A: OK, fine. And I guess it will be the normal guarantee period?

B: That's right, if there's a problem within two years, we can offer a full replacement.

A: Most of our customers pay by bank transfer. Is there any other payment method they could use?

B: Well, they can send a cheque if they prefer.

A: Fine, I'll tell him all that.

ACTIVITY 4 Write a short email from Mr Andretti in reply to Fay Sutherland's letter. 10 mins

- 1 The pupils read the points to include in the email.
- 2 Pupils write the email to Mr Andretti. Circulate around the class, helping as necessary.

Period 6

ACTIVITY 1 Look back at Period 5. Remind yourself what has happened by answering the questions. 10 mins

- 1 The pupils read number 1. Help the pupils to remember the answer (*Mr Andretti*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 Mr Andretti 2 a list of products with prices 3 Ralph Allen 4 electronic switches 5 Mr Andretti

ACTIVITY 2 Read the email. Then discuss the questions in pairs. 10 mins

- 1 Give the pupils time to read the email in detail.
- 2 The pupils discuss the questions in pairs.
- 3 Check the answers orally.

Answers: 1 They sent the switches, but Kino Machine Tools haven't paid. 2 Perhaps the package has gone missing, or Kino have paid the wrong account.

ACTIVITY 3 Look at the sentences from Fay's letter to Kino Machine Tools. Four of the sentences are not suitable because they are either too direct, too informal or don't give enough information. Find these sentences and discuss what is wrong with them.

10 mins

- 1 Choose pupils to read a sentence each from the letter.
- 2 In pairs, the pupils look for the four sentences which should not be there.
- 3 Check the answers orally.

Answers: This message is about your order. (not enough information) / Why haven't you sent us what you owe? (too direct) / You haven't sent the money yet though. (too personal) / Please let me know what's going on at your end. (too informal)

ACTIVITY 4 Write the correct sentences from Activity 3, in the right order, into Ms Sutherland's letter.

- 1 The pupils write the sentences in the correct order to make a letter.
- 2 Choose a pupil to read the letter to the class.

Sample answer: *I'm writing with reference to your recent order for 120 154/056 switches. These were sent on 7th October, together with a request for payment within 2 weeks. We notice, however, that we have still not received the payment. To remind you, the full amount was \$1,350, including the 10% reduction. If there is a problem, could you contact me as soon as possible, please?*

ACTIVITY 5 Write the sentences of Carlo Andretti's email in the correct order. 10 mins

- 1 Choose pupils to read a sentence from the email.
- 2 The pupils write the sentences in the correct order to make an email.
- 3 Choose a pupil to read the email to the class.

Answers: *Thanks for your message. I'm very sorry that you haven't received payment yet. I've made some enquiries and have found the explanation. It seems there was a misunderstanding with the bank. We asked them to transfer the money over two weeks ago. We thought that they had done this, but they say they were waiting for the request to be confirmed. I've now done this and the full amount should be in your account within 3–4 days.*

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Only a game?

Aims: pupils will be able to read for gist and specific information; use *wish* and *regret* about events in the past; use prefixes *over-* and *under-*; use *should have* and *shouldn't* to criticise events in the past; write an email about an event and a reply to an email; write a report of an event

Key language: *amateur, astonishing, combination, criteria, drop, get on, infuriated, judge, objective, promising, reserve, rule out, terror, tragedy, trial*

Language structures: *wish* + past perfect; prefixes *over-* and *under-*; *should / shouldn't have* + past participle

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Football, footballers and football salaries
 - Olympic sports
 - Reporting sports events
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Look at the pictures. Then answer the questions. 5 mins

- 1 Show the pictures to the pupils; elicit the names of the players.
- 2 Choose pupils to read one question each; elicit the answers from the pupils.

Answers: 1 (clockwise from left) Cristiano Ronaldo, Lionel (Leo) Messi, Gareth Bale 2 Real Madrid, Barcelona, Real Madrid 3 Pupils' own opinions 4 Pupils' own answers

Look!

The following figures for earnings are correct as of 2014.

Total earnings (including sponsorship deals):

- 1 Cristiano Ronaldo, Real Madrid, Portugal: \$73 million
- 2 Lionel Messi, Barcelona, Argentina: \$65 million
- 3 Gareth Bale, Real Madrid, Wales: \$24 million

ACTIVITY 2 Discuss the question in pairs or small groups.

25 mins

- 1 The pupils read the question.
- 2 Elicit a few ideas about sports personalities and their salaries.
- 3 In pairs or small groups, the pupils discuss the issue.
- 4 Choose pupils to say what they discussed.

ACTIVITY 3 Read the article. Then complete the tasks on page 89. 25 mins

Give the pupils time to read the article in detail.

Part 1 Find words or phrases in the text that have these meanings.

- 1 The pupils read number 1. Help them to find the right part of the text (in this case, paragraph 1) and to find a suitable word or phrase in that part (*astonishing*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *astonishing*, 2 *infuriated*, 3 *tragedies*, 4 *amateur*, 5 *promising*, 6 *trial*, 7 *terror*, 8 *get on well*, 9 *reserve*

Part 2 Use the words and phrases in Part 1 to complete the sentences below.

- 1 The pupils read number 1. Help them to complete it with a suitable word or phrase from Part 1 (*promising*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *promising*, 2 *terror*, 3 *astonishing*, 4 *get on*, 5 *trial*, 6 *tragedy*, 7 *amateur*, 8 *reserve*, 9 *infuriated*

Part 3 Answer the questions.

- 1 Read number 1 and elicit the answer (*Welsh*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 Welsh, 2 They suffer injuries., 3 He thought it was a joke., 4 a mixture of excitement and terror, 5 A, 6 B

Period 2

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 Show the pictures to the pupils; make sure they can identify the sports.
- 2 Read the question and elicit some ideas from the pupils.
- 3 In pairs or small groups, the pupils discuss the question.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text quickly to find the answers to the question in Activity 1. 5 mins

- 1 Give the pupils a time limit to read the text. Make sure that it isn't enough time to read it intensively.
- 2 Stop the pupils and ask which sports are included in the Olympic Games.

Answers: speed walking, golf, rugby, synchronised swimming

ACTIVITY 3 Replace the underlined parts of the sentences with words from the text. (The sentences are in the same order as the words in the text.) 5 mins

- 1 The pupils read number 1. Help them to find a suitable word or phrase in the text (*criteria*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 criteria 2 dropped 3 combination 4 judging
5 objective 6 rule out

ACTIVITY 4 Read the text again and choose the best title for each paragraph. (There is one title that you don't need.) 5 mins

- 1 Choose a pupil to read the paragraph titles to the pupils.
- 2 The pupils read the text again.
- 3 Help the pupils identify the paragraph that goes with title A (3).
- 4 The pupils match the rest of the titles with the paragraphs.

Answers: A 3 B 1 C – D 4 E 2

ACTIVITY 5 Decide if the statements are TRUE or FALSE according to the text. 10 mins

- 1 The pupils read the first sentence. Ask *Is it True or False?*
- 2 Help the pupils to work out the answer (*TRUE*).

- 4 The pupils circle the correct description of the other sentences.
- 5 Check the answers orally.

Answers: 1 TRUE 2 FALSE 3 TRUE 4 TRUE

ACTIVITY 6 What do the pronouns highlighted in the text refer to? 5 mins

- 1 Show the first pronoun to the pupils and help them to find it in the text (line 4).
- 2 Ask *What does 'they' refer to? (sports).*
- 3 The pupils work out what the rest of the pronouns refer to.
- 4 Check the answers orally.

Answers: 1 sports 2 baseball 3 squash 4 speed walking

ACTIVITY 7 Discuss the questions in pairs or small groups. 5 mins

- 1 The pupils read the questions.
- 2 Elicit some ideas from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples. Then complete the grammar rules. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule. Help them complete it (*past perfect*).
- 3 The pupils complete the rest of the rules.
- 4 Check the answers orally.

Answers: 1 past perfect 2 -ing form 3 before

ACTIVITY 2 Match what the people say 1–6 with the responses a–f. 5 mins

- 1 The pupils read number 1. Help them to match it with a response (*Maybe, but you regret doing it now, don't you?*).
- 2 The pupils match the rest of the sentences.
- 3 Check the answers orally.

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

ACTIVITY 3 Look at the situations below. Then write a sentence for each, using *wish* or *regret*. 10 mins

- 1 The pupils read the example.
- 2 The pupils read number 1. Help them write a sentence (*see Answers below*).
- 3 The pupils write the rest of the sentences.

4 Check the answers orally.

Answers: 1 He wishes he had listened to his father's advice. 2 I regret eating so much food before going to bed. 3 I wish I hadn't been so lazy when I was younger. 4 They regret not buying a new defender last season. 5 She wishes she hadn't bought a lot of expensive clothes.

ACTIVITY 4 Look at the examples. Then answer the questions. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer the question (*too much*).
- 3 Repeat with number 2.

Answers: 1 B 2 C

ACTIVITY 5 Complete the sentences using the words in the box to make other words beginning with *over*. 5 mins

- 1 The pupils read the words in the box. Elicit the words using the prefix *over-* (*overcharge, overwork, etc.*).
- 2 The pupils read number 1. Help them to complete it (*overcharge*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *overcharge* 2 *overconfident* 3 *overrated*
4 *overcook* 5 *overwork*

ACTIVITY 6 Now write new sentences with the same words, but this time using *under* to give the opposite meanings. 10 mins

- 1 The pupils read the example.
- 2 Help the pupils to write a sentence using *under-confident* (see *Example answers*).
- 3 The pupils write sentences for each of the adjectives in Activity 5, using *under-* instead of *over-*.
- 4 Check the answers orally and write the best examples on the board.

Answers: (*Example answers*) 1 Shopkeepers don't often undercharge you. 2 Don't be under-confident. You are capable of more than you realise. 3 I like this film, but it's generally underrated. 4 If you undercook the meat, it could be dangerous. 5 People who are underworked often get bored.

Period 4

ACTIVITY 1 Look at the example. Then complete the grammar rule. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the grammar rule. Help them to complete it.

Answers: *have, past participle*

ACTIVITY 2 Complete the sentences using *should* / *shouldn't have* + the past participle of the verbs in brackets. 15 mins

- 1 The pupils read number 1. Help them to complete the sentence (*should have reminded*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *should have reminded* 2 *shouldn't have stayed*
3 *should have asked* 4 *shouldn't have shouted* 5 *shouldn't have come* 6 *should have left*

ACTIVITY 3 Read about Mark's football career. Then write sentences about what he should or shouldn't have done. Read aloud some of your sentences. 15 mins

- 1 Give the pupils time to read the text. Read the example sentence to the pupils.
- 2 Help the pupils to make similar sentences with *should have* or *shouldn't have* about Mark.
- 3 Give the pupils time to write a few sentences.
- 4 Choose pupils to read their sentences to the class. Make sure the pupils use the correct pronunciation of *should* / *shouldn't have*.

Answers: (*Example answers*) He shouldn't have chosen football. He shouldn't have been (so) greedy. He should have listened to people's advice. He shouldn't have spent so much time playing sport. He should have studied (more/harder). He shouldn't have left school (so) early. He should have gone to university. He shouldn't have left the small team in his home town. He should have stayed with the small team in his home town. He shouldn't have joined the bigger club in the city. He shouldn't have been (so) overconfident. He should have tried harder to get on with the manager and the other players. He shouldn't have jumped to reach the high ball.

ACTIVITY 4 Discuss the questions in pairs or small groups. 5 mins

- 1 The pupils read the questions.
- 2 Choose a pair of pupils to read the speech bubbles.
- 3 Elicit ideas from the pupils about good and bad decisions they have made.

- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Period 5

ACTIVITY 1 Match the words and phrases about football with their meanings. 10 mins

- 1 Choose pupils to read the words in the left column and the right column to the class.
- 2 The pupils read number 1. Help them to find a word or phrase that means the same in the right column (*person who controls the game*).
- 3 The pupils match the rest of the words and phrases with their meanings.
- 4 Check the answers orally. Note that this vocabulary is somewhat specialised; although some pupils will be pleased to have it, others will not find it interesting. However, understanding the newspaper report in Activity 3 would be difficult without it.

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

ACTIVITY 2 Listen to the conversation. Then answer the questions. 10 mins

- 1 Tell the pupils that they are going to listen to a conversation about a football match.
- 2 The pupils read the questions.
- 3 Play recording 8. The pupils listen and answer the questions.
- 4 Play recording 8 again. The pupils check their answers.
- 5 Check the answers orally.

Answers: 1 City and United 2 1–1

CD 1 Track 8

M: Anyway, what was the match like? What happened?

F: It was OK, but not much to get excited about. City scored early in the match, and they seemed to be quite happy to defend after that – they hardly managed a single attack. The biggest talking point was a couple of decisions by the referee.

M: Why, what did he do?

F: Well, first there was a terrible challenge by Morgan, the City captain, on the United striker, Paul Mumford. At first I thought he'd broken his leg, but he was OK after treatment. The referee gave a free kick, but I think he should definitely have sent Morgan off.

M: And what was the other mistake?

F: Well, early in the second half, he did send someone off. It was Chinon, you know, the Frenchman who plays for United.

M: Yes, I know – he's a great player.

F: Yes. Anyway, I didn't think the challenge was anywhere near as bad as Morgan's, but the referee showed him the red card. We all thought that was the end for United, but actually they started to play better, even with ten men. They finally got an equaliser near the end, and actually could have won. They missed an easy goal in the last ten minutes.

M: Oh no. Who was it?

F: That Spanish striker Romero.

M: I could have guessed. He's useless. I really don't know why they bought him.

ACTIVITY 3 Read a newspaper report of the same match. Then listen to the conversation again. Find one opinion that is different from the woman's. 10 mins

- 1 Give the pupils time to read the newspaper report in detail.
- 2 Play recording 00 again. The pupils listen for a difference between the newspaper report and what the woman says.
- 3 Help the pupils to express the difference.

Answers: 1 The newspaper report says it was exciting, but the woman said it was 'not much to get excited about'.

ACTIVITY 4 Match the paragraphs of the report with the headings A–E. (There is one heading that you don't need.) 10 mins

- 1 Choose a pupil to read the headings to the class.
- 2 Help the pupils to match heading A to a paragraph (*paragraph 4*).
- 3 The pupils match the rest of the headings with the paragraphs.
- 4 Check the answers orally.

Answers: A 4 B 1 C – D 2 E 3

Period 6

ACTIVITY 1 Complete the email from a friend, using the structure and joining words in the box. 10 mins

- 1 The pupils read the words in the box.
- 2 Read the first line of the email; help the pupils to complete it (*or*).
- 3 The pupils complete the rest of the email.
- 4 Check the answers orally.

Answers: 1 or 2 First 3 but 4 Every 5 even 6 which 7 because 8 Anyway

ACTIVITY 2 Write a reply to Fawzi's email. Say what you think about his news, and tell him some good and bad news of your own. 10 mins

- 1 Tell the pupils that they are going to reply to Fawzi's email.
- 2 Show the pupils the layout on the email screen. Elicit ideas from the pupils about what they can say in their email.
- 3 The pupils write their letter. As the pupils write, circulate around the class and help the pupils if necessary.
- 4 Arrange a gallery: put all the replies on the wall, and give the pupils time to circulate and read them.

ACTIVITY 3 Work in pairs. Tell your partner about a sporting event you have seen (live or on TV). If you don't watch sport, choose a different kind of event, like a concert. 10 mins

- 1 The pupils read the situation and the cues.
- 2 Elicit ideas from the pupils of events they could talk about.
- 3 In pairs, the pupils tell each other about events they've seen.
- 4 Choose pupils to talk about what their partner said.

ACTIVITY 4 Write a report of an event for a school magazine (it doesn't have to be a football match or even a real event). Use these questions to help you plan your report. 10 mins

- 1 Go through the suggested paragraphs.
- 2 Ask the pupils the questions and elicit ideas from them of what they can include in their report.
- 3 The pupils write their report.

Sample answer:

The match between our school football team and the team from Hill Road School was one of the most exciting matches I've ever seen. Both teams played very well, and I was particularly impressed by the Hill Road team's determination and energy.

Right from the kick-off, this match was played at full-speed. Hill Road scored their first goal in the first fifteen minutes, but our team also managed to score a goal before half-time. After half-time the game was just as fast, and our team scored two goals very quickly. The Hill Road team did everything they could to take the lead again, but they only managed to score one more goal. Unfortunately, there was a rather unpleasant incident when a Hill Road defender fouled one of our strikers. In my opinion, the Hill Road defender should have been sent off, because his foul could have led to a serious injury. The referee gave us a penalty kick, which our left winger took brilliantly; that was our third goal.

The final score was 3 – 2, and I think our victory was well-deserved. The Hill Road team congratulated us and I was impressed by that. On a less positive note, I think the Hill Road defender should have apologised for his dangerous tackle, but instead he started arguing with the referee about the penalty. This was not a good example of how to play team sports.

Apart from that incident, it was a great match which our team will remember for a long time. It's unfortunate that the actions of one player will cloud those memories.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Progress test 2 (Units 7–9)

Period 1

Reading

ACTIVITY 1 Read the text about leadership. Five sentences are missing from the text. Show which gap they should go in by writing the correct letters (A–E).

Answers: 1 E 2 B 3 C 4 A 5 D

1 mark for each correct answer (Academic)

Total = 5

2 marks for each correct answer (Vocational)

Total = 10

ACTIVITY 2 Decide whether the statements are TRUE or FALSE.

Answers: 1 TRUE 2 FALSE 3 TRUE 4 FALSE 5 TRUE

1 mark for each correct answer

Total = 5

Total = 15 (Academic)

20 (Vocational)

ACTIVITY 3 What do these words, highlighted in the text, refer to?

Answers: 1 success 2 the group 3 (new) goals 4 great leaders
5 team members

1 mark for each correct answer

Total = 5

Period 2

Vocabulary/Language study

ACTIVITY 1 Match the words in the box with their meanings. Then use the words to complete the sentences.

Answers: at the moment – currently, very angry – infuriated, not professional – amateur, send to different places – distribute, be more important than – outweigh
1 amateur 2 outweigh 3 distribute 4 infuriated 5 currently

½ mark for each correct sentence

Total = 5

ACTIVITY 2 Complete the sentences with a word or phrase in the box.

Answers: 1 upmarket 2 marketing 3 market research

½ mark for each correct answer

Total = 1.5

ACTIVITY 3 Complete the sentences with a phrase made from *in* or *on* + a word in the box.

Answers: 1 in advance 2 on business 3 in time 4 in debt 5 in writing 6 on time

½ mark for each correct answer

Total = 3

ACTIVITY 4 Match words 1–6 with a–f in the box to make noun phrases. Then use the phrases to replace the words in brackets.

Answers: 1 a/f 2 b/d 3 a/f 4 e 5 c 6 b/d
1 take-off 2 breakdown 3 cutback 4 takeover
5 breakthrough 6 standby

½ mark for each correct sentence

Total = 3

ACTIVITY 5 Rewrite the sentences including the word in brackets.

Answers: 1 He warned me not to go there alone. 2 He advised her to get a new computer. 3 He warned me against waiting too long (before deciding). 4 My father advised me not to accept the first offer (I got).

½ mark for each correct answer

Total = 2

ACTIVITY 6 Add question tags to the sentences.

Answers: 1 was it 2 isn't she 3 have we 4 didn't you 5 don't they

½ mark for each correct answer

Total = 2.5

ACTIVITY 7 Change the direct questions into reported / indirect questions.

Answers: 1 He asked me what I wanted. 2 The teacher asked him where he was going. 3 I asked if / whether the children had finished watching TV. 4 The assistant asked her which one she preferred. 5 She asked him if / whether someone had told him the answer.

½ mark for each correct tense plus ½ mark for no inversion or question mark = 1 mark

Total = 5

ACTIVITY 8 Rewrite the sentences in two ways, beginning with the words given.

Answers: 1 I should have followed my parents' advice. / I wish I had followed my parents' advice. 2 He regrets accepting the offer of a low-paid job. / He wishes he hadn't accepted the offer of a low-paid job. 3 She regrets not buying it (when she had the chance). / She should have bought it (when she had the chance).

½ mark for each correct answer

Total = 3

Total = 25 (12.5 vocab + 12.5 structure)

Period 3

Writing

ACTIVITY 1 Read the letter and write a reply. In your reply:

Total = 5

5 marks = Clear and fairly accurate, with good sentence structure, punctuation and spelling

4 marks = A number of errors but still clear, with good control

3 marks = May be rather unclear and/or inaccurate in places, but the basic information can be understood

2 marks = Not enough control of language to communicate the information

1 mark = Very inaccurate and unclear

Total test marks = 45 (Academic stream)

= 50 (Vocational stream)

Who am I?

Aims: pupils will be able to compare text types and choose a text summary; use *a* and *the*, *much* / *many* and singular / plural verbs with countable and uncountable nouns; understand when to use *a* / *an* and when to use *the*; plan and write a summary

Key language: *appeal, at all costs, bring up, commerce, conform, consumption, identity, image, implications, loyalty, manufacturing, peers, perceptions, psychology, selfish, strategy*

Language structures: definite article, indefinite article and zero article with countable and uncountable nouns; singular and plural verbs with countable and uncountable nouns; *much* and *many* with countable and uncountable nouns

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Ideas of personal identity
 - Marketing and product identity
 - Revising for exams
 - Writing summaries
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Elicit ideas from the pupils about their identity and where it comes from.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the three texts quickly. Then answer the questions. 10 mins

- 1 The pupils read the questions.

- 2 Give the pupils a time limit to read the two texts. Make sure that it isn't enough time to read them intensively.
- 3 Stop the pupils and ask the questions to the group.

Answers: 1 B 2 C 3 A

ACTIVITY 3 Read the texts again. Then complete the tasks on page 103. 20 mins

Give the pupils time to read the texts in detail.

Part 1 Replace the underlined parts of the sentences with words or phrases from the text.

- 1 The pupils read number 1. Help them to find the word or phrase in the appropriate text (in this case, Text A) (*identity*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *identity*, 2 *consumption*, 3 *conform*, 4 *peers*, 5 *implications*, 6 *psychology*, 7 *selfish*, 8 *brought up*, 9 *consensus*

Part 2 Complete the tables with words from the texts. Then use six of them to complete the sentences below.

- 1 Show the columns of verbs and nouns, and adjectives and nouns, to the pupils.
- 2 Say the first word (*combine*) and elicit the noun (*combination*).
- 3 The pupils complete the tables with the rest of the words. If necessary, they can look for suitable words in the texts.
- 4 Check the answers orally.

Answers: *left table: combination, consumption, define, argument, affect; right table: selfishness, confident, honest, personal, nation*

- 5 The pupils read number 1. Help them choose the correct word from the table to complete the sentence (*combination*).
- 6 The pupils complete the rest of the sentences.
- 7 Check the answers orally.

Answers: 1 *combination*, 2 *honest*, 3 *personal*, 4 *affect*, 5 *define*, 6 *consumption*

Part 3 Decide whether the statements are TRUE or FALSE. Write the phrase or sentence from the text that helped you decide.

- 1 The pupils read the first sentence. Ask *Is it True or False?*
- 2 Help the pupils to work out the answer (*FALSE*).
- 3 Ask *How do you know that?* Help the pupils to say what part of the text gave them the answer (*It says 'What Professor Gordon is mainly concerned with is the way social and economic changes have affected personal identity'*).

- 4 The pupils circle the correct description of the other sentences and identify what part of the text gave them the answer.
- 5 Check the answers orally.

Answers: 1 FALSE (What Professor Gordon is mainly concerned with is the way social and economic changes affect personal identity.), 2 TRUE (The growth of social media, however, has led to the greatest change.), 3 FALSE (This is such a common worry among young people ...), 4 FALSE (It's a vital question that has implications for many different fields ...), 5 FALSE (... just because you're born a certain way doesn't mean you can't change.)

Period 2

ACTIVITY 1 Read the quotations. Then discuss the questions in pairs or small groups. 5 mins

- 1 The pupils read the quotations. Elicit reactions to the quotations from the pupils.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the article about brands. Then complete the tasks on page 105. 30 mins

Give the pupils enough time to read the article in detail.

Part 1 Choose the correct meaning for these words from the text. Circle A or B.

- 1 Read the first word (*commerce*) and help the pupils to find it in the text.
- 2 Help the pupils to choose the correct meaning (*buying and selling*).
- 3 The pupils match the rest of the words with their meanings.
- 4 Check the answers orally.

Answers: 1 B, 2 B, 3 A, 4 B, 5 A, 6 B, 7 A, 8 A

Part 2 Use the words in Part 1 to complete the sentences below.

- 1 The pupils read the first sentence. Help them to choose the correct word in Part 1 to complete it (*loyalty*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 loyalty, 2 appeal, 3 commerce, 4 strategies, 5 at all costs, 6 perceptions, 7 images, 8 manufacturing

Part 3 Read the summaries of the text. Then decide which one is best.

- 1 Choose pupils to read one of the summaries each to the class.
- 2 Help the pupils to decide which one is best (B).

Answers: B

Part 4 Look again at the two summaries you didn't choose. Then say what is wrong with them.

- 1 The pupils read the three possible problems (*It contains false information, etc.*).
- 2 The pupils look at the other summaries and identify what is wrong with them.
- 3 Check the answers orally.

Answers: A: It doesn't cover the whole text., C: It contains false information and it has information that isn't in the text

ACTIVITY 3 Look at the pictures. Then discuss the questions in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils and help them to identify the brands (Coca-Cola, Nike, Nokia).
- 2 The pupils read the questions.
- 3 Elicit ideas about brands and brand loyalty.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples in the table. Then answer the questions. 5 mins

- 1 Show the table to the pupils.
- 2 The pupils read number 1. Help them to answer the question (*concrete nouns*).
- 3 Repeat with the second question.
- 4 Check the answers orally.

Answers: 1 concrete nouns 2 abstract nouns

ACTIVITY 2 Complete the table in Activity 1 with the words in the box. 5 mins

- 1 The pupils read the words in the box.
- 2 Read the first word (success) again. Ask *Is it concrete or abstract?* (*abstract*).
- 3 The pupils write the word in the correct category.
- 4 The pupils write the rest of the words in the correct categories.
- 5 Check the answers orally.

Answers: concrete nouns: people, politician, library, newspaper, books; abstract nouns: success, confidence, politics, government, media, identity, commerce,

ACTIVITY 3 Look at the examples. Then circle the correct words to complete the grammar rules. 10 mins

- 1 The pupils read the examples.
- 2 The pupils read the first grammar rule. Help them choose the correct word (*Countable*).
- 3 The pupils circle the correct words in the rest of the rules.
- 4 Check the answers orally.

Answers: 1 *Countable* 2 *only used* 3 *singular* 4 *many*
5 *uncountable* 6 *both a countable and an uncountable*

ACTIVITY 4 Complete the sentences with a word from the pairs in the box. (Make the word plural if necessary.)

10 mins

- 1 The pupils read the pairs of words in the box.
- 2 The pupils read the first sentence. Help them to choose the correct word to complete it (*luggage*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *luggage* 2 *hotel* 3 *furniture* 4 *accommodation*
5 *cases* 6 *work* 7 *chair* 8 *jobs*

ACTIVITY 5 Use the words to complete the pairs of sentences: once with a countable / plural meaning and once with an uncountable meaning. 10 mins

- 1 Explain that *time, tea / coffee, chicken*, etc. can have countable or uncountable meanings.
- 2 Help the pupils use the correct meanings in the first pair of sentences (*times, Time*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *a times b Time* 2 *a tea, coffee b teas, coffees*
3 *a chicken b chickens* 4 *a Chocolate b chocolates*
5 *a experience b experiences*

Period 4

ACTIVITY 1 Look at the examples. Then complete the grammar rules on page 108 with the numbers of all the examples that show each rule. 10 mins

- 1 The pupils read the examples.
- 2 The pupils read the first grammar rule. Help the pupils identify the example sentences that show the rule (*A2, B2*).
- 3 The pupils identify sentences for the other grammar rules.
- 4 Check the answers orally.

Answers: 1 *A2, B2* 2 *A2, C1, D1* 3 *B2* 4 *A1, B1* 5 *C2, D2* 6 *E1*

ACTIVITY 2 Complete the text with *a / an, the* or – (= no article). 10 mins

- 1 The pupils read the first sentence.
- 2 Help the pupils decide what goes on the answer line (*a*).
- 3 The pupils complete the rest of the text.
- 4 Check the answers orally.

Answers: 1 *a* 2 *a* 3 – 4 – 5 – 6 – 7 *an* 8 *a* 9 – 10 *The*
11 *the* 12 *a* 13 *the* 14 *the* 15 *the* 16 *the*

ACTIVITY 3 Look at the examples. Then add a tick or a cross to the boxes to show whether the categories need *the* or no article. 10 mins

- 1 The pupils read the examples.
- 2 Ask *Do mountains need 'the'?* (*No*). The pupils put a cross in the box.
- 3 Repeat with the other categories.

Answers: *Mountains X, Deserts ✓, Lakes X, Rivers ✓, Months X, Continents and most countries X, Towns and cities X, Seas and oceans ✓, Newspapers ✓, Countries with ... of ... ✓, Areas and regions X, Religious or other festivals X*

ACTIVITY 4 Complete the quiz with *the* where necessary. Then work in pairs or small groups to answer the questions. (Use the English names and be careful with the articles.) 10 mins

- 1 The pupils read number 2. Help the pupils to complete it (*The, –*).
- 2 The pupils complete the rest of the questions in the quiz.
- 3 Check the answers orally.

Answers: 2 *The, –* 3 *the, the* 5 *the* 6 – 7 – 8 *the, –*

- 4 In pairs or small groups, pupils discuss their answers to the quiz questions.
- 5 Arrange a class feedback session to find the correct answers.

Answers: 1 *The Wall Street Journal* 2 *South America* 3 *Most say the Nile, but recent evidence suggests the Amazon may be longer.* 4 *the Kingdom of Saudi Arabia* 5 *the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean or Antarctic Ocean, the Arctic Ocean* 6 *Delhi* 7 (*answers will vary according to the year*) 8 *Mount Kilimanjaro*

Period 5

ACTIVITY 1 Discuss the questions in small groups. 5 mins

- 1 The pupils read the questions. Elicit ideas from them about how and when they revise.
- 2 In pairs or small groups, the pupils discuss the questions.

- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Listen to someone giving advice about studying for exams and complete the notes. 10 mins 

- 1 The pupils read the notes, including the blank lines.
- 2 Play recording 9. The pupils listen and complete the notes.

CD 1 Track 9

A: Exam time is nearly with us again. As someone who has done a lot of research into studying for exams, what advice would you give to students?

B: Well, not everyone is the same of course. Some students, for example, say they revise better while listening to music, but others find it distracts their attention. So the first thing to do is to think about what's best for you. Ask yourself questions like: do I work better early in the morning or in the evening? Alone or with another person? That kind of thing.

So, as I say, there may not be one method that fits all students. There are, however, certain pieces of advice that seem to work for most people. Firstly, make a timetable so that you can see how much time you need to give to each subject. I know it may seem obvious, but it definitely works. And of course once you've got your timetable, you have to keep to it, otherwise there's no point in having it.

Second, try to revise in the same place all the time. It could be your own room or the library or somewhere else. After a short time you'll probably find that it's easier to start working because you're in your 'work space'.

Apart from the 'where and when' questions, there's the question of the best method to use – in other words, the 'how'. As I said, different ways work better for different people, but one thing that always seems to give good results is summarising your notes using diagrams and highlighting the main ideas. Use coloured pens for different things – a red pen for examples, blue for reasons, and so on.

Finally, don't work for too long at one time, especially on the same subject. Take short breaks from time to time to give your brain a rest. Go somewhere else and do something different.

Oh, there's one more thing I forgot to mention, but it's very important. Make sure you get enough sleep. Nobody works at their best when they're tired.

ACTIVITY 3 Compare your answers with a partner. Then listen again to check. 5 mins 

- 1 In pairs, the pupils compare their answers.
- 2 Play recording 9 again. The pupils check their answers.
- 3 Check the answers orally.

Answers: 1 the same 2 best for you 3 advice 4 timetable
5 keep to 6 the same place 7 summarise 8 highlight
9 a rest 10 enough sleep 11 tired

ACTIVITY 4 Discuss the questions in pairs. 5 mins

- 1 The pupils read the questions.
- 2 Choose a pair of pupils to read the speech bubbles.
- 3 Elicit ideas from the pupils about the advice and how they feel about it.
- 4 In pairs, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

ACTIVITY 5 Look at the script below of the advice you listened to in Activity 2 and compare it with the notes you completed. Underline in the script the main points of the notes. 5 mins

- 1 Show the script to the pupils. Help them compare the notes that they completed with the script.
- 2 Help the pupils to go through the notes, and to find all the same points in the script and underline them.

ACTIVITY 6 Look at the advice about writing summaries and the red parts of the script. Are the red parts examples, repeated information or extra comments? Write A, B or C in the boxes after each red part. 10 mins

- 1 The pupils read the box with A, B and C types of information.
- 2 Show the pupils the first red sentence in the script (*Some students, for example, say they revise better*, etc.). Ask *Is it A, B or C?* (A).
- 3 The pupils identify the rest of the red sentences as A, B or C.

Answers: A, A, B, C, A, B, A, C

- 4 Make sure the pupils understand that all the information in red is 'extra' and can be left out of a summary.

Period 6

ACTIVITY 1 Read the advice about interviews. Then complete the tasks below. 40 mins

Give the pupils time to read the text in detail.

Part 1 Put a line through all the examples, repeated information or extra comments.

- 1 Remind the pupils about the information that was 'extra' in the text they read in the Period 5.
- 2 They are going to identify the same information in this text.
- 3 Help the pupils to identify the first sentence that can be crossed out (*I've done quite a lot of them myself ...*).
- 4 The pupils cross out the rest of the 'extra' sentences.

5 Check the answers orally.

Answers: *I've done quite a lot of them myself, from both sides of the table, and I've picked up quite a lot of experience. / The Internet, for example, is full of articles with tips on how to succeed. / Of course, there aren't many tips that fit all situations, but the one basic rule that I'd like to pass on is that / In other words, preparation is the most important thing that you can do. / Even simple advice about what not to wear may not be the same for every company or course. / There are some situations where arriving in smart business clothes would give people the wrong idea. / Again there are lists of these on the Internet. / 'Why are you interested in this job / course?' or 'What can you bring to the job / course?' are common ones. / I've asked and answered questions like these many times. / One suggestion you hear a lot is to 'be yourself'. This, however, is much easier to say than to do, in my opinion, because interviews aren't natural situations. / So this too comes back to what I said at the beginning: when it comes to interviews, preparation is the key to success.*

Part 2 Underline the main points of the text that is left.

- 1 Help the pupils to identify the most important points in the first sentence that is not crossed out (*important*).
- 2 The pupils identify the rest of the main points.
- 3 Check the answers orally.

Answers: *important, change your future life, lot of good advice, doesn't fit all situations, important to be clean and tidy, practise answering questions, how to avoid being nervous, done research well, feel more confident, preparation is the key to success*

Part 3 Complete the notes below.

- 1 The pupils read the first part of the notes.
- 2 Help the pupils to complete the notes with the words and phrases they underlined in the text.
- 3 Check the answers orally.

Answers: *1 important, 2 change your life, 3 fit all situations, 4 be clean and tidy, 5 answering questions, 6 research, 7 more confident, 8 preparation is the key to success*

Part 4 Use the notes to write a summary of the advice about interviews.

- 1 Help the pupils to write the first sentence of their summaries.
- 2 The pupils write the rest of the summary.
- 3 Choose pupils to read their summaries to the class.

Sample answer: *Interviews are important because they can change your life. There is a lot of advice available, but most of it doesn't fit all situations. Thinking about clothes, the most important thing is that they should be clean and tidy. It's a good idea to practise answering questions. If you're worried about feeling nervous, good preparation will help you to be more confident. So, the most important general rule is that preparation is the key to success.*

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Different places, different ways

Aims: pupils will be able to read for gist and specific information; use verb–verb combinations with *to* or *...ing*; use *apart from / despite* + *-ing*; use *must / must have* to talk about certainty, *could / could have* to talk about possibility, *should / should have* to criticise; write about events in your life; write about an early memory; write a story of a memorable experience

Key language: *accent, accustomed (to), cling, committed, conviction, essential, expatriate, fellow countrymen, fluent, object (to), puzzle, stubborn, unconsciously*

Language structures: *want, refuse, promise, used to* + infinitive; *insist, used to, object to, look forward to* + *-ing* form; other verbs + preposition combinations with *about, for, of, from, with* and *on*; *apart from being / despite being; must be / must have been; could be / could have been; should be / should have been*

Materials: Pupil's Book, CD

Look!

The Nakba is usually referred to in English as *the Catastrophe*.

Part 1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words and phrases in the text.)

- 1 The pupils read number 1. Help them to find the word or phrase in the text (*puzzle*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *puzzle*, 2 *fluent*, 3 *stubborn*, 4 *clinging*, 5 *become accustomed to*, 6 *conviction*

Part 2 Answer the questions.

- 1 The pupils read the first question.
- 2 Help the pupils to answer the question (*There wasn't a common culture in New York*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *There wasn't a common culture in New York.*, 2 *That they were so different, but they still all called themselves Americans.*, 3 *Because of the Nakba they were forced to leave Palestine.*, 4 *The writer thought it was an adventure; her brother hated everything about America; her uncle managed fairly well.*, 5 *Because she wanted to believe their situation was only temporary.*, 6 *She felt annoyed.*, 7 *She understands her aunt's feelings now.*

ACTIVITY 3 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the questions.
- 2 Choose a pair of pupils to read the speech bubbles.
- 3 Elicit ideas from the pupils about the experience of living in another country.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Culture and identity
 - Living in a foreign country
 - Writing about your memories or experiences
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills / Writing periods (5 and 6).
- 3 Encourage the pupils to discuss what they already know about the topics.
- 4 Show the pupils the Language and vocabulary study periods (3 and 4).

ACTIVITY 1 Read the definition. Then discuss the question below in pairs or small groups. 5 mins

- 1 The pupils read the definition and the question.
- 2 Elicit ideas from the pupils about Palestinian culture.
- 3 In pairs or small groups, the pupils discuss the question.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text. Then complete the tasks on page 113. 20 mins

Give the pupils time to read the text.

Period 2

ACTIVITY 1 Look at the pictures and discuss the questions below in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils and elicit comments about them.
- 2 The pupils read the questions.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text. Then choose the best title. Circle A, B or C. 10 mins

- 1 The pupils read the three possible titles.
- 2 Give the pupils time to read the text in detail.
- 3 Help the pupils to choose the best title.

Answer: C

ACTIVITY 3 Match the words and phrases from the text with their meanings. 5 mins

- 1 The pupils read the first word (*expatriates*).
- 2 Help the pupils find the meaning in the right column (*b*).
- 3 The pupils match the rest of the words with their meanings.
- 4 Check the answers orally.

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

Pronunciation reminder

This is a good opportunity for the pupils to read the pronunciation reminder. Make sure that, in the context to this activity, they pronounce *object* as a verb, not as a noun.

ACTIVITY 4 Use the words and phrases in Activity 3 to complete the sentences below. 10 mins

- 1 The pupils read the first sentence. Help them to choose the correct word or phrase to complete it (*object*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 object 2 committed 3 expatriates 4 essential
5 fellow countrymen 6 accent 7 unconsciously

ACTIVITY 5 Choose the best way for the sentences to continue. Circle A, B or C. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to choose the correct continuation (*B*).
- 3 The pupils circle the continuation of the other sentences.
- 4 Check the answers orally.

Answers: 1 B 2 C 3 A 4 B

ACTIVITY 6 Work in pairs. Discuss which opinion below you agree with most. 5 mins

- 1 The pupils read the questions.
- 2 Choose a pair of pupils to read the speech bubbles.
- 3 Elicit ideas from the pupils about learning a language and how it affects your identity.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples. Then answer the questions below. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer it (*infinitive with 'to'*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 infinitive with to 2 preposition 3 -ing form

ACTIVITY 2 Complete the sentences with the correct form of the verbs in brackets: infinitive or -ing form. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils complete the sentence (*increase*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 increase 2 waiting 3 have 4 saying 5 making
6 know

ACTIVITY 3 Look at the examples. Then answer the questions below. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer it (*A*).
- 3 The pupils answer the other question.
- 4 Check the answers orally.

Answers: 1 A 2 B

ACTIVITY 4 Complete the sentences with *used + to + the correct form of the verbs in brackets*. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils complete the sentence (*used to eating*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 used to eating 2 used to feel 3 used to sleeping
4 used to enjoy

ACTIVITY 5 Complete the sentences with the prepositions in the box. 5 mins

- 1 The pupils read the prepositions in the box.
- 2 The pupils read number 1. Help them to complete the sentence (*on*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *on* 2 *of* 3 *from* 4 *with* 5 *for* 6 *about*

ACTIVITY 6 Look at the examples. Then complete the grammar rule by adding the same word in both spaces. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the grammar rule. Help them to complete it.

Answer: *preposition, preposition*

ACTIVITY 7 Complete the sentences with the -ing form of the verbs in the box. 5 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them to complete the sentence (*having*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *having* 2 *saving* 3 *going* 4 *working* 5 *having to* 6 *looking after*

Period 4**ACTIVITY 1 Look at the examples. Then answer the questions below. 10 mins**

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer it (*the present*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *B* 2 *A* 3 *A* 4 1 *B*, 2 *C*, 3 *A*

ACTIVITY 2 Match the beginnings of the sentences with the correct endings. 5 mins

- 1 The pupils read number 1. Help the pupils match it with a suitable ending (*it must be very tasty*).
- 2 The pupils match the rest of the beginnings and endings.
- 3 Check the answers orally.

Answers: A 1 *c* 2 *d* 3 *a* 4 *b* B 1 *c* 2 *a* 3 *d* 4 *b*

ACTIVITY 3 Circle the correct form (present or past). 5 mins

- 1 The pupils read number 1. Help them choose the correct form of the verb (*might have gone*).
- 2 The pupils circle the correct form in the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *might have gone* 2 *could be* 3 *should have looked* 4 *could have won* 5 *must be* 6 *might enjoy*

ACTIVITY 4 Complete the sentences with the past form of the modals in the box + the verbs in brackets. 10 mins

- 1 The pupils read number 1. Help them complete the sentence (*should have accepted*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *should have accepted* 2 *must have left* 3 *could have finished* 4 *might have made* 5 *must have passed*

Activity 5 Discuss the questions in pairs or small groups. 10 mins

- 1 Read question 1 to the pupils. Choose two or three pupils and help them to express their answers.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Period 5**ACTIVITY 1 Discuss the questions in pairs or small groups. 5 mins**

- 1 The pupils read the questions.
- 2 Choose pupils to read the speech bubbles.
- 3 Elicit a few ideas about memories: what memories the pupils have, and how reliable those memories are.
- 4 In pairs or small groups, the pupils discuss memories.
- 5 Choose pupils to say what they discussed.

ACTIVITY 2 Listen to the story of someone's first day at school and answer the questions. 10 mins

- 1 Give the pupils time to read the questions.
- 2 Play recording 10. The pupils answer the questions.
- 3 If you prefer, first ask the pupils to listen to the first paragraph and answer the first two questions, which are simple and factual. Then play the whole recording again.

CD 1 Track 10

I think one of the best descriptions of a first day at school is by the writer and poet Laurie Lee. He writes about the day he joined his small village school through the eyes and mind of

his five-year-old self, giving the reader a clear impression of how it felt to be thrown, suddenly and without warning, into a strange new world.

Having got used to his familiar life at home, he doesn't want to go, so his sisters have to pick him up and carry him to the school gates. From the unconnected details he remembers, we get a clear picture of the confused young boy surrounded by strange adults and older children who are a complete mystery to him. He spends that first day wandering from place to place, obviously with no idea of why he's there or what he's expected to do, and when he gets home that afternoon, in a very bad mood, he announces that he has no intention of going there again.

This is one of the things that makes the memories so believable. He supposes that this was just one unpleasant, confusing day and that everything can now return to normal. Isn't that exactly how children's minds work?

But the detail that I find most convincing is the way he responds when his sisters ask him why he didn't like school. 'They promised me a present, but they never gave it to me,' he replies. One of the teachers, he explains, had said to him: 'You just sit over there for the present.' 'I sat there for hours,' he tells his sisters, 'but I never got it.'

ACTIVITY 3 Listen again and check your answers.

5 mins 

- 1 Play recording 10 again. The pupils check their answers.
- 2 Check the answers orally.

Answers: 1 His sisters carried him. 2 He didn't understand why he was there or what he was expected to do. 3 He feels in a very bad mood. 4 Because it's exactly how children's minds work. 5 Sit there for a few minutes. 6 He thought the teacher was going to give him a gift.

ACTIVITY 4 Work in pairs or small groups. Tell your partner(s) what you remember about your own first day at school. 5 mins

- 1 The pupils read the questions.
- 2 Choose pupils to read the speech bubbles.
- 3 Elicit a few memories of first days at school.
- 4 In pairs or small groups, the pupils discuss memories of first days at school.
- 5 Choose pupils to say what they discussed.

ACTIVITY 5 Write a short paragraph about your own first day at school or your earliest memory. 10 mins

- 1 Give the pupils time to write the paragraph. Encourage pupils who cannot remember the day to invent details.

- 2 While the pupils are writing, circulate around the class and help the pupils.

ACTIVITY 6 Work in pairs. Read your paragraphs aloud and try to guess which details are invented. 5 mins

- 1 In pairs, the pupils read their paragraphs to each other.
- 2 The pupils try to guess what details in their partner's stories are invented.
- 3 Choose pupils to read their paragraphs to the class.

Period 6

ACTIVITY 1 Complete the story with the linking words and phrases in the box. 10 mins

- 1 The pupils read the linking words and phrases in the box.
- 2 The pupils read the first sentence. Help them to choose the correct linking word (*either*).
- 3 The pupils complete the rest of the story.
- 4 Check the answers orally.

Answers: 1 *either* 2 *that's why* 3 *Previously* 4 *so* 5 *During*
6 *As a result* 7 *but* 8 *By* 9 *as well as* 10 *since*

ACTIVITY 2 Write a similar story of a memorable holiday (or other experience) that you had. (It could be memorable for good or bad reasons.) 30 mins

- 1 Go through the plan for the story with the pupils.
- 2 Elicit ideas from the pupils of what they could put in each paragraph.
- 3 The pupils write their story. While they are writing, circulate around the class and give any help needed.
- 4 Arrange a gallery: display all the stories on the wall and give the pupils time to wander round and read them.
- 5 Take a class vote on categories such as the most interesting story, the funniest story, the happiest story, etc.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Revision (Units 7–11)

Aims: to review and practise the language and structures in Units 7–11; review of writing a three-paragraph essay; review of writing an account of events in your life

Key language: all the key language in Units 7–11

Language structures: all the language structures in Units 7–11

Materials: Pupil's Book

Period 1

Reading and vocabulary

Introduction 5 mins

- 1 Explain that this is a revision unit. The pupils will be looking again at
 - The topics from Units 7–11
 - The grammar and vocabulary from Units 7–11
 - The writing skills they practised in Units 7–11
- 2 Briefly help the pupils to list the topics, grammar, vocabulary and skills which they saw in Units 7–11.

ACTIVITY 1 Discuss the question in pairs or small groups.

5 mins

- 1 The pupils read the question.
- 2 Elicit ideas about the problems people can have when they live in different countries.
- 3 In pairs or small groups, the pupils discuss the question.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text to see if your ideas from

Activity 1 apply to these people. 10 mins

- 1 Show the text to the pupils; make sure they understand that these are people in the situations they discussed in Activity 1.
- 2 Give the pupils time to read the text in detail.
- 3 Help the pupils to express the differences between what they said in their discussion, and what the English woman and the Algerian man say about their situation.

ACTIVITY 3 Find words or phrases from the texts that have these meanings. (The meanings are in the same order as the words and phrases in the text.) 5 mins

- 1 The pupils read number 1 (*paid work*).
- 2 Help the pupils to find a word with the same meaning in the text (*employment*).
- 3 The pupils find the rest of the words in the text.
- 4 Check the answers orally.

Answers: 1 *employment* 2 *appeal* 3 *fellow countrymen*
4 *upmarket* 5 *astonishing* 6 *accent* 7 *accustomed to*
8 *perceptions* 9 *brought up* 10 *identity*

ACTIVITY 4 Use the words and phrases in Activity 3 to complete the sentences. 5 mins

- 1 The pupils read number 1. Help them to choose a word or phrase from Activity 3 to complete the sentence (*identity*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *identity* 2 *accent* 3 *appeal* 4 *employment*
5 *perceptions* 6 *accustomed to* 7 *brought up*
8 *fellow countrymen* 9 *upmarket* 10 *astonishing*

ACTIVITY 5 Decide if the sentences are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY. 10 mins

- 1 Give the pupils time to read the article in detail.
- 2 The pupils read the first sentence. Ask *Is it True or False, or doesn't it say?*
- 3 Help the pupils to work out the answer (*FALSE*).
- 4 The pupils circle the correct description of the other sentences.
- 5 Check the answers orally.

Answers: 1 *FALSE* 2 *TRUE* 3 *FALSE* 4 *DOESN'T SAY*
5 *DOESN'T SAY* 6 *TRUE*

Period 2

Reading and vocabulary

ACTIVITY 1 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the questions.
- 2 Elicit ideas about how business people should behave.

- 3 In pairs or small groups, the pupils discuss the effects.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text. Then complete the tasks on page 125. 20 mins

Give the pupils time to read the text.

Part 1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words and phrases in the text.)

- 1 The pupils read number 1. Help them to find the word or phrase in the text (*object to*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *object to*, 2 *unconsciously*, 3 *psychology*, 4 *conviction*, 5 *at all costs*, 6 *implications*, 7 *essential*

Part 2 Answer the questions.

- 1 The pupils read the first question.
- 2 Help the pupils to answer the question (*cultural differences in business situations, e.g. when to shake hands, what to wear*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *cultural differences in business situations, e.g. when to shake hands, what to wear*, 2 *people do this unconsciously*, 3 *time*

Part 3 What do these words and phrases, highlighted in the text, refer to?

- 1 Show number 1 to the pupils and help them to find it in the text (line 3).
- 2 Ask *What does 'they' refer to? (websites that offer training)*.
- 3 The pupils work out what the rest of the pronouns refer to.
- 4 Check the answers orally.

Answers: 1 *websites that offer training*, 2 *people from another culture*, 3 *money and time*, 4 *time*, 5 *most Asian people*

Part 4 The texts talk about understanding cultural differences at three different levels. Give an example of a difference at each level.

- 1 Show the pupils the three levels (*simple, deeper, the deepest*).
- 2 Help them to find a simple example of cultural differences (*whether or not it is normal to shake hands on meeting someone*).
- 3 The pupils find examples for the other levels.
- 4 Check the answers orally.

Answers: 1 *whether or not it is normal to shake hands on meeting someone or whether a person might object to someone not wearing a suit and tie*, 2 *personal space*, 3 *how we see time*

ACTIVITY 3 Look back at the situation you discussed in Activity 1 (the meeting). Discuss the questions below in pairs or small groups. 10 mins

- 1 Remind the pupils of their discussion at the beginning of the lesson.
- 2 Elicit what they said about the situation of the long business meeting during that discussion.
- 3 The pupils read the questions. Elicit ideas.
- 4 In pairs or small groups, the pupils discuss the effects.
- 5 Choose pupils to say what they discussed.

Period 3

Language

ACTIVITY 1 Rewrite the sentences, replacing the underlined part with a causative structure (*have + object + past participle*). 10 mins

- 1 The pupils read number 1. Help them to rewrite the sentence (*see Answers below*).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *We'd better have the letter checked before you send it.* 2 *I have an idea for a product, but I'm not sure how to have it made.* 3 *Don't forget to have your jacket cleaned before the wedding.* 4 *He took his car to the garage and had it repaired.*

ACTIVITY 2 Correct the mistakes in the sentences. 5 mins

- 1 Show the pupils number 1 and help them to find the mistake (*see Answers below*).
- 2 The pupils correct the rest of the mistakes.
- 3 Check the answers orally.

Answers: 1 *I asked him if he wanted to go to see the film.* 2 *'You don't really like that painting, do you?'* 3 *Why don't you want to go out tonight?* 4 *They asked what kind of work he was interested in.* 5 *'They're arriving early tomorrow, aren't they?'*

ACTIVITY 3 Complete the sentences with the correct tense and form of the verbs in brackets. 5 mins

- 1 The pupils read number 1. Help them to complete the sentence with the correct tense and form of *choose* (*had chosen*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *had chosen* 2 *saying* 3 *have told* 4 *hadn't bought* 5 *have contacted*

ACTIVITY 4 Complete the table with abstract nouns that come from the concrete nouns. 5 mins

- 1 The pupils read the first concrete noun (*advisor*).
- 2 Help the pupils to make an abstract noun from the concrete noun (*advice*).
- 3 The pupils make the rest of the abstract nouns.
- 4 Check the answers orally.

Answers: 1 *advice* 2 *consumption* 3 *belief* 4 *politics*
5 *profession* 6 *judgement* 7 *production* 8 *leadership*

ACTIVITY 5 Complete the sentences with the nouns in the box: once as a plural and once as an uncountable noun. 5 mins

- 1 The pupils read the words in the box. Make sure they understand that these are words that can be countable / plural or uncountable.
- 2 The pupils read number 1. Help them to complete the sentences (*a times b time*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *a times b time* 2 *a papers b paper* 3 *a oil b oils*
4 *a chocolate b chocolates* 5 *a experiences b experience*

ACTIVITY 6 Complete the sentences with *a / an, the* or – (no article). 5 mins

- 1 The pupils read number 1. Help them complete it (*the*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *the* 2 *A, the* 3 *a* 4 *–, –* 5 *the* 6 *the* 7 *the, the*
8 *a, –*

ACTIVITY 7 Work in pairs. Write answers to the quiz questions. 5 mins

- 1 In pairs, the pupils answer the questions.
- 2 Choose pupils to say what they think the answer to a question is.
- 3 Correct any incorrect answers. Make sure the pupils use the article *the* correctly.

Answers: 1 *the United Kingdom* 2 *the Pacific Ocean* 3 *Cairo*
4 *the Mediterranean* 5 *the Alps*

Period 4

Language

ACTIVITY 1 Look at the sentences. If they are correct, put a tick in the box. If there is a mistake, put a cross in the box and correct it. 5 mins

- 1 The pupils read number 1. Ask *Is that correct?* (No).
- 2 Help the pupils to correct the sentence (see *Answers* below). They put a cross in the box.
- 3 The pupils correct the rest of the sentences. If the sentence doesn't need correcting, they should put a tick in the box.

Answers: 1 ✗ *The teacher gave me a lot of good advice.* 2 ✗ *Most of the time I was there, I lived in the capital city.* 3 ✗ *I think this is one of the best days in my life.* 4 ✓ 5 ✗ *I never drink strong coffee before going to bed.* 6 ✓

ACTIVITY 2 Complete the sentences with the prepositions in the box. 5 mins

- 1 The pupils read the prepositions in the box.
- 2 The pupils read number 1. Help them complete the sentence (*on*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *on* 2 *of* 3 *from* 4 *for* 5 *from* 6 *with*

ACTIVITY 3 Complete the sentences with a verb from column A and the correct form of a verb from column B (either infinitive or *to + the -ing* form). 10 mins

- 1 The pupils read the left column. Show them that the words are all verbs.
- 2 The pupils read the right column. Show them that the words are all verbs.
- 3 Help the pupils to complete number 1 (*objected to working*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *objected to working* 2 *get used to eating* 3 *promised to phone* 4 *look forward to receiving* 5 *seem to understand*

ACTIVITY 4 Circle the correct modal verbs. 10 mins

- 1 The pupils read number 1. Help them to choose the correct modal verb (*should*).
- 2 The pupils circle the correct modal verbs in the other sentences.
- 3 Check the answers orally.

Answers: 1 *should* 2 *must* 3 *might* 4 *might* 5 *must* 6 *could*

ACTIVITY 5 Complete the sentences with the verbs in the box. Use the correct modal form (present or past). 5 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them to complete the sentence (*have missed*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *have missed* 2 *meet* 3 *not wake up*
4 *have chosen* 5 *have locked* 6 *have borrowed*

ACTIVITY 6 Find one mistake in each sentence and correct it. 5 mins

- 1 Show number 1 to the pupils. Say *Can you find a mistake?* (see *Answers* below).
- 2 The pupils correct the rest of the sentences.

Answers: 1 *I'm looking forward to meeting your parents.*
2 *The call might have been from Ali, but I'm not sure.* 3 *We have a meeting on the first Monday of every month.* 4 *He didn't get the job despite having many years of experience in the field.*
5 *I wasn't used to walking such long distances.* 6 *I'm so full. I've never eaten so much food in my life.*

Period 5

Writing

ACTIVITY 1 Discuss the questions in pairs. 10 mins

- 1 Read the questions and elicit some ideas from the pupils.
- 2 In pairs, the pupils discuss the questions. They add their ideas about the first question to the table.
- 3 Write the two headings *For* and *Against* on the board.
- 4 Choose pupils to say what they discussed in their pairs. Add their ideas under the appropriate headings on the board.

ACTIVITY 2 Write an essay in answer to this question.

30 mins

- 1 The pupils read the essay question.
- 2 Show the layout for the essay to the pupils. Elicit the continuation of the first paragraph *There are several reasons why (I would like to live abroad. Firstly, ...).*
- 3 Elicit the continuation of the second paragraph *On the other hand, (there are some things that I wouldn't like. For example, ...).*
- 4 The pupils write their essay.
- 5 Choose pupils to read their essays to the class.

Sample answer:

... *living abroad is a good thing. Firstly, it may be that you will be able to get a better education in another country. This is in fact one of the main reasons why young people choose to leave their homes. Later in life, moving abroad may be necessary in order to get a better job and earn more money. More generally, you can learn a lot about the culture of the place you are living in. This will increase your knowledge and give you a different way of looking at the world.*

... *living abroad can cause problems. Depending on where you choose to live, many things will be different and you may find it hard to get used to the way of life. Unless you are fluent, there may be problems with the language too. Finally, it's possible that you will miss your family and friends, even though it's easy to keep in touch with them nowadays.*

... *had the chance, I would choose to live in France. I have always been interested in French culture and I think the way of life there would suit me. Also, I can speak the language quite well so that would not be a big problem. However, I don't think I would like to live there for the rest of my life; just five years would probably be enough.*

Period 6

Writing

ACTIVITY 1 Work in pairs. Read the letter about a holiday experience. Then put the sentences in the two paragraphs in the right order. Use the underlined parts to help you decide. 10 mins

- 1 Make sure the pupils understand that there are sentences for two paragraphs here.
- 2 Show the pupils the first sentence of the Paragraph 1 (*I've just got back from my trip to India*).
- 3 Help the pupils identify the next sentence (*While I was there, I was lucky to be invited to a local festival*).
- 4 The pupils number the rest of the sentences in the correct order.

Answers: Paragraph 1: 2, 4, 1, 3, 5

Paragraph 2: 2, 8, 4, 1, 7, 3, 6, 5

ACTIVITY 2 Write your own memories of either a festival in Palestine or an experience you had while you were away from home. 30 mins

- 1 Elicit ideas for experiences that the pupils could write about.
- 2 The pupils write their memories. They can use the text in Activity 1 as a model.
- 3 Choose individual pupils to read their stories to the class.

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- 4 Arrange a gallery: display all the stories on the wall and give the pupils time to wander round and read them.
- 5 Take a class vote on categories such as the most interesting story, the most unusual story, the funniest story, etc.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Now turn to page 119 for the Practice test for Semester 2.

Making changes

Aims: pupils will be able to guess the meaning of words from the context; read about resolutions and how to keep them; use compound adjectives; join information in sentences; write a reply to a letter from a friend; read a play

Key language: *associate, coincide, drop, enthusiasm, gratitude, in commemoration of, in favour of, in praise of, joint, lunar, make it, mark, occasion, owe, reflect, stick to, symbol / symbolise, take up, troupe*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Different types of New Year
 - New Year traditions
 - New Year resolutions and how to keep them
 - Starting to read the play in the Literature section (*Romeo and Juliet*).
- 2 As you introduce these topics to the pupils, show them the relevant period in the book:
 - Reading and comprehension periods (1, 2 and 4)
 - Vocabulary and reading skills periods (3 and 5)
 - Writing skills period (6) and the Writing period (7)
 - Literature period (8)
- 3 Encourage the pupils to discuss what they already know about the topics.

ACTIVITY 1 Read the texts. Then look at the pictures and discuss the questions in pairs or small groups. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils time to read the texts in detail. Note that these texts contain several words the pupils may not know, but they must not be allowed to ask questions.
- 3 In pairs or small groups, the pupils discuss the questions and the pictures.
- 4 Check the answers orally.

Answers: 1 Text 1 c, Text 2 a, Text 3 b 2 Picture a: some of the things that should be brought into the house by the first person to arrive, immediately after midnight – coal, salt and bread; Picture B: the minaret of a mosque with a crescent moon above it, where Muslims celebrate the new Hijra year by organising prayers; Picture C: a red envelope with money in it, which is given to children at New Year 3 1 China 2 Scotland 3 Egypt

ACTIVITY 2 Decide more or less what the missing words in the sentences mean, using the questions in the reminder box. 10 mins

- 1 The pupils read the text *What to do with words you don't know*. Help them to relate this to their own experience of reading the text in Activity 1.
- 2 The pupils read the *Reading skill reminder*. Again, relate this to their own experience of reading the text in Activity 1.
- 3 The pupils read sentence number 1. Go through the questions in the *Reading skill reminder* (see *Answers below*).
- 4 The pupils try to guess the meaning of the other missing words.
- 5 Check the answers orally.

Answers: 1 *it's a noun; probably plural or uncountable; some type of clothing, make-up or jewellery* 2 *an adjective; probably a negative meaning; something about a low temperature* 3 *it's a noun; uncountable and abstract; probably something about the way she behaves* 4 *it's an adjective; probably a negative meaning; something about his feelings* 5 *it's a verb; probably in the past tense; probably negative; probably something about making a person feel bad or inadequate*

ACTIVITY 3 Look at these words from the texts on page 4. Decide which meaning makes the best sense in the sentence. 5 mins

- 1 Help the pupils to find the first word (*lunar*) in the text.
- 2 The pupils read the whole sentence with the word, then work out which meaning is correct (*connected with the moon*). Make sure the pupils understand that both the meanings are possible, but only one of them is correct in this context.
- 3 Make sure the pupils realise that the context helps them to understand the meaning.
- 4 The pupils work out the meanings of the other words.
- 5 Check the answers orally.

Answers: 1 A 2 B 3 B 4 B 5 A

ACTIVITY 4 Read the beginning of an article about New Year traditions in different cultures. Then complete the tasks below. 10 mins

Give the pupils time to read the text in detail.

Part 1 'Red is the symbol of fire.' What do you think a *symbol* is?

- 1 The pupils read number 1. Help the pupils work out the correct answer.

Answer: B

Part 2 Work in pairs or small groups. Discuss what symbols 1–4 stand for. What do they symbolise?

- 1 The pupils read number 1. Show them the picture. Help them to express what it symbolises (*peace*).
- 2 In pairs or small groups, the pupils work out what the other objects symbolise.

Part 3 Compare your ideas with other pairs or groups.

- 1 The pupils move to other pairs or groups and compare their answers.
- 2 Choose a pupil from each pair or small group to say what they discussed.

Answers: 1 *peace*, 2 *the Olympic games welcomes all nationalities to participate*, 3 *Islam*, 4 *Palestinian nationalism*

Period 2

ACTIVITY 1 Read the rest of the article you started in Period 1. Then complete the tasks below. 40 mins

Give the pupils time to read the rest of the article.

Part 1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)

- 1 The pupils read number 1. Help them to find a suitable word or phrase in the text (*owe*).
- 2 The pupils find suitable words or phrases in the text for the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *owe*, 2 *troupes*, 3 *in praise of*, 4 *in commemoration of*

Part 2 'A lot of New Year "traditions" in countries like England, Australia and the USA are actually Scottish in origin.'

- 1 The pupils read number 1. Help the pupils choose the correct answer (A).
- 2 The pupils answer the second question.
- 3 Check the answers orally.

Answers: 1 A, 2 B

Part 3 'These include joining hands and singing.' The phrase *joining hands* means:

- 1 The pupils work out the answer.

Answer: B

Part 4 'Although modern technology now makes it possible to know this well in advance, the new moon should be observed with the naked eye.'

- 1 The pupils work out the answer to each question.

Answer: 1 A, 2 B

Part 5 'Whatever culture you look at, there seems to be one idea that underlies many of the New Year customs.'

- 1 The pupils read number 1. Help them to work out the answer and to understand the meaning of *ever* as a suffix.
- 2 The pupils complete the sentences with ...*ever* words.
- 3 Check the answers orally.

Answers: 1A; a *However*, b *whenever*, c *wherever*, d *whatever*

- 4 The pupils read number 2.
- 5 Help the pupils to understand the meaning of *under* as a prefix.
- 6 The pupils identify which mean of *under* is being used with each *under*... word.
- 7 Check the answers orally.

Answers: a *at the level below*, b *not enough*, c *at the level below*, d *at the level below*, e *not enough*

Part 6 What do these words, highlighted in the text, refer to?

- 1 The pupils read number 1 (*These*). Help the pupils to find it in the text and ask *What does it refer to?* (see *Answers below*).
- 2 The pupils work out what the other words refer to.
- 3 Check the answers orally.

Answers: 1 *traditions that are originally from Scotland*, 2 *the house*, 3 *the date of the appearance of the new moon of Muharram*, 4 *period*

Part 7 What examples can you find in the text of customs that show the ideas of 'a new beginning' and 'leaving a period behind'? Can you think of any other examples?

- 1 Help the pupils identify the other customs in the text that show these ideas.
- 2 Elicit any other customs that pupils know about.

Answers: *singing Auld Lang Syne, first-footing, cleaning the whole house, paying back money you owe, the time for prayer and quiet thought*

Period 3

ACTIVITY 1 Look at the dictionary entry and the quotations. Then discuss the questions below in pairs or small groups. 10 mins

- 1 The pupils read the dictionary entry and the quotations.
- 2 The pupils read the first question. Elicit opinions.
- 3 The pupils discuss the questions in pairs or small groups.
- 4 Check the answers orally.

Answers: (Example answers) 1 Because it's seen as a time for starting a new period in your life. 2 That we should think about resolutions on a daily basis, not for the whole year. 3 1 a stop smoking, b learn a musical instrument, c spend less money, d read more, e eat better 2 Pupils' own answers

ACTIVITY 2 Read the newspaper article to see how close your ideas were. 10 mins

- 1 Tell the pupils to read the article and compare their own answer about the most popular resolutions with the order in the article.
- 2 Ask pupils to tell you how their order differed from, or was the same as, the order in the article. Note that some of the resolutions are expressed differently in the two activities, for example **get** a better job / **find** a better job.

Answers: The order in the article is: 1 Spend less money 2 Get more exercise 3 Eat more healthily 4 Read more 5 Waste less time on social media sites like Facebook 6 Spend more time with family and friends 7 Learn a language 8 Give up smoking 9 Learn a musical instrument 10 Find a better job

ACTIVITY 3 Match the words and phrases from the text with their meanings. 5 mins

- 1 The pupils read the first phrase (*in favour of*).
- 2 Help the pupils to find the meaning in the right-hand column (*preferring*).
- 3 The pupils match the rest of the words and phrases with their meanings.
- 4 Check the answers orally.

Answers: 1 c 2 a 3 d 4 b

ACTIVITY 4 Use the words and phrases in Activity 3 to complete the sentences, changing the form if necessary.

5 mins

- 1 The pupils read number 1. Help them to complete the sentence (*drops*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 drops 2 in favour of 3 made it 4 reflect

ACTIVITY 5 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question.
- 2 Elicit ideas from the pupils about spending less money and about resolutions.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: 1 because of the economic situation 2 because people were moving away from negative decisions like stopping bad habits 3 / 4 Pupils' own answers

Period 4

ACTIVITY 1 Read the introduction to the article about doing something new. Then complete the tasks below.

15 mins

Give the pupils time to read the text in depth.

Part 1 Replace the underlined parts of the sentences with words and phrases from the text. (The sentences are in the same order as the words and phrases in the text.)

- 1 The pupils read number 1. Help them to find a suitable word or phrase in the text (*associate*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 associate, 2 stick to, 3 coincides with, 4 optimistic, 5 take up, 6 enthusiasm

Part 2 Answer the questions.

- 1 Read number 1. Help the pupils to answer it (see *Answers* below).
- 2 The pupils answer the other question.
- 3 Check the answers orally.

Answers: 1 New Year is possibly the worst time of year to make them; most people who make New Year's resolutions usually break them after five weeks, 2 B

ACTIVITY 2 Read the rest of the article. Then put the titles below into the correct positions (1–5). 15 mins

- 1 The pupils read the titles.
- 2 Give the pupils time to read the text in detail.
- 3 The pupils match the titles with the sections of the article.
- 4 Check the answers orally.

Answers: 1 Set clear goals 2 Enjoy yourself 3 Share it 4 Think negative 5 One step at a time

ACTIVITY 3 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question.
- 2 Elicit ideas and opinions from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 5

ACTIVITY 1 Look back at the text in Period 4. Then answer the questions. 5 mins

- 1 Give the pupils a chance to read the Period 4 text again quickly.
- 2 Read question number 1 to the pupils. Help the pupils to express their answer (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: (Example answers) 1 *It's too general.* 2 *Don't spend all your time worrying about how successful you're going to be.* 3 *Be negative.* 4 *Tell people what you're doing.*

ACTIVITY 2 Look at the example. Then answer the questions below. 10 mins

- 1 The pupils read the example sentence.
- 2 The pupils read number 1a. Help them to answer the question (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *a by combining two adjectives with a hyphen, b an adjective, c a noun, d a hyphen* 2 *a long-haired girl, b a large-moustached man, c a wide-shouldered man, d a blue-eyed woman, e a curly-haired boy, f a red-faced man*

ACTIVITY 3 Look at the examples. Then answer the questions below. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1. Help them to answer the question (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *in a different direction* 2 *leaving – 2B, making someone / something afraid – 1B, with force – 1A, changing direction – 2A* 3 *yes*

ACTIVITY 4 Complete the sentences with the verbs in the box. (Make any changes to the form of the verb.) 5 mins

- 1 The pupils read number 1. Help them to complete the sentence (*look*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *look* 2 *frighten* 3 *move* 4 *ran* 5 *throw* 6 *take*

ACTIVITY 5 Look at the examples and match them with their meanings a–c. Then rewrite the sentences below using the correct form of (be) *supposed to*. 10 mins

- 1 Read the example sentences to the pupils.
- 2 The pupils read the meanings.
- 3 Help the pupils match the examples with their meanings.
- 4 Check the answers orally.
- 5 The pupils rewrite the sentences.
- 6 Choose pupils to read out the sentences.

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

1 *The staff are supposed to wear suits, but nobody does.*
2 *It was supposed to be a surprise present, but someone told her.*
3 *Painting your door red is supposed to bring good luck.*

ACTIVITY 6 Look at the example. Then answer the question. 5 mins

- 1 Read the example sentence to the pupils.
- 2 Help the pupils to work out the meanings of the other expressions.

Answers: *a country that produces oil, a car that drives itself, a view that makes you gasp because it's so impressive, a culture in which people speak English, an experience that makes you realise something for the first time, a moment when something shocking or frightening happens*

Period 6

ACTIVITY 1 Look at the examples of ways of joining information in sentences. Then answer the question.

10 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to work out the structure for each sentence.

Answers: 1 *C* 2 *A* 3 *B* 4 *D*

ACTIVITY 2 Read the letter. Then rewrite it, joining the short sentences into longer ones. 20 mins

- 1 The pupils read the ways of joining the sentences.

- 2 Read the first two sentences, and help the pupils join them together (see *Answers below*).
- 3 The pupils rewrite the rest of the letter individually.

ACTIVITY 3 When you have finished, compare your letter with a partner. 10 mins

- 1 In pairs, the pupils look at each other's letters.
- 2 The pupils compare the differences in the way they have joined the sentences.
- 3 If they wish, the pupils can change their version of the letter.
- 4 Elicit suggestions from the pupils and write the rewritten letter on the board.

Sample answer:

My parents recently decided to move to Garton, which is a seaside town in the north-west of the country. It's obviously quite a big change for me, so I'm a bit worried, but it's also quite exciting at the same time.

Actually, we know the area quite well because we went on holiday there several times when my brother and I were young. There are quite a lot of things to do there, including walking in the hills, fishing in the rivers and of course going to the beach. That's fine for me, but not so good for my brother, who likes going out to the cinema and places like that. Garton isn't near any big towns, but there is a train service to Laniton, which is a city with cinemas, theatres and so on.

We've decided to wait until the end of the school year to make it easier for me to change schools, so we won't move till the summer. I'm pleased about that because the exam period is quite soon, starting in the middle of May. I'm trying not to think about the move because I need to concentrate on school work, but I keep imagining how different life is going to be though.

Period 7

ACTIVITY 1 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the questions.
- 2 Elicit ideas from the pupils about learning Arabic.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read part of a letter from an English-speaking friend. 10 mins

Give the pupils time to read the letter in detail.

ACTIVITY 3 Write a reply to the letter, using ideas from your discussion and advice from the text in Period 4.

10 mins

- 1 The pupils read the outline of the letter.
- 2 Choose pupils to read the points in the blue boxes to the class.
- 3 Elicit ideas from the pupils about how to complete the first paragraph.
- 4 The pupils write their letter.

Sample answer: ... to learn Arabic. I think this is a really good idea because ...

... that it's too general and you might give up. It's better to be quite precise about your aims.

... the writing, because of course we use different letters, so you'd have to learn a new alphabet. If you decided you only wanted to learn speaking, pronouncing some Arabic sounds might be hard for an English speaker.

... find a native Arabic speaker who can give you conversation practice.

... learning a language is like learning any new skill. It's hard work and you need patience, so keep trying when things get hard and don't give up. Keep thinking about the reward at the end.

ACTIVITY 4 Think about a resolution you might make for the future. Then complete the plan. 15 mins

- 1 Elicit ideas from the pupils about resolutions they could make. Write the best ideas on the board.
- 2 Show pupils the plan. Elicit ideas for what the pupils could write in each section.
- 3 The pupils choose a resolution from the board and complete their plan.
- 4 Arrange a gallery: put all the plans on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the best-written plan, the most original plan, the plan most likely to succeed, etc.

Answers: *Pupil's own answers*

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Period 8

Here is a pronunciation guide for the more difficult character names in the *Romeo and Juliet*. Spend time helping pupils say the names of the characters.

Tybalt	[TIB-ult]
Benvolio	[ben-VOHL-ee-oh]
Capulet	[KAP-yuh-let]
Montague	[MAWNT-uh-gyoo]
Mercutio	[mur-KEW-sheeo]
Escalus	[ES-kah-lus]
Laurence	[LOH-rents]

ACTIVITY 1 Read the two sections below: *About the author* and *About this play*. Then match the dates in the table with what happened in that year. 15 mins

- 1 Give the pupils time to read the two sections.
- 2 The pupils read the first date (1564). Help them match it to an event (*Shakespeare was born*).
- 3 Tell the pupils that the question marks next to Dates 3 and 6 in the table mean they are estimated dates and are not known to be completely accurate, as explained in the text.
- 4 The pupils match the rest of the dates and events.
- 5 Check the answers orally.

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

ACTIVITY 2 Answer the questions. 5 mins

- 1 The pupils read number 1. Help them to answer the question (*see Answers below*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 Because we know very little about Shakespeare's early life. 2 It had a round shape. 3 They had no scenery or curtain; there were no breaks between the scenes; women were not allowed to act; the theatres did not have a roof. 4 Because people didn't keep plays to read; actors performed them a few times, then threw the scripts away. 5 They had an argument many years before. 6 He based it on the other versions of the story, in particular a poem. 7 Because the second edition was actually written by Shakespeare.

ACTIVITY 3 Read Extract 1 on pages 46–47. Then complete the table. 20 mins

- 1 Show the pupils the extract. Explain that it is the beginning of the play, and that it introduces characters from the two families: the Montagues and the Capulets.
- 2 Give the pupils time to read the extract in detail. When they have finished, ask general questions such as *Where is this argument happening? (in the street)* and *What people are there in this extract? (the pupils say all the names)*.

- 3 Copy the table on the board. Elicit the names for each category from the pupils.

Answers: People trying to join in the fighting: Tybalt, Old Capulet, Old Montague; People trying to stop the fighting: Benvolio, old men from the town, Lady Capulet, Lady Montague, Prince Escalus

Fitting in

Aims: pupils will be able to understand and use idioms and proverbs; use sentence linking phrases; read about and plan an online community; write a notice; write a welcome page for a community website; read a play

Key language: *common purpose, cut off, deliberately, fit in, grow out of, idiom, implication, leave out, lifestyle, lone individual, more than likely, outstanding, process, rare, stand out, turn up, undesirable, unquestionably, wool, worthless*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Fitting in with a social group; belonging to a community
 - Online communities
 - Reading the next section of the play in the Literature section (*Romeo and Juliet*).
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading and comprehension periods (1, 2 and 4)
 - Vocabulary and reading skills periods (3 and 5)
 - Writing skills period (6) and the Writing period (7)
 - Literature period (8)
- 3 Encourage the pupils to discuss what they already know about the topics.

ACTIVITY 1 Look at the definition. Then discuss the questions below in pairs or small groups. 10 mins

- 1 The pupils read the definition.
- 2 The pupils read the first question.
- 3 Elicit ideas from the pupils about the importance (or not) of fitting in.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

ACTIVITY 2 Read the beginning of an article. Then complete the tasks on page 19. 15 mins

Give the pupils time to read the beginning of the article in detail.

Part 1 'Nearly all the lifestyle advice and self-help sites seem to agree ...'

- 1 The pupils read the questions.

- 2 Help the pupils to express their answers.

Answers: 1 *type of life, e.g. job, house, interests*, 2 *how to deal with problems and make changes in your life*

Part 2 'A feeling of belonging is unquestionably "a good thing" ...'

- 1 Help the pupils complete the table.
- 2 The pupils answer the rest of the questions.

Answers: 1 *un / question / able / ly*, 2 *It has to be believed, it can't be questioned or doubted.*, 3 *It can't be compared with anything similar because it's better than anything similar.*

Part 3 Replace the words in brackets with phrasal verbs from the text.

- 1 Help the pupils to find suitable phrasal verbs in the text.

Answers: 1 *turns up*, 2 *stand out*

- 2 Help pupils to answer the question under the sentences.

Answer: B

Part 4 'The implication is clear ...'

- 1 Read the text about the verb *imply* and the noun *implication*.
- 2 Help the pupils to match the verbs with their meanings, and then complete the verb and noun table.

Answers: 1 c, 2 a, 3 b; *imply / implication, simplify / simplification, apply / application, multiply / multiplication*

ACTIVITY 3 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question.
- 2 Elicit ideas from the pupils about the difference between *fitting in* and *belonging*.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: (Example answers) 1 *fit in = accepted by a group of people because you are similar to them; belong = feel happy and comfortable with a group of people* 2 *some people have a natural ability to stand out and be different* 3 *They don't want to be different to in case they're not accepted by the group.*

Period 2

ACTIVITY 1 Look at the picture. Then discuss the questions in pairs or small groups. 5 mins

- 1 Show the picture to the pupils.
- 2 The pupils read the first question.
- 3 Elicit ideas from the pupils; introduce them to the idea of an *outsider*.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

ACTIVITY 2 Read the second part of the article you started in Period 1. Then complete the tasks below. 35 mins

Give the pupils time to read the second part of the article in detail.

Part 1 '... standing out and not being accepted as "normal" is horribly embarrassing.'

Help the pupils to answer the questions.

Answers: 1 Because the idea of 'normal' is misleading; there is no true 'normal', 2 Pupil's own answers

Part 2 '... a young person might deliberately choose not to work hard at school ...'

Help the pupils to answer the question.

Answer: A

Part 3 'This feeling is something that most people grow out of.'

Help the pupils to answer the questions.

Answers: 1 B, 2 Pupil's own answers

Part 4 '... when someone is described as an outstanding actor / writer / business person / leader, it's high praise.'

Help the pupils to answer the questions.

Answers: 1 B, 2 Pupil's own answers

Part 5 'The process can take quite a long while though.'

Help the pupils to answer the question.

Answer: The process of learning to feel confident about who you are.

Part 6 '... being left out of or cut off from the group would more than likely lead to death.'

Help the pupils to answer the questions.

Answers: 1 a leave ... out, b cut ... off, 2 a of, b from

Part 7 Find fixed phrases in the third paragraph with these meanings.

Help the pupils to answer the questions.

Answers: 1 a common purpose, 2 a lone individual, 3 more than likely

Part 8 The verb *survive* is used twice, with slightly different meanings. Find the two uses and say which one means:

Help the pupils to find the phrases.

Answers: 1 but the need survives, 2 a much better chance of surviving

Part 9 '... people who don't feel that they belong to a group are more likely to become ill than those who are part of a community, and they don't live as long.'

Help the pupils to answer the question.

Answer: B

Part 10 Complete the explanation. Then compare your answer with another student.

- 1 Elicit ideas for completing the first sentence.
- 2 The pupils complete the text.
- 3 The pupils swap their text with a partner and compare the two texts.

Answers: (Example answers) 1 not stand out, and to be accepted as 'normal', 2 we are part of a community with a common purpose

Period 3

ACTIVITY 1 Look at the picture. Then discuss the questions below in pairs or small groups. 5 mins

- 1 Show the picture to the pupils and ask them to describe what it shows.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text about 'black sheep'. Then complete the tasks on page 23. 25 mins

Give the pupils time to read the text in detail.

Look!

Mary Shelley's novel *Frankenstein* is about a scientist, Dr Frankenstein, who believes he has discovered the secret of life. He makes a man from the parts of dead bodies and brings it to life, but the result becomes a monster who scares everyone and hates Frankenstein for having created him.

Part 1 Match the headings with the paragraphs in the text. (There is one more title than you need.)

- 1 The pupils read the headings.
- 2 Help the pupils to match heading A with a paragraph (2).
- 3 The pupils match the rest of the paragraphs with a heading.
- 4 Check the answers orally.

Answers: A 2, B 3, C –, D 4, E 1

Part 2 Complete the sentences with a maximum of two words from the text.

- 1 The pupils read number 1. Help them complete the sentence (*common*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *common*, 2 *idiom*, 3 *rather rare*, 4 *worthless, undesirable*, 5 *negative*, 6 *take risks*, 7 *Creative*, 8 *acceptable*, 9 *horror stories*

Part 3 Answer the questions.

- 1 The pupils read the questions.
- 2 The pupils answer the questions.
- 3 Check the answers orally.

Answers: 1 *It has lost some of its negative meaning and it is even thought of as an advantage as 'black sheep' have more exciting lives than people who don't take risks.*, 2 19, 3 *Pupil's own answers*, 4 *In those days, it wasn't acceptable for women to write stories or do anything except learn to be ideal wives.*

ACTIVITY 3 Discuss the questions in pairs or small groups. Then compare your ideas with others. 10 mins

- 1 The pupils read the questions.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Period 4

ACTIVITY 1 Look at three more idioms. Then match them with their meanings. In what situation do you think they might be used? 10 mins

- 1 Go through the text in the language box 'Understanding idioms' with the pupils.
- 2 Make sure they understand the examples of idioms.
- 3 Show the three pictures to the pupils. Choose a pupil to read each idiom.
- 4 The pupils match the idioms with their meanings.
- 5 Check the answers orally.

Answers: 1 b 2 c 3 a

ACTIVITY 2 Complete the sentences with the idioms in Activity 1. (You may need to change the form of the verb.)

10 mins

- 1 The pupils read number 1. Help them complete the sentence (*see Answers*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *swim against the tide* 2 *felt like a fish out of water* 3 *stuck out like a sore thumb*

Extra!

Most pupils like idioms and enjoy using them. However, it's important to use them appropriately. You may want to use the following activity (they have to match 1–6 with a–f) to give the pupils some advice about using idioms.

- 1 Only use an idiom if you've heard or read it used by a native speaker.
 - 2 Make sure you understand the idiom completely.
 - 3 One idiom used correctly and naturally looks good.
 - 4 Don't make even a small mistake, like getting one word wrong.
 - 5 Never use an idiom just to show that you know it.
 - 6 Don't try to translate an idiom from your own language.
- a It will probably look or sound forced and unnatural.
 - b Otherwise the idiom will lose its idiomatic meaning.
 - c Just because it's in a dictionary doesn't mean it's well known or commonly used.
 - d That includes how it is used, not just the meaning.
 - e It's unlikely to be exactly the same in English.
 - f But don't fill your writing with lots of them (they'll stick out like sore thumbs!).

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

Look!

Proverbs are similar to idioms because the main meaning is non-literal or idiomatic (the proverb about Rome in Activity 3 is nothing to do with Rome, for example). It is useful to be able to recognise proverbs, but the advice about using them is the same as for idioms.

ACTIVITY 3 Look at the pictures. Then match the beginnings and endings of the proverbs. 5 mins

- 1 Show the pictures to the pupils.
- 2 The pupils read number 1 (*When in Rome*). Help them to match it with an ending (b).
- 3 The pupils match the rest of the beginnings with the endings.
- 4 Check the answers orally.

Answers: 1 b 2 c 3 a

ACTIVITY 4 Match each proverb in Activity 3 with the situation it might be used to describe. 5 mins

- 1 Read number 1 and ask *Which proverb is it?* (see *Answers below*).
- 2 The pupils match the rest of the situations with proverbs.
- 3 Check the answers orally.

Answers: 1 *When in Rome, etc.* 2 *Birds of a feather, etc.*
3 *You can't put a square peg, etc.*

ACTIVITY 5 Discuss the questions in pairs or small groups. 10 mins

- 1 The pupils read the questions.
- 2 Elicit ideas for similar proverbs from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Period 5

ACTIVITY 1 Look at the examples. Then complete the task below. 15 mins

- 1 Read the example sentences to the pupils.
- 2 The pupils read number 1. Help them to make the phrasal verb to replace *lost* (*grew out of*).
- 3 The pupils make the other phrasal verbs.
- 4 Check the answers orally.

Answers: 1 *grew out of* 2 *runs out* 3 *work out* 4 *got out of*
5 *miss out on* 6 *stick out*

ACTIVITY 2 Look at the examples from the texts in this Unit. Then answer the question below. 10 mins

- 1 Read the example sentences to the pupils.
- 2 The pupils read number 1. Help them to identify which linking phrase it is (*In fact*).
- 3 The pupils find the other linking phrases.
- 4 Check the answers orally.

Answers: 1 *In fact* 2 *As a result* 3 *In contrast* 4 *In other words*
5 *After all*

ACTIVITY 3 Complete the sentences with the linking phrases in the box. 10 mins

- 1 The pupils read the linking phrases in the box.
- 2 The pupils read number 1. Help them to complete it with the correct linking phrase (*After all*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *After all* 2 *In fact* 3 *As a result* 4 *In other words*
5 *In contrast*

ACTIVITY 4 Circle the best linking phrases to complete the text about online communities. 5 mins

- 1 The pupils read the first paragraph of the text. Help them to choose the correct linking phrase for number 1 (*After all*).
- 2 The pupils read the rest of the text and circle the best linking phrases.
- 3 Check the answers orally.

Answers: 1 *After all* 2 *In fact* 3 *In other words* 4 *In contrast*
5 *As a result*

Period 6

ACTIVITY 1 Read the beginning of an article about online communities. Put the steps in the correct order. Number them 1–6. 10 mins

- 1 The pupils read the beginning of the article.
- 2 Choose pupils to read the steps to the class.
- 3 Help the pupils to identify the first step (*Identify your target audience ...*).
- 4 The pupils number the rest of the steps in order.
- 5 Check the answers orally.

Answers: 1 *Identify ...* 2 *Decide on ...* 3 *Think about ...*
4 *Build ...* 5 *Attract ...* 6 *Watch ...*

ACTIVITY 2 Read the rest of the article about online communities. 5 mins

Give the pupils time to read the rest of the article in detail.

ACTIVITY 3 Discuss the following in pairs or small groups. 10 mins

- 1 The pupils read the situation, the possible purpose and the possible audience.
- 2 Choose a pupil to read the speech bubble to the class.
- 3 In pairs or small groups, the pupils discuss how they are going to set up their online community. They should choose to develop one idea.
- 4 Choose pupils to say what they discussed.

ACTIVITY 4 Read the two notices. Then decide which one is best, and why. 5 mins

- 1 Show the two notices to the pupils. Give the pupils time to read them in detail.
- 2 Elicit ideas for which is best, and why. Help the pupils to express their ideas.

Answer: (Example answer) Number 2 is better, because: it's brighter, it uses a variety of font sizes, plus bold and regular styles (but always the same typeface); it makes people feel welcome; it gives a number to phone; it's clear because it's divided into sections.

ACTIVITY 5 Write a notice. 10 mins

- 1 The pupils read the situation. Then read the advice about notices in the box to them.
- 2 The pupils write a notice asking people to help with their new community.
- 4 Arrange a gallery: put all the notices on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the most-interesting notice, the most unusual notice, etc.

Answer: Pupil's own answers

Period 7

ACTIVITY 1 Discuss the questions in small groups. 10 mins

- 1 Read the instructions to the class as before.
- 2 In pairs or small groups, the pupils discuss the details of their website.
- 3 The pupils add the names of their chosen areas to the screen in Activity 2.

ACTIVITY 2 Write a welcome page. 20 mins

- 1 The pupils read the instructions.
- 2 The pupils write the welcome page. They should do this individually: in the next activity they will be sharing their ideas with the group.

ACTIVITY 3 Compare your work. 10 mins

- 1 The pupils show their work to the other members of their group.
- 2 In each group, the pupils decide on a final version, using ideas from all the members in the group.
- 3 Arrange a gallery: put all the welcome pages on the wall, and give the pupils time to circulate and read them.
- 4 Take class votes for categories such as the most-interesting welcome page, the most unusual welcome page, etc.

Answer: Pupil's own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Period 8

ACTIVITY 1 Look at Extract 1 on pages 46–47 again. Then answer the questions. 10 mins

- 1 Give the pupils a few minutes to look at the extract again.
- 2 The pupils read the first question. Help them to answer it (see Answers below).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 No. He is probably looking for an excuse to fight. 2 aggressive 3 Pupils' own opinions 4 enemies of the peace, animals 5 Because this is the third time there has been fighting in the street because of their arguments, and they are disturbing everyone in the city. 6 He will punish them by death / have them executed. 7 That they have to stop fighting or there will be very serious consequences.

ACTIVITY 2 Read what happens next. Then answer the questions below. 10 mins

- 1 Choose pupils to read the extract aloud to the class.
- 2 The pupils read the first question. Help them to express their opinions (see *Answers below*).
- 3 The pupils write their answers to the second question.

Answers: 1 Because they might be recognised, and the Capulets would be very angry that there were Montagues in the house.
2 (Examples) They might be recognised. They might start a fight. One of them might fall in love.

ACTIVITY 3 Compare and discuss your ideas with another student. Read Extract 2 on pages 47–49. Then discuss the questions in pairs or small groups. 10 mins

- 1 In pairs, the pupils discuss their answers to the previous questions.
- 2 Give the pupils time to read Extract 2.
- 3 The pupils read the questions. Then the pupils discuss the questions in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Answers: Pupil's own answers

ACTIVITY 4 Choose the correct answers. Circle A, B or C.

5 mins

- 1 Read question 1 to the pupils. Help them to choose the correct answer (B It reminds him of when he was young).
- 2 The pupils circle the correct answers for the rest of the questions.
- 3 Check the answers orally.

Answers: 1 B 2 A 3 B 4 C

ACTIVITY 5 Look at these two quotations from Extract 2. Then discuss the questions below in pairs or small groups.

5 mins

- 1 The pupils read the quotations. Help them to find the quotations in Extract 2.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Answers: Meanings in literature are often open to interpretation and discussion, but here are some possible answers: 1 They aren't meant literally; they are figurative. 2 What the characters in a play say aren't necessarily what the writer thinks. It's a possible interpretation here that Shakespeare is portraying Romeo and Juliet as a pair of over-emotional teenagers motivated by a romantic view of the world. Or perhaps he wrote it to please the audience with a bit of melodrama. 3 He carries a sword in the street and could go out at night on his own, so he was probably at least 16.

The global village

Aims: pupils will be able to read book reviews; combine opposite ideas in paragraphs; use topic sentences in paragraphs; join sentences into paragraphs; plan a paragraph; complete an essay with opinions and reasons; read a play

Key language: *connotation, currency, entire, far from, key, linked, manufactured, raw materials, stock exchange, take place, term, to see the point, transform, underestimate, vast, widely*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - What is globalization?
 - The benefits and the problems of globalization
 - Reading the next section of the play in the Literature section (*Romeo and Juliet*).
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading and comprehension periods (1, 2 and 3)
 - Vocabulary and reading skills periods (4 and 5)
 - Writing skills period (6) and the Writing period (7)
 - Literature period (8)
- 3 Encourage the pupils to discuss what they already know about the topics.

ACTIVITY 1 Look at the pictures. Then discuss the questions below in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils. Elicit the difference between the two (*one shows hands around the globe, the other shows a chain*).
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text. Then complete the tasks on page 33. 25 mins

Give the pupils time to read the text in detail.

Part 1 Choose the correct meaning for these words and phrases from the text.

- 1 Read number 1 (*term*) and help the pupils find the word in the text.

- 2 The pupils match the word with the appropriate meaning (*A name for an idea*).
- 3 The pupils match the rest of the words with the meanings.
- 4 Check the answers orally.

Answers: 1 A, 2 B, 3 B, 4 A, 5 B, 6 A

Part 2 Use the words and phrases in Part 1 to complete the sentences.

- 1 Read number 1 and help the pupils to complete the sentence (*see the point*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *see the point*, 2 *the chances are*, 3 *widely*, 4 *transforming*, 5 *Far from*, 6 *term*

Part 3 'The term global village was first popularized in the early 1960s.'

- 1 The pupils read the question.
- 2 Point out that *-ize* used to be the American version, but in most words both spellings (*-ise* or *-ize*) are now accepted as alternatives. *English for Palestine* generally uses the *-ise* spelling. However, Unit 3 contains the *-ize* spelling throughout to allow consistent presentation in discussion of American/Canadian writers and their work.
- 3 Help the pupils to answer the question.

Answer: *to make something more popular*

Part 4 Decide whether the statements are TRUE or FALSE. Write the phrase or sentence from the text that helped you to decide.

- 1 The pupils read number 1. Ask *Is that true or false? (TRUE)*.
- 2 Ask *How did you decide that?* Help the pupils to identify the relevant part of the text (*see Answers below*).
- 3 The pupils circle the correct description of the other sentences and identify what part of the text gave them the answer.
- 4 Check the answers orally.

Answers: 1 TRUE (*this ... was many years before the Internet was widely used*), 2 FALSE (*It wasn't until the second half of the 1980s that it became common*), 3 TRUE (*they won't see the point*)

ACTIVITY 3 Discuss the question in pairs or small groups. 5 mins

- 1 The pupils read the question.
- 2 In pairs or small groups, the pupils discuss the question.
- 3 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Look at the pictures. Then discuss the questions below in pairs or small groups. 10 mins

- 1 Show the pictures to the pupils.
- 2 The pupils read the first question. Elicit ideas about each place.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: 1 a stock market, a fast food restaurant, a film poster
2/3 Pupil's own answers

ACTIVITY 2 Read the article. Then complete the tasks below. 30 mins

Give the pupils time to read the article in detail.

Part 1 '[They were] searching for cheap raw materials. They transported these back to their own factories and produced manufactured goods.'

- 1 The pupils read the words in the box.
- 2 Help the pupils to understand the idea of *raw materials* and *manufactured goods*.
- 3 The pupils write the words from the box in the correct column in the table.
- 4 Check the answers orally.

Answers: Raw materials: coal, cotton, silver, wood; Manufactured goods: paper, plastic, glass

Part 2 'The world became linked by trade and business.' 'The key role is that of computer technology.'

- 1 Help the pupils answer the questions.

Answers: 1 adjectives, 2 people, goods and raw materials go from one part of the world to another as part of the process of trade, 3 the most important

Part 3 Find these words in the text. Then choose the correct meaning for each one.

- 1 The pupils read number 1 (*underestimates*). Help them to find the word in the text.
- 2 Help the pupils to choose the correct meaning (*A gives too little importance to*).
- 3 The pupils match the rest of the words with their meanings.
- 4 Check the answers orally.

Answers: 1 A, 2 B, 3 B, 4 B, 5 A

Part 4 Use the words in Part 3 to complete the sentences.

- 1 The pupils read number 1. Help them to complete the sentence (*vast*).
- 2 The pupils complete the rest of the sentences.

- 3 Check the answers orally.

Answers: 1 vast, 2 currency, 3 underestimates, 4 entire, 5 taken place

Part 5 Answer the questions.

- 1 The pupils read the first question. Help them answer it (*see Answers*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 They are happening much faster, on a much bigger scale., 2 It underlies all of them, e.g. huge amounts of money can be transferred around the world very quickly, currency trading goes on almost 24 hours a day., 3 Entire national economies can be destroyed almost overnight., 4 It affects everyone, in all aspects of their lives.

Part 6 What do these words, highlighted in the text, refer to?

- 1 The pupils read the first words (*even earlier*). Help them to find the words in the text.
- 2 Help the pupils work out what *even earlier* refers to (*than the 18th or 19th centuries*).
- 3 The pupils work out what the rest of the words refer to.
- 4 Check the answers orally.

Answers: 1 than the 18th or 19th centuries, 2 raw materials, 3 manufactured goods, 4 the changes that have taken place in the last thirty years or so, 5 computer technology

Part 7 Which sentence is the best summary of what the text says about globalization?

- 1 The pupils read the summaries.
- 2 Help the pupils decide which sentence is the best summary.

Answer: B

Period 3

ACTIVITY 1 Look again at the last paragraph of the article in Period 2. Then discuss the questions below in pairs or small groups. 10 mins

- 1 Give the pupils time to read the last paragraph again.
- 2 The pupils read the first question. Elicit ideas.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the continuation of the article. Which of the effects you discussed are mentioned? 10 mins

- 1 Give the pupils time to read the text in detail.
- 2 Discuss with the pupils which ideas in the text they had discussed earlier, and which ones are new.

ACTIVITY 3 Answer the questions. 10 mins

- 1 The pupils read the first question.
- 2 Help the pupils to answer the question (see Answers).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 the same range of international consumer goods
2 that fame is now international 3 the global spread of
American-style fast food 4 a continuation of the process that
began years ago 5 about whether the developments are positive
or negative

ACTIVITY 4 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the first question. Elicit ideas about music.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Answers: 1 Pupils' own answers 2 The McDonald's burger is
taken as a standard to compare how much one costs in different
countries. 3 Pupils' own answers

**ACTIVITY 5 Look at the front cover of a book called
Globalization and its Discontents* and read about the
author. Would you expect the book to be for or against
globalization? 5 mins**

- 1 Elicit ideas from the pupils about the book.

Look!

If any pupils want to read Stiglitz's book, there is an
Arabic translation:

العولمة ضحايا (Paperback)

Published 2007 by *الكتاب العامة المصرية الهيئة*
الأسرة مكتبة طبعة, Paperback, 338 pages

Author(s):

Joseph E. Stiglitz, أمين جلال (تقديم), الريدي لبني (ترجمة)
ISBN: 9774199162

Period 4

**ACTIVITY 1 Read two online reviews of Globalization and
its Discontents. Then complete the tasks on page 39.**

40 mins

Give the pupils time to read the two reviews.

**Part 1 Decide whether the statements are TRUE or FALSE. Write
the phrase or sentence from the text that helped you to decide.**

- 1 The pupils read number 1. Ask *Is that true or false? (TRUE)*.
- 2 Ask *How did you decide that?* Help the pupils to identify the
relevant part of the text (see Answers).
- 3 The pupils circle the correct description of the other
sentences and identify what part of the text gave them
the answer.
- 4 Check the answers orally.

Answers: 1 FALSE (*I suppose there must be more up-to-date
books out there*), 2 TRUE (*large multinational companies ...
these companies are based in rich countries*), 3 FALSE (*easy to
read even for those of us who aren't economists*), 4 TRUE (*the
author seems to have forgotten the second part of his own title*),
5 FALSE (*first reviewer: 'very readable style ... easy to read'; second
reviewer: If you don't know much about economics ... head starts
hurting*), 6 TRUE (*globalization is failing the world's poor / hoping
to read something about the cultural effects of globalization or
the damage it's doing to the environment*)

Part 2 Answer the questions.

- 1 The pupils read number 1.
- 2 Help the pupils to answer the question (see Answers below).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 puts the word reform in inverted commas; refers to
reforms as so-called reforms, 2 he's an economist, 3 the cultural
effects of globalization; the damage globalization is doing to the
world, 4 no

**Part 3 Discuss whether this sounds like a book you would like to
read (if there was a translation in Arabic).**

- 1 The pupils read the question.
- 2 Elicit opinions about the book from the pupils.
- 3 In pairs or small groups, the pupils discuss the question.
- 4 Choose pupils to say what they discussed.

Period 5**ACTIVITY 1 Look at the example from the text. 5 mins**

- 1 The pupils read the example sentence.
- 2 Make sure the pupils understand that the inverted commas
have an important meaning – in fact, they completely alter
the meaning of the sentence.

**ACTIVITY 2 In pairs, discuss the feeling you get from these
words. Are they positive, negative or neutral (neither
positive nor negative)? 5 mins**

- 1 The pupils read the first word (*modern*).

- 2 Help the pupils to identify how they feel about the word. Emphasise that there isn't always a right or wrong answer. It's a matter of how each word makes them feel, and different pupils will probably have different reactions to the words.
- 3 The pupils discuss the rest of the words in pairs.
- 4 Choose pupils to say what they discussed.

ACTIVITY 3 Complete the table with the words from Activity 2. Then compare your table with another pair. Are there any differences? 5 mins

- 1 Copy the table on the board and show the pupils how to complete it.
- 2 The pupils add their words from Activity 2 to the table.
- 3 The pupils swap their books with another pair and see what differences there are.
- 4 Choose pupils to say what differences they found.

Answers (Sample answers): Positive: cheap, quick, clever, comfortable, Neutral: modern, young, Negative: old-fashioned, cold, strange, slow, lazy, proud (Make sure the pupils understand that this evaluation is purely subjective, and that the positive / negative connotations of each adjective will vary according to the context.)

ACTIVITY 4 Read the sentences. Then answer the questions below. 5 mins

- 1 The pupils read the first sentence. Ask *Is the meaning of 'cheap' here positive or negative? (negative).*
- 2 Ask *Did anyone put 'cheap' in the positive category in their table?*
- 3 Help these pupils to explain the difference between their opinion of the word, and the negative opinion here.
- 4 The pupils look at the rest of the sentences and discuss the differences.
- 5 Choose pupils to say what they discussed.

ACTIVITY 5 Read the opinions about globalization. Then discuss how true they are in relation to your own experience and Palestine in general. 5 mins

- 1 Choose pupils to read one opinion each to the class.
- 2 Elicit ideas about number 1 from the pupils.
- 3 In pairs or small groups, the pupils discuss the opinions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 6 Which of the opinions in Activity 5 are for (F) globalization? Which are against (A)? 5 mins

- 1 Help the pupils to decide whether opinion number 1 is for or against globalization (*against*).
- 2 The pupils decide whether the rest of the opinions are for or against globalization.

- 3 Check the answers orally.

Answers: 1A 2F 3F 4A 5A 6A 7F 8A 9F 10A 11F

ACTIVITY 7 Look at the examples. Then answer the questions below. 5 mins

- 1 Read the example sentences to the pupils.
- 2 Help the pupils to answer the questions.

Answers: 1 *To contrast two different opinions.* 2 *However, On the other hand.*

ACTIVITY 8 Take two more pairs of words from the opinions in Activity 5. Join them in the same two ways. 5 mins

- 1 Help the pupils to make more pairs of contrasting ideas (*see Answers below*).
- 2 The pupils write two more pairs of contrasting ideas, with linking phrases.
- 3 Choose pupils to read out what they wrote.

Answers: (Example answers) 1 *Globalization helps poorer countries to become richer. However, the benefits of globalization tend to go the richest people in any country, so the gap between rich and poor is getting wider.* 2 *Easier communication increases international understanding. On the other hand, transporting goods around the world is bad for the environment.*

Period 6

ACTIVITY 1 In Period 5, you looked at how opposite ideas can be joined by using *However* and *On the other hand*. A long list of sentences like these would be boring to read, so it is better to group the ideas in paragraph. Read the paragraph and answer the questions below. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils time to read the paragraph in detail.
- 3 The pupils answer the questions.
- 4 Check the answers orally.

Answers: 1 *the first sentence* 2 *the second sentence* 3 *give examples of each idea*

Look!

The topic sentence of a paragraph is often the first sentence, but it doesn't have to be: there are other ways to organize a paragraph. However, using the first sentence as a topic sentence is simple and clear.

ACTIVITY 2 Use some of the ideas from Period 5 to write a second paragraph. Follow the same structure as the first paragraph, but give the other side of the argument.

15 mins

- 1 Elicit ideas from the pupils to include in the paragraph.
- 2 The pupils write their paragraph.
- 3 Choose pupils to read their paragraphs to the class.

Sample answer: *Other people, however, argue that globalization is making it very difficult for smaller national film industries to compete. Again, this applies to various different products. You get the same films in cinemas and the same big names in shopping centres all over the world, and local differences are disappearing.*

ACTIVITY 3 Discuss the questions in pairs or small groups.

15 mins

- 1 The pupils read the first question.
- 2 Elicit ideas about the impact of the two paragraphs.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers; 1 the second, as it is the last 2 C A D B (or B D: see answer to Q1) 3 Pupil's own answers (from a list made previously and two ideas in the speech bubbles)

Period 7

ACTIVITY 1 Look at the sentences that make up the first paragraph of the essay you talked about in Period 6. Then answer the questions below. 5 mins

- 1 Choose pupils to read one sentence each to the class.
- 2 The pupils read the first question.
- 3 Help the pupils to answer the question (F).
- 4 The pupils answer the other two questions.
- 5 Check the answers orally.

Answers: 1 F 2 C 3 B, A, E, D

ACTIVITY 2 Write the sentences in the right order. 5 mins

- 1 The pupils write the sentences from Activity 1 to make a complete paragraph.

Answers: see above

ACTIVITY 3 Look at the topic sentence for the second paragraph of the essay and discuss how it could continue. Then add two or three points to complete the paragraph.

10 mins

- 1 The pupils read the topic sentence.
- 2 Elicit ideas for how to continue the paragraph.
- 3 The pupils complete the paragraph.

Answers: Pupils' own answers

ACTIVITY 4 Complete the essay 20 mins

- 1 Go through the list from Period 3 with the pupils.
- 2 Elicit ideas about how to write the last two paragraphs.
- 3 The pupils write the last two paragraphs.
- 4 Arrange a gallery: put all the compositions on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the best-written composition, the composition that presents the most arguments, etc.

Answer: Pupils' own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Period 8

ACTIVITY 1 Romeo and Juliet have just met for the first time. Read what happens next. Then read Extract 3 on pages 49–51. 10 mins

- 1 The pupils read the text in the box.
- 2 Give the pupils time to read Extract 3.

ACTIVITY 2 Read the sentences. Then decide which three are true. 10 mins

- 1 The pupils read number 1. Ask *Is that true?* (yes).
- 2 The pupils find the other two true sentences.
- 3 Check the answers orally.

Answers: 1, 4, 5

ACTIVITY 3 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question. Elicit some ideas from them and help them to express what they want to say.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Answers (Sample answers): 1 *The idea is that a name should not affect how we see things: we like to smell roses because they smell sweet, not because they are called roses. In this way, Juliet is saying she loves Romeo, and she can't hate him just because his family name is Montague. In Shakespeare's play, the idea is expressed in poetic form and in Elizabethan English; in the student's version, they are expressed in modern English, in text form. The student's version is easier to understand, but less beautiful.* 2 *He says that he flew over the walls on the wings of love.* 3 and 4 *(Students' own opinions)*

ACTIVITY 4 Read the summary of what happens next to see if your answer to question 4 above was right. 5 mins

- 1 The pupils read the summary.
- 2 Ask *Was that the same as you thought?* Elicit answers from the pupils.

ACTIVITY 5 To help you remember what has happened so far, work in pairs to put these events in the correct order. Number them from 1 to 8. 5 mins

- 1 Choose pupils to read one sentence each to the class.
- 2 Ask *Which comes first?* (*Members of the two families fight in the street.*)
- 3 The pupils number the rest of the sentences in order.
- 4 Check the answers orally.

Answers: 3, 2, 1, 7, 4, 6, 8, 5

Progress test 1 (Units 1–3)

Period 1

Reading 1

ACTIVITY 1 Read the text about film industries around the world. Match the titles with the correct paragraphs. (There is one more title than you need.)

Answers: A3 B1 C4 D5 E– F2

1 mark for each correct answer
Total = 5

ACTIVITY 2 Decide whether the statements are TRUE or FALSE.

Answers: 1 FALSE 2 TRUE 3 TRUE 4 FALSE 5 TRUE

1 mark for each correct answer
Total = 5

ACTIVITY 3 Choose the correct meaning of the underlined words and phrases. Circle A or B.

Answers: 1B 2A 3B 4B 5A

1 mark for each correct answer
Total = 5
Total = 15

Reading 2

ACTIVITY 1 Read the text. Then choose the best way to continue the sentences on page 54. Circle A or B.

Answers: 1B 2A 3C 4B

1 mark for each correct answer
Total = 4

ACTIVITY 2 What do these words, highlighted in the text, refer to?

Answers: 1 musical instrument 2 music industry professionals 3 musicians

1 mark for each correct answer
Total = 3

ACTIVITY 3 Complete the sentences with words or phrases from the text.

Answers: 1 related to 2 globalised 3 connotations

1 mark for each correct answer
Total = 3
Total = 10

Vocabulary

ACTIVITY 1 Complete the sentences with the words in the box.

Answers: 1 gratitude 2 symbol 3 favour 4 coincide 5 implication 6 process 7 individual 8 raw 9 linked 10 underestimate

½ mark for each correct answer
Total = 5

ACTIVITY 2 Complete the sentences with the phrases in the box.

Answers: 1 in commemoration of 2 stick to 3 cut off 4 grow out of 5 coincide with

½ mark for each correct answer
Total = 5
Total = 10

Period 2

Writing

ACTIVITY 1 Write an essay.

Total = 10

9–10 marks = Clear and fairly accurate, with good sentence structure, punctuation and spelling

7–8 marks = A number of errors but still clear, with good control

5–6 marks = May be rather unclear and/or inaccurate in places, but the basic information can be understood

3–4 marks = Not enough control of language to communicate the information

0–2 marks = Very inaccurate and unclear

Literature

ACTIVITY 1 Answer the questions.

Answers: 1 Romeo = Montague; Juliet = Capulet (1 mark each) 2 by death // They will be killed (1 mark) 3 at a party (½ mark) at the Capulet's house (½ mark) 4 Names don't matter / are not important. (1 mark)

Total = 5

ACTIVITY 2 Explain the argument between Tybalt and Lord Capulet at the party.

Answer: Tybalt is angry that a Montague has come to the party and wants to fight Romeo. Lord Capulet is angry with him for being rude and wanting to cause trouble. He says that he, not Tybalt, should decide what happens in his house.

3 marks for content + 2 marks for clear explanation

Total = 5

ACTIVITY 3 Complete the summary of Romeo and Juliet's second meeting. Use one word to fill each gap.

Answers: 1 name 2 quickly / easily 3 hide 4 vow / promise
5 messenger / message

1 mark for each correct answer

Total = 5

Total = 15

Total test marks = 60

Money talks

Aims: pupils will be able to read articles in newspapers; read and discuss a poem; use nouns made from verbs; use noun phrases with *the* + adjective; understand the differences between formal and informal letters; complete a proposal form; write formal letters; read a play

Key language: *addiction, associated, barter, bonus, competitive, controversial, decline, divide, donate, elsewhere, excessive, fund, otherwise, peak, prediction, proposal, represent, socialise, talent, value / valuable, wealth*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - The history of money
 - The importance of money and the problems it causes
 - Is there a connection between money and happiness?
 - Reading the next section of the play in the Literature section (*Romeo and Juliet*).
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading and comprehension periods (1, 2, 3 and 4)
 - Vocabulary and reading skills period (5)
 - Writing skills period (6) and the Writing period (7)
 - Literature period (8)
- 3 Encourage the pupils to discuss what they already know about the topics.

ACTIVITY 1 Look at the quotations. Then discuss the questions below in pairs or small groups. 5 mins

- 1 Choose pupils to read the quotations to the class.
- 2 The pupils read the first question. Help them to answer the question (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 A 1, B 4, C 3 2 positive: 3 and 4, negative: 1 and 2 3 Pupil's own answers

ACTIVITY 2 Read the newspaper headlines. Then discuss what the stories might be about in pairs or small groups.

5 mins

- 1 Choose pupils to read the headlines to the class.
- 2 Help them to work out what the first story could be about (*see Answers below*).
- 3 The pupils discuss the other stories.
- 4 Check the answers orally.

Answers: 1 The value of shares is at their lowest level for 9 years. 2 The boss of a bank says that he need to pay big bonuses to his top employees to stop them leaving. 3 A report has found that the rich are getting richer and the poor are getting poorer. 4 A government minister says that the latest predictions for the economy are very good.

ACTIVITY 3 Read the first paragraph of one of the news stories. Then match it with its headline in Activity 2. 5 mins

- 1 Give the pupils time to read the text in detail.
- 2 The pupils choose the headline for the text from Activity 2.

Answer: headline 2

ACTIVITY 4 Replace the underlined parts of the sentences with words from the text. (The sentences are in the same order as the words in the text.) 5 mins

- 1 The pupils read number 1. Help them to find a suitable word in the text (*bonuses*).
- 2 The pupils find the rest of the words.
- 3 Check the answers orally.

Answers: 1 bonuses 2 excessive 3 competitive 4 Otherwise 5 talents 6 elsewhere

ACTIVITY 5 Read the first paragraphs of the other three news stories. Then match them with their headlines in Activity 2. Were your ideas about the stories right? 5 mins

- 1 Give the pupils time to read the three stories.
- 2 The pupils match the stories with the headlines in Activity 2 (*see Answers below*).
- 3 Discuss with the pupils the differences between their predictions about the stories and the 'real' stories.

Answers: B 4 C 3 D 1

ACTIVITY 6 Look at all four news stories and headlines.

Then complete the tasks below. 5 mins

Give the pupils time to read the stories and headlines again briefly.

Part 1 The stories and headlines use synonyms (words with similar meanings) to avoid repetition. Match the pairs of synonyms (1–7 with a–g).

- 1 The pupils read the first word (*proof*). Help them to find the synonym (c).
- 2 The pupils find the rest of the synonyms.
- 3 Check the answers orally.

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

Part 2 Decide whether the statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- 1 The pupils read number 1. Ask *Is that true or false, or isn't there enough information?* (FALSE).
- 2 The pupils circle the correct description of the other sentences.
- 3 Check the answers orally.

Answers: 1 DOESN'T SAY, 2 FALSE, 3 TRUE, 4 FALSE

ACTIVITY 7 Discuss the questions in pairs or small groups.

5 mins

- 1 The pupils read the first question.
- 2 Elicit opinions about the effect from the pupils.
- 3 The pupils discuss the questions in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Look at the pictures. Then discuss the question below in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils. Help them to identify what each one is.
- 2 In pairs or small groups, the pupils discuss the question.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the article. Then complete the tasks on page 59. 35 mins

Give the pupils time to read the article in detail.

Part 1 Five sentences have been removed from the article. Write the missing sentences in the correct blanks.

- 1 The pupils read the five sentences. Help them to find the place in the text for sentence A (2).
- 2 The pupils find the places for the other sentences.
- 3 Check the answers orally.

Answers: 1 B, 2 A, 3 E, 4 D, 5 C

Part 2 Choose the best title for each paragraph.

- 1 The pupils read the titles.
- 2 Help the pupils to find the best title for paragraph 1 (*What is money?*).
- 3 The pupils find the titles for the other paragraphs.
- 4 Check the answers orally.

Answers: A 5, B 4, C 6, D 1, E 3, F 2

Part 3 Choose the best way to continue the sentences. Circle A, B or C.

- 1 The pupils read number 1 (*Bartering is described as*).
- 2 Help the pupils to choose the best way of continuing the sentence (C).
- 3 Check the answers orally.

Answers: 1 C, 2 A, 3 B, 4 B

Part 4 Discuss the questions in pairs or small groups.

- 1 The pupils read the questions.
- 2 Choose two pupils to read the speech bubbles to the class.
- 3 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Read about a poet. Then answer the questions below. 10 mins

- 1 Give the pupils time to read the text in detail.
- 2 The pupils answer the questions.
- 3 Check the answers orally.

Answers: (Example answers) 1 A troubled person, with a difficult, perhaps unhappy life. 2 We need to spend time just looking at the world and enjoying it, rather than rushing around or worrying all the time.

ACTIVITY 2 Read the poem. Then discuss the questions on page 61 in pairs or small groups. 20 mins

- 1 Give the pupils time to read the poem and the notes in the blue boxes in detail.
- 2 The pupils read question 1. Help them to answer the question (B).
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: 1 B 2 A 3 B 4 A 5 B

ACTIVITY 3 Read the quotation from an article. Then discuss the questions in pairs or small groups. (You will read the whole article in Period 4.) 5 mins

- 1 The pupils read the quotation.
- 2 The pupils discuss the questions in pairs or small groups.
- 3 Choose pupils to say what they discussed.

ACTIVITY 4 How would you say these lines in modern, conversational English? 5 mins

- 1 The pupils read number 1. Help them to express how they would say it in modern English.
- 2 Repeat for the other two lines.

Answers: (Example answers) 1 *Because a lot of false friends came to visit me.* 2 *I've thought a lot about life.* 3 *I don't think poor men need to go up.*

Period 4

ACTIVITY 1 Read the text. Then choose the best title for the article. 10 mins

- 1 The pupils read the three possible titles.
- 2 Give the pupils time to read the text in detail.
- 3 Help the pupils to choose the best title.

Answer: C

ACTIVITY 2 Phrases 1–6 are used to introduce sentences and show the writer's attitude. Match them with their meanings a–f. 5 mins

- 1 The pupils read phrase number 1.
- 2 Help the pupils to match the phrase with its meaning (*I'm telling the truth*).
- 3 The pupils match the rest of the phrases with their meanings.
- 4 Check the answers orally.

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

ACTIVITY 3 Check your answers. Then add the phrases to the text in the correct places. 10 mins

- 1 Help the pupils to suggest a phrase for (1) in the text (*Generally speaking*).
- 2 The pupils choose phrases for the rest of the text.
- 3 Check the answers orally.

Answers: 1 *Generally speaking* 2 *Admittedly* 3 *Put simply* 4 *Obviously* 5 *To be honest* 6 *Personally*

ACTIVITY 4 Replace the underlined parts of the sentences with words from the text. (The sentences are in the same order as the words in the text.) 5 mins

- 1 The pupils read number 1. Help them to find a suitable word from the text (*peaked*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *peaked* 2 *declining* 3 *associated* 4 *socialise* 5 *Wealth* 6 *addiction*

ACTIVITY 5 Look at the examples from the article. Then answer the questions below. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to answer the questions.

Answers: 1 *Why do people spend so much time and effort on getting richer?* 2 *You can't really live in more than one at the same time.* 3 *Because it's a rhetorical question (these will be dealt in more detail in Period 5).*

ACTIVITY 6 Look back at the poem in Period 3. Then discuss the questions in pairs or small groups. 5 mins

- 1 Give the pupils time to read the poem again in detail.
- 2 Read the first question and elicit ideas from the pupils.
- 3 Choose pupils to read the speech bubbles to the pupils.
- 4 The pupils discuss the questions in pairs or small groups.
- 5 Choose pupils to say what they discussed.

Answers: 1 *that we spend too much time trying to make more and more money; it won't make us happier.*
2 *Pupils' own opinions* 3 *food and shelter (and a family)*
4 *Pupils' own opinions*

Period 5

ACTIVITY 1 Look back at the news stories in Period 1. Then complete the table with nouns from the stories. The nouns are all made in the same way. Can you add two more verb/noun pairs similar to 1 and 2? 5 mins

- 1 Read the first verb in the table (*react*). Help the pupils to find the noun form in the news stories (*reaction*).
- 2 The pupils complete the rest of the table with suitable words.
- 3 Check the answers orally.

Answers: 1 *react / reaction* 2 *predict / prediction* 3 *and* 4 (Examples) *act / action, collect / collection, connect / connection, reflect / reflection, inspect / inspection* 5 *introduce / introduction* 6 *reduce / reduction* 7 *produce / production*

ACTIVITY 2 Use nouns from the table to complete the sentences. Then write a sentence for each of the nouns you added to the table. 5 mins

- 1 The pupils read number 1. Help them to complete the sentence with a noun from the table (*prediction*).
- 2 The pupils complete the rest of the sentences and write two sentences of their own.
- 3 Check the answers orally.

Answers: 1 *prediction* 2 *production* 3 *reaction*
4 *introduction* 5 *reduction* 6 / 7 *Pupils' own answers*

ACTIVITY 3 Look at the example. Then answer the question below. 5 mins

- 1 Read the example sentence to the pupils.
- 2 Help the pupils to answer the question.
- 3 Make sure the pupils understand that by adding *the* to an adjective, they are turning the adjective into a noun phrase.

Answer: *B*

ACTIVITY 4 Complete the sentences with a general noun phrase using *the* + an adjective in the box. 5 mins

- 1 The pupils read the words in the box.
- 2 Help the pupils to complete the first sentence (*the blind*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *the blind* 2 *the homeless* 3 *the young* 4 *the deaf*
5 *the confused* 6 *the careless*

ACTIVITY 5 Look at the example. Then answer the questions below. 5 mins

- 1 Read the example sentence to the pupils.
- 2 Help the pupils to answer the questions.

Answers: 1 *more satisfied* 2 *B*

ACTIVITY 6 Match the pairs of opposites in the boxes. Then use them to complete the sentences. 5 mins

- 1 The pupils read the pairs of opposites.
- 2 Help the pupils to match *declining* with its opposite (*increasing*).
- 3 Pupils match the rest of the words.
- 4 Check the answers orally.

Answers: *declining / increasing, the rich / the poor, poverty / wealth, happiness / depression*

- 5 Help the pupils complete the first sentence (*happiness, depression*).

- 6 The pupils complete the rest of the sentences.
- 7 Check the answers orally.

Answers: 1 *happiness, depression* 2 *the rich, the poor* 3 *poverty, wealth* 4 *increasing, declining*

ACTIVITY 7 Look at the example from the text in Period 4. Then answer the questions below. 5 mins

- 1 The pupils read the example sentence.
- 2 Help the pupils to answer the questions.
- 3 Check the answers orally.

Answers: 1 *destination, agreement, decision* 2 *destination*
3 *come to, arrive at*

ACTIVITY 8 Complete the sentences with verb phrases and nouns from Activity 7, changing the form of the verb if necessary. 5 mins

- 1 The pupils read number 1. Help them to complete the sentence (*reach ... destination*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *reach / arrive at ... destination* 2 *reached / come to ... decision* 3 *reach / come to ... agreement* 4 *reached / came to ... conclusion / decision*

Period 6

ACTIVITY 1 Read the personal email telling a friend about an idea for a cultural weekend. Then match the formal words and phrases below with informal words and phrases in the email. 15 mins

- 1 Give the pupils time to read the email in detail.
- 2 Make sure the pupils understand that the email uses informal language.
- 3 Help the pupils find the informal version of *Dear Sir*, etc. (*Hi*).
- 4 The pupils find the rest of the informal phrases.
- 5 Check the answers orally.

Answers: *Hi* (2), *thinking of maybe* (5), *putting together* (14), *sorted out* (11), *want* (16), *help with the money* (9), *Don't worry* (10), *I've heard* (8), *store of money* (13), *give* (12), *kind of thing* (15), *can you* (3), *let me know* (6), *Thanks a lot* (7), *I'm looking forward to your answer* (1), *All the best* (4)

ACTIVITY 2 Arrange the language descriptions into pairs: formal (F) and informal (IF) as in the example. 10 mins

- 1 Write a table on the board with two columns: *Informal language / Formal language*.

- 2 Show the pupils that two types of language have already been paired in the book. Add them to the table on the board.
- 3 The pupils arrange the rest of the language into pairs.
- 4 Ask pupils to complete the table on the board.

Answers: *personal greetings, etc. (IF) / impersonal forms of address (F), contractions (e.g. I've) (IF) / full verb forms (e.g. We are) (F), short sentences joined with and and but, etc. (IF) / longer sentences with relative clauses (F), active forms of verbs (IF) / passive forms of verbs (F), general, everyday words and phrases (IF) / technical words and phrases (F)*

Look!

These are general guidelines, not rules. For example, it's possible to use active sentences in formal language, or relative clauses in informal language.

ACTIVITY 3 Write a formal letter. 15 mins

- 1 The pupils read the start of the letter.
- 2 Emphasise that the pupils should use formal language now, as this is a formal application.
- 3 Elicit ideas for how to complete the letter.
- 4 The pupils complete the letter.
- 5 Arrange a gallery: put all the letters on the wall, and give the pupils time to circulate and read them.
- 6 Take class votes for categories such as the best-written letter, the most convincing letter, etc.

Answer: *Pupils' own answers*

Period 7

ACTIVITY 1 Read part of Mrs Kelani's reply to your letter. Then discuss the questions below in pairs or small groups.

10 mins

- 1 Give pupils time to read this part of the reply.
- 2 In pairs or small groups, the pupils discuss the questions and start planning their event.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Copy and complete the sections of the proposal form with the details you discussed. 10 mins

- 1 The pupils read the sections of the proposal form.
- 2 In their groups or pairs, the pupils copy and complete the proposal form with the details they worked out in Activity 1.

Sample answer: *The idea behind this cultural weekend is to ... This is important because ...*

We hope to include different activities during the weekend. For example, there will be ... and ... Most of these will be free for those who live in the town.

The local community will benefit because this event will bring them together. In addition, it could attract visitors from outside the town, which would bring in money.

(Note: This is a framework. The actual information needed would come from the previous discussion.)

ACTIVITY 3 Write a formal letter. 20 mins

- 1 The pupils read the situation. Make sure they understand that now, they have the initial donation of money, but they are writing to other potential donors asking for more.
- 2 The pupils write their letter.
- 3 Arrange a gallery: put all the letters on the wall, and give the pupils time to circulate and read them.
- 4 Take class votes for categories such as the best-written letter, the most convincing letter, etc.

Answer: *Pupils' own answers*

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Period 8

ACTIVITY 1 Read the short introduction to the next part of the play. Then discuss the questions below in pairs or small groups. 10 mins

- 1 The pupils read the short introduction.
- 2 The pupils read the first question. Help them to express their ideas.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read Extract 4 on pages 98–99 to see if your ideas are correct. Then answer the questions. 10 mins

- 1 Give the pupils time to read the Extract 4 in detail.
- 2 Elicit ideas from the pupils about how close their ideas were to what actually happens in the play.
- 3 The pupils read question number 1. Help the pupils to answer it (see Answers below).
- 4 The pupils answer the rest of the questions.
- 5 Check the answers orally.

Answers: 1 He means that because he has secretly married Juliet, Tybalt is now his cousin. 2 Because he thinks Romeo is disgracing the Montagues by trying to be friendly to Tybalt, and someone must avenge their honour. 3 He kills Mercutio by stabbing him when Romeo is standing between them, preventing them from fighting. It's not fair, because Mercutio wasn't actually fighting at that moment. 4 He joined the fight because he wanted to stop them fighting; he says that Juliet's love has made him hate fighting. 5 He doesn't want to kill him because Romeo was trying to avenge Mercutio's death; instead, he exiles him from Verona. 6 Tybalt has just stabbed Mercutio and has run away. Romeo is talking to Mercutio and trying to encourage / comfort him.

ACTIVITY 3 Look at the suggestions below about what Romeo could do now. Then discuss the questions below in pairs. 10 mins

- 1 Choose pupils to read the speech bubbles to the class.
- 2 The pupils read the first question. Elicit ideas and opinions from the pupils.
- 3 In pairs, the pupils discuss the questions.

ACTIVITY 4 Compare your answers with another pair. 5 mins

- 1 The pupils discuss their answers with another pair of pupils.
- 2 Choose pupils to tell the class what they discussed.

Answers: (Example answers) 1 Pupils' own answers 2 a If he takes Juliet, then her family will pursue them and they will probably both die. b If he stays in Verona and someone finds him, he will be killed. Also, he will put Friar Laurence's life in danger. c It will be very difficult for him to forget Juliet, and it will be difficult for her too. Perhaps either or both of them might want to kill themselves. Also, she is married to Romeo, and that means she can't marry another person. So if her father wants her to marry someone, she will have to tell him about Romeo. 3 Pupils' own answers.

ACTIVITY 5 Read what happens next. Then answer the questions below. 5 mins

- 1 The pupils read the text. Ask the question (*Why is it impossible, etc.*) and elicit the answer (*She can't marry Paris because she has just married Romeo, but she can't tell her father what she has done*).
- 2 The pupils answer the two other questions.

Answers: Pupils' own answers

Winners and losers

Aims: pupils will be able to read and discuss a poem; use reflexive pronouns; use verbs + *about*; use rhetorical questions and other persuasion techniques; write an essay agreeing or disagreeing with an opinion; read a play

Key language: *apply, blame, deal in, dismiss, doubt, give way to, inspiration, keep / lose your head, make allowance(s) for, pick, potential, recall, recommendation, treat, vital*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - The poem *If* by Rudyard Kipling: is it relevant or outdated?
 - The pursuit of success
 - Modern football and money
 - Reading the next section of the play in the Literature section (*Romeo and Juliet*).
- 2 As you introduce these topics to the pupils, show them the relevant periods:
 - Reading and comprehension periods (1, 2 and 4)
 - Vocabulary and reading skills periods (3 and 5)
 - Writing skills period (6) and the Writing period (7)
 - Literature period (8)
- 3 Encourage the pupils to discuss what they already know about the topics.

ACTIVITY 1 Read the quotation. Then discuss the questions below in pairs or small groups. 10 mins

- 1 Read the quotation to the class.
- 2 The pupils read the first question. Help them to answer the question (see *Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *They are only illusions, they are not deep truths.*
 2 *By accepting both as inevitable parts of life.* 3 *That it's important to play the sport for its own sake, and that winning is just something extra.*

ACTIVITY 2 Read this first verse of the poem *If*-. Then match the words and phrases with their meanings. (You will have a chance to read the whole poem in Period 3.)

15 mins

- 1 Give the pupils time to read the first verse in detail.
- 2 The pupils read number 1 (*keep your head*). Help them to find the meaning in the right hand column (*stay calm*).
- 3 The pupils match the rest of the words with their meanings.
- 4 Check the answers orally.

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

ACTIVITY 3 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question. Elicit ideas from the pupils.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Read the two texts. Then answer the questions below. 15 mins

- 1 Give the pupils time to read the two texts in detail.
- 2 Read question 1 to the pupils. Help them to answer the first part (*B*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 1 B, 2 A, 3 B, 4 B 2 A 3 C 4 B

ACTIVITY 2 Find words in the texts that have these meanings. 10 mins

- 1 The pupils read the first meaning (*something that makes you feel hopeful*).
- 2 Help the pupils find a word with that meaning in Text A (*inspiration*).
- 3 The pupils find the rest of the words in the texts.
- 4 Check the answers orally.

Answers: 1 *inspiration* 2 *dismiss* 3 *apply*
 4 *recommendations* 5 *outdated* 6 *treating*

ACTIVITY 3 Use the words in Activity 2 to complete the sentences. (Make any necessary changes.) 5 mins

- 1 The pupils read number 1.

- 2 Help the pupils to complete the sentence (*apply*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *apply* 2 *dismiss* 3 *inspiration* 4 *treating*
5 *outdated* 6 *recommendations*

ACTIVITY 4 Look at the examples. Then answer the questions below. 10 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to answer the questions.
- 3 Check the answers orally.

Answers: 1 *the second half* 2 B 3 A 4 *Pupil's own answers*

Period 3

ACTIVITY 1 Study the words and phrases. 5 mins

- 1 The pupils read the words and phrases, with their meanings.
- 2 Help the pupils to find the words and phrases in the poem.

ACTIVITY 2 Read the poem. Then discuss the questions on page 61 in pairs or small groups. 5 mins

- 1 Read the poem to the pupils while they listen and read.
- 2 Give them time to read the poem again.

ACTIVITY 3 Study the rhyming pattern. 10 mins

- 1 The pupils read the first four lines of the poem.
- 2 The pupils read number 1. Emphasise the pronunciation of the words at the end of the line. This helps the pupils to see the rhymes and the rhyming patterns.
- 3 Go through the other points with the pupils.

Answers: 2 *about you / doubt you, you / too* 3 (*Help the pupils to understand the pattern*), *the pattern continues in the other verses*

ACTIVITY 4 Find the lines that give the following advice. (The pieces of advice are in the same order as in the poem.) 10 mins

- 1 The pupils read number 1. Help them to find the line in the poem (1).
- 2 The pupils find the rest of the lines.
- 3 Check the answers orally.

Answers: 1 *line 1* 2 *line 5* 3 *line 11* 4 *line 18* 5 *line 20*
6 *lines 21–24* 7 *lines 25–26* 8 *lines 29–30*

ACTIVITY 5 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question. Elicit ideas from the pupils.
- 2 The pupils read the second question.
- 3 Choose pupils to read one of the speech bubbles each.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Period 4

ACTIVITY 1 Discuss the question in small groups. 5 mins

- 1 Choose pupils to read one of the speech bubbles each.
- 2 In small groups, the pupils discuss how true the statements are.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text. Then complete the activities on page 77. 10 mins

Give the pupils time to read the text.

ACTIVITY 3 Decide whether the statements below are TRUE or FALSE according to the text. If there isn't enough information to decide, choose DOESN'T SAY. 10 mins

- 1 The pupils read number 1. Ask *Is that true or false, or isn't there enough information?* (TRUE).
- 2 The pupils circle the correct description of the other sentences.
- 3 Check the answers orally.

Answers: 1 TRUE 2 TRUE 3 FALSE 4 TRUE 5 DOESN'T SAY
6 FALSE

ACTIVITY 4 Replace the underlined parts of the sentences below with words or phrases from the text. (The words and phrases are in the same order as in the text.) 10 mins

- 1 The pupils read number 1. Help them to find a suitable word or phrase in the text (*Whenever*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *Whenever* 2 *achieve* 3 *recall* 4 *picked*
5 *potential* 6 *vital* 7 *talent*

ACTIVITY 5 The following words, highlighted in the text, all refer back to something in the same sentence or the sentence before. What do they refer to? 5 mins

- 1 The pupils read number 1 (*it*). Help them to find the word in the text.
- 2 Help the pupils identify what *it* refers to (*Fever Pitch*).
- 3 The pupils work out what the other words refer to.
- 4 Check the answers orally.

Answers: 1 *Fever Pitch* 2 *know his name* 3 *the young footballer* 4 *got further than the youth team* 5 *England* 6 *the young footballer's talent*

Period 5

ACTIVITY 1 Read the text on page 76 quickly again. Discuss the following in pairs or small groups. 5 mins

- 1 Pupil's read the text again quickly.
- 2 The pupils read the first question. Elicit ideas from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: 1 (*Example answer*) *You have to be more than just very good to succeed in sport.* 3 *C* 4 *Pupils' own opinions*

ACTIVITY 2 Look at the examples and answer the question. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to answer the question.

Answers: 1 *ended up* 2 *keep up*

ACTIVITY 3 Complete the sentences with a verb from the box + *up*. (Change the form of the verb if necessary.)

5 mins

- 1 The pupils read the verbs in the box.
- 2 The pupils read number 1. Help them complete the sentence (*taken up*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *taken up* 2 *give up* 3 *end up* 4 *clear up* 5 *keep up* 6 *grows up*

ACTIVITY 4 Match the phrasal verbs in Activity 6 with their meanings. 5 mins

- 1 Choose pupils to read the meanings.

- 2 Help pupils match a phrasal verb in Activity 6 with the first meaning (*grow up*).
- 3 The pupils match the other phrasal verbs with their meanings.
- 4 Check the answers orally.

Answers: 1 *grow up* 2 *take up* 3 *clear up* 4 *give up*

ACTIVITY 5 Look at the example. Then read the information below. 5 mins

- 1 Read the example sentence to the pupils.
- 2 Help the pupils understand the information below the example.

ACTIVITY 6 Complete the sentences with the correct reflexive pronouns. 5 mins

- 1 The pupils read number 1. Help them to complete the sentence (*themselves*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *themselves* 2 *herself* 3 *ourselves* 4 *myself* 5 *yourselves*

ACTIVITY 7 Look at the example. 5 mins

- 1 Read the example sentence to the pupils.

ACTIVITY 8 Complete the sentences with the correct tense of the verbs in the box. 5 mins

- 1 The pupils read number 1. Help them to complete the sentence (*are ... thinking*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *are ... thinking* 2 *heard* 3 *complained* 4 *writes* 5 *have read*

Period 6

ACTIVITY 1 Look at the examples. Then answer the questions below. 10 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to answer the questions.

Answers: 1 *No* 2 *B* 3 *negative*

Look!

Rhetorical questions are a common way of making a point, but the pupils should not use them too much. They are not very suitable for more formal writing such as academic essays.

ACTIVITY 2 Match each question in the box with the sentence that goes before it. 10 mins

- 1 The pupils read the questions in the box.
- 2 The pupils read number 1. Help the pupils choose the correct question from the box to go after it (see *Answers below*).
- 3 The pupils choose a question to go after the other sentences.
- 4 Check the answers orally.

Answers: 1 *Do they expect us to give up now?* 2 *Did he achieve that by accident?* 3 *Is that such a difficult idea to understand?* 4 *But will it work in practice?* 5 *Are we going to let them all down?* 6 *Did I ever say success would be easy?*

ACTIVITY 3 Write one or two sentences that lead to these questions. Start in the way shown, then add more sentences using the ideas in the boxes. 20 mins

- 1 The pupils read the first sentence and the final sentence of number 1.
- 2 Elicit ideas from the pupils about what can go in between. Use the ideas in the blue box to guide the pupils.
- 3 The pupils write the middle sections of the two texts.
- 4 Choose pupils to read their texts to the group.

Answers: *Pupil's own answers*

Period 7

ACTIVITY 1 Match the sentence beginnings 1–6 with the endings a–f. 10 mins

- 1 The pupils read number 1 (*Obviously we can't return to the past, but*).
- 2 Help the pupils to find the ending (*e*).
- 3 The pupils match the rest of the sentence beginnings and endings.
- 4 Check the answers orally.

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

ACTIVITY 2 Complete these sentences in any way that makes sense. 10 mins

- 1 The pupils read number 1. Help them to write a suitable ending.
- 2 The pupils write endings for the rest of the sentences.
- 3 Choose pupils to read their sentences to the class.

ACTIVITY 3 Write a short essay giving your opinion about this statement. 20 mins

- 1 The pupils read the statement.
- 2 Help the pupils to express their opinions about the statement. Help them to use the various phrases and expressions they have seen in this unit. These were reviewed in the previous activity.
- 3 Show the outline of the essay to the pupils.
- 4 The pupils write their essay.
- 5 Arrange a gallery: put all the essays on the wall, and give the pupils time to circulate and read them.
- 6 Take class votes for categories such as the best-written essay, the most convincing essay, etc.

Answer: *Pupils' own answers*

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Period 8

ACTIVITY 1 Read Extract 5 on page 100. Then complete the notes that explain Friar Laurence's plan. 10 mins

- 1 Give the pupils time to read Extract 5 in detail.
- 2 Read the first sentence of the notes and help the pupils to complete it (*marry Paris*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: (*Example answers*) 1 *marry Paris* 2 *alone* 3 *mixture* 4 *she is dead* 5 *tomb* 6 *a message* 7 *wakes up* 8 *her to Mantua* 9 *marry Paris*

ACTIVITY 2 Answer the questions. 5 mins

- 1 The pupils read the first question. Help them to express their answers.
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *It seems very risky, but there isn't an easier solution.*
 2 *She wants to do it.* 3 *The mixture might kill her, or it might not work.* 4 *People will still want to see the end, because it's exciting and – even if they already know what happens – it's very moving.*

ACTIVITY 3 Read what happens next. Then answer the questions below. 5 mins

- 1 The pupils read the text.
- 2 The pupils read the first question. Elicit ideas and opinions from the pupils.
- 3 The pupils answer the questions.
- 4 Check the answers orally.

Answers: (Example answers) 1 *She's probably afraid that it will really kill her.* 2 *Pupils' own answers (brave because she is risking death, foolish because she might die or be seriously harmed by the mixture)* 3 *Pupils' own answers*

ACTIVITY 4 Read Extract 6 on pages 100–101. Then answer the question. 10 mins

- 1 Give the pupils time to read the extract in detail.
- 2 The pupils predict what will happen in the end. Help the pupils to express their ideas.

ACTIVITY 5 Read Extract 7 on page 101 to see if you were correct. 10 mins

- 1 Give the pupils time to read Extract 7 in detail.
- 2 The pupils compare what they thought might happen with what actually happens. Help them to express what they want to say.

Past history?

Aims: pupils will be able to read biographies and autobiographies; understand and use non-literal / figurative language; write a short biography; read a play

Key language: *cause, compromise, constant, diplomatic, displaced, equality, founded (on), immigrant, insistent, inspire, intellectual, issue, justice, late, motivated, prominent, reassure, representative, ring out, scale, setback, status, struggle, upgrade*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - The Nakba and its consequences
 - Famous Palestinians: Yassir Arafat, Mahmoud Dawish, Hisham Sharabi, Edward Said
 - Reading the next section of the play in the Literature section (*Romeo and Juliet*)
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading and comprehension periods (1, 2, 3 and 4)
 - Vocabulary and reading skills period (5)
 - Writing skills period (6) and the Writing period (7)
 - Literature period (8)
- 3 Encourage the pupils to discuss what they already know about the topics.

ACTIVITY 1 Read the quotation. Then discuss the questions below in pairs or small groups. 5 mins

- 1 The pupils read the quotation.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the two texts about similar events. Then complete the tasks below. 15 mins

- 1 Give the pupils time to read the two texts in detail.
- 2 The pupils do the tasks.
- 3 Check the answers orally.

Answers: 1 Text A is the personal experience of someone living in an area where there was fighting. Text B is a historical summary of the main events in April 1948 in Jerusalem. 2 turned out
3 1 B, 2 A 4 A 5 1 In theory, 2 In practice 6 B

ACTIVITY 3 The words and phrases below are all connected with ways of telling what happened in the past. Match them with their meanings. Use a dictionary to help if necessary. 5 mins

- 1 The pupils read the first phrase (*first person*).
- 2 Help the pupils to match the phrase with a meaning (*I/me or we/us*).
- 3 The pupils match the rest of the phrases.
- 4 Check the answers orally.

Answers: 1 b 2 h 3 a 4 e 5 g 6 i 7 c 8 d 9 f

ACTIVITY 4 Arrange the words and phrases from Activity 3 into two lists. 5 mins

- 1 Copy the two columns onto the board. Make sure that the pupils understand the two headings: that we are looking for characteristics of first person narratives and characteristics of third person narratives.
- 2 The pupils read number 1 (*first person*) from Activity 3. Ask *Which category does it go in? (first person narrative)*.
- 3 The pupils write the other words and phrases from Activity 3 in the correct category.
- 4 Check the answers orally.

Answers: *first person narrative: first person, autobiography, memoir, subjective, eye-witness account ; third person narrative: third person, biography, objective, narrative*

ACTIVITY 5 Discuss the question in pairs or small groups. 5 mins

- 1 The pupils read the question.
- 2 Elicit ideas from the pupils.
- 3 The pupils discuss the question in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Answers: *memoir: a personal view of events and how they affected a real person; historical study: a more general, objective view of events on a wider scale; eye-witness: an immediate impression from a real person who was there at the time (without the benefit of being able to look back)*

Period 2

ACTIVITY 1 Look at the map and discuss the questions in pairs or small groups. 5 mins

- 1 Show the map to the pupils. Ask questions such as *What does it show? (The number of Palestinians living outside Palestine, and where they live), Which country has the greatest number of Palestinians (Jordan), etc.*
- 2 The pupils discuss question 2 in pairs or small groups.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the text quickly. Then answer the questions. 10 mins

- 1 The pupils read the questions.
- 2 Set a time limit for the pupils to read the text quickly. Make sure that it is not enough time to read the text in detail.
- 3 Stop the pupils when the time is up. The pupils answer the questions.

Answers: 1 the post-Nakba period 2 New York

ACTIVITY 3 Replace the underlined parts of the sentences with words from the text. (The sentences are in the same order as the words in the text.) 10 mins

- 1 The pupils read number 1. Help them to find a suitable word from the text (*scale*).
- 2 The pupils find the rest of the words.
- 3 Check the answers orally.

Answers: 1 scale 2 displaced 3 insistent 4 reassure 5 constant

ACTIVITY 4 Answer the questions. 5 mins

- 1 The pupils read number 1. Help them to answer the question (*Palestinians*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *Palestinians* 2 *a place where you feel as relaxed as you do in your own home* 3 *origins = the country or race that someone comes from, background = the type of family or culture that someone comes from* 4 *questions about background*

ACTIVITY 5 Discuss the questions in pairs or small groups. 10 mins

- 1 The pupils read the question.
- 2 Elicit opinions from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: (Example answers) 1 to make the historical context clear 2 the 1950s 3 Because nobody realised how many people had been displaced. 4 Because they provide a sense of identity. 5 (Example) It sounds moving and sad because the speaker thinks it will be impossible for the world to ignore the problem and we now know that it's exactly what happened. The writer also knows this and probably intends it to sound this way.

Period 3

ACTIVITY 1 Look at the title of the article and the picture. Then discuss these questions in pairs or small groups. 10 mins

- 1 Show the picture to the pupils.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Answers: 1 *It's the day that Yassir Arafat addressed the United Nations.* 2 1 *They allow people to cross over from one side to another and they join one area to another.*, 2 *These are figurative bridges: making contact and links with other people and other countries.* 3 *The picture shows Yassir Arafat trying to make contact and links (to build bridges) with the countries of the United Nations.*

Note: There are several other figurative expressions in this text: *landmark speech*, *the tide has turned*, etc. These are examined more in Period 5.

ACTIVITY 2 Read the first part of the article (the second part is in Period 4). Then complete the tasks on page 89. 30 mins

Give the pupils time to read the text in detail.

Part 1 Match the words and phrases from the text with their meanings.

- 1 The pupils read number 1 (*cause*). Help them to match it with the meaning (*an idea people support or fight for*).
- 2 The pupils match the rest of the words and phrases with their meanings.
- 3 Check the answers orally.

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

Part 2 Use the words and phrases in Part 1 to complete the sentences.

- 1 The pupils read number 1. Help them to complete the sentence (*diplomatic*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *diplomatic*, 2 *struggle*, *setbacks*, 3 *upgrade*, 4 *cause*, 5 *late*, 6 *representative*, 7 *status*, 8 *rang out*

Part 3 What do these words, highlighted in the text, refer to?

- 1 The pupils read number 1 (*That*). Help them to find the word in the text.
- 2 Help the pupils identify what it refers to (*see Answers below*).
- 3 The pupils work out what the other words refer to.
- 4 Check the answers orally.

Answers: 1 the lack of attention to the Palestinian cause, 2 Arafat's words, 3 build bridges

Part 4 Answer the questions.

- 1 Read the first question and elicit ideas from the pupils.
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 an offer of peace and the ability to continue the struggle, 2 to make a peace deal, or to continue fighting, 3 He wanted the world to make a reasonable peace deal that he could accept., 4 They saw the possibility of links with the West and support from the West.

Period 4

ACTIVITY 1 Look at the pictures. Then answer the question in pairs or small groups. 10 mins

- 1 Show the pictures to the pupils.
- 2 Pupils read the question. Elicit ideas for where and when the people were born.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Read the second part of the article from Period 3. Then complete the tasks on page 91. 30 mins

Give the pupils time to read the text in detail.

Part 1 Replace the underlined parts of the sentences with words from the text. (The sentences are in the same order as the words in the text.)

- 1 The pupils read number 1. Help them to find a suitable word in the text (*prominent*).
- 2 The pupils find the rest of the words.
- 3 Check the answers orally.

Answers: 1 prominent, 2 equality, 3 justice, 4 intellectual, 5 issues, 6 immigrants, 7 compromise, 8 founded, 9 inspire, 10 motivated

Part 2 Explain in your own words why Mahmoud Darwish was unable to say goodbye to Edward Said.

- 1 Help the pupils express their answer to the question.

Answer: He couldn't say goodbye, because Said would always be a part of their daily life and thought.

Part 3 Say what non-academic work Hisham Sharabi did to help the Palestinian cause.

- 1 Help the pupils to answer the question.

Answer: television appearances, journalism, the Arab-American Cultural Foundation, the Jerusalem Fund

Part 4 What was the issue on which Sharabi refused to compromise?

- 1 Help the pupils to answer the question.

Answer: the Right of Return

Part 5 Looking at the whole article (including the part that you read in Period 3), say what these dates refer to.

- 1 The pupils read the first date.
- 2 Help pupils to find the answer in the article (*see Answers below*).
- 3 Pupils find the rest of the dates and write down what they refer to.
- 4 Check answers orally.

Answers: 1948 a million Palestinians were forced into the diaspora, 1974 Yassir Arafat addressed the United Nations, 2012 the United Nations voted to upgrade Palestinian status to 'non-member observer state', 1927 Hisham Sharabi was born, 1975 Hisham Sharabi wrote Introduction to the Study of Arab Society, 1993 Sharabi returned to Jaffa to make a documentary

Period 5

ACTIVITY 1 Look at the examples. Then answer the question. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to answer the question.

Answer: A literal B non-literal / figurative

ACTIVITY 2 Look at the pictures, which show the literal meanings of phrases from the text you read in Periods 3 and 4. Then, in pairs, choose one picture and discuss how the literal meanings are related to their figurative uses in the text. 10 mins

- 1 Show the pictures to the pupils.
- 2 In pairs, the pupils choose one picture and discuss the connection between the two types of meaning.

Answers: 1 stepping onto the stage *as a figurative expression means that someone is going to present themselves to a lot of people, like an actor on the stage* 2 To describe something as landmark means that it is memorable, important, and widely recognised – just as a landmark in the landscape is important and easy to see by everybody 3 the tide turns means that events are moving in a new direction – like the tide of the sea, which changes direction two or more times a day (except in non-tidal waters like the Mediterranean) 4 play a role means to be a significant factor – just like an actor playing a role in a play (or a part in a play) 5 to follow in someone's footsteps means to achieve the same things as someone else

ACTIVITY 3 Explain your ideas to the rest of the class. 5 mins

- 1 Choose pupils to say what they discussed in Activity 2.

ACTIVITY 4 Look at the sentences, which contain other figurative phrases related to the theme of this Unit.

Explain the literal and figurative meanings of the phrases. 10 mins

- 1 The pupils read the first sentence.
- 2 Help the pupils to express the two types of meaning (see *Answers below*).
- 3 The pupils write sentences explaining the two types of meaning.

Answers: 1 literal: to make a line with a pencil; figurative: to decide something is finished and make a new start 2 literal: to change the hands on the clock so that it shows an earlier time; figurative: to go back to the way things were in the past

ACTIVITY 5 Complete the sentences with the figurative phrases in Activities 2 and 4. 10 mins

- 1 The pupils read number 1. Help them to complete the sentence with a figurative expression (see *Answers below*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 follow in ... footsteps 2 draw a line under 3 played a role 4 turn back the clock 5 tide has turned 6 stepped onto the world's stage 7 landmark

Period 6

ACTIVITY 1 You are going to write a short biography. Read the notes on the life of Edward Said. Then discuss the questions below in pairs or small groups. 10 mins

- 1 Give the pupils time to read the notes in detail. Make sure the pupils realise that they are going to be writing a biography of Edward Said.

- 2 In pairs or small groups, the pupils discuss the questions.

ACTIVITY 2 Make notes based on your discussion. Then write the short biography. 30 mins

- 1 The pupils make notes of what they decided.
- 2 Choose pupils to share their notes with the class.
- 3 Pupils write the biography using their notes.

Period 7

ACTIVITY 1 Discuss the questions in pairs or small groups. 10 mins

- 1 The pupils read the situation.
- 2 Read the first question. Elicit ideas from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Write a short first person autobiography, based on the ideas from your discussion in Activity 1. 30 mins

- 1 The pupils read the instructions. Make sure they understand that they may be inventing the story, but it must be something realistic.
- 2 Elicit ideas from the pupils about what they can include, what they can base their autobiography on, etc.
- 3 The pupils write their 'autobiography'.
- 4 Arrange a gallery: put all the autobiographies on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the best-written autobiography, the most moving autobiography, the most unusual autobiography, etc.

Answer: Pupil's own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find easy? Which parts did you find difficult? Would you like to go over parts of the grammar again?* etc.
- 3 Make a note of the pupils' responses when these suggest that more work in class is needed.
- 4 Encourage the pupils to write headings for their notes in their notebooks. These headings can be taken from the relevant parts of the Unit summary.

Period 8

ACTIVITY 1 To help you remember what happens in the second part of the play, work in pairs to put these events in the correct order. Number them from 1 to 8. 5 mins

- 1 Choose pupils to read one sentence each to the class.
- 2 Ask *Which comes first? (Tybalt kills Mercutio).*
- 3 The pupils number the rest of the sentences in order.
- 4 Check the answers orally.

Answers: 2, 8, 3, 4, 7, 5, 1, 6

ACTIVITY 2 Discuss the question in pairs or small groups. Then read the ending of the play (Extract 8) on page 101.

15 mins

- 1 The pupils read the question. Help them to express their ideas.
- 2 In pairs or small groups, the pupils discuss the question.
- 3 Give the pupils time to read the ending of the play in detail.
- 4 Elicit ideas from the pupils about how close their ideas were to what actually happens in the play.

ACTIVITY 3 Read the quotation. Then answer the questions below. 10 mins

- 1 The pupils read the quotation.
- 2 The pupils read the questions. Help them to express their ideas.
- 3 The pupils answer the questions.
- 4 Check the answers orally.

Answers: 1 Prince Escalus said the words; he said them to the two fathers, Capulet and Montague. 2 They have just heard that Romeo and Juliet have killed themselves; they are all deeply sad, and Capulet and Montague have just made peace with each other. 3 It means that now Verona is more peaceful than it has been for a long time, because the Capulets and Montagues are no longer fighting; however, this peace was the result of tragic events, which have made everyone sad. 4 They all feel remorseful because they did not stop the fighting between the two families, and this fighting has had terrible and tragic consequences.

ACTIVITY 4 Discuss the questions in pairs or small groups.

10 mins

- 1 The pupils read the first question. Help them to express their ideas.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Now turn to page 128 for the end of year Reading Plus test.

Progress test 2 (Units 4–6)

Period 1

Reading 1

ACTIVITY 1 Read the text about leadership. Then complete the summary below with words or phrases from the text. Do not use more than three words in each gap.

Answers: 1 modern theory 2 context 3 prominent position
4 inspired and motivated 5 make compromises 6 symbol (of the struggle) 7 secret discussions

1 mark for each correct answer
Total = 7

ACTIVITY 2 Answer the questions.

Answers: 1 Seeing which one / person (in the group) has leadership qualities. 2 By treating them in a more diplomatic way. 3 He couldn't communicate with his followers. 4 He could build bridges and make compromises.

2 marks for each correct answer
Total = 8
Total = 15

Reading 2

ACTIVITY 1 Read the two letters to a newspaper. Then answer the questions.

Answers: 1 A 2 B 3 B 4 A

1 mark for each correct answer
Total = 4

ACTIVITY 2 Decide whether the statements are TRUE or FALSE.

Answers: 1 FALSE 2 TRUE 3 FALSE 4 TRUE 5 TRUE 6 FALSE

1 mark for each correct answer
Total = 6
Total = 10

Vocabulary

ACTIVITY 1 Replace the underlined parts of the sentences with the words in the box.

Answers: 1 excessive 2 otherwise 3 wealth 4 dismiss 5 justice

1 mark for each correct answer
Total = 5

ACTIVITY 2 Circle the correct word to complete the sentences.

Answers: 1 speaking 2 put 3 long 4 bridges 5 turned

1 mark for each correct answer
Total = 5
Total = 10

Period 2

Writing

ACTIVITY 1 Write an essay about someone that you believe is a great leader. The person can be in any field, for example politics, business or sport, but do not choose Nelson Mandela.

Total = 10

9–10 marks = Clear and fairly accurate, with good sentence structure, punctuation and spelling

7–8 marks = A number of errors but still clear, with good control

5–6 marks = May be rather unclear and/or inaccurate in places, but the basic information can be understood

3–4 marks = Not enough control of language to communicate the information

0–2 marks = Very inaccurate and unclear

Literature

ACTIVITY 1 Answer the questions.

Answers: 1 (Mercutio) Tybalt, (Tybalt) Romeo (1 mark each)
2 He is exiled / sent away. // He has to leave the town. (1 mark)
3 He doesn't receive the / Friar Laurence's letter. (1 mark)
4 They decide to end their argument/fighting (½ mark) and put up statues of Romeo and Juliet. (½ mark)

PROGRESS TEST 2 (UNITS 4–6)

Total = 5

ACTIVITY 2 Explain the things that make it difficult for Romeo and Juliet to continue as lovers.

Answers: *There is an old argument / fight between the two families. Romeo is exiled / sent away after killing Tybalt. Juliet's father wants her to marry Paris.*

(3 marks for content + 2 marks for clear explanation)

Total = 5

ACTIVITY 3 Say how Friar Laurence is important to what happens in the story.

Answers: *He helps Romeo and Juliet to get married. He arranges for Juliet to pretend to be dead. He sends a letter to Romeo explaining the plan.*

3 marks for content + 2 marks for clear explanation

Total = 5

Total = 15

Total test marks = 60

Practice test – Semester 1

All students will do all parts of the basic test, but sometimes different streams have different marks – see below.

Section 1: Reading

Passage 1

Read the text about coincidences and complete the tasks below.

We often hear people say 'It's a small world, isn't it?' It's usually when they've just experienced one of those strange coincidences that seem to happen in nearly everyone's lives. You know the kind of thing: you're on holiday in another country and you run into a person you know from home, even though neither of you knew that the other was going there too.

People often think experiences like this are evidence of something mysterious happening, some kind of hidden plan outside our knowledge. The scientific explanation is less exciting, and perhaps that's why some people are reluctant to accept it. Coincidences are events that unexpectedly happen at the same time for no clear reason, or finding an unexpected connection between seemingly random things or people. A very common example of the latter is talking to a complete stranger and finding that you have the same birthday. What are the chances of that happening? Actually, the chances are better than you might think, and there's a mathematical way to prove it.

1. Choose the correct word from the text. (5 marks vocational, 2.5 marks academic)

1. Sometimes you happen in / run into someone you know and neither / everyone person expected the other one to be in that place.
2. Some people believe that coincidences are hidden / mysterious events that show there is a plan / knowledge that decides what happens in our lives.
3. The writer says it's possible to happen / prove that coincidences aren't as surprising as people think.

2. Answer the questions, using your own words as far as possible. (8 marks vocational, 4 marks academic)

1. What does the saying "It's a small world" mean?

2. Why don't people want to believe that coincidences are not so strange?

3. What two definitions of "coincidence" does the writer give in the second paragraph?

a) _____

b) _____

Passage 2

Read the text about friendship and complete the tasks below.

A new study into how the Internet is changing the nature of friendship has found that social networking sites like Facebook and Myspace don't help people make more close friends. Although people (especially young people) using these sites claim to have thousands of 'friends', this research suggests that face-to-face contact is usually needed to form genuine relationships.

Many previous studies of friendship have established that the maximum number of people in a standard friendship group is 150, with about five of these regarded as close friends. This new study has found that, in terms of how many people we keep in regular contact with, these figures remain roughly the same for online friends. What's more, the five closest friends of regular Internet users are likely to be people they have actually met. 'To form close friendships, we need to be able to trust the other person,' explains Dr Samuel Holliday, one of the report's co-authors, 'and with people that you only know through the Internet, you can't even be sure they're who they say they are.'

1. Answer the questions. (5 marks both vocational and academic)

1. What is the Internet having an effect on?

2. What kind of websites are Facebook and Myspace?

3. How many close friends do most people have?

a) in real life _____ b) on the Internet _____

4. What word or phrase tells us that Dr Holliday didn't write the report on his own?

2. Complete the summary with words or phrases from the text. These are in the same order as they appear in the text. (7 marks vocational, 3.5 academic)

Researchers believe people have fewer friends than they _____. They say that in order to make real friends, you need to meet them _____. It seems that 150 is the _____ of friends most people can have. This number is _____ for "real" friends and online friends. Your very close friends are probably people you have _____, because you can't be close friends with anyone if you don't _____. On the Internet, it isn't possible to _____ about someone's real identity.

Passage 3

Read the text about the environment and complete the tasks below.

Biodiversity means having as wide a range as possible of different animals and plants in one area. We all realise that human life relies on nature for resources like food and drink, medicines, fuel and building materials. Now a report by an organisation called *The Economics of Biodiversity* has suggested that we reconsider the phrase “natural resources” and try to work out the true financial value of the environment.

Biodiversity, the report says, provides vital “services” that businesses depend on but don’t pay for. And because there is no cost, it is easy to think of it as having no value. The result is that companies make decisions that damage the resources they depend on. Putting a financial value on these “services”, the report claims, would help people to realise their importance to business, and therefore to human society as a whole.

There is a growing view that conservation efforts and government regulation are not enough on their own, and that big business needs to be involved. “This is not just about being green,” said one of the report’s authors. “It’s basic economics.”

1. Replace the underlined parts of the sentences with words from the text. (5 marks both vocational and academic)

1. We need to have a great variety of living things.
2. Nature gives us many things, including material to burn for heat and energy.
3. The report says we should think again about some of the language we use.
4. Companies often harm the environment that they rely on.
5. The opinion that being green is good for business is becoming more popular.

2. Decide if the sentences are TRUE or FALSE, according to the text. Then write the words from the text that tell you the answer. (10 marks both vocational and academic)

The first sentence gives a definition of the word “biodiversity”.

TRUE / FALSE Text _____

The report says that we should use the word “resources” more often.

TRUE / FALSE Text _____

Businesses don’t value natural resources because they are free.

TRUE / FALSE Text _____

By harming the environment, companies are harming their own interests.

TRUE / FALSE Text _____

Most conservationists agree that businesses can’t help to protect the environment.

TRUE / FALSE Text _____

Total marks for section (vocational) = 40

Total marks for section (academic) = 30

Section 2: Vocabulary

1. A Complete the sentences with words from the box (5 marks)

point remote mention routine reward guarantee factor initial boast field

1. His parents gave him some money as a _____ for passing his exams.
2. You can start work after you've completed the _____ training period.
3. Don't forget to _____ my name when you talk to him.
4. I need a break from my regular daily _____.
5. Of course I'm proud of what I've done but I don't want to _____ about it.

B Replace the underlined parts of the sentences with words from the box. (5 marks)

1. She doesn't know much about this subject as it's not really in her area of knowledge.
2. I don't see the purpose of doing this; it will never work.
3. The village where we live is very far away from other places so it's not easy to get to by bus.
4. There's no way to be sure that you'll make a profit but there's a good chance.
5. There are several reasons for the problem but one part of the cause is the economic situation.

2. Match the adjectives in the box with their meanings below. (5 marks)

like-minded creative stuck confident convinced disappointed reluctant genuine impatient inflexible

- | | |
|---|-------|
| sure of yourself, not shy | _____ |
| how you feel when something isn't as good as you expected | _____ |
| not really wanting to do something | _____ |
| having similar opinions or interests | _____ |
| real, not false | _____ |
| not willing to change | _____ |
| good at art, poetry etc | _____ |
| certain | _____ |
| unable to move | _____ |
| unwilling to wait | _____ |

3. Complete the sentences with correct prepositions (5 marks)

1. This is a good chance to participate _____ university life.
2. We need to put them _____ show so that people can see them.
3. He can't stop eating chocolate. I think he's addicted _____ it.
4. There might be another one like this but if so, I'm not aware _____ it.
5. I'm telling you this _____ confidence so don't tell anyone else.

4. Complete the sentences with phrasal verbs (verb + particle) from the box, changing the tense if necessary. (5 marks)

VERB	PARTICLE
turn	up
run	into
put	across
come	up
catch	out

1. It was good to _____ with some old friends at the party.
2. I didn't expect to like it but it _____ to be very enjoyable.
3. While I was in Jordan I _____ someone I was at school with.
4. There's no need to book a hotel. We can _____ you _____.
5. I didn't intend to buy a shirt but I _____ this really nice one in the market.

Total marks for section = 25

Section 3: Language

1. Put the verbs in brackets in the correct tense (Present Simple, Present Continuous, Present Perfect Simple or Continuous). (8 marks)

1. I _____ (think) of buying a new phone. I _____ (have) this old one for four years.
2. I can't talk now because I _____ (have) my lunch. Ask him what he _____ (want).
3. We _____ (wait) over an hour and he still _____ (not arrive).
4. I _____ (love) that film. I _____ (see) it three times already.

2. Put the verbs in brackets in the correct tense (Past Simple, Past Continuous or Past Perfect). (8 marks)

1. When I _____ (wake up) from the dream, I _____ (lie) in my own bed.
2. He said something but I _____ (pretend) that I _____ (not hear).
3. Some people _____ (talk) during the film so he _____ (ask) them to be quiet.
4. We _____ (feel) tired because we _____ (walk) 7 miles.

3. Correct the mistakes in these sentences. There is one mistake in each sentence. (5 marks)

1. Be careful, that car will hit us.
2. We're having to walk if we miss the bus.
3. He won't be here next week because he'll take the whole week off.
4. When she finishes her studies, she's applying for a job at the Ministry.
5. If you find it hard, I'm going to help you.

4. Underline the correct part of the sentence. (4 marks)

1. I'd like buying / to buy some new shoes if I could afford it.
2. He should stop eating/ to eat sweet things before meals.
3. He didn't have a very convincing / convinced argument.
4. Sami's parents were disappointing / disappointed by his exam results.

Total marks for section – 25

Section 4: Writing

Please choose one of the following writing tasks.

1. Complete the application form for a course. You can choose any subject that you are interested in.

Name: _____
Contact details: _____

Course you are applying for:

Education:

Reason for choosing this course:

2. Write a story about an unusual or funny event. The story can be imagined or something that happened to you. Follow the paragraph structure below.

Paragraph 1: Background to the situation (Where were you? What were you doing there?
Was anyone else with you? etc)

Paragraph 2: Events (What happened at first? Why?)

Paragraph 3: Events 2 (What happened next? How did you feel?)

Paragraph 4: Ending (What was the final result? Why was it strange/funny?)

ANSWER KEY

Passage 1

1. 1. run into / neither 2. mysterious / plan 3. prove
(1 mark each)
2. 1. Surprising coincidences and unexpected meetings happen quite often.
2. It isn't as exciting or interesting as thinking they are strange.
3. a) things that happen at the same time and you don't know why
b) 2 things or people being connected when they seem to be random
(2 marks each)

Passage 2

1. 1. the nature of friendship
2. social networking (sites)
3. a) 5 b) 5
4. (the report's) co-authors
2. claim to have
face-to-face
maximum (number)
roughly the same
actually met
trust the other person
be sure
(all 1 mark each)

Passage 3

1. range / fuel / reconsider / damage / view (1 mark each)
2. TRUE – Biodiversity means having as wide a range as possible of different animals and plants in one area
FALSE – a report... has suggested that we reconsider the phrase "natural resources"
TRUE – because there is no cost, it is easy to think of it as having no value
TRUE – companies make decisions that damage the resources they depend on
FALSE – there is a growing view that conservation efforts and government regulation are not enough on their own, and that big business needs to be involved
(2 marks each)

Vocabulary (all 1 mark each)

1. A reward / initial / mention / routine / boast
B field / point / remote / guarantee / factor
2. confident / disappointed / reluctant / like-minded / genuine / inflexible / creative / convinced / stuck / impatient
3. in / on / to / of / in
4. catch up / turned out / ran into / put up / came across

Language (all 1 mark each)

1. 1. am thinking / have had
2. am having / wants
3. have been waiting / hasn't arrived
4. love / have seen
2. 1. woke up / was lying
2. pretended / hadn't heard
3. were talking / asked
4. felt / had walked
3. 1. Be careful, that car is going to hit us.
2. We'll have to walk if we miss the bus.
3. He won't be here next week because he's taking the whole week off.
4. When she finishes her studies, she's going to apply for a job at the Ministry.
5. If you find it hard, I'll help you.
4. 1. I'd like to buy some new shoes if I could afford it.
2. He should stop eating sweet things before meals.
3. He didn't have a very convincing argument.
4. Sami's parents were disappointed by his exam results.

Writing

10 marks as follows:

9–10 marks: clear and accurate

7–8 marks: very good but with some errors

5–6 marks: a number of errors but the overall meaning is still clear

3–4 marks: not really clear / numerous errors affect the meaning

1–2 marks: very poor control of language

Practice test – Semester 2

Section 1: Reading

Passage 1

Read the text about Olympic sports and complete the tasks below.

There are limits to how many sports can be included in the Olympic Games. In the 2012 Summer Games, there were 26, and the International Olympic Committee (IOC) have added two more for 2016 (golf and rugby sevens). There are various criteria that the IOC bases its decisions on, but the most important is probably international popularity. Sports tend to get included if they have a tradition and are played and watched by enough people in enough countries.

This leads to some interesting questions. Why, for example, was baseball included from 1984, but then dropped for 2012? Although some think it is only popular in the USA, it actually has a large following in South America and Asia too. The main reason for leaving it out, according to some, is a combination of geography and politics: there is little interest in the sport in Europe, and European members are in a majority on the IOC.

1. Answer the questions. (5 marks vocational, 5 marks academic)

1. How many sports were included in the 2012 Summer Olympics?

2. Which sports were not included in 2012 but will be at the next Games?

3. Who chooses which sports to include?

4. What is the main reason for deciding which sports are chosen?

5. During what period was baseball an Olympic sport?

2. Complete the notes with words or phrases from the text. (7 marks vocational, 3.5 marks academic)

_____ are put on the number of Olympic sports.

I.O.C. use _____ to help them choose.

Sports usually chosen if a) there is _____ of playing them

b) they are popular in several countries

But: baseball dropped 2012, although there is _____ for it, even outside U.S.A.

Why? Probably _____ 2 factors:

a) most Europeans have _____ baseball

b) the _____ of I.O.C. members are European

Passage 2

Read the text about character and complete the tasks below.

The question of how much of our character is due to biology and how much is shaped by experience (often called the 'nature or nurture' argument), has been going on for centuries. It's a vital question that has implications for many different fields, from psychology to politics. If someone was born selfish, for example, how can we criticise them for their selfishness? If, on the other hand, our character depends on how we are brought up, childcare and education become much more important.

Although the evidence is complex and there are extreme views on both sides, there is a consensus among experts that the definition of an individual is a combination of genetics and upbringing. To put it simply: just because you're born a certain way doesn't mean you can't change.

1. Complete the sentences with words from the text. (5 marks vocational, 2.5 marks academic)

1. The 'nature or nurture' debate has many important _____ in different areas.
2. You can't _____ someone for being the way they were born.
3. There are _____ opinions about this subject.
4. Probably, every _____ is a mixture the two factors.
5. Even if your character is natural, you can still _____ it.

2. Choose the best ending for the sentences. (8 marks vocational, 4 marks academic)

1. The 'nature or nurture' argument is about
 - A what makes a person's character.
 - B why biology is an important subject.
2. This is an important debate because
 - A it has continued for a long time.
 - B it has an effect on many subjects.
3. If upbringing is seen as the main factor,
 - A our character will be different.
 - B more depends on education.
4. Most scientists agree that
 - A nature and nurture are both important.
 - B it is a complex argument.

Passage 3

Read the text about flying and complete the tasks below.

Ask most school students who flew the first aeroplane and they will tell you it was the Wright brothers in 1903. But, as with many historical “facts”, there is some argument about it. In Brazil, for example, people claim their countryman Alberto Santos-Dumont was the first, three years after that. Others point to a newspaper story in 1901 saying that Gustave Whitehead flew his machine in a circle, changing direction by moving his body from side to side. Experts agreed that a flight had to be more than just a few metres, in a self-powered machine, and with a person controlling the aircraft. Some had another rule: the machine shouldn’t need extra help to get into the air. This is why some people question whether the Wright brothers were really the first. The other problem was that the Wrights were the only people who could control their machine.

1. Answer the questions. (5 marks)

1. Why does the writer use inverted commas around the word “facts”?

2. What nationality was Alberto Santos-Dumont?

3. What did Whitehead use to control his aircraft?

4. What rule was there about the first flying machine?

5. Who could fly the Wright brothers’ plane apart from the brothers themselves?

2. Decide if the sentences are TRUE or FALSE according to the text. Then write the words from the text that tell you the answer. (10 marks)

1. People disagree about the date of the Wright brothers’ flight.

TRUE / FALSE Text _____

2. Many things that people believe are not definitely true.

TRUE / FALSE Text _____

3. Some experts think Santos-Dumont flew a plane before the Wright brothers.

TRUE / FALSE Text _____

4. There were three main “rules” about what a flight should be.

TRUE / FALSE Text _____

5. The Wright brothers’ aircraft needed extra help to get into the air.

TRUE / FALSE Text _____

Section 2: Vocabulary

1. Choose the correct adjective to go with the definitions on the left. (2.5 marks)

- | | |
|--|--------------------------------------|
| 1. Concerned with helping other people | humanitarian / essential / amateur |
| 2. Very angry | inflexible / astonished / infuriated |
| 3. Showing good possibilities for the future | promoting / promising / pretending |
| 4. Able to speak a language easily | fluent / frequent / accurate |
| 5. Not willing to change opinions | controversial / stubborn / selfish |

2. Join the words in the table to make fixed phrases, then use them to complete the Sentences (5 marks)

job	share
market	security
stage	countrymen
up	market
fellow	fright

- When he was living abroad he enjoyed spending time with his _____.
- The company is trying to move _____ to attract richer customers.
- It's common for actors to suffer from _____.
- We need to spend more on advertising in order to increase our _____.
- For some people, _____ is more important than a high salary.

3. A Complete the sentences with nouns from the box. (10 marks)

breakthrough sector appeal prospects charity perceptions puzzle trial fantasy convictions

- He works for a _____ that helps homeless people.
- After working on this problem for years, scientists have finally made a _____.
- Let's give him a _____ to see if he's good enough.
- The main aim of marketing is to change people's _____ of a product.
- I've no idea why this happened; it's a complete _____ to me.

B Replace the underlined parts of the sentences with nouns from the box.

- If you think making money is easy, you're living in a world of unreality.
- It's a difficult time now but the possibilities for the future are good.
- Working for a company is often better paid than working in the public section of the economy.
- She has very strong political beliefs.
- Lots of people like him but personally I can't understand his attraction.

4. Add the correct preposition to the sentences. (2.5 marks)

to throughout with at to

1. Several people were talking _____ the film.
2. We ate at 6.30, which is earlier than I'm accustomed _____.
3. There are a few people in my class that I don't get on _____.
4. I really object _____ paying for services that I don't use.
5. Some people think they have to succeed _____ all costs.

5. Match verbs and particles from the box to make phrasal verbs, then use them to complete the sentences, changing the tense or form of the verb if necessary. (5 marks)

VERB	PARTICLE
leave	on
get	out
rule	onto
bring	out
cling	up

1. Many expatriates _____ traditions from their country of origin.
2. The definition wasn't necessary so I _____ it _____.
3. _____ four children while her husband was away was very hard.
4. Although we have similar characters, my sister and I don't _____ very well.
5. It's a very unlikely result but _____ it _____ completely would be a mistake.

Section 3: Language

1. Report the questions. (5 marks)

1. "How many copies do you need?"

I asked the manager _____

2. "Do you want me to mention this in the report?"

I asked her _____

3. "Are you happy in your new job?"

I asked my brother _____

4. "Where are you planning to go next?"

I asked the tourists _____

5. "Have you finished reading that book yet?"

I asked my mother _____

2. Re-write the sentences, keeping the same meaning. (5 marks)

1. I didn't speak to him when I had the chance.

I wish I _____.

2. If you don't apply for it, you'll be sorry.

You'll regret _____.

3. Not replying sooner was a mistake.

You should _____.

4. He regrets not accepting my offer of help.

He wishes _____.

5. Paying the money in advance was a silly thing to do.

You shouldn't _____.

3. Correct the sentences. (There is one mistake in each sentence.) (5 marks)

1. You didn't understand the question, wasn't it?

2. My parents warned me for spending all the money at once.

3. It's always a good idea to have a second plan as a standout.

4. They're having painted their house next week.

5. He has a lot of qualifications but not much experience.

4. Write *a/an, the* or *X* (no article needed) in the spaces. (5 marks)

1. He makes mistakes because he never listens to _____ advice from others.

2. Do you know if there's _____ good hotel near here?

3. This is _____ book you said you needed to borrow.

4. There's a big _____ difference in _____ quality between the two products.

5. Choose the correct answer. (5 marks)

1. He's late, so I think he should / must have missed the bus.

2. She could / may have bought it but she'd already spent all her money.

3. I'm not surprised he was angry; you shouldn't take / shouldn't have taken his book without asking.

4. There was no need to come; we could / might have stayed at home.

5. This must have been / must be the right one because it's the only one left.

Section 4: Writing

Please choose one of the following writing tasks.

- 1. Write a short business letter to a company, asking for a copy of their product list, with prices, and asking about possible price reductions for large orders. Use the structure below.**

Dear Sir/Madam
I am writing to _____

We are interested _____ a number of electrical parts for our heating system.
This would be a large order, so _____
_____.
I look _____
Yours faithfully,

- 2. Write a short essay (150–200 words) about the school subjects that you are best and worst at. Use the structure below.**

Paragraph 1: say what subject(s) you are good at and explain why
Paragraph 2: say what subject(s) you are good at and explain why
Paragraph 3: give an example of a skill you would like to improve in future and say how you might do this

ANSWER KEY

Passage 1

1. 26
2. golf and rugby sevens
3. (The) International Olympic Committee / IOC
4. international popularity
5. 1984–2012 (or 1984–2008 to be strictly correct)
- Limits / various criteria / a tradition / a large following / a combination of / little interest in / majority

(all 1 mark each)

Passage 2

- implications / criticise / extreme / individual / change
1. A; 2. B; 3. B; 4. A

Passage 3

1. It may not be a true fact at all.
2. Brazilian
3. his body
4. It had to be self-powered // It had to be controlled by a person.
5. Nobody / no-one
- FALSE – ask most school students who flew the first aeroplane and they will tell you it was the Wright brothers in 1903
TRUE – as with many historical “facts”, there is some argument about it
FALSE – in Brazil, for example, people claim their countryman Alberto Santos-Dumont was the first, three years after that
TRUE – experts agreed that a flight had to be more than just a few metres, in a self-powered machine, and with a person controlling the aircraft
TRUE – the machine shouldn’t need extra help to get into the air. This is why some people question whether the Wright brothers were really the first

Vocabulary

- humanitarian / infuriated / promising / fluent / stubborn
- fellow countrymen / up market / stage fright / market share / job security

- A charity / breakthrough / trial / perceptions / puzzle
B fantasy / prospects / sector / convictions / appeal
- throughout / to / with / to / at

- cling onto / left (it) out / Bringing up / get on / ruling (it) out

Language

1. ... how many copies he/she needed.
2. ... if/whether she wanted me to mention it/this in the report.
3. ... if/whether he was happy in his new job.
4. ... where they were planning to go next.
5. ... if/whether she had finished reading the book (yet).
1. I wish I had spoken to him when I had the chance.
2. You’ll regret not applying for it.
3. You should have replied sooner.
4. He wishes he had accepted my offer of help.
5. You shouldn’t have paid the money in advance.
1. You didn’t understand the question, did you?
2. My parents warned me against spending all the money at once.
OR My parents warned me not to spend all the money at once.
3. It’s always a good idea to have a second plan as a standby.
4. They’re having their house painted next week.
5. He has a lot of qualifications but not much experience.

1. X 2. a 3. the 4. a; X

- must / could / shouldn’t have taken / could / must be

Writing

10 marks as follows:

9–10 marks: Clear and accurate

7–8 marks: very good but with some errors

5–6 marks: a number of errors but the overall meaning is still clear

3–4 marks: not really clear / numerous errors affect the meaning

1–2 marks: very poor control of language

End of year Reading Plus test

Section 1 Reading

Passage 1

Read the text about fitting in and complete the tasks below.

The British TV star Clare Balding once said: "Fitting in is boring. But it takes you nearly your whole life to work that out." But fitting in is not the same as belonging. The need to belong to a group or community goes back to the earliest days of human societies, and there are good reasons for it. Life in the past was hard, with dangers all around, and people acting together with a common purpose had a much better chance of surviving than a lone individual. In fact, being left out of or cut off from the group would more than likely lead to death. Obviously, the consequences are not so disastrous in modern societies, but the need survives. Many scientific studies have shown that people who don't feel that they belong to a group are more likely to become ill than those who are part of a community, and don't live as long.

1. Decide whether the sentences are TRUE or FALSE according to the text. Then write the words from the text that tell you the answer. (8 marks)

1. According to Claire Balding, young people don't usually realise that fitting in isn't interesting.

TRUE / FALSE Text _____

2. No-one understands why belonging is so important to humans.

TRUE / FALSE Text _____

3. Co-operation is a good survival strategy.

TRUE / FALSE Text _____

4. Being part of a group is good for your health.

TRUE / FALSE Text _____

2. Use phrasal verbs to complete the sentences. (2 marks)

fit in belong to leave out cut off

1. You can _____ your phone number if you like. It isn't necessary.
2. Do you _____ any school clubs or societies?
3. She did her best to _____ but she found she had different interests from the others.
4. I don't know what went wrong but we were _____ in the middle of the phone call.

Passage 2

Read the text about photography and complete the tasks below.

The word *photography* comes from Greek and means “drawing with light”. Scientists and artists have understood and used the idea of producing pictures with light for over a thousand years. It wasn’t until the early 19th century, though, that scientists discovered how to use chemicals to stop the picture disappearing as soon as they removed the light.

The first permanent photographs appeared in the 1820s, but the problem was that the subject had to stay in the light for at least eight hours. Any movement would ruin the result.

Today, over 99% of all photos taken are digital. They’re easy to store or share. You can take lots and just keep the best ones. You can use software to alter them later. For me, though, one disadvantage is that I’m very bad at organizing my photos, so I’ve got too many. I agree with the famous French photographer Cartier-Bresson. He believed the art was to catch those times (which may last only a second) when everything comes together perfectly and – very importantly – never to change the photo afterward.

1. Complete the notes with words or phrases (3 words maximum) from the text. (8 marks)

PHOTOGRAPHY

History

Original meaning: 1. _____

Cameras used for 1,000+ years (e.g. by 2. _____)

Before 1820s, pictures weren’t 3. _____

Early photography difficult because subject could easily 4. _____ photo by moving

Digital photos

For: simple to 5. _____ them
 you can change them using 6. _____

Against: 7. _____ them can be a problem
 some think you shouldn’t change photos after taking them
 (photographs should be of moments when 8. _____)

2. Say what these words, highlighted in the text, refer to. (2 marks)

1. they (line 3) _____

2. them (line 7) _____

Passage 3

Read the letter about disappearing forests and complete the tasks below.

Congratulations on your recent article about the continuing problem of our disappearing forests. Most newspapers regard this topic as “old news” and not worth printing. The situation is improving, but the danger hasn’t gone away.

I would have preferred more emphasis on solutions though. Everyone knows forests are under threat: over half of the world’s forests have already disappeared, and every year we lose another 130,000 square kilometres. Planting new trees can help, but an older tree removes almost 70 times more pollution than a new one.

Most of us don’t see what we, as individuals, can do about it. One way that everyone can help is by consumer power: companies worry about anything that might harm their public image and their profits. Stop buying furniture and paper products that use wood from unprotected forests. If there is no label on the product, or the shop can’t tell you where the wood comes from, go somewhere else. If enough people start buying only wood from sustainable sources, big companies will get the message and change what they do.

1. Choose the correct answer according to the text. Then write the number of the line where you found the answer. (6 marks)

1. Forests are now disappearing **faster / slower / bigger** than they were in the past. Line _____
2. People often feel there is **nothing / a lot / anything** they can do to help. Line _____
3. **Some / All / Palestinian** products have labels saying they use only sustainable wood. Line _____

2. Answer the questions. (6 marks)

1. Why do newspapers think stories about forests are “not worth printing”?

2. What does the writer think was missing from the article?

3. Why is protecting trees better than planting new ones?

3. Explain how “consumer power” works, using your own words as far as possible. (3 marks)

Section 2 Writing

Write an essay (150–200 words) giving your opinions on ONE of the following topics. (10 marks)

A “People nowadays only seem to think about making money and being successful, for example in sport and business. There are some things that are more important than money and success.”

Think about these questions:

- Do you agree that people think too much about money and success?
- Can you think of any examples?
- What things might be more important – friendship? family? health?

OR

B “Most of us get used to having a routine in their lives, but this can be a problem. Breaking habits and doing new things is good for you.”

Think about these questions:

- Do you have a fixed routine in your life?
- What benefits does it have?
- How can fixed routines have a negative effect?
- What benefits can come from doing new things?

(Remember what you learnt in Unit 1)

Section 3 Literature

1. Choose the correct word or phrase to complete the sentences. (2 marks)

1. Apart from writing plays, Shakespeare was [a book seller / an actor].
2. Romeo and Juliet is a [historical play / tragedy].
3. Tybalt is Juliet's [cousin / brother].
4. [Nurse / Friar Laurence] thinks of a plan to help Romeo and Juliet stay together.

2. Complete the sentences about the story of *Romeo and Juliet*. (2 marks)

1. *Romeo and Juliet* takes place in the Italian city of _____.
2. One of the 2 families who are enemies is called _____.
3. Romeo kills _____ in a fight.
4. The Prince punishes Romeo by _____.

3. Read the quotation and circle the correct answers. (2 marks)

A rose would still smell as sweet, if it were called something different.

1. Romeo / Juliet says this line.
2. It means that someone's name does / doesn't matter.
3. Why was it said?

4. Answer the questions. (4 marks)

1. Why do Tybalt and Lord Capulet argue about Romeo at the party?

2. What does Juliet mean when she says "a rose would still smell as sweet, if it were called something different"?

(5 marks)

OR

[illegible]

ANSWER KEY

Section 1 Reading

Passage 1

1. TRUE – fitting in is boring. But it takes you nearly your whole life to work that out
FALSE – the need to belong to a group or community goes back to the earliest days of human societies, and there are good reasons for it
TRUE – people acting together with a common purpose had a much better chance of surviving than a lone individual
TRUE – people who don't feel that they belong to a group are more likely to become ill than those who are part of a community, and don't live as long
(2 marks each)

2. leave out / belong to / fit in / cut off (half mark each)

Passage 2 (all 1 mark each)

- 1.
1. drawing with light
 2. scientists and artists
 3. permanent
 4. ruin
 5. store or share
 6. software
 7. organizing
 8. everything comes together
2. 1. scientists 2. digital photos

Passage 3

1. slower; nothing; some (2 marks each)
2. 1. (They think it is) old news.
2. emphasis on solutions
3. Old trees remove more pollution.
(2 marks each)
3. Model answer: Companies worry about their profits and their reputation. If people refuse to buy certain products, companies will lose money, and if enough people do this, the company will change what they do. (3 marks)

Section 2 Writing

- 9–10 marks: Clear and accurate
7–8 marks: very good but with some errors
5–6 marks: a number of errors but the overall meaning is still clear
3–4 marks: not really clear / numerous errors affect the meaning
1–2 marks: very poor control of language

Section 3 Literature

1. an actor; tragedy; cousin; Friar Laurence (half mark each)
2. 1. Venice; 2. Capulet / Montague; 3. Tybalt; 4. sending him away / exile
(half mark each)
3. 1. Juliet (half mark); 2. Someone's name doesn't matter (half mark); 3. Juliet is arguing that it does not matter that Romeo is from her rival's house of Montague; despite his name they should be together.
4. 1. Tybalt is angry and wants to fight Romeo; Lord Montague says Romeo has done no harm and he should decide what happens in his own house.
(2 marks)
2. Names are not important, so Romeo's family name doesn't make any difference to how she feels.
(2 marks)
5. 2.5 marks for correctly describing the event
2.5 marks for explaining why they are important to the story

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