



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **11**

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Introduction

Course components

The *English for Palestine Grade 11* 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 11 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. 8–11.

English for Palestine Grade 11 – approach and contents

English for Palestine Grade 11 has two books:

- English for Palestine Pupil's Book 11. This is the core-language book, to be used for all courses.
- English for Palestine Pupil's Book 11 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. learning, accident prevention, travel and the environment. The theme in each unit of Pupil's Book 11 is mirrored in a related theme in Pupil's Book 11 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 11 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: Part A covers Reading, and Vocabulary and Language study, and Part B 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 11 – 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 11 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 the meaning, 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 building 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 CDs

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 11 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 Units 1–3, the literary reader is 'The Norwood Builder' (a Sherlock Holmes mystery by Arthur Conan Doyle), and in Units 4–6 it is 'The Call of the Wild' by Jack London. One purpose of this feature is simply to read the stories, answer comprehension questions about them and

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

Methodology

1 Reading in Grade 11 – 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 11 – the Discovery Technique

Grammar plays a key role in the process of learning a language. In each of the units in Grade 11, 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 11

Throughout the course, the pupils are encouraged to expand their vocabulary. As mentioned earlier, in Grade 11 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 11 have been styled to detail important instructions, and they sometimes contain added information about, for example, a reading text.

3 Independent learners

In Grade 11 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?	☐	☐
2 Do I need to listen to the CD?	☐	☐
3 Do I know the track number of the CD?	☐	☐
4 Have I looked at what we did last lesson?	☐	☐
5 Do I know the language purpose of the lesson?	☐	☐
6 Have I considered any particular needs of the pupils?	☐	☐
7 Have I thought about the timing of my lesson?	☐	☐
8 Have I allowed time for questions and favourite activities?	☐	☐

B Self-evaluation

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

English for Palestine Grade 11 Language overview
Pupil's Book

Unit	Language and vocabulary study	Integrated skills/Writing	page
1 Learning styles	Fixed expressions with <i>make</i> and <i>do</i> <i>both, either, neither</i> <i>adapt, attention, aural, detail(s), label, method, physical, retain, social, solitary, tend to, tip, visual</i>	Reading about studying techniques Discussing study techniques; Discussing a diagram Hearing personal information and using it to complete a form Completing an enquiry form	4
2 Education for success	<i>wish</i> and <i>hope</i> Conditional sentences without <i>if</i> <i>as long as, provided (that), unless</i> Prefixes <i>pre-</i> , <i>post-</i> and <i>ex-</i> <i>apply, assumption, challenge, compulsory, conclusion, connection, divide, encourage, evidence, face, invest in, solution, stress, survey</i>	Reading about education systems and comparing them; Analysing texts about education; Reading about writing a CV Discussing education using pictures; Discussing future ambitions Hearing advice about writing a CV Using information from a text to complete a CV; Writing a CV	14
3 Take care!	Expressing obligation and lack of obligation Fixed <i>preposition + noun</i> phrases Fixed 2-word noun phrases <i>ambitious, attitude, blunt, extend, gradual, income, insurance / insurance policy, inward / outward, luxury, pass (laws), portable, press, professional, regulations, restrict, take responsibility</i>	Reading a text about accidents in the home; Skimming; Reading about safety regulations; Analysing information in a pie chart Discussing health and safety Hearing an interview about accident prevention Using information from charts and graphs to write a paragraph	24
Progress test 1			34
4 Going places	Verb / noun / adjective changes <i>Prefer</i> and <i>would rather</i> <i>well + past participle</i> <i>crew, demand, demanding, due to, expenses, fare, harm, interact, impact, lecture, monument, pick up, previous, records, sightseeing, temporarily, unique</i>	Reading about being a tourist guide; Reading about eco-tourism; Note taking; Analysing a visa application form Discussing working as a tourist guide Hearing information and using it to complete an application form; Completing a visa application form Completing a job application form using information from an advert	38
5 Let's go for a walk	Negative prefixes for adjectives Giving informal and formal suggestions Giving advice and warnings using <i>had better</i> Changing a verb to an adjective using <i>-ing</i> <i>access, achievement, amusing, concrete, countryside, irreversible, occupation, ownership, praise, preserve, pull up / pull down, review, state, take for granted, take place, take up, touch, wander</i>	Reading a blurb; Using pictures to infer meaning; Reading a text about rambling Discussing book types; Discussing walking habits Hearing about a walking holiday; Using information from a recording to complete an online review; Giving suggestions and advice; Writing an online review of a holiday/tour Writing an online book review	48
6 Revision (Units 1–5)			58

Unit and contexts	Language and vocabulary study	Integrated skills/Writing	page
7 The food on your table	Future continuous Future perfect Adjective phrases Adverb + past participle <i>additives, concerns, disastrous, flavours, fresh, genes, global, homemade, ingredients, pests, reaction, resist, seeds, standard, starvation</i>	Reading for gist; Reading about food; Reading about GM food; Reading a recipe Discussing food and eating habits; Discussing food production and GM; Discussing future plans; Discussing cooking Hearing instructions Writing instructions; Writing a recipe	68
8 Amazing animals	Phrases with <i>-ing</i> Prepositions + <i>ing</i> verbs Adjective/verb + <i>ing</i> Expressing opinion and attitude <i>en</i> as a prefix and suffix <i>according to, biologist, complex, enable, extinction, giant, habitat, headline, obviously, opinion, poison, pretend, publicity, random, struggle, threat, vital</i>	Reading about animals; Reading a blog about endangered animals; Reading a web news story Discussing animals; Discussing opinions Hear a discussion about a web news story you have read Writing opinions in online discussions	78
9 Once upon a time	Relative clauses Relative pronouns Defining and non-defining relative clauses Time phrases <i>character, couple, definition, tale (fairy/folk tale), feature, hero, imaginary, lay, persuade, refuse, similarity, society, summary, tie, type</i>	Reading about folk tales; Reading extracts from folk tales; Reading about stories as an educational tool Discussing stories from picture prompts; Discussing folk tales; Discussing the story of King Midas Telling a story and giving summaries of stories; Hearing the story of King Midas Completing a summary of a folk tale	88
Progress test 2			98
10 Political systems	Passive sentences Passive forms without tenses Prefix <i>-non</i> <i>approximately, candidate, crisis, election, established, fiction, financial, fine, monarchy / monarch, official, option, parliament / parliamentary, politician, poll, process, republic, stage, vote</i>	Doing a quiz about the UK; Reading a text to confirm information; Reading about democracy; Reading a summary about law making in Palestine Discussing differences between countries; Discussing democracy and politics in Palestine; Discussing law making in Palestine vs the UK Hearing about law making in the UK and taking notes Completing information about Palestine; Making notes about law making in Palestine	102
11 It's in the news	Past simple Present perfect Special passive forms reporting passive adjective-noun combination <i>amount, announce, apart from, believe, benefit, calculate, confirm, criticise, demonstrate, discovered, furious, huge, improvement, insist, instant, media, satisfying, situation, source, topic</i>	Analysing headlines; Guessing meaning from headlines; Reading newspaper articles; Reading an article about newspapers Discussing information in a graph; Discussing news sources; Describing an event from a picture; Discussing a news story Hearing a news story Joining information; Writing a news story from a headline	112
12 Revision (Units 7–11)			122
Reference section			132

English for Palestine Grade 11 Language overview
Pupil's Book Reading Plus

Title	Topics and Contexts	Writing	Page
1 The road to learning	• Knowledge, skills, attitude and ability: levels of learning and different learning activities • The structure of 'explaining' texts and the use of diagrams • Fables • Character, setting, plot and meaning in stories • How to show the sequence of events in a story	All the stages to write a short story	4
2 Taking risks	• Different adventure and extreme sports and their related vocabulary • The question and answer structure of 'explanation' texts and the organisation of newspaper and accident reports • The vocabulary of body joints • The form and use of compound adjectives	How to write an accident report and a composition presenting an argument for and against	16
3 Tourism: mixed feelings	• Different attitudes to travel and tourism • Working out meaning from context when reading a piece of literature • The use of repetition in literature • The advantages and disadvantages of tourism • The use of pronouns and other words to refer back to other words in a text • Some useful linking words and phrases for writing about arguments • Presenting arguments in a meeting and writing a report of the meeting	Writing a composition on the advantages and disadvantages of a topic	28
Literature A: <i>The Norwood Builder</i>			40
Progress test 1 (Units 1–3)			50

Title	Topics and Contexts	Writing	Page
4 The web of life	• Rhyme, repetition and imagery in a poem • Biodiversity and its related vocabulary • Compound nouns and pronouns • The web of life and its related vocabulary • Topic sentences and supporting information	Writing a simple case study How to write an opinion-based composition	54
5 A good read	• Different genres of fiction • Working out meaning of words from the context • Finding meaning in a story by reading between the lines (inferring) • How technological development can affect peoples' lives • Various reasons for reading • Some two-word verbs using <i>take</i>	Writing a summary Writing a comparison essay	66
6 Taking the lead	• What makes a good leader and how good a leader you are • One successful business leader's profile • Summarising a profile by completing a biographical form • Using <i>not only ... but also</i> • Being an entrepreneur and the related vocabulary • Using words with the prefix <i>self-</i>	How to develop and write a business plan Writing a business letter	78
Literature B: <i>The Call of the Wild</i>			90
Progress test 2 (Units 4–6)			98
Wordlist			102
Writing samples			104

Learning styles

Aims: pupils will be able to fill in forms; use phrasal verbs with *in* and *into*; use *make* and *do*; use conjunctions

Key language: *adapt, attention, aural, detail(s), label, method, physical, retain, social, solitary, tend to, tip, visual, verbs with in and into*

Language structures: expressions with *make* and *do*; *both ... and / either ... or / neither ... nor*; conjunctions with *in*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Different ways of learning, and how to learn more effectively
 - How to complete forms
 - How to express your opinions in writing
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 these questions in pairs or small groups. 5 mins

- 1 The pupils read the first question. Choose pupils to read the ways of studying to the class.
- 2 Elicit ideas about the different ways of studying.
- 3 The pupils read the second question.
- 4 In pairs or small groups, the pupils discuss the different ways of studying.
- 5 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the text below. Then complete the tasks on page 5. 25 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text

- make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.
 - 3 The pupils read number 1. Help the pupils choose the correct answer (C).
 - 4 The pupils answer the other questions.
 - 5 Check the answers orally.

Answers: 1 C 2 B 3 1 solitary, 2 tend, 3 according to 4 1 physical, 2 aural, 3 social, 4 visual

ACTIVITY 3 Discuss this question in pairs or small groups.

5 mins

- 1 The pupils read the question.
- 2 Elicit ideas about the kind of learner the pupils think they are.
- 3 In pairs or small groups, the pupils discuss what kind of learners they think they are.
- 4 Choose pupils to say what they discussed.

Period 2

ACTIVITY 1 Read the text below. Then complete the tasks.

25 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently. It's important that the pupils ignore any unfamiliar words:
 - The pupils need to develop the skill of reading to get a general idea of the text (the gist), without stopping to work out what every single word means.
 - Most of the unfamiliar words will be explained later in the activity.

Part 1 Here are some more pieces of advice. Which types of learner are they for?

- 1 The pupils read number 1. Ask *Which type of learner is that for?*
- 2 Help the pupils to work out the correct type of learner (*physical learners*).
- 3 The pupils match the other advice with types of learners.
- 4 Check the answers orally.

Answers: 1 physical learners, 2 visual learners, 3 aural learners, 4 visual learners

Part 2 Replace the underlined words in these 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. Ask *Can you find another word that means 'ways' in the text?*
- 2 Help the pupils to find the word in the text (*methods*).
- 3 Explain that the other underlined words are in the same order as in the text. The pupils find the other words in the text.
- 4 Check the answers orally.

Answers: 1 *methods*, 2 *labelled*, 3 *tips*, 4 *adapt*, 5 *details*

Part 3 Look at the different words that can go before the word *attention* and use them to complete the sentences below.

- 1 Show the pupils how to make phrases from the diagram: *focus attention*, *pay attention*, etc.
- 2 The pupils read number 1. Help them to find the correct word to go with *attention* (*turn*).
- 3 The pupils find the words for the other spaces.
- 4 Check the answers orally.

Answers: 1 *turn*, 2 *pay*, 3 *distract*, 4 *hold*, 5 *focus*

ACTIVITY 2 Look at the diagram below. Then complete the sentences. 10 mins

- 1 Show the pupils the diagram. Then choose pupils to read the text.
- 2 Help the pupils to understand how the text relates to the diagram.
- 3 The pupils read number 1. Help them work out the answer (*teach other people*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *teach other people* 2 *read* 3 *Discussing ideas*
4 *Listening to lectures*

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

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

Answers: *Pupils' own answers*

Period 3

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

- 1 The pupils read the two questions. If necessary, explain what *literal* means.
- 2 The pupils match the pictures with the questions.
- 3 Check the answers orally.

Answers: 1 A 2 B

ACTIVITY 2 Match each phrase in the box with two of the definitions below. 10 mins

- 1 The pupils read the phrases in the box.
- 2 Help the pupils match a phrase with the two definitions in number 1 (*change direction and enter / change something into a different form – turn into*).
- 3 The pupils match the rest of the phrases with the pairs of definitions.
- 4 Check the answers orally.

Answers: 1 *turn into* 2 *break into* 3 *come into* 4 *take in*
5 *go in*

ACTIVITY 3 Look at these pairs of sentences and decide which meaning is literal and which is non-literal. Write L (literal) or NL (non-literal) beside each sentence. 10 mins

- 1 The pupils read number 1. Ask *Is 'I turned into a side street' a literal or a non-literal meaning of 'turn in'?*
- 2 Help the pupils to answer (*literal*).
- 3 The pupils work out the type of meaning in the other sentences.
- 4 Check the answers orally.

Answers: 1 a L, b NL 2 a L, b NL 3 a NL, b L 4 a L, b NL
5 a NL, b L

ACTIVITY 4 Look at the examples. Use fixed expressions with *make* or *do* to complete the sentences. 10 mins

- 1 The pupils read the verbs with *make* and *do*. They read the example sentences, too.
- 2 The pupils read number 1.
- 3 Help the pupils to find the correct verb (*make a profit*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *make a profit* 2 *do [his] duty* 3 *make [a nice] change* 4 *do [more] (physical) exercise* 5 *make a decision*
6 *do the housework* 7 *make friends* 8 *do [me] a favour*

Period 4

ACTIVITY 1 Look at the examples. Then match the beginning of each grammar rule with its ending. 10 mins

- 1 The pupils read the examples sentences.
- 2 The pupils read the beginning of the first grammar rule.
- 3 Help the pupils to work out the correct ending.
- 4 The pupils match the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 c 2 a 3 b

ACTIVITY 2 Fill the gaps in these sentences with *both ... and, either ... or or neither ... nor*. 10 mins

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

Answers: 1 *either ... or* 2 *both ... and* 3 *Either ... or*
4 *neither ... nor* 5 *Neither ... nor* 6 *both ... and*

ACTIVITY 3 Rewrite the sentences as one sentence, using *both ... and, either ... or or neither ... nor*. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to join the two sentences together (see *Answers below*).
- 3 The pupils join the rest of the sentences together.
- 4 Check the answers orally.

Answers: (answers may vary) 1 *You need to focus on both the general idea and the details.* 2 *We can either stop and have a break, or we can keep on working.* 3 *This way of learning is both fun and useful.* 4 *His suggestion was neither helpful nor practical.* 5 *Neither the students nor their parents like the new system.* 6 *All learners are either solitary or social.*

ACTIVITY 4 Write full sentences using *either ... or, both ... and or neither ... nor*. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to write the sentence (*We need both telephone number and email address*).
- 3 The pupils write the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *We need both telephone number and email address.* 2 *You can pay either by cheque or by card.* 3 *Neither the driver nor the passengers were injured in the accident.* 4 *The Minister thinks the new law is both necessary and fair.* 5 *To get more information either phone or email for information.*

Spelling reminder

Show the spelling reminder to the pupils. Highlight the spelling of words derived from verbs ending in one vowel and one consonant when they add the *-ing, -ed* or *-er* ending:

- one syllable verbs: they double the last consonant (*sit – sitting*)
- two (or more) syllable verbs with the stress on the final syllable: they double the last consonant (*begin – beginning*)
- two (or more) syllable verbs that don't have the stress on the final syllable: they don't double the last consonant (*inhabit – inhabited*)
- verbs ending in *-el* double the last letter in British English, but not in American English

Period 5

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

- 1 The pupils read the advert silently.
- 2 The pupils read number 1. Help them to answer correctly (see *Answers below*).
- 3 The pupils discuss the answer to number 2.

Answers: 1 *It's learning when you aren't in the place where the class is – for example, watching a video on a computer.* 2 *The advantages are that it's convenient because you don't have to travel, it's cheap, and you can do it at any time. The disadvantages are that you don't have direct contact with the teacher and there aren't classmates to help you.*

ACTIVITY 2 Look at the online enquiry form at the bottom of this page. Then match the words and phrases with their meanings. 5 mins

- 1 The pupils read the lists of words from the text and meanings.
- 2 Help the pupils to match number 1 (*occupation*) with the meaning (*job*).
- 3 The pupils match the rest of the words from the text.
- 4 Check the answers orally.

Answers: 1 b 2 d 3 a 4 c

ACTIVITY 3 Listen to a man talking. Fill in his details on the form below. 15 mins

- 1 The pupils read the sections of the form.
- 2 Play recording 1. The pupils complete the sections of the form.
- 3 Play recording 1 again. The pupils check their answers.
- 4 Check the answers orally.

Answers: 1 26 2 cashier in a bank 3 university degree in Economics 4 to improve my chances of getting a better job 5 accounting, business administration

CD 1 Track 1

I'm thinking of taking a distance learning course to improve my chances of getting a better job. After all, I'm 26 now and I feel as if my career is going nowhere, even though I've got a university degree in Economics. I mean, working as a cashier in a bank isn't a bad job, but I think I'm wasting my talents. So I think a course in accounting would be a great help. The other possibility would be something like business administration. Obviously I'd have to study in my spare time because I work during the day, and maybe I'll find I can't afford it, but anyway, I found a company online that seems good. They have an enquiry form on their site so I'm going to fill it in and see what happens.

ACTIVITY 4 Think about what subject or skill you might like to study on a distance learning course. Then fill in the form below for yourself. 10 mins

- 1 Show the pupils the form; make sure they understand that it's the same form as the one they have just completed.
- 2 Help the pupils to think of courses (subjects or skills) that they would like to do. Write their ideas on the board.
- 3 The pupils choose a course and complete the application form. Circulate round the class to check what the pupils are writing in the form.

Answers: Pupils' own details

Period 6

ACTIVITY 1 Look at the example from the text in Period 2. Then answer the question below. 10 mins

- 1 The pupils read the example sentence. Explain that the sentence is taken from the text in Period 2; help them to find it in the text.
- 2 Choose a pupil to read the question, plus A and B.
- 3 Help the pupils to find the correct answer.

Answers: B

ACTIVITY 2 Look at the underlined examples of other *in* + noun phrases. Match them with their meanings from the box. 15 mins

- 1 Show the pupils the phrases with *in* in the sentences (*in response to*, *in general*, etc).
- 2 The pupils read the phrases in the box.

- 3 Help the pupils to match the first phrase with *in* (*in response to*) with its meaning (*as an answer*).
- 4 The pupils match the rest of the *in* phrases with their meanings.
- 5 Check the answers orally.

Answers: 1 *as an answer* 2 *overall* 3 *I think* 4 *summarising this point* 5 *expressing the idea differently* 6 *really, actually* 7 *especially*

ACTIVITY 3 Circle the correct options to complete the letter. 15 mins

- 1 The pupils read the first sentence of the letter.
- 2 Help the pupils to find the correct *in* phrase from Activity 2 to complete the sentence.
- 3 The pupils complete the rest of the letter.
- 4 Choose pupils to read two or three sentences each from the completed letter.

Answers: 1 *in response* 2 *in general* 3 *in particular* 4 *In fact* 5 *in my opinion* 6 *In other words* 7 *In short*

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.

Education for success

Aims: pupils will be able to write a CV; use *hope* and *wish*; use prefixes *pre-*, *post-*, *ex-*; use *as long as*, *provided that*, *unless* in conditional sentences

Key language: *apply, assumption, challenge, compulsory, conclusion, connection, divide, encourage, evidence, face, invest in, solution, stress, survey (noun), systems, wage*

Language structures: *hope + will / present / to; wish + past tense; prefixes pre-, post-, ex-; as long as, provided that, unless* in conditional sentences

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Education in different countries
 - Applying for jobs and writing a CV
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 discuss the questions below in pairs or small groups. 5 mins

- 1 Show the pictures to the pupils. Ask questions such as *Where are these students?* and *What are they doing?*
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Answers: *Pupils' own answers*

ACTIVITY 2 Read the article about the two countries' education systems. Then complete the task at the top of page 15. 15 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.

- 3 Help the pupils to decide if the statements in the task are True or False.

Answers: 1 True 2 True 3 False 4 Doesn't say 5 False

ACTIVITY 3 Match the highlighted words and phrases in the text with their meanings below. 5 mins

- 1 The pupils read number 1. Help them to find the highlighted phrase in the text which means the same (*connection*).
- 2 The pupils match the rest of the meanings.

Answers: 1 connection 2 surveys 3 invest in 4 systems
5 solution 6 applying ... to 7 divide

ACTIVITY 4 Match these names for different stages of education systems with their meanings. 5 mins

- 1 The pupils read the first education stage. Help them to match it with the meaning (*d*).
- 2 The pupils match the rest of the education stages.

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

ACTIVITY 5 Use words from the first column in Activity 4 to complete the text. 5 mins

- 1 The pupils read the first sentence. Help them to complete it with a phrase from Activity 4 (*pre-school*).
- 2 The pupils complete the rest of the text.

Answers: *pre-school (or nursery or kindergarten), primary, secondary education, compulsory, further, higher*

Period 2

ACTIVITY 1 Read Text A and Text B fairly quickly and look at their layout. Then answer the questions. 15 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 the texts intensively.
- 3 Stop the pupils and ask the questions to the group.

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

ACTIVITY 2 Find words in the text that mean the same as the following. (The words are in the same order as the texts.) 5 mins

- 1 The pupils read the first word (*emphasised*).
- 2 Help the pupils to find the word that means the same (*stressed*).
- 3 The pupils find the rest of the words in the texts.
- 4 Check the answers orally.

Answers: 1 stressed 2 face 3 challenges 4 wage
5 encourages 6 evidence 7 assumptions 8 conclusion

ACTIVITY 3 Use the words you found in Activity 2 to complete the sentences below. 5 mins

- 1 The pupils read number 1. Help them to choose a word from Activity 2 to complete the sentence.
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 face 2 wage 3 encourages 4 evidence
5 stressed 6 assumptions 7 conclusion 8 challenges

ACTIVITY 4 In pairs, read one of the texts on page 16 more carefully. Then explain to your partner the answers to these questions. 10 mins

- 1 Arrange the pupils in pairs.
- 2 In each pair, pupil A reads Text A, and pupil B reads Text B.
- 3 Ask one pupil A to read the first question about Text A.
- 4 Help the pupil to start explaining.
- 5 In pairs, all the pupils explain the answers to the questions about their texts.
- 6 Check the answers orally.

Answers: Text A: *Economic problems: the challenges of the technological age, competition from low-wage economies; Three ways education helps: it increases what people can earn, lifts people out of poverty, encourages opportunity*
Text B: *Why is her opinion surprising? Because most people think education leads to economic growth, she disagrees; Example of false logic: economic success and education go up and down together, but that doesn't mean one causes the other*

ACTIVITY 5 Choose the best answer to the following questions. Circle A, B or C. 5 mins

- 1 The pupils read the first question. Choose pupils to read the possible answers.
- 2 Help the pupils to choose the correct answer (C). Encourage them to explain why the other answers are incorrect.
- 3 Repeat with the second question.

Answers: 1 C 2 B

Pronunciation point

- 1 Write these sentences on the board:
*I hope I get a good job after I **graduate**.* (verb)
*Some **graduates** find it hard to get jobs.* (noun)
- 2 Read the sentences to the pupils. Make sure you highlight the difference in stress when *graduate* is a verb or a noun.
- 3 Write these sentences on the board:
 - 1 When the word *graduate* is a _____, the first and last syllables have equal stress.
 - 2 When the word *graduate* is a noun, the _____ syllable is not stressed.
- 4 Help the pupils to complete the sentences.

Answers: 1 verb 2 second

- 5 Help the pupils to pronounce the two forms with the correct stress.

Period 3

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

- 1 The pupils read the example sentences.
- 2 Point out that some sentences use *hope* and others use *wish*; make sure the pupils understand the difference in meaning.
- 3 Go through each of the underlined verbs in the examples and help the pupils to identify the tenses (infinitive with *to*, future with *will*, etc).
- 4 The pupils read the first grammar rule.
- 5 Help the pupils to complete the sentence with the missing word (*infinitive with to*).
- 6 The pupils complete the rest of the sentences.
- 7 Check the answers orally.

Answers: 1 infinitive with to 2 verb 3 present simple
4 past 5 could 6 were

ACTIVITY 2 Complete the sentences with the correct form of the verbs in brackets. 10 mins

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

Answers: 1 get 2 didn't have 3 will spend / spend
4 to become 5 could 6 will do / do

ACTIVITY 3 Discuss these questions in pairs or small groups. 10 mins

- 1 Arrange the pupils in pairs or small groups.

- 2 The pupils read the first question. Help a pupil to express his / her aims using *hope* + infinitive.
- 3 Repeat with the other questions.
- 4 In their pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 4 Look at the examples. Then complete the table. 5 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to complete the table of prefixes and meanings.

Answers: *pre / before, ex / used to be, post / after*

ACTIVITY 5 Use words from the box to complete the sentences. 5 mins

- 1 Choose a pupil to read the words in the box to the class.
- 2 Explain that the prefix *ex-* is always joined with a hyphen. There are no set rules for the other prefixes. If necessary, a dictionary or a computer spell-checker can provide the answer.
- 3 The pupils read number 1.
- 4 Help the pupils to choose the correct word from the box to complete the sentence (*post-war*).
- 5 The pupils complete the rest of the sentences.
- 6 Check the answers orally.

Answers: 1 *post-war* 2 *ex-teacher* 3 *prepaid*
4 *postscript* 5 *prearranged* 6 *Ex-soldiers*

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.
- 3 Help the pupils to complete the sentence with the missing words (*as long as / provided (that) / unless*). Point out that *provided that* has the same meaning as *as long as*, but is slightly more formal.
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *as long as / provided (that) / unless* 2 *as long as / provided (that)* 3 *unless* 4 *that* 5 *comma*

ACTIVITY 2 Complete these sentences by adding *as long as*, *provided (that)* or *unless*. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence with a suitable conjunction (*As long as* or *Provided (that)*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *As long as / Provided (that)* 2 *unless* 3 *Unless*
4 *as long as / provided (that)* 5 *As long as / Provided (that)*

ACTIVITY 3 Match the beginnings of the sentences with their endings. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to find the correct ending (*e*).
- 3 The pupils match the rest of the sentences.
- 4 In pairs, pupils swap their notebooks and check each other's answers.
- 5 If necessary, check the answers orally.

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

ACTIVITY 4 Rewrite the sentences using the words in brackets. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to combine the sentence using *as long as* (*see Answers below*).
- 3 The pupils rewrite the rest of the sentences.
- 4 In pairs, pupils swap their notebooks and check each other's answers.
- 5 If necessary, check the answers orally.

Answers: 1 *You can borrow the book as long as you promise to return it next week.* 2 *He has a good future unless he fails his exams.* 3 *The college will offer me a place provided that I pass the interview.* 4 *Pre-school classes are free for all children as long as they are old enough.* 5 *Unless we invest in education, we'll never solve our economic problems.*

ACTIVITY 5 Complete the sentences with your own ideas and opinions. Then, in pairs, tell each other your answers. 10 mins

- 1 The pupils read number 1. Help one pupil to complete the sentences with his / her opinions.
- 2 Individually, the pupils complete the sentences with their own ideas and opinions.
- 3 In pairs, the pupils discuss their ideas.
- 4 Choose pupils to say what they discussed.

Period 5

ACTIVITY 1 Read the advice from a website about writing CVs. Decide how each tip continues by choosing from the box. 15 mins

- 1 Make sure the pupils understand that:
 - CV stands for 'curriculum vitae'
 - a curriculum vitae is the document you apply for courses or jobs; it's a summary of your education, your skills and the work you've done, plus other information they'll need about you
- 2 The pupils read the website tips. Then they read the continuations in the box.
- 3 Ask *Which one goes with 'Keep it short'?* Help the pupils to choose the right phrase (*they don't want your life story*).
- 4 The pupils match the rest of the tips.
- 5 Check the answers orally.

Answers: *they don't want your life story, every job or course has different needs, (but don't lie!), to make yourself stand out, it looks very bad*

ACTIVITY 2 Listen to someone giving advice to a friend. Complete the notes using the details in the box. 25 mins

- 1 The pupils read the sections of notes and the list of phrases. Check the meanings of the phrases; if necessary, explain the meaning of unfamiliar phrases to the pupils.
- 2 Play recording 2. The pupils complete the notes with phrases in the box.
- 3 Play recording 2 again. The pupils check their answers.
- 4 Check the answers orally.

CD 1 Track 2

F: Thanks for offering to help with my CV, John.

M: No problem. So, let's start. First you need to put all the basic information at the beginning.

F: Things like my name, date of birth and so on.

M: That's right, and contact details ... that kind of thing. The second section is usually your personal statement, although some people put this at the end. In your case, you should probably talk about your interests and say what you hope to do in the future, but you can change it according to what you're applying for.

F: So I just save it on the computer and change it each time I use it.

M: That's right. Now, next comes your education, including the qualifications you got. The normal thing is to write it in reverse order. In other words, the most recent one comes first.

F: From when I first started school?

M: No, I think just your secondary school will be fine. If you include everything it'll be too long.

F: I read somewhere that two pages is about right.

M: Yes, that's the maximum. That's why you need to think carefully about what to include.

F: OK.

M: After that you put your work experience: all the jobs you've done, again starting with the present and working backwards. It's important not to leave any gaps, or people will wonder what you were doing.

F: I've never really worked anywhere, except in a shop in the school holidays.

M: That's OK, you can include part-time jobs. It shows that you're hard-working and you've got some life experience apart from just school.

F: Fine. What's next?

M: Well, it's usual to finish with a section about any other skills you have. Anything you think shows the personal qualities they might be looking for.

F: Being captain of a school sports team, for example?

M: Definitely – it shows leadership and teamwork.

F: OK. Is that all?

M: Well, some people add the contact details of two referees at the end: an ex-employer or a teacher, anyone who can tell them what a wonderful person you are.

Answers: 1 Basic information 2 contact details
3 Personal statement 4 Education 5 qualifications
6 Work experience 7 personal qualities 8 two referees

Period 6

ACTIVITY 1 Circle the correct time words to complete the text. 10 mins

- 1 The pupils read the first sentence.
- 2 Help the pupils to choose the correct time word (*since*).
- 3 The pupils choose the rest of the time words.
- 4 Check the answers orally.

Answers: *since, While, After, Before, During, then, later, currently*

ACTIVITY 2 Now use the information from Activity 1 to complete Ahmad Fakhouri's CV. 10 mins

- 1 Show the pupils the CV. Explain that the text they have just read contains all the missing information.
- 2 Help the pupils to complete the details of Ahmad's education.
- 3 The pupils complete the rest of the CV.
- 4 Check the answers orally.

Answers: Education: 2005: One year Master's degree in modern Arabic poetry, Bristol University; 2004: BA in Comparative Literature, University College, London; 1993–2004: al Hashimi School, Jordan, good grades, especially in Arabic, English and literature

Employment: Currently: consultant at Palestine Ministry of Culture, Ramallah; 2005: tutor for UNRWA, teaching English to Palestinian refugees; 2004: assistant in a bookshop, Amman

Other Skills and Qualifications: He has always loved reading, he is good at learning languages; he writes short stories and has translated English poetry into Arabic.

ACTIVITY 3 Now write your own CV, using Ahmad Fakhouri's as a model. If necessary, invent some information. 20 mins

- 1 Explain that the pupils are going to write their own CV.
- 2 The pupils read the first section. Elicit ideas for how they are going to fill it in.
- 3 Repeat with the other sections.
- 4 The pupils write their own CV.
- 5 In groups, the pupils can read their CV to each other.
- 6 Point out that the pupils can save this on a computer for future use – but without any invented information.

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.

Take care!

Aims: pupils will be able to write about the information in pie charts and line charts; talk about obligation and lack of obligation; talk about having permission and not having permission

Key language: *ambitious, attitude, blunt, extend, gradual, income, insurance / insurance policy, inward / outward, luxury, pass (laws), portable, press, professional, regulations, restrict, take responsibility*

Language structures: *must / musn't have to / had to / don't have to / don't need to / allowed to / not allowed to; fixed phrases with prepositions and nouns (by law, in theory, etc)*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Accidents in the home and how to prevent them
 - Interpreting pie charts and line charts, and writing about the information in them
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 Text A and Text B quickly to find the answers to these 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 the texts intensively.
- 3 Stop the pupils and ask the questions to the group.

Answers: 1 B 2 A 3 B 4 B

ACTIVITY 2 Here are five pieces of advice. Read Text A in more detail and put each one into the correct section of Text A, (a) to (e). 10 mins

- 1 The pupils read the advice.
- 2 Give the pupils time to read Text A again.

- 3 Help the pupils to find the correct place for the first piece of advice (d).
- 4 The pupils find the correct places for the other pieces of advice.
- 5 Check the answers orally.

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

ACTIVITY 3 Read Text A and Text B (pages 24–25) more carefully. Then complete the tasks below. 15 mins

Give the pupils time to read Text A and Text B in detail.

Part 1 Find opposites of these words in the texts. (The words are in the same order as in the texts.)

- 1 The pupils read the first word (*fixed*). Help them to find the opposite in Text A (*portable*).
- 2 The pupils find the rest of the opposites in the texts.
- 3 Check the answers orally.

Answers: 1 *portable*, 2 *blunt*, 3 *inward*, 4 *ambitious*, 5 *professional*, 6 *income*

Part 2 Use the opposite words you have found to complete the sentences below.

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

Answers: 1 *income*, 2 *inward*, 3 *ambitious*, 4 *portable*, 5 *blunt*, 6 *professional*

Part 3 Answer the questions.

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

Answers: 1 *Being aware of dangers*, 2 *They start suddenly and spread quickly*. 3 *You're more likely to have an accident if you're unprepared*. 4 *Children could eat / drink them*. 5 *Because the cost of repairing or replacing them can be surprising*.

Period 2

ACTIVITY 1 Look at the pictures. Then discuss the questions below. 5 mins

- 1 Show the pictures to the pupils.
- 2 The pupils read the questions. Elicit answers.

Answers: Pupils' own answers

ACTIVITY 2 Read the text about safety regulations. Then complete the tasks below and on page 27. 25 mins

Give the pupils time to read the text in detail.

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

- 1 The pupils read number 1 (*make new laws*).
- 2 Help the pupils to find a phrase with the same meaning in the text (*pass laws*).
- 3 The pupils find the rest of the words and phrases in the text.
- 4 Check the answers orally.

Answers: 1 *pass laws*, 2 *take responsibility*, 3 *regulations*, 4 *a luxury*, 5 *extended*, 6 *gradual*, 7 *attitude*, 8 *the popular press*, 9 *restrict*

Part 2 Use the words or phrases from Part 1 to complete these sentences.

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

Answers: 1 *the popular press*, 2 *attitude*, 3 *pass laws*, 4 *extended*, 5 *take responsibility*, 6 *luxury*, 7 *regulations*, 8 *restrict*, 9 *gradual*

Part 3 Answer the questions with sentences.

- 1 The pupils read the first question. Help them to answer it with a complete sentence (*see Answers below*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *Because they were under pressure from workers' organisations.* 2 *Because safety regulations are weak.* 3 *Some people believed it should be a matter of personal choice.* 4 *Because it is now accepted that wearing seat belts has saved many lives.* 5 *Because they don't want to restrict people's personal freedom.*

Part 4 Can you guess which two countries have made cycle helmets compulsory for all?

- 1 Elicit ideas from the pupils about which countries it could be.
- 2 Help the pupils to express their reasons for the choice.
- 3 Help them to find the answer on page 28 (*Australia and New Zealand*).

ACTIVITY 3 Match each word in column A with one from column B to make two-word noun phrases from the texts in Periods 1 and 2. Then use the phrases to complete the sentences below. 10 mins

- 1 Show the two columns, A and B, to the pupils.
- 2 The pupils read the first word in column A (*insurance*). Help them to match it with a word in column B (*policy*).
- 3 Repeat until the pupils have made all the two-word noun phrases.
- 4 The pupils read number 1. Help the pupils to complete the sentence with one of the two-word noun phrases (*insurance policy*).
- 5 The pupils complete the rest of the sentences.
- 6 Check the answers orally.

Answers: 1 *insurance policy* 2 *accidental damage*
3 *accident prevention* 4 *regular income* 5 *public services*
6 *safety regulations* 7 *electrical fault*

Period 3

ACTIVITY 1 Look at the examples. Then match the different ways of talking about obligations with their meanings. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first of the expressions / structures (*not be allowed to*).
- 3 Help the pupils to work out the correct meaning (*There is an obligation not to do this*).
- 4 The pupils match the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 c 2 a 3 b

ACTIVITY 2 Complete the sentences by adding *have/had to*, *don't/didn't have/need to* or *(not) be allowed to*. 10 mins

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

Answers: 1 *have to/need to* 2 *weren't allowed to, had to*
3 *didn't have to/need to* 4 *don't have to/need to* 5 *Are [we] allowed to*

ACTIVITY 3 Look at the information about wearing cycle helmets. Then complete the sentences on page 29 with *have/had to, don't/didn't have/need to or (not) be allowed to*. 10 mins

- 1 The pupils read the parts of the table.
- 2 The pupils read number 1 on page 29. Help them to complete it, using the information in the table (*have to*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *have to/need to* 2 *didn't have to* 3 *don't have to/need to* 4 *aren't allowed to* 5 *were allowed to* 6 *have to/need to/don't have to/need to* 7 *have to/need to* 8 *doesn't have to*

ACTIVITY 4 Write three sentences about yourself and your life, using *have to, don't have/need to* and *(not) be allowed to*. Then, in pairs, tell each other your answers. 10 mins

- 1 Say example sentences about yourself using the phrases – for example, *I have to work from Sunday to Thursday, I don't have to wear a uniform*, etc.
- 2 Help the pupils to say sentences like these about themselves.
- 3 The pupils write three sentences about their obligations. Circulate round the class and help them while they are doing this.
- 4 In pairs, the pupils read their sentences to each other.
- 5 Choose pupils to tell the class about their sentences and their partners' sentences.

Period 4

ACTIVITY 1 Match each preposition with a noun to make fixed phrases. Then use the fixed phrases in the sentences. 10 mins

- 1 The pupils read number 1 (*by*).
- 2 Help the pupils to match *by* with a noun in the second column to make a fixed phrase from the texts in Periods 1 and 2 (*by law*).
- 3 Repeat with the other words.

Answers: 1 *by law* 2 *in theory / in a hurry / in practice* 3 *out of practice / out of reach* 4 *on offer* 5 *against the law* 6 *under pressure*

- 4 The pupils use these fixed phrases to complete the sentences.
- 5 Check the answers orally.

Answers: 1 *in a hurry* 2 *against the law* 3 *out of practice* 4 *by law* 5 *on offer* 6 *in theory* 7 *in practice* 8 *under pressure* 9 *out of reach*

ACTIVITY 2 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.
- 3 Help the pupils to complete the sentence with the missing word (*mustn't*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *mustn't* 2 *don't have to* 3 *had to*

ACTIVITY 3 Circle the correct option to complete the sentences. 5 mins

- 1 The pupils read number 1. Help them to choose the correct option (*don't have to*).
- 2 The pupils choose the correct options in the other sentences.
- 3 Check the answers orally.

Answers: 1 *don't have to* 2 *has to* 3 *had to* 4 *didn't have to*

ACTIVITY 4 Complete the sentences with *mustn't, don't/didn't have to or had to*. 5 mins

- 1 The pupils read number 1. Help them to complete the sentence (*mustn't*).
- 2 The pupils complete the other sentences.
- 3 Check the answers orally.

Answers: 1 *mustn't* 2 *don't have to* 3 *had to* 4 *didn't have to* 5 *mustn't*

ACTIVITY 5 Work with a partner. Tell each other what you had to do when you were younger but don't have to do now. 10 mins

- 1 The pupils read the example in the speech bubble. Point out the pronunciation of *mustn't* – the first *t* is silent.
- 2 Elicit similar sentences from the pupils about their obligations when they were younger.
- 3 In pairs, the pupils tell each about what they had to, and what they didn't have to do, when they were younger.
- 4 Choose pupils to tell the class about what they and their partners' said.

Period 5

ACTIVITY 1 Listen to an interview with someone from the Accident Prevention Society. Then complete the tasks below. 15 mins 

Part 1 Complete the sentences.

- 1 Elicit ideas from the pupils about the Accident Prevention Society. Ask questions such as *What do they do?* *Who do they talk to?* and *What type of accidents do they talk about?*
- 2 Explain to the pupils that they are going to listen to someone from the Accident Prevention Society talking about their work.
- 3 The pupils read the two sentences.
- 4 Play recording 3 up to the end of the woman's first reply (*I'm proud of what we've achieved*). The pupils complete the sentences.

CD 1 Track 3

M: Mary Williams, as Information Officer for The Accident Prevention Society, you're obviously aware of the change in people's attitudes to safety regulation – that some people think it's gone too far.

F: Yes, but I think it's not as big a change as it seems. Many of the stories that appear in the popular press are wrong or even untrue. When people stop and think and see the figures, they realise there are good reasons behind the regulations. So I'm not going to apologise. I'm proud of what we've achieved.

M: Can you give us some examples?

F: Certainly. When the APS started back in 1917, one of the first things we did was get the rules changed on walking on the streets so that walkers faced vehicles coming towards them. As a result, the number of people killed in traffic accidents fell by 70% in one year. More recently, of course, we helped to change the law on seat belts in cars. Wearing them became compulsory in 1983, and the figures seem to show that 60,000 lives were saved. More recently still, we persuaded the government to pass a law making it illegal to use mobile phones while driving. That was in 2003.

M: And now most people don't do it. I guess that's an example of attitudes changing in a good way.

F: Exactly. We see this again and again. After a while it just seems natural not to do certain things. When we look back now, for example, it seems strange that we used to drive without seat belts.

M: It certainly does. Well, thanks for talking to us, Mary Williams of the APS.

Part 2 Match each number or date to the correct fact.

- 1 The pupils read the numbers and dates in the table. Then ask individual pupils to read the sentences.
- 2 Play the rest of the audio. The pupils match the numbers and dates with the sentences.

ACTIVITY 2 Listen again to check your answers. Then complete any information that you didn't catch the first time. 10 mins 

- 1 Play the complete audio. The pupils listen and check their answers to Part 1 and Part 2.
- 2 Check the answers orally.

Answers: Part 1 1 popular press, 2 proud

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

ACTIVITY 3 Look at the pie chart. Then complete the sentences below. 10 mins

- 1 Show the pie chart to the pupils. Make sure they understand the meaning of the different colours of each section.
- 2 The pupils read number 1. Help them to find the answer (*is falls*).
- 3 The pupils answer the questions.
- 4 Check the answers orally.

Answers: 1 *is falls* 2 *doing sports* 3 *is traffic accidents*
4 *3% of back injuries*

ACTIVITY 4 Discuss this questions 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 Arrange a feedback session. The pupils explain their ideas to the rest of the group.

Answers: *Better metal helmets meant that the soldiers were not killed by being shot in the head. However, they were still injured by the force of the bullet, so they had to be treated in hospital.*

Period 6

ACTIVITY 1 Study the tables below. Then use the information to write five sentences. 10 mins

- 1 Show the pupils how to use the tables. Elicit example sentences from the pupils.
- 2 The pupils write five example sentences in their books.
- 3 Choose pupils to read one or more of their sentences to the class.

Answers: (*answers will vary*)

ACTIVITY 2 In pairs or small groups, look at the graph below. Then write a short paragraph saying what it shows. Use the notes on page 33 to help you. 20 mins

- 1 Show the graph to the pupils. Make sure they understand what it shows.
- 2 The pupils read the first sentence of the text. Help them to complete it with information in the graph (*see Answers below*).
- 3 The pupils complete the rest of the paragraph.

Answers: In 2001, the gap between literacy rates for men and women was large. Men's literacy was 95%, while women's was 85%. After that, the literacy rate for men grew slowly every year. Over the same period, the literacy rate for women grew more quickly. By 2013, the rate for men was about 97%, compared with about 93% for women. This means that, despite the progress in women's literacy rates, there is still a difference of just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women will be literate before 2020.

ACTIVITY 3 In pairs or small groups, compare your answers to Activity 2. Then discuss the questions below. 10 mins

- 1 The pupils read the questions. Elicit some opinions and ideas about each one.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to tell the class what they discussed.

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)

Period 1

Reading

ACTIVITY 1 Read the text about sleep. Then choose the best ending for each sentence below. Circle A, B or C.

Answers: 1 B 2 B 3 C 4 C 5 A 6 B 7 C 8 A
9 B 10 A

1½ marks for each correct answer (Academic)

Total = 15

2 marks for each correct answer (Vocational)

Total = 20

Period 2

Vocabulary / Language study

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

Answers: 1 tip 2 solution 3 challenge 4 evidence
5 method 6 luxury 7 blunt

½ mark for each correct answer

Total = 3.5

ACTIVITY 2 Complete the sentences with words from the box.

Answers: 1 physical 2 professional 3 distract
4 attention 5 ambitious 6 stress

½ mark for each correct answer

Total = 3

ACTIVITY 3 Match words from the left and right columns to make fixed phrases. Then use the phrases to complete the sentences below.

Answers: 1 insurance policy 2 public services
3 Distance learning 4 safety regulations 5 regular income

½ mark for each correct answer

Total = 2.5

ACTIVITY 4 Complete the sentences with prepositions from the box.

Answers: 1 in 2 to 3 for 4 into 5 to 6 against 7 on

½ mark for each correct answer

Total = 3.5

ACTIVITY 5 Circle the correct options to complete the sentences.

Answers: 1 has to 2 aren't allowed to 3 don't need to
4 mustn't 5 had to

½ mark for each correct answer

Total = 2.5

ACTIVITY 6 The sentences below use *hope* and *wish*. Complete each one using the correct tense or form of the verb in brackets.

Answers: 1 get / will get 2 remembered 3 to become
4 didn't enjoy 5 don't / won't arrive

1 mark for each correct answer

Total = 5

ACTIVITY 7 Complete the sentences below with *either ... or, both ... and* or *neither ... nor*.

Answers: 1 Neither [his friends] nor 2 either [phone] or
3 Both [Ahmad] and 4 neither [funny] nor
5 either [a singer] or

½ mark for each correct answer

Total = 2.5

ACTIVITY 8 Correct the mistakes in the sentences below.

Answers: 1 It's quite easy to do as far long as you follow the instructions. 2 Provided ~~than~~ that you have the right papers, there should be no problem. 3 If **Unless** they lose the last match, they are sure to be champions. 4 As long that **as** you don't take risks, it's a very safe sport. 5 I'll be there at 4.30 unless I don't **have** to work late.

½ mark for each correct answer

Total = 2.5

Total = 25 (12.5 vocab + 12.5 structure)

Period 3

Writing

ACTIVITY 1 Look at the chart below. Then write a short paragraph (80–120 words) explaining what the chart shows. You may find the words and phrases in the box useful.

Sample answer: The chart shows that in 1990 over 60% of boys got top grades in exams, while only around half as many girls got these grades.

From 1990 to 2010, the boys' percentage fell slightly, while the girls' rose. By 2010, more girls than boys got top grades. The difference was about 10%.

The information for the present shows that both boys and girls have improved since 2010. However, the difference between boys and girls is bigger than it was ten years ago. About 15% more girls than boys now get top grades.

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)

Going places

Aims: pupils will be able to talk about preferences; use adverb + verb combinations, use phrasal verbs

Key language: *crew, demand, demanding, due to, expenses, fare, harm, interact, impact, lecture, monument, pick up, previous, records, sightseeing, temporarily, unique*

Language structures: *prefer . . . to; prefer + -ing; would rather; adverb + verb combinations (well-informed, etc); pick up the bag, pick the bag up, pick it up*

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Travelling and eco-tourism
 - Applying for a visa
 - Applying for a job
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 these 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 about tourists and tourist guides.
- 4 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the text. Then complete the tasks below and on page 39. 30 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.

Part 1 Look again at the questions you discussed. What does the text say that is similar to and different from your ideas?

- 1 Help the pupils to compare their answers to Activity 1 with the information in the text.
- 2 Make lists on the board of the similarities and the differences.

Part 2 Replace the underlined words and phrases in these sentences with words and phrases from the text. (The words and phrases are in the same order as the text.)

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

Answers: 1 *expenses* 2 *demands* 3 *due to*
4 *monuments* 5 *temporarily* 6 *picked (it) up*
7 *lecture (her)* 8 *interact*

Part 3 The words in the table change in the same ways. Complete the table. (Note that there is no adjective from *provide*.)

- 1 The pupils read the first example (*demand*, etc). Make sure they understand which ones are nouns, verbs and adjectives.
- 2 Repeat with number 4 (*conclude*, etc). Make sure the pupils see that there are two ways of making the different forms.
- 3 The pupils complete the nouns, verbs and adjectives in the rest of the table.
- 4 Check the answers orally.

Answers: 1 *demand / demand / demanding*, 2 *challenge / challenge / challenging*, 3 *surprise / surprise / surprising*, 4 *conclude / conclusion / concluding*, 5 *decide / decision / deciding*, 6 *provide / provision*

Part 4 Now use words from the table to complete these sentences.

- 1 The pupils read number 1. Help them to complete the sentence with a word from the table above.
- 2 The pupils complete the sentences.
- 3 Check the answers orally.

Answers: 1 *challenging*, 2 *decision*, 3 *surprising*, 4 *concluding*, 5 *demanding*, 6 *provision*, 7 *deciding*, 8 *demand*

Period 2

ACTIVITY 1 Read the introduction to an article about 'eco-tourism'. Then answer the question below. 5 mins

- 1 The pupils read the text silently.
- 2 Elicit ideas about what eco-tourism is.
- 3 The pupils read the definitions. They choose the best definition (C).
- 4 Check the answer orally, and discuss with the pupils why the other definitions are not correct.

Answer: C

ACTIVITY 2 Work in pairs. Choose one of the eco-tours (B or C) each, read about it and make notes using these headings. 15 mins

- 1 Arrange the pupils in pairs. The pupils read the list of headings for the notes (*Where you go*, etc).
- 2 In each pair, one pupil reads Text B, the other reads Text C. As they read, they make notes by each of the headings.

Answers: Text B: north-west coast of Italy; watching whales and keeping records; on the boat; ten days; £1,100 to £1,800
Text C: the desert in Tunisia; travelling by horse and camel, seeing desert plants and animals, meeting local families; in traditional village houses with local families; a week; from £900

ACTIVITY 3 Tell each other about the tour you read about and make notes on the other tour, using the same headings. 10 mins

- 1 Choose a pupil and say *Tell me about your tour*.
- 2 Help the pupil to say some details about the tour, using his / her notes.
- 3 In pairs, the pupils tell each other about their tour. Note: the pupils should keep their notes as they will need them in the next period.

ACTIVITY 4 Match words and phrases from the text with their meanings below. (The words and phrases are in the same order as in the text.) 5 mins

- 1 The pupils read the first word (*effect*). Help them to find a word similar meaning in section A (*impact*).
- 2 The pupils find the rest of the words and phrases in the text.
- 3 Check the answers orally.

Answers: 1 impact 2 harming 3 sightseeing 4 crew
5 records 6 previous 7 fare 8 unique

ACTIVITY 5 Now use the words and phrases from Activity 4 to complete these sentences. 5 mins

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

Answers: 1 crew 2 unique 3 records 4 impact 5 harming
6 fare 7 sightseeing 8 previous

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.
- 3 Help the pupils to complete the sentence with the missing words (*prefer*, *infinitive*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.
- 6 Explain to the pupils that we tend to use *prefer* for more general statements about habits and *would rather* for more specific likes and dislikes.

Answers: 1 prefer, infinitive 2 to 3 than

ACTIVITY 2 Complete the sentences using *prefer* or *would rather*, as shown in brackets. (For sentences 3–5, you will need to add a verb.) 10 mins

- 1 The pupils read number 1. Show them the phrase in brackets at the end (*would rather*).
- 2 Help the pupils to complete the sentence with the phrase in brackets (*would rather, than*).
- 3 Repeat with number 2 and number 3. In number 3, help the pupils to choose a suitable verb, for example, *play*, *watch* or *practise*.
- 4 When the pupils are answering number 3, make sure they understand that they can choose to repeat the verb (*They would rather play football than play basketball.*) or not repeat it (*They would rather play football than basketball.*).
- 5 Repeat with numbers 4 and 5. There will be considerable variation in the answers: the pupils may choose different verbs, and some pupils will prefer to repeat the verb, while others will prefer not to repeat it.

Answers: 1 I would rather go on a history tour than visit an art gallery. 2 She prefers healthy food to fast food. 3 They would rather play / watch / practise, etc football than (play / watch / practise, etc) basketball. 4 I would rather do / start / finish, etc my homework now than (do / start / finish, etc it) later. 5 Their son prefers playing computer games to (playing) football outside.

ACTIVITY 3 Look back at the notes you made about the two eco-tours in Period 2. Write a sentence saying which of the two tours you would rather go on and add a reason using *prefer*. 10 mins

- 1 Show the pupils the sentence they are going to complete.
- 2 The pupils look at the details of the two eco-tours again.
- 3 Elicit ideas from the pupils about which tour they would prefer, and why.
- 4 In pairs or small groups, the pupils discuss their ideas, then complete the sentence.
- 5 Choose pupils to read out their sentences to the class.

Answers: Example answer: *I would rather go whale watching than travel in Tunisia because I prefer the sea to the desert.*

ACTIVITY 4 In pairs or small groups, discuss the choices below. Say what you prefer doing and/or what you would rather do, and give reasons. 10 mins

- 1 The pupils read number 1.
- 2 Elicit ideas from the pupils about which type of travel they prefer or would prefer, and why.
- 3 In pairs or small groups, the pupils discuss their ideas about all the choices.
- 4 Choose pupils to say what they decided.

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.
- 3 Help the pupils to complete the sentence with the missing word (*past*).
- 4 The pupils complete the other sentence.
- 5 Check the answers orally.

Answers: 1 *past* 2 *before* (Note that this works in most, but not all cases. In reality, even native speakers are often unsure about hyphen use, so the best advice when in doubt is to use a dictionary or spell-checking software.)

ACTIVITY 2 Make phrases using *well* + the past participles of the verbs in the box. Then decide which you would use to describe the people or things below. 10 mins

- 1 Help the pupils to make adjectives with the verbs in the box (*well-informed, well-behaved* etc).
- 2 The pupils read number 1. Elicit a suitable *well-* adjective (*well-educated*).
- 3 The pupils decide on the rest of the adjectives.
- 4 Check the answers orally.

Answers: 1 *well-educated* 2 *well-known* 3 *well-dressed*
4 *well-behaved* 5 *well-made* 6 *well-informed*
7 *well-written* 8 *well-paid*

ACTIVITY 3 Now complete these sentences using the phrases you formed in Activity 2. 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence with suitable *well-* adjectives (*well-educated, well-paid*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *well-educated, well-paid* 2 *well-informed*
3 *well-written, well-known* 4 *well-dressed* 5 *well-made*
6 *well-behaved*

ACTIVITY 4 Look at the examples. Then complete the grammar rule. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to complete the sentence with the missing word (*verb*).
- 4 The pupils complete the other sentences.
- 5 Check the answers orally.

Note that the particle in this type of multi-word verb is adverbial (not a preposition). This is the most common type in everyday English and pupils will almost certainly have seen a number of examples. The purpose here is to reinforce some of these and get pupils accustomed to using them.

Answers: *verb, between, verb, particle*

ACTIVITY 5 Say what you should do in these situations, using a verb and a participle from the boxes with a pronoun between them. Some verbs and participles can be used more than once. 10 mins

- 1 Show the two boxes to the pupils, and suggest verbs they could make (*take off, fill in*, etc).
- 2 The pupils read number 1. Help them to make a suitable sentence with a verb from the boxes (see *Answers below*).
- 3 The pupils make a sentence about what they would do in all of the situations.

Answers: (Example answers) 1 *I should pay it back.*
2 *I should try it on.* 3 *I should take it back.* 4 *I should take it off.* 5 *I should throw them away.* 6 *I should put them on.*
7 *I should throw it back.* 8 *I should fill it in.*

Period 5

ACTIVITY 1 Look at the introduction to the visa application form (entitled 'Read this first') below. Say which form the following people need to complete. 10 mins

- 1 Show the whole visa form to the pupils (page 46). However, tell them for now to concentrate on the introduction (the section with the heading *Read this first*) which is duplicated on page 45.
- 2 The pupils read the text silently.
- 3 Read description number 1 to the pupils. The pupils work out which form the university lecturer needs to fill in.
- 4 The pupils work out which forms the other people need.
- 5 Check the answers orally.

Answers: 1 VAF1E 2 VAF1C 3 VAF1D 4 VAF1B
5 VAF1H 6 VAF1K

ACTIVITY 2 Look at the application form on page 46. Then match the official words and phrases from the form with their meanings. 5 mins

- 1 Show the two columns to the pupils.
- 2 The pupils read the first word in the left column (*complete*). Help them to match it with a meaning in the right column (*fill in*).
- 3 The pupils match the rest of the words with their meanings.
- 4 Check the answers orally.

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

ACTIVITY 3 Listen to a young woman helping her relative to fill in his application form and complete the form on page 46 with his information. 10 mins 

- 1 Explain to the pupils that they are going to listen to a woman helping a male relative with his application form.
- 2 Show the parts of the visa application that the man has already filled in.
- 3 Play recording 4. The pupils listen and complete the first section.
- 4 Play recording 4 again. The pupils check their answers.
- 5 Check the answers on the board.

Answers: tourist, 6 months, visiting a friend and sightseeing, four weeks, 08-01-2016 (the year will vary), 02-02-2016

CD 1 Track 4

- A: Right, just to check that I've downloaded the right form, why are you going to England?
- B: I'm going to see an old friend of mine who moved there years ago. He's going to show me the sights of London.
- A: Fine, so just visiting a friend and maybe some sightseeing. You're not meeting any family members there, are you?
- B: No.
- A: That's OK. So this is the form you need to fill in. It's a bit long but don't worry, I'll help you. First, I know your name is Ravindra Dahwan but have you got any other names?
- B: No, that's all.
- A: Ok, I'll put 'none'. And when are you leaving?
- B: I've got the ticket here ... Let's see ... the eighth of January.
- A: That'll be next year of course. And coming back on?
- B: February the second, just under four weeks later.
- A: Right. Now when you write your date of birth it has to be in the right form.
- B: Well, it's the seventeenth of August, 1970.
- A: So that will be seventeen, oh eight, one nine seven oh. Now, you can fill in all the information in Part One yourself, then we'll see if there's anything in the rest of the form that you need my help with.
- B: Good. Thanks for your help.
- A: No problem.

ACTIVITY 4 Fill in the same application form on page 140 with your own information. Invent any details that you don't know. (Don't invent details if you're ever completing a real form!) 15 mins

- 1 Tell the pupils that they are applying for a visa.
- 2 The pupils fill in the application form with their own data. There is an extra copy of the form on page 140 of the Pupil's Book.
- 3 Help them to make up data which they don't have – but always emphasise that making up data on a real form is a serious offence.

Answers: Pupils' own answers

Period 6

ACTIVITY 1 Read the job advertisement below. Then fill in the application form. 40 mins

- 1 Choose pupils to read the application form and the covering letter.
- 2 The pupils complete the application form. They can use some of the ideas from the curriculum vitae that they wrote in Unit 2.

UNIT 4

- 3 In small groups, the pupils read their personal statements to each other.
- 4 Choose pupils to read their personal statements to the class.

Sample answer: *I believe that I would be suitable for this job because I have lived in this area all my life. I am very interested in local history so I know a lot of background information about places that tourists would like to see. At school, I am studying history, geography and English. I have visited the USA twice and my level of spoken English is good. In addition, I am a friendly person who enjoys talking to other people.*

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.

Let's go for a walk

Aims: pupils will be able to write reviews of books and films; make formal and informal suggestions; use prefixes *dis-*, *irr-* and *-im-*; use suffix *-ship*

Key language: *access, achievement, amusing, concrete, countryside, irreversible, occupation, ownership, praise, pull up / pull down, preserve, review, state, take for granted, take place, take up, touch, wander*

Language structures: suggestions with *Let's, Shall, Why don't you, Why not, advise you to, suggest / recommend + -ing, suggest / recommend + infinitive (without to); had better*; prefixes *dis-* (*disappearing*), *ir-* (*irreversible*), *im-* (*impossible*); suffix *-ship* (*friendship*); nouns / verbs

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Walking as a leisure activity
 - Online reviews
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 book cover. Then discuss these questions in pairs or small groups. 10 mins

- 1 Show the book cover to the pupils. Elicit the name of the author, the title of the book, and the subtitle.
- 2 The pupils read the questions. The pupils discuss the questions in pairs or small groups.
- 3 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the back cover of the book below. Then complete the tasks on page 49. 25 mins

The pupils read the back cover silently.

Part 1 Say which person or newspaper:

- 1 The pupils read the first question. Help them to work out the answer (*Derek Bateman*).

- 2 The pupils work out the rest of the answers.
- 3 Check the answers orally.

Answers: 1 *Derek Bateman*, 2 *Joe Harman*, *Daily Record*, 3 *Daily Review*, 4 *Sunday Journal*

Part 2 Complete the sentences with the highlighted words and phrases from the text.

- 1 The pupils read the first sentence.
- 2 Help the pupils to find the missing word or phrase on the back of the book cover (*wander*).
- 3 Explain that the words and phrases are in the same order as in the text. The pupils complete the rest of the sentences.

Answers: 1 *occupation*, 2 *pulled down*, 3 *wander*, 4 *take (them) for granted*, 5 *irreversible*, 6 *pulled (it) up*, 7 *takes place*, 8 *preserve*, 9 *touch*, 10 *praised*

Part 3 Look at the examples. Then complete the table by placing the adjectives from the box under the correct negative prefix.

- 1 The pupils read the examples.
- 2 Help the pupils to complete the table with the first adjective.
- 3 The pupils complete the rest of the table.
- 4 Check the answers orally.

Note that it is almost impossible to establish fixed patterns for choosing which negative prefix to use with adjectives. The only certain rule is that *ir-* is only used with words beginning with *r* and *im-* is only used with words beginning with *p* or *m*.

Answers: *disagree, irregular, improbable, impolite, independent, inaccurate, unnecessary, unhurt*

Part 4 Complete these sentences with negative adjectives from the table.

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

Answers: 1 *irregular*, 2 *improbable*, 3 *independent*, 4 *impolite*, 5 *unnecessary*, 6 *unhurt*, 7 *disagree*, 8 *inaccurate*

Period 2

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

- 1 Show the pictures to the pupils.
- 2 The pupils read the questions and then discuss them in pairs or small groups.

UNIT 5

3 Choose pupils to say what they discussed.

Answers: *Pupils' own answers*

ACTIVITY 2 Read the website article below. Then complete the tasks on page 51. 30 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.

Part 1 Look at these words from the text and decide which meaning makes the best sense in the sentence.

- 1 The pupils read the first word (*countryside*) and the two possible meanings (*nationality, natural areas*).
- 2 Help the pupils to find the word in the text, then work out which meaning fits the sentence best (*B*). Encourage pupils to look at the context of the word and ask themselves which meaning makes the best sense.
- 3 The pupils work out the meanings of the others words.
- 4 Check the answers orally.

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

Part 2 Decide whether the statements are TRUE or FALSE.

- 1 The pupils read the first sentence. Ask *Is it True or False?*
- 2 Help the pupils to work out the answer (*True*).
- 3 The pupils circle the correct description of the other sentences.
- 4 Check the answers orally.

Answers: 1 True, 2 True, 3 False, 4 True, 5 False, 6 True

Part 3 Look at the example. Make other nouns by adding the suffix *-ship* to the words in the box. Then use them to complete the sentences below.

- 1 The pupils read the example. Help them to make *-ship* words with the words in the box (*friendship*, etc).
- 2 The pupils read the first sentence. Help them to choose one of the words they made (*friendship*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *friendship*, 2 *Membership*, 3 *relationship*, 4 *scholarship*, 5 *partnership*, 6 *citizenship*

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

- 1 The pupils read the first question.
- 2 Elicit some opinions from the pupils.

- 3 In pairs or small groups, the pupils discuss the questions about walking.
- 4 Choose pupils to say what they discussed.

Answers: *Pupils' own answers*

Period 3

ACTIVITY 1 Look at the examples of suggestions in the two boxes. Then answer the questions below. 15 mins

- 1 The pupils read the examples of suggestions.
- 2 Choose pairs of pupils to read the example conversations. Point out that *suggest* and *recommend* have similar meanings and are used in the same way.
- 3 The pupils read the first question. Help them to answer it (*Box 1*).
- 4 The pupils look at the other questions.
- 5 Check the answers orally.

Answers: 1 *Box 1* 2 *Box 2* 3 *Box 2* 4 *Box 1* 5 *advise: infinitive with to; suggest, recommend with -ing form of the verb*

ACTIVITY 2 Read these short conversations. Rewrite what the second person says, beginning with the words given.

10 mins

- 1 Choose a pair of pupils to read the conversation.
- 2 Help the pupils to rewrite B's reply with *I suggest* (see *Answers below*). Note there are different ways of using *suggest* (and *why* in number 2); all are equally acceptable.
- 3 The pupils rewrite the rest of the replies.
- 4 Check the answers orally.

Answers: 1 *I suggest we ask / asking my mother what she thinks.*
2 *Why don't we take up hill walking.* 3 *Shall we do it together?* 4 *I suggest leaving it till tomorrow.*
5 *Let's go by taxi.*

ACTIVITY 3 Look at the suggestions on the right. Say which one uses *rest* as a verb and which uses *rest* as a noun.

5 mins

- 1 The pupils read the two sentences in speech bubbles.
- 2 Help the pupils to work out which *rest* is a noun and which is a verb (*A is a verb, B is a noun*).

ACTIVITY 4 Many English words can be used as verbs or nouns. Complete the sentences below with words from the box, using the correct form of *have a* _____. 10 mins

- 1 The pupils read the words in the box. Make sure they understand that these words can be either nouns or verbs.

- 2 The pupils read number 1. Help them to complete it with a *have a ... verb (have a look)*.
- 3 The pupils complete the rest of the sentences with *have a ... verbs*.
- 4 Check the answers orally.

Note that other examples, which aren't used in the *have a* _____ form, include *walk, call, cause, claim* and *hurry*.

Answers: 1 *have a look* 2 *had a guess* 3 *have a break / rest* 4 *have a try* 5 *have a drink* 6 *having a joke*

Spelling reminder

The pupils read the spelling reminder. Highlight the different spelling of *practise* (verb) and *practice* (noun). Point out that the different spelling of the verb and the noun only occurs in British English. In American English, both verb and noun are spelt *practise*.

Period 4

ACTIVITY 1 Listen to your teacher reading these two sentences. Then complete the pronunciation rule. 10 mins

- 1 Read the two sentences to the pupils. Note that the stress pattern is crucial: make sure you emphasise the first syllable of *record* in the first sentence, and the second syllable of *record* in the second sentence.
- 2 Help the pupils to complete the pronunciation rule.

Answers: 1 *first* 2 *second*

ACTIVITY 2 Use words from the box to complete the sentences. Look at the grammar of the sentence and show if the words are used as verbs or nouns. Then read the sentences aloud, with the correct stress. 10 mins

- 1 The pupils read the words in the box twice: first as nouns, then as verbs.
- 2 The pupils read number 1. Ask *Which word goes in the two sentences? (present)*.
- 3 Ask *In the first sentence, is it a verb or a noun? (a noun)*. The pupils circle *noun*.
- 4 Ask *In the second sentence, is it a verb or a noun? (a verb)*. The pupils circle *verb*.
- 5 Help the pupils to read the two sentences with the correct stress for *present*.
- 6 Repeat with the other sentences.

Answers: 1 **present** noun, **present** verb 2 **import** verb, **export** verb 3 **upset** verb, **upset** noun 4 **increase** verb, **decrease** noun 5 **survey** verb, **survey** noun

ACTIVITY 3 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 to complete it (*infinitive*).
- 3 Repeat with the other grammar rules.

Answers: 1 *infinitive* 2 *ourselves* 3 *before* 4 *'d better*

ACTIVITY 4 Work in small groups. Look at the situations below and make suggestions or give strong advice, as in the example. 10 mins

- 1 The pupils read the first situation.
- 2 Choose a pair of pupils to read the conversations.
- 3 The pupils read the second situation.
- 4 Help another pair of pupils to make suggestions about it.
- 5 In small groups, the pupils make suggestions about all the situations.
- 6 Choose pairs of pupils to say their suggestions to the class.

Period 5

ACTIVITY 1 Listen to a woman talking about a walking holiday. Then complete the sentences below. 15 mins

- 1 Give the pupils time to read sentences 1–10 silently.
- 2 Play recording 5. The pupils listen.
- 3 Play recording 5 again. The pupils complete the sentences.
- 4 Check the answers orally.

Answers: 1 *relaxing* 2 *west coast* 3 *take / carry*
4 *beautiful* 5 *too hard* 6 *parents* 7 *walks* 8 *food*
9 *Walking Tours* 10 *popular*

CD 1 Track 5

A: *How was your walking holiday?*
B: *It was good ... surprisingly relaxing in fact.*
A: *Where did you go?*
B: *The west coast of Italy. We spent most days walking from one small town to another.*
A: *How was that relaxing?*
B: *Well, the company who organised it took all our things to the next town where we were staying and made a lunch for us to take with us, so we didn't have to carry anything, just what we needed during the day. We could just enjoy the beautiful countryside.*
A: *It wasn't too hard then.*

B: Most days, no. The company said in their adverts that all the walks were easy, but there were two days when it was a bit further between the towns. John and I were OK but we went with John's parents, who are over 60. They found some of the hills rather hard.

A: Oh dear. But they managed, did they?

B: Oh yes. And the food was wonderful of course.

A: Hmm, it sounds good. Maybe I'll do something like that next year.

B: I can recommend it. The company is called Italian Walking Tours. You'd better arrange it early though. It's very popular.

ACTIVITY 2 Use the information from the recording to complete the woman's online review on a website that helps people choose holidays. 10 mins

- 1 Show the online review to the pupils.
- 2 Ask *Have you ever left reviews on a website like this?* Help the pupils to talk about review sites they have seen or used.
- 3 Elicit what should go in the *Name* and *Number* boxes (*Italian Walking Tours, 4*).
- 4 The pupils complete the review, using the information from the recording.
- 5 Check the answers orally.

Answers: *Italian Walking Tours, 4, the west coast of Italy, my husband, his parents, Italian Walking Tours, one small town to another, relaxing, carry / take anything, lunch, all the walks were easy, husband's parents, over 60, beautiful countryside, food, shouldn't, it's very popular*

ACTIVITY 3 Write an online review of a holiday/tour you went on, or a place you stayed. Write three short paragraphs and include these points: 15 mins

- 1 Explain to the pupils that they are going to write an online review of a holiday, tour or place they stayed. Remind them that a review is an article in a newspaper or magazine or online, saying what the writer thought about a holiday, book, film, CD, etc.
- 2 Explain that if they prefer they can invent the details.
- 3 Go through the structure of review – the three paragraphs and their content.
- 4 Elicit ideas for the content of each paragraph. Write some of these ideas, in note form, on the board.
- 5 Give the pupils time to write their own notes, with their own ideas for each of the three paragraphs.
- 6 The pupils write their review.
- 7 Arrange a gallery: put all the reviews on the wall, and give the pupils time to circulate and read them.
- 8 Take class votes for the categories such as the most informative review, the best-written review, the funniest review, etc.

Sample answer:

I recently went on a short holiday to Carcassonne in the south of France with my sister. We were there for four days and hired a car to explore the area. The place we stayed at was a studio apartment near the city centre, which was small and basic but perfect for what we wanted.

The old walled city in Carcassonne is a very interesting place to wander around (cars are not allowed) but even though it wasn't the tourist season, it was still very busy. Apart from that and the nice walks by the river, there isn't very much to do there.

That's why I'd advise anyone who goes there to hire a car, like we did. The surrounding area is lovely, with mountains and lots of pretty towns and villages. Also, the Mediterranean Sea is less than an hour's drive away.

Period 6

ACTIVITY 1 Look at the examples. Then complete the rule. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the rule.
- 3 Help the pupils to complete the sentence with the missing word. (-ing).

Answer: -ing

ACTIVITY 2 Use the -ing form of the verbs in the box to complete the sentences below. 5 mins

- 1 The pupils read the words in the box. For each word, elicit the -ing form.
- 2 Draw pupils' attention to the spelling reminder.
- 3 The pupils read number 1.
- 4 Help the pupils to complete the sentence (*touching*).
- 5 The pupils complete the rest of the sentences.
- 6 Check the answers and spelling orally.

Answers: 1 *touching* 2 *exciting* 3 *annoying* 4 *amazing*
5 *amusing* 6 *surprising* 7 *depressing*

ACTIVITY 3 Read the online book review. Then put the missing sentences from the box below in the correct places. 10 mins

- 1 The pupils read the sentences in the box.
- 2 The pupils add the sentences to the review.
- 3 Check the answers orally.

Answers: 1 *This is not surprising.* 2 *but they don't meet each other again until near the end.* 3 *Sometimes it's amusing, sometimes touching and at other times sad, almost depressing.* 4 *I sometimes found this quite annoying.* 5 *It's very long, though.*

ACTIVITY 4 Write an online review of a book you have read or a film you have seen. Write three short paragraphs and include these points: 15 mins

- 1 Explain to the pupils that they are going to write an online review of a book or film.
- 2 Go through the structure of the review – the three paragraphs and their content.
- 3 Choose a book that everyone / most of the pupils have read. Elicit ideas for the content of each paragraph. Write some of these ideas, in note form, on the board. Encourage the pupils to use the *-ing* adjectives they have looked at in this lesson.
- 4 Give the pupils time to choose their own book / film, write their own notes, with their own ideas for each of the three paragraphs. Remind the pupils that they read a short book in Grade 10 – they can use that for their review if they like.
- 5 The pupils write their review.
- 6 Arrange a gallery: put all the reviews on the wall, and give the pupils time to circulate and read them.
- 7 Take class votes for the categories such as the most informative review and the best-written review.

Sample answer:

Missing Person by Ken Forbes is one of the most exciting books I've ever read. It's a mystery/detective story but the writing style is much better than a lot of books of this type. Often, you get near the end of a book and you can't stop reading it till you know what happens, but with this one you get that same feeling after the first chapter.

The story is about an ordinary man whose brother disappears without any explanation. He decides that the police aren't taking the matter seriously enough so he sets out to look for his brother by himself. I won't spoil it by telling you what happens but he learns a lot of things he didn't know before about himself as well as his brother.

If you like reading mystery stories, you're sure to enjoy this one. In fact, even if you don't normally read this kind of thing, I still recommend buying it. I'm sure you won't regret it.

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: pupils will review and recycle the new language and writing skills in Units 1–5

Key language: all the language of Units 1–5

Language structures: all the structures of Units 1–5

Materials: Pupil's Book, CD

Note: This is the first revision unit. It is intended for use in the classroom and contains paired and grouped work.

Period 1

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 Read the two letters to a newspaper. Then fill in the spaces with words from the boxes. 10 mins

- 1 Give the pupils a minute or two to skim read the two letters.
- 2 The pupils complete the letters with the words in the boxes.
- 3 Check the answers orally.

Answers: A 1 *interact*, 2 *unique*, 3 *granted*, 4 *compulsory*, 5 *evidence*, 6 *challenges* B 1 *attitudes*, 2 *harm*, 3 *wages*, 4 *adapt*, 5 *invest*

ACTIVITY 2 Decide which letter writer would probably agree with the opinions below. Write A, B or BOTH. 10 mins

- 1 The pupils read number 1. Help them to work out whether the writer of letter A, or letter B or both, would support it (B).
- 2 The pupils work out who would support the rest of the opinions.
- 3 Check the answers orally.

Answers: 1 B 2 A 3 A 4 BOTH 5 BOTH 6 A

ACTIVITY 3 Find words or phrases in the texts which have these meanings. (The words are in the same order as in the texts.) 5 mins

- 1 The pupils read number 1. Help them to find the word in Text A (*encourage*).
- 2 The pupils find the rest of the words and phrases.
- 3 Check the answers orally.

Answers: 1 *encourage* 2 *assumption* 3 *labelled*
4 *surveys* 5 *impact* 6 *pick these things up*

ACTIVITY 4 Now use the words and phrases from Activity 3 to complete these sentences. 5 mins

- 1 The pupils read number 1. Help them to complete it with a word / phrase from Activity 3 (*assumption*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *assumption* 2 *pick up* 3 *impact* 4 *surveys*
5 *labelled* 6 *encourage*

ACTIVITY 5 Complete the sentences below using the highlighted phrases with *in* from Texts A and B. 5 mins

- 1 The pupils read number 1. Help them to complete it with a phrase with *in* (*In short*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *In short* 2 *in fact* 3 *in response* 4 *in my opinion*
5 *in practise*

Period 2

ACTIVITY 1 Read the text. Then complete the tasks below and on page 61. 40 mins

Give the pupils time to quickly read the text.

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

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

Answers: 1 *regulations* 2 *restrict* 3 *gradually* 4 *press*
5 *extend*

Part 2 Decide if these sentences are TRUE or FALSE, according to the text.

- 1 The pupils read number 1. Ask *Is this true or false?* (False).
- 2 The pupils decide about the rest of the sentences.

Answers: 1 False 2 True 3 True 4 False 5 False 6 True

Part 3 Use words from the box to complete the fixed phrases in the sentences below.

- 1 The pupils read the words in the box.
- 2 The pupils read number 1. Help them to choose words to complete the sentence (*well-behaved, make an effort, pay more attention*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *well-behaved, make an effort, pay more attention*, 2 *against the law, home insurance policy, more responsibility*, 3 *public services, under pressure*

Part 4 Look at the example. Then make the sentences below negative by adding prefixes to the underlined words.

- 1 The pupils read number 1. Help them to add a suitable prefix to *reversible* (*irreversible*).
- 2 The pupils change the rest of the underlined words.
- 3 Check the answers on the board.

Answers: 1 *irreversible*, 2 *uncomfortable*, 3 *irregular*, 4 *disappears*, 5 *informal*, 6 *impolite*

Period 3**ACTIVITY 1 Complete the short dialogues by adding verbs from the box in the correct form: infinitive (with or without to) or -ing. 10 mins**

- 1 The pupils read number 1. Help them to complete the sentences with the correct form of a suitable verb (*do, putting*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *do, putting* 2 *walk, take* 3 *eat, try*
4 *to lose, start* 5 *be, leave*

ACTIVITY 2 Rewrite the sentences using both ... and, either ... or, or neither ... nor. 10 mins

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

Answers: 1 *The weather at this time of the year is neither hot nor cold.* 2 *The end of the film was both surprising and funny.*
3 *Neither I nor my friends like playing sport.* 4 *You can either eat your sandwich here or take it away.* 5 *I had a lot of help from both my family and my friends.* 6 *There are no grades in this test. You either pass or you fail.*

ACTIVITY 3 Complete the adjective phrases in these sentences by adding the past participle of a verb from the box. 10 mins

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

Answers: 1 *well-paid* 2 *well-dressed* 3 *well-known*
4 *well-informed* 5 *well-written*

ACTIVITY 4 Write sentences to say what these people are wishing or hoping (there may be different possible answers). 5 mins

- 1 The pupils read number 1. Help them to change it to a sentence with *I wish* (*see Answers below*).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: (Example answers) 1 *I wish I had enough money to buy that coat.* 2 *I hope the weather is dry for our walk tomorrow.* 3 *I hope to study science so that I can make a difference to the world.* 4 *I really like this job but I wish my English was better.*

ACTIVITY 5 Now compare your sentences with a partner. 5 mins

- 1 In pairs, pupils compare their sentences.
- 2 Choose pupils to say the differences they found in their pairs.

Period 4**ACTIVITY 1 Look at the examples. Then complete the sentences below by adding the correct particle (1-4) or verb (5-8). 10 mins**

- 1 The pupils read the example sentences. Make sure they understand the difference between a *particle* and a *verb*.
- 2 The pupils read number 1. Help them to choose a particle to complete the sentence (*back*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

UNIT 6

Answers: 1 back 2 away 3 in 4 back 5 take 6 try
7 threw 8 pick

ACTIVITY 2 Choose the correct verb from the boxes to complete the sentences. 10 mins

- 1 The pupils read number 1. Help them choose the correct verb (*have*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *have* 2 *make* 3 *do* 4 *have* 5 *go* 6 *break*
7 *come* 8 *turn*

ACTIVITY 3 Correct the mistakes in these sentences. 10 mins

- 1 The pupils read number 1. Help them to identify and correct the mistake (*see Answers below*).
- 2 The pupils correct the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *I would rather travel by train than by bus.* 2 *I prefer watching TV to reading books.* 3 *You won't be allowed to enter unless you have the right documents.* 4 *I hope they won't arrive early because I'm not ready yet.* 5 *It's not really dangerous as long as you're careful.* 6 *The story of the old man and his daughter is really touching.* 7 *You had better do the work now because there won't be time later.* 8 *I'm too tired to work now so I'd prefer to stop and finish this tomorrow.*

ACTIVITY 4 Circle the correct options to complete the sentences. 10 mins

- 1 The pupils read number 1. Help them to choose the correct verb (*had to*).
- 2 The pupils choose the correct options in the other sentences.
- 3 Check the answers orally.

Answers: 1 *had to* 2 *must* 3 *don't have to* 4 *were allowed, have to* 5 *is allowed to, have to*

Period 5

ACTIVITY 1 Read the job advertisement below. Then fill in the application form. 15 mins

- 1 Choose pupils to read the job advertisement.
- 2 The pupils fill in the application form. If necessary, they can refer to the work they did on CVs in Unit 2.

ACTIVITY 2 Now write a short covering letter, explaining why you would like to do this job. 20 mins

- 1 Elicit ideas for what the pupils could put in the covering letter: what your current work situation is, why you are interested in the job, etc.
- 2 Remind pupils that the covering letter should be brief.
- 3 The pupils write their covering letter.

ACTIVITY 3 Compare your form and letter with a partner. Then make any changes you think are necessary. 5 mins

- 1 In pairs, the pupils look at each other's applications forms and covering letters.
- 2 The pupils discuss what they think looks good, and what they think needs to be improved.
- 3 The pupils make any changes they think are necessary.
- 4 Arrange a gallery: put all the sets of applications forms and covering letters on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the most impressive application, the most interesting application, etc.

Example final section: *I believe I would be a good person to be a hotel manager because I know quite a lot about how hotels operate. Every summer for the last three years I have worked at hotels in the city. I did various different jobs, including answering phone calls and emails, preparing rooms and speaking to guests. In addition to this background knowledge, I speak good English and a little French and Spanish. I am also a very organised person who enjoys working with others.*

Period 6

ACTIVITY 1 Work in pairs. Look at the chart below, and then discuss what it shows about employment in Palestine. 5 mins

- 1 Show the chart to the pupils. Make sure they understand that it shows the percentage of men, and the percentage of women, who are employed in different areas of the Palestinian economy.
- 2 Elicit comments about what the chart shows.
- 3 In pairs, the pupils discuss the chart.
- 4 Choose pupils to say what they discussed.

ACTIVITY 2 Write a paragraph explaining the information in the chart. 15 mins

- 1 Elicit ideas from the pupils about how to complete the paragraph.
- 2 The pupils complete the paragraph individually.
- 3 Choose pupils to read out their completed paragraphs to the class.

Sample answer: The chart shows the percentage of men, and the percentage of women, who are employed in different areas of the Palestinian economy. The most important area of the economy, for both men and women, is Services. Over half (59.3%) of men work in this area. There were more women than men employed in both Services and Farming and Fishing, while men were the majority in all other areas. Almost no women worked in Building / Construction, and very few worked in Transport.

ACTIVITY 3 Discuss the questions below 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 about television.
- 4 Choose pupils to say what they discussed.

ACTIVITY 4 Write a review of one of the TV programmes you discussed. 15 mins

- 1 The pupils read the list of points to include in the review.
- 2 Elicit ideas from the pupils for the programmes to review, and then what to say about each point.
- 3 The pupils write their review individually.
- 4 Arrange a gallery: put all the reviews on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the best-written review, the most amusing review, the most critical review, etc.

Sample answer:

My favourite TV programme at the moment is the series Chef of the Year. The idea of the programme is quite simple: every week, six ordinary people who are good at cooking have to cook various meals for the presenters and judges, who are all professional chefs or food critics. The best two go through to the next round, and in the end one is chosen as Chef of the Year.

One reason why I like it is that I enjoy cooking myself and I like seeing what dishes the people choose to cook. Some of them are amazing but others are complete disasters. But even if you don't like cooking, it's still interesting to see the different people's characters and how they manage under the pressure.

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

The food on your table

Aims: pupils will be able to write instructions; talk about the future, using adverb + past participle combinations

Key language: *additives, concerns, disastrous, flavours, fresh, genes, global, homemade, ingredients, pests, reaction, resist, seeds, standard, starvation*

Language structures: future continuous; future perfect; adverb + past participle combinations (*well-educated*, etc)

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Food, healthy eating and food technology
 - Instructions for domestic appliances
 - Recipes
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 below. 5 mins

- 1 Show the photos to the pupils.
- 2 The pupils read the first question. Elicit answers from them.
- 3 Repeat with the other questions.

ACTIVITY 2 Read the four texts (A to D) quickly. Then answer these 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 the texts intensively.
- 3 Stop the pupils and ask the questions to the group.

Answers: 1 B 2 C 3 D 4 A 5 B and C 6 A and D

ACTIVITY 3 Read the four texts on page 68 again to get a general idea of what they are about. Which is the best title for each one? 5 mins

- 1 Give the pupils time to read the texts again.
- 2 The pupils read the first title (*Good things take time*). Ask *Which text does it go with? (B)*.
- 3 Repeat with the other titles.

Answers: 1 B 2 A 3 C 4 D

ACTIVITY 4 Match the words from the texts with their meanings. 5 mins

- 1 The pupils read the first word (*additives*). Help them to find the word in the texts.
- 2 Help the pupils to choose the correct meaning (*extra things*).
- 3 The pupils match the rest of the words with the meanings.
- 4 Check the answers orally.

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

Note that *homemade* is usually written as one word but sometimes with a hyphen (*home-made*). Generally, compound nouns begin as two separate words, then become hyphenated as they are used more often, finally ending as one word if it becomes very common.

ACTIVITY 5 Complete the table, which shows how words from the text change (the words all change in the same way). Use some of the verbs and some of the nouns to complete the sentences below. 10 mins

- 1 The pupils read the examples (*standard* and *global*).
- 2 Help the pupils to make the verb and noun forms of *modern* (*modernise* *modernity*).
- 3 The pupils complete the rest of the table.
- 4 Check the answers orally.
- 5 The pupils complete the sentences with words from the table.
- 6 Check the answers orally.

Answers: 1 *standard, standardise, standard* 2 *global, globalise, globalisation* 3 *modern, modernise, modernisation* 4 *general, generalise, generalisation* 5 *industrial, industrialise, industrialisation* 6 *social, socialise, socialisation* 1 *modernise*, 2 *socialise*, 3 *generalisation*, 4 *industrialisation*, 5 *generalise*, 6 *modernisation*, 7 *globalisation*, 8 *standardise*

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. They read the questions.
- 2 The pupils discuss the questions in pairs or small groups.
- 3 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the text. Then complete the tasks on page 71. 30 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.

Part 1 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.)

- 1 The pupils read number 1. Ask *Can you find another word that means 'defend ourselves against' in the text?*
- 2 Help the pupils to find the word in the text (*resist*).
- 3 The pupils find the other words in the text.
- 4 Check the answers orally.

Answers: 1 *resist*, 2 *pests*, 3 *starvation*, 4 *concerns*, 5 *disastrous*, 6 *seeds*

Part 2 Complete the notes below with words or phrases from the text.

- 1 The pupils read the first part of the notes, up to *Can protect* _____ *pests*.
- 2 The pupils suggest a word to go in the space (*against*).
- 3 The pupils complete the rest of the notes.
- 4 Check the answers orally.

Answers: *For: attacks by, work like, that can grow, solve*
Against: agriculture and the environment, natural plants, the human body, power

Part 3 In pairs or small groups, discuss what you think about GM crops and food, and the industrialisation of agriculture generally.

- 1 The pupils read the speech bubbles. Ask *Are the speakers in favour of GM crops or against GM crops?*
- 2 Help the pupils to express their ideas about what the speakers are saying. Note that the speakers do not explicitly state their points of view about GM crops. Encourage the pupils to discuss what they think the speakers' opinions are.

- 3 Elicit some other reasons to be in favour or against GM crops.
- 4 The pupils discuss the questions in pairs or small groups.
- 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. Help them to understand how the timeline works.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to complete the sentence with the missing word (*-ing*).
- 4 The pupils complete the other sentence.
- 5 Check the answers orally.

Answers: 1 *-ing* 2 *apostrophe*

ACTIVITY 2 Complete the sentences using the future continuous tense of the verb in brackets. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to complete the sentence with the future continuous (*will be making*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *will be making* 2 *will be having* 3 *will be working* 4 *will be studying* 5 *will be thinking*

ACTIVITY 3 Circle the correct tense (future simple or continuous). 10 mins

- 1 Remind the pupils of the difference between the future simple *I will eat* and the future continuous *I will be eating*.
- 2 The pupils read the first sentence. Help them to choose the correct tense (*go*).
- 3 The pupils choose the correct tenses in the other sentences.
- 4 Check the answers orally.

Answers: 1 *go* 2 *be getting up* 3 *be waiting* 4 *wait* 5 *be doing*

ACTIVITY 4 Look at the examples. Then complete the tasks below. 10 mins

The pupils read the example sentences.

Part 1 Match each adverb to the past participle of a verb to make adjective phrases.

- 1 The pupils read number 1 (*highly*).

UNIT 7

- 2 Help the pupils to match *highly* with a past participle in the second column to make an adjective phrase (*highly qualified*).
- 3 Repeat with the other words.

Answers: 1 *highly praised / highly qualified*, 2 *widely known*, 3 *well known / well written*, 4 *brightly coloured*, 5 *badly written / badly injured*, 6 *fully qualified*

Part 2 Use the adjective phrases to complete these sentences.

- 1 The pupils read number 1. Help them to complete the sentence with an adjective phrase (*highly praised*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *highly praised*, 2 *widely known*, 3 *brightly coloured*, 4 *fully qualified*, 5 *well written*, 6 *badly injured*

Period 4

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

- 1 The pupils read the example sentences. Help them to understand how the timeline works.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to complete the sentence with the missing words (*will have*).
- 4 The pupils complete the other sentences.
- 5 Check the answers orally.

Answers: 1 *will have* 2 *before, after* 3 *by*

ACTIVITY 2 Complete the sentences using the future perfect tense of the verbs in the box. 10 mins

- 1 The pupils read the verbs in the box. Elicit the past participle of each verb from the pupils.
- 2 The pupils read number 1.
- 3 Help the pupils to complete the sentence with the future perfect (*will have been*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *will have been* 2 *won't have finished* 3 *will have written* 4 *won't have saved* 5 *will have repaired*

ACTIVITY 3 Circle the correct options to complete the sentences. 10 mins

- 1 Remind the pupils of the difference between the future continuous *I will be eating* and the future perfect *I will have eaten*.
- 2 The pupils read the first sentence. Help them to choose the correct tense (*I'll have finished*).

- 3 The pupils choose the correct tenses in the other sentences.
- 4 Check the answers orally.

Answers: 1 *I'll have finished* 2 *will be using* 3 *will have driven*
4 *won't have woken up* 5 *I'll be driving*

ACTIVITY 4 Discuss the questions below in small groups.

10 mins

- 1 The pupils read the questions.
- 2 Elicit ideas about what the pupils think they will be doing / will have done at different times.
- 3 In pairs or small groups, the pupils discuss their ideas.
- 4 Choose pupils to say what they discussed.

Period 5

ACTIVITY 1 Listen to someone explaining how to work a new TV with the remote control. As you listen, complete the written instructions below. 15 mins

- 1 Show the pupils the picture of the remote control. Ask questions about it such as *What does this button do?* Make sure the pupils understand the meaning of *plus* and *minus*.
- 2 Give the pupils time to read the text.
- 3 Play recording 6. The pupils listen.
- 4 Play recording 6. The pupils complete the text.
- 5 Check the answers orally.

Answers: 1 *red* 2 *top left* 3 *few seconds* 4 *two ways*
5 *direction* 6 *plus* 7 *minus* 8 *turn off* 9 *messages*

CD 1 Track 6

A: *Shall I do it for you?*

B: *No, just tell me what to do. I'll learn quicker if I do it myself.*

A: *OK. So, the first thing is you need to turn the TV on, obviously. Just press that red button in the top left corner. The red light on the TV will go out and you'll get a picture in a few seconds.*

B: *Right. Now, how do I change channels?*

A: *Well, there are two ways. If you know the number of the channel you want, just press the key with that number. Or you can use this direction button on the right to move up or down.*

B: *That's easy enough. But what about this plus and minus button on the left?*

A: *It's for changing the volume. You know, making it quieter or louder.*

B: *Oh, right. And this one that says Mute, on the right at the top?*

A: *It turns the sound off.*

B: *Why would I want to do that?*

A: *I'm not sure, to be honest. I never use it. It's the same with a lot of these other buttons. They all do something but you don't need them just to watch TV. Except maybe the one that says Exit. That's quite useful if messages come up on the screen and you want to make them disappear.*
 B: *Right, that's enough to begin with. Thanks.*

ACTIVITY 2 Work with a partner. Choose one of the following things each. Imagine that your partner knows nothing about the thing you have chosen. Ask and answer questions about how to use it. 10 mins

- 1 The pupils read the example question and answer in the speech bubbles.
- 2 Demonstrate the activity: choose an object and help a pupil tell you how to use it. Pretend that you don't know how to use it, so that you can ask lots of questions.
- 3 In pairs, the pupils take turns to choose an object, describe how to use it and ask questions.
- 4 Choose pairs of pupils to demonstrate their two conversations to the class.

ACTIVITY 3 Now work together to write a set of instructions for using each of the two things you talked about. Use the instructions for the TV remote as a model. 15 mins

- 1 The pupils read the instructions for the remote control again.
- 2 Choose an object from Activity 2 and elicit instructions.
- 3 In pairs, the pupils write the instructions for the two objects they talked about.

Period 6

Note: In this period, pupils are required to discuss food and cooking. Make sure that in all the group work, there is at least one pupil with basic knowledge of cooking in each group.

ACTIVITY 1 Discuss these questions in small groups. 5 mins

- 1 The pupils read the questions about cooking.
- 2 The pupils discuss their answers in small groups.
- 3 Choose pupils to say what they discussed in their groups.

Answers: *Pupils' own answers*

ACTIVITY 2 Look at these words connected with food and cooking. Match them with their meanings. 5 mins

Note: the words in this activity are useful for the following tasks but are not intended as target words.

- 1 The pupils read the cookery words in the first column.

- 2 Say Find the meaning of 'recipe' in the second column. (instructions for cooking something).
- 3 The pupils match the rest of the words with the definitions.
- 4 Check the answers orally.

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

ACTIVITY 3 Read the recipe below. Fill the spaces with time or ordering words from the box below. 10 mins

- 1 The pupils read the words in the box.
- 2 Give the pupils time to read the recipe in detail.
- 3 The pupils complete the recipe with the words from the box.
- 4 Check the answers orally.

Answers: 1 First 2 Then 3 Finally 4 Meanwhile
 5 When 6 While 7 until 8 By

ACTIVITY 4 Work in small groups. Choose a dish at least one person knows how to cook and explain it to the others. Then write a recipe, using the onion tart recipe as a model. 20 mins

- 1 Make sure the pupils understand the meaning of all the cooking words (*mix, rub, press*, etc) in the recipe.
- 2 In groups, the pupils choose a dish and one pupil explains how to cook it to the others.
- 3 In the same groups, the pupils write the recipe. They should follow the layout of the recipe in Activity 3.

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.

Amazing animals

Aims: pupils will be able to write comments on online forums; use *-ing* forms of verbs; use *en-* prefix and *-en* suffix

Key language: *according to, biologist, complex, enable, extinction, giant, habitat, headline, obviously, opinion, poison, pretend, publicity, random, struggle, threat, vital*

Language structures: preposition + *-ing* verbs (*by using, etc*); verb / adjective + *-ing* verbs (*famous for, etc*); *-ing* phrases (*speaking as a doctor, ...*)

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Studying animals
 - Endangered species
 - Online forums
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 these questions in pairs or small groups. 5 mins

- 1 The pupils read the first question.
- 2 Elicit some opinions from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions about favourite animals and interesting animal abilities.
- 4 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the text about amazing animals. Then complete the tasks on page 79. 30 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.

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

- 1 The pupils read number 1. Ask *Can you find another word that means 'unplanned' in the text?*
- 2 Help the pupils to find the word in the text (*random*).
- 3 The pupils find the other words in the text.
- 4 Check the answers orally.

Answers: 1 *random*, 2 *enables*, 3 *biologists*, 4 *complex*, 5 *pretending*, 6 *poison*, 7 *according to*, 8 *vital*

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

Answers: 1 *False*, 2 *Doesn't say*, 3 *Doesn't say*, 4 *True*, 5 *False*, 6 *False*

Part 3 Complete this sentence with your own ideas. Then compare and discuss your sentence with a partner.

- 1 The pupils read the parts of the sentence.
- 2 Elicit ideas for animals and reasons that can be used to complete the sentence.
- 3 The pupils complete the sentence according to their own ideas.
- 4 Arrange a feedback session. The pupils read what they wrote to the class. Keep a record of the answers on the board and use it to find the most popular amazing animals in the class.

Period 2

ACTIVITY 1 Discuss the questions below in pairs. 5 mins

- 1 Show the photo of the panda to the pupils.
- 2 The pupils read the questions. They discuss the questions in pairs or small groups.
- 3 Choose pupils to say what they discussed.

ACTIVITY 2 Read the blog about pandas. Then complete the tasks on page 81. 35 mins

- 1 Make sure the pupils understand the idea of a blog.
- 2 The pupils read the text silently.

Part 1 Look at these words from the text and decide which meaning makes the best sense in the sentence.

- 1 The pupils read the first word (*opinion*) and the two possible meanings (*what someone thinks, destination*).
- 2 Help the pupils to find the word in the text, then work out which meaning fits the sentence best (A).
- 3 The pupils work out the meanings of the others words.
- 4 Check the answers orally.

Answers: 1 A, 2 B, 3 A, 4 B, 5 B, 6 B, 7 B, 8 B

Part 2 Now use words from Part 1 above to complete these sentences.

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

Answers: 1 *habitat*, 2 *extinction*, 3 *publicity*, 4 *struggle*

Part 3 Choose the best way to continue each sentence. Circle A, B or C.

- 1 The pupils read the first part of the first sentence (*Alan Finns says his opinion is ___*).
- 2 Choose pupils to read the three endings of the sentence to the class.
- 3 Help the pupils to choose the correct ending (B).
- 4 The pupils choose the endings for the other sentences.
- 5 Check the answers orally.

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

Part 4 In pairs or small groups, discuss what comments you might leave on Alan Finn's blog.

- 1 The pupils read the speech bubbles. Ask *Which one agrees with Alan?* and *Which one disagrees with him?*
- 2 Elicit some comments that the pupils could leave on Alan Finn's blog.
- 3 The pupils discuss the comments they would leave in pairs or small groups.
- 4 Choose pupils to say what comments they discussed.

Period 3

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

- 1 The pupils read the sentences.
- 2 The pupils read the first question. Help them to answer it (A).
- 3 The pupils look at the other questions.
- 4 Check the answers orally.

Answers: 1 A 2 A, B and C 3 -ing form 4 by 5 for

ACTIVITY 2 Rewrite the sentences using the -ing form of the underlined verb. 10 mins

- 1 The pupils read number 1. Help them to rewrite the sentence (... *studying these animals*).
- 2 The pupils rewrite the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 ... *studying these animals* 2 ... *working with bees, you need ...* 3 ... *changing their body shape* 4 ... *walking*

ACTIVITY 3 Look at the examples of verb/adjective + preposition + -ing. Then match the verbs or adjectives in the table below with the correct prepositions. 5 mins

- 1 The pupils read the sentences.
- 3 Read the first verb / adjective (*sorry*) and elicit the preposition that goes with it (*for*).
- 4 The pupils match the other verbs / adjectives and prepositions.
- 5 Check the answers orally.

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

ACTIVITY 4 Now complete these sentences using prepositions and 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. Ask *What verb from the box can we use here? (solve)*.
- 3 Ask *What preposition can we use with solve? (in)*.
- 4 Help the pupils to complete the sentence (*in solving*).
- 5 The pupils complete the rest of the sentences.
- 6 Check the answers orally.

Answers: 1 *in solving* 2 *against spending* 3 *for forgetting* 4 *of doing* 5 *to getting* 6 *at writing*

ACTIVITY 5 Discuss the questions below in pairs or small groups. 10 mins

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

Period 4

ACTIVITY 1 Look at the examples of how *-ing* phrases are used. Then answer the question below. 10 mins

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

Answers: A 2 B 1

ACTIVITY 2 Join the pairs of sentences to make one longer sentence, using an *-ing* phrase. 10 mins

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

Answers: 1 Knowing him well, I can tell you what his answer will be. 2 Trying to preserve pandas, some organisations spend millions of pounds protecting panda habitats. 3 Speaking as a student, I think exams cause a lot of stress. 4 Seeing that it was going to rain, I put my coat on. 5 Not being an expert, I don't see the problem. 6 Speaking as parents, I think we should be told about changes to the education system. 7 Feeling hungry, I decided to have a sandwich. 8 Realising they were lost, the tourists asked someone for directions to the hotel.

ACTIVITY 3 Look at the examples of *en* used as a prefix and a suffix. Then complete the table by adding *en* prefixes and suffixes to the words in the box. 10 mins

- 1 The pupils read the examples.
- 2 Help the pupils to add *en* prefixes or suffixes to the verbs in the box.

Answers: *en* prefix: endanger, enforce, enclose, encourage, ensure *en* suffix: threaten, tighten, widen, darken, lengthen

ACTIVITY 4 Complete the sentences with words from the table above. 10 mins

- 1 The pupils read number 1. Help them to complete the sentence with a word from the previous activity (*tighten*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 tighten 2 darken 3 enclose 4 encourage 5 lengthen 6 ensure 7 enforce 8 widen

Note: As a prefix and a suffix, *-en* has the general meaning of changing something from one state into another, e.g. from being safe to being in danger or under threat.

Period 5

ACTIVITY 1 Read the web news story. Then listen to two people talking about the same story. 15 mins 

- 1 Show the story to the pupils. Read the headline and elicit ideas about the story.
- 2 The pupils read the story in detail.
- 3 Play recording 7. The pupils listen.

CD 1 Track 7

A: Debbie, have you seen this story on the Internet about the woman who died and left her house to her cats?

B: Yes, I saw it. Crazy, isn't it?

A: Why? It was her house so she could do what she wanted with it.

B: Well, in my opinion it's wrong when there are so many homeless people in the world.

A: Perhaps her cats were her closest friends and she didn't want to leave them without somewhere to live.

B: Maybe, but generally speaking I think people care too much about animals and not enough about other humans.

A: If you feel so strongly about it, why not add a comment?

B: OK, I think I will.

ACTIVITY 2 Discuss the questions below in pairs or small groups. 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.

Answers: She thinks it's crazy and wrong; He thinks she could do what she liked with her house; (pupils' own opinions)

ACTIVITY 3 Look at the comments on the story. Complete Debbie's comments, then add a short comment of your own in the space at the bottom. 15 mins

- 1 Show the comments to the pupils. Help them to complete Debbie's first comment (see *Answers* below).
- 2 The pupils complete the rest of the comments.

Answers: care too much about animals and not enough about humans; there are so many homeless people in the world; (pupils' own comments)

Period 6

ACTIVITY 1 Look at the examples of words or phrases that show opinion or attitude. Then complete the table. 10 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to complete the table of phrases and meanings.

Answers: 1 *To be honest* 2 *Generally speaking*
3/4 *Obviously, Of course* 5/6 *In my opinion, Personally*

Note: *Personally* must be followed by *I*. We cannot say: *Personally, this is a bad idea.*

In my opinion cannot be followed by *I*. We cannot say: *In my opinion, I think ...*

ACTIVITY 2 Circle the best attitude word or phrase to complete the comment below. 10 mins

- 1 The pupils read the first sentence.
- 2 Help the pupils choose the correct attitude phrase (*To be honest*).
- 3 The pupils choose the rest of the attitude phrases.
- 4 Check the answers orally.

Answers: 1 *To be honest* 2 *In my opinion* 3 *Obviously*
4 *generally speaking*

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

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

Answers: *Pupils' own answers*

ACTIVITY 4 Read the two news story titles (headlines) and discuss them in pairs or small groups. Then, in the boxes below, write a reply giving your opinion and agreeing or disagreeing with the previous comment. Use one or more of the attitude words and phrases in Activity 1. 15 mins

- 1 The pupils read the first news story.
- 2 Elicit reactions from the pupils. Encourage them to use appropriate attitude phrases.
- 3 Repeat with the second news story.
- 4 The pupils write their replies to the comments.
- 5 Choose pupils to read their comments to the class.

Note: Pupils can be asked to choose just one story, or do one each in a pair and then compare. Alternatively, they can do one in class and the other for homework.

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.

Once upon a time

Aims: pupils will be able to talk about traditional stories; use all forms of relative clauses; use sequencers

Key language: *character, couple, definition, fairy / folk tale, feature, hero, imaginary, lay, persuade, refuse, similarity, society, summary, tale, tie, type*

Language structures: defining and non-defining relative clauses with *who, which, where, whose, that*; sequencers (*at last, finally, etc*)

Materials: Pupil's Book, CD

The Anansi stories are from Ghana, in Africa. Anansi is part man, part spider and he is always able to trick and overcome his enemies. The stories travelled across the Atlantic Ocean with the slave trade, and they became an important part of the life of slaves in the United States.

'Jack the Giant Killer' (or 'Jack and the Beanstalk') is an English folk tale. There are several old English folk tales with the character Jack: he is always an honest, good but rather irresponsible young man who somehow manages to overcome huge obstacles.

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Types of folk tales from different countries
 - The characteristics of folk tales and their value
 - Summarising stories
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 discuss the questions below in small groups. 5 mins

- 1 Show the pictures to the pupils.
- 2 The pupils read the questions. The pupils discuss the questions in small groups.
- 3 Choose pupils to say what they discussed.

Answers: Pupils' own answers

'Ataba and Zariel' is a story from Palestine. Ataba is a beautiful young woman, and Zariel a handsome young man. There are different versions of the story from different parts of Palestine, but always Zariel has to set out on dangerous quests in order to win the hand of Ataba – and he always wins her as his bride in the end.

ACTIVITY 2 Read the introduction to a collection of stories. Then complete the tasks below and on page 89. 30 mins

- 1 Explain to the pupils that they are going to read the introduction to a collection of stories.
- 2 The pupils read the introduction silently.

Part 1 Find words in the text that have these meanings. (The words are in the same order as in the text.)

- 1 The pupils read the first phrase (*meaning of a word*).
- 2 Help the pupils to find the word that means the same (*definition*).
- 3 The pupils find the rest of the words in the texts.
- 4 Check the answers orally.

Answers: 1 definition, 2 tales, 3 feature, 4 hero, 5 societies, 6 character

Part 2 Complete the table with other words from the text.

- 1 Show the pupils the noun *imagination* and ask *What is the adjective?*
- 2 If the pupils know the answer, they can say it; if not, they look for the answer in the text (*imaginary*).
- 3 The pupils complete the rest of the table.
- 4 Check the answers orally.

Answers: 1 imaginary, imagination 2 similar, similarity 3 popular, popularity 4 heroic, hero

Part 3 Use words from the text on page 88 and from the table above to fill the gaps in these stories.

- 1 The pupils read the first sentence.
- 2 Help the pupils to choose the correct word from the text or the table to complete the sentence (*romantic*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 romantic, 2 heroic, 3 popular, 4 feature, 5 imaginary, 6 trickster, 7 hero, 8 folk

Part 4 Complete the sentences with words from the three story descriptions. (The words are in the same order as in the text.)

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

Answers: 1 refuses, 2 persuades, 3 couple, 4 tied, 5 lays, 6 types

Period 2

ACTIVITY 1 Look at the picture and the quotation. Then discuss the questions below. 5 mins

- 1 Show the picture to the pupils and read the quotation.
- 2 The pupils read the questions. They discuss the questions in small groups.
- 3 Choose pupils to say what they discussed in their groups.

Answers: Pupils' own answers

ACTIVITY 2 Read the text quickly. Then answer the question below. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils a time limit to read the text. Make sure that there is only enough time to skim read the story – not enough time to read the texts intensively.
- 3 Stop the pupils and ask the question to the group.

Answer: C

ACTIVITY 3 Read the text again. Then decide if the statements below are TRUE or FALSE. Write the sentence (or part of a sentence) from the text that helped you decide. 10 mins

- 1 The pupils read the first sentence. Ask *Is it True or False?*
- 2 Help the pupils to work out the answer (*False*).
- 3 The pupils circle the correct description of the other sentences.
- 4 Check the answers orally.

Answers: 1 False (Gillian Poulson couldn't disagree more)
2 False (Once children have visited the other worlds stories describe, they are never quite the same.) 3 True (we learn that language is for sharing ideas and having fun) 4 True (You don't need to know what the character is feeling or thinking, just what they do next.) 5 True (Research has shown that children who grow up hearing, and later reading, stories, are much more likely to get good exam results) 6 False (... and certainly don't encourage them to read books that you think they should)

ACTIVITY 4 What do these words, highlighted in the text, refer to? 10 mins

- 1 Help the pupils to find the first word in the text.
- 2 Help the pupils work out what this word (*they*) refers to (*stories*).
- 3 The pupils work out what the other words refer to.
- 4 Check the answers orally.

Answers: 1 stories 2 the world around them 3 children 4 stories

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

- 1 The pupils read the quotation (*Folk tales and fairy tales ...*) and speech bubbles. Ask *Which ones are in favour of fairy stories?* and *Which ones are against fairy stories?*
- 2 Elicit some other reasons to be in favour or against fairy stories.
- 3 The pupils discuss the questions in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples. Then complete the grammar rules by adding a tick to each row. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule.
- 3 Say *This rule is about relative clauses. It is about defining relative clauses, or non-defining relative clauses, or both.*
- 4 If pupils find the difference hard to understand, point out that:
 - If we remove a defining relative clauses, the sentence doesn't have a clear meaning.
 - If we remove a non-defining relative clauses, the sentence still has a clear meaning.
 (The third sentence in each group shows this most clearly.)
- 5 Help the pupils decide the type of relative clause (*defining*).
- 6 The pupils decide which type of relative clauses the other rules are about.
- 7 Check the answers orally.

Answers: 1 defining 2 non-defining 3 non-defining 4 both
5 defining relative clauses 6 non-defining relative clauses

ACTIVITY 2 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Use *that* where possible. 10 mins

- 1 The pupils read the worked example.
- 2 The pupils read number 1.
- 3 Help the pupils to join the two sentences together (see *Answers below*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *The story happens in Jaffa, which is a city in Palestine.* 2 *Have you seen the letter that came yesterday?*
3 *The main character, who has three sons, is very poor.*

ACTIVITY 3 Look at the examples of defining relative clauses. Then circle the correct words to complete the grammar rules. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils choose the correct word (*objects*).
- 4 Repeat with the second grammar rule.
- 5 Remind the pupils that the most common usage, especially in speaking, is to say *that* instead of *who/which* (where a pronoun is necessary) and to leave the pronoun out when possible.

Answers: 1 *objects* 2 *object*

ACTIVITY 4 Join the two short sentences together to make one longer sentence. Use *that* where it is needed, but leave it out if it isn't needed. 10 mins

- 1 The pupils read the example sentence. Make sure they understand that the pronoun *that* has been left out because it isn't needed, but *That's the car that I want to buy when I'm rich* is also correct.
- 2 The pupils read number 1.
- 3 Help the pupils to join the two sentences together (see *Answers below*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *This is the book I was reading yesterday.* 2 *That's the same film I saw at the cinema last week.* 3 *This is a folk tale I remember from my childhood.* 4 *She's the new student that arrived last week.* 5 *Zarief brings back gifts which are from different parts of the country.*

Note: The most common usage, especially in speaking, is to say *that* instead of *who/which* (where a pronoun is necessary) and to leave the pronoun out when possible.

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.
- 3 Help the pupils to complete the sentence with the missing words (*where, whose*).
- 4 Repeat with the second sentence.

Answers: 1 *where, whose* 2 *defining, non-defining*

ACTIVITY 2 Add the correct relative pronoun, *which, who, where* or *whose*, to complete the sentences. 5 mins

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

Answers: 1 *which* 2 *whose* 3 *which* 4 *where* 5 *whose*
6 *who*

ACTIVITY 3 Correct the sentences. (There is one mistake in each sentence). 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to identify the mistake (*we don't use commas with defining relative clauses*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *That isn't the woman who gave me the money.*
2 *She lives with her parents, who are quite old.* 3 *Once there was a dragon whose tail was very long.* 4 *He now lives in Jenin, which is a town in the north.* 5 *Is that the place where you found the letter?* 6 *I like to meet people whose interests are similar to mine.*

ACTIVITY 4 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Remember to use the correct punctuation. 10 mins

- 1 The pupils read number 1.
- 2 Help the pupils to join the two sentences together (see *Answers*).
- 3 The pupils join the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 That's the house where I was born. 2 She's the woman whose books I borrowed. 3 I'm going to Ramallah, which isn't very far from here. 4 The main character is a young man whose wife is always angry with him. 5 My brother, who is very tall for his age, is good at basketball.

ACTIVITY 5 Complete the sentences in a way that is true for you. Then compare your sentences with a partner.

10 mins

- 1 The pupils read the first sentence.
- 2 Choose a pupil to complete the sentence about their friends.
- 3 The pupils complete the rest of the sentences about themselves.
- 4 Check the answers orally.

Answers: Pupils' own answers

Period 5

ACTIVITY 1 Look at the examples. Then complete the table below. 10 mins

- 1 The pupils read the example sentences. Make sure the pupils understand that these are phrases we use to indicate sequences of actions.
- 2 Help the pupils to choose words / phrases from the example sentences to match each meaning / use.

Answers: 1 At the end 2/3 Finally, At last 4 At the beginning
5 At first

ACTIVITY 2 Listen to the story of King Midas. Then fill in the blanks in the summary below. Do not complete the boxes for now. 10 mins

- 1 Give the pupils time to read the story. Make sure the pupils understand that they are just going to complete the lines at this stage, not the box sections.
- 2 Play recording 8. The pupils listen.
- 3 Play recording 8 again. The pupils complete the lines.
- 4 Check the answers orally.

Answers: 2 A traveller 3 return 4 next morning 8 generous

CD 1 Track 8

A long time ago, there was a man called Midas, who was the king of Phrygia (part of what is now Turkey). He was very rich, and lived in a palace with his beautiful daughter. But he wasn't satisfied with all the gold he had, and always wanted more.

One day, a traveller called Silenus arrived, and Midas offered to let him stay in the palace. Silenus had special powers, and in return for this favour, he offered to give Midas one wish. After thinking for a moment, Midas said he wanted everything he touched to turn into gold. Silenus warned him to think carefully, but Midas didn't listen.

The next morning, Midas found that his wish had come true. He was very excited, and walked around the palace, touching things and watching them change into gold. Then he picked a flower to smell it, but of course it turned to gold and didn't smell at all. When he sat down for breakfast and picked up a grape, it too became gold and he couldn't eat it. It was the same with all the food on the table.

Midas began to realise that there was a problem, but when his daughter came into the room, he touched her without thinking and she immediately turned into gold: cold, hard and lifeless. Midas cried and went to find Silenus, asking him again and again to change everything back to normal. Silenus, who felt sorry for the king, told him to go and wash his hands in a certain river.

When he returned from doing this, Midas found that everything was the same as before his wish. He was very happy, and decided that from that day forward he would share his wealth with his people. He became a generous king, and his people loved him for the rest of his life.

ACTIVITY 3 Now complete the story summary in Activity 2 by putting words or phrases from the table in Activity 1 into the boxes. 10 mins

- 1 Remind the pupils of the time expressions from Activity 1 (*At last, finally, etc.*).
- 2 Help the pupils to choose the correct time expression for the first box (*At the beginning*).
- 3 The pupils complete the rest of the boxes with time expressions.
- 4 Check the answers orally.

Answers: 1 At the beginning 5 At first 6 finally/at last
7 at the end

ACTIVITY 4 Discuss this question in pairs. 10 mins

- 1 The pupils read the task. Make sure they understand the idea of the moral of a story.
- 2 In pairs, the pupils discuss the moral of this story and write it in one sentence.
- 3 Each pair shows another pair their version of the moral; the pupils discuss the differences.
- 4 Choose pupils to read their version of the moral to the class.

Period 6

ACTIVITY 1 Look at the examples. Then complete the grammar rules below. 5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to complete the sentence with the missing word (*past*).
- 4 Repeat with the second sentence.

Answers: 1 *past* 2 *present*

ACTIVITY 2 Read the famous folk tale. Then complete the summary on page 97. 15 mins

- 1 Elicit what the pupils already know about the story of Ali Baba.
- 2 Give the pupils time to read the story in detail.
- 3 The pupils read the irregular plurals in the spelling reminder on page 97.
- 4 The pupils complete the summary.
- 5 Check the answers orally.

Answers: (*Examples answers*) *thieves arrive in front of a cave in the forest / opens the door of the cave / Open Sesame / leave, uses the same words to open the cave / finds gold, money and other valuable things / his brother Kasim about the cave. / Kasim wants to leave the cave / the words to get out again / come back, find Kasim and kill him / Kasim's body home / notice the body has gone and realise their cave has been found. / Ali Baba's house / killing the thieves and their leader / says she can marry his son / were rich for the rest of their lives*

ACTIVITY 3 Work in pairs. Tell your partner a story you know, either telling the story in the past tense or giving a summary in the present tense. 20 mins

- 1 Elicit ideas for other well-known stories to discuss in class.
- 2 Choose one of the stories and help a pupil tell the story.
- 3 Make sure the pupil uses the past tense to tell the story.
- 4 Choose another of the stories and help a pupil to say a summary of it.
- 5 Make sure the pupil uses the present tense to say the summary.
- 6 In pairs, the pupils take turns to tell stories or say summaries, using the appropriate tense.

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 cooking lessons. Then decide if the sentences below are TRUE or FALSE.

Answers: 1 True 2 False 3 True 4 False

1½ marks for each correct answer (Academic)

Total = 6

2 marks for each correct answer (Vocational)

Total = 8

ACTIVITY 2 Complete the sentences below with words or phrases from the text (3 words maximum).

Answers: 1 11 to 14 2 healthy and inexpensive 3 weight problems 4 pressure 5 right qualities 6 bad language

1½ marks for each correct answer (Academic)

Total = 9

2 marks for each correct answer

Total = 12

Total = 15 (Academic stream)

20 (Vocational stream)

Period 2

Vocabulary / Language study

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

Answers: 1 seeds 2 extinction 3 lay (eggs) 4 habitat 5 character

½ mark for each correct answer

Total = 2.5

ACTIVITY 2 Complete the sentences below with words from the box.

Answers: 1 enables 2 genes 3 definition 4 vital 5 resist 6 imaginary 7 similarities 8 standard 9 struggles 10 refuses

½ mark for each correct answer

Total = 5

ACTIVITY 3 Complete the sentences below with verbs or nouns made from the words in brackets.

Answers: 1 globalisation 2 socialise 3 modernise 4 Industrialisation 5 standardisation

½ mark for each correct answer

Total = 2.5

ACTIVITY 4 Add correct prepositions from the box to the sentences below. (There is one that you don't need.)

Answers: 1 to 2 In 3 to 4 at 5 by

½ mark for each correct answer

Total = 2.5

ACTIVITY 5 Complete the sentences below using the correct tense or form of the verbs in the box, plus a correct preposition.

Answers: 1 decided against 2 is good at 3 used for 4 succeed in 5 look forward to / am looking forward to

½ mark for each correct verb, ½ mark for each correct preposition

Total = 5

ACTIVITY 6 Join the adverbs with past participles to make fixed adjective phrases.

Answers: 1 well dressed 2 genetically modified 3 badly injured 4 highly praised 5 brightly coloured

½ mark for each correct answer

Total = 2.5

ACTIVITY 7 Correct the mistakes in these sentences.

Answers: 1 I hope I will **have** finished my homework by the time the TV programme starts. 2 ~~Realised~~ **Realising** that he was late for the bus, he started to run faster. 3 Everyone knows that pandas are an ~~indanger~~ **endangered** species. 4 This is the woman who ~~she~~ teaches me English. 5 This time next week I will be ~~start~~ **starting** my new course. 6 Most fish use their fins for ~~swim~~ **swimming**. OR Most fish use their fins ~~for~~ **to** swim. 7 In the summer, I'm going to visit the USA where my elder brother lives ~~there~~. 8 We need to ~~longen~~ **lengthen** the lesson times. They're too short at the moment. 9 The old man, ~~who~~ **whose** family lived far away, sometimes felt lonely. 10 He is famous ~~for be~~ **for being** one of the country's greatest poets.

PROGRESS TEST 2 (UNITS 7–9)

½ mark for each correct answer

Total = 2.5

Total = 25 (12.5 vocab + 12.5 structure)

Period 3

Writing

ACTIVITY 1 Write a summary (80–120 words) of a story you remember hearing or reading, or the story of a film you have seen. You may find the phrases in the box useful.

Sample answer: *This story happens in the east of England about 2,000 years ago. The main character is a woman called Boudicca. At the beginning, she becomes the leader of the Eцени people. She was actually a real person who led the people of Britain in their fight against the Roman occupation. A lot of what happens in the story is historical fact, but some of the details are imaginary.*

These imaginary details are what makes the story so interesting. The other clever thing about the story is that, although the reader already knows what is going to happen at the end, you still have to keep turning the pages to find out what happens next.

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 = 5

Total test marks = 45 (Academic stream)

= 50 (Vocational stream)

Aims: pupils will be able to write about parliamentary systems; use all forms of the passive; use prefix *non-*

Key language: *approximately, candidate, crisis, election, established, fiction, financial, fine, monarchy / monarch, official, option, parliament / parliamentary, politician, poll, process, republic, stage, vote*

Language structures: passive form, all tenses; modals with the passive form; prefix *non-* (*non-voter*, etc)

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - The United Kingdom and its parliamentary system
 - Algeria and its parliamentary system
 - The values and problems of democracy
 - The process of law-making in the United Kingdom and Palestine
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 Work through the quiz about the UK. 5 mins

- 1 Show the map of the UK to the pupils.
- 2 Tell the pupils to cover the UK factfile. Read the questions and elicit possible answers from the pupils.
- 3 The pupils answer the questions individually.

Answers: See the next activity

ACTIVITY 2 Read the text to check your answers. 5 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 The pupils read the text silently.

- 3 The pupils check how many correct answers they had in the quiz.

- 4 Find out which pupils got the highest scores in the quiz.

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

ACTIVITY 3 Find words in the United Kingdom text that have these meanings. 5 mins

- 1 The pupils read number 1 (*connected with money and business*).
- 2 Help the pupils to find a word with the same meaning in the text (*financial*).
- 3 The pupils find the rest of the words in the text.
- 4 Check the answers orally.

Answers: 1 *financial* 2 *approximately* 3 *monarchy*
4 *official* 5 *parliament* 6 *elections* 7 *republic*

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

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

Answers: 1 *parliament* 2 *republic, monarchy*
3 *approximately* 4 *official* 5 *elections* 6 *financial*

ACTIVITY 5 Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner. 10 mins

- 1 Show the text to the pupils.
- 2 In pairs, the pupils try to work out what country it is. Then they try to complete the information.
- 3 Check the answers orally.

Answers: *Algeria, Algeria, Algiers, Algiers, Arabic, French, vote*

ACTIVITY 6 Discuss the questions below in pairs or small groups. 5 mins

- 1 The pupils read the speech bubbles. Ask *Which one is in favour of votes at 18?* and *Which one is in favour of votes for younger people?*
- 2 Elicit some ideas about the age at which people should be able to vote.
- 3 The pupils discuss the voting age in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Period 2

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

- 1 Show the graph to the pupils. Explain that the information is about the United Kingdom.
- 2 Point out the labels on the graph (*Non-voters by age group, 1974–2014 and percentage*) and the different-coloured lines showing the different age groups.
- 3 Ask *What does this graph show?* Elicit a suitable answer (*It shows the percentage of people in each age group who don't vote in elections*).
- 4 The pupils complete the sentences about the graph.
- 5 Check the answers orally.

Answers: 1 elections 2 1978 3 45+

ACTIVITY 2 Read the article. Then complete the tasks on page 105. 30 mins

The pupils read the article silently.

Part 1 Complete the sentences with words from the text. The underlined part will help you to find the meaning.

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

Answers: 1 *crisis*, 2 *established*, 3 *opinion polls*, 4 *option*, 5 *candidates*, 6 *politicians*, 7 *fine*

Part 2 Write the sentences or parts of sentences from the text that answer these points.

- 1 The pupils read number 1. Explain that the pupils must find something in the text that says why this point of view is wrong.
- 2 Help the pupils to find the correct part of the text (*politicians can then ignore them*).
- 3 The pupils find parts of the text for the other sentences.
- 4 Check the answers orally.

Answers: (exact answers may vary) 1 *politicians can then afford to ignore them*, 2 *there should be a 'none of the above' option*, 3 *compulsory voting already exists*, 4 *there are already a lot of things that young people have to do by law*, 5 *technology can be used to make voting easier*

Part 3 What do the highlighted pronouns in the text refer to? Choose the correct answer.

- 1 Help the pupils to find the first word in the text.
- 2 Help the pupils work out what the word (*This*) refers to (*the fall in the number of people who vote*).

- 3 The pupils work out what the other words refer to.
- 4 Check the answers orally.

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

Part 4 Discuss the question below in pairs or small groups.

- 1 The pupils read the question.
- 2 Elicit some opinions about the similarities and differences with the situation in Palestine.
- 3 The pupils discuss the questions in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Period 3

ACTIVITY 1 Look at the examples of sentences in the passive. Then answer the questions below. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read number 1.
- 3 Help the pupils to work out the correct answer (*the actions themselves*).
- 4 The pupils answer the rest of the questions.
- 5 Check the answers orally.

Answers: 1 *the actions themselves* 2 *no* 3 *the verb changes its tense* 4 *present simple, present continuous, present perfect, past simple, future (all in the passive voice)*

ACTIVITY 2 Circle the correct verb form, active or passive, in these sentences. 10 mins

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

Answers: 1 *became* 2 *has been spent* 3 *are being discussed* 4 *take* 5 *will be needed* 6 *is chosen* 7 *has fallen* 8 *was elected*

ACTIVITY 3 Complete the passive sentences by adding the past participle of a verb from the box. 10 mins

- 1 The pupils read the verbs in the box (*destroy, make, choose, etc.*). Elicit the past participle forms (*destroyed, made, chosen, etc.*).
- 2 The pupils read number 1. Elicit the correct verb (*answered*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *answered* 2 *chosen* 3 *spoken* 4 *destroyed* 5 *taken* 6 *made* 7 *repaired* 8 *sent*

ACTIVITY 4 Complete the sentences using the passive form of the verbs in brackets in the correct tense. 10 mins

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

Answers: 1 *is being repaired* 2 *will be finished* 3 *was made* 4 *has been read* 5 *will be announced* 6 *have been written* 7 *was built* 8 *is collected*

Period 4

ACTIVITY 1 Look at the examples of further passive forms. Then complete the grammar rules. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to complete the sentence with the missing words (*should, can*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *should, can* 2 *want, hope*

ACTIVITY 2 Complete the sentences with (to) be plus the past participle of a verb from the box. 10 mins

- 1 The pupils read the verbs in the box (*criticise, make, choose*, etc). Elicit the past participle forms (*criticised, made, chosen*, etc).
- 2 The pupils read number 1. Elicit the correct verb (*to be accepted*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *to be accepted* 2 *to be criticised* 3 *to be chosen* 4 *to be written* 5 *to be left* 6 *to be interviewed* 7 *be repaired* 8 *could be made*

ACTIVITY 3 Complete the notices and labels using the verbs in brackets. 10 mins

- 1 The pupils read the first text.
- 2 Help the pupils to complete the text (*can be carried*).
- 3 The pupils complete the rest of the texts.

Answers: *can be carried / may be asked / might be seen / must be worn / should not be washed*

ACTIVITY 4 Work in pairs. You are arranging a meeting. Look at the list on the right and take turns to say what needs to be done. 5 mins

- 1 The pupils read the situation. Choose a pupil to read the list of what needs to be done.
- 2 The pupils read the example answer. Elicit another one (*The emails need to be sent*).
- 3 In pairs, the pupils say the rest of the things that need to be done.

Answers: *The room needs to be arranged. The emails need to be sent. The invitations need to be written. The advert needs to be designed. The furniture needs to be moved. Tea and coffee needs to be bought. Everything needs to be checked.*

ACTIVITY 5 Look at the example. Then answer the questions using words from the box with the prefix *non-*. 5 mins

- 1 The pupils read the example sentence.
- 2 The pupils read the words in the box. Elicit the *non-* words: *non-existent, non-stick*, etc.
- 3 The pupils read number 1. The pupils complete it with the correct word (*non-smoking*).
- 4 The pupils complete the rest of the sentence.
- 5 Check the answers orally.

Answers: 1 *non-smoking* 2 *non-existent* 3 *non-fiction* 4 *non-stick* 5 *non-stop*

Period 5

ACTIVITY 1 You are going to hear someone talking about the stages in the process of making new laws in the UK. Before you listen, discuss the questions below. 10 mins

- 1 The pupils read the two questions.
- 2 Elicit ideas from the pupils and lead a discussion about making laws in the UK.

ACTIVITY 2 Listen once. Then answer the questions below. 10 mins

- 1 The pupils read the two questions.
- 2 Play recording 9. The pupils listen for the answers.
- 3 Check the answers orally.

Answers: 1 *present simple* 2 *passive form*

CD 1 Track 9

Most people in the UK have a general idea that laws are made in Parliament, but not so many know how the process really works.

First, the government suggests an idea for a new law. This is usually connected with what was promised during the election, but sometimes the government or a single MP might suggest something in response to a certain problem. If the suggestion has enough support from MPs, it may become part of the government's programme. At this stage, it is called a Bill.

The Bill is introduced to the lower house of Parliament, called the House of Commons. This is called the First Reading, and is just to let MPs know what it's about. This is followed by a Second Reading, when the Bill is discussed, then a Third Reading, when MPs can vote on whether it should be made into law.

The Bill is then passed to the upper house, called the House of Lords, for more discussion. Finally, it is sent to the monarch, who gives it her or his agreement. When it has been given this agreement, it becomes an Act of Parliament, in other words, a law.

Until the end of the 17th century, British kings and queens could make and pass laws themselves, but since the beginning of the eighteenth century, laws are made by Parliament. The monarch's agreement is still needed, but it's always given.

ACTIVITY 3 Now listen again. Then complete the notes below. 10 mins

- 1 Give the pupils time to read the notes.
- 2 Play recording 9 again. The pupils complete the notes.
- 3 Check the answers orally.

Answers: 1 the election 2 support 3 introduced
4 discussed 5 can vote 7 agreement, Act

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

- 1 The pupils read the two questions.
- 2 Choose a pair of pupils to read the example points. If the pupils need to do research on this, they can do it for homework, with the activity postponed until the next period.
- 3 In pairs or small groups, the pupils talk about the system in Palestine and compare it with the system in the UK.
- 4 Choose pupils to say what they discussed.

Period 6**ACTIVITY 1 Look back at the information about the UK and Algeria in Period 1. Add similar information about Palestine below. 10 mins**

- 1 Go through the information about the UK and Algeria again with the pupils.
- 2 Help the pupils to start completing the notes about Palestine.
- 3 The pupils complete the notes.
- 4 Check the answers orally.

Answers: (Example answer)

Name: Palestine

The full name is The State of Palestine. It is recognised as an independent state by an increasing number of countries, as well as the United Nations.

Capital city: Jerusalem

Jerusalem is the official capital, but the administrative centre is Ramallah.

Population: approximately 4,550,000

This only includes those living in the Palestinian Territory, not those living in other countries as part of the 'Palestinian Diaspora' (over 12 million).

Area: 27,009 sq. km (historical Palestine)

Official language: Arabic

System of government: parliamentary republic

The Head of State is the President and there is also a Prime Minister.

ACTIVITY 2 Working in the same pairs or small groups as for the discussion in Period 5, write notes about the law-making process in Palestine. 10 mins

- 1 Go over the stages of making law in the UK with the pupils.
- 2 In pairs or small groups, the pupils write a similar sequence for making laws in Palestine.
- 3 Choose pupils to read the sequences they wrote in their pairs or groups.

Answers: Stage 1: Suggestion for a new law is usually introduced by the government 'Council of Ministers'.

Stage 2: With the support of enough members of the legislative council, it becomes a Bill.

Stage 3: First reading, Bill is discussed and members of the legislative council vote on the suggested amendments.

Stage 4: Second reading, members of the legislative council discuss and approve the new amended Bill by voting on it.

Stage 5: Approved by absolute majority, it becomes an Act of Parliament (law) and is sent to the President of the National Authority for issuance.

ACTIVITY 3 Read the summary of the Listening text from Period 5. Then use your notes from Activity 2 to write a similar short paragraph about Palestine. 20 mins

- 1** Choose pupils to read a paragraph each.
- 2** Tell the pupils to look at the first paragraph again. Ask *How can we rewrite this paragraph so that it's about Palestine?* Elicit ideas from the pupils.
- 3** The pupils write one paragraph about the whole process, using their ideas from Activity 2.
- 4** Arrange a gallery: put all the reviews on the wall, and give the pupils time to circulate and read them.
- 5** Take class votes for the most informative and complete summary.

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.

It's in the news

Aims: pupils will be able to read newspaper articles; learn to write news stories; understand the use of tenses in newspaper articles; use the reporting passive; use double adjectives

Key language: *amount, announce, apart from, believe, benefit, calculate, confirm, criticism, criticise, demonstrate, furious, insist, instant, media, satisfying, source, topic*

Language structures: present perfect; past simple; reporting passive (*it is thought to be true*, etc); double adjectives (*long-term, full-size*, etc)

Materials: Pupil's Book, CD

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - The layout and style of newspapers
 - The future of newspapers and other news media
 - Stories in newspapers
- 2 As you introduce these topics to the pupils, show them the Reading periods (1 and 2) and the Integrated skills and 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 headlines. Then answer the questions below. 10 mins

Show the headlines to the pupils.

Part 1 Which part of the newspaper does each headline come from?

- 1 The pupils read the sections of the newspaper (*sports news*, etc).
- 2 Help the pupils to match the headlines with the sections. You may need to explain that *City* is probably a shortened form of the name of a football club – for example, *Manchester City* is often referred to as *City* in headlines.

Answers: 1 B 2 C 3 A

Part 2 Compare the full sentences on the right with the headlines. Which kinds of words are usually not included in headlines?

- 1 The pupils read the full sentences. Make sure they understand that the underlined words have to be added to make the full sentences.
- 2 Help the pupils to compare the full sentences with the headlines.
- 3 The pupils identify the kinds of words that were not included

Answers: *the verb to be, articles (a/an and the)*

Part 3 What do you think the stories will be about?

- 1 Elicit ideas from the pupils about the subject of the stories.
- 2 Write the ideas on the board. The pupils will be referring to them in the next activity.

ACTIVITY 2 Read the stories quickly. Then match them with the correct headlines. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils a time limit to read the three texts. Make sure that it isn't enough time to read the texts intensively.
- 3 Stop the pupils; help them to match the stories with the headlines.
- 4 Ask the pupils *How accurate were your predictions?* Help the pupils to compare their ideas on the board with the content of the stories.

Answers: *Text A – City Team manager angry ...; Text B – Largest ever animal ...; Text C – Signs of recovery ...*

ACTIVITY 3 Read the news stories and headlines more carefully. Then complete the tasks below. 15 mins

Give the pupils time to read the stories intensively.

Part 1 Complete the table of pairs of words or phrases from the texts with similar meanings. Each pair of words and phrases is in the same news story and headline.

- 1 The pupils read the first word (*(very) angry*). Help them to find a word with a similar meaning in the stories (*furious*).
- 2 The pupils find the rest of the words for the table.
- 3 Check the answers orally.

Answers: 1 *furious*, 2 *criticism*, 3 *discovered*, 4 *calculate*, 5 *huge*, 6 *improvement*, 7 *believe*, 8 *situation*, 9 *demonstrates*

Note: The words in this activity often feature in newspaper articles: they are used to avoid repetition.

Part 2 Replace the underlined words and phrases in these sentences with words from the texts. (The words are in the same order as in the texts.)

- 1 The pupils read number 1. Ask *Can you find another word that means 'says strongly' in the text?*
- 2 Help the pupils to find the word in the text (*insists*).
- 3 The pupils find the other words in the text.
- 4 Check the answers orally.

Answers: 1 *insists*, 2 *criticise*, 3 *instant*, 4 *calculate*, 5 *announced*, 6 *amount*, 7 *demonstrates*

Part 3 Answer the questions.

- 1 The pupils read the first question. Elicit the answer (*the Melchester City manager*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *The Melchester City manager*, 2 *last May*, 3 *more than six elephants*, 4 *it wasn't an adult*, 5 *insurance*, 6 *the Sureco Company Chairman*

Period 2

ACTIVITY 1 Look at the pictures. Say what is happening in each one and how they are different. 5 mins

- 1 Show the pictures to the pupils. Note that one of the pictures shows a person using a news website on a tablet.
- 2 Help the pupils to identify and talk about the differences.

Answers: *Pupils' own answers*

ACTIVITY 2 Look at the graph. Then discuss the questions below. 10 mins

- 1 Show the graph to the pupils. Explain that the information is about the United Kingdom. Point out the question under the graph.
- 2 Ask *What does this graph show?* Elicit a suitable answer (*It shows three sources of news, and the percentage of people who get their news from each source, from 2007 to 2014*).
- 3 The pupils answer the questions about the graph.
- 4 Check the answers orally.

Answers: 1 *2007–2014* 2 *The Internet has possibly become as popular as television, or perhaps even more popular.*
3 *Pupils' own ideas – more convenient, cheaper, more frequently updated, etc.*

ACTIVITY 3 Read the article. Then complete the tasks on page 115. 25 mins

The pupils read the article silently.

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

- 1 Read the first word (*media*) to the pupils. Help them to match it to the correct meaning (*ways of communicating...*).
- 2 The pupils match the rest of the words and phrases with their meanings.
- 3 Check the answers orally.

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

Part 2 Now use the words above to complete these sentences.

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

Answers: 1 *source*, 2 *satisfying*, 3 *media*, 4 *confirm*, 5 *apart from*, 6 *topic*, 7 *benefit*

Part 3 Complete the notes with words from the text.

- 1 The pupils read the first part of the notes, up to cost (*online news sites are _____*).
- 2 The pupils suggest a word to go in the space (*free*).
- 3 The pupils complete the rest of the notes.
- 4 Check the answers orally.

Answers: *online news: free, choice, freedom, audio, video, long newspapers: time, retain, direction, satisfying*

Part 4 Discuss the questions below in pairs or small groups.

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

Period 3

ACTIVITY 1 Look at the examples of first and second sentences from news stories. Then complete the grammar rules. 10 mins

- 1 The pupils read the example sentences. Help them to find the sentences in the news stories on pages 112 and 113.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to complete the sentence with the missing tense name (*present perfect*).
- 4 The pupils complete the rest of the grammar rules.
- 5 Check the answers orally.

Answers: 1 *present perfect* 2 *passive* 3 *past*

ACTIVITY 2 In these first sentences, put the verb in brackets in the present perfect tense (active or passive).

10 mins

- 1 The pupils read number 1.
- 2 Help the pupils write the verb in the correct form of the present perfect (*has discovered*).
- 3 The pupils complete the rest of the sentences.

Answers: 1 *has discovered* 2 *has become* 3 *has been found* 4 *has failed* 5 *have been hurt* 6 *has been rescued*

ACTIVITY 3 Now add these second sentences to the correct sentence above, putting the verbs in the past simple tense. 10 mins

- 1 The pupils read the first sentence. Ask *Which sentence in Activity 2 does it go with? (3).*
- 2 The pupils write the sentence under the first sentence in number 3, putting the verbs in the past simple.
- 3 The pupils write the rest of the sentences in the correct places, with the past simple tense.

Answers: 1 sentence 3: *said, did not know, lived*
2 sentence 6: *fell* 3 sentence 4: *lost* 4 sentence 5: *happened*
5 sentence 2: *passed* 6 sentence 1: *made*

ACTIVITY 4 In pairs, ask and answer questions, following the example below. 10 mins

- 1 Choose pupils to read the examples in the speech bubbles.
- 2 Choose pupils to say the first question and answer, using the correct tenses (*have you heard / I downloaded*).
- 3 In pairs, the pupils practise the questions and answers.
- 4 Choose pairs of pupils to demonstrate the questions and answers to the class.

Answers: 1 *Have you heard / I downloaded* 2 *Have you watched / I saw* 3 *Have you seen / I wanted, I had to* 4 *Have you visited / I went* 5 *Have you read / I started, I didn't like, I gave up* 6 *Have you tried / I had, I was, it was*

Period 4**ACTIVITY 1 Look at the examples. Then complete the grammar rule. 10 mins**

- 1 The pupils read the example sentences.
- 2 Help the pupils to understand the differences in meaning and grammar in each pair of sentences:
Meaning: the second sentence is more vague – it reports the ideas or opinions of a lot of people, but it doesn't say who these people are.
Grammar: the second sentence uses a passive construction,

with the verb *be* + past participle + *to* + infinitive.

From these differences in meaning and grammar we get the name of the construction: the *reporting passive*.

- 3 The pupils read the grammar rule.
- 4 Help the pupils to complete the sentence with the missing words (*see Answers below*).

Answers: *to be, participle, infinitive*

ACTIVITY 2 Rewrite the sentences, using the underlined verb in the reporting passive form and the other verb in the infinitive form. 10 mins

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

Answers: 1 *The new lecturer is said to come from China.*
2 *Bears are known to eat fruit when they are hungry.*
3 *Smoking is considered to be the main cause of early death.*
4 *Large companies are thought to be responsible for most pollution.* 5 *The giant fish is reported to have large teeth.*
6 *Human actions are believed to cause climate change.*

ACTIVITY 3 Discuss what would be the best subject for these sentences. 5 mins

- 1 The pupils read number 1. Elicit ideas for the subject from the pupils, for example, *climate change* or *hunger*.
- 2 The pupils discuss what subjects they would use for all the sentences.
- 3 Arrange a class vote to decide on the most popular choice for each sentence.

Answers: (*Suggested answers*) 1 *Climate change / Global warming* 2 *The Nile* 3 *Bill Gates (note: others have some claim to this but Bill Gates is the most famous and he fits the sentence.)* 4 *Human actions / People / Burning fossil fuels* 5 *Pupils' own answers*

ACTIVITY 4 Look at the examples. Then complete the rule. 5 mins

5 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the rule.
- 3 Help the pupils to complete the sentence with the missing words (*adjective, noun*).

Answers: *adjective, noun*

ACTIVITY 5 Make similar adjectives by joining a word from the left with one from the right. Then use these words to complete the sentences below. 10 mins

- 1 The pupils read the first word in the first column (*high*). Help them to match it with a word in the second column (*pressure* and *cost*). Note that there are some cases where two combinations are possible.
- 2 Repeat with the other words.
- 3 The pupils read number 1. Help them to complete the sentence with the correct combinations from the boxes (*second-hand*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.

Answers: 1 *second-hand* 2 *low-cost* 3 *high-pressure*
4 *half-price* 5 *full-time* 6 *long-distance*

Period 5

ACTIVITY 1 Describe the picture. Say what you think has happened. 5 mins

- 1 Show the picture to the pupils.
- 2 Elicit ideas about what has happened.

ACTIVITY 2 Listen to the news story. Then discuss how correct your guess was. 15 mins 

- 1 Play recording 10. The pupils listen.
- 2 Play recording 10 again. The pupils listen and compare their guess in Activity 1 with what really happened.
- 3 The pupils discuss whether their ideas were close to what actually happened, or not.

CD 1 Track 10

A couple from the North of England have described how they were shocked when they found their home had disappeared. Mary and Peter Jefferson came home from holiday and discovered a large hole where their house used to be. Speaking to reporters last night, Mr Jefferson said he couldn't believe his eyes.

The cause of the hole is thought to be an old mine under the ground, which was closed in 1972. Experts say holes like this are not unusual, but they have never seen one as big as this.

'It's lucky we weren't at home when it happened,' Mr Jefferson said, 'but we've lost everything except our holiday clothes.'

ACTIVITY 3 Now listen to the story again sentence by sentence and answer the pairs of questions below.

15 mins 

- 1 Give the pupils time to read the questions.
- 2 Play recording 11: note that this second recording has pauses after each sentence.
- 3 The pupils answer the questions.

Answers: 1 *They felt shocked. Their home had disappeared.*
2 *They were on holiday. They discovered a large hole.*
3 *He spoke to reporters. He said he couldn't believe his eyes.*
4 *The probable cause was an old mine. The mine closed in 1972.*
5 *They say holes like this are not unusual. They have never seen one as big as this.* 6 *He said they were lucky because they weren't at home. They have lost everything except their holiday clothes.*

ACTIVITY 4 Discuss the questions below. 5 mins

- 1 The pupils read the two questions.
- 2 Choose a pair of pupils to read the example points.
- 3 In pairs or small groups, the pupils talk about incidents like this.
- 4 Choose pupils to say what they discussed.

Period 6

ACTIVITY 1 Look at three different ways of joining pieces of information together. Then complete the table to match each way with the correct example. 10 mins

- 1 The pupils read the example sentences.
- 2 The pupils read the first grammar rule.
- 3 Help the pupils to choose the correct example from the sentences (B).
- 4 Repeat with the other two sentences.

Answers: 1 B 2 C 3 A

ACTIVITY 2 Join these pieces of information into one sentence using the ways above. 10 mins

- 1 The pupils read number 1. Help them to join the two sentences into one (*see Answers*).
- 2 The pupils join the rest of the pairs of sentences.
- 3 Check the answers orally.

Answers: 1 The town's museum has been destroyed by a fire which started during the night. 2 He said that he was very sorry to leave the company, adding that he had made some good friends there. 3 The Minster has announced that universities will receive less government money in future, but he promised that students will not be harmed. 4 The food company Eatwell has made a £2 million loss this year, which is one of the biggest in the company's history. 5 People in the street were surprised by a loud noise and / so they ran away, thinking that it was someone firing a gun. 6 Temperatures were very high in August, reaching 38°C, which is the highest temperature since 1958.

ACTIVITY 3 Choose one of these headlines. Then write a short news story to follow it. 20 mins

- 1 The pupils read the first headline.
- 2 The pupils read the questions. Elicit some ideas.
- 3 Repeat with the second headline.
- 4 The pupils choose one of the stories and write it.
- 5 Arrange a gallery: put all the reviews on the wall, and give the pupils time to circulate and read them.
- 6 Take class votes for the most informative and complete summary.

Sample answers:

1. A dead mouse has been found in a packet of frozen peas by a woman in North Carolina. Mrs Nora Morales took the packet out of her freezer one evening, intending to serve the peas with a meal she had made for her two children. When she opened the packet and started pouring them into the saucepan, she noticed something much bigger than a pea falling into the boiling water. 'It really made me jump,' said Mrs Morales. The food company have apologised to her but say that they can't explain how the mouse got into the packet. 'Our safety standards are very high,' said a spokesman, 'so this is a complete mystery.'

2. 102-year-old Moeen Khan has finally given up running. He ran his last race in London at the weekend, 40 years after his first marathon. Mr Khan, whose family moved to London from his native Pakistan when he was ten, says he started running marathons in his sixties as a way of staying fit. Since then, he has done nearly 60, including races in New York and Paris, as well as doing the London Marathon every year. 'It's been getting harder over the last few years,' he told reporters. 'I think it's time to stop and find an easier activity, like looking after the garden.'

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: pupils will review and recycle the new language and writing skills in Units 7–11

Key language: all the language of Units 7–11

Language structures: all the structures of Units 7–11

Materials: Pupil's Book, CD

Period 1

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 Look at the headlines. Then answer the questions below. 10 mins

- 1 The pupils read the headlines.
- 2 The pupils read the questions. Help the pupils to answer them.

Answers: A poll has shown that over 75% of people support the monarchy. A new giant insect has been found in China.

ACTIVITY 2 Read the stories below. Then complete the tasks on page 123. 25 mins

Give the pupils time to read the news articles.

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

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

Answers: 1 *established*, 2 *obviously*, 3 *demonstrated*, 4 *benefit*, 5 *giant*, 6 *previously*, 7 *similarities*

Part 2 Answer the questions below.

- 1 The pupils read number 1. Help them to answer the question (*see Answers*).

- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *The percentage of people who expect a republic will be established in the United Kingdom within 50 years.* 2 *He's an MP.* 3 *It stays underwater.* 4 *Because they stay underwater and they only live for a few days as adults.* 5 *Because insects can live in a large number of different habitats.*

Part 3 Decide if these sentences are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

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

Answers: 1 *False*, 2 *True*, 3 *Doesn't say*, 4 *True*, 5 *True*

Period 2

ACTIVITY 1 In pairs or small groups, discuss the question below. 5 mins

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

ACTIVITY 2 Read the text. Then fill in the spaces with words from the box. 10 mins

- 1 The pupils read the words in the box.
- 2 Give the pupils time to read the text.
- 3 The pupils complete the text with words from the box.
- 4 Check the answers orally.

Answers: 1 *concerns*, 2 *additives*, 3 *disastrous*, 4 *approximately*, 5 *financial*, 6 *threat*, 7 *modified*, 8 *options*, 9 *tale*

ACTIVITY 3 Look through the text on page 124 again. Underline all the other new words you learnt in Units 7–11. Then match them with their meanings below. 5 mins

- 1 The pupils read the meanings of the words.
- 2 The pupils read the text again, and try to find the words with those meanings.
- 3 Check the answers orally.

Answers: 1 impact 2 instant 3 additives 4 starvation
5 enable 6 persuaded

ACTIVITY 4 Choose the best answer to the questions below. Circle A, B or C. 5 mins

- 1 The pupils read number 1. Choose pupils to read the possible answers.
- 2 Help the pupils find the correct answer (B).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 B 2 A 3 A 4 C

ACTIVITY 5 Look at the example. Then complete the table. 5 mins

- 1 The pupils read the example sentence. Make sure they understand that *industrialisation* is the noun from *industrial* and *industrialise*.
- 2 Help the pupils complete the table of adjective, verb and noun forms.

Answers: 2 standard, standardise, standardisation
3 global, globalise, globalisation 4 general, generalise, generalisation 5 modern, modernise, modernisation

ACTIVITY 6 Now use words from the table to complete the sentences below. 10 mins

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

Answers: 1 global 2 modernisation 3 standard
4 generalisation

Period 3

ACTIVITY 1 Complete the sentences with the correct tense of the verbs in brackets: future continuous (*will be doing*) or future perfect (*will have done*). 10 mins

- 1 Talk with the pupils about the difference in use between the future continuous (*will be doing*) and the future perfect (*will have done*).
- 2 Help the pupils to understand that we use the future continuous for events that we are sure about (because they're arranged), e.g. *At ten o'clock I'll be flying to Paris*. The future perfect is for events that are going to happen before a certain time, e.g. *I will have finished this work by ten o'clock*.
- 3 The pupils read number 1. Help them to choose the correct form of the verb in brackets (*will have disappeared*).

- 4 The pupils choose the correct options in the other sentences.
- 5 Check the answers orally.

Answers: 1 *will have disappeared* 2 *will be studying*
3 *will be managing it* 4 *won't have finished* 5 *will have found, will be living*

ACTIVITY 2 Discuss the question below in pairs or small groups. 5 mins

- 1 The pupils read the question. Ask a pair of pupils to read the speech bubbles.
- 2 Elicit some opinions and ideas about the world 50 years from now.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to tell the class what they discussed.

ACTIVITY 3 Complete the sentences with a preposition from the first column and the -ing form of a verb from the second column. 5 mins

- 1 The pupils read the prepositions in the first column.
- 2 Elicit the -ing form of the verbs in the second column.
- 3 The pupils read number 1. Help the pupils to match the -ing verb in the second column with a preposition to complete the sentence (*to meeting*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers on the board.

Answers: 1 *to meeting* 2 *by sending* 3 *for forgetting*
4 *for refusing* 5 *in reading*

ACTIVITY 4 Add the information in brackets to the sentences, using commas and the correct relative pronoun (*who, which, where* or *whose*). 10 mins

- 1 The pupils read number 1. Help them to add the information in brackets to the sentence (see *Answers below*).
- 2 The pupils rewrite the rest of the sentences.
- 3 In pairs, pupils swap their notebooks and check each other's answers.
- 4 If necessary, check the answers orally.

Answers: 1 *I live in the capital city, which is in the south of the country.* 2 *He is talking to the office manager, who we met last week.* 3 *At school, he was a friend of Hazem, who later became a politician.* 4 *The whole family moved to Jordan, where they lived for 15 years.* 5 *The woman in the photo is Fatima, whose son went to school with me.* 6 *My friend, who is a professional cook, recommended this restaurant to me.*

ACTIVITY 5 Complete the definitions below, using defining relative clauses. Leave out the relative pronoun where possible. 10 mins

- 1 The pupils read number 1. Help them to complete the definition (*write*).
- 2 The pupils complete the rest of the definitions.
- 3 Check the answers orally. Note that the answers may not be exactly the same as those suggested in the answer key.

Answers (Example answers): 1 *we write* 2 *who studies*
3 *which makes* 4 *which is passed / which people pass*
5 *where you were born* 6 *you sleep* 7 *you make meals in*
8 *you look up words in* 9 *which has a king or queen*

Period 4

ACTIVITY 1 Rewrite the sentences, using an -ing form to replace the underlined parts. 10 mins

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

Answers: 1 *Being my friend, he always gives me good advice.*
2 *The detective picked up the knife, holding it between two fingers.* 3 *While staying in Cairo, he met an old friend from his village.* 4 *Thinking the email was for someone else, I didn't open it.* 5 *Speaking as a non-expert, I found the book hard to understand.*

ACTIVITY 2 Put the verbs in brackets in the correct tense, active or passive. 10 mins

- 1 The pupils read number 1. Help them to add the verbs in brackets in the correct form (*was sent, was established*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *was sent, was established* 2 *was found, has lost*
3 *is being repaired, will be finished* 4 *has lived, has ever seen*
5 *is spoken, enables* 6 *does not take, has been widened*

ACTIVITY 3 Look at the example. Then complete the passive sentences below, using the verbs in brackets. 10 mins

- 1 The pupils read the example sentence. Make sure they understand that this is combining a modal – in this case, *can* – with the verb in the passive form.
- 2 Help the pupils to write the verb in brackets in the *can* + passive form (*can be watched*).
- 3 The pupils complete the rest of the sentences.

- 4 Check the answers orally.

Answers: 1 *can be watched* 2 *might not be finished*
3 *shouldn't be washed* 4 *will be finished* 5 *mustn't be taken*
6 *must be kept*

ACTIVITY 4 Look at the examples. Then rewrite the sentences below using the 'reporting passive' form of the verbs. 10 mins

- 1 The pupils read the example sentences. Remind them that this is the passive form with reporting verbs such as *said, thought, known*.
- 2 The pupils read number 1. Help them to rewrite the sentence (*see Answers below*).
- 3 The pupils rewrite the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *The football star is said to earn £25,000 a week.*
2 *The manager is reported to be furious about the team's results.* 3 *The new species is believed to be the largest insect ever found.* 4 *The planet's climate is known to be changing.*

Period 5

ACTIVITY 1 Look at the pictures. Then discuss the questions below in groups. 5 mins

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

Answers: *Pupils' own answers*

ACTIVITY 2 Complete the description of the process by writing full sentences. You will need to add some words and change the verbs to the correct forms (e.g. active or passive, infinitive or -ing form). 15 mins

- 1 The pupils read the worked example sentence.
- 2 Help the pupils to do the second sentence.
- 3 The pupils write the rest of the sentences.
- 4 In pairs, pupils swap their notebooks and check each other's answers.
- 5 If necessary, check the answers orally.

Answers: Different ways of producing tea give the leaves different flavours. Black tea is the most popular type in many countries. Tea is usually grown in warm wet places. Leaves are normally harvested twice a year. After picking, the leaves are carried to a factory near the field. Here they are spread out to dry. This also enables the air to change their colour and taste. Workers move the leaves around until the colour changes from brown to black. Finally, they are completely dried using hot air. Leaves are divided according to size, then exported around the world. Leaves are mixed by experts to produce the tea that is preferred by most people.

ACTIVITY 3 Read the recipe for Arabic coffee. Then complete the letter below. 20 mins

- 1 Choose pupils to read the part of the recipe to the class.
- 2 Show the pupils the start of the letter. Help them to continue it with the instructions.
- 3 The pupils complete the letter individually.
- 4 Choose pupils to read their letter to the class.

Sample answer:

... put one and a half small cups of water for each person in a small pot and boil it. When it's boiling, add a large spoonful of coffee per person and stir it. You can add sugar if you like, but many people don't – it's up to you. Take it off the heat and leave it for a few minutes. While you're waiting, take the seeds out of a cardamom, then put the pot back on the heat and add the seeds. It will be ready after about five more minutes. Serve it in small cups. I hope you enjoy it!

Period 6

ACTIVITY 1 Rewrite the news story below. Join each grouping into a single sentence [A] using conjunctions (and, but, because, etc), [B] relative clauses or [C] -ing phrases. One has been done for you. 15 mins

- 1 The pupils read the example sentences.
- 2 Help the pupils to combine the second set of sentences (see Answers).
- 3 The pupils combine the sentences.
- 4 Check the answers orally.

Answers: 1 Last Saturday night Fontini was picked up by the police from a party where he was enjoying himself with friends, but he was later allowed to go home. 2 Other people who were at the same party said that there was a fight between Fontini and another man, who they insisted had started the fight. 3 The player, who is one of the highest paid footballers in the world, has been in trouble before. 4 The Italian manager said that the story wasn't important, adding that he intended to include Fontini in the team to play Argentina and that he is the best player in the country.

ACTIVITY 2 Discuss the questions below with a partner.

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 about football.
- 4 Choose pupils to say what they discussed.

ACTIVITY 3 With your partner, add two different comments to the news website below. Write a sentence giving your opinion and another giving a reason. 20 mins

- 1 Show the forum screen to the pupils.
- 2 Elicit ideas for reactions to ahmad32's comment. Help the pupils to express their reasons for their opinions.
- 3 The pupils write the two comments.
- 4 Arrange a gallery: put all the comments on the wall, and give the pupils time to circulate and read them.
- 5 Ask the pupils to work out what the general opinion of the class seems to be, by looking at the comments.

Sample answer:

1. What we should expect is better behaviour from these rich young men. They should realise that they need to set a better example to their young fans.

2. I think the manager was right to keep Fontini in the team. It was an important match and he is paid to win matches, not to judge what his players do in their free time.

Now turn to page 120 for the Practice test for Semester 2.

The road to learning

Aims: pupils will be able to read an extended story; understand the use of diagrams in texts; understand fables; make notes and diagrams; write stories

Key language: *analyse, attitude, character, cure, encourage, evaluate, examine, gain, ill, infect, knowledge, lift, plot, put down, setting, urge, vet*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Different aspects of learning: knowledge, skills, attitude and ability
 - The stages of learning: remember, understand, apply, analyse, evaluate, create
 - Writing stories that teach us a lesson about life
 - Starting the first story in the Literature section ('The Norwood Builder')
- 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 Discuss these questions in pairs or small groups. 5 mins

- 1 The pupils read the questions.
- 2 Elicit ideas from the pupils about learning to drive and passing the driving test.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 What is the difference between knowledge, skills, attitude and ability? Read the text below to find out. 10 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:

- help them to understand the text
- make it easier for them to guess the meaning of the other new words

- 2 Give the pupils time to read the text in detail.
- 3 Help the pupils to express the differences between knowledge, skills, attitude and ability.

Answers: *Knowledge is what we know. Skills are actions we learn with practice. Attitude is the way we consider and deal with situations. Ability is the quality of being able to do something.*

ACTIVITY 3 Read the text again. Complete the table with the examples used in each section. 5 mins

- 1 Show the table to the pupils. Read the two examples (one for knowledge and one for ability) to the pupils.
- 2 Give the pupils time to read the text in detail again.
- 3 Help the pupils to find the rest of the examples in the text.
- 4 Check the answers orally.

Answers: *Knowledge: 1 how the parts of a car work 2 learning the rules of the road, Skills: 1 how to control the car (which in turn is lots of separate skills: using the steering wheel to turn, using the brakes to stop, etc), Attitude: 1 to want to learn 2 to understand the dangers of driving badly 3 to have respect for other road-users, Ability: able to drive well*

ACTIVITY 4 Match to complete the sentences. 5 mins

- 1 Read the first word (*Knowledge*) and help the pupils match it with its meaning.
- 2 The pupils match the rest of the words.
- 3 Check the answers orally.

Answers: 1 d 2 c 3 b 4 a

ACTIVITY 5 Read the statements. Are they talking about knowledge (K), skills (S), attitude (At) or ability (Ab)?

5 mins

- 1 The pupils read the first speech bubble. Help them to identify if it is talking about knowledge, skills, attitude or ability (*ability*).
- 2 The pupils identify what the rest of the speech bubbles are talking about.
- 3 Check the answers orally.

Answers: 1 Ab 2 S 3 At 4 S 5 S 6 K 7 Ab 8 At

ACTIVITY 6 Now think about your English learning this year. Complete the learning plan. 5 mins

- 1 The pupils read the categories in the learning plan.
- 2 Elicit ideas from the pupils for each category.
- 3 The pupils add examples that are true for them to the learning plan.
- 4 Choose individual pupils to read their learning plans to the class.

Answers: (Examples) *One ability I want to achieve this year: to be able to listen with confidence and understand what I am listening too. To achieve the ability: get lots of practice, listen to as much English as possible on television, the internet, etc. The knowledge I need to learn: Improve my vocabulary so that I can understand more. The skills I need to practise: listening to conversations, listening to people speaking at normal speed, listen to different accents. The attitudes I need to develop: enjoy listening, keeping calm when I have to listen.*

Period 2

ACTIVITY 1 Think back to Period 1. Answer these three questions about the reading text 'Learning to drive and the road to learning'. 10 mins

- 1 The pupils read the first question.
- 2 Elicit answers from the pupils.
- 3 The pupils answer the rest of the questions.
- 4 Check the answer orally. Help the pupils to express their opinions.

Answers: *1 You need to learn the necessary knowledge, to develop the required skills and to combine them with a positive attitude to the subject. 2–3 Pupils' own answers*

ACTIVITY 2 The text in this Period is about the way we learn. Before you read, look at the six words below (from the pyramid in the reading text). Match them with their meanings. 5 mins

- 1 The pupils read the first word (*remembering*). Help them to find the meaning in the right-hand column (*bringing something into your mind that you forgot*).
- 2 The pupils match the rest of the words with their meanings.
- 3 Check the answers orally. Some pupils may have difficulty understanding these concepts: they will be explained in more detail in the next activity.

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

ACTIVITY 3 Now read the text to learn about Bloom's Taxonomy of Learning. 15 mins

- 1 Show the pupils how the ideas they looked at in Activity 2 are represented, in the same order, in the pyramid.
- 2 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 3 Give the pupils time to read the text in detail.
- 4 Help the pupils understand the concepts in the text.

ACTIVITY 4 Think about a story in English you have read. Look at the questions and activities below. Then write them in the correct place in the diagram. 10 mins

- 1 The pupils read the questions.
- 2 Ask *Which of these questions is about the first stage in the pyramid – Remembering? (Who are the main characters in the story?)*
- 3 The pupils work out the rest of the sequence.
- 4 Check the answers orally.

Answers: (from the bottom up) *Remembering – Who are the main characters (people) in the story?, Understanding – What is the story about?, Applying – Write three questions you would like to ask one of the characters, Analysing – Think about what the characters did. Do you think they behaved well? Evaluating – Do you like the ending of the story? How could it end differently?, Creating – Write a different ending for the story.*

Period 3

ACTIVITY 1 Answer the a) questions below. Then, for b), choose the correct level from Bloom's Taxonomy. 10 mins

- 1 The pupils read question 1a.
- 2 Help the pupils to remember the levels in the correct order (*remembering, understanding, etc.*).
- 3 The pupils answer questions 2a and 3a.
- 3 Check the answers orally.
- 4 The pupils read question 1b.
- 5 Help the pupils to choose the correct level (*remembering*).
- 6 The pupils answer questions 2b and 3b.
- 7 Check the answers orally.

Answers: *1a remembering, understanding, applying, analysing, evaluating, creating 1b remembering 2a Understanding is being clear about what something is; applying is using something in the real world. 2b understanding 3a Because they give real-world examples of abstract concepts. 3b Analysing*

ACTIVITY 2 Choose the correct word to complete the sentences. 5 mins

- 1 The pupils read number 1. Help them to choose the correct word (*creative*).
- 2 The pupils choose the correct words in the other sentences.
- 3 Check the answers orally.

Answers: 1 *creative* 2 *evaluate* 3 *analysis* 4 *applicant*
5 *remembered*

ACTIVITY 3 The text in Period 2 is in four parts. Put these descriptions in order. 10 mins

- 1 The pupils read the descriptions. Ask *Which description is about the first part of the text? (an introduction to the taxonomy).*
- 2 The pupils put the rest of the descriptions in the correct order.
- 3 Check the answers orally.

Answers: 3, 2, 4, 1

ACTIVITY 4 The text in Period 2 includes a diagram of a pyramid. The text in Period 1 also has diagram. Why do you think the diagrams have been used? 5 mins

- 1 Show the pupils the two diagrams.
- 2 Elicit ideas from the pupils about why the diagrams help.
- 3 Help the pupils to express their ideas.

Answers: (Example answer) A diagram is a visual representation of an idea; it makes an abstract idea more real.

ACTIVITY 5 Imagine you are doing a project on road accidents. You have six learning activities to complete. Match the learning activities with the stages of the taxonomy. 10 mins

- 1 Remind the pupils about the sequences of learning (*remembering, understanding, etc.*).
- 2 The pupils read the meanings (in the context of a project on road accidents).
- 3 The pupils read number 1 (*Creating*). Ask *What is the meaning of that stage? (Design a plan to improve safety ...).*
- 4 The pupils match the rest of the stages with the meanings.
- 5 Check the answers orally.

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

Period 4

ACTIVITY 1 Can you think of any fables you have heard or read? 10 mins

- 1 The pupils read the description of fables in the box.
- 2 Elicit ideas about fables from the pupils.

Answers: Pupils' own answers

ACTIVITY 2 Read this fable. What is the lesson of the story? 15 mins

- 1 The pupils read the questions in the green boxes. These boxes will help them to think about the fable as they read it.
- 2 Give the pupils time to read the fable in detail.
- 3 Elicit ideas from the pupils about the lesson of the story.
- 4 Help the pupils to express their ideas. Guide them to choosing a suitable lesson of the story.

Answers: (Example answer) Try to understand why things happen.

ACTIVITY 3 Read the fable again. Then answer these questions. 15 mins

- 1 Give the pupils time to read the fable again in detail.
- 2 The pupils read question number 1. Help them to find the answer (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 He wasn't sure. 'I can't promise the horse will survive.' 2 Because the horse was his friend. 3 Because the horse's illness could spread to the other animals. 4 Because he knew that if he didn't get up, he would be shot. 5 Because the goat helped the horse when he was alive.

Period 5

ACTIVITY 1 There are some new words in the fable on page 9. Work out their meaning by finding them in the story, reading the sentences around them and answering these questions. Circle A, B or C. 20 mins

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

Answers: 1 B 2 A 3 C 4 A 5 A 6 B 7 C 8 A 9 B

Activity 1 practises the essential reading skill of guessing meaning from context. Pupils are often reluctant to practise this skill, and may even assert that it is impossible to guess meaning. Activity 1, however, shows them that they are capable of doing it, and that it is, in fact, a straightforward skill that only requires practice.

It's probably best not to mention the idea of 'guessing meaning' until after the pupils have finished the activity. Leave this until they have effectively guessed the meaning of the words, and then ask them to reflect on what they did, and how they did it.

ACTIVITY 2 Complete these activities. 20 mins

- 1 Show the pupils the six stages or levels of learning in the question (*remembering, understanding, etc.*).
- 2 The pupils read question number 1.
- 3 Help the pupils to answer it (*medicine*).
- 4 The pupils answer the rest of the questions.
- 5 Check the answers orally.

Answers: 1 *medicine* 2 *how much the goat had helped the horse* 3 (Example answer) *Dear Farmer / I've just read about what happened to your goat and your horse. I'm sorry you had that problem, but I think you should have thought more carefully. You shouldn't have acted so quickly. I hope you learn from your mistakes, and that you get a new horse and dog soon. Best wishes (name). (Other sentences could be used, such as You should have tried harder to rescue your horse or You could have taken better care of your horse or You shouldn't have killed the goat.)* 4 (Example answer) *'The farmer who didn't think'* 5 *Pupils' own opinions* 6 (Example answer) *'... It's wonderful. My horse is cured.' He stopped to think. / 'I wonder why the horse is suddenly better?' he asked the vet. / 'I think the goat is helping him,' said the vet. / 'That's right!' said the farmer. 'We must celebrate. Let's buy some food for the goat and some food for the horse.' / They had a happy celebration. They looked after the horse and it lived for many years with his friend the goat.*

Period 6

ACTIVITY 1 Analyse the fable from Period 4 by completing this story plan with short notes. 10 mins

- 1 Show the table to the pupils.
- 2 Help the pupils to complete the first box of the table.
- 3 The pupils complete the rest of the table.
- 4 Copy the table on the board and complete it with correct suggestions from the pupils.

Answers: *Characters: The farmer, the vet, the horse and the goat, Setting: On a farm, Plot: Day 1. The horse was sick. The vet gave the medicine for the horse Day 2. The farmer gave the medicine to the horse. The goat tried to make the horse stand up, but he couldn't. Day 3. The same things as on Day 2 happened again. Day 4. The vet came back to examine the horse and said they would have to shoot it tomorrow. The goat got the horse to get up. The farmer was very happy and he decided to have a feast to celebrate, so they killed the goat and ate it.*

ACTIVITY 2 Make a list of the phrases in the story that tell you when things happened, for example, 'One day ...'

5 mins

- 1 Help the pupils find the first expression in the text (*One day*).
- 2 The pupils find the rest of the expressions in the text.
- 3 Ask pupils to say the words, and write a list of them on the board. Make sure the pupils understand that these words and phrases show us the chronological sequence of events in the story.

Answers: *One day, the next day, the following day, the day after that, after the two men had left, Just then*

ACTIVITY 3 Make a list of other similar phrases (not from the story). 5 mins

- 1 Help the pupils think of similar phrases to the ones in Activity 2.
- 2 Add the words to the list on the board.

Answers (Example answers): *before; earlier; a day / month / year / later; a day / month / year / earlier; shortly after; a long time after; at the same time; when*

ACTIVITY 4 Think of a time when you worked hard, or did something good, and nobody noticed. Work in groups. Describe what happened and how you felt. 5 mins

- 1 Help the pupils to think of a suitable situation in their lives.
- 2 In groups, the pupils tell each other about the situation and their feelings.
- 3 Choose pupils to say what they discussed.

Answers: *Pupils' own answers*

ACTIVITY 5 Plan your own story with the same lesson as the fable above. 10 mins

- 1 The pupils read the sections of the table. Make sure they realise that they are the same sections as in Activity 1.
- 2 In pairs, the pupils complete the table with notes about their story.

Answers: Pupils' own answers

ACTIVITY 6 Work in groups. Use your plan to tell your story to the rest of the group. 5 mins

- 1 Back in their groups, the pupils use their notes to tell their story to the rest of the group.
- 2 Choose pupils to tell their stories to the class.

Period 7

ACTIVITY 1 Write the first draft of the story you told in Period 6. 10 mins

- 1 The pupils read the instructions.
- 2 The pupils write the first draft of their story.

ACTIVITY 2 Revise your story and look for ways to improve it. Use this checklist to help you. 10 mins

- 1 The pupils read the checklist.
- 2 The pupils look at their stories and make changes, according to the points in the checklist.

ACTIVITY 3 Work in pairs. Read each other's stories. 10 mins

- 1 In pairs, the pupils swap stories and read each other's story.
- 2 After reading, the pupils discuss ways to improve their stories.

ACTIVITY 4 Write the final draft of your story. 10 mins

- 1 Individually, the pupils write the final draft of their story.
- 2 Choose pupils to read their stories to the class.
- 3 Alternatively, arrange a gallery: put all the stories on the wall, and give the pupils time to circulate and read them.
- 4 Take class votes for categories such as the best-written story, the funniest story, the saddest story, etc.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find interesting? Which parts showed ideas and ways of doing things that might be useful in your future life? Are there any ideas that you still find confusing?* 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 introduction to the writer below. Then match the years and notes. 10 mins

- 1 Give the pupils time to read the introduction in detail.
- 2 Choose one pupil to read the years and another pupil to read the events in the table.
- 3 Say the first year (1859) and help the pupils to match it to an event (*born*).
- 4 The pupils match the rest of the years and events.
- 5 Check the answers orally.

Answers: 1859 born, 1882 became a doctor, 1887 wrote first Sherlock Holmes story, 1894 wrote a story in which Sherlock Holmes died, 1905 wrote a story in which Holmes is alive again, 1927 last Sherlock Holmes stories published, 1930 died

ACTIVITY 2 Read 'Dr Watson's introduction' below. Say if the sentences are TRUE (T) or FALSE (F). 10 mins

- 1 Give the pupils time to read the text in detail.
- 2 The pupils read number 1. Ask *Is that true or false?* (True).
- 3 The pupils decide if the rest of the sentences are true or false.
- 4 Check the answers orally.

Answers: 1 T 2 T 3 F 4 F 5 T 6 F

ACTIVITY 3 Match the words with their meanings. (They are all words in 'Dr Watson's introduction' and 'The Norwood Builder'.) 5 mins

- 1 The pupils read the first word. Help them to find the meaning in the right-hand column (*an action that is against the law*, etc).
- 2 The pupils match the rest of the words with the meanings.
- 3 Check the answers orally.

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

ACTIVITY 4 Read the first six paragraphs of Chapter 1 of 'The Norwood Builder' on page 40. Then answer the questions below. 10 mins

- 1 Give the pupils time to read the first six paragraphs.
- 2 The pupils read question number 1. Help them to answer it (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 The sitting room in the house in Baker Street.
2 Holmes and Watson 3 a man called John Hector McFarlane

ACTIVITY 5 Read Chapters 1 and 2 of 'The Norwood Builder' on pages 40–44. 5 mins

- 1** The pupils read the questions.
- 2** Allow the pupils one or two minutes to skim read the two chapters and to get a general impression of the story.
- 3** Elicit some of these impressions from the pupils.
- 4** For homework, the pupils read the two chapters in detail and answer the questions.
- 5** The answers can be checked orally at the beginning of the next period.

Taking risks

Aims: pupils will be able to read an extended story; understand the use of summaries; write reports; write compositions; present opposing points of view

Key language: *ankle, blow, board, bungee jumping, cord, crocodile, drop, elbow, eventually, extreme, helmet, hip, involve, kitesurfing, knee, last, majority, paddle, parachute, raft, requirement, sensation, sight, skateboarding, skim, sky, skydiving, slope, treatment, trick, white-water rafting, windsurfing, worldwide, wrist*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Extreme sports
 - Sports safety
 - Completing report forms
 - Newspaper reports
 - Writing compositions with arguments for and against (Part 1)
 - Continuing the story in the Literature section ('The Norwood Builder')
- 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 headings and the pictures in the text below. Then discuss these questions in pairs or small groups. 5 mins

- 1 Show the headings and the pictures to the pupils.
- 2 The pupils read question 1.
- 3 Elicit ideas from the pupils about the sports.
- 4 In pairs or small groups, the pupils discuss the questions.
- 5 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the text to find out more about the sports. 10 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 Give the pupils time to read the text in detail.

ACTIVITY 3 Which equipment is used for which sport? 5 mins

- 1 The pupils read the words under the pictures.
- 2 Show the pupils the first picture and ask *What sport is it for? (skydiving)*.
- 3 The pupils match the rest of the pictures with the sports.
- 4 Check the answers orally.

Answers: Kitesurfing: kite, board; Skydiving: parachute, plane; White-water rafting: raft, paddle

ACTIVITY 4 Find words in the text which mean the same as the following. (The words are in the same order as in the text.) 5 mins

- 1 The pupils read number 1.
- 2 Help the pupils to find a word in the text with a similar meaning (*involve*).
- 3 The pupils find the rest of the words in the text.
- 4 Check the answers orally.

Answers: 1 involve 2 extreme 3 skim 4 sensation 5 sight

ACTIVITY 5 Discuss these questions in groups. 5 mins

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

Answers: Pupils' own answers

ACTIVITY 6 Work in pairs to complete the introduction to windsurfing. Use the phrases in the box but make any changes needed to the phrases. 5 mins

- 1 The pupils read the phrases in the box.
- 2 Show the introduction text to the pupils and help them to complete the second space (*holding the sail*).
- 3 The pupils complete the rest of the introduction.

4 Check the answers orally.

Answers: *standing on a board, holding the sail, moving the sail in the wind, the waves at over 50 kilometres per hour, boards in the air, an Olympic Sport*

Period 2

ACTIVITY 1 Look at the pictures in the text below. Then discuss these questions in pairs. 5 mins

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

Answers: *Pupils' own answers*

ACTIVITY 2 Before you read the text, look at these sub-headings. What sort of information do you think you will find under each sub-heading? 5 mins

- 1 The pupils read the sub-headings.
- 2 Elicit ideas from the pupils for the content under each sub-heading.
- 3 Check the answers orally.

Answers: *Pupils' own answers*

ACTIVITY 3 Read the text below. Then write the sub-headings from Activity 2 in the correct place. 10 mins

- 1 Give the pupils time to read the text in detail.
- 2 Help the pupils choose the first sub-heading (*What is skateboarding?*).
- 3 The pupils choose the rest of the sub-headings.
- 4 Check the answers orally.

Answers: *1 What is skateboarding? 2 What equipment is needed? 3 Where can it be done?*

ACTIVITY 4 Match these words from the text with their meanings. To do this, find the words in the text and read the sentences around them. 5 mins

- 1 The pupils read number 1. Help the pupils to find the meaning in the right-hand column (*around the world*).
- 2 The pupils match the rest of the words with their meanings.
- 3 Check the answers orally.

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

ACTIVITY 5 Read the text again. Decide if these sentences are TRUE (T), FALSE (F) or the text DOESN'T SAY (DS).

10 mins

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

Answers: *1 F 2 F 3 T 4 F 5 DS 6 F*

ACTIVITY 6 Discuss this question in pairs or small groups.

5 mins

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

Answers: *Pupils' own answers*

Period 3

ACTIVITY 1 Read the information below. Then make a summary of the skateboarding text from Period 2 by writing the questions and brief notes (not full sentences) to answer the questions. 15 mins

- 1 The pupils read the instruction box.
- 2 Help the pupils identify the three questions that were asked in the text (they are the three sub-headings).
- 3 The pupils write the three questions in the table.
- 4 Help the pupils to write notes for the first question (*see Answers below*).
- 5 The pupils write the notes for the other questions.
- 6 Copy the table on the board. Complete the table with correct suggestions from the pupils.

Answers: *1 What is skateboarding? riding on a board with wheels / doing tricks / most important trick is Ollie – jump with skateboard sticking to the skateboarder's feet 2 What equipment is needed? most important is skateboard, plus good trainers / safety equipment (high risk of accidents) – helmet, protection for knees, elbows and wrists 3 Where can it be done? used to be in street and playgrounds / 1976 – first skate park / parks have steep slopes – gain speed easily – best place to practise, watch and learn from other skaters / first skate parks in Palestine in 2014, now parks in Gaza and Zababdeh, plans for Ramallah and Nabi Saleh*

ACTIVITY 2 Read the short texts about the joints of the body. Then label the diagram. 5 mins

- 1 Choose pupils to read one part of the text each.
- 2 Help the pupils to write the first label (*elbow*).
- 3 The pupils write the rest of the labels.
- 4 Check the answers with a picture on the board.

Answers: 1 shoulder 2 elbow 3 wrist 4 hip
5 knee 6 ankle

ACTIVITY 3 Look at these sentences from the text in Period 2. 10 mins

- 1 Choose pupils to read one sentence each to the class.
- 2 Ask the pupils *What is the difference between 'so' and 'because'?* Help the pupils to understand and express the difference. (We use *because* when we are saying what caused an action; we use *so* when we are saying what the effect of the action was.)
- 3 Help the pupils to complete the first space in the email with *because* or *so* (*because*).
- 4 The pupils complete the rest of the sentences.
- 5 Check the answers orally.
- 5 Help the pupils to make sentences about what they have done recently, then add causes and effects with *because* and *so*.
For example:
I was working late last night ...
... because I had a lot of homework.
... so I went to bed very late.

Answers: 1 because 2 so 3 because 4 so 5 because
6 because 7 so

ACTIVITY 4 Work in pairs to write a short email to SkateJam. 10 mins

- 1 Elicit ideas for other sports or cultural activities that SkateJam could start – for example, a running track, a climbing wall or an under-21 music group. Write the ideas on the board.
- 2 Elicit suggestions for what to write in the letter. Write the suggestions on the board.
- 3 In pairs, the pupils write their email to SkateJam.
- 4 Choose pupils to read their emails to the class.

Answers: (Example answer) *Dear SkateJam manager, / I am writing to you because I would like to suggest a new idea. In my town there are a lot of young people like myself who enjoy doing exercise. Unfortunately we don't have any facilities. Will you come and open a climbing wall in my town? I'm sure that it would be very popular and we would make good use of it. There are several places where you could build it, and I'm sure the community would be very grateful. / If you want to come and visit the town to discuss our plans, we would be happy to meet you. / Best wishes*

Period 4

ACTIVITY 1 Look quickly at the text below. Discuss these questions in pairs. 10 mins

- 1 The pupils read the questions.
- 2 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 3 Give the pupils a time limit to read the text. Make sure that it isn't enough time to read the text intensively.
- 4 Stop the pupils and ask the questions to the group. Elicit answers and opinions from the pupils.

Answers: Pupils' own answers

ACTIVITY 2 The first paragraph says 'Erin Langworthy ... got more of an adventure than she wanted.' 10 mins

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

Answers: 1 *She wanted to do a bungee jump.* 2 *She ended up in a river where man-eating crocodiles live, and she had to be rescued from there.*

ACTIVITY 3 Read the newspaper report again. Then answer the questions. 10 mins

- 1 Choose pupils to read one question each to the class.
- 2 Help the pupils to answer the first question (*see Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 *Because 104 other people had jumped safely before her.* 2 *'it stopped her fall'* 3 *Her legs were tied to the cord.* 4 *She was lucky because she had travel insurance, she fell into the river, crocodiles didn't attack her; she was unlucky because a lot of people had jumped safely before her.*

ACTIVITY 4 Choose the best answer to the questions. Circle A, B or C. 10 mins

- 1 The pupils read number 1. Help them to find the phrase in the text and to answer the question (*more of an adventure than expected*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 A 2 B 3 B 4 A 5 B 6 B 7 C 8 A

Period 5

ACTIVITY 1 Read what another bungee jumper says about doing a jump. Put the sentences in order. 10 mins

- 1 Choose pupils to read one speech bubble each to the class.
- 2 Help the pupils to identify the first speech bubble (4d).
- 3 The pupils number the rest of the speech bubbles in order.
- 4 Check the answers orally.

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

ACTIVITY 2 Answer these questions to learn about compound adjectives. 10 mins

- 1 The pupils read number 1. Help them to express the meaning of the phrase (see Answers below).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *It's so spectacular I forgot to breathe.* 2 *The water is moving very fast.* 3 *Victoria Falls Bridge is 111 metres high.* 4 *Adding a hyphen turns a man who is eating a crocodile into a crocodile which eats people.*

ACTIVITY 3 Complete these sentences with compound adjectives from the box. 10 mins

- 1 The pupils read the compound adjectives in the box.
- 2 Help the pupils complete number 1 (*fast-moving*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *fast-moving* 2 *22-year-old* 3 *111-metre*
4 *40-minute* 5 *week-long* 6 (*dollar*) *\$50,000-hospital*
7 *life-changing*

ACTIVITY 4 Make eight common compound adjectives using words from the two boxes. Then complete the sentences with them. 10 mins

- 1 Help the pupils to make common compound adjectives from the words in the two boxes (*well-known*, *world-famous*, etc).
- 2 Help the pupils complete number 1 with a suitable compound adjective (*second-hand*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 *second-hand* 2 *good-looking* 3 *world-famous*
4 *last-minute* 5 *ice-cold* 6 *old-fashioned* 7 *part-time*
8 *well-known*

Period 6

ACTIVITY 1 Complete the accident report about Erin's bungee jump. Write the information from the box in the correct place. 10 mins

- 1 Explain the idea of an accident report to the pupils.
- 2 Choose individual pupils to read one item each from the box to the class.
- 3 Point to *Place* on the accident report form and ask *What goes here?* (*Victoria Falls Bridge, Zambia*).
- 4 The pupils complete the rest of the form.
- 5 Copy the form on the board; elicit the content of each section from the pupils and complete the table.

Answers: *Place: Victoria Falls, Zambia; Date: 31/12/2011; Type of accident: Bungee jump – broken cord; Nationality – Australian; Name of victim: Erin Langworthy; Injuries: Unknown – treated in hospital; Details: On the 105th jump of the day, etc.*

ACTIVITY 2 Compare the newspaper report (NR) on page 21 and the accident report (AR) above. Which one has ... 10 mins

- 1 Show the pupils the newspaper report they read.
- 2 The pupils read number 1. Ask *Which one has short paragraphs – the newspaper or the accident report? (the newspaper).*
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 NR 2 AR 3 AR 4 NR 5 NR 6 AR 7 NR

ACTIVITY 3 Work in pairs. Look at the pictures. Discuss what happened in the accident. 10 mins

- 1 Show the pictures to the pupils.
- 2 Elicit ideas about the accident.
- 3 In pairs, the pupils discuss what happened in the accident.
- 4 Choose pupils to say what they discussed.

Answers: *Pupil's own answers*

ACTIVITY 4 Complete an accident report for the accident above. Make up the extra information for the accident and add as many details as you like. Use the same form as in Activity 1. 10 mins

- 1 Copy the form from Activity 1 on the board again.
- 2 Elicit ideas from the pupils about how to complete it.
- 3 The pupils copy the form in their notebooks and complete it.
- 4 Elicit the content of each section from the pupils and complete the table on the board.

Answers: (Example answer) Place: Ramallah; Date: 12th May; Type of accident: Parachute did not work during skydive; victim's fall stopped by tree; Name of victim: Alex Wright; Injuries: three broken ribs, broken leg, internal injuries, shock; Details: The victim was an experienced skydiver. This was his 24th skydive. The parachute did not open and the victim fell from 4,000 metres into a tree. He has serious internal injuries and is currently in a serious but stable condition at Ramallah hospital.

Period 7

ACTIVITY 1 Work in groups. Think of all the reasons you can for and against extreme sports. 10 mins

- 1 Elicit reasons for and against extreme sports from the pupils.
- 2 In pairs, the pupils discuss their opinions.
- 3 Write two headings, *For* and *Against*, on the board.
- 4 Elicit all the reasons that the pupils have thought of and write them in the correct category on the board.

Answers: (Example answers) *For:* They are exciting; They help you to get more fit; They can help you to be more adventurous / overcome fears; You can make new friends; You can learn to help people
Against: They are dangerous; You can be seriously injured or even fatally injured; They are a self-centred way of spending the time; They encourage people to take risks; They don't improve your level of education or culture

ACTIVITY 2 Work in pairs. Student A will argue for extreme sports, Student B will argue against them. 10 mins

- 1 In pairs, the pupils choose who is going to argue in favour of extreme sports, and who is going to argue against extreme sports.
- 2 The pupils discuss their opinions in pairs.
- 3 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 3 Write a composition presenting the arguments for and against extreme sports. 20 mins

- 1 Go through the sections of the layout (Introduction, Part 1, etc) with the pupils.
- 2 Make sure the pupils understand what to write in each section.
- 3 The pupils write their compositions.
- 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 arguments most fairly, etc.

Answers: Pupils' own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find interesting? Which parts showed ideas and ways of doing things that might be useful in your future life? Are there any ideas that you still find confusing?* 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

Reading note

There are 15 minutes available in Activity 5 for reading the next two chapters of 'The Norwood Builder'. For this reason, the teacher may want to try doing part of the text, for example, the third section of Chapter 3, as a jigsaw reading. To do this, photocopy this part of the text, then cut it into five sections. Stick the five sections at random on a sheet of paper, then photocopy that sheet, one copy for each pair of pupils. Cut each sheet into the five sections and hand them out. The pupils reconstruct the text in the correct order.

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

- 1 If necessary, give the pupils time to look at Chapters 1 and 2 of 'The Norwood Builder' again.
- 2 The pupils read the first question. Elicit some ideas from them.
- 3 In pairs or small groups, the pupils discuss all the questions.
- 4 Choose pupils to say what they discussed.

Sample answers: 1 Holmes is a tall, thin man with long fingers and a long neck. He has eyes like a fierce bird. Lestrade is short and ugly. 2 He knew that McFarlane wasn't married (because his clothes were untidy); he knew that McFarlane was a lawyer (because there were some legal papers in his pocket); and he knew that McFarlane had problems with his lungs (because he was breathing very heavily). 3 Because McFarlane had been there the evening before, because they had found McFarlane's walking stick with some blood on it, and because they had found some burnt flesh which they thought might be the remains of Oldacre's body. 4 Because McFarlane hadn't been to his office that morning; he had come straight from the hotel to see Sherlock Holmes. 5 He learned that the will had probably been written on a train, because the writing was very bad, due to the movement of the train.

The question asks for one fact, but he actually worked out all the following too:

... that the train had stopped at two stations (because there were two parts where the writing was better); and that the train was going into London (because there were many parts where the writing was particularly bad, and that would suggest that the train was going over a lot of points, which only happens near London). From this he worked out that it was probably the express train from Norwood to London Bridge Station.

ACTIVITY 2 In Chapter 2, McFarlane gives his account of what happened. Put the events in the correct order. Number them from 1 to 9 (the first is done for you). 5 mins

- 1 Choose pupils to read the sentences to the class.
- 2 Show pupils the first sentence, and elicit the second one (*Oldacre gave McFarlane an untidy draft of a will to write*).
- 3 The pupils number the rest of the sentences in order.
- 4 Check the answers orally.

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

ACTIVITY 3 Look at the picture. 5 mins

Discuss the questions with the pupils.

Answers: 1 The old man is Mr Oldacre; the young man is Mr McFarlane 2 The young man is helping the old man to put some documents in envelopes.

ACTIVITY 4 Work in pairs or small groups to predict what you think will happen in the rest of the story. Think about these questions. 5 mins

- 1 Elicit ideas from the pupils about how the story will continue.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to say what they discussed.

Sample answers: Perhaps Oldacre has been killed, but the police can't be sure; they only have some burnt flesh which they can't identify. He could be hiding somewhere.

It could be McFarlane, because he was there at the right time, and because he was going to inherit a lot of money from Oldacre. But McFarlane didn't seem a violent person, or someone who desperately needed money, and he could just have waited for Oldacre to die naturally.

It could have been a burglar, or perhaps someone who hated Oldacre, or perhaps someone who wanted to inherit Oldacre's money, and didn't want Oldacre to change his will.

He probably thinks that McFarlane is innocent, because he wants to help McFarlane.

Perhaps he will find out that McFarlane is innocent, and that someone tried to make it look as though he was the murderer.

ACTIVITY 5 Read Chapters 3 and 4 of 'The Norwood Builder' on pages 45–49. 15 mins

Before the class: Photocopy the third section of Chapter 3 (starting *When we arrived at Norwood*, and finishing *Poor Lestrade will be angry*). Cut this photocopy into five sections of two paragraphs each. Stick these five sections at random on a sheet of paper. Write 1 next to the first section. Photocopy this sheet, one copy for each pair of pupils.

- 1 Give one of the photocopies you prepared to each pair of pupils. Explain that this is an important part of the story.
- 2 Show the pupils the section marked 1. Make sure they understand this is the first section.
- 3 Help the pupils to identify the second section.
- 4 In pairs, the pupils number the rest of the sections in the correct order.
- 5 Check the answers orally.
- 6 Ask individual pupils to summarize what happens in this section. Help the pupils to express their ideas.
- 7 Give the pupils one or two minutes to skim read Chapters 3 and 4 briefly. Tell them to concentrate on finding out what happens in the plot.
- 8 Help the pupils to compare what happens with their predictions in Activity 4.
- 9 The pupils should read chapters 3 and 4 in detail for homework.

Tourism: mixed feelings

Aims: pupils will be able to read an extended story; write and talk about different points of view; express their point of view in a meeting; write a composition expressing their opinion

Key language: *awake, company, demonstrate, entertainment, environment / environmentalist, employ / employment, foreign, incredible, journey, loss, own, permanent, pleasant, profit, rainbow, routine, search, stranger, struggle, temporary*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Being a tourist and being a traveller
 - The impact of tourism on a region
 - Meetings
 - Writing reports
 - Writing compositions with arguments for and against (Part 2)
 - Continuing the story in the Literature section ('The Norwood Builder')
- 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 Discuss these questions in pairs or small groups. 5 mins

- 1 The pupils read the questions. Elicit some opinions and ideas about each one.
- 2 In pairs or small groups, the pupils discuss the questions.
- 3 Choose pupils to tell the class what they discussed.

Answers: (Possible answers) 1 They want to find out about other countries; They enjoy meeting people from other countries; They find their lives at home or their jobs boring; They are looking for new and exciting experiences. 2 Tourism gives the impression of going to large resorts which are designed for people on short holidays; they just want to have fun, relax, enjoy the sun, be with their families or meet other tourists; travel gives the impression of going to places where tourists don't go, avoiding people from one's own country, finding out about the history or culture of the place you're visiting, meeting local people, learning something from the experience of being in another country.

ACTIVITY 2 Read what some writers say about travel. Do you agree with any of the quotations? 10 mins

- 1 Give the pupils time to read the quotations.
- 2 Choose a pupil to comment on quotation number 1. Help the pupil to express his/her opinions.
- 3 Repeat with the other quotations.

Answers: Pupils' own answers

ACTIVITY 3 Match the words and phrases from the quotations with their meanings. To do this, find the words in the text and read the quotations again. 5 mins

- 1 The pupils read the first phrase (*in search of*). Help them to find the phrase in the quotations (number 2), then find a similar meaning in the right-hand column of Activity 2 (*looking for*).
- 2 The pupils find the rest of the words and phrases in the texts and match them with the meanings.
- 3 Check the answers orally.

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

ACTIVITY 4 Read the quotations again. Then choose the best answer to these questions. Circle A, B or C. 10 mins

- 1 The pupils read the questions.
- 2 Give the pupils time to read the quotations again.
- 3 Help the pupils to choose the correct answer for question 1 (*Robert Louis Stevenson*).
- 4 The pupils choose the correct answers for the other questions.
- 5 Check the answers orally.

Answers: 1 B 2 C 3 A 4 B 5 A 6 C

ACTIVITY 5 Discuss these questions in groups. 5 mins

- 1 The pupils read the questions. Elicit some opinions and ideas about each one.
- 2 In groups, the pupils discuss the questions.
- 3 Choose pupils to tell the class what they discussed.

Answers: Pupils' own answers

Period 2

ACTIVITY 1 Discuss these questions in pairs or small groups 5 mins

- 1 The pupils read the questions. Elicit some opinions and ideas about each one.
- 2 In groups, the pupils discuss the questions.
- 3 Choose pupils to tell the class what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Read the text to find out why the author wants to travel. 10 mins

- 1 The pupils read the introduction.
- 2 Give the pupils a few minutes to read the text and find out why the author wants to travel.
- 3 Choose pupils to say what they think the answer is.

Answer: (Example) He wanted to have some uncertainty, unpredictability and excitement in his life.

ACTIVITY 3 Find words and phrases in the text to answer these questions. 10 mins

- 1 The pupils read the introduction about understanding new words. Help them to understand that they can more easily understand the meaning of a new noun, for example, if they think of an adjective from the same word family.
- 2 Illustrate this idea by helping the pupils to answer number 1 (*predictability*); the meaning of *predictability* is clear if the pupils realise that it is part of the word family that includes the verb *predict*.
- 3 The pupils find the rest of the words and phrases
- 4 Check the answers orally.

Answer: 1 *a predictability, b boredom, c responsibilities, d certainty, e kindness* 2 *comfort zone* 3 *befriended* 4 *energised*

ACTIVITY 4 Find words in the text that mean the same as the following. (The words are in the same order as in the text.) 5 mins

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

Answer: 1 *journey* 2 *routine* 3 *struggled* 4 *strangers* 5 *incredible* 6 *rainbow*

ACTIVITY 5 Complete these sentences with words from Activity 4. 5 mins

- 1 The pupils read number 1. Help them to complete it (*strangers*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answer: 1 *strangers* 2 *rainbow* 3 *routine* 4 *struggled* 5 *journey* 6 *incredible*

ACTIVITY 6 Work in a group to discuss these questions. 5 mins

- 1 The pupils read the questions. Elicit some opinions and ideas about each one.
- 2 In groups, the pupils discuss the questions.
- 3 Check the answers orally.

Answers: 1 *C* 2 *a* We use too much with *uncountable nouns*, and too many with *countable nouns*. *b* It emphasises how much of everything there was. 3 It emphasises that he was dissatisfied with his life; there were a lot of other things he wanted. 4 Pupils' own answers

Period 3

ACTIVITY 1 The author travelled across Africa. Look at the map. 5 mins

- 1 Show the map to the pupils. Elicit information about Africa from the pupils.
- 2 Help the pupils to express what they know about Africa and the countries in Africa.
- 3 Check the answer to the question.

Answer: The Cape of Good Hope

ACTIVITY 2 Read to find out what happened when the author reached the Cape of Good Hope in South Africa.

10 mins

- Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- Give the pupils time to read the text in detail.

ACTIVITY 3 Match the words from the text with their meanings. 10 mins

- The pupils read the text in the green box. Make sure they understand the importance of working out the meaning of unfamiliar words and phrases from the text.
- The pupils read number 1 (*paradise*). Help them to work out the meaning; if necessary, the pupils should look at the context of the phrase in the text (*rich green grasslands*, etc).
- The pupils work out the meaning of the rest of the phrases.
- Check the answers orally.

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

ACTIVITY 4 The word *drawback* is a compound noun (it is made up of two smaller words). Find three other compound nouns in the text. What do they mean? 5 mins

- Make sure the pupils understand that *drawback* is made of two words: *draw* and *back*.
- Help the pupils find similar compound words in the text.
- The pupils work out what each word means.
- Check the answers orally.

Answers: *grasslands* – areas where there is a lot of grass; *wildlife* – the animals and plants in nature; *birdsong* – the songs of birds

ACTIVITY 5 Work in a group to discuss these questions.

10 mins

- The pupils read the first question. Elicit some opinions and ideas about it.
- In groups, the pupils discuss the questions.
- Choose pupils to tell the class what they discussed.

Answers: (Example answers) 1 He liked it because it's very beautiful. He didn't like it because it was the end of the journey. 2 He didn't want to stop. 3 In the beginning, he wanted to escape from them. Now he wants to get back to them. 4 It means that at home things are familiar and make you feel safe and comfortable. Pupils provide their own comforting routines. 5 At the beginning, routine and comfort are things he doesn't want any more; in the end, he wants to get back to them. 6 Pupils' own answers: some suggested adjectives are home-loving, conventional, dissatisfied, confused

Period 4

ACTIVITY 1 Discuss this question in a group. 5 mins

- The pupils read the question. Elicit some ideas about tourism from the pupils.
- In groups, the pupils discuss the advantages of tourism.
- Choose pupils to tell the class what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 The text on this page is about the advantages and disadvantages of tourism. It considers six different topics. The headings for the topics are in the box below. What do you think the text will say about each topic?

10 mins

- The pupils read the list of topics in the box.
- Say the first topic (*Culture*) and ask *What do you think the text will say about this topic?*
- Elicit ideas from the pupils.
- Repeat with the other topics.

Answers: Pupils' own answers

ACTIVITY 3 Read the text. Then write the headings in the correct place. One has been done for you. 10 mins

- Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- Give the pupils time to read the text in detail.
- Show the pupils the heading for section 2 (*Construction*).
- The pupils write the headings for the other sections.
- Check the answers orally.

Answers: 1 Money 2 Construction 3 Employment 4 Services 5 Environment 6 Culture

ACTIVITY 4 Find words in the text to complete the dictionary entries below. 10 mins

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

Answers: 1 *employment* 2 *own* 3 *profit* 4 *company*
5 *temporary* 6 *entertainment*

ACTIVITY 5 Complete the sentences with words from the dictionary entries in Activity 4. 5 mins

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

Answers: 1 *company* 2 *owns* 3 *entertainment* 4 *profit*
5 *temporary, employed*

Period 5

ACTIVITY 1 Find the words and phrases in the text in Period 4 to answer the questions. Circle A, B or C where required. 10 mins

- 1 The pupils read number 1. Help the pupils to choose the correct answer (*B*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 *B* 2 *C* 3 *A* 4 (*examples*) *waiter, cleaner, tourist guide* 5 *the tourism areas get richer, the other areas (where the locals live) get poorer* 6 *C* 7 *C* 8 *B* 9 (*examples*) *music and dancing*

ACTIVITY 2 Read and complete the advantages and disadvantages of tourism. Use information from the text in Period 4 but you can change some of the words. 10 mins

- 1 The pupils read the text in the green box. Make sure they understand the importance of using connecting words to make meaning clear.
- 2 The pupils read the *Money* section. Help them to complete it (*see Answers below*).
- 3 The pupils complete the other sections.
- 4 Check the answers orally.

Answers: (*Example answers*) *Money: take their money out of the country; Construction: and that can make it too expensive for local people; Employment: seasonal, and therefore temporary; Services: providing services for the tourism areas; Environment: can harm the environment; Culture: can turn local people and customs into entertainment for tourists.*

ACTIVITY 3 Work in pairs. Write six sentences about tourism or travel. 20 mins

- 1 The pupils read the two bullet points and the example sentences.
- 2 Elicit ideas for sentences from the pupils. Guide them to producing suitable sentences.
- 3 In pairs, the pupils write their six sentences.
- 4 Choose pupils from each pair to read their sentences to the class.

Answers: *Pupils' own answers*

Period 6

ACTIVITY 1 Work in groups of five. You are going to have a meeting about a new tourism project. Read the instructions below. 10 mins

- 1 Arrange the pupils in groups of five. Read the instructions to the pupils and help them to choose a role.
- 2 The pupils in each group read their role cards.
- 3 Give the pupils time to read 'The situation' in detail.
- 4 Give the pupils time to make notes individually about what they are going to say.

Note: You may wish to give the pupils more information about the characters, and more guidance as to what each character should do. Page 110 of this Teacher's Book provides more detailed notes on the characters; you, as teacher, can decide if you want to use them, and if so, whether you want to elicit these ideas from the pupils, or simply photocopy this sheet and give sections of it to them.

ACTIVITY 2 Hold your meeting. Try to make the others agree with you. 15 mins

- 1 The Role A pupils can start the meeting. Give each pupil time to explain their point of view and to argue with the other pupils in the group.
- 2 Give the pupils a time limit to reach a conclusion.
- 3 Choose pupils in each group to tell the class what decision they reached.

ACTIVITY 3 Write a short report about the meeting from your point of view. 15 mins

- 1 The pupils read the instructions.
- 2 The pupils write a report of their meeting.
- 3 Choose pupils to read the reports of their meetings to the class.

Answers: Pupils' own answers

Period 7

ACTIVITY 1 Discuss in a group. 5 mins

Groups of pupils briefly discuss the topic of tourism in Palestine. Their views will be gathered and expressed over the course of the period.

ACTIVITY 2 Work in pairs. Consider the advantages and disadvantages of a larger tourism industry in Palestine.

Make notes in the table below. 10 mins

- 1 The pupils read the list of topics (*money, construction, employment, services, environment, culture*).
- 2 Elicit ideas about tourism and each of the topics from the pupils.
- 3 In pairs, the pupils complete the table with the advantages and disadvantages of tourism for Palestine.
- 4 The pupils swap their notebooks with another pair of pupils and check each other's answers.
- 5 If necessary, copy the table on the board and choose pupils to come up to the board and complete it.

ACTIVITY 3 Write a composition with this title: 20 mins

- 1 The pupils read the title of the composition.
- 2 They read the instructions.
- 3 The pupils write their composition.

Answers: see Activity 4 below

ACTIVITY 4 Revise your composition and look for ways to improve it. Use this checklist to help you. 5 mins

- 1 The pupils read the checklist.
- 2 The pupils go through their compositions and make corrections and improvements.

Sample answer:

Tourism has brought many benefits to countries around the world during the last 100 years. However, it has also caused a lot of problems in some countries. Would increasing the amount of tourism in Palestine be a good thing for our country, or would it create more problems than benefits?

Considering first money, tourists are a good source of income, so developing the tourist industry would help the finances of Palestine. But could the amount of money produced by tourism ever be truly significant? In a related point, more tourists would mean more jobs in the tourist industry, which would benefit those who are looking for employment. However, jobs in the tourist industry are often not well-paid. Increased tourism would also benefit the construction industry, but do we really want our country to become a huge construction site? Finally, even though many tourists who visit Palestine may want to find out about our culture, it is also true that large-scale tourism can threaten a country's culture. Many Palestinians would not be happy to see our country disappear under a wave of tourist-driven westernisation.

On balance, although increased tourism could bring some benefits to Palestine, it could put our country and our culture at risk. I think we would be unwise to encourage more tourism; it would be better to find other, more productive ways of increasing our national income and engaging with the world.

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find interesting? Which parts showed ideas and ways of doing things that might be useful in your future life? Are there any ideas that you still find confusing?* 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

Reading note

Pupils should already have read the text required before attempting this period.

ACTIVITY 1 Discuss the answers to these questions in pairs or small groups. 5 mins

- 1 The pupils read the first question. Elicit some opinions and ideas about Holmes's reasons.
- 2 In groups, the pupils discuss the questions.
- 3 Choose pupils to tell the class what they discussed.

Answers: 1 Because he wanted to talk to McFarlane's mother, who lived in Blackheath. 2 Because Mrs McFarlane told him that, when she refused to marry him, Mr Oldacre had sent her a picture of herself that had been slashed with a knife – so her son might have been angry with him. 3 He discovered that Mr Oldacre had been making payments of large amounts of money to someone for a long time. 4 Because Lestrade said that he had new evidence that proved McFarlane was guilty.

ACTIVITY 2 Put the events after Holmes arrives at Norwood for the second time in the correct order. Number them from 1 to 8. 10 mins

- 1 The pupils read the list of events. Help them to choose the first one (*Lestrade showed Holmes and Watson a fingerprint*).
- 2 The pupils number the events in order.
- 3 Check the answers orally.

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

ACTIVITY 3 Work in pairs. Discuss the questions and then write answers of a few sentences. 10 mins

- 1 The pupils read the first question. Elicit some opinions and ideas about Oldacre's reasons.
- 2 In groups, the pupils discuss the questions and write answers.
- 3 Choose pupils to read their sentences to the class.

Answers: (Example answers) 1 Because he was in debt, and he wanted to get revenge on Mrs McFarlane. 2 He realised that the fingerprint had been added after the police had been to the house, and that there was a secret room inside the house. 3 Sherlock Holmes – that he was very clever, and he could solve mysteries that other people couldn't. Dr Watson – that he was impressed by Holmes. Lestrade – that he wasn't very clever, and he couldn't see farther than his nose.

ACTIVITY 4 Write three questions you would like to ask Sherlock Holmes about the case. 5 mins

- 1 Elicit ideas for questions from the pupils.
- 2 The pupils write three questions to ask Sherlock Holmes in their notebooks.
- 3 In pairs, pupils swap their notebooks and check each other's questions.
- 4 If necessary, check the answers orally or on the board.
- 5 If there is time, the pupils can take the roles of a newspaper reporter and Sherlock Holmes, asking and answering the questions.

Answers: (Example answers) When did you first realise that young Mr McFarlane was innocent? What is your opinion of Inspector Lestrade? What do you think would be a suitable punishment for Jonas Oldacre?

ACTIVITY 5 Discuss in a group and write your notes. 10 mins

- 1 The pupils read question 1.
- 2 Elicit ideas and opinions about question 1 from the pupils.
- 3 In groups, the pupils discuss the questions.
- 4 Choose pupils to report what they discussed.

Answers: Pupils' own answers

Progress test 1 (Units 1–3)

Period 1

Part A

ACTIVITY 1 Read the text below. Then write the sub-headings in the correct place.

Answers: 1 *Safety in numbers* 2 *Watch the weather* 3 *Know yourself* 4 *Protect yourself*

1 mark for each correct answer
Total = 4 marks

ACTIVITY 2 Complete the sentences with phrases from the text.

Answers: 1 *safety in numbers* 2 *challenging environments*
3 *changes for the worse* 4 *struggle for survival* 5 *do more than you can manage*

1 mark for each correct answer
Total = 5 marks

ACTIVITY 3 Choose the correct answers to the questions. Circle A, B or C.

Answers: 1 B 2 A 3 C 4 B 5 C 6 C

1 mark for each correct answer
Total = 6 marks
Total = 15 marks

Part B

ACTIVITY 1 Read the text. Then choose the correct answer to the questions below. Circle A, B or C.

Answers: 1 A 2 C 3 B 4 1 48-metre, 2 walkway, 3 fish-eye,
4 glass-bottom, 5 face-to-face 2 B 3 because

1 mark for each correct answer
Total = 10 marks

Part C

ACTIVITY 1 Complete the sentences with words from the box.

Answers: 1 *gain* 2 *encouraged* 3 *majority* 4 *treatment*
5 *foreign*

1 mark for each correct answer
Total = 5 marks

ACTIVITY 2 Find words from the box to replace the underlined phrases.

Answers: 1 *examined* 2 *involves* 3 *employment* 4 *profit*
5 *entertainment*

1 mark for each correct answer
Total = 10 marks

Period 2

Part A

ACTIVITY 1 Complete these sentences about 'The Norwood Builder'.

Answers: 1 *characters* 2 *settings*

1 mark for each correct answer
Total = 2 marks

ACTIVITY 2 Choose the correct answer to these questions about 'The Norwood Builder'. Circle A, B or C.

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

1 mark for each correct answer
Total = 5 marks

ACTIVITY 3 ‘Holmes does not think that Lestrade is a very good detective ...’ Give three pieces of evidence from the story to support Holmes’ opinion. Write your answer in your notebooks.

Answers: *Lestrade didn’t look at Mr Oldacre’s bank records; he didn’t have the house properly searched so he didn’t know the fingerprint on the wall was not there immediately after the murder; he did not realise that there was a secret room in the house; he did not question why Oldacre wrote his will in a hurry on the train*

1 mark for each piece of evidence. Must be supported by evidence from the story.

Total = 3 marks

ACTIVITY 4 Write a short description of Sherlock Holmes. Include what he looks like and how he behaves.

Answers: *Pupils’ own answers*

5 marks:

1 for physical description – the text says he is ‘a tall thin man with long fingers and a long neck. His eyes are like a fierce bird’s eyes.’

4 for mention of his intelligent/clever/‘logical mind’/etc – with examples

Total = 15 marks

Part B

ACTIVITY 1 Write a composition with the title: What are the advantages and disadvantages of sending Grade 11 students to study abroad for a year?

Total = 10 marks

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

The web of life

Aims: pupils will be able to read an extended story; read and understand poems; understand the use of simile and rhyme in poems; understand poems as a way of expressing ideas and conveying messages; use topic sentences; write case studies; write compositions presenting your opinion

Key language: *background, case study, chain, complex, consequence, contribute, dead, depend on, endangered, estimate, image, link, nobody, outcome, oxygen, prayer, release, soil, species, threat, variety, web*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Reading and appreciating poems
 - Biodiversity
 - Chains, circles and webs in biology
 - Topic sentences
 - Writing compositions presenting just one side of an argument
 - Starting the story in the Literature section ('The Call of the Wild')
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading and comprehension periods (1, 2, 4 and 5)
 - Vocabulary and reading skills period (3)
 - 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.

Note: The literature text in Units 4–6 ('The Call of the Wild') is longer than the literature text in Units 1–3 ('The Norwood Builder'). In Unit 4, the pupils will need to read Section 1 of the text *before* Period 8. By doing that, they can start with the comprehension activities in Period 8 straight away.

ACTIVITY 1 Work in pairs. Can you work out the meaning of the word 'web' from these two clues? 2 mins

- 1 Show the picture to the pupils and read the two sentences.
- 2 In pairs, the pupils work out what *web* means.
- 3 Check the answers orally.

Answer: (Example answer) A web is a large network of interconnected points. It has connotations of:

- a system that encompasses and contains everything
- a system that is part of every area of your life

ACTIVITY 2 You are going to read a poem called 'Web of life'. What do you think it will be about? 3 mins

- 1 Read the title of the poem to the pupils.
- 2 Elicit ideas about what the poem is about. Help the pupils to express their ideas.

ACTIVITY 3 Read the poem silently. 3 mins

Give the pupils time to read the poem in detail.

ACTIVITY 4 Match these words from the poem with their meanings. (The words are in the same order as in the poem.) 5 mins

- 1 The pupils read the first word (*invisible*). Help them to find the meaning in the right-hand column (*impossible to see*).
- 2 The pupils match the rest of the words with their meanings.
- 3 Check the answers orally.

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

ACTIVITY 5 Complete the sentences with words from Activity 4. 5 mins

- 1 The pupils read number 1. Help them to complete it (*link*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 link 2 fragile 3 invisible 4 depends on 5 weave

ACTIVITY 6 A simile is a comparison between two things using *like* or *as ... as*. Find a simile in the poem and explain what it means. 2 mins

- 1 The pupils find the simile in the poem (*see Answers below*).
- 2 Help the pupils to express what the simile means.

Answers: *as fragile as dreams; it means that the web is extremely delicate and can easily be broken*

ACTIVITY 7 Complete these similes using things in nature to make comparisons. (The words are all in the poem.)

5 mins

- 1 The pupils read number 1. Help them to find a suitable word to complete it in the poem (*desert*).
- 2 The pupils complete the rest of the similes.

3 Check the answers orally.

Answers: 1 desert 2 stream 3 forest 4 mountain 5 sea
6 river 7 whale 8 web

ACTIVITY 8 Read 'Web of life' aloud. Which words rhyme?

5 mins

- 1 Choose pupils to read the poem aloud to the class. Help them with the pronunciation of the rhyming words if necessary.
- 2 Help the pupils to match the rhyming words. Note that some pupils find it hard to hear rhymes; simple repetition of rhyming and non-rhyming pairs may help them to appreciate where the rhymes are.

Answers: *dreams / streams, ebb / web, small / all*

thread and *web* are an example of *assonance* – two words that share the same vowel sound, but do not have the same end sound.

Assonance is one type of *imperfect* rhyme – they add a rhyming feel to the poem, but they are not *perfect* or *strong* rhymes.

ACTIVITY 9 Work in a small group. Discuss these questions.

5 mins

- 1 The pupils read the first question. Elicit some opinions and ideas about the poet (*Jane Clarke*) and her poem.
- 2 In groups, the pupils discuss the questions.
- 3 Choose pupils to tell the class what they discussed.

Answers: *Pupils' own answers*

Period 2

ACTIVITY 1 Work in pairs. Read the information. Then answer the question below. 5 mins

- 1 In pairs, the pupils read about prefixes.
- 2 Help the pupils to express the meaning of the word *biodiversity*.

Answer (Example answer): *the many and different forms of living things*

ACTIVITY 2 Read the text to find out about biodiversity.

10 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 Give the pupils time to read the text in detail.

Answer (Example answer): *They repeat the word 'Biodiversity'.*

ACTIVITY 3 Find words in the text which mean the same as the following. 10 mins

- 1 The pupils read the first phrase (*consists of many different things*).
- 2 Help the pupils to find the word that means the same (*variety*).
- 3 The pupils find the rest of the words in the text. (You can tell them that the words are in the same order as in the text.)
- 4 Check the answers orally.

Answers: 1 *variety* 2 *species* 3 *estimate* 4 *contributes* 5 *threats*
6 *endangers*

ACTIVITY 4 Complete the sentences with words from Activity 3. (You may have to change the form.) 5 mins

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

Answers: 1 *species* 2 *estimated* 3 *variety* 4 *contribute*
5 *threats* 6 *endangered*

ACTIVITY 5 Look closely at the text. Then answer the questions. Circle A, B or C where required. 10 mins

- 1 Give the pupils time to look at the text again briefly.
- 2 The pupils read question 1. Help them to answer it (C).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 C 2 B 3 A 4 *To make the information clear and easy to read.*

Period 3

ACTIVITY 1 Find the sentences in the text in Period 2.

Then circle the best answer. 10 mins

- 1 The pupils read the sentence. Help them to find the sentence in the text.
- 2 The pupils work out what *it* refers to in the sentence (*biodiversity*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 B 2 B 3 A 4 C

ACTIVITY 2 Read and answer in pairs. 10 mins

- 1 The pupils read the green box about compound words.
- 2 The pupils answer the questions about compound words.
- 3 Check the answers orally.

Answers: 1 animals and plants which are living in nature
2 the way the climate is changing 3 countryside, supermarkets, wetland

ACTIVITY 3 Read and complete the sentences with compound nouns. 10 mins

- 1 The pupils read the green box and the example.
- 2 Help the pupils work out the answer to number 1 (*local produce*).
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 local produce 2 research scientist
3 technology student 4 air pollution 5 life science 6 land use

ACTIVITY 4 Complete these sentences with compound pronouns. (There is more than one possible answer for some.) 5 mins

- 1 The pupils read the text in the green box.
- 2 The pupils read number 1. Help them to answer.
- 3 The pupils complete the rest of the sentences.
- 4 Check the answers orally.

Answers: 1 somebody / someone 2 anything 3 nothing
4 anything 5 everything 6 everybody / everyone

ACTIVITY 5 Discuss in a small group. 5 mins

- 1 The pupils read the questions.
- 2 Elicit ideas and opinions about threats to biodiversity in Palestine.
- 3 In small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: Pupils' own answers

Period 4

ACTIVITY 1 What do you think the *web of life* is? Read the text below to find out. 15 mins

- 1 The pupils read the title. Elicit ideas about what it might mean.
- 2 Give the pupils time to read the text in detail.
- 3 Help the pupils to express the idea of 'web of life' in the text. Help them also to decide if it was similar to / the same as their ideas.

Answer: It refers to the complex connections between all living things.

ACTIVITY 2 Discuss in pairs. 5 mins

- 1 Pupils read the questions.
- 2 In pairs, pupils skim the text to find the three expressions.
- 3 Read out each of the three expressions and ask pupils to put up their hands to show which is their favourite.
- 4 Ask pairs to explain the reason for their preference.

Answers: 'food chain', 'circle of life' and 'web of life'. The text explains that 'web of life' is the best because it describes how things are connected in many ways.

ACTIVITY 3 Find words in the first part of the text on page 59 to complete the dictionary entries. 10 mins

- 1 The pupils read the first dictionary entry (*a series of rings that are linked to each other*).
- 2 Help the pupils to find the word in the first part of the text that means the same (*chain*).
- 3 The pupils find the rest of the words in the first part of the text.
- 4 Check the answers orally.

Answers: 1 chain 2 dead 3 soil 4 complex 5 depend on 6 consequences

ACTIVITY 4 Complete the sentences with words from Activity 3. (You may need to change the form of some words, e.g. *connect* – *connected*.) 10 mins

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

Answers: 1 complex 2 dead 3 chains 4 consequence 5 soil 6 depend on

Period 5

ACTIVITY 1 Read and answer. 10 mins

- 1 The pupils read the text in the green box.
- 2 The pupils read the first question. Help them to find the topic sentences (see *Answers below*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 Paragraphs 1 and 4 2 Paragraph 2 3 Paragraph 3

ACTIVITY 2 Match the topic sentences with the rest of the paragraph. 10 mins

- 1 The pupils read topic sentence number 1. Help them to match it with the rest of the paragraph (c).
- 2 The pupils match the rest of the topic sentences with their paragraphs.
- 3 Check the answers orally.

Answers: 1 c 2 b 3 a

ACTIVITY 3 Read the second part of the text in Period 4 again. Match these words with their meanings. 5 mins

- 1 Give the pupils time to read the second part of the text again briefly.
- 2 The pupils read number 1. Help the pupils identify the meaning (*a piece of research ...*)
- 3 The pupils match the rest of the words with their meanings.
- 4 Check the answers orally.

Answers: 1 d 2 a 3 c 4 b

ACTIVITY 4 Work in pairs. Read and answer. 5 mins

- 1 Remind the pupils of the two words *consequence* and *outcome*.
- 2 The pupils read question 1. Help them to answer it (*consequence*).
- 3 In pairs, the pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 consequence 2 outcome 3 consequences 4 outcome

ACTIVITY 5 Look again at the case study in Period 4. Then use the information below to write your own case study with the headings *Species*, *Background* and *Consequences*.

10 mins

- 1 The pupils read the notes.
- 2 Elicit information to go under the headings *Species*, *Background* and *Consequences*.

- 3 The pupils write their case study.
- 4 Choose pupils to read their case studies to the class.

Answers: (Example answer)

Species: Starlings

Background: Starlings are small birds that eat insects and seeds. They were named in the plays of William Shakespeare, so Eugene Schieffelin wanted to have them in North America. 100 birds were released in New York in 1890. Starlings have many babies each year, and now millions of starlings are found all over the USA.

Consequences:

- Starlings cause harm to crops.
- They carry some disease.
- They often fly in large numbers near airports, which is dangerous for planes.

Period 6

ACTIVITY 1 Work in pairs to discuss ideas for a composition on this topic. 10 mins

- 1 The pupils read the text in the green box.
- 2 Make sure the pupils understand that they are writing a different type of composition here.
- 3 Explain that in exam situations, they must be very clear which type of composition they are being asked to write.
- 4 Copy the table on the board. Read the topic to the pupils (*We should let nature take care of itself*, etc).
- 5 Elicit some arguments in favour of this. Add one or two of them to the table.
- 6 Elicit some arguments against this, and reasons why they are wrong. Add one or two of them to the table.
- 7 In pairs, the pupils add their ideas to the tables in their books.
- 8 Get ideas from the pupils and complete the table with them.

Answers: Pupils' own answers

ACTIVITY 2 Work in the same pairs to write the composition together. Follow these instructions. 15 mins

- 1 The pupils read each of the instructions. Where appropriate, for example, with topic sentences, suggest examples using the notes on the board.
- 2 The pupils write their composition in pairs.

Sample answer: *Since the dawn of civilization, man has tried to change the natural world around him. He has dug the earth to grow food, he has created better types of plants and animals and he has made paths across mountains. Now, however, we are altering and controlling nature on a much larger scale. We need to ask ourselves, should we really be doing this?*

One widespread way of controlling nature is altering the course of rivers. This has often had disastrous consequences. For example, when water is taken from rivers for irrigation, the land farther downstream cannot support agriculture and whole communities suffer.

Agriculture is another way in which nature is altered on a huge scale. Again, this has had very negative consequences. Vast areas of the planet are now intensively cultivated; the soil is ruined, the water supply is reduced, and the diversity of plants and animals is threatened.

Even our attempts at a smaller scale, natural approach have ended in failure. At one time, for example, it seemed like a good idea to introduce cane toads into Australia to control insects. However, these toads have spread so fast that they now threaten the indigenous toads and small animals of Australia.

Some may argue altering nature can be very advantageous. They point to the success of, for example, hydro-electric power stations that produce huge amounts of pollution-free electricity. However, there is always a price to be paid: with these power stations, the consequences may be destruction of habitats, loss of arable land, desertification and drought.

To sum up, manipulating nature on a massive scale has had terrible consequences for the planet and mankind. These far outweigh the few, limited advantages. We must stop trying to change nature, and instead, learn to live with it.

ACTIVITY 3 Read over your composition together. Look for ways to improve it. 15 mins

- 1 Elicit ideas from the pupils for ways of improving their compositions (*check spelling, make sure the arguments are clear, etc.*).
- 2 Write these suggestions on the board.
- 3 In pairs, the pupils read over their compositions and make any changes they think are necessary.
- 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 best-argued composition, etc.

Answers: Pupils' own answers

Period 7

ACTIVITY 1 Plan and write a composition to support the following opinion. 40 mins

- 1 Make sure the pupils understand that they are going to write another 'one-opinion' composition in this class.
- 2 You may want to point out that this time, they are expressing more or less the opposite opinion to the composition they wrote in the previous period.

- 3 Read the topic to the pupils.

Part 1 Start by collecting ideas.

- 1 Show the pupils the text in Unit 8 Period 2 of the main Grade 11 *English for Palestine* textbook.
- 2 Using this source, and their own ideas, the pupils make notes of ideas that support the opinion.

Part 2 Use the plan below to create a first draft of your composition.

- 1 Go through the plan with the pupils.
- 2 The pupils write their first draft, using this plan.

Part 3 When you have finished, look over your composition ...

- 1 The pupils read the text in the green box.
- 2 The pupils look over their texts, and make any necessary improvements.

Part 4 Work in pairs. Read each other's compositions ...

- 1 The pupils swap their compositions and comment on each other's compositions.

Part 5 Write a final draft of your composition.

- 1 Taking their partner's comments into account, the pupils write the final draft.
- 2 Arrange a gallery: put all the compositions on the wall, and give the pupils time to circulate and read them.
- 3 Take class votes for categories such as the best-written composition, the composition that presents the arguments most convincingly, etc.

Answers: Pupils' own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find interesting? Which parts showed ideas and ways of doing things that might be useful in your future life? Are there any ideas that you still find confusing?* 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

INTRODUCTION 5 mins

- 1 Tell the pupils the name of the story and the author (*'The Call of the Wild'* by Jack London).

- 2** Explain that story was originally published in a magazine, *The Saturday Evening Post*, in the United States in 1903. It was so popular that it was then published as a book; it was an immediate best-seller and is still regarded as a classic of American literature.

The story is told through the eyes of a large dog, Buck. At the start of the story, this dog lives happily with a family in California; however, it is stolen and sold to traders to take it north, to the Klondike valley.

Note: As was suggested in the Introduction to Unit 4, the pupils should have read Part 1 of 'The Call of the Wild' before they start Period 8.

ACTIVITY 1 Choose the best way to complete these sentences about the first part of 'The Call of the Wild'.

Circle A, B, or C. 5 mins

- 1** The pupils read number 1. Help them to choose the correct answer (C).
- 2** The pupils answer the rest of the questions.
- 3** Check the answers orally.

Answers: 1 C 2 B 3 A 4 A 5 B 6 A

ACTIVITY 2 Sometimes the text will help with the meaning of new words. Find these words and their meanings. 5 mins

- 1** The pupils read number 1. Help them to find the word and its meaning in the text.
- 2** The pupils find the rest of the words and their meanings in the text.
- 3** Check the answers orally.

Answers: 1 people who worked for Judge Miller 2 small houses for dogs 3 the open top part (of a boat) 4 caught in a place he could not get out of 5 the grandparents of his grandparents

ACTIVITY 3 Discuss these questions in pairs. Then write short answers. 10 mins

- 1** The pupils read the first question.
- 2** Help the pupils to find clues about Buck.
- 3** Help the pupils write a short answer to the question (see Answers).
- 4** In pairs, the pupils write short answers for the other questions.
- 5** Choose pupils to read their sentences to the class.

Answers: (Example answers) 1 He is big, he is strong and he has a thick coat. 2 People had always been kind to him, and no-one had ever hurt him. 3 Buck learnt that he should never fall to the ground in a fight, because the other dogs would kill him. 4 Buck learnt that the best place to sleep in very cold weather was in a hole under the snow. 5 Because he was completely covered by snow, and it woke up ancestral memories of being trapped.

ACTIVITY 4 Work in pairs or small groups to discuss these questions. Predict what you think will happen in the rest of the story. 5 mins

- 1** The pupils read the first question.
- 2** Elicit ideas and opinions about what the men will do with Buck.
- 3** In pairs or small groups, the pupils discuss the questions.
- 4** Choose pupils to say what they discussed.

ACTIVITY 5 Read Part 2 of 'The Call of the Wild' on pages 92–94. 10 mins

- 1** Give the pupils a few minutes to skim read Part 2 briefly. Tell them to concentrate on finding out what happens in the plot.
- 2** Help the pupils to compare what happens with their predictions in Activity 4.
- 3** The pupils should read Part 2 in detail for homework.

A good read

Aims: pupils will be able to read an extended story; learn about fiction and non-fiction; learn about the genres of fiction; read short stories; write summaries; write compositions comparing two things

Key language: *e-book reader, change of heart, disappointed, electronic, enrich, face-to-face, fiction, genre, irritated, lead, limit, mind, neighbourhood, non-fiction, novel, orally, passed down, pause, perfect, person, pilot, politics, print, recommendation, settle, superior, take away, take on, take to, virtual*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Fiction and non-fiction
 - Genres of fiction
 - Reading and enjoying short stories
 - Enjoying reading
 - Topic sentences
 - Summaries
 - Continuing the story in the Literature section ('The Call of the Wild')
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading and comprehension periods (1, 2, 4 and 5)
 - Vocabulary and reading skills period (3)
 - 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 information. Discuss the questions in pairs or small groups. 5 mins

- 1 The pupils read the text in the green box.
- 2 The pupils read the questions. They discuss the questions in small groups.
- 3 Choose pupils to say what they discussed in their groups.

Answers: Pupils' own answers

ACTIVITY 2 Different types of fiction are called *genres*. Read these descriptions of some popular genres and choose your three favourite. 10 mins

- 1 The pupils read the list of genres (*adventure, humour, etc.*).
- 2 Give the pupils time to read about each genre and choose their favourites.
- 3 Ask individual pupils about their three favourite genres.
- 4 Ask the pupils to put up their hands for their three favourites as you say each genre. Count the raised hands. Write the information on the board and find the most popular genres in the class.

Answers: Pupils' own answers

ACTIVITY 3 What genre of story do you think these people are talking about? 5 mins

- 1 The pupils read the first speech bubble. Ask *What genre is it?* (*science fiction*).
- 2 The pupils read the rest of the speech bubbles and identify the genres.
- 3 Check the answers orally.

Answers: 1 *science fiction* 2 *traditional* 3 *historical fiction*
4 *humour* 5 *crime / mystery* 6 *adventure* 7 *fantasy*

ACTIVITY 4 Match these words from the text on page 66 with their meanings. (The words are in the same order as in the text.) 5 mins

- 1 The pupils read the first word (*passed down*). Help them to find the meaning in the right-hand column (*taught by parents to their children*).
- 2 The pupils find the rest of the words and phrases in the text.
- 3 Check the answers orally.

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

ACTIVITY 5 Work in pairs. Find answer to the questions. 10 mins

- 1 In pairs, answer the questions.
- 2 Choose pupils to say what they answered in their pairs.

Answers: 1 *traditional stories, pupils' own answers* 2 *crime / mystery* 3 *pupils' own answers*

Period 2

ACTIVITY 1 You are going to read the the first three paragraphs of a short story. Look at the picture and decide which of the genres from Period 1 the story belongs to. 10 mins

- 1 Show the picture to the pupils and elicit their ideas and opinions about it.
- 2 Elicit from the pupils ideas about the genre of the story.

ACTIVITY 2 Read the story and find out if you were correct. 10 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 Give the pupils time to read this part of the story in detail.
- 3 The pupils decide what genre the story is, and if there guess was correct.

Answer: science fiction

ACTIVITY 3 Work out the meaning of these new words in the story by using your knowledge of similar words and by reading the sentences around them. Answer these questions. Circle A, B or C. 10 mins

- 1 The pupils read number 1.
- 2 Help them to use the context to work out the meaning (learning).
- 3 The pupils work out the rest of the meanings.
- 4 Check the answers orally.

Answers: 1 C 2 C 3 B 4 A 5 A 6 A 7 C 8 B 9 A 10 C

ACTIVITY 4 Discuss in pairs or small groups. 10 mins

- 1 The pupils read the task.
- 2 Elicit some ideas for titles from the pupils.
- 3 In pairs or small groups, the pupils discuss what to call the story.
- 4 Choose pupils to say what title they chose, and why they chose it.

Answers: (Possible answers) What is a school for? / Learning then and now / Face-to-face / Perhaps life was better then

Period 3

ACTIVITY 1 Read the story on page 68 and discuss these questions in pairs or small groups. 5 mins

- 1 The pupils read question 1.
- 2 Elicit some words and phrases from the pupils.
- 3 In pairs or small groups, the pupils discuss the questions.
- 4 Choose pupils to tell the class their answers.

Answers: 1 She was irritated by her brother; she spoke to him in a superior way; she uses phrases like 'Listen carefully' and 'Got it?' 2 He thinks their life might have been more fun, because they met people face-to-face, they played with them and they had real friends.

ACTIVITY 2 In the story, Zilla and Veep talk about education in our time. By reading carefully, you can get an idea about what education is like for them in the future. Make notes on the following. 5 mins

- 1 Give the pupils time to read the text again.
- 2 Read the first category to the pupils (where they study) and elicit ideas from the pupils (see Answers below).
- 3 The pupils make notes for all the categories.
- 4 In pairs, pupils discuss what they have in each category.
- 5 If necessary, check the answers orally.

Answers: where: at home how: using programs on a computer which creates a virtual classroom; the computer knows what the children know and don't know teachers: instructors on a computer, not real people

ACTIVITY 3 Write a paragraph to describe education in the time of Zilla and Veep. 5 mins

- 1 The pupils read the opening of the paragraph.
- 2 The pupils write the paragraph, using the ideas on the board.
- 3 Ask individual pupils to read their paragraphs.

Answers: Pupils' own answers

ACTIVITY 4 Write a second paragraph to give your opinion of the two types of school. 5 mins

- 1 Elicit opinions from the pupils about schools in the future and schools now.
- 2 Write the ideas in note form on the board.
- 3 The pupils decide which type of school they prefer.
- 4 The pupils write a paragraph expressing their opinion about the schools.
- 5 Ask individual pupils to read their paragraphs.

Answers: Pupils' own answers

ACTIVITY 5 Discuss the following topic in groups. 10 mins

- 1 The pupils read the introduction.
- 2 Copy the table on the board.
- 3 Elicit some ideas about important developments 200 years from now. Add one of these ideas to the table.
- 4 Elicit ideas about how the development you added to the table will change lives.
- 5 Add these ideas to the table.
- 6 In groups, the pupils add more developments, and more details of the way they will change lives.
- 7 Ask pupils to tell you what they have added to their tables. Add appropriate ideas to the table on the board.

Answers: *Pupils' own answers*

ACTIVITY 6 Work in pairs to write a paragraph looking back from the future. 10 mins

- 1 The pupils read the instructions.
- 2 Read the three questions to the pupils. Elicit ideas from them, using the ideas in the table on the board.
- 3 In pairs, the pupils write their paragraphs.
- 4 Arrange a gallery: put all the paragraphs on the wall, and give the pupils time to circulate and read them.
- 5 Take class votes for categories such as the best-written paragraph, the most imaginative paragraph, etc.

Answers: *Pupils' own answers*

Period 4**ACTIVITY 1 Discuss these questions in pairs or small groups. 5 mins**

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

Answers: *Pupils' own answers*

ACTIVITY 2 Read only the topic sentences in the following text to answer these questions. 5 mins

- 1 The pupils read the two questions.
- 2 Give the pupils time to read only the topic sentences in the four paragraphs.
- 3 Stop the pupils. The pupils discuss the questions in pairs or small groups.
- 4 Choose pupils to say what they discussed.

Answers: *every night, in bed; to escape from his own world and let his imagination take over, to open up new and exciting possibilities, to relax his mind, to enrich his knowledge*

ACTIVITY 3 Read the text and tick all the reasons the author gives for reading. (Be careful. There are some other reasons not in the text.) 10 mins

- 1 The pupils read the list of reasons for reading.
- 2 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 3 Give the pupils time to read the text in details.
- 4 The pupils tick all the reasons for reading which are in the text they have just read.
- 5 Check the answers orally.

Answers: 1, 2, 4, 5, 6, 8

ACTIVITY 4 Find words or phrases in the text which mean the same as the following. (The words are in the same order as in the text.) 10 mins

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

Answers: 1 *electronic* 2 *e-book reader* 3 *pilot* 4 *mind*
5 *perfect* 6 *take a break* 7 *settling* 8 *politics*

ACTIVITY 5 Complete these sentences with words or phrases from Activity 4. (You will need to change the form of some of the words.) 10 mins

- 1 The pupils read number 1. Help them to complete it with a word / phrase from Activity 4 (*mind*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *mind* 2 *politics* 3 *take a break* 4 *perfect* 5 *piloted*
6 *electronic* 7 *settled*, *e-book reader*

Period 5**ACTIVITY 1 Work in pairs to list all the reasons the writer of the text in Period 4 gives for reading. 10 mins**

- 1 Remind the pupils about the text they read in the previous period.
- 2 Elicit the reasons for reading which the author gave in the text.
- 3 The pupils can look at the text to find any reasons which they haven't been able to remember.

Answers: Pupils' own answers

ACTIVITY 2 Find the words or phrases in the text in Period 4 and answer the questions. Circle A, B or C where required. 10 mins

- 1 The pupils read number 1. Help them to choose the correct answer (*to make his point more strongly*).
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 A 2 1 he doesn't know it, 2 it changes it to the opposite, 3 unhappy, unwelcome, unused, etc. 3 1 it has no limits, you can go anywhere, 2 so many that you can't count them, 3 C, 4 helpless, useless, timeless, etc. 4 C 5 A 6 B 7 C

ACTIVITY 3 Find these two-word verbs with *take* in the text in Period 4 and match them with their meanings (as used in the text). 5 mins

- 1 The pupils read the text in the green box.
- 2 The pupils read number 1 (*take over*). Help them find it in paragraph 1 of the text.
- 3 Help the pupils to choose the meaning of *take over* as it is used in the text.
- 4 The pupils match the rest of the verbs with their meanings in the text.
- 5 Check the answers orally.

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

ACTIVITY 4 Complete the sentences with a particle from the two-word verbs in Activity 3. 5 mins

- 1 The pupils read number 1. Help them to complete it with a particle from Activity 3 (*away*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 away 2 off 3 over 4 to 5 on

ACTIVITY 5 Discuss these questions in groups. Then write a summary of your reading habits. 10 mins

- 1 The pupils read the first question.
- 2 Elicit some reasons from the pupils.
- 3 In groups, the pupils discuss the questions about reading.
- 4 Choose pupils to say what they discussed.

Answers: Pupils' own answers

Period 6

ACTIVITY 1 Read the two summaries of the story in Unit 1 Period 4. Make notes of their similarities and differences. 15 mins

- 1 Show the two summaries to the pupils. Elicit some of the more obvious differences between them (see *Answers below*).
- 2 Give the pupils time to read the two summaries in detail.
- 3 The pupils make notes of all the differences.
- 4 Check the answers orally.

Answers: A uses bullet points, B is a paragraph / A uses mainly objective facts, B uses more feelings / A uses single short sentences, B uses linkers to make longer sentences. / A uses very plain language, B uses more picturesque language. / B is more interesting than A.

ACTIVITY 2 Discuss these questions in groups. 10 mins

- 1 Read the first question to the pupils.
- 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.

Answers: 1 They are both about the same story. The key facts are the same. 2 see *Answers above*

ACTIVITY 3 Complete these two summaries of the story in Period 2. 15 mins

- 1 Give the pupils time to read the story in detail.
- 2 Elicit ideas for summary A (*In the future, two children discuss a book given by their grandmother.*).
- 3 Elicit ideas for summary B (*Veep is amazed by the book his older sister Zilla is reading.*).

Answers: Pupils' own answers

Period 7

ACTIVITY 1 Discuss in groups and make notes below. How will transport be different in about 200 years from now? 10 mins

- 1 The pupils read the categories. Copy the table on the board.
- 2 Elicit idea from the pupils about how transport will change. Add the ideas to the table.
- 3 In groups, the pupils make notes in the table.
- 4 Ask one pupil from each group to tell you their ideas. Add appropriate ideas to the table on the board.

Answers: Pupils' own answers

ACTIVITY 2 Complete these sentences using information from your notes. 5 mins

- 1 The pupils read number 1. Help them to answer it with their own opinions.
- 2 The pupils complete the rest of the sentences.
- 3 Choose pupils to read their answers to the class.

Answers: Pupils' own answers

ACTIVITY 3 Write a composition comparing transport now and in the future. 15 mins

- 1 The pupils read the starting sentence.
- 2 Elicit ideas from the pupils about how to continue, what points to include, and how to finish the composition.
- 3 The pupils write their compositions.

Answers: Pupils' own answers

ACTIVITY 4 Check your composition to find ways to improve it. 10 mins

- 1 The pupils read the checklist from the back of the book.
- 2 The pupils check their compositions and try to improve them. Circulate while they are doing this and suggest improvements that can be made.
- 3 The pupils swap their compositions with each other and suggest improvements.
- 4 The pupils write a final draft of their compositions.
- 5 Arrange a gallery: put all the compositions on the wall, and give the pupils time to circulate and read them.
- 6 Take class votes for categories such as the best-written composition, the composition with the most original ideas, etc.

Answers: Pupils' own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find interesting? Which parts showed ideas and ways of doing things that might be useful in your future life? Are there any ideas that you still find confusing?* 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 these statements about Part 2 of 'The Call of the Wild'. Are they TRUE (T) or FALSE (F)? 5 mins

- 1 The pupils read number 1. Ask *Is that true or false?* (True.)
- 2 The pupils answer the rest of the questions.
- 3 Check the answers orally.

Answers: 1 T 2 T 3 F 4 T 5 F 6 T 7 F 8 T

ACTIVITY 2 Discuss the questions in pairs. Then write short answers. 10 mins

- 1 The pupils read the first question.
- 2 Help the pupils to find the answer in paragraph 3.
- 3 Help the pupils write a short answer to the question (see *Answers below*).
- 4 In pairs, the pupils write short answers for the other questions.
- 5 Choose pupils to read their sentences to the class.

Answers: (Example answers) 1 *He saw another dog stealing meat from the men, and the next day he copied that dog.* 2 *The men would hit you with clubs to make you obey them, and the dogs would fight with you to show that they were superior.* 3 *He became very strong, he could see, smell and hear better and he learned a lot about living in the wild.* 4 *Because it was something his ancestors had done, and now he was doing it because he was living in the wild.* 5 *Because he realised that Buck wanted to take his position as leader of the pack.* 6 *Because he was hungry, and he had ancestral memories of chasing and killing animals to eat.*

ACTIVITY 3 Put the sentences in order to describe the fight with Spitz. 10 mins

- 1 Show the pupils the first sentence (*All the dogs chased a rabbit*).
- 2 Help the pupils find the next sentence (*Spitz killed the rabbit*).
- 3 The pupils number the rest of the sentences in the correct order.

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

ACTIVITY 4 Work in small groups to discuss these questions. Predict what you think will happen in the rest of the story. 5 mins

- 1 The pupils read the first question.
- 2 Elicit ideas and opinions about how Buck feels after Perrault and François have gone.
- 3 In small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

ACTIVITY 5 Read Part 3 of 'The Call of the Wild' on pages

94–97. 10 mins

- 1** Give the pupils time to read Part 3 briefly. Tell them to concentrate on finding out what happens in the plot.
- 2** Help the pupils to compare what happens with their predictions in Activity 4.
- 3** The pupils should read Part 2 in detail for homework.

Taking the lead

Aims: pupils will be able to read an extended composition, understand and complete questionnaires, identify topics in paragraphs; make notes; write a business plan; write a business letter

Key language: *amount, brilliant, considerate, decisive, digital, entrepreneur, garage, identify, market, passion, rent, resign, role, self-belief, self-control, self-defence, self-employed, self-help, self-respect, self-service, self-taught, shortage, take apart, vision*

Materials: Pupil's Book

Period 1

Introduction 5 mins

- 1 Talk with the pupils about the topics in this unit:
 - Leaders and leadership
 - Entrepreneurs
 - Writing a business plan
 - Writing a business letter
 - Finishing the story in the Literature section ('The Call of the Wild')
- 2 As you introduce these topics to the pupils, show them the relevant periods in the book:
 - Reading comprehension and vocabulary period (1)
 - Reading and comprehension periods (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 Discuss these questions in a group. 5 mins

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

Answers: *Pupils' own answers*

ACTIVITY 2 Read and answer this questionnaire to find out if you are a leader. 10 mins

- 1 Show the questionnaire to the pupils and explain how to use it.

- 2 Ask questions to check the pupils understand how to use the questionnaire, such as *If you think you're good, but not very good, at communicating with others, what number would you choose? (3 or perhaps 4).*
- 3 The pupils complete the table then read their score.
- 4 Ask pupils to tell the class what they scored and whether they think that is an accurate description or not.

Answers: *Pupils' own answers*

ACTIVITY 3 Choose the best way to complete the sentences. Circle A, B or C. 5 mins

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

Answers: 1 A 2 C 3 C 4 B 5 B 6 A

ACTIVITY 4 Discuss the following in pairs. 5 mins

- 1 The pupils read the adjectives in the box.
- 2 The pupils read the first question.
- 3 Elicit some opinions about describing leadership from the pupils.
- 4 In pairs or small groups, the pupils discuss leadership. They should give reasons for their choices and try to convince each other.
- 5 Choose pupils to say what they discussed.

Answers: *Pupils' own answers*

ACTIVITY 5 In groups of four, compare your list of five adjectives. Discuss and choose the five most important for a good leader. 5 mins

- 1 Arrange the pupils in groups of four.
- 2 In each group, the pupils compare the list of five adjectives they made in Activity 3.
- 3 The pupils give reasons for the choices and try to convince each other. They choose five words for a list that they all agree on.
- 4 Choose pupils to read their group's list to the class.

Answers: *Pupils' own answers*

ACTIVITY 6 Write a short description of what you think makes a good leader. 5 mins

- 1 Elicit sentences from the pupils about leaders, using the words in the lists.

- 2 The pupils write a short description of what makes a good leader. They should use their lists of words, expanding on the ideas and giving more detail.
- 3 Choose pupils to read their description to the class.

Answers: (Example answer) *I think a good leader needs, most importantly, to be decisive. People do not respect a leader who takes a long time to make decisions. In order to make the right decisions, he or she must be fair and considerate. He may not always be able to make decisions that people like, but they should feel that he has thought about them and taken their feelings into account. In order to convince people that an unpopular decision is the right one, he needs to be communicative – he must be able to get across his points of view and convince people. Finally, he needs to be hard-working, because people like to see a leader who spends time trying to make things better for them.*

Period 2

ACTIVITY 1 Discuss these questions in pairs. 5 mins

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

Answers: *Pupils' own answers*

ACTIVITY 2 Read the text below to find out about one successful business leader. 10 mins

- 1 Before the pupils read the text, you may want to select three or four new words and explain them to the pupils. This will:
 - help them to understand the text
 - make it easier for them to guess the meaning of the other new words
- 2 Give the pupils time to read the text in detail.

ACTIVITY 3 Match the five paragraphs of the text with their topics. 10 mins

- 1 The pupils read the list of topics in the table.
- 2 Help the pupils identify the topic for paragraph 1 (*Introduction to the man and his achievements*).
- 3 The pupils match the rest of the paragraphs with their topics.
- 4 Check the answers orally.

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

ACTIVITY 4 Find words in the text to complete these dictionary entries. (The words are in the same order as in the text.) 10 mins

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

Answers: 1 role 2 digital 3 take apart 4 garage 5 passion 6 amount 7 resign

ACTIVITY 5 Complete these sentences with words from Activity 4. (You may need to change the form of some words.) 5 mins

- 1 The pupils read number 1. Help them to complete it with a word from Activity 4 (*amount*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 amount 2 garage, taking apart 3 passion 4 resigned 5 digital 6 role

Period 3

ACTIVITY 1 Read the text in Period 2 again and decide if these sentences about Steve Jobs are TRUE (T) or FALSE (F). If there is not enough information to decide, choose DOESN'T SAY (DS). 10 mins

- 1 Give the pupils time to read the text about Steve Jobs again in detail.
- 2 The pupils read number 1. Ask *Is that true or false, or doesn't it say? (False)*.
- 3 The pupils identify the rest of the questions as true or false.
- 4 Check the answers orally. Ask the pupils where they found each answer in the text.

Answers: 1 F 2 T 3 DS 4 F 5 F 6 DS

ACTIVITY 2 Work in pairs. Compare sentence 1 from the text with sentence 2, and then choose the correct answer. Circle A, B or C. 10 mins

- 1 Choose pupils to read sentence 1 and sentence 2.
- 2 In pairs, they decide which sentence, A, B, or C is true (B).
- 3 Check the answer orally. Make sure the pupils realise that the structure is like using an emphatic version of *and*, and that in addition it makes a more interesting-sounding sentence.

Answer: B

ACTIVITY 3 Complete the form below to make a summary of Steve Jobs' life. 10 mins

- 1 The pupils read the headings in the summary of Steve Jobs' life.
- 2 Ask *What goes in the heading Born:?* (24th February 1955).
- 3 The pupils complete the rest of the summary.
- 4 Copy the table on the board. Ask individual pupils to complete parts of the summary on the board.

Answers: Name: Steve Jobs; Nationality: American; Born: 24th February 1955; Died: 5th October 2011; Early life: clever but didn't get on well at school / his father introduced him to electronics / learned to take apart and rebuild radios and TVs / left college and travelled; Key events: 1976 Steve Wozniak invented Apple 1 computer, Steve Jobs joined him, 1985 Jobs was pushed out of Apple, 1986 bought Pixar animations, 1995 first film made completely on a computer (Toy Story), 1996 returned to Apple, 2011 Apple was wealthiest company in the USA, Steve Jobs resigned, died on 5th October; Achievements: introduced good quality technology to the world: iMac, iPod, iPhone, iTunes and iPad, helped develop digital animations when he was at Pixar

ACTIVITY 4 Work in pairs or small groups. Read some of the things that Steve Jobs said. Then discuss these questions. 10 mins

- 1 Choose individual pupils to read one speech bubble each.
- 2 Elicit some opinions from the pupils about the first speech bubble.
- 3 In pairs or small groups, the pupils discuss the speech bubbles.
- 4 Choose pupils to say what they discussed.

Answers: (Example answers) *Talking about products: Design is not just what it looks like ... / Things don't have to change the world to be important. / Let's go invent tomorrow ...; Talking about ideas: Being the richest man in the world ... / Your work is going to fill a large part of your life ...; Favourite quotation: I like 'Being the richest man in the cemetery ...' because it shows that money is not the most important thing in life. It's much more important to do amazing things that help other people.*

Period 4

ACTIVITY 1 Discuss these questions in groups. 5 mins

- 1 The pupils read the first question.
- 2 Elicit some names from the pupils.
- 3 In groups, the pupils discuss business leaders.
- 4 Choose pupils to say what they discussed.

Answers: Pupils' own answers

ACTIVITY 2 Before you read the text about business entrepreneurs, look at these sub-headings. What sort of information do you think you will find under each sub-heading? 5 mins

- 1 The pupils read the sub-headings.
- 2 For each sub-heading, elicit ideas from the pupils of what will be in the text.

Answers: Pupils' own answers

ACTIVITY 3 Now read the text. Write the sub-headings in the correct place. 10 mins

- 1 Give the pupils time to read the text.
- 2 The pupils write the sub-headings in the correct parts of the text.
- 3 Check the answers orally.

Answers: 1 What is an entrepreneur? 2 Who are the entrepreneurs? 3 What do entrepreneurs do? 4 What makes a successful entrepreneur?

ACTIVITY 4 Find words in the text which mean the same as the following. (The words are in the same order as in the text.) 10 mins

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

Answers: 1 market 2 identify 3 shortage 4 rent (out) 5 vision 6 brilliant

ACTIVITY 5 Complete the sentences with words from Activity 4. 5 mins

- 1 The pupils read number 1. Help them to complete it with a word from Activity 4 (*brilliant*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 brilliant 2 shortage 3 vision 4 market 5 identify 6 rent (out)

ACTIVITY 6 Discuss this task in pairs or small groups. 5 mins

- 1 The pupils read the instruction.
- 2 Elicit the five qualities from the previous text (*Creativity, Organisation, etc*).
- 3 In pairs or small groups, the pupils discuss the importance of each one.
- 4 Ask a pupil from each group to read the order they chose in their group.

Answers: Pupils' own answers

Period 5

ACTIVITY 1 Read the text in Period 4 again carefully and circle the correct answer. 15 mins

- 1 Give the pupils time to read the text again in detail.
- 2 The pupils read the first question. Help the pupils to choose the correct answer (*they were important in the computer world*).
- 3 The pupils answer the rest of the questions.
- 4 Check the answers orally.

Answers: 1 C 2 B 3 product b, service c, idea a 4 pupils' own ideas 5 A 6 B

ACTIVITY 2 Match the words using *self-* with their meanings. 10 mins

- 1 The pupils read the first word (*self-belief*). Show them the meaning (*believing in yourself to be able to achieve things*).
- 2 The pupils match the rest of the *self* words.
- 3 Check the answers orally.

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

ACTIVITY 3 Complete the sentences with words from Activity 2 using the prefix *self-*. 10 mins

- 1 The pupils read number 1. Help them to complete it with a word from Activity 2 (*self-service*).
- 2 The pupils complete the rest of the sentences.
- 3 Check the answers orally.

Answers: 1 *self-service* 2 *self-taught* 3 *self-respect* 4 *self-help* 5 *self-defence* 6 *self-control* 7 *self-employed* 8 *self-belief*

ACTIVITY 4 Work in pairs. List the *self-* words that apply to entrepreneurs. 5 mins

- 1 Give the pupils just 2 minutes to select words from the previous activity.
- 2 You may wish to extend their knowledge of *self-* words, e.g. *self-assured*, *self-reliant*.

Answers: (the most likely are) *self-belief*, *self-control*, *self-respect* (perhaps also) *self-taught*

Period 6

ACTIVITY 1 Imagine you are going to start a business. What area would you like to work in? Look through the list and choose three areas that interest you. 5 mins

- 1 The pupils read the list of areas.
- 2 Each pupil chooses three areas they would like to start a business in.

Answers: Pupils' own answers

ACTIVITY 2 Work in a small group and follow the points below. You are going to start a new business. 10 mins

- 1 The pupils read the instructions. Make sure they understand them.
- 2 In small groups, the pupils work through the instructions. Make sure they all write notes of all their decisions as a group – they will need the notes for the next activity.

Answers: Pupils' own answers

ACTIVITY 3 Write a business plan. Follow the guide below. 10 mins

- 1 The pupils read the sections of the business plan.
- 2 Elicit ideas about what the pupils can write in each section.
- 3 The pupils use their notes from Activity 2 to write the business plan.

Answers: Pupils' own answers

ACTIVITY 4 Present your business plans to the class. As you listen to the others, make notes using the headings below. At the end, decide which group has the best business plan. 15 mins

- 1 Show the table to the pupils and make sure they understand how to complete it as they listen to each group's business plan.
- 2 Choose pupils from each group to read the group's business plan to the class.
- 3 Arrange a class vote to find out the best business plan.

Sample answer:

The name of my business is Help in a Hurry. It's going to be a service business, providing all kinds of help to people. I'm going to run it, and I'm going to have a lot of part-time employees with specialised abilities.

People will pay a monthly fee for the Help in a Hurry service. Then, whatever kind of help they need, they can access the website and arrange for one of our specialists to visit them. For example, if they have a computer problem, we'll send a computer expert.

I'll need to advertise this service on the radio, on the internet and in other ways. Eventually, I'll hope to get more and more business by personal recommendation.

I'll need about \$100,000 to start my business. That money will be used for recruitment of experts, office expenses and internet presence. The monthly fee will be very high: this service is for highly-paid business people. I would expect our profit to be about 30% of monthly fees.

Period 7

ACTIVITY 1 Read the business letter. Then match the letters (a) to (g) on the letter with the notes below. 15 mins

- 1 Give the pupils time to read the business letter in detail.
- 2 The pupils read number 1. Ask *Which section of the letter does it refer to? (d).*
- 3 The pupils match the rest of the notes to parts of the letter.
- 4 Check the answers orally.

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

ACTIVITY 2 Write a business letter to ask a bank for money to start your business. 25 mins

- 1 Give the pupils time to look through the letter in Activity 1 again.
- 2 Explain that the pupils are going to write another letter. This letter is also going to ask for a business loan. However, the business is going to be the business that they wrote a business plan for in Period 6.
- 3 The pupils write the letter and attach a neat copy of their business plan.
- 3 Alternatively, arrange a gallery: put all the letters with their business plans on the wall, and give the pupils time to circulate and read them.
- 4 Take class votes for the business which is most likely to get a loan from the bank.

Answers: Pupils' own answers

Unit summary

- 1 The pupils read the Unit summary.
- 2 Ask questions such as *Which parts did you find interesting? Which parts showed ideas and ways of doing things that might be useful in your future life? Are there any ideas that you still find confusing? 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 Put the sentences in order to summarise the plot of this section of the story. 5 mins

- 1 Show the pupils the first sentence (*Buck learned to love John Thornton*).
- 2 Help the pupils find the next sentence (*He began to go into the forest more and more*).
- 3 The pupils number the rest of the sentences in the correct order.

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

ACTIVITY 2 Find four phrases in this section of the story that show ways in which Buck is different now from when he lived in Santa Clara Valley. 5 mins

- 1 Help the pupils to find one of the phrases in the text (*see Answers below*).
- 2 The pupils find the rest of the phrases.
- 3 Check the answers orally.

Answers: (*There are many phrases students can choose from – these are some*) '*... he felt wild, burning love...*'; '*He was an animal of the wild ... not a soft Southland dog...*'; '*he would take things from any other man in any other camp...*'; '*He gave no mercy – he never stopped once he had started a fight to the death...*'; '*he felt every kind of dog behind him...*'; '*He was a killer ...*'; '*All these things made him as great and strong as any wild animal...*'; '*His muscles were as strong as iron, and every part of him was full of life...*'; '*He would not be afraid of men now ...*'

ACTIVITY 3 Discuss the questions in pairs. Then write short answers. 10 mins

- 1 The pupils read the first question.
- 2 Help the pupils to find the answer.
- 3 Help the pupils write a short answer to the question (*see Answers below*).
- 4 In pairs, the pupils write short answers for the other questions.
- 5 Choose pupils to read their sentences to the class.

Answers: (*Example answers*) 1 *Kill or be killed.* 2 *Because he was feeling the call of the wild.* 3 *Because he loved his owner, John Thornton.* 4 *Because he felt that this wolf could be like a brother to him.* 5 *Because he could follow the smell of John Thornton into the pool, but he couldn't find a trail going out of the pool, so he knew John's body was in the pool.* 6 *He felt empty because John Thornton was dead, but he felt proud because he had killed men and he was not afraid of them now.*

ACTIVITY 4 Discuss in small groups. 10 mins

- 1 The pupils read the first question.
- 2 Elicit ideas and opinions about the ending of the story.
- 3 In small groups, the pupils discuss the questions.
- 4 Choose pupils to say what they discussed.

Answers: *Pupils' own answers*

ACTIVITY 5 Write a new ending for the story. 10 mins

- 1 Elicit ideas for a new ending to the story. These can be ideas that were discussed in Activity 4, or new ideas.
- 2 The pupils write a new ending for the story. If necessary, the ending can be finished for homework, and the activity resumed, with the completed endings, in the next period.
- 3 Arrange a gallery: put all the new endings on the wall, and give the pupils time to circulate and read them.
- 4 Take class votes for the best new ending.

Answers: *Pupils' own answers*

Now turn to page 129 for the end of year Reading Plus test.

Progress test 2 (Units 4–6)

Period 1

Part A

ACTIVITY 1 Read the text and then choose the correct answer to the questions. Circle A, B or C.

Answers: 1 feel, remembering, speed 2 B 3 B 4 A 5 A 6 B

1 mark for each correct answer

ACTIVITY 2 Find words in the text that mean the following. (The words are in the same order as in the text.)

Answers: 1 research 2 non-fiction 3 concluded 4 discomfort 5 suffer 6 outcome

1 mark for each correct answer

Total = 12

Part B

ACTIVITY 1 Read the text and answer the questions below. Circle A, B or C where required.

Answers: 1 B 2 C 3 stress, ill 4 B 5 danger 6 A 7 C

1 mark for each correct answer

Total = 8

Part C

ACTIVITY 1 Complete the sentences with words from the box.

Answers: 1 variety 2 contribute 3 electronic 4 perfect 5 take apart

1 mark for each correct answer

ACTIVITY 2 Choose a word from the box to replace the underlined phrases.

Answers: 1 depend on 2 crime 3 solve 4 identify 5 vision

1 mark for each correct answer

Total = 10

Period 2

Part A

ACTIVITY 1 Choose the correct way to complete these sentences about 'The Call of the Wild'. Circle A, B or C.

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

1 mark for each correct answer

ACTIVITY 2 Imagine you are Buck and can write. Write a letter from Buck to Judge Miller to tell him what happened.

Answers: Pupils' own answers

10 marks: 3 marks for recounting some of the main events; 3 marks for explaining how Buck has changed as a result of the experiences; 2 marks for explaining how Buck feels at the end, living in the wild; 2 marks for general expression, grammar, etc.
Total = 15 marks

Part B

ACTIVITY 1 There is a plan to use e-readers in your school. The students have been asked to give their opinions. Write a letter to your school headteacher.

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 mark = Very inaccurate and unclear

Unit 3 Period 6

A new tourism project

The situation

You live on a small community on the coast. The only employment is fishing but this does not support the whole community. There are many unemployed people and the community is poor. There is a beautiful beach and the tourists who visit love it. However, there are very few tourists because the roads are poor and there are no hotels.

A foreign tourism company plans a tourist development. It wants to build new roads, a big hotel with several restaurants and a sports centre.

Some environmentalists are against the plan and the community will not be able to use the beach for fishing because it will be used for tourists only.

The government has organised a meeting to discuss the advantages and disadvantages of the plan.

Role A: You work for the government

You will be chairperson and must make sure everyone has a chance to speak and give their opinions.

You are not sure if you support the plan or not. You want to create jobs and get tourists to spend money, but you don't like the idea of foreigners taking over the land. Your father was a fisherman in this community 20 years ago.

You will have to make a decision at the end of the meeting.

Start: *I'd like to welcome you to this meeting. Who would like to speak first?*

Role B: You are a community leader

You support the development because it will create jobs. At the moment most of the men have to travel to find work. Some don't return leaving the women alone with the children. The school is old and many of the children don't have enough to eat.

Start: *I think we all need this development because ...*

Role C: You are an environmentalist

You do not want the development because the land where the hotel will be built is the home to some plants and birds. Also, tourists will walk around and cause pollution which will harm the environment. If one hotel comes, more will probably follow.

Start: *I'm afraid I can't support this plan because ...*

Role D: You are a fisherman

You do not want the development because you will lose your job and you don't want to work in a hotel. Your family has always fished and you are proud of your skills.

You are afraid the tourists will bring foreign ideas to the young people.

Start: *This development will be a disaster for us all because ...*

Role E: You are the hotel developer

You want the development to go ahead because you will make a lot of money from it.

You also think it is a good future for the community. It will create 1,000 jobs during the construction and 200 will have jobs in the hotel.

Start: *This development offers the community a good future because ...*



Practice Test – Semester 1

Section 1: Reading

Passage 1

Read the text about learning styles and complete the tasks below.

Visual learners prefer learning by seeing, either through reading or with pictures and other images. Aural learners learn best by hearing words or music, while physical learners tend to use their bodies and sense of touch ('learning by doing'). No matter which of the three basic groups you are in, you may work best either on your own or with others, but obviously it's impossible to be both a social and a solitary learner).

In reality, though, a person's own learning style is neither simple nor fixed. Each of us has a mixture of learning styles. Many people find that they have one style that suits them best, while others use different styles according to what they are studying. Also, you can make efforts to improve your learning in styles that you are less good at.

1. Complete the sentences to show which type of learner they are referring to. (5 marks vocational, 2.5 marks academic)

- _____ learners learn by listening.
- _____ learners prefer studying alone.
- _____ learners learn best while being active.
- _____ learners learn by looking at things.
- _____ learners prefer studying in pairs or groups.

2. Complete the sentences. (7 marks vocational, 4 marks academic)

1. You can't be both a solitary and a social learner because _____

2. A person's learning style is not simple because _____

3. A person's learning style is not fixed because _____

4. Some people change their learning style when they are _____

Passage 2

Read the text about walking in Palestine and complete the tasks below.

As a child, Nabil Hamed used to wander in the hills and valleys of Palestine with his father, a shepherd. After taking a break to continue his education abroad, he returned to Palestine and continued hiking, simply for the love of walking and nature. As time went by, he began to notice irreversible changes: the beauty of this ancient land was being destroyed by the Israeli occupation, sometimes rapidly, sometimes gradually. Olive trees and grapevines were pulled up, old stone buildings and even whole villages were pulled down to make room for more and more settlements, their roads and dividing walls.

Today, many Palestinian natural treasures have become impossible to visit. Nabil Hamed, now in his sixties, has written this book to preserve them, at least in words. It tells the story of how a pleasure so many of us take for granted is being taken away: the freedom to wander through the countryside.

1. Answer the questions using 1–3 words from the text. (5 marks vocational, 4.5 marks academic)

1. What was Nabil Hamed's father's work?

2. Where did Nabil Hamed finish his studies?

3. What was the main cause of the changes to the Palestinian countryside?

4. What can people no longer go to see in Palestine?

5. How old was Nabil Hamed when the book was published?

2. Choose the correct ending for the sentences. (8 marks vocational, 4 marks academic)

1. Nabil Hamed enjoys hiking as a hobby because

A he loves the countryside and wildlife.

B he likes to stay fit and active.

2. Saying that the changes were *irreversible* means that

A things are now completely different from how they used to be.

B it isn't possible to return to how things were before.

3. Nabil Hamed's purpose in writing his book was

A to draw attention to the effects of the Israeli occupation

B to make sure Palestine's natural beauty is not forgotten

4. When he says that some people *take this pleasure for granted*, the writer means that

A they don't realise how valuable it is.

B they think it should be free for everyone.

Passage 3

Read the text about weather forecasting and complete the tasks below.

People have been trying to predict the weather for thousands of years. Over 2,500 years ago, the Babylonians produced weather forecasts based on watching the clouds and stars, and Chinese weather forecasting goes back at least as far as **this**.

All early methods relied on seeing patterns that happened in nature. For example, people noticed that when a sunset was especially red, the next day's weather was often sunny. **This idea** survives in the English proverb "red sky at night is the shepherd's delight – red sky in the morning is the shepherd's warning".

Many languages have sayings like this, but even **those** that are correct more often than not are not scientific. Modern weather forecasting began in 1835 with the invention of the electric telegraph. **This** allowed information from distant places to be received all at the same time, so that **it** could be studied and used to predict what weather might come next.

1. Complete the sentences with 1–3 words from the text. (5 marks)

The Babylonians predicted the weather by looking at _____.

Early weather forecasters looked for natural _____.

Some people say that a red sunset predicts _____ weather.

A lot of countries have _____ about the weather.

Forecasters now predict the weather by studying a lot of _____.

2. Decide whether the sentences are TRUE or FALSE, according to the text. (5 marks)

The Chinese may have begun forecasting the weather before the Babylonians. TRUE / FALSE

The English proverb about red sky is the same in most languages. TRUE / FALSE

Old sayings about the weather are usually accurate. TRUE / FALSE

The electric telegraph was invented to make it easier for the public to get weather forecasts. TRUE / FALSE

Studying the weather became easier after 1835. TRUE / FALSE

3. What do these words and phrases, highlighted in the text, refer to? (5 marks)

this _____

This idea _____

Those _____

This _____

it _____

Section 2: Vocabulary

- 1. Complete the sentences with the negative form of adjectives from the box, adding the prefixes *im-*, *ir-*, *in-*, and *un-*.**
(5 marks)

regular dependent polite accurate usual

1. We sometimes get cold weather here but it's quite _____.
2. You never know when the post will arrive because the service is so _____.
3. It would be _____ to refuse his invitation.
4. She likes deciding things by herself; she's very _____.
5. His writing is very _____, with lots of mistakes.

- 2. Complete the sentences with a word related to the word in brackets (5 marks)**

1. Have you reached a _____ yet? (conclude)
2. This is the last and _____ match of the season. (decide)
3. _____ of mobile phones by young people has risen to over 90%. (own)
4. There is no easy _____ (solve)
5. Working in a noisy environment can be very _____. (stress)

- 3. Complete the sentences with words from the box**

pass attention review assumptions details praise regulations evidence suit label

1. If the way a student is taught doesn't _____ a student's learning style, people may _____ the learner as "slow".
2. He spoke so fast that it was hard to pay _____ to all the _____ of what he was saying.
3. People often make _____ about things when there is actually little or no _____ to prove that it's true.
4. The government have decided to _____ a new law to add to the safety _____ that already exist.
5. In every _____ of the book, people _____ the writer's style.

4. Add a correct preposition or particle from the box to complete the sentences (there is one that you don't need). (2.5 marks)

to in up on down for

1. They had to pull _____ the building because it was dangerous.
2. The match was cancelled due _____ the terrible weather.
3. I feel a lot fitter since I took _____ running.
4. The manager took full responsibility _____ the company's problems.
5. If we want to do well, we have to invest _____ our children's future.

5. Put the correct verb, *do*, *have* or *make*, in the gaps. (2.5 marks)

1. Just _____ your best; the important thing is that you _____ an effort.
2. Scientists agree that human actions can _____ a negative effect on the environment.
3. Could you _____ me a favour and carry these please?
4. I think the company will _____ a profit this year.

Section 3: Language

1. Choose the correct tense or form. (5 marks)

1. I hope he arrives / arrived soon. The meal is nearly ready.
2. I wish we had / have a bit more time to finish this.
3. I've borrowed your pen – I hope you aren't / don't mind.
4. He wishes he didn't get / hadn't got so nervous in exams.
5. I'm hoping to study / for studying abroad next year.

2. Complete the sentences with verbs from the box in the correct form (infinitive with or without *to*, *-ing* form) (5 marks)

forget eat leave stay find

1. She didn't need _____ late but she had nothing better to do.
2. We'd better _____ now because it's getting late.
3. I strongly recommend _____ another job.
4. We mustn't _____ to buy some bread on the way home.
5. I'm sorry but you're not allowed _____ food in here.

3. Correct the mistakes. There is one mistake in each sentence. (5 marks)

1. I'd definitely buy this if I would have enough money.

2. Either his parents nor his teachers say anything bad about him.

3. It will be a great day as long that the weather stays nice.

4. He's a very well educating person.

5. She had rather go out for a meal than go to the cinema.

4. Rewrite the sentences, keeping the same meaning and using the words in brackets. (10 marks)

1. I think studying with others is better than studying alone. (PREFER)

2. If you aren't careful, you'll have an accident. (UNLESS)

3. I can't work quickly and also work accurately at the same time. (BOTH)

4. You can definitely win but you mustn't make any silly mistakes. (PROVIDED)

5. I think it would be better to call a taxi. (SUGGEST)

Section 4: Writing

Please choose one of the following writing tasks:

- 1. Complete the sections of a CV with your own information, using the suggestions in the box. Then write a covering letter to send with it.**

secondary education only
what you believe your personal qualities are
any work you have done, full or part time
any other qualifications you have
subjects you are studying
who you worked for and what work you did there
what you are good at, e.g. teamwork
any exams you have passed or taking next year

Education

Employment

Other Skills

2. Write a review (about 100 words) of a TV programme you have seen recently. Use this structure:

Paragraph 1: give some basic information about what kind of programme it was, what it was about, who was in it etc

Paragraph 2: explain what you liked and didn't like about the programme

Paragraph 3: say what kind of person you would recommend the programme to

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ANSWER KEY

Section 1 Reading

Passage 1

1. Aural / Solitary / Physical / Visual / Social (1 mark each – Vocational, half mark each – Academic)
2. 1. ... they are opposites of each other. (1 mark – Vocational, 1 mark – Academic)
2. ... people use a combination of styles / different styles at different times. (2 marks – Vocational, 1 mark – Academic)
3. ... you can change/improve your learning style. (2 marks – Vocational, 1 mark – Academic)
4. ... studying something different / a different subject (2 marks – Vocational, 1 mark – Academic)

Passage 2

1. 1. (He was) (a) shepherd
2. abroad
3. (the) Israeli occupation
4. (many) (Palestinian) natural treasures
5. in his sixties
(1 mark each – Vocational, half mark for Question 1 and 1 mark each for Questions 2–5 – Academic)
2. 1. He loves the countryside and wildlife.
2. It isn't possible to return to how things were before.
3. To make sure Palestine's natural beauty is not forgotten.
4. They don't realise how valuable it is.
(2 marks each for good answer/own words, 1 mark for partial or faulty answer – Vocational, 1 mark each – Academic)

Passage 3 (15 marks)

1. clouds and stars
patterns
sunny
sayings
information
(1 mark for each)
2. TRUE / FALSE / FALSE / FALSE / TRUE (1 mark each)
3. 2,500 years ago
When a sunset was especially red, the next day's weather was often sunny
Sayings
Electric telegraph
Information from distant places
(1 mark each)

Section 2 Vocabulary

1. unusual irregular impolite independent inaccurate (1 mark each)
2. conclusion deciding owning solution stressful (1 mark each)
3. suit / label
attention / details
assumptions / evidence
pass / regulations
review / praise
(1 mark for each word)
4. down / to / up / for / in (half mark each)
5. do / make / have / do / make (2.5 marks)

Section 3 Language

1. arrives; had; don't mind; didn't get; to study (1 mark each)
2. to stay; leave; finding; forget; to eat (1 mark each)
3. 1. I'd definitely buy this if I had enough money.
2. Neither his parents nor his teachers say anything bad about him.
3. It will be a great day as long as the weather stays nice.
4. He's a very well educated person.
5. She would rather go out for a meal than go to the cinema.
(1 mark each)
4. 1. I prefer studying with others to studying alone.
2. Unless you're careful, you'll have an accident.
3. I can't work both quickly and accurately at the same time.
4. You can/will definitely win, provided (that) you don't make any silly mistakes.
OR Provided (that) you don't make any silly mistakes, you can/will definitely win.
5. I suggest calling a taxi.
(2 marks each)

Section 4 Writing

For each task:

- 9–10 marks: Clear, accurate and full answer
7–8 marks: very good answer 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 (12 marks vocational, 6 marks academic)

Read the text about genetically modified food and complete the tasks below.

We can now artificially create plants that produce more food than natural ones, crops that can resist attacks by pests, rice that can grow in salty water, crops that work like medicines, and many other amazing things. To some people, this makes the future look very exciting. In 20 years' time, they say, we will all be eating GM food and the global problem of starvation will be solved.

However, not everybody is so sure that that this is a good thing. There are concerns that GM crops could have a disastrous effect on agriculture and the environment in general. They might, for example, kill natural plants and take over from them. Also, people say that we do not know enough about the effects of GM food on the human body.

1. Complete the sentences with one or two words from the text. (5 marks vocational, 2.5 marks academic)

GM crops are made _____, not naturally.

GM plants are able to _____ from things that might kill them.

Not having enough food to eat is a _____.

Some people have serious _____ about the safety of GM crops.

They believe the results might be _____.

2. Complete the table with arguments from the text (you don't need to use whole sentences). (7 marks vocational, 3.5 marks academic)

FOR GM FOOD	AGAINST GM FOOD
1 _____ _____	1 _____ _____
2 _____ _____	2 _____ _____
3 _____ _____	3 _____ _____
4 _____ _____	

Compulsory voting already exists in over 30 countries. In Belgium, for example, people who don't vote have to pay small fines, and if they go for four elections without voting, they lose the right to vote. As a result, 90% of Belgians voted in the last European election.

Two suggestions in report:

1. make it _____ for people to vote
2. reduce minimum age for voting _____

Also include the _____ to say you don't want to vote for anyone
_____ already have this law

e.g. Belgium: non-voters must _____
not voting 4 times means losing right to vote

1. What does Prof. Meadows say is the problem with young people not voting?
 - A Their opinions will not be heard.
 - B They will not be responsible people.
2. What do many young people feel, according to the text?
 - A Politics isn't interesting.
 - B Nobody listens to them.
3. If someone chooses "none of the above", what does it show?
 - A They don't like any of the candidates.
 - B They prefer not to say who they support.

Passage 3 (15 marks)

Read the text about early writing and complete the tasks below.

Deciding when people started to write is not a simple matter. One problem faced by linguists is that it is not at all easy to tell the difference between early forms of writing and artistic pictures. In fact, the same word was used for *write* and *draw* in both early Greek and Egyptian.

One thing that most experts do agree on, however, is that writing was developed at different times in different places, like the Middle East, China and Central America. There may be similarities between these different writing systems but there is almost certainly no connection between them. The earliest signs of written language have been found in the area that is present-day Iraq and Syria and are about 55,000 years old.

Early writing used simple pictures to show things. Later these were joined to show connected things and, finally, ideas. Some modern languages, like Chinese, still use picture-like characters, with one character showing one idea, so that it is not really an alphabetical letter but more like a whole word.

1. Decide whether the sentences are TRUE or FALSE according to the text. Indicate the words or phrases that helped you decide. (6 marks)

- 1.** It is hard to decide where and when writing began.

TRUE / FALSE Word/phrase: _____

- 2.** Chinese is probably the earliest form of writing.

TRUE / FALSE Word/phrase: _____

- 3.** Chinese characters are similar to letters in an alphabet.

TRUE / FALSE Word/phrase _____

2. Choose the best title from the box for each paragraph. There is one more title than you need. (6 marks)

- A International beginnings
B The development of language
C A complete meaning in a "letter"
D Which is which?

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

3. Explain how Chinese writing is different from English and Arabic writing, using your own words as far as possible. (3 marks)

Section 2: Vocabulary

1. Complete the sentences with nouns from the box. (10 marks)

publicity habitat characters concern reaction ingredients headlines couple additives threat

1. Our main _____ is that public _____ may be negative.
2. All our food is made with fresh _____ and without any extra _____.
3. These animals are under _____ because of the loss of their natural _____.
4. Getting into the news _____ will give us the _____ that we need.
5. The main _____ in the story are a married _____ who live in the forest.

2. Complete the sentences with a word from the first box and a preposition from the second box. (4 marks)

decide insist succeed good

in on for against

1. If he keeps trying, he will finally _____ passing his driving test.
2. Sorry, but in the end we had to _____ accepting your suggestion.
3. Too much sugar isn't _____ your health.
4. They _____ getting the payment in advance.

3. Match the adjectives with their meanings. (4 marks)

imaginary standard global furious instant complex vital giant

1. not real _____
2. happening immediately _____
3. normal, all the same _____
4. very necessary _____
5. very large _____
6. very angry _____
7. all over the world _____
8. not simple _____

4. Complete the sentences with a word related to the word in brackets, using -en as a prefix or suffix (2 marks)

1. The animal's long legs _____ it to run very fast. (able)
2. If it's too short, we can easily _____ it. (long)
3. This is one of the most _____ species in the world. (danger)
4. Reading is a good way to _____ your knowledge. (rich)

5. Change the form of the words in brackets to fit the sentences. (5 marks)

1. Her _____ for the job are excellent. (QUALIFY)
2. The reasons for his growing _____ are easy to see. (POPULAR)
3. There are so many different types that it's difficult to _____. (GENERAL)
4. The possible effects on the national economy could be _____. (DISASTER)
5. The _____ of the software means you can use it on all computers. (STANDARD)

Section 3: Language

1. Circle the correct tenses. (5 marks)

1. Don't worry, we'll **be finishing** / **have finished** the work before you get back.
2. If you like, I'll **take** / **be taking** you in my car.
3. I must leave now, my husband will **be waiting** / **have waited** for me.
4. There's no point in calling him at home. He'll already **be leaving** / **have left** for work.
5. This time next month, I hope I'll **live** / **be living** in my new house.

2. Put the verbs in brackets into the correct Passive form. (5 marks)

1. Even when he was young, he _____ (regard) as a great painter.
2. The competition winner _____ (inform) early next May.
3. He didn't expect _____ (choose) to play in the match.
4. This fish _____ (believe) to be the largest ever caught.
5. The house's owners _____ (say) to be away on holiday.

3. Correct the mistakes. There is one mistake in each sentence.

1. He's quite a wide known artist in the local area.

2. Spoken as someone who lives in the town, I think the new shopping area is a good thing.

3. I found some old coins while dig in the garden.

4. We visited his home town, that is about 30 km from the capital city.

5. This book can be found in the not-fiction section of the library.

4. Put the verbs in brackets in the correct past tense. (6 marks)

1. When I _____ (get) home, I realised I _____ (leave) my keys at school.

2. He _____ (have) an accident because he _____ (use) his phone while driving.

3. She _____ (like) the house as soon as she _____ (see) it.

5. Choose the correct relative pronoun. (4 marks)

1. This is the house which / where I used to live.

2. We've visited the house of the Ottoman Sultan, that / which the government turned into a museum.

3. The person who / whose work is best will win a prize.

4. Anyone who / which wants to apply can fill in the form online.

Section 4: Writing

Please choose one of the following writing tasks:

1. Write a set of instructions for starting a computer and searching for a website. Use time and ordering words and phrases.

First you have to *[explain how to turn on the computer]* _____

Then *[explain how to open the web browser]* _____

Finally, *[explain how to search for a site]* _____

2. A student website is asking for short articles with the title:

My hopes for the future

Write an article (about 100 words) for the website. Write about your hopes for your personal life, the future of your country or the world in general.

Paragraph 1: Describe your present situation and how you hope it will change in future.

Paragraph 2: Say how the situation in Palestine could improve.

Paragraph 3: Choose a problem facing the world and say what you would like to happen.

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ANSWER KEY

Section 1 Reading

Passage 1

1. artificially // resist attacks // global problem // concerns // disastrous (1 mark each)
2. FOR: Any 4 from: produce more food // resist pests // rice grows in salty water // crops like medicines // end global starvation (1 mark each)
AGAINST: Any 3 from: disaster for agriculture/environment // kill/take over from natural crops // unknown effects on human body (1 mark each)

Passage 2

1. compulsory; to 16; option; over 30 countries; pay small fines (1 mark each)
2. 1.A 2.B 3.A
3. People may not like any of the candidates / wrong to make them choose one they don't want / gives them the chance to let politicians know that they aren't satisfied

Passage 3

1. TRUE (Deciding when people started to write is not a simple matter.);
FALSE (The earliest signs of written language have been found in the area that is present-day Iraq and Syria);
FALSE (it is not really an alphabetical letter)
(2 marks each)
2. D; A; C (2 marks each)
3. English and Arabic use alphabets / letters represent sounds, put together to make words /
Chinese uses characters that represent ideas / each one is like a word (3 marks)

Section 2: Vocabulary

1. 1. concern / reaction; 2. ingredients / additives; 3. threat / habitat; 4. headlines / publicity; 5. characters; couple
(1 mark each)
2. succeed in; decide against; good for; insist on
3. imaginary; instant; standard; vital; giant; furious; global; complex

4. enable; lengthen; endangered; widen
5. qualifications; popularity; generalize; disastrous; standardisation

Section 3: Language

1. have finished; I'll take; be waiting; have left; be living
(1 mark each)
2. was regarded; will be informed; to be chosen; is believed; are said
3. 1. He's quite a widely known artist in the local area.
2. Speaking as someone who lives in the town, I think the new shopping area is a good thing.
3. I found some old coins while digging in the garden.
4. We visited his home town, which is about 30 km from the capital city.
5. This book can be found in the non-fiction section of the library.
4. 1. got / had left
2. had / was using
3. liked / saw
5. where; which; whose; who

Section 4: Writing

For each task:

9–10 marks: Clear, accurate and full answer

7–8 marks: very good answer 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 (35 marks)

Passage 1 (10 marks)

Read the text about reading and complete the task below.

Reading opens up your imagination in countless directions and allows you to go on amazing journeys. And will return you to yourself as a better person! Reading allows your mind to relax so that your imagination can take off. This provides the perfect opportunity for you to rest from the stress of your daily life. When school, home or life get too much for you, take a break and jump into a fantasy world, or dream of a science fiction future.

Beyond this calming effect, reading can enrich our knowledge of history, politics, culture ... of the whole of life. There is no limit on what we can learn and how long we can go on learning. For me, even when I take to my bed for the final time, I hope it will still be with a book in hand, a dream in my head and hope in my heart.

1. List 5 reasons why reading is good for us, according to the writer. Use your own words as far as possible. (5 marks)

1. _____
2. _____
3. _____
4. _____
5. _____

2. Find words or phrases in the text that have similar meanings to these words and phrases. (They are in the same order as in the text.) (5 marks)

1. very many _____
2. an excellent chance _____
3. have a short rest _____
4. increase and improve _____
5. in addition to _____

Passage 2 (19 marks)

Read the text about sharks and complete the tasks below.

Most people think sharks are huge, terrifying, mindless killers that attack swimmers, but a new TV series, starting soon, shows that most of these ideas are based on misunderstanding. For one thing, not all sharks are large. One type is only about 5 inches long, and the two largest types are completely harmless to humans, eating only huge amounts of tiny sea creatures.

Research suggests that most shark attacks on humans are accidental. Marine biologist Simon Harding, who has spent many years swimming with sharks and studying their habits, says: "People aren't natural shark food. Sharks usually believe they've caught something else, and will often let go after the first bite. I've seen it happen, though luckily not to me."

In fact, humans are much more of a threat to sharks than the other way round. In 2012, for example, only 11 fatal shark attacks were recorded. That doesn't include unreported ones, but in contrast, people kill around 70 million sharks a year. Of the 465 different species of shark, 74 are in danger and 11 of these could soon be lost completely.

1. Decide whether the sentences are TRUE or FALSE, according to the text. (8 marks)

1. A majority of people have the wrong idea about sharks.
2. The TV programme hasn't started yet.
3. Some sharks are very small.
4. Most sharks are not at all dangerous to people.
5. Simon Harding swims with sharks as part of his job.
6. He has been attacked by sharks in the past.
7. Humans are extremely dangerous for sharks.
8. Over 74 species of shark could become extinct in the near future.

2. Complete the sentences with a word or phrase from the text (maximum 3 words) (3 marks)

1. People's fear of sharks may be the result of _____.
2. Simon Harding has seen sharks bite humans and then _____.
3. Sharks are divided into _____.

3. Answer the questions. (8 marks)

1. What 2 examples are given of wrong ideas people have about sharks?

a) _____

b) _____

2. What is the natural food of the biggest sharks?

3. Why might the number of fatal shark attacks in 2012 be higher than 11?

Passage 3 (6 marks)

Read the text about working from home and complete the tasks below.

Having a good “work-life balance” means not allowing work to take over your personal life. For many, working from home is a good way to achieve this, because it allows you to fit in other things more easily. Miriam says working from home has made a huge difference: “I have to look after my father, who lives near me. This way I can visit him twice a day.” She isn’t alone. Increasing numbers of parents also take advantage of this working style and most say their children are happier as a result.

It isn’t for everyone though. Some jobs aren’t suitable, and some companies don’t allow it. Even if you have a job that allows you to work from home, you need to be the kind of person who won’t miss the company of others and who can make yourself keep working without someone watching over you.

1. Replace the underlined parts of the sentences with words or phrases from the text (maximum 2 words).

1. Working from home lets people include things they need to do in their lives.
2. Miriam has a relative that she needs to take care of.
3. The kind of work you do may not be the right type for working from home.
4. Working at home, some people may find that they don’t like not having other people around you.

2. In your own words, explain why “work-life balance” and working from home are not the same thing.

Section 2 Writing

Write an essay giving your opinion on ONE of the following questions.

Zoos are unnatural places for animals to live and they have no purpose in the modern world. How far do you agree?

Think about these questions:

- In what ways are zoos unnatural? (no freedom, can’t catch own food etc)
- What possible purposes could there be for zoos today? (e.g. conservation / protection)
- On balance, what is your opinion about zoos?

OR

Do you think that, with the rise of technology like e-readers and the Internet, traditional forms of reading like books and newspapers will disappear?

- How have people's reading habits changed in the last 10 years?
- What are the advantages of using technology for reading?
- Are there any disadvantages?
- Why do some people still read books and newspapers?
- Do you think books and newspapers will continue in future?

[illegible]

Section 3 Literature

Answer the questions about 'The Norwood Builder'.

1. Who are these people connected with *The Norwood Builder*? Choose names from the box. (2.5 marks)

LeStrade John MacFarlane Jonas Oldacre Arthur Conan Doyle John Watson

1. Sherlock Holmes's friend and assistant _____
2. The policeman in charge of the case _____
3. The man who has disappeared _____
4. The author of the book _____
5. A young lawyer who is accused of murder _____

2. What is the relationship between Sherlock Holmes and Inspector LeStrade. What do they think about each other? (2.5 marks)

3. Explain why Oldacre wanted Mr. McFarlane to be arrested for murder. (2.5 marks)

Answer the questions about 'The Call of the Wild'.

- 1. Who are these characters (men and dogs) that Buck met on his journey in *The Call of the Wild*? Choose names from the box. (2.5 marks)**

Curly John Thornton Manuel Skeet Spitz

1. The gardener at Santa Clara Valley who stole Buck _____
2. A friend of Buck's who was killed by huskies _____
3. A fierce enemy who hated Buck (and that Buck fought and killed) _____
4. A good man who lived in the wild with dogs that he loved _____
5. A dog who took care of Buck when he was weak and was killed by the Yeehats _____

- 2. When Buck lived with John Thornton, why did he often run off into the wild but then return to the camp? (2.5 marks)**

- 3. At the end of the story, do you think Buck would like to return to Santa Clara Valley if he could? Give reasons for your answer. (2.5 marks)**

ANSWER KEY

Section 1 Reading (35 marks)

Passage 1 (10 marks)

1. Helps/excites imagination
Makes you a better person
Helps you relax / be calm
Takes away stress (of everyday life)
Widens your knowledge
(any order, 1 mark each)

2. 1. countless
2. opportunity
3. take a break
4. enrich
5. and
(1 mark each)

Passage 2 (19 marks)

1. True; True; True; False; True; False; True; False (1 mark each)
2. 1. misunderstanding; 2. let go; 3. 465 (different) species (1 mark each)
3. 1. a) not all are big
b) 2 largest are harmless
2. tiny sea creatures
3. number doesn't include unreported attacks
(2 marks each)

Passage 3 (6 marks)

1. 1. fit in; 2. look after; 3. suitable; miss (1 mark each)
2. Work-life balance is something that people would like to have; working from home is just one way of managing to achieve this. (2 marks)

Section 2 Writing (10 marks)

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 (15 marks)

'The Norwood Builder'

1. 1. John Watson 2. LeStrade 3. Jonas Oldacre 4. Arthur Conan Doyle 5. John MacFarlane (half mark each)
2. LeStrade admires Holmes / needs his help / is pleased when he thinks Holmes is wrong
Holmes thinks LeStrade isn't very clever. (2.5 marks)
3. Had money problems / wanted to start a new life / hated McFarlane's mother because she refused to marry him (2.5 marks)

'The Call of the Wild'

1. 1 Manuel 2 Curly 3 Spitz 4 John Thornton 5 Skeet (half mark each)
2. Buck was pulled in two directions (1) by the call of the wild / his ancestral nature as a wild animal / (2) by his love of John Thornton / the life he had known with men (2.5 marks)
3. No / his wild nature has taken over / he has killed men and he couldn't go back to them / John Thornton, who was the only thing keeping him from the wild, is dead (2.5 marks)

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