



إدارة المناهج والكتب المدرسية

Action Pack 9

Ninth Grade

Teacher's Book

Virginia Paris



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Scope & Sequence

FIRST SEMESTER

Module	Structures	Functions and Skills	Vocabulary
1 Starting out	Revision of all structures from <i>Action Pack 8</i>	<ul style="list-style-type: none"> • Describing personalities and qualities • Arguing what makes a good friend • Determining why people are famous • Expressing opinions • Comparing and discussing choices Listening to a radio programme about friendship Speaking about famous people and their personalities Reading about some famous people in the past Writing a factfile about a famous person	outgoing, personality, shy, uncommon, sense of humour, loyal, interests, impression, close, serious, reliable, skilful, talented pursue, self-taught, superb, valuable, pharaoh, reign, mysterious, philosophy
Reading for fun A: Gulliver's Travels	<ul style="list-style-type: none"> • Discussing the importance of life experience • Expressing opinion • Identifying elements of a story 	Reading an adventure story Speaking about the importance of life experience Writing another ending for the story	
2 The man who wears a kufiyah...	Relative Pronouns <i>The boy who is writing on the board is Jaber.</i> Comparative and Superlative adjectives <i>The blue jacket is nicer than the red one.</i> <i>Light blue and red are the two most fashionable spring colours.</i>	<ul style="list-style-type: none"> • Explaining why a style of clothes is favourable • Expressing opinions • Describing people • Discussing qualities of an ideal employee • Arguing for professional skills or ethics • Comparing different styles and types of clothes Listening to a description about colours and their associations Speaking about different styles and types of clothes Reading an article about workplace ethics Writing instructions for designing a logo	bright, casual, comfortable, fashionable, formal, practical, smart, striped, trendy, wardrobe, tunic, costume, jumper, sleeves, headdress, headband, robe, wrap, garment, silk abide by, bribe, colleague, conduct, ethics, dress code, exemplary
3 Will computers rule the world?	<i>be going to</i> (future planning) and <i>will</i> <i>I'm going/not going to be an electronic engineer.</i> <i>Are you going to be an engineer?</i> <i>In the future, we will travel to Mars.</i>	<ul style="list-style-type: none"> • Making predictions about the future • Accounting for the choice of a future job • Discussing opinions • Comparing and contrasting future plans and predictions Listening to a specialist talking about future predictions Speaking about your own plans and predictions Reading an article about science fiction Writing an application form	assistant, tiny, connect, download, built-in, distant, patient, specialised, webcam alternative, principle, accurate, advance, rationally, reality, science fiction, weightless
Revision Modules 1-3	Revision of all structures in Modules 1-3	<ul style="list-style-type: none"> • Stating facts • Expressing opinion • Making guesses Reading a job advertisement Writing sentences related to facts and opinions	Revision of all the vocabulary in Modules 1-3

SECOND SEMESTER

Module	Structures	Functions and Skills	Vocabulary
4 If you are happy, write about it!	First conditional <i>If you want to learn Chinese, you will have to study hard.</i> <i>What will you do if it rains tomorrow?</i>	<ul style="list-style-type: none"> Identifying writing systems Stating facts Expressing opinions Discussing conditions Arguing for sending letters or emails Writing a short message using a new writing system Discussing the importance of speech and writing <p>Listening to a specialist talking about the origin of writing Speaking about the difficulty of life without speech or writing Reading about different ways of writing from the present and the past Writing proverbs about communication in English and Arabic</p>	efficient, ancestor, communicate, primitive, Sumerian, hieroglyphics, mode, clay, government, suitable, light, portable, papyrus, messenger, collapse, private, temple, scribe, represent, figure, combination
5 Money doesn't bring happiness	Quantity words and expressions <i>The poor man didn't want much food. He only wanted a little food.</i>	<ul style="list-style-type: none"> Expressing opinions Reporting personal information about possessions and lifestyle Arguing for a project to help the poor Giving reasons why money doesn't make you happy Expressing agreement and disagreement <p>Listening to a conversation about money Speaking about a project to help the poor and needy Reading an article about the Red Crescent Writing an argument about ways to help people in need</p>	<p>borrow, earn, make (money), save, possessions, fraud, wasteful, debt, greedy, bankrupt, stolen, thrifty, generous, sensible, charitable, miser, bank note, penny, coffin, lead (a life), ceremony, bank account, cheque</p> <p>aid, ambulance, disaster, federation, medic, neutrality, suffering, volunteer</p>
6 They have made important discoveries!	The Present Perfect Simple with <i>for</i> and <i>since</i> and time expressions <i>I/You/We/They have been in Paris for three weeks.</i> <i>He/She/It has been outside since eight o'clock.</i>	<ul style="list-style-type: none"> Identifying places Discussing important discoveries Expressing opinions Narrating a personal journey Justifying feelings about a journey Defending why you haven't been in touch with your friend <p>Listening to a specialist talking about discoveries Speaking about how you feel about your journey across the Atlantic Ocean Reading a magazine article about a lifetime experience Writing a letter to a friend</p>	root, seed, progress, generation, pace, trail, continent, wander, advance, blizzard, condition, expedition, explorer, exposure, frostbite, pioneer, tragic, crew, enthusiast, plot, port, rigging, sailing, training, vessel, race
Reading for fun B: Al Zahrawi and Sinan	<ul style="list-style-type: none"> Expressing opinion Giving reasons 	Reading two stories about two Muslim pioneers Speaking about inventions and architecture Writing about an invention and a text for a web page	
Revision Modules 4–6	Revision of all structures in Modules 4–6	<ul style="list-style-type: none"> Stating facts Expressing conditions <p>Completing conversations Describing a picture Writing questions and answers about a holiday</p>	Revision of all the vocabulary in Modules 4–6

Introduction

Action Pack is an English course for upper-basic-level students in Jordan. This level is for Grade 9. Each level of *Action Pack* includes a Student's Book, an Activity Book, a Teacher's Book and a cassette.

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

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

Key components of *Action Pack 9*

A. The Student's Book

The Student's Book consists of six modules, three stories in a *Reading for fun* section and four pages of *Grammar Notes* which complement the grammar lessons throughout the book. The first module recycles the grammar and the vocabulary learnt in *Action Pack 8*. Each of the remaining five modules is divided into six sections: *Theme and Outcomes*, *Grammar*, *Skills focus*, *Communication Workshop*, *Language Development* and *Project*.

1 Module Theme and Outcomes

a. Outcomes

Every module starts with a list of outcomes so students always know what they are going to learn. This list is presented by a robot who demonstrates the topic, or theme, of the module by the screen on the front of its body and by another feature on its head or in its hands (e.g. Module 2: a picture of a suit on the screen and a kufiyah on the head).

b. Before you start

The teacher asks questions as a warm-up activity in the module opener that help students focus on the module theme, encouraging discussion and class participation. In order for students to feel comfortable when speaking English in the classroom, try not to point out individuals' mistakes.

c. Dictionary work

This task promotes students' autonomy and encourages them to be responsible for their own learning. The key words, which should be verified using a dictionary, provide the active vocabulary for the lesson and are recycled in the following lessons and modules. Vocabulary exercises provide the opportunity for students to listen to the pronunciation of the words as well as to guess their meaning. Then students can check their guesses in their dictionary, the Activity Book glossary or through reading the text. At this stage of language development, students are asked to generate their own sentences using the new vocabulary.

2 Module Theme

a. Before you start

Topics are introduced to students through a series of questions and prompts, related to texts, pictures and problems, before they begin working on the set exercises.

b. Reading

Students read about the module theme. They are encouraged to expand upon the information and the vocabulary learnt in the previous lesson.

c. Grammar

Action Pack 9 teaches grammar in context and encourages students to work out the grammar rules individually. In the *Grammar Notes* section, students check their hypotheses. Then, they consolidate the grammar learnt in the *Language Development* section.

However, it is recommended that students go through the grammar learnt in Grade 7 (Present Simple, Present Simple with adverbs of frequency, Imperative, countable and uncountable nouns, Past Simple, comparative and superlative adjectives and Present Continuous) and in Grade 8 (Present Simple and Present Continuous, Past Simple and Past Continuous, Future Simple, *have to/don't have to*, *can/can't* and Present Perfect Simple).

d. Over to you ...

Students can find this at the end of the Grammar section. It provides a way for students to practise the vocabulary and the grammar that they have learnt while in the safe environment of the classroom. Students are given the opportunity to think about how they might apply what they have learnt to their own life experiences, as well as the opportunity to share their own opinions about hypothetical situations.

3 Skills focus

The four skills – listening, speaking, reading and writing – are at the core of this section, emphasising practice and production of language. This section provides plenty of opportunities for students to develop critical-thinking skills and express their own opinions.

a. Find the words

This exercise, found in Modules 2–6, enhances students' reading skills and helps them build vocabulary by using words they have previously learnt from their definition. The words are afterwards found in the reading on the following page.

b. What do you think?

These are usually quotations or proverbs which provide an opportunity for light discussion and cultural comparison. Where it is possible or relevant, background information is given about the author

or speaker in addition to an explanation of the quotation itself. Once students have tried to work out and translate the 'What do you think?' quotation, translate it into Arabic for them to ensure every student understands the meaning before a discussion begins.


4 Communication Workshop

The aim of this section is for students to practise and recycle the vocabulary and grammar learnt in the module and in previous ones. Developing students' self-sufficiency, autonomy and sense of responsibility are some of the main objectives of *Action Pack 9*, but promoting solidarity and a healthy group work atmosphere is no less important. Most of the activities of this section are based on group and pair work.

5 Language Development

This section consolidates the grammar and vocabulary that students have encountered in the module. The aim of consolidation in *Action Pack 9* is to develop grammatical knowledge and lexical accuracy. The *Language Development* section in Lesson 7 also provides a good opportunity to revisit the difficult words and structures introduced in the module.



The boxes with the  sign are found at the end of every *Language Development* section of Modules 2–6. They are problem-solving exercises related to the theme of the module. Students will have to do research on the Internet or visit a public library or the school library to find the answers to some of them. (Refer to page 115 of the Teacher's Book for more details about and examples of problem solving.)

6 Project

Modules 2–6 end with a project that students do in pairs or in groups. (Refer to page 117 of the Teacher's Book for more details and examples about project-based learning.) Students are encouraged to visit the school library or any public library when the projects require research and general knowledge.

a. Before you start

Students learn what materials they need in order to do the project. They might also be asked to read some related information or carry out some preliminary activities before starting work on the project.

b. Your task is ...

Students learn what the aim of the project is.

c. A Your first assignment / B Your second assignment

Students learn the steps they need to go through to do their project.

7 Revision

There are two revision sections, one after every third module. These are designed to help students check their progress in a relaxed atmosphere. They can be done after every module or every third module, depending on the teacher's and students' needs. A global *Progress check* at the end of each revision lesson enables each student to record his or her progress and decide whether or not they need any further practice.

8 Reading for fun

Three stories, *Gulliver's Travels*, *Al Zahrawi* and *Sinan*, offer students the chance to read literary works at an appropriate level. It is recommended that the first story is covered at the end of Module 1 and the remaining two stories at the end of Module 6. These stories give students a chance to improve their vocabulary as well as their reading skill, and to become motivated to read for enjoyment.

9 Grammar Notes

Detailed notes of the grammatical structures students have learnt during the year are presented using appropriate language and can be used for revision.

B. The Activity Book

The main purpose of the Activity Book is to practise all the skills learnt in each module of the Student's Book.

I remember ...

This section helps teachers identify students' strong and weak points at the beginning of the year and later to evaluate what they have learnt throughout the year.

Modules 2–6 are divided into different sections.

1 First section

The exercises in this section are based on recognition of the vocabulary and structures introduced in the module. They are especially devised for weaker students in multi-level groups.

2 Second section

The exercises in this section present a higher degree of complexity as they require actual use of the vocabulary and structures introduced in the module.

3 Third section

This section is to be done as further practice, building on the *Communication Workshop* in the Student's Book. The focus should be on fluency rather than accuracy. Try not to interrupt students if they make mistakes. Instead, give them the time and encouragement needed to complete the exercises and then, at the end of the lesson, perhaps discuss some commonly occurring errors rather than individuals' errors.

4 Fourth section

This section focuses on writing. Different types of discourse are introduced. The use of punctuation marks, conjunctions or linking words and spelling are presented and practised here.

5 What I have learnt

At the end of Modules 2–6, there is a test of the vocabulary and grammar taught, which helps students assess their own learning and make them aware of what points they need to revise.

C. The Teacher's Book

The Teacher's Book provides clear instructions for, as well as the answers to, the exercises in the Student's Book and in the Activity Book. It also includes the audioscripts for the dialogues and other listening activities in each module.

The outcomes boxes at the beginning of each lesson highlight the outcomes that the students are expected to achieve. They help you choose the exercises which are best for classroom use and for homework, and might help you decide the best point at which to stop the development of a module, depending on the number of hours you have.

Optional activities appear at the end of some lessons and can be used if you have spare time at the end of a lesson, or if you feel your students need extra practice.

D. The Class Cassette/CD

The class cassette/CD includes all the dialogues and other listening activities in the Student's Book and in the Activity Book.

Key Features

Flexibility

Action Pack 9 is an extremely flexible course especially designed to be used within a school language-learning context. It can accommodate timetables that include three to five periods of English per week.

Topic-based modules

Action Pack 9 consists of thematic modules based on a carefully graded language syllabus and a restricted application of Content and Language Integrated Learning (CLIL). This approach makes it possible for students to develop all four language skills – listening, speaking, reading and writing – while using them to learn about extra-curricular topics, such as Jordanian heritage, science, technology, history, etc. These topics allow for inter-disciplinary research, so students should be encouraged to make use of knowledge acquired in one discipline in another. Moreover, positive attitudes towards learning in general and moral values in particular are to be encouraged.

Since topic-based modules focus on specific themes or subjects, the lessons focus on related vocabulary and not linguistic patterns. This explains the fact that every module in *Action Pack 9* starts with a vocabulary exercise which introduces the theme. For example, in Module 2, students learn about clothes and the dress code first through the related vocabulary such as *bright, casual, comfortable...* (see Student's Book page 11, exercise 2). Then they have the opportunity to develop the language skill in an integrated way in each lesson of the module. In Modules 2–6, there are six sections to develop the different aspects of the module's theme. In the Grammar section of Module 2, relative pronouns and comparative and superlative adjectives are introduced to talk about clothes. The other themes in *Action Pack 9* are: people and personalities (Module 1), clothes and the dress code (Module 2), the future of computers, and science fiction (Module 3), languages and alphabets (Module 4), money and volunteering (Module 5) and discoveries and explorers (Module 6).

Collaborative learning

In *Action Pack 9*, the teaching of English is viewed as a process of developing and enhancing students' ability to learn effectively as individuals and collaboratively in groups. Individual, pair and group work tasks are carefully combined. Refer to page 116 of the Teacher's Book for more details and examples about collaborative learning.

Multi-level approach

The existence of different levels of experience and knowledge of English among students is often one of the sources of tension in the classroom.

The Activity Book helps to improve this situation by providing extra practice at two different levels (First section – recognition; Second section – production). It complements the material in the Student's Book by providing clear and complete writing rules (spelling, use of capitals and punctuation marks, linking words, style, etc.) which help those students who need extra help in developing their writing skills.

Careful and frequent evaluation and assessment

Students' learning is a continuous process which has to be constantly assessed, so their progress should be continually recorded. This is why, at the end of the *Revision Modules* which occur after every third module, students are asked to keep a record of their own evaluation by filling in the *Progress check*.

Moreover, the Activity Book provides you with the tools you need to evaluate students' achievements. It includes:

- An Entrance Test, *I remember ...*, which will provide you with information on what your students need to review or learn before being able to tackle *Action Pack 9*.
- A self-assessment table at the end of Modules 2–6. Students count the ticks they can do, which should be more than what they can't do.

At the end of the Teacher's Book, there is a section on page 118 entitled *Assessment Strategies*. It suggests two strategies for use in the classroom – peer evaluation and portfolio. This section also refers to activities for each strategy from the Student's Book.

Clear teacher's notes

The Teacher's Book provides you with a comprehensive, step-by-step guide to help you use the Student's Book and the Activity Book. However, as the teacher of English, you may want to make your own adjustments where necessary.

The notes for each lesson are structured as follows:

- A summary box includes
 - the outcomes of the lesson;
 - the materials you need;
 - clear notes about the exercises to be done in class and those to be set as homework;
 - additional comments that identify particular difficulties students may find when practising the grammar point.

As a rule, English is to be used to explain new grammar structures and vocabulary. However, you may use the students' mother tongue whenever you think it is necessary for the sake of clarity and understanding.

You can always add different examples or ask students to research something. Whenever possible, you should encourage them to use the school library, an encyclopaedia or the Internet.

- Complete audioscripts are provided for every listening activity on the cassette.
- The answers to the exercises in the Student's Book are in the Lesson notes. The answers to the exercises in the Activity Book are at the back of the Teacher's Book.
- To help you plan your teaching, the summary box in the Teacher's Book includes a reference to the corresponding pages in the Activity Book.

At the end of the Teacher's Book there are two sections besides the *Assessment Strategies*. These are: *Learning Strategies* on page 115 (cognitive, meta-cognitive and socio-affective strategies) and *Learning Styles* on page 117 (active learners and reflective learners; sensing learners and intuitive learners; sequential and global learners; tolerance for ambiguity). These sections provide you with information about how learners learn, with reference to activities in the Student's Book.

Teaching Action Pack 9

The following are the Grade 9 outcomes of the *General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages* in Jordan, with reference to examples from the Student's Book.

Teaching listening

Action Pack 9 provides plenty of opportunities for listening to native speakers of English in simple authentic contexts. It also provides opportunities for active listening to confirm meaning such as simple discussions, conversations and presentations, and understand simple directions, presentations and performances.

At the end of this grade, students will be able to:

- recognise the significance of connecting words to understanding when listening (e.g., *before, after, first, next, finally*): page 25, exercise 4
- recognise the relation between intonation and meaning: page 39, exercise 3; page 56, exercise 1
- use context to identify the meaning of unfamiliar words and ideas when listening to a presentation: page 5, exercise 1
- listen to taped native speakers of English to improve pronunciation: page 9, exercise 4; page 69, exercise 3
- write short, simple notes after listening: page 5, exercise 1; page 7, exercise 3
- compare and contrast different opinions of different persons on a topic: page 50, exercise 2
- identify the attitude of a speaker after listening: page 55, exercise 6
- show understanding of information: page 43, exercise 6
- provide constructive feedback on the effectiveness of the oral presentations of peers: page 56, exercise 3; page 71, *Project*

Teaching speaking

Students have many opportunities in *Action Pack 9* to participate in discussions and present information in various simple authentic contexts. They also participate in simple discussions and conversations and take part in simple authentic presentations to the class.

It is important to raise the students' awareness of their use of non-verbal communication skills through speaking tasks, whether pair work, group work or class presentations. The skills include: the

maintenance of eye contact with the partner or the class, keeping facial expression emotionally present and filled with interest, expressing confidence in the tone of voice and preserving relaxed posture and expressive gesture.

At the end of this grade, students will be able to:

- practise correct pronunciation of words: key word boxes
- engage in discussions to exchange ideas about a variety of topics: page 9, exercise 6; page 14, exercise 8
- in a small group, sort, organise and classify data into charts or tables: page 37, exercise 5; page 40, exercise 8
- interview peers and family members about a variety of topics: page 21, *Project*
- use organisational words to assist the listener when presenting information: page 18, exercise 4
- make eye contact with audience to interact effectively when presenting own point of view on a topic: page 40, exercise 7; page 56, exercise 3
- roleplay an issue: page 52, exercise 8; page 64, exercise 6
- deliver a simple e-presentation using visual aids or technology: page 71, *Project*
- recite a poem in English: page 33, *Project*
- make suggestions for the improvement of spoken English in the presentations of peers: page 40, exercise 6

Teaching reading

Action Pack 9 provides many opportunities for students to read, understand and respond to written English in authentic informational and literary contexts. Learners also use reading strategies to demonstrate understanding of a variety of simple authentic material and make connections between prior knowledge and experiences and simple authentic material.

At the end of this grade, students will be able to:

- make a list of words that are the same in Arabic and English and share it with peers to build vocabulary: page 37, exercise 4
- build vocabulary by visiting a website with a "word of the day" feature: page 12, exercise 2; page 53, exercise 1
- read silently different types of reading material for specific purposes: page 8, exercise 1; page 28, exercise 3; page 50, exercise 1
- skim written materials before reading to determine their purpose or the type of the material: page 8, exercise 1

- scan reading material for specific information for a project: page 28, exercise 3
- use print and electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, and clarify shades of meaning: page 6, exercise 2
- identify the relationship among facts, ideas, concepts and themes in reading materials: page 55, exercise 5
- analyse text content to develop a supported interpretation: page 50, exercise 1
- evaluate information in a variety of resources to select materials for personal or school-related purposes: page 21, *Project*
- interpret literary reading material by asking and answering questions: *Reading for fun*
- explain connections between what they read, personal ideas and beliefs: page 6, exercise 1

Teaching critical reading

Critical reading involves identification of what the text tells, reflection on what the text does, i.e. defines, argues, contrasts... and inferring what the text means. To be critical readers, students need to learn to identify the writer's purpose, tone and to detect any bias. They should be guided to evaluate the information and decide if they accept or reject it.

Guide your students to answer questions such as:

- What does the author say?
- Why does the author say so? What is the purpose? Informing, persuading...?
- How does the author achieve the purpose? Through describing, appealing to emotions...?
- What is the author's attitude? What language is used?
- Does the author give evidence to prove the point?

Answering such questions leads the students to agree or disagree with the author.

Teaching writing

Students using *Action Pack 9* have plenty of opportunities to write English to communicate information and ideas clearly and correctly for specific purposes and audiences in various simple authentic contexts. They gather information from print and electronic sources, write 2–3 paragraphs for specific simple authentic purposes and audiences (short reports, narrative accounts and presentations) and revise written work for spelling, punctuation, grammar, clarity and coherence with the assistance of peers and teachers.

At the end of this grade, students will be able to:

- locate and use English reference materials found in the school and public libraries: all the ? sections
- use the Internet to locate specific information and make notes for simple research projects: all the ? sections
- use the Internet to investigate a theme related to personal interests and school studies: page 47, *Project*; page 59, *Project, Reading for fun*
- summarise information: page 62, exercise 3; page 21, *Project*
- write one or two paragraphs on the general content of a reading selection: page 14, exercise 8
- write directions and instructions: page 18, exercise 3
- write a short, informal letter with a specific function: page 68, exercise 2
- fill in application forms, giving essential information about oneself: page 30, exercises 2 and 3
- translate sentences and short paragraphs from Arabic into English and vice versa: page 44, exercise 3
- develop 2–3 paragraphs using an organisational pattern: page 68, exercise 2
- organise a simple e-presentation: page 71, *Project*
- edit their own work to check spelling, and to enhance the precision, clarity and coherence of written communications with assistance of peers and teachers: page 64, exercise 7; page 68, exercise 2

Hints for various classroom activities

Your role as a teacher is to facilitate the students' learning processes – especially in the innovative techniques used in the modern EFL classroom. These include making an interview, debating, making an e-presentation, using notebooks efficiently and referring to e-dictionaries. All related tasks involve students applying their learning styles (refer to page 117).

Making an interview

- Interviewing people is a good source for getting information about various topics. Making an interview requires certain skills. The interviewer has to be ready to meet the interviewee face to face to gain the needed information. *Action Pack 9* offers some opportunities for students to ask people questions and report the answers (Module 4, page 40, exercise 7). The following are some steps that the student can follow to succeed in the interview.

Before

1. Learn about the topic. Make a search about the topic; impress the interviewee with the knowledge you have about the topic.
2. Learn about the interviewee. Help them relax; they may be shy or reluctant to share some news.
3. Learn about your audience. Identify the people you are reporting to; this helps you identify the information you need to obtain.
4. Write your questions. It's better not to rely on your memory; you might forget what you had planned to ask. You may change the questions during the interview as a result of your interviewee's answers. Consider the time limit for your interview.
5. Make an appointment beforehand and be there on time. This shows a professional attitude and seriousness on your part.

During

- Introduce yourself and your purpose behind the interview if you haven't done this before.
- Ask your questions clearly and give enough time for the interviewee to give the answers. You may ask for clarification or vary the following question based on the response.
- Listen to the interviewee when they're responding to your questions. Don't interrupt by asking a question or giving your opinion.
- Show interest in the interviewee's opinion. They may give views that are different from yours; respect their attitude.
- Take notes if you need to, just to remember the big picture.
- Thank the interviewee before you leave.

After

- Write the interviewee's answers accurately. It's preferable that you do this immediately after the interview has taken place so that you remember the answers. Make sure your report is not influenced by your own opinion.
- Report the results of the interview objectively. Make sure you represent their opinion honestly. You may quote the interviewee to make an impact on your audience.

Debating

What is a debate?

A debate is an excellent way of improving students' speaking skills. It encourages them to think logically and to develop a persuasive argument.

- A debate follows specific rules. Debates can be conducted in many different ways. The following is a popular way which is suitable for use in ELT classrooms.
- A debate focuses on a particular statement, such as 'All people should give their unwanted books' (*Action Pack 9, Module 5, page 56*).
- There are two teams, one of which argues in favour of the statement, while the other team argues against. The two teams must have the same number of members. It is typical to hold a debate with teams consisting of between four and six members.
- The teams research the topic and write notes in support of their arguments. They also try to predict what the other team's arguments are likely to be, and prepare possible counter-arguments for use in the 'rebuttal' part of the debate. A simple graphic organiser, such as a T-chart with two columns labelled 'for' and 'against' would be ideal for this purpose and might be useful for students who learn best when using visual prompts.
- Each person in the team prepares a speech, presenting part of the team's argument. On the day of the debate, each team speaks alternately for or against the topic. Every student in a team argues as part of the group and is allocated time to speak (usually a few minutes). Debating activities are well-suited to auditory learners and to kinaesthetic learners in particular. A speaker might improve their performance by using appropriate facial expressions and body language. Irrespective of different preferred learning styles, all students must listen

carefully to each other and must be careful not to contradict what others in the same team have said. When members of the opposing team are speaking, team members should listen carefully and make notes and prepare their counter-arguments.

- The rest of the students in the class make up the audience. Their task is to listen carefully to all the arguments, 'for' and 'against', making notes on the important points. When all of the arguments have been presented, each student in the audience votes for the team that he or she believes has debated more effectively. (Students should not vote for one team simply because the team's arguments happen to agree with their own personal opinion.) The team which receives more than half of the votes wins the debate.

Debating procedures

- Debates may be structured in many different ways. The following example is designed for two teams of five members each. Team A argues 'for' the statement and Team B argues 'against'. The timing of this debate format allows debates to be completed comfortably within a single class session. If the time limits are strictly adhered to, the whole debate will take 25 minutes. This allows time after the formal debate is over for a class discussion about any matters of interest, such as identifying the strong and weak points in the various arguments, or asking why individual audience members voted as they did.
- Each of the speakers take turns as indicated below, with no pauses for questions or discussion, except for the 'rebuttal discussion', which takes place immediately after Speaker B3 has finished speaking. For more flexibility, you can remove some of the stages and, in doing so, reduce the amount of time spent debating. The outline below should be used as a guide and can be tailored according to your preferences.

Team A: Speaker A1 (2 minutes)

This speaker introduces the topic and gives the main arguments why Team A is 'for' the statement, but does not go into detail or provide much supporting evidence.

Team B: Speaker B1 (2 minutes)

This speaker gives the main arguments why Team B is 'against' the statement, without going into detail.

Team A: Speaker A2 (2 minutes)

This speaker picks up one or two key points from Speaker A1 and goes into detail, providing supporting evidence for the arguments.

Team B: Speaker B2 (2 minutes)

This speaker picks up one or two key points from Speaker B1 and goes into detail, providing supporting evidence for the arguments.

Team A: Speaker A3 (2 minutes)

This speaker picks up one or two key points from Speaker A1 (but not those used by Speaker A2) and goes into detail, providing supporting evidence for the arguments.

Team B: Speaker B3 (2 minutes)

This speaker picks up one or two key points from Speaker B1 (but not those used by Speaker B2) and goes into detail, providing supporting evidence for the arguments.

Rebuttal discussion (5 minutes)

Team A discusses Team B's arguments and thinks of counter-arguments for Speaker A4 to use in the rebuttal. Similarly, Team B prepares

counter-arguments against the arguments of Team A for Speaker B4 to use in the rebuttal.

Team A: Speaker A4 (2 minutes)

This speaker tries to disprove the arguments of Team B with counter-arguments based on Team A's rebuttal discussion.

Team B: Speaker B4 (2 minutes)

This speaker tries to disprove the arguments of Team A with counter-arguments based on Team B's rebuttal discussion.

Team A: Speaker A5 (2 minutes)

This speaker sums up the position of Team A, repeating the key points and ending with a powerful conclusion.

Team B: Speaker B5 (2 minutes)

This speaker sums up the position of Team B, repeating the key points and ending with a powerful conclusion.

Debate assessment table

The following table can be used by teachers or by students to assess the performance of debating teams. Each category receives a mark from 1 to 5, giving a total mark out of 40. This is not for the purpose of formal assessment but should constitute part of ongoing informal assessment used to roughly gauge students' performance.

Assessment criterion	Mark
1. Introduction The team introduces the topic and sets out their position clearly.	
2. Relevance The team's presentations are focused on the topic and are consistently relevant.	
3. Evidence The team provides well-researched evidence in support of their claims.	
4. Structure The team's speeches are well-organised and adequately interconnected.	
5. Presentation Team members speak clearly, confidently and comprehensibly. They address the opposing team when it is their turn to speak.	
6. Rebuttal The rebuttal addresses specific points made by the opposing team and effectively undermines their position.	
7. Conclusion The summing up is relevant and persuasive.	
8. Rules The team has diligently followed the rules of the debate.	
Total	

Making an e-presentation

Before

1. Start by making an outline of the presentation which you may adapt later. Do this at least one week before the presentation. Take into consideration the audience, the purpose and the available facilities.
2. Use the main points or the important information to make the slide show. Keep it short and simple. Limit the number of bullet points on each slide to four or five. If you have to use graphs or tables, put each one on a slide.
3. When you have prepared all the slides, go through the presentation. You may change slide content, order of slides, add or delete notes. Make sure you have an attractive introduction and a good conclusion.
4. Practise going through the slide show. Time yourself. You'll learn the content of each slide better and plan how to move from one slide to another.
5. Give yourself the opportunity to practise going through the slides as much as you can and if possible over a couple of days.
6. On the day of the e-presentation, present yourself well.

During

1. Start by greeting your classmates.
2. Talk through the content of the slides referring to the slide show. Remember your time limit.
3. Establish a link with your audience. Remember to look at them and not at the slides all the time. Try to have eye contact with most of the classmates sitting in the class.
4. Speak clearly and make sure every student can hear you. Pause every now and then to look at the classmates and get some feedback from their faces. You can engage your classmates by asking some questions, but remember your time limit.
5. Keep focused. Don't allow anything to make you lose control. You don't have to stand still. You can move a bit to help yourself relax and to make sure you have their attention.
6. Reach the final slide smoothly. Don't rush or end abruptly if you feel you're running out of time.

After

Thank the audience for listening attentively.

Using notebooks

You should encourage students to be active participants in the classroom. One way to do this is to guide them to use notebooks resourcefully. Notebooks serve various purposes:

- First, students are expected to do the exercises in the Student's Book on notebooks. They'll have more space to present the answers neatly using the margins and freedom to manipulate the presentation of the answers, i.e. according to module or page.
- Second, encourage your students to write down any notes they take from reading texts, class discussions or any other activity. They have to be actively involved in the process of listening or reading and to decide what to note down. They should concentrate on key words and not whole structures. Tell students that note-taking is a very beneficial study skill that serves various purposes:
 - summary – notes give an overview of a topic (Student's Book, Module 1, page 7, Grammar, exercise 3)
 - memory – notes help students retain information (Student's Book, Module 2, page 14, exercise 8)
 - revision – notes are a good source for revision (Student's Book, Revision Modules 1–3 and 4–6, pages 34–35 and 72–73)
- Tell students that they can take notes in different ways:
 - charting – a graph or a flow chart is used for processes; a table is used for facts
 - outlining – headings and subheadings using Roman numerals (I, II, III, ...), the alphabet (A, B, C, ...) and Arabic numerals (1, 2, 3, ...)
 - mapping – a tree structure with the purpose in the middle and ideas in the branches
 - sentence method – a number of sentences, each of an idea
 - SQ3R – Survey, Question, Read, Recite and Review. The material is surveyed for ideas; ideas are put in question form; the text is read; notes are taken under headings; a summary is made from memory; and finally notes are reviewed
 - guided notes – handouts with missing information to be filled in

- Remind your students that they don't need to take notes of every single idea and certainly not to duplicate notes of any texts or handouts they already have.
 - Here it's worth noting the difference between note-taking and note-making. While the first refers to jotting down notes from an activity you're encountering for the first time to use it later, note-making is the use of these notes to do another activity, such as planning for a discussion of your own, writing your own paragraph or essay, etc ...
 - Third, notebooks can be an excellent store for new vocabulary encountered in reading tasks. Encourage students to spare a specific section in the notebook for a personal glossary, where they store challenging words and expressions that they think would be of use to them as active vocabulary in their writing tasks. For each word, they may choose to include the definition, part of speech, the meaning in Arabic and a sentence that has the word. Give them some freedom to choose the words and the way of writing them, i.e. alphabetically, according to modules or topics.
- Students can also gather idioms and proverbs that are new and interesting for them to learn. Such study skill habits make students see themselves as active participants in their own learning.
- An e-dictionary gives practice in writing (spelling) and reading. The students are given all possible meanings of the word as well as sentences for the different usages.
 - First, inform your students of the e-dictionaries that you think are suitable for your students. One way to decide is the number of words each dictionary has.
 - Second, advise them which dictionary suits their purpose: monolingual or bilingual. In some activities in *Action Pack 9*, students have to translate words and proverbs to Arabic and vice versa. E-dictionaries provide quick and easy Arabic translation of English words.
 - In using e-dictionaries, students use a small keyboard to type in the word they want to research in a given space. Spelling the word correctly is essential. If the students type in a non-existing word, they may not get any result or may get wrong feedback. For example, if the student wants to research the word 'knight' and they type in the word without the initial 'k', the meaning given by the e-dictionary will not be correct.
 - Alternatively, some e-dictionaries receive scanned texts and/or voice input. The result is either print on a small screen or a voice with the accurate pronunciation.

Using e-dictionaries

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

- An electronic dictionary is a user-friendly small computer, the size of a hand, which contains integrated reference material and is easy to carry around.
- The use of e-dictionaries is motivating and popular for the ease of using them and their availability. The students can purchase one of any brand in the market and keep them in their school bags to use in class.
- Learners also get quick results for their search. Like paper dictionaries, e-dictionaries give the meaning of the words but have the advantage of giving the auditory element, i.e. the audio pronunciation of the word.

Establishing the right atmosphere in the classroom

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

Rapport building

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

Classroom organisation

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

- Follow a seating chart that you may vary every month or quarter to allow students different opportunities.
- Place the desks in a way to secure easy movement for you and for your students.
- Assign locations in the classroom for students to pick up extra work and missed assignments, and to hand in assignments.
- Make sure the students have easy access to material they need for their tasks.
- Post all procedures students need to know or refer to on the wall or the bulletin board.
- Post important events, such as national celebrations or school events on the classroom calendar.
- Keep record of students' attendance, tasks and achievements to refer to when needed.

Classroom climate

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

- Guide students to share learning experiences in group work to encourage a cooperative attitude among them.
- Help students respect each other.
- Agree with your students on acceptable standards of behaviour you'd like them to acquire and model the behaviour yourself in the classroom.
- Lead students into the process of critical thinking. Encourage them to be open-minded when receiving new information and at the same time not to accept everything they encounter. They have to look for facts and judge opinions. Guide them not to be affected by emotions and to stay objective.
- Guide students into the process of self-development. Encourage them to engage themselves in the process of learning. They can do this by planning their studies, specifying goals and deciding on strategies to achieve them. You need to help them develop an awareness about their own learning, evaluating the strategies they are using, monitoring their progress and evaluating the results, i.e. **metacognition**.
- Urge students to develop a variety of problem-solving strategies, such as asking what they know and what they need to find out, to raise questions, identify relationships within already-acquired knowledge and reaching their own conclusions.

MODULE 1

Starting out

The outcomes of this module are:

- To use pictures to participate in a simple discussion
- To use context to guess the meaning of new words
- To make connections between personal ideas and beliefs and an authentic reading text
- To consolidate the grammar learnt in *Action Pack 8*
- To skim a reading text
- To demonstrate understanding of an authentic listening text
- To engage in a discussion to exchange ideas about a certain topic
- To write a factfile giving essential information about someone

Lesson 1

The outcomes of this lesson are:

- To use pictures to participate in a simple discussion about friendship
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop respect for people: family, friends ...

Materials

- Student's Book pages 4–5
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 1 – pages 4–6

How to go about the material:

- All exercises should be completed in class.

Student's Book pages 4–5

Before you begin the lesson, tell students your name and that you will be their teacher for the duration of the course. Get students back into the habit of speaking English by asking each one to share their name and a piece of information about themselves.

- You can play an ice breaker to help students feel at ease. Ask for several volunteers and invite them to the front of the class. Write down another student's name on a piece of paper and give it to the first volunteer. The volunteer shouldn't say the other student's name but instead describe them – *He is my friend. He is tall. He has short hair.* – for other students to guess who is being described. Follow the same process for the second volunteer, and so on.
- Once students have acquainted (or re-acquainted) themselves with each other, hand out the Student's Books and the Activity Books. Starting with the Student's Book, tell students they have to find the following in Module 1 *Starting out* (pages 4–9): somebody wearing a hat (three girls on page 5); a boy king (Tutankhamun on page 8); a scientist (Ibn Sina on page 8).

Activity Book pages 4–5

- Use these two pages to revise some of the vocabulary and structures from *Action Pack 8*. Work at a pace that will enable all students to keep up. Ask advanced students to test each other's vocabulary by writing their own sentences using the key words from exercise 1.

You will be able to:

- listen to a radio programme about friendship
- predict the meaning of new vocabulary items
- take part in a debate about the most important quality in a friend
- read about some famous people in the past
- talk about famous people and their personalities
- write a factfile about a famous person

Teaching tips

- Before you begin a module, look at the introductory page together as a class and make sure all students understand what the title means. Discuss the pictures by asking simple questions such as *How many people are there in the pictures? What are they doing?* Then ask how they think the pictures relate to the title.
- Help students to familiarise themselves with the content of the module by asking them to find certain items throughout. For example, *Find somebody in this module who is a teacher* or *Find somebody in this module who wants to be a pilot*. In this way, students will be able to familiarise themselves with the book's layout, and see what sorts of topics they will be covering in a way that is interesting and purposeful.

Before you start

- Tell students to read the *Before you start* instructions and then discuss the people in the pictures with a partner. Stress that they must explain the reasoning behind their responses, e.g. *I think the boys are friends because they are playing on the computer together or I think the boys are brothers, not friends, because they have to share a computer.*
- As an extension of this and in preparation for the first exercise, you can ask each pair or small group of students to discuss friendship. What qualities do students value in their friends? How does each one try to be a good friend to others?

Answers

Students' own answers

Page 5, Exercise 1

- In this exercise, students should listen to the extract from a radio programme and take notes. Remind them that note-taking does not mean writing down every word they hear. Instead, students should write down key words that will remind them of the extract's main points.
- There will be words in the radio programme that students are not yet familiar with. If students mention any of them, encourage them to try to guess the meaning of the word from the context. You can either replay the relevant part of the track, or read it back to them from the audioscript below.

Audioscript

Are you outgoing? Do you have a strong personality? How many friends do you have? Even very shy people usually have at least one good friend. But do you know why you are friends?

Usually, our friends have something in common with us. For example, they are often our age and share our interests. It is uncommon for people to be friends with someone who is very different from them.

Friends are important because they help us in life. Good friends have a sense of humour and are fun to be with. They listen when we need to talk to someone. A good friend is always happy for us. And when we have problems, a good friend tries to help. We can share everything with a good friend. Remember that to keep a good friend, we have to be kind and loyal to them.

So, how good are your friends? And are you a good friend to them?

Page 5, Exercise 2

- Students will now learn the unfamiliar words from exercise 1. If they weren't previously able to identify the words and guess their meanings from the context, they will have the opportunity to try again now.
- Play the cassette, pausing after each sentence for students to discuss possible meanings in pairs. They can then check their answers using a dictionary or the Activity Book glossary.
- Allow time for playing the cassette again for students to practise pronunciation of the words.

Audioscript

1. Your friend is so **outgoing** – he always wants to talk to people.
2. Mazen has a friendly, cheerful **personality**.
3. I find it hard to meet new people because I'm so **shy**.
4. It isn't **uncommon** to have hot weather in August.
5. She has a brilliant **sense of humour** and always makes me laugh.
6. I'm **loyal** to my country no matter what happens.
7. Dad's **interests** are fishing, running and reading.

Page 5, Exercise 3

- Tell students to follow the instructions and begin working alone to compile their list of three people. Before they begin working in pairs, tell them to think – and perhaps write a few notes – about why these three people are important to them. You can prompt students by writing questions on the board such as *How do you know each person? How long have you known each one? In what ways have they helped you?*
- Put students into pairs (preferably with somebody they aren't already close friends with) to discuss their choices. Walk around the classroom monitoring the activity.

Answers

Students' own answers

Activity Book page 6, exercises 1–2

- Ask students to use what they have learnt in the lesson to solve both exercises. In exercise 1, students should use their new vocabulary in a different context by completing the sentences.

Before you start
Look at the pictures. Are the people in each picture friends? Discuss with a partner.

1 Listen to the radio programme about friendship. Make notes on what makes a good friend.

2 Listen to the words below in context. Try to guess their meanings.

outgoing, personality, shy, uncommon, sense of humour, loyal, interests

3 Write the names of three people who are important to you: someone in your family, a friend and somebody famous. Then, work in pairs and tell your partner why they are important to you. Find out about the people on your partner's list.

1. My mum
2. Hassan
3. Mustafa Salameh (mountain climber)

Example
Hassan's important to me because he's my friend. We play football together.

Lessons 2 and 3

Friends

The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To make connections between a reading text about friendship and personal ideas and beliefs
- To consolidate the grammar learnt in *Action Pack 8*
- To take part in a debate about the most important qualities in a friend
- To develop tolerance and acceptance of others

Materials

- Student's Book pages 6–7
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 1 – pages 6–7

How to go about the material:

- Exercises 1 and 2 on page 7 can be set as homework.

Student's Book page 6

Friends

Before you start
Read the title.
What does "first impressions" mean? How do you think they can be important? Why / Why not?

Reading

- 1 Skim this story about friends. Do you think it is strange that Rashed and Jamal are such good friends? Why / Why not?
- 2 Listen to the words below in context. Try to guess their meanings.

impression, close, serious, reliable, skilful, talented

First impressions

To be honest, the first time I met Jamal, I didn't imagine that we would ever be close friends. He arrived about a year ago at our school. I saw him in the playground. He made friends quickly as he was very friendly and funny. He told jokes and made all the other students laugh. In class, he was clever and hard-working. He didn't take much notice of me that first week – we seemed so different. I'm quite serious and really shy.

Well, one afternoon, about a week later, I met Jamal on the basketball court. We were alone and we started to play basketball together. We soon discovered that we had a lot in common: we both love basketball and music. From that day on, we became really good friends. Jamal is actually a kind and reliable person. He's a really skilful basketball player and he thinks I'm talented because I play the piano really well.

Our classmates find it strange now to see us together – the outgoing Jamal who always has a big smile, and me, the quiet and shy boy. They find it difficult to believe we're best friends. After school, we usually sit and read or listen to music together. Every Saturday, we go and watch a basketball match or practise together on the courts.

It just goes to show how first impressions can be so wrong.

Rashed

Assessment Tool 1

6

Before you start

- Ask a student to read the title of the main passage on page 6, *First impressions*. Ask if anybody in the class knows what the phrase means. If there is no response, check that students know what 'first' means and then explain that 'impression'

literally means a mark left on something. Then see if students can find out the meaning of the phrase – the opinion that somebody is 'marked by' after meeting somebody or seeing something for the first time. We can *give a good first impression* by arriving early for a job interview, for example, or *get a bad first impression* if somebody is impolite the first time we meet them.

- When students understand the phrase and the type of situation we would use it in, have a discussion about whether first impressions are important. Ask students to think about a first impression they have formed – of a new school, home or friend, etc. – and then whether their opinion changed over time. If our opinions can change since a first impression is formed, can they be very important to begin with? Assure students that there is no one correct answer.
- Make sure students are speaking in English as much as possible, even if it takes more time. The purpose of the activity is not for students to be 'right' in the discussion but to become used to expressing themselves in English.

Answers

Students' own answers

Page 6, Exercise 1

- First, have students skim through the story individually.
- Then, ask them to work in small groups to share their opinions about Rashed and Jamal's friendship. They should feel comfortable doing this after the *Before you start* activity, but walk around offering encouragement as students work. Reassure them that, as with the *Before you start* questions, there is no single correct answer, so all ideas are welcome.
- Do not answer questions about the meaning of new words if they are on the list of words in the next exercise.

Answers

Students' own answers

Page 6, Exercise 2

impression, close, serious, reliable, skilful, talented

- Play the cassette for students to guess the meaning of the words, pausing where necessary.
- Students should then work in small groups to discuss possible meanings. They should refer to the 'First impressions' article (which uses all of the key words) to confirm their guesses before checking their answers in a dictionary – paper or electronic – or the Activity Book glossary.
- When all the students are finished, instruct them to complete Assessment Tool 1 on page 72 of the Activity Book. Tell them to tick the corresponding boxes in the table based on their reading and to write their comments.

Audioscript

1. Jerash gave the **impression** of being a wonderful place to visit.
2. I've always been **close** to my family.
3. **Serious** thought needs to be given before deciding.
4. I've never lost any money with my **reliable** bank.
5. He's such a **skilful** player – he scores a lot of goals!
6. Abdul Raouf Shamoun is a really **talented** artist.

Reading Assessment Checklist

	Yes	No
Did I understand the gist of the story of Jamal and Rashed, even if I didn't understand every word?		
Could I guess the meanings of the words in exercise 2 from their context?		
Did I learn more about what makes a good friend?		

Student's Book page 7

- 3 Read the story on page 6. Then answer the following questions.
1. Find eight adjectives from the story that describe Jamal and four adjectives that describe Rashed, and put them in the correct column.

Jamal	Rashed
friendly,	

2. Work in pairs. Which of the adjectives you found do you think describe / do not describe your partner?
3. Do you sometimes have first impressions about people? Give real examples from your daily life.

Grammar

- 1 Read through the table below. Then, correct the underlined verb form in each statement or question.

- | | |
|--|--|
| a. Fadi <u>will tries</u> to fix the car himself. | |
| b. Sally <u>speaks</u> on the phone with her cousin at the moment. | |
| c. <u>Have you travel</u> to Egypt before? | |
| d. Faten was typing the report when the electricity <u>go</u> off. | |
| e. Ahmad says we <u>not have to</u> come before 9 o'clock. | |
| f. The teacher <u>has gave</u> us an assignment for tomorrow. | |

- 2 Mazen has a test this week and he still has to prepare. Help him get ready for his test by giving him advice, using **have to/don't have to, can/can't**.

Example

You have to go to bed early the night before your test.

- 3 Listen to what Ziad says about himself. Take notes about his qualities and preferences as you're listening.

- 4 Read the following table. Then, put a tick (✓) or a cross (X) next to each sentence to match the information Ziad has given about himself.

This person loves sports and takes risks.	<input checked="" type="checkbox"/>
You can trust this person with a secret.	<input type="checkbox"/>
This person is never late for a meeting.	<input type="checkbox"/>
This person likes to be with many people at the same time.	<input type="checkbox"/>
This person likes watching films.	<input type="checkbox"/>
This person likes to have friends who are older than him.	<input type="checkbox"/>

- 5 Listen again and check your answers.

Over to you . . .

- 6 Choose three qualities that you think are important in a friend and three that you think are not important. Then, work in pairs and compare your answers.

Important	Not important
loyal	

- 7 In a group, have a debate about the most important quality in a friend, based on the statement 'The most important quality in a friend is honesty.' Use expressions like *That is a very important point; That seems reasonable; I can't agree, I'm afraid; That's not how I see it.*

7

Page 7, Exercise 3

- Give students two minutes to quickly read the story. Then, go through the first question with the class. Ask students to draw the table in their notebook and complete it individually. When they're finished, ask them to check their answers in pairs.
- Keep the students working in pairs and help them with the second question. Give them an example

such as *I think you are very clever, but you are not outgoing.*

- Finally, you can ask students to complete the third question either in small groups or with the whole class so that they get to share many different experiences and get to enjoy the activity much more.

Answers

1. **Jamal:** friendly, funny, clever, hard-working, kind, reliable, skilful, outgoing
Rashed: serious, shy, talented, quiet
2. *Students' own answers*
3. *Students' own answers*

Grammar

Page 7, Exercise 1

- After students have had the chance to read the rubric, reiterate that the underlined words denote an incorrect verb form. These must be changed in order to make the sentences make sense.
- Allow students to work in pairs or small groups. This grammar exercise is a revision of verb forms from *Action Pack 8*.
- Go through the answers as a class, writing the correct sentences on the board for students to record in their notebooks.

Answers

- a. will try; b. is speaking; c. Have / travelled; d. went; e. don't have to; f. gave

Page 7, Exercise 2

- Students should work individually to think of advice for Mazen. If you notice that there are individuals who are struggling, give prompts to the whole class such as *Should Mazen study all night? Does he have to do his work all in one day? If he wants to do well in the test, should he leave his work until the last minute?*

Suggested answers

1. You have to go to bed early the night before your test.
2. You don't have to stay awake all night studying.
3. You can do your work over several days.
4. You can't leave all your work till the last minute.

Page 7, Exercise 3

- Explain to students that exercise 4 is based on what Ziad says in exercise 3. Allow them to take a brief look at exercise 4 before you play the cassette so they have an idea of what information to listen out for. Remind them that their notes should contain key pieces of information, not full sentences.
- Play the cassette, pausing if necessary to give students time to make adequate notes.

Audioscript

Hello there. I'm Ziad. I'm 15. I want to make new friends who are the same age as me. I'm outgoing but I also prefer to be with just one or two friends. We talk about the books we've read or old films we like. I'm very creative and I write my own poems. I'm very reliable as a friend and can keep secrets. I'm always on time if I arrange to meet someone. I'm also a good listener – I try to help if I can when friends tell me their problems. I don't get angry easily and I keep calm in difficult situations.

Page 7, Exercise 4

- Have students read the rubric and then tick (✓) the information that is true about Ziad and cross (x) the information that isn't true. While they are working, you can write an abbreviated version of the table up on the board, for example *takes risks, trustworthy, never late*, etc.
- Then have students come to the front of the class to complete the table on the board. If a student puts an incorrect answer on the board, discourage other students from shouting out that a mistake has been made. To deal with the situation tactfully, ask for a show of hands to see how many students think there should be a tick and how many a cross.

Page 7, Exercise 5

- Play the cassette one more time so that students can check their answers. Make sure only the correct answers are left on the board.
- Make sure students have marked their own tables, using the one on the board as a guide if necessary.

Answers

You can trust this person with a secret. ✓
This person is never late for a meeting. ✓
This person likes to be with many people at the same time. x
This person likes watching films. ✓
This person likes to have friends who are older than him. x

Over to you ...

Page 7, Exercise 6

- First of all, students should try to think of as many qualities as possible. You can have this discussion as a class, writing students' suggestions on the board. If they are struggling to think of many different qualities, prompt them to give some of the following: *honest, fun, talkative, unique, fashionable, supportive, caring, trustworthy, rich, beautiful, polite, patient, encouraging, quiet*.
- Tell students to draw a table in their notebooks like the one on page 7. Then, working alone, they should complete the table with the qualities they think are the most important in one column and the ones they think are not in the other.
- Then, put students into pairs, preferably with a student who picked different qualities. Tell them

they are going to discuss their choices with each other. As they do so, write a few of the most popular qualities along the top of the board, i.e. the ones that are deemed to be most important.

- Once students have finished, invite each student to come and put a tick on the board underneath the quality they think is the most important. When everybody has picked, circle the quality with the most ticks. Tell students that this is something they might aim for in their friendships with each other.

Answers

Students' own answers

Page 7, Exercise 7

- Read the rubric and tell students that their aim is to persuade a group with the opposing argument that their point of view is the correct one.
- When each group has finished, pair them with a group who prepared a piece giving the opposite side of the argument. Instruct one person from each group to read their group's argument. Both groups must listen to each other's arguments before a discussion begins.
- Tell students that they are allowed to say why they think the other group's argument was incorrect using evidence and examples to support their claim.
- More guidance about holding a debate is found in the Introduction on pages 13–15. You can refer to these pages and make sure the students are following the guidelines below:
 - Students can research information about the topic on the Internet or in the school library or in any public library.
 - Students should predict what the counter-arguments might be so that they prepare their answers and defend their arguments.
 - Students can write the arguments and the counter-arguments in a T-chart with two columns in order to organise the ideas better.
 - Students should write a speech that summarises their arguments.
 - Students can use the expressions suggested in the Student's Book.
 - Students may use facial expressions and body language in order to express themselves better.

Answers

Students' own answers

Activity Book pages 6–7

- Refer students to exercise 3 on page 6. If students have any doubts, give a few examples using each tense for them to remember. You can change the way they complete the exercise. Divide the class into two groups and, for each sentence, have a volunteer from the other group write the corrected sentence on the board. Whoever writes the correct sentence first wins a point for their team. The winning team is the one with the most points at the end of the exercise.
- For exercise 4 on page 7, tell them to work individually before discussing their answers in pairs.
- For exercise 5, students should use the pictures to write sentences using the Past Continuous.

Lessons 4 and 5

People from the past

The outcomes of these lessons are:

- To skim a reading text about famous people from the past
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop listening strategies to complete a factfile
- To demonstrate understanding of a conversation about Alexander the Great
- To engage in a discussion about favourite famous people and give reasons for choosing them
- To write a factfile giving essential information about a famous person
- To distinguish people for good qualities
- To apply literacy / reading books
- To respect sport rules

Materials

- Student's Book pages 8–9
- Dictionaries
- Glossary – Activity Book page 66
- Cassette
- Activity Book: Module 1 – pages 8–9

How to go about the material:

- You can ask students to write their own sentences using the key words learnt in the module for homework.

Before you start

- Tell students to work in pairs to think of the three people they think are the most famous. Point out the title, and tell students that their choices can include people from the past.
- Ask a few students to share their suggestions following the format, *I think that [Dina Hattab] is one of the most famous people in Jordan because [everybody knows about her marathon running].*

Answers

Students' own answers

Page 8, Exercise 1

- Make sure students know that when asked to answer a question based on a text, they should read the text with that question in mind. Explain that *Avicenna* is pronounced /ævɪsɛnə/ and *Persia* is pronounced /pɜːʒə/. As students read about the three famous people from the past, they should try to remember the parts of the passage that mention what made them famous. Remind students that 'CE' stands for 'Common Era', which means anything after the year zero.
- Once students have read the text individually, have them check their answers in pairs. Then, ask students to do research on the Internet, or visit a public library or the school library to find more information about the people presented in the text.

Student's Book page 8

People from the past

Before you start
Who are the three most famous people in your opinion? Discuss with a partner.

Reading

- 1 Read about these famous people from the past. What did they do that made them famous?
- 2 Listen to the words below in context. Try to guess their meanings.

self-taught, to pursue, superb, valuable, pharaoh, to reign, mysterious, philosophy

Books Weekly

There are many people who are still famous today because of what they did or who they were. Here are three that we, at *Books Weekly*, think are some of the most famous.

Fadwa Touqan
Fadwa Touqan is one of the greatest poets of Palestine in the 20th century. Born in Nabulus to a well-known wealthy family, Touqan also carried the Jordanian nationality. Even though she was not given the opportunity to pursue her education, she still insisted on studying and was self-taught with the assistance of her brother, Ibrahim Touqan. She was considered a great figure of modern Arabic literature and received many awards including the United Arab Emirates Award in 1990 and the Honorary Prize for Poetry in 1996. She died in 2003.

Ibn Sina
Ibn Sina or Avicenna, was one of the most famous scientists. He was born around 980 CE in Afshana, in present-day Uzbekistan. Most of his written work focused mainly on philosophy and medicine. He's well known for writing a scientific and philosophical encyclopaedia called *The Book of Healing* and he is considered the Father of modern medicine. This encyclopaedia was adopted as a medical textbook in many universities at that time. Ibn Sina's works also included writings on astronomy, psychology, mathematics, physics and poetry. He died in Hamadan, in Persia, in June 1037 CE.

Tutankhamun
Tutankhamun is one of the most famous rulers in history, but we know very little about his life. He became famous when the English archaeologist Howard Carter discovered his secret tomb in 1922. Inside the tomb, Carter found a superb collection of valuable objects. These included the impressive mask of Tutankhamun, which is probably the most well-known object from Ancient Egypt. Tutankhamun was only a boy when he became a pharaoh in Ancient Egypt around 2,500 years ago. He reigned for only a few years and died very young. His death is mysterious.

Answers

Tutankhamun is famous for being a young Egyptian pharaoh around 2,500 years ago; Fadwa Touqan is famous for being one of the Arab world's best poets; Ibn Sina was a scientist who became famous for writing a scientific and philosophical encyclopaedia.

Page 8, Exercise 2

self-taught, to pursue, superb, valuable, pharaoh, to reign, mysterious, philosophy

- Tell the students that some of the words they may not have been familiar with in the previous exercise will now be covered in this exercise. Play the cassette and allow them to work in small groups to guess the meanings of the words.
- Students can use the text on page 8 as a reference, and should check their answers using a dictionary or the Activity Book glossary.

Audioscript

1. Sami is a **self-taught** pianist. He learnt to play the piano by himself, without anyone's help.
2. Amal **pursues** her own interests along with her school work.
3. This rice is **superb!** How do you cook it so well?
4. Mum's gold jewellery is really **valuable**.
5. The **pharaoh** ruled a large area on the Nile.
6. The good king wants to **reign** in the best way he can.
7. Who sent me this **mysterious** card?
8. He studied **philosophy** at university and about life and the nature of knowledge.

Student's Book page 9

Grammar

- 1 Match the sentence beginnings (1–4) with their endings (a–d). Then, complete the sentences with the correct form of the verbs in brackets.

A

1. I'll go shopping with my sister in the afternoon ...
2. Sami was playing football ...
3. I usually read adventure stories, ...
4. I met Zinedine Zidane last summer, ...

B

- a. when he _____ (fall) and broke his arm.
- b. but I _____ (meet) any other famous person.
- c. then we _____ (go) to the theatre with our cousins.
- d. but now I _____ (read) a history book.

- 2 Answer the following questions about yourself in full sentences.
- a. What were you doing this morning when the bell rang?
 - b. What do you think you will do in your summer holiday?
 - c. What do you have to do when you're playing football?
 - d. Which historical monument have you been to?

- 3 Read the Listening Strategies.

Listening Strategies: Completing a factfile

- Before listening, read the factfile prompts to help you know what to listen for.
- Listen carefully to find relevant information for each prompt (dates, actions, etc.).
- Write down the information in the space provided.

- 4 Listen to a conversation about Alexander the Great, following the Listening Strategies. Then, complete the factfile below about him.

ALEXANDER THE GREAT

When he lived:

What he did:

What he is famous for:

FACTFILE

- 5 Listen again and check your answers.

Over to you ...

- 6 Choose three famous people that you admire. Say why they are famous and why you admire them.
- 7 Choose one of the three famous people you admire and write a factfile about them.
- 8 Work in pairs and compare your answers.

9

Activity Book page 8

- Encourage them to work on exercise 6 on page 8 individually. Make sure they understand how to read the table and complete the text by going through the first sentence as a class.
- For exercise 7, tell them to work individually to write a paragraph using the correct tenses of the verbs in brackets.

Page 9, Exercise 1

- There are two parts to this exercise. Make sure students understand exactly what they have to do. Ask them to work individually to match the sentence beginnings (1–4) with the appropriate endings (a–d).

- Then, they can check their answers in pairs before completing each sentence with the correct verb form.
- To check answers, ask for four volunteers – each one to read out one complete and correct sentence.

Answers

1. c, will go; 2. a, fell; 3. d, am reading;
4. b, didn't meet

Page 9, Exercise 2

- Read through the instructions and clarify any doubts.
- Set students to work and walk around the classroom monitoring their activity. You should listen to make sure students are answering with grammatically correct sentences. Make a note of any commonly recurring errors to be addressed at the end of the exercise.
- When students have finished, tell them to swap their answers with a partner. Read the answers to the class as students mark each other's work.

Answers

Students' own answers

Page 9, Exercise 3

- Read the Listening Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Listening Strategies box to complete the exercise.

Page 9, Exercise 4

- Read the rubric to the class and make sure students know what information they are listening out for. They can make notes while they are listening but should not complete the factfile until afterwards.
- Play the cassette once, pausing every now and then to give students the chance to make notes. Allow them to check their answers in pairs before they complete the factfile. After they have done so, play the cassette again, then choose students to roleplay, focusing on good pronunciation.

Audioscript

- A: What's your favourite subject at school?
 B: I love history. It's really interesting to learn about heroes from the past and to see how people lived. We've just done a project on Alexander the Great. He was amazing!
 A: Why is he so famous?
 B: He was a brilliant soldier and leader. He became king of Macedonia when he was only twenty. Then he conquered the Persian Empire in just a few years. He didn't lose a single battle against them.
 A: When did he live?
 B: About 2,500 years ago.
 A: What else did you learn about him?
 B: Well, his teacher was the famous Greek philosopher Aristotle. Also, he created over seventy cities. I didn't realise that he built the city of Alexandria in Egypt and named it after himself.
 A: Wow!
 B: And he was an inspiring leader that made his soldiers very loyal to him. He reigned for thirteen years, but his soldiers refused to follow him only once.

Page 9, Exercise 5

- Play the cassette again and discuss the correct answers as a class.

Answers

- When he lived:** About 2,500 years ago
What he did: He conquered the Persian Empire in just a few years and didn't lose a single battle against them. He created over seventy cities and built the city of Alexandria in Egypt and named it after himself.
What he is famous for: He was a brilliant soldier and leader. He became king of Macedonia when he was only twenty. He was an inspiring leader that made his soldiers very loyal to him.

Over to you ...

Page 9, Exercise 6

- Tell students they can use the factfile from the previous exercise as a template for writing about their three chosen people. Remind students that they can write about anybody from the present day or the past. Encourage them to pick different people from the ones they already wrote about in the *Before you start* activity.
- The purpose of this activity is for students to talk in English about the qualities and characteristics of the people they admire. Tell them they should try to use some of the new vocabulary they learnt in this introductory module.

Page 9, Exercise 7

- Tell students to choose one of the three famous people they wrote about in exercise 6. Tell them to write a factfile about their choice. Remind

them to use the Listening Strategies in exercise 3 to know what to write about, for example dates, actions, etc. They can use the factfile in exercise 4 as a model.

Page 9, Exercise 8

- Now tell students to work in pairs to compare their choices. Encourage them to pose questions that will assist these comparisons, such as *Did you choose people from the past or present? What made you choose them? Do you think there is/was anybody else like this in the present day/past? Do your choices fall into certain areas of interest, e.g. writers, politicians, athletes?* and so on.
- Give encouragement to students who may be having difficulties and praise to those who have shown improvement throughout the module.
- When the lesson is finished, complete the table below so that you follow up with the students' progress and evaluate what they have learnt in the lesson.

Answers

Students' own answers

Teacher's Anecdotal Record		
	Yes	No
Did my students follow my instructions successfully?		
Were my students able to use the Past Simple and Past Continuous tenses correctly?		
Were my students able to discuss famous people and to give their opinions in English?		
How could my students do better in similar exercises?		
How could I give better guidance to my students in future?		

Activity Book page 9

- Refer students to exercise 8. Tell the students they should complete the sentences on their own. Encourage volunteers to read out their sentences to the class.
- In exercise 9, students should work individually to complete the activity – writing each version of the given sentence in their notebooks. Before they begin, you should remind students that the interrogative is used to form questions.
- In exercise 10, make sure students understand how to read the table and answer the questions. Remind them of the negative forms of the Present Perfect Simple.
- For exercise 11, students should work individually.

MODULE 2

The man who wears a kufiyyah...

The outcomes of this module are:

- To consolidate respect for one's culture and traditions
- To use pictures to make guesses
- To use context to guess the meaning of new words
- To speak clearly about different styles and types of clothes
- To use relative pronouns to describe people
- To use the comparative and superlative to classify data into a table
- To use relative pronouns and the comparative and superlative to make a questionnaire
- To write instructions for designing a logo
- To interview family members about fashion in the past
- To sort, organise and classify data into a table
- To write a report on fashion in the present and the past

Lesson 1

The outcomes of this lesson are:

- To use pictures to make guesses about how people dress
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To participate in class discussions about appropriate types of clothes for different occasions

Materials

- Student's Book pages 10–11
- Dictionaries
- Glossary – Activity Book pages 66–67
- Cassette
- Activity Book: Module 2 – page 10

How to go about the material:

- All exercises should be completed in class.

Student's Book pages 10–11

Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

Before you start

- In this module, students will cover topics relating to the clothes people wear – in different countries, for different occasions, etc. To start students thinking about this, have them follow the *Before you start* instructions and discuss the people in the pictures.
- Give some hints if you feel it is necessary. (Use English as much as possible but, until students have covered the new vocabulary in exercises 1 and 2, you may wish to use Arabic in place of the italicised words.) The man in the first picture is dressed for a *formal* occasion; he is getting married. The man in the second picture is wearing *casual* clothes that are meant to be *comfortable*, not *smart* or *formal*. The woman in the third picture is wearing *practical* clothes for cycling. They are *bright*

so that she can be seen by passing motorists.

- For homework, you can ask students to return to this *Before you start* activity to see if they can write a brief description of each character using the newly-acquired vocabulary.

Answers

Students' own answers

Page 11, Exercise 1

- Read the rubric and tell students that they will listen to three speakers talking about what they are wearing, or usually wear. Students should listen carefully to each speaker and use the information to name the people in the pictures.
- Make sure students understand what they have to do before you play the cassette. Although they will be encountering some words for the first time, they should get the gist of each piece nevertheless. Reassure them that they will have the chance to listen again in exercise 2 before you go through the answers as a class.
- Remind the students that *their* in the rubric is used to substitute his/her to avoid specifying gender.

MODULE 2

1

The man who wears a kufiyyah

You will be able to:

- predict the meaning of new vocabulary items
- write descriptions based on photographs using Relative Pronouns
- talk about different styles and types of clothes
- read an article about workplace ethics
- listen to a description about colours and their associations
- take part in a debate about professional skills and ethics
- write instructions for designing a logo

Project: What did you wear?

10

Audioscript

Hi, I'm Fadi. The best thing about my job as a taxi driver is that I am my own boss! I can have a break anytime I want, take a day off when I'm tired and go on long holidays. I also don't have to wear formal clothes – I can wear casual clothes all the time. My favourite colour is red. I always find myself picking red, striped jumpers when shopping for trendy new clothes.

Hi there, my name's Danielle. As a manager, I have to work five days a week and stay at the office for long hours. I don't have much time to exercise during the week, that's why I decided to take up cycling at the weekends. I need to wear comfortable clothes that are practical, but they're not very fashionable! I always make sure to wear bright colours when cycling on the road so drivers can see me.

Hello, my name's Peter. Today is a special day for me – I'm getting married! I have to look especially smart. I usually don't spend much time choosing something from my wardrobe, but today is different. I hardly ever wear formal clothes, but for my wedding day I have to wear a suit and a tie.

Answers

Fadi (picture 2); Danielle (picture 3); Peter (picture 1)

Page 11, Exercise 2

bright, casual, comfortable, fashionable, formal, practical, smart, striped, trendy, wardrobe

- Play the cassette sentence by sentence, pausing after each one so that students have time to guess the meaning of the key word.
- You can play the cassette from exercise 1 again in order to give students extra contextual information and a greater chance at understanding.
- Then, allow students to work in pairs or small groups to compare their guesses before checking in a dictionary or using the Activity Book glossary.

Audioscript

1. The sun is so **bright** today!
2. I wear **casual** clothes when I'm with my friends.
3. This chair is so **comfortable**, I could sit here all day.
4. His **fashionable** haircut makes him look good.
5. He wore **formal** clothes to a business meeting.
6. I have to wear **practical** clothing at my farm to make sure I don't get hurt.
7. Where did you get that **smart** suit from?
8. My blue-and-white-**striped** scarf looks great.
9. My sister shops on modern fashion websites to make sure she looks **trendy**.
10. A good **wardrobe** has enough space to keep all your clothes organised.

Page 11, Exercise 3

- Instruct students to select the words from exercise 2 that best describe the type of clothes that should be worn on the stated occasion. If there is any uncertainty, go through the answer

for *business meeting* (formal, smart).

- Make sure students understand the vocabulary, but also that they understand why it is appropriate to wear such clothes for such an occasion.
- Read the answers to the class but take other suggestions from students if they can justify their choices.

Suggested answers

a. formal, smart; **b.** casual, comfortable, practical, striped; **c.** casual, fashionable, trendy

Before you start
Look at the photos and guess why each person is dressed as they are.

1 Listen to the three speakers and match each person to their photo. Then, listen again and check your answers.

2 Listen to the words below in context. Try to guess their meanings.

3 Use the key words from exercise 2 to fill in the table below.

Occasion	Type of clothes
a. business meeting	
b. football match	
c. friend's birthday party	

4 Think of two or three other occasions and ask your friends what type of clothes they should wear for each one. Why?

Occasion	Type of clothes

bright, casual, comfortable, fashionable, formal, practical, smart, striped, trendy, wardrobe

Page 11, Exercise 4

- Tell students to draw a table like the one in the Student's Book and follow the instructions to fill it in.
- As with exercise 3, when called upon, students should be able to explain and justify their choices.
- Put students into small groups and ask them to go through their answers with each other. Encourage students to listen to feedback from other group members and change their answers if necessary.
- Listen to the group discussions as you walk around the classroom and answer any questions students might have.

Answers

Students' own answers

Activity Book page 10, exercises 1–2

- Give students time to make sure they understand the new vocabulary by completing exercise 1 individually. Ask several volunteers to give their own definitions of some of the words. Tell the students to use the words in a sentence of their own in exercise 2.

Lessons 2 and 3

Traditional garments

The outcomes of these lessons are:

- To demonstrate understanding of a reading text by matching information with pictures
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To interview peers about preferences for a questionnaire
- To use relative pronouns to describe people based on their photographs
- To use the comparative and superlative to classify adjectives into a table

Materials

- Student's Book pages 12–14
- Dictionaries
- Glossary – Activity Book pages 66–67
- Cassette
- Activity Book: Module 2 – pages 10–11

How to go about the material:

- Exercise 3 on page 13 and exercise 5 on page 14 can be set as homework.

Student's Book page 12

Traditional garments

Reading

1 Read and match each conversation to a picture. Do you think traditional garments are important to preserve? Why / Why not?
2 Listen to the words below in context. Try to guess their meanings.

tunic, costume, jumper, sleeves, headdress, headband, robe, to wrap, garment, silk

1
TOM: Who's the young man wearing the tunic? Is he your dad?
KAMAL: No, it's my grandpa when he was a teacher. That's the traditional Jordanian costume. In the past, he didn't wear jeans, jumpers or jackets. He wore a tunic with long sleeves, called a thobe.
TOM: Oh, and what's that on his head?
KAMAL: It's a kufiyah that people wore as a headdress. The black thing around it is an agal. It's a headband that keeps the kufiyah from falling off your head. Did you know that some people still wear the traditional Jordanian costume?
TOM: That's amazing!

2
Misaki: This is my mum and my aunt when they were young.
Asma: Which is your mum and which is your aunt? They're both wearing the same clothes!
Misaki: My mum is the one holding an umbrella. My aunt is the one with the blue purse. They are wearing kimonos. It's a long, traditional Japanese robe with long sleeves that you wear by wrapping it around your body.
Asma: Wow! Traditional clothes are beautiful!

3
Samma: Is the woman who's wearing the red dress your mother?
Hina: Oh no, that's a photo of my sister on her wedding day. She's wearing a sari.
Samma: She looks amazing! What's a sari? Is it a traditional garment?
Hina: Yes, but Indian women still wear them today. A sari is a long dress with a piece of material, like cotton or silk, that covers the shoulders.

Before you start

- Tell students to look at the pictures and think about what each person is wearing (picture a: traditional Indian sari; picture b: traditional Jordanian costume; picture c: traditional Japanese kimono), and why they might be dressed this way.
- Then, invite their suggestions. Encourage them to use English as much as possible, drawing on the vocabulary in the box, where possible. At this stage, it is better to leave students uncertain about the meaning of the words in the box than it is to explain them using their Arabic equivalents. (By the end of exercise 2, students will be familiar with the words in the box, by which point you can return to the *Before you start* activity if you wish.)

Answers

Students' own answers

Page 12, Exercise 1

- Tell students to read through the texts once just to get the gist of each piece.
- Then, on the second reading, they should try to work out which text refers to each of these people.
- When they encounter unfamiliar words, students should begin trying to work out the meaning from the context in which they are used. For example, in the line *Who's the young man wearing the tunic?* they should be able to work out what a tunic is, by inferring that with only one picture of a man, what he is wearing must be called a *tunic*. Note that the word *kimono* is pronounced /kɪ'məʊnəʊ/.
- Read the answers to the class and move on to the next exercise.

Answers

1. b; 2. c; 3. a

Students' own answers

Page 12, Exercise 2

tunic, costume, jumper, sleeves, headdress, headband, robe, to wrap, garment, silk

- Students may have worked out the meanings of some of these words in the previous exercise. If this is the case, tell them to use this activity as an opportunity to confirm their previous guesses.
- Play the cassette twice to give students the chance to check their own answers before discussing them in pairs.
- Then, tell students to double check their responses together using a dictionary or the Activity Book glossary.
- Ask students to visit a website to search for more words related to clothing and choose a 'word of the day'.

Audioscript

1. I always feel comfortable when I'm wearing my **tunic**.
2. My grandfather used to wear the traditional Jordanian **costume**. It's very pretty.
3. Give her my **jumper** to wear if she's cold.
4. He wears long **sleeves** to cover his arms from the cold.
5. A good **headdress** keeps your head cool and doesn't move about.
6. Wear a **headband** when you play tennis to keep your hair out of your eyes.
7. I often wear a long **robe** at important events.
8. **Wrap** the glass in towels to protect it.
9. That dress is a wonderful **garment!**
10. **Silk** trousers are really soft and comfortable.

Student's Book page 13

Grammar

Relative Pronouns

- 1 Read this paragraph, circle **that**, **who**, **which**, **whose** and **where** and underline the relative clauses.

A charity shop is a shop that belongs to a charity organisation. It usually sells the things that people donate. Charity shops are places where you can find clothes that someone else doesn't want anymore. There are also so many charity shops which have sales or discount days for students. People who want to buy cheap clothes can go to a charity shop. There are some people who like charity shops which are organised according to type of clothes. So, it is important to find a charity shop where items are organised properly. People whose clothes are donated feel very happy to help others.

- 2 Match the sentence beginnings (1–4) with their endings (a–d), using **who**, **which**, **whose** or **where**.

A	
1. Salem is going to participate in the spelling competition,	
2. The woman and the baby	
3. Salem visited the town	
4. Muna trusts her best friend	

B	
a. actions show that she's always honest with her.	
b. we met in the park are my aunt and cousin.	
c. my school is organising next month.	
d. Arar, the poet, was born.	

- 3 Fill in the gaps with **that**, **who**, **whose** or **where**. Then, in a group, discuss your guesses.

Student: Why do we have to wear a school uniform?

Teacher: That's a good question. Most schools have rules (1) _____ tell students how to dress. A uniform helps students to focus on their studies and not worry about what they should wear.

Student: Do you mean to say that wearing ordinary clothes distracts students from studying?

Teacher: Well, students (2) _____ clothes are trendy may show off to other students. It's only fair that students (3) _____ are from different backgrounds feel equal in the school (4) _____ they study.

Student: Oh, I understand. Do you think this affects students' performance?

Teacher: Yes, I do. Having a school uniform also creates a sense of belonging (5) _____ leads to school pride.

- 4 Finish these sentences to make a questionnaire. Then, in pairs, ask and answer the questions.

Example

Do you buy clothes that are too large?

1. Do you buy clothes that _____?
2. Do you have friends who _____?
3. Do you like people whose _____?
4. Do you enjoy visiting villages where _____?
5. Do you wear shoes that _____?

13

Grammar

Relative Pronouns

Page 13, Exercise 1

- Tell students to read the paragraph alone in order to understand what it is about.
- Then, they should follow the instructions to complete the activity with a partner.
- Each pair should then work with another to compare and, if necessary, correct their answers. Walk around the classroom monitoring the activity.
- Then, check answers as a class to make sure students have grasped how to use *that*, *who*, *which*, *whose* and *where* correctly, and to identify relative clauses. This will be important for the next exercise when they have to match two parts of a sentence.

Answers

A charity shop is a shop that belongs to a charity organisation. It usually sells the things that people donate. Charity shops are places where you can find clothes that someone else doesn't want anymore. There are also so many charity shops which have sales or discount days for students. People who want to buy cheap clothes can go to a charity shop. There are some people who like charity shops which are organised according to type of clothes. So, it is important to find a charity shop where items are organised properly. People whose clothes are donated feel very happy to help others.

Page 13, Exercise 2

- Read the rubric to the class and make sure students understand what they have to do. You can go through the first sentence together to make sure students are able to use what they have learnt.
- Allow students to work either individually or in pairs to complete the exercise. If students request help, try to reinforce what they already know. You can use the passage in exercise 1 to illustrate your point.
- To check answers, ask for volunteers to read out one complete sentence each. If someone makes a mistake, elicit the correct answer and gently explain why the suggestion was incorrect.

Answers

1. c (which); 2. b (who); 3. d (where); 4. a (whose)

Page 13, Exercise 3

- By now, students should be growing in confidence. Read the rubric to the class and tell students to work alone to complete the text using the appropriate relative pronouns.
- Do not give the answers if students become stuck, but point out other examples on the page where they can elicit the correct answer by comparison. For example, for students to work out whether to use *that* or *who* for (1) point to *the things that* and *some people who*. From this, students should know that, when using a relative clause after something inanimate (i.e. things), we use *that* and, when using a relative clause after something animate we usually use *who* (for *people*, however, we can use *that* or *who*). They should know for (1) then that with *rules*, it is correct to use *that*.

- Read the answers to the class when everyone has finished.

Answers

1. that; 2. whose; 3. who/that; 4. where; 5. that

Page 13, Exercise 4

- Now that students have had plenty of practice with relative clauses, have them read the rubric and complete the first activity alone, working to a set time limit.

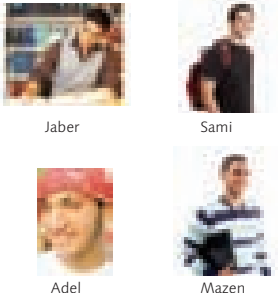
- Choose which pairs you put students into, placing stronger students with weaker ones where possible. Walk around the classroom, listening in on conversations without interrupting.
- Then, ask for one or two pairs of students to perform their questions and responses for the rest of the class.

Answers

Students' own answers

Student's Book page 14

5 Help Rashed find out who the new members of his football team are. Describe each one in your notebook using relative pronouns based on the photographs below.



Jaber Sami
Adel Mazen

The Comparative and Superlative

6 Write the Comparative and Superlative forms of these adjectives.

big casual cheap classic
colourful comfortable formal
practical smart tidy

Adjective	Comparative	Superlative

7 Listen to a conversation between Salma and Rana. Then, complete this table with (✓), (✓✓) or (–) to make comparisons as in the example in the box. Then, listen and check.

	blue jacket	red jacket	yellow jacket
nice	✓✓	✓	–
short			
fashionable			
casual			
expensive			

Over to you . . .

8 In a group, discuss the different styles and types of clothes you learnt about in this module. Then, write a paragraph based on the discussion. Which style do you like wearing best? Explain why and compare your response with the choices made by the other members of your group.

Assessment Tool 2

14

Page 14, Exercise 5

- Have students work individually to write sentences in their notebooks distinguishing between each new member of Rashed's football team.
- To check answers, have volunteers read a sentence each, but tell them to stop reading before they reveal the name of the person for other students to complete the sentence with the correct name. For example, *The person who is studying in the library is [Jaber]*. In this way, more students than the three volunteers will get to participate.

Suggested answers

- The person who is carrying a backpack is (Sami).
- The person who is wearing a kufiyah is (Adel).
- The person that is carrying a laptop is (Mazen).

The Comparative and Superlative

Page 14, Exercise 6

- Give students time to copy the table into their notebooks. Read the rubric and quickly go through the words in the table to make sure students know what they mean.
- Then, have students complete the table. You can go through the different forms of one word as a class if you like, for example, *big, bigger, the biggest*.
- For students who finish filling in the table early, have them write sentences using the different forms of a word. For example, *My house is big. His car is bigger. Her car is the biggest*.

Answers

Adjective	Comparative	Superlative
big	bigger	the biggest
casual	more casual	the most casual
cheap	cheaper	the cheapest
classic	more classic	the most classic
colourful	more colourful	the most colourful
comfortable	more comfortable	the most comfortable
formal	more formal	the most formal
practical	more practical	the most practical
smart	smarter	the smartest
tidy	tidier	the tidiest

Page 14, Exercise 7

- Refer students to the example in the box. Ask them why they think the blue jacket took the most ticks, and what they think the symbol (–) represents.
- Play the cassette all the way through for students to get the gist and to try to make connections between what they hear and the example in the box. Explain that the symbol (✓✓) under the blue jacket means that this jacket is the nicest, as they can hear in the conversation. The symbol (✓) under the red jacket means this jacket is nice, but not nicer than the blue jacket. The symbol (–) under the yellow jacket means that the text doesn't mention that this jacket is nice.
- Play the cassette another time for students to complete the table. Then, read the answers out to the class.

Audioscript

- Salma: So, what do you think of this short, light blue jacket? Isn't it nice?
- Rana: Well, it's definitely nicer than the red one, but it's too short.
- Salma: Is it? It's longer than the red one. How about this yellow one?
- Rana: Mmm. I'm not sure. Light blue and red are the two most fashionable spring colours.
- Salma: Oh, I don't know. The yellow jacket is more casual and can be worn more often.
- Rana: The blue jacket is more expensive than the red or the yellow one. It's the most expensive jacket in the shop!

Answers

	blue jacket	red jacket	yellow jacket
nice	✓✓	✓	-
short	✓	✓✓	-
fashionable	✓✓	✓✓	-
casual	-	-	✓✓
expensive	✓✓	✓	✓

Over to you ...

Page 14, Exercise 8

- Tell students to form groups of a certain size – enough students for having a range of responses, but not so many that not everybody will get the chance to contribute.
- Rather than simply recalling the different styles and types of clothes they learnt about, they should offer opinions about each one – *What is the most distinctive thing about a certain style? When should certain types of clothes be worn? What is good and bad about each one?* Students should weigh these things up before deciding which style they like wearing best. Then, students write a short paragraph individually, based on the discussion. Tell them to do research on the Internet, or visit a public library or the school library to find more information on the styles they learnt about.
- Then, have all members of each group share their response with the rest of the group. They should listen to each other's opinions and can change their own response if somebody convinced them of the merits of another style.
- When all the students are finished, instruct them to complete Assessment Tool 2 on page 72 of the Activity Book. Tell them to tick the corresponding boxes in the table based on the discussion they had.

Answers

Students' own answers

Discussion Assessment Checklist		
	Yes	No
Did I tell my friends about my ideas about different styles?		
Could I use comparative and superlative adjectives?		
Did I learn more about my friends' opinions of different styles?		

Activity Book pages 10–11, exercises 3–5

- Students can now complete all of the grammar exercises in the First section. Exercises 3 and 4 can be done in pairs but students should work alone to complete exercise 5. Walk around the classroom as students are working and make sure they are using relative pronouns in their sentences.

Lessons 4 and 5

Skills focus

"The employee of the month is..."

The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop reading strategies to find specific information in an article
- To interpret an article to make inferences about workplace ethics
- To demonstrate understanding of a listening text about colours and their associations to answer a quiz
- To speak clearly about qualities and qualifications for a certain job
- To develop self-respect

Materials

- Student's Book pages 15–17
- Dictionaries
- Glossary – Activity Book pages 66–67
- Cassette
- Activity Book: Module 2 – pages 11–13

How to go about the material:

- Exercise 3 on page 16 and exercise 5 on page 17 can be set as homework.

Student's Book page 15

Skills focus

"The employee of the month is ..."

Before you start
How do you think the title relates to the pictures above? What qualities do you think a good employee should have?

1 Listen to the words below in context. Try to guess their meanings.

to abide by, bribe, colleague, conduct, ethics, dress code, exemplary

Find the words

- ▶ It is a set of rules for what you can wear.
- ▶ It is how you behave.
- ▶ It is someone you work with.

15

Before you start

- Students should try to work out what the title means by looking at the clues in the picture. Start by trying to elicit what the word *employee* means – the man is dressed formally, in a smart business suit, so students might deduce that we are to associate him with paid work or *employment*. We can then start to decipher the meaning of the whole phrase – of all the employees this man is holding a trophy and was given a *Certificate of Excellence*. From this we might deduce that this man was the best employee of the month.
- Moving on from this, students should offer suggestions about what qualities somebody might have to demonstrate to be given this accolade. Ask if they think the qualities might vary from job to job, i.e. *Is it good for a librarian to be quiet? What about a salesperson?* Have a class discussion based on students' responses.

Answers

Students' own answers

Page 15, Exercise 1

to abide by, bribe, colleague, conduct, ethics, dress code, exemplary

- Play the cassette for students to work out the meanings of the words from the context in which they are used. Give them time at the end of each sentence to consider the possibilities. If you find that students are struggling with this type of exercise, you may wish to prepare copies of the audioscripts to give to students to read along as they listen.
- Allow students to check their guesses in pairs or small groups, before consulting a dictionary or the Activity Book glossary.

Audioscript

1. **Abide by** the rules and you will succeed in this job.
2. The judge refused the **bribe** and sent the criminal to jail.
3. Dad's **colleague** really helped him at work today.
4. I just got promoted for my good **conduct** at work!
5. His sense of **ethics** stops him from doing bad things.
6. The **dress code** means you don't have to worry about looking fashionable.
7. No mistakes! What an **exemplary** performance!

Find the words

- Now tell students to work in pairs to match each *Find the words* definition with the correct key word.
- To check answers, read the definition and ask for the corresponding word.

- To encourage students to expand their vocabulary and use dictionaries more often, introduce them to the Dictionary Game. In this game, one student reads out the definition of a word, while other students try to guess what it is. The student reading the definition can give the first letter of the word as a hint. The dictionary should be passed on to the next player after each word has been guessed. A participant wins a point for each correctly guessed word, and the winner is the first player to reach three points.

Answers

dress code; conduct; colleague

Student's Book page 16

READING

2 What do you know about workplace ethics? Answer these questions before reading the article.

1. How should you deal with others at work?

2. What can you do to help your company impress customers?

3. Why is a dress code important in an office?

3 Following the Reading Strategies below, read the article and check your answers.

Employee of the month

Like millions of people around the world, Khalid Mustafa works in an office. He works with the same colleagues every day, and he often has meetings with people from other companies. Everyone says the same thing about him – he is the ideal employee.

5 “Khalid is a great worker and an example to follow. He's always neatly dressed, and he follows the code of workplace ethics,” explains his boss, Saleh Moussa. “This means that he behaves properly in the office. He is very polite and respectful to those around him. He has a positive attitude, and he interacts very well with his colleagues so that the job is done efficiently. I also trust Khalid. He would rather resign than lie, cheat, steal or accept a bribe.”

10 Khalid also abides by the company's dress code. This is another reason why he's such a good worker. He usually dresses up in a casual business style and makes sure that his clothes are always neat. “It means I can work more comfortably,” says Khalid. “It also projects a professional image to my colleagues and to visiting clients.”

15 Any employee who doesn't respect the company's dress code may be sent home to change or receive a verbal warning, but this is never a problem for Khalid. “I always feel happy when I'm working hard. The dress code helps to create a working environment where it is simple to do that!” In short, Khalid's conduct at work is exemplary.

VOCABULARY

Reading Strategies: Reading for specific information

- Before you read, try to guess what the text is about. Use the title and the design of the text to guide you.
- Read the text the first time for overall meaning.
- Read again and underline the important words and the main idea of every paragraph.

4 Find these words in the text and guess their meanings.

1. **ideal** (line 3)
a. pleasant b. perfect c. smart
2. **interact** (line 8)
a. behave b. communicate c. ignore
3. **efficiently** (line 9)
a. without wasting time, money or energy
b. as soon as possible
c. without problems
4. **resign** (line 10)
a. be dismissed
b. tell the truth
c. quit

16

Page 16, Exercise 2

- Read the rubric and tell students that they should work alone to answer the questions, writing down their answers in their notebooks. Make sure they know that they should only write one or two points for each response.
- Reassure students that even if they don't come up with answers that they are certain of, they should be able to make educated guesses about what is appropriate or not in the workplace.
- Take one or two suggestions from students and then move on to the next exercise.

Answers

Students' own answers

Page 16, Exercise 3

- Have students look at the Reading Strategies box. The advice about underlining important words is a useful way of plotting the meaning of a piece – when students come to look at the article in the future, these underlined words should jog their memory about the main ideas.
- Then, read through the article as a class, starting with one student reading the first sentence and working your way around the class until as many students as possible have read a sentence each.
- Before students start reading, reassure them that it is okay if they cannot pronounce everything perfectly at this stage, and that you might step in to help with pronunciation. They should not be disheartened if they need help; instead they should listen to the way you say the word and then have another go.
- When you have finished reading, get students to compare what they have read with their previous responses about workplace ethics. Did they come up with anything not in the article?

Suggested answers

1. I should be very polite and respectful to those around me. I should always have a positive attitude and interact well with my colleagues.
2. I can always dress neatly to project a professional image to clients.
3. A dress code is important in an office because it helps create a working environment that is more comfortable and professional.

Page 16, Exercise 4

- Tell students that, in order to complete this exercise, they must choose the correct meaning for each word taken from the text.
- They should look to the text to see how each word is used in context before making their choice.
- Read the answers out loud and then ask students to write sentences of their own using these words.

Answers

1. b; 2. b; 3. a; 4. c

Activity Book pages 11–12, exercises 1–4

- Put students in pairs to do exercises 1 and 2 in the Second section.
- Encourage students to ask for help if it is needed. Rather than repeating the grammar rules or giving them the definition of certain words, tell them to refer to Module 2 in the Student's Book.
- For exercise 3, tell them to work individually at first to make comparisons, then ask them to work in pairs to ask and answer questions.
- For exercise 4, divide the class into two groups. Tell each group that they will compete with each other to use the three relative pronouns in clear sentences (one sentence per pronoun). The first group to write three correct sentences wins.

Student's Book page 17

5 Read the text on page 16 again and answer the questions.

1. According to the text, how should an employee behave in order to be successful at work?
2. Why do you think it is important to be dressed neatly at work?
3. In your opinion, what should a person do to have a positive attitude all the time?

LISTENING

6 Read the quiz questions and choose the best answer for you. Then, listen to see what associations your answers have.

Black, white or red?

1. Which colour would you choose to paint your bedroom?
a. black b. white c. red
2. Which colour would you wear to play sport?
a. black b. white c. red
3. Which colour do you want your first car to be?
a. black b. white c. red
4. Which colour on the Jordanian flag is your favourite?
a. black b. white c. red
5. Which colour would you wear to a job interview?
a. black b. white c. red
6. Which colour makes you relax?
a. black b. white c. red

SPEAKING AND WRITING

7 Think about what qualities an ideal employee should have. In a group, have a short debate based on the statement 'A good employee is a person who only has a good attitude.' Use linking words such as 'so that' and 'because' while presenting your argument to explain your point of view and to give reasons. Then, fill in this job advertisement and discuss your choices.

We are looking for a top _____ to work for us.
You have to have the following skills: _____.
You must abide by these rules:
a. _____.
b. _____.
c. _____.

If you think you are the ideal person for the job, send us an email.

17

Page 17, Exercise 5

- Instruct students to answer the questions after reading the text silently. Walk around the classroom making sure students answer using full sentences.
- Put the students in pairs to discuss their answers. Then, share answers with the rest of the class.

Answers

1. Suggested answer: an employee should be polite, respectful and abide by the company's rules.
2. Students' own answers
3. Students' own answers

Page 17, Exercise 6

- Students may associate this multiple-choice format with the type of exercise where only one answer is correct (as with exercise 4 on page 16). In this instance, however, there is no one correct answer – students must instead select their preferred answer.
- When students have chosen their answers to each question, get them to add up how many times they chose 'a' answers, 'b' answers and 'c' answers. The audio track will tell students what the associations are of the colour they chose most frequently. You can tell students that an *association*, in this context, is a connection we make between two things. For example, the colour yellow is associated with sunshine and summer.

- Play the cassette for students to see what the colour associations might be applied to their choices.

Audioscript

If you answered mostly 'a', this means that you may be a person who is strong, mysterious or sad. Black is the colour that people wear when they are sad, or when they want to make themselves look strong. It is also mysterious, as it is the colour of secrets and shadows.

If you answered mostly 'b', this means that you may be a person who is pure, neutral or calm. White is a bright, clean colour that makes people more relaxed and is a symbol of unity. However, too much white can be dull or make you feel alone.

If you answered mostly 'c', this means that you may be a person who is energetic or who has strong emotions. It is an exciting and emotional colour, but it can also make people aggressive. Don't wear it in meetings!

If you had a mix of answers, you have a good balance of colour in your life. You can take the positive parts of each colour without being hurt by the negatives.

Answers

Students' own answers

Page 17, Exercise 7

- Put the students in small, equal groups and read the statement which they will be debating about. More guidance about holding a debate is found in the Introduction on pages 13–15. You can refer to these pages and make sure the students are following the same guidelines they followed in the debate in Module 1, page 7, exercise 7.
- When the debate is finished, congratulate all the groups for the good arguments they presented, and ask them to fill in the application form in their notebooks. Check the work of each group and discuss the different answers as a class.

Answers

Students' own answers

Activity Book page 13

- Put students in pairs to do exercise 5.
- Students should work individually to complete exercises 6 and 7. The exercises are designed to test students' vocabulary. If students are having difficulty, direct them to relevant pages in the Student's Book in order for them to see the words used in context.
- Note that there's a slight difference between "meaning" and "clue". "Meaning" is the definition of a word, while "clue" is a phrase or a sentence (sometimes written in the form of a definition) that gives a hint as to what to insert in a crossword puzzle or any other puzzle.

Lesson 6

Communication Workshop Writing instructions

The outcomes of this lesson are:

- To use pictures to answer questions
- To develop writing strategies to write instructions (e.g. designing a logo)
- To write instructions (e.g. designing a logo for a fashion company)
- To develop creativity

Materials

- Student's Book page 18
- Activity Book: Module 2 – page 14

How to go about the material:

- You may do the Optional Activity at the end of the lesson.

Student's Book page 18

Before you start

- Tell students that the four boxes on page 18 contain logos. A logo is a small design that represents a business or organisation, sometimes with a combination of words and pictures. They are designed so that people can recognise a company from just a small symbol of it.
- See if students can think of any logos. Famous ones that they probably would have seen include the McDonald's golden arches, the Nike tick, the

Communication Workshop

Writing instructions

Before you start

Have you seen a logo that you can still remember? What did you think about it?

Designing a logo

Ⓐ

Ⓑ

Ⓒ

Ⓓ

- First, choose your product of interest.
- Then, think of a logo to represent your product.
- Next, pick the appropriate colours for the logo.
- Last, check if the logo represents the product well.

Writing Strategies:
Writing instructions

- Always give instructions in a logical order. Think carefully about what the listener needs to know at each stage.
- Remember to include enough detail in your instructions.
- If you are not sure whether your instructions are detailed enough, try following them yourself to test them.

- 1** In pairs, ask and answer questions about the logos.
 1. How does each logo represent what the company does?
 2. In what other ways could a designer have represented these companies?
 3. In which logo do you think colour is most important?
 4. Which logo do you think is the most successful? Why?
- 2** Work in groups to design the logo for a fashion company. Decide which words, pictures and colours best represent its aims. Take notes.
- 3** Write instructions as a group for the design of your logo, following the Writing Strategies. Use words such as **first**, **next**, **then** and **finally** to make sure the instructions are clear and easy to follow.
- 4** Have another group draw and colour your logo using only your written instructions.

18
Assessment Tool 3

Microsoft coloured windows, Apple's apple, the Internet Explorer 'e', the 'S' on Superman's outfit, the Olympic rings, etc. Invite them to give their opinion on these and any other logos they thought of.

Answers

Students' own answers

Page 18, Exercise 1

- Put students into pairs to develop the discussion on logos. Tell them to take turns asking and answering the given questions. The aim is partly to get students thinking about the different ways of representing things. It is, however, mainly about getting students talking and expressing their thoughts in English using the ideas and vocabulary encountered so far in the module.
- Walk around the classroom making sure that students are working well together. You can even ask several pairs one of the questions yourself for both students to think of a response together.
- To check answers, take suggestions from different pairs.

Suggested answers

1. a. with the building; b. with the paper; c. with the book; d. with the paint brush
2. a. with more letters making the shapes of buildings, with the words designed to look like they are made of bricks, etc.; b. in a newspaper print font, with the company name coming out of a printer, etc.; c. with the company name on the cover of a book, with an owl (popular symbol of wisdom) sitting on the word, etc.; d. with the letters written in different colours
3. Colour is probably most important for 'Colour Lab' because the logo represents a photographic studio.
4. *Students' own answers*

Page 18, Exercise 2

- Join pairs together to form groups. Before they begin designing the logo for their fashion company, make sure students think about their company's aims. Is it a fashion company for children or adults, men or women, casual clothes or formal clothes? They should keep these things in mind while they are choosing the best words, pictures and colours to represent the company.
- Walk around the classroom listening to the discussions, and making sure that students are taking clear notes about their ideas to go with the logo they are developing.

Answers

Students' own answers

Page 18, Exercise 3

- Read the Writing Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Writing Strategies box to complete the exercise.
- Using their notes, each group should piece together a list of clear instructions for reproducing their logo.
- Discuss each group's list as they are in progress, making sure they are using words like *first*, *next*, *then* and *finally* to sequence the given order to their instructions.

Answers

Students' own answers

Page 18, Exercise 4

- Ask students to give instructions for the other group to draw and colour their group's logo, based on the written instructions.
- When all the students are finished, instruct them to complete Assessment Tool 3 on page 73 of the Activity Book. Tell them to circle the number in the corresponding box in the table based on the task they've done.

Answers

Students' own answers

Giving and Following Instructions Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I could write instructions for the design of the logo.	1	2	3
I used the advice in the Writing Strategies box to help me.	1	2	3
I wrote my instructions in a logical order.	1	2	3
The other group followed my instructions clearly.	1	2	3
I could write clearer instructions in the future.	1	2	3
I was able to follow my friends' instructions to draw their logos.	1	2	3

Optional Activity

- When the other group's logo has been reproduced from the written instructions, students should try to work out the company's aims – whether it is a fashion company for children or adults, etc. – by considering the associations of the chosen words, pictures and colours.

Activity Book page 14

- Before they start doing the exercises, encourage students by reminding them that they have previously learnt how to ask and answer questions.
- Put students into two teams for all three exercises and monitor them as they work through the three tasks.

Lesson 7

Language Development

The outcomes of this lesson are:

- To participate in a peer discussion using sentences with the comparative and superlative adjectives
- To identify words from definitions to complete a crossword puzzle

Materials

- Student's Book pages 19–20
- Cassette
- Activity Book: Module 2 – pages 15–16

How to go about the material:

- The crossword puzzle on page 20 can be set as homework.
- The exercises on page 16 of the Activity Book should be completed as homework.

Language Development

1 Complete this passage with the relative pronouns *who, that, which, whose* and *where*.

In the company (1) _____ I work, we all know the rules (2) _____ we have to follow. Our manager is very strict with us; he is the one (3) _____ organises the work among us. The dress code, (4) _____ each one of us has to follow, makes all the employees look neat and professional. The manager warns any employee (5) _____ attitude is negative towards their colleagues.

2 Now, listen to the passage and check your answers.

3 Choose a word or a name for each of the following items.

the most beautiful place that you have visited in Jordan

someone who is as close to you as your family

something that is more important to you than anything else in the world

What do you think?
"Clothes do not make the man."
Proverb

4 Work in pairs. Talk about what you have chosen from the boxes in exercise 3 and explain why you wrote these things.

5 The phrases in Column B are clues that help you guess the word in Column A. Can you guess all the words? The first letter of each word is given to you.

A	B
1. t _____	<ul style="list-style-type: none"> • a piece of clothing • usually loose
2. c _____	<ul style="list-style-type: none"> • worn every day • not formal type
3. e _____	<ul style="list-style-type: none"> • a set of rules • relating to behaviour
4. a _____	<ul style="list-style-type: none"> • relating to rules • another word for 'to follow'
5. w _____	<ul style="list-style-type: none"> • related to paper or cloth • another word for 'to cover'

19

Page 19, Exercise 1

- Let students read through the passage briskly in order to see if they can naturally fill in the blanks using the correct relative pronoun. To gauge their own responses, have them write this 'instinctive' answer in pencil.
- Then, have students go through the passage more thoroughly, working out which relative pronoun should be used in each instance.

Page 19, Exercise 2

- Before you play the cassette, tell students that they will need to listen carefully to see whether their answers were correct or not.
- Then, play the cassette and have students mark their own work.

Audioscript

In the company **where** I work, we all know the rules **that** we have to follow. Our manager is very strict with us; he is the one **who** organises the work among us. The dress code, **which** each one of us has to follow, makes all the employees look neat and professional. The manager warns any employee **whose** attitude is negative towards their colleagues.

Answers

1. where; 2. that; 3. who; 4. which; 5. whose

Page 19, Exercise 3

- Read the rubric and make sure students are attentive to the different forms of adjectives in the statements. For example, they should know that they are not writing about any beautiful place in Jordan, but the *most* beautiful place in Jordan.
- As you walk around the classroom, you can ask students questions to make sure they have grasped the purpose of the exercise. For example, *Is there a more beautiful place in Jordan than [the place the student has chosen]?* for the student to answer *No*. If they answer *Yes*, explain why they should be writing about that place as the *most beautiful* instead.

Answers

Students' own answers

Page 19, Exercise 4

- Put students into pairs to discuss their responses to the statements in the previous exercise.
- Choose several students to share their responses with the rest of the class.
- Now, complete the following table so that you follow up with the students' progress and evaluate what they have learnt in the lesson. Do you think that the result is satisfactory? Or do any students need more clarification in some areas?

Answers

Students' own answers

Teacher's Anecdotal Record			
Students...	Excellent	Good	Satisfactory
understood the different usages of the relative pronouns in relative clauses.			
were able to listen to a passage in English and identify their mistakes.			
could give their own examples and explain the reasons for their opinions clearly.			
How could my students do better in similar exercises?			
How could I give better guidance to my students in the future?			

Page 19, Exercise 5

- Students will have encountered all of the words as key words throughout the module. Explain that the phrases in Column B are clues that will help them find out what the words in Column A are.
- Ask them to complete the exercise without referring back to their notes. In this way, students can test how much new vocabulary they have remembered.
- Read the answers to the class and have students mark their own work. Tell them to learn any words that they couldn't guess in this exercise. You can come back to this exercise as an informal test at a later stage.

Answers

1. tunic; 2. casual; 3. ethics; 4. abide by; 5. wrap

What do you think?

- The sentiment behind this proverb is common in many different countries, although with some variation. In England, the most common variant is *Don't judge a book by its cover*. See if students understand the literal meaning of *Clothes do not make the man*. You can translate it into Arabic for them, if not. Then see if they understand the deeper meaning of the proverb – it suggests that what is on the outside, i.e. the way a person looks, is not always the best way of telling what is on the inside, i.e. what their character is like. Ask students if they agree with this proverb.

Crossword Puzzle

Read the clues and write the words in the puzzle.

Across

1. A piece of clothing made of wool that covers the upper part of the body
2. The way someone behaves in his job
3. When you wear loose clothes, you feel _____.
4. When you're wearing neat, stylish clothes, you look _____.
5. A soft fabric made from the thin threads of silkworms

Down

6. A loose, long garment
7. Businessmen wear _____ clothes.
8. A piece of furniture that you hang clothes in
9. To give someone money so he can do something dishonest for you

What items of clothing make up the traditional Jordanian costume?

20

Activity Book pages 15–16

- Students should be familiar with what is practised in the other exercises, e.g. punctuation and linking words on page 15. Talk about their usage briefly, discussing only the details covered in the Activity Book. Tell students they can work in pairs if you wish.
- The exercises on page 16 should be completed as homework in preparation for the next lesson.
- Give students some time to read through the exercises and make sure they don't have any questions.



Read the question to the students and set it as a task for the following class.

Answer
The thobe, agal and kufiyah make up the traditional Jordanian costume.

Page 20, Crossword Puzzle

- Allow students to choose whether they work alone or in pairs to complete the crossword.
- Students should read through all the clues before starting to write their answers in the grid. Tell them to write in pencil if they are unsure of an answer.
- While students are working, prepare to share the answers by writing the numbers 1 to 5 in a column headed 'Across' and the numbers 6 to 9 in a column labelled 'Down'.
- Go through the answers as a class.

Answers

Across

1. JUMPER
2. CONDUCT
3. COMFORTABLE
4. SMART
5. SILK

Down

6. TUNIC
7. FORMAL
8. WARDROBE
9. BRIBE

Lesson 8

Project What did you wear?

The outcomes of this lesson are:

- To interview family members about fashion in the past
- To sort, organise, and classify data into a table
- To write a report on fashion in the present and the past
- To employ problem-solving strategies

Materials

- Student's Book page 21
- Activity Book: Module 2 – pages 17–18

How to go about the material:

- Make sure you have all the necessary materials prepared.
- Assignment B should be set as homework.

Student's Book page 21

What did you wear?

Before you start
Find a large sheet of cardboard, coloured paper, scissors, marker pens and a glue stick.

Your task is ...
To show the changes in fashion in your country.

Clothes through time

PROJECT

A Your first assignment

- Make a table like the one below. Then, in groups, discuss a series of questions to ask the older members of your family and write them down. Here are some points to think about:

1. What was the fashion when they were your age? Did they follow the fashion? Why / Why not?
2. What colours or designs were popular? Draw a picture or find an old photo of your family showing how they dressed.
3. What has changed? What is similar?

	What did you wear?	What colours?	What's different?	What's similar?
Me and my friends	jeans, T-shirts			
Mum and my aunts				
Dad and my uncles				
Grandmother				
Grandfather				

B Your second assignment

- Use the information that you collected from your family to write a short report.
- Show your project to the class.
- Explain what has changed and what has remained the same.

Clothing expert

21

Before you start

- Make sure students have all the equipment they need in order to complete the activity.

Assignments 1 and 2

- Explain that the purpose of this project is to discuss types of clothing, and how styles have changed over time. You should stress that the social aspect of this project is very important for the students' personal culture and education; but in this specific instance, the main purpose is for

students to practise their English language in the context of social life.

- Have students copy the table on page 21 of the Student's Book out on a piece of coloured paper. They will use this table as part of their research for the upcoming report in Assignment B. Advise students that they can add one or two extra columns in order to be more specific about changing styles. For example, *What materials? How practical?* and so on. Make sure students are copying the tables accurately, using correct spelling and relevant vocabulary.
- Then, divide the class into groups for them to decide what further questions they would like to ask their family members. To avoid too much duplication between the information in the tables and responses to the questions, make sure students understand that the questions will give their relatives the opportunity to elaborate on what information they give for the table. Because of this, the questions can afford to be quite specific and detailed. Students can take guidance from the points given on page 21, but they should try to develop them in addition to thinking of some of their own.
- As students are working, spend a little time with each group to make sure all members are participating. If you notice some students aren't joining in, ask them what their opinion is on the point being discussed at the time.
- For homework, have students speak to their relatives in order to fill in the table and answer the questions. Encourage them to use the Internet, visit a public library or the school library to find more information on the topic. They should then create a short written report summarising the information they have gathered in preparation for the oral presentations in the next class. The report and the table should be stuck to a large piece of construction paper and decorated with drawings or pictures of 'clothes through time'.
- Allow students to begin the next lesson by presenting their reports. All the information they have gathered and written about will culminate in them having the opportunity to use the vocabulary and present the ideas they have covered in this module.

Activity Book pages 17–18

- Have students complete all the exercises on page 17 individually. They should then fill in the review table on page 18.
- When they have completed the table, they should count the number of ticks and complete the "Total number of ticks" table so that they know how well they did in the module.

MODULE 3

Will computers rule the world?

The outcomes of this module are:

- To anticipate future events
- To use context to guess the meaning of new words
- To demonstrate understanding of a listening text about predictions related to the future
- To use *be going to* and *will* to talk about the future
- To use words and sentences to participate in a discussion about predictions
- To develop speaking strategies to have a group conversation
- To ask questions to encourage all members in a group to take part in a speaking activity
- To scan a reading text
- To speak clearly about plans and predictions
- To write an application form, giving essential information about oneself
- To write a poem using an organisational pattern
- To recite a poem in English

Lesson 1

The outcomes of this lesson are:

- To participate in a group discussion about predictions related to technology
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop aspirations

Materials

- Student's Book pages 22–23
- Dictionaries
- Glossary – Activity Book page 67
- Cassette
- Activity Book: Module 3 – page 19

How to go about the material:

- A writing task based on exercise 4 on page 23 can be set as homework.

Student's Book pages 22–23

Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

Before you start

- Explain that the picture on page 22 is virtual and represents the future of computers.
- Over the course of this module, students will cover topics relating to the future of computers and Internet technology. They should begin by reading through the *Before you start* questions with a partner and discussing their responses with each other.
- Encourage students to speak as much English as possible in their responses, but offer reassurance if they do not have sufficient vocabulary to answer fluently at this stage – the key words throughout the module will introduce them to the required

words as you go along. Students will also gradually become more confident in discussing future plans using *I'm going to*. You can return to this activity at the end of Lesson 3 and point out the progress students have already made.

- As you walk around the classroom, try not to interrupt discussions.

Answers

Students' own answers

The image shows a futuristic, virtual cityscape with green buildings and a dark sky. In the foreground, a friendly-looking robot with glasses and a red bowtie stands next to a screen. The screen displays a list of activities under the heading 'You will be able to:'. The robot is holding a small device. The page number '22' is visible in the bottom left corner of the image.

You will be able to:

- listen to a specialist talking about future predictions
- predict the meaning of new vocabulary items
- talk about future predictions using *be going to* (future planning) and *will*
- read an article about science fiction
- talk about your own plans and predictions
- write an application form

Project: My future

Page 23, Exercise 1

- Ask for five students to volunteer and have each one read one of the predictions out loud to the rest of the class.
- After each sentence has been read, have all students jot down whether they think it will come true or not. Reassure them that since nobody can be certain what the future will be like, there are no 'right' or 'wrong' answers. However, they should apply reason to their answers because, in the next exercise, they will listen to somebody giving their specialist opinion on each prediction.

- Tell students they won't be checking their answers until they do the next exercise but that for now, you will discuss the different responses to each point. Go through answers by asking *Who answered likely / not likely to happen for prediction one / two / three / four?* etc. Students should raise their hands depending on what they answered. Ask one student who answered *not likely to happen* to explain why they don't think the prediction will come true, for a student who answered *likely to happen* to counteract their argument.

Answers

Students' own answers

Page 23, Exercise 2

- Give praise to any students who were able to express their reasoning clearly in exercise 1.
- Play the cassette, pausing when necessary to make sure students are following what is being said. Tell them not to be too concerned if there are words they do not understand at this stage. They can all listen again after they have covered the new key words in exercise 3.

Audioscript

What will the future bring? Here are some predictions...

Computers

Computers will become our personal assistants. They'll know what we like and dislike, so they will help us make decisions: what to wear, what to buy, etc. Our lives will be much easier! We will always be online because we will wear a tiny computer in our clothing. This will connect to the millions of other tiny computers there will be around us – downloading and sending information to our own, built-in 'personal assistants'.

Medical science

One day, we might be able to visit the doctor – without leaving home! Telemedicine is trying to help doctors treat patients in distant areas, where hospitals haven't got specialised doctors. Using an Internet connection, a webcam and a mouse, the doctor will be able to move a special robot around, to check a patient's heart, take X-rays and get a close-up view of the patient.

Flying cars

Long ago, people predicted flying cars. But this is no longer just a prediction. It's going to happen – a company is already making a flying car, which is going to cost \$200,000! Are you going to buy one? It will let you drive along a road as normal, and then, when the traffic is busy, you can take off and fly to your destination!

Page 23, Exercise 3

assistant, tiny, to connect, to download, built-in, distant, patient, specialised, webcam

- Play the cassette and give students the chance to note down what they think each word must mean from the context in which it is used.

Audioscript

1. The boss's **assistant** helps him manage all his work.
2. I can't read this book – the words are **tiny**.
3. **Connect** your mobile to my computer and I'll give you the document.
4. Where can I **download** that article you wrote?
5. The **built-in** torch on this pen is really useful.
6. **Distant** parts of the world can be really different.
7. How did you save that **patient**? You're a great doctor!
8. I design very **specialised** programmes for individual companies.
9. With a **webcam**, you can talk to your family when you're on holiday.

Page 23, Exercise 4

- Put students into groups and tell them they will be comparing the responses made to the predictions in exercise 1 with the information presented by the specialist.
- Set students to work in their groups. Walk around the classroom making sure that students continue to speak in English.

Answers

Students' own answers

Activity Book page 19, exercises 1–2

- Students should use their new vocabulary to match with the pictures. Ask them to work individually so they can gauge their own level of understanding.
- For exercise 2, encourage volunteers to read out their sentences to the rest of the class.



The world?

Before you start
Do you use computers? Do you use the Internet? Make a list of things around you that are computerised (your watch, a calculator, a coffee-maker, etc.) Imagine life in the next twenty years. How do you think computer technology and the Internet will change our lives?

- 1 Read these predictions about the future. Do you think they are likely to happen?
 1. We will wear computers in our clothing.
 2. We will be online all the time.
 3. Doctors will treat patients in their own homes.
 4. Flying cars will be cheap.
- 2 Now, listen to a specialist talking about predictions related to the future and check your answers.
- 3 Listen to the words below in context. Try to guess their meanings.

assistant, tiny, to connect, to download, built-in, distant, patient, specialised, webcam
- 4 In a group, discuss your guesses for exercise 1. Are there any predictions that the specialist talks about which surprise you? Do you and your friends think the predictions will come true?

23

Lessons 2 and 3

I'm going to walk on the Moon!

The outcomes of these lessons are:

- To use *be going to* and *will* to talk about the future
- To interview peers about how they think the future will be
- To ask and answer questions to make guesses
- To participate in a group conversation about predictions related to the future
- To plan for one's future job
- To implement respect for time

Materials

- Student's Book pages 24–26
- Dictionaries
- Glossary – Activity Book page 67
- Cassette
- Activity Book: Module 3 – pages 19–20

How to go about the material:

- Exercise 5 on page 20 of the Activity Book can be set as homework.

Student's Book page 24

Reading

1 Read this web page. Then, answer the questionnaire.

Before you start
What are your plans for the future? Say where you think you will be in 2030. What do you think you will become?

Imagine your future, plan your actions!

This is the time for you to take a long-term view of your career. Here are three exercises that will help you to start planning your future.

1. What do you want to be in 2030?
Answer the following questions honestly:
1. What do you want to be in 2030?
2. Why did you choose this job?
3. What are you going to do to achieve your goal when you finish school?

2. Plan your actions
Now that you know what you want to be in 2030, let's plan how to achieve your goal.

What	Why	When	Where	How
In 2030, I'm going to be an astronaut and I'm going to travel to the Moon.				
I'm going to finish high-school.	Because I want to go to university	In the year ...	At ... school	I'm going to study hard.

Copy this table on a sheet of paper, and write your answers to these questions:
1. What steps are you going to take to achieve your goal?
2. Why do you have to take these steps?
3. When are you going to take or achieve these steps?
4. Where are you going to carry out these steps?
5. How are you going to achieve these steps?

3. Map out your journey
Now decide what you are going to achieve each year.

20..	20..	20..	20..	2030
I'll finish high-school.	I'm going to finish university.	I'm going to learn to fly a plane.	I'm going to apply for a job at the Space Agency.	I'm going to walk on the Moon.

Now you only have to do it!

Before you start

- Give students time to think about the questions. Tell students to have a discussion in pairs about the future, their interests and what they think they will become.

- Then, tell them to compare their answers in small groups. Walk around the room asking for volunteers to share their answers.

Answers

Students' own answers

Page 24, Exercise 1

- Have students spend some time reading the entire web page. On their first read through, they shouldn't try to answer the questionnaire. Instead, they should make sure that they understand each stage of the questionnaire and have an idea of how to go about answering it.
- As students are working, allow them to ask you questions in order to clarify any doubts. Create an open space on the board and tell students to come to the board and write words on it that they do not understand, but only after they have tried to work out the meaning from the context.
- When students have finished reading, go through the words on the board. For each word, invite a volunteer to try explaining the meaning to the rest of the class. Correct or confirm the definition with reference to a dictionary or the Activity Book glossary. In this way, students will become accustomed to using reference tools and to helping each other, rather than relying on you to provide them with all the answers.
- Give a set time for students to complete the questionnaire, or assign it for homework. Take in work to check for mistakes once students have completed it.

Answers

Students' own answers

Student's Book page 25

Grammar

Be going to (future planning) and will

Page 25, Exercise 1

- In this exercise, students will begin working on the module's key grammar point. Discuss the correct usage of *be going to* with students before you begin, using the Grammar Notes on page 83 to guide you. Note that not as much attention is given to the use of *will* as is given to the use of *be going to* because *will* has been thoroughly practised in *Action Pack 8*. If you think any of the students needs to be reminded about the use of *will*, ask them to review the exercises they did in Module 4 of *Action Pack 8*. They can also review the Grammar Notes related to that module.
- Read the rubric to the class and clarify any doubts.
- Allow students to work in pairs to fill in the gaps using the correct form of *be going to*. If students ask for help on a specific point, do not give the

answer, but instead try to explain how they might work it out for themselves.

- When all students have completed the exercise, check the answers as a class.

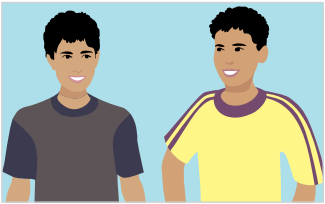
Answers

1. am going to make; 2. am going to begin;
3. is going to give; 4. are / going to do;
5. am not going to play; 6. am going to apply

Grammar

Be going to (future planning) and will

1 Complete the dialogue with the correct form of **be going to** in the affirmative, negative or interrogative.



Habib: I have decided to plan my future. I (1) _____ (make) my decisions for next year.

Hamzah: Really! What are you going to do?

Habib: I am going to be a computer specialist, so, I (2) _____ (begin) by taking maths seriously. My maths teacher thinks it's a good idea. He told me that he (3) _____ (give) me extra lessons so that I can pass the entrance exam at university.

Hamzah: What (4) _____ you _____ (do) about those video games you like so much?

Habib: I (5) _____ (play) any more video games until I get my degree at university. Then, I (6) _____ (apply) for a position at one of the largest technology companies.

Hamzah: Well, good luck to you! I still don't know what I am going to be.

2 Which comment is better in each situation?

1. Experts think that the new Internet will be more powerful than the one we know.
 - a. It will probably be more powerful.
 - b. It's definitely going to be more powerful.
2. I'm going to be an electronic engineer.
 - a. At which university are you going to study?
 - b. At which university will you study?
3. I'm going to visit my grandparents at the weekend.
 - a. You'll probably visit your grandparents at the weekend.
 - b. You're going to visit your grandparents at the weekend for sure.

3 Complete the dialogue between the two young Jordanian scientists, Fawzi Al Mitwalli and Nour Maraqa.

Nour: Fawzi and I **are going to/will** make a refrigerator that works without electricity.

Fawzi: First, we **are going to/will** place a tall glass box inside a container full of water.

Nour: Then, we **are going to/will** put them both in a mirrored glass box. The mirrors **are going to/will** reflect the sunlight and prevent it from warming the container.

Fawzi: Finally, two small fans on each side of the mirror box **are going to/will** circulate the air around the container. As a result, the evaporating water **is going to/will** keep the glass box and the food inside cool.

4 Now, listen to the dialogue and check your answers.

25

Page 25, Exercise 2

- The purpose of this exercise is to make sure that students are able to distinguish between *be going to* and *will* to talk about future plans. Make sure they understand that when making future predictions, we use *be going to* to talk about something that is certain, i.e. when a decision has been made, and *will* when we think something is probable, but not guaranteed.
- Allow students to work either individually or in pairs depending on levels of confidence.
- Read the answers out and discuss each question as you go along.

Answers

1. a; 2. a; 3. b

Page 25, Exercise 3

- By now, students ought to be growing familiar with the use of *will* and *be going to*. They should try to complete this exercise alone to gauge their own level of understanding.

- Tell students to double check their answers in preparation for the next exercise.

Page 25, Exercise 4

- Make sure students have completed exercise 3 and then tell them that you will check answers together by listening to the complete dialogue.
- Tell students to read along silently as they listen and make sure they are paying attention. Play the entire track without stopping so that they get used to following conversations without the aid of convenient pauses.
- Play it a second time if necessary.

Audioscript

Nour: Fawzi and I **are going to** make a refrigerator that works without electricity.

Fawzi: First, we **are going to** place a tall glass box inside a container full of water.

Nour: Then, we **are going to** put them both in a mirrored glass box. The mirrors **will** reflect the sunlight and prevent it from warming the container.

Fawzi: Finally, two small fans on each side of the mirror box **will** circulate the air around the container. As a result, the evaporating water **will** keep the glass box and the food inside cool.

Answers

are going to; are going to; are going to; will; will; will

Student's Book page 26

5 Imagine you are in one of the situations below. Write sentences about what you **are going to do**.

Example

I have a maths test tomorrow. → I'm going to practise solving those problems.

1. My room is very untidy → I'm ...
2. I want to be a musician → I'm ...
3. I'm tired → I'm ...
4. I've got a difficult test tomorrow → I'm ...
5. I was late for school today → I'm ...

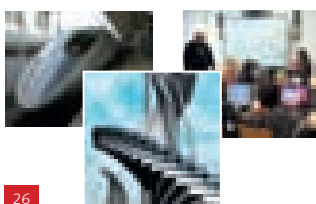
6 In pairs, take turns to guess what your partner is **going to do** in each situation from exercise 5.

Example

A: I was late for school today.
B: Are you going to buy an alarm clock?
A: No, I'm not.
B: Are you going to get up earlier?
A: Yes, I am.

7 In pairs, take turns to make predictions about life in 20 years. Use the words from the box to give you ideas.

transport the environment
 your work your family telephone
 the Internet newspapers books
 education buildings



26

Over to you . . .

8 Read the Speaking Strategies.

Speaking Strategies: Having a group conversation

- Make sure everyone in your group has a chance to speak.
- Listen carefully to others, and wait for the speaker to pause before sharing your ideas.
- If anyone in your group hasn't had a chance to speak, you can encourage them to join the conversation by asking, 'What do you think?', 'Do you agree?', 'What's your opinion?' or 'Do you have anything to say?'

9 Go over the questions below. Then, following the Speaking Strategies, answer them and discuss your opinions in groups. Are they similar or different?

In the 22nd century:

How will computers look different?

Will we have robots instead of doctors?

Will we still read books, or will we only read online?

Will cars fly?

Will we have airports in the sky?

Will we still carry passports?

Will we take holidays on other planets?

What jobs in the house will computers and robots do?

Page 26, Exercise 5

- Explain to students that each of the statements (1–5) presents a scenario in which they must imagine themselves. Imagining themselves in each situation, students must write a sentence based on their related future plans.
- Reassure students that they have the skills to complete this exercise based on their grammar work so far. Walk around the classroom offering encouragement, and referring back to previous exercises if students have any uncertainty over writing sentences using *be going to*.
- Be aware of the possible answers but do not go through them as a class just yet – students will need to guess each other's responses in exercise 7.

Suggested answers

1. I'm going to tidy it.
2. I'm going to practise playing instruments every day.
3. I'm going to go to bed early tonight.
4. I'm going to study for it now.
5. I'm going to get up earlier tomorrow morning.

Page 26, Exercise 6

- Put students into pairs – perhaps placing strong students with weaker ones.
- Tell them to go through each of the situations in exercise 5 once again, but rather than giving their own responses, they have to try to guess what their partner wrote.
- Walk around the classroom monitoring the activity and making sure that students stay focused on the task.

Answers

Students' own answers

Page 26, Exercise 7

- If students worked well in the pairs they were in for exercise 6, keep them as they are. If you think they would benefit from working with other people, reallocate partners.
- Tell them that while the purpose of the exercise is to write grammatically-correct sentences together, it is important for them to have fun with the exercise, and to be creative. It is more interesting to speculate about new types of transport, for example, than it is to say existing types of transport will be faster.

- When students have completed their predictions, create an imaginary world on the blackboard writing sentences based on students' suggestions. For example, *In the future, there will be flying cars* and *In the future, we will design the tallest buildings in the world*.

Answers

Students' own answers

Over to you ...

Page 26, Exercise 8

- Read the Speaking Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Speaking Strategies box to complete the exercise.

Page 26, Exercise 9

- Start with students working individually and make sure they understand what they must do to complete the exercise. Write 22nd century = 2100–2199 on the board to make sure they know how far in the future they will be thinking about.
- Tell students to note down their ideas for each of the questions.
- Then, have students work in groups. Walk around making sure that they are working through all of the questions, and taking it in turns to speak. They should pay attention to differences of opinion, with each student explaining why they think what they do.
- For homework, assign one or two of the questions to each student and have them write a clear response for each one. Encourage them to use the school library or to go online to do some research about the given topic.

Answers

Students' own answers

Activity Book pages 19–20

- For exercise 3, remind students that they are already familiar with the topic. However, this activity will give them more information while allowing them to practise using the correct verbs. Exercises 4 and 5 will build on this by giving them practice, identifying the difference between *will* and *be going to* and using them in the interrogative form. Exercise 5 on page 20 can be completed in class or set as homework. If you decide to set the exercise as homework, clarify any doubts before the end of the lesson.

Lessons 4 and 5

Skills focus

What is science fiction?

The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To use prior knowledge to answer questions about science fiction
- To scan a text about science fiction
- To demonstrate understanding of a listening text about Ibn Al Nafis
- To speak clearly about plans and predictions related to the future
- To express opinion about personal activities and future plans

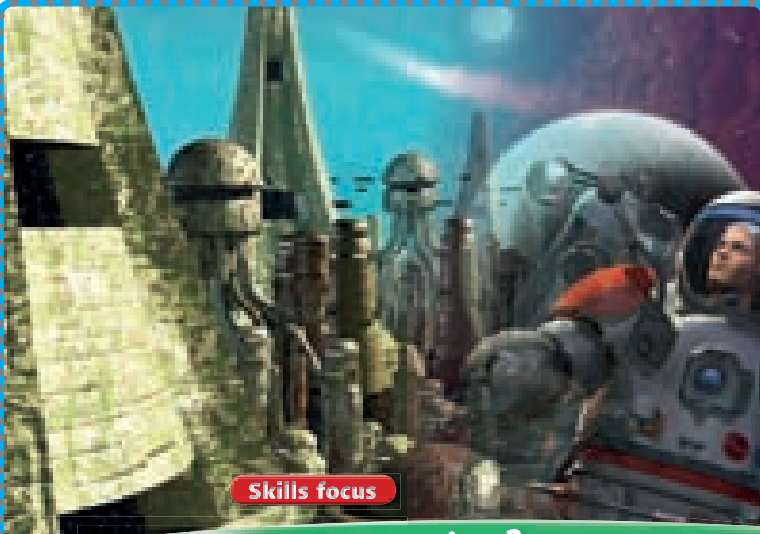
Materials

- Student's Book pages 27–29
- Dictionaries
- Glossary – Activity Book page 67
- Cassette
- Activity Book: Module 3 – pages 21–22

How to go about the material:

- Exercise 3 on page 21 of the Activity Book can be set as homework.

Student's Book page 27



Skills focus

What is science fiction?

Before you start
Look at the pictures. What are they about? Have you ever read a story or watched a film about science fiction? What were they about?

1 Listen to the words below in context. Try to guess their meanings.

alternative, principle, accurate, advance, rationally, reality, science fiction, weightless

▶ One of a number of things from which only one can be chosen
▶ It is what actually happens in the world.
▶ Exactly right in every detail

Find the words

27

Before you start

- Read the title to the students and tell them to look at the pictures. Have a class discussion about what they think the title means and about the pictures.
- Encourage students to talk about the stories they have read or the films they have seen, the characters, and whether they liked the stories or not.
- Do not interrupt students to correct any mistakes. Instead, offer encouragement so that all students feel comfortable enough to participate.

Answers

Students' own answers

Page 27, Exercise 1

alternative, principle, accurate, advance, rationally, reality, science fiction, weightless

- Students should begin familiarising themselves with the key words by listening to the cassette and, in the usual way, guessing the meanings based on the context in which they are used.
- Ask students to find out the meaning of just one word each using a dictionary or the Activity Book glossary.
- Then, go through each of the words, asking the relevant students to confirm to the rest of the class what it means.

Audioscript

1. Think about changing your mind – look at **alternative** ideas.
2. I live by the **principle** that all people should be nice to each other.
3. What an **accurate** guess! You got it right!
4. **Advances** in medicine mean that people will have healthier lives.
5. I didn't think with my emotions. I thought **rationally**.
6. One day, flying cars will be a **reality** – we will actually be able to drive them!
7. I love reading good **science fiction** and feeling like I'm in the future.
8. In space, you float because you become **weightless**.

Find the words

- Allow students to work in pairs to match each definition to the corresponding key word.
- Read the answers to students and, if they answered incorrectly, ask them to find out the actual meaning of the word they incorrectly matched the definition with. In this way, they should avoid making a similar mistake in the future.

Answers

alternative; reality; accurate

READING

- 2 What do you know about science fiction? Answer these questions before reading the article.
 1. What does a science fiction story talk about?
 2. What elements make a good science fiction story?
 3. Why do people write science fiction stories?
- 3 Now, scan the article and check your answers.

The science fiction story

Science fiction or "Sci Fi" deals rationally with alternative possibilities to our everyday reality. Sci Fi uses scientific theories, new scientific principles or new technologies as elements in the story.

A good science fiction story will include the following elements:

- A setting in the future, or in a historical past that is different from the history we know
- A setting in outer space including technology or scientific rules which contradict known scientific theories

There are many arguments about which story was the first science fiction story. However, science fiction as we know it today started with Jules Verne, who wrote exciting adventure stories including amazingly accurate predictions about future science. In *From the Earth to the Moon*, 100 years before the first Moon landing, he predicted that astronauts would be weightless in space! No one knew this at the time.

Why is science fiction so popular today? Is it just because the stories are exciting? Some people believe that it is popular because it is the literature of change. There have been many technological advances in the past few years, and it is natural for any culture to discuss these and future changes in stories. Some writers' predictions come true, and it is thrilling to read examples of what our lives might be like.

VOCABULARY

- 4 Find these words in the article and guess their meaning.
 1. **element** (line 3)
 - a. one part of a whole work
 - b. an amount of something
 - c. a part in an electric teapot
 2. **setting** (line 5)
 - a. music written to go with a poem
 - b. surroundings
 - c. the place and time when a story takes place
 3. **contradict** (line 7)
 - a. go against known facts
 - b. agree with known facts
 - c. differ from known facts but not necessary false
 4. **thrilling** (line 17)
 - a. boring
 - b. scary
 - c. very exciting

28

Page 28, Exercise 2

- Tell students to read the rubric and make sure they know not to read the article before they do this exercise.
- Before students begin, make sure they know what 'science fiction' is. Rather than defining it, give them examples of famous books or films from the genre. For example, *The Hitchhiker's Guide to the Galaxy*, *2001 – A Space Odyssey*, *Star Trek*, *Star Wars*, *X-Men*, *The Time Machine*, *Journey to the Center of the Earth*, and so on. You can even refer them to some science fiction books in Arabic if you know any. Even if they are not familiar with any of these, they should be able to elicit something about the genre from the titles.
- Reassure them that it does not matter if their answers turn out to be different to those in the article – what is important is that they are able to understand and respond to each question articulately in English.
- Have students compare their answers with a partner.

Answers

Students' own answers

Page 28, Exercise 3

- Ask each pair of students to check their answers by scanning 'The science fiction story' article on page 28.
- Tell them to underline any words they aren't familiar with.

Suggested answers

1. A science fiction story talks about the future and possible changes to the things we know.
2. A setting in the future, a setting in a historical past that is different from the history we know or a setting in outer space are elements that make a good science fiction story.
3. People write science fiction stories to discuss the future changes in cultures.

Page 28, Exercise 4

- Ask students to work individually to find each of the given words in the article. They should first try to work out the meaning of each word without looking at the three options. If they are unable to guess, they should then look at the possibilities and choose the definition they think is most likely to be correct.
- Put students into pairs to check their answers. Allow them to use a dictionary or the Activity Book glossary. They should also try to help each other understand any words they underlined in the previous exercise.

Answers

1. a; 2. c; 3. a; 4. c

What do you think?

"We're changing the world with technology."
Bill Gates

- 5 What can you remember? Cover the text and correct these sentences.
1. Science fiction is about the changes that happened to the things we know.
 2. People agree on which was the first science fiction story as we know it today.
 3. Jules Verne mentioned in one of his books what other people had discovered, that astronauts would float in space.
 4. The things that science fiction writers predict will never happen.
- 6 Listen to this lecturer and his students. Complete the sentences with the new information.

LISTENING

In one of his books, Ibn Al Nafis expresses his own philosophical and (1) _____ ideas. He's one of the greatest (2) _____ in history. The main purpose of his book was to prove that the human mind can (3) _____ the truths of the universe through (4) _____ and logical (5) _____.

The 'truths' he presented in the story include the necessity of God's (6) _____, the life and teachings of the (7) _____ of Islam, an (8) _____ of the past and present of man, and a general (9) _____ about his future and that of the (10) _____.



- 7 Now, listen again and check your answers.
- 8 Write down three activities you are going to do and three events you think will happen in the next five days. Write your opinion: will they be interesting or uninteresting? Will you enjoy carrying out your plans or not? Use as many linking words as possible for coherence.
- 9 In a group, discuss what you wrote. Do all of you have similar plans and predictions? Do all of you share the same opinion about the activities and events you mention in your notes? What are the similarities and differences?

WRITING

SPEAKING

Assessment Tool 4

Page 29, Exercise 5

- Without looking back at the text on page 28, students should read each statement and work out why it is incorrect. They should correct the sentence so that it says something true based on what they previously read.
- Then, ask for volunteers to read one corrected sentence each. Once a sentence has been read, other students should point out where the correct information can be found in the text. In this way, more students get to participate than the four students reading out a sentence each.

Answers

1. Science fiction is about the possible changes that might happen to the things we know.
2. Nobody knows what the first science fiction story as we know it today is.
3. Jules Verne mentioned in one of his books what no one else knew about, that astronauts would float in space.
4. The things that science fiction writers predict might actually happen.

Activity Book page 21

- Remind students of the distinctions between *will* and *be going to* (the former is used for predictions and the latter for future planning) before they begin exercise 1 on page 21.
- For exercise 2, tell students to listen carefully and ask them to check their answers in pairs. The audioscript of this exercise is found on page 114 of this book.
- If you decide to set exercise 3 as homework, give students a few minutes to make sure they understand what they will have to do. Clarify any doubts.

What do you think?

- Read the quotation to the class. Ask students to explain what it means.
- Once they have tried to guess, explain that it talks about the importance and impact of technology. Bill Gates (1955–) is an American programmer, inventor and businessman. He also has a lot of charities and helps the less fortunate. He believes that the world is changing through the inventions that are coming up.
- Ask students what kinds of technology they can think of which have changed the world. How have they impacted on life?

Page 29, Exercise 6

- Allow students to read through the text before you begin playing the cassette. You can answer general questions they have, but nothing that would give away the answers.
- Then, play the cassette through once without stopping. Tell students that they should fill in the gaps as they listen. If the word is too long to write quickly, tell them to write just the first few letters so they can go back later and write the rest of the word. This is a useful tip for jotting down information when it is presented too quickly to record every word fully.

Audioscript

Teacher: So, it is clear that in one of his books, Ibn Al Nafis uses the plot to express his own philosophical and scientific ideas. In fact, he included references to his own theories in it.

Student A: So, he was really a scientist!

Teacher: Indeed. He's one of the greatest doctors in history. He was the first who accurately described the circulation of blood through the lungs and the body. Three centuries later, the credit went to Michel Servet and later, to W. Harvey.

Student B: So, can we say that he wrote that book to explain his own theories about medicine?

Teacher: Not quite. He explained that the main purpose of his book was to prove that the human mind can deduce the truths of the universe through reasoning and logical thinking.

Student C: And what were these truths for Ibn Al Nafis?

Teacher: The "truths" presented in the story include the necessity of God's existence, the life and teachings of the prophets of Islam, an analysis of the past and present of man and a general prediction about his future and that of the planet.

- Stress that the most important thing is that they are able to write, first, grammatically-correct sentences, and second, predictions that will provide interesting points of discussion for the next exercise.

Answers

Students' own answers

Page 29, Exercise 9

- Allow students to form their own groups of a specified size.
- Each group should begin by reading the rubric and making sure they understand what they need to do together. Clarify any doubts.
- Set a time limit for students to discuss their responses to exercise 8. Walk around the classroom monitoring the activity.
- When all the students are finished, instruct them to complete Assessment Tool 4 on page 74 of the Activity Book. Tell them to circle the number in the corresponding box in the table based on the speaking task.

Answers

Students' own answers

Page 29, Exercise 7

- Play the cassette again for students to check their own answers. This time, pause after each answer to give students enough time to mark their work.
- Check to make sure there weren't too many mistakes. If several students got the same answers wrong, it may indicate that the given words were unknown to them. If this is the case, write one or two sentences on the board using the unfamiliar words for students to learn their meanings.

Answers

1. scientific; 2. doctors; 3. deduce; 4. reasoning; 5. thinking; 6. existence; 7. prophets; 8. analysis; 9. prediction; 10. planet

Page 29, Exercise 8

- The purpose of this exercise is for students to use *be going to* and *will* to state future plans and to speculate about future possibilities. Encourage them to incorporate things relating to some of the ideas they have encountered so far in this module, such as where they might go, what they might read, how they might use the Internet, etc.
- Ask them to work on their own to complete the exercise. As they work, walk around the classroom making sure that they are writing coherent and meaningful sentences. Ask them to use as many linking words as possible, such as 'as well as' and 'also' for coherence when listing the events and activities. They can also use 'however' and 'although' to show contrast when expressing opinion.

Discussion Rating Scale

	1 = Could do better	2 = Good	3 = Excellent
I used <i>be going to</i> and <i>will</i> correctly in the writing task.	1	2	3
I wrote my opinion about my future plans.	1	2	3
I could tell my friends about my ideas for the future.	1	2	3
I listened carefully to my friends' ideas.	1	2	3
My friends' plans and predictions about the future were similar to my own.	1	2	3

Activity Book page 22

- Tell students to finish the Second section by completing exercises 4–7 on page 22. These exercises are designed to give students the chance to use the vocabulary and grammar they have learnt in the module so far.

Lesson 6

Communication Workshop Filling in an application form

The outcomes of this lesson are:

- To engage in a discussion in pairs using an application form
- To develop writing strategies to fill in an application form
- To write an application form, giving essential information about oneself
- To develop a positive attitude towards applying for a job

Materials

- Student's Book page 30
- Activity Book: Module 3 – pages 23–25

How to go about the material:

- Exercise 2 on page 23 of the Activity Book should be completed as homework.

Student's Book page 30

Communication Workshop

Filling in an application form

Before you start
Have you ever filled in an application form? Have you ever applied for a job?

Application form

First name: Raed
Surname: Al Rasheed
Address: 251 Al Taj Street, Amman
Phone number: _____
Email address: _____
Interests / Hobbies: reading science magazines, swimming, jogging

Write a short paragraph explaining your relevant experience, your reasons for applying and your expected contributions to the job.

I am applying for the vacancy of software programmer in your company. I worked in a computer company for three months as a research assistant. I am interested in the position in your company because it matches my field of specialisation: software programming. I feel I'll have the opportunity to use my expertise in this field to contribute to your company by developing new programmes, and to develop my skills further.

Writing Strategies: Filling in an application form

- When filling in an application form, it is necessary to use formal English.
- Do not use slang or abbreviations, and avoid using contractions, i.e., use 'do not' rather than 'don't'.
- Be clear and logical. On an application form, you should first say what job you are applying for, and then give further details.

- 1 Imagine you are applying to join the Science Club at school. In pairs, discuss what you are going to include in your application form. Answer the following questions.
 1. What are your reasons for applying to join the club?
 2. What experience do you have that is relevant to the club?
 3. How will you contribute to the club?
- 2 In a group, make an application form for the Science Club. Use the form above as a guide. You may include any additional headings that you find necessary.
- 3 Read the Writing Strategies. Then, use your notes from exercise 1 to write the paragraph about yourself to include in the application form. When you finish, exchange your notebook with your partner to edit each other's paragraphs.

30

Before you start

- Ask students to read the two questions. If they answered yes to either one of them, ask them to share a little bit about the process with the rest of the class. If they answered no, ask if they know what kinds of things people have to write application forms for. Examples might include job applications, university applications, travel documents, etc.

- Explain that it is always very important that application forms are filled in presenting relevant information accurately. In this lesson, students will learn a skill that should prove useful in the coming years.

Answers

Students' own answers

Page 30, Exercise 1

- Once students have read the rubric, stress that it is not important if your school doesn't actually have a science club – for the purposes of the activity, students should pretend that you do.
- Put students into pairs and instruct them to go over the questions together. As they work, they should bear in mind that a strong application form will point out the ways in which the applicant's skills match the requirements of the group or organisation they are applying for. This means that, first of all, they should think about what the Science Club would value and then show how they possess these qualities. Secondly, and equally important, students should make their responses clear and concise so that the person reading the application form can spot these qualities with ease.

Answers

Students' own answers

Activity Book page 23

- Encourage students by reminding them that they have previously learnt how to ask and answer questions. Put students in pairs and monitor them as they do the task.
- Point out that students will be doing exercise 2 as homework. Give them a couple of minutes to look at the exercise and ask any questions they might have.

Page 30, Exercise 2

- Put students into groups to write an application form. Tell them that they can write on behalf of an imaginary student – one who represents a combination of different group members' qualities.
- They should discuss their responses to come up with the 'ideal' application form, i.e. one that would most appeal to the senior members of the Science Club who will review their application. Tell them that there is only one place on the Science Club, so they are competing with other groups to make the best application.
- Walk around the classroom making sure that students are being attentive to each other before they decide what they will commit to paper. Set a deadline for completion. Take in the applications while students move on to the final exercise in the communication workshop.

Answers

Students' own answers

Page 30, Exercise 3

- Read the Writing Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Writing Strategies box to complete the exercise.
- Now, students should write an application form with their own details. While students are working, check through the group applications and decide which one you think is best.
- When students have finished their own forms, give them the results from exercise 2. Congratulate them on winning, but point out the strengths of other applications so that members of other groups do not feel disheartened. Then, ask students to exchange their notebooks with a partner to edit each other's paragraphs.
- At the end of the lesson, take in all applications and use students' edited writing to check their progress so far in the module.
- When the lesson is finished, complete the table below so that you follow up with the students' progress and evaluate what they have learnt in the lesson.

Answers

Students' own answers

Teacher's Anecdotal Record		
	Yes	No
Did my students follow my instructions successfully?		
Were my students able to discuss the questions in exercise 1 effectively?		
Did my students read and use the advice from the Writing Strategies box?		
Did my students use formal English to write their application forms?		
Have my students produced a piece of writing that is logical and clearly laid out?		
How could my students do better in similar exercises?		
How could I give better guidance to my students in the future?		

Activity Book pages 24–25

- In exercises 1–3 students will perfect their use of punctuation, spelling and linking words. Remind students that these aspects of writing are essential in conveying meaning clearly and fluently. Have them develop their writing skills further by completing exercise 4.

Lesson 7

Language Development

The outcomes of this lesson are:

- To participate in a group conversation about plans for holidays
- To identify words from meanings to complete a crossword puzzle

Materials

- Student's Book pages 31–32
- Cassette
- Activity Book: Module 3 – pages 26–27

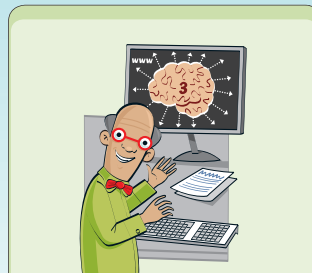
How to go about the material:

- The crossword puzzle on page 32 can be set as homework.

Student's Book page 31

Language Development

- 1 Complete this text with the correct form of *be going to* or *will*.



In the heart of Silicon Valley, people are working on a new type of Internet. It (1) _____ be more powerful than the one we have now.

Imagine you are typing an email. The Internet (2) _____ know its subject, and it (3) _____ suggest websites and books, as well as documents, photographs and videos you have saved that may be relevant to that topic. The new web (4) _____ become smarter than the previous ones. It will connect every aspect of our digital lives.

With Web 1.0, engineers wanted to make information accessible to everyone. With Web 2.0, users are able to connect with one another. Now, engineers are developing Web 3.0. This (5) _____ make the web much more intelligent. With Web 3.0 they (6) _____ give the Internet a "brain".

- 2 Now, listen and check your answers. In pairs, discuss your guesses.

- 3 Use these words to ask questions and answer them.

1. people / Where / working / a / type / Internet? / are / on / new / of
2. connect / will / What / web / in the future? / the
3. Internet / What / will / the / know? / new
4. the / will / Internet / new / know / Why / this?

- 4 In a group, say what your plans are for the holidays.

Example

My family and I aren't going to go away for our holidays. My father is going to give me tennis lessons and my mother and sister are going to visit our grandparents.

- 5 Put the following words in the correct column.

webcam principle setting
thrilling built-in download
connect

Computers	Science fiction

Page 31, Exercise 1

- To consolidate what they have learnt so far, ask students to complete the text to make each sentence grammatically correct. They can read through the piece once before they start to fill it in.
- Do not answer any questions relating to the grammar point being practised in this exercise. Instead refer students back to pages 25–26 where they should have mastered *be going to* and *will*.

Page 31, Exercise 2

- Play the cassette for students to check their own answers.
- Tell students that if they answered incorrectly three or more times, they should revise the relevant grammar point and re-do the exercise in their own time.

Audioscript

In the heart of Silicon Valley, people are working on a new type of Internet.
It **will** be more powerful than the one we have now. Imagine you are typing an email. The Internet **will** know its subject, and it **will** suggest websites and books, as well as documents, photographs and videos you have saved that may be relevant to that topic. The new web **will** become smarter than the previous ones. It will connect every aspect of our digital lives.
With Web 1.0, engineers wanted to make information accessible to everyone. With Web 2.0, users are able to connect with one another. Now, engineers are developing Web 3.0. This **is going to** make the web much more intelligent. With Web 3.0 they **are going to** give the Internet a "brain".

Answers

1. will; 2. will; 3. will; 4. will; 5. is going to; 6. are going to

Page 31, Exercise 3

- In this exercise, students must re-arrange the words to form questions.
- You can go through the first question as a class if there is any uncertainty.
- Ask students to work individually to form the questions. Walk around the classroom, tactfully pointing out any mistakes if you notice them.
- Then, have students work in pairs to take turns asking and answering the questions.

Answers

1. Where are people working on a new type of Internet?
People are working on a new type of Internet in the heart of Silicon Valley.
2. What will the web connect in the future?
It will connect every aspect of our digital lives.
3. What will the new Internet know?
The new Internet will know its subject.
4. Why will the new Internet know this?
The new web will become smarter than the previous ones.

Page 31, Exercise 4

- Put students into groups for each student to share their plans for the holidays.
- Students can follow the example in the book, or you can write some questions on the board to give guidance. Questions might include: *Will you be travelling? Where will you spend most of your time? Who will you spend most of your time with? Is there anything you would like to achieve? Is there anywhere or anyone you would particularly like to see?*
- As students are working, listen in on conversations but try not to interrupt them. Make a mental note if you see that any students are struggling, and try to give them suggestions for improvement at some point in the near future.

Answers

Students' own answers

Page 31, Exercise 5

- Ask students to draw the table in their notebook. In pairs, they fill it in with the words from the box. Ask them to discuss the reasons why they made such choices.
- While they are working, draw the table on the board. When they're finished, complete the table with the whole class for the students to check their answers.
- After that, you may ask them to add to the two columns more words they have encountered throughout the book.

Answers

Computers	Science fiction
webcam built-in download connect	principle setting thrilling

Crossword Puzzle

Read the clues and write the words in the puzzle.

Across

- Improvements done in any field of study
- A person who helps others with their work
- Very small in size
- Something that is not affected by Earth's gravity and has no weight
- What is actually a fact or truth

Down

- A person who is being treated by a doctor or in hospital
- Trained and experienced in a specific field or activity
- Far away in space or time
- A video camera that sends out films on a website (or network)

?

What's the complete name of Ibn Al Nafis?
What are his achievements and publications?

32



Read the question about Ibn Al Nafis and set it as a task for the following class. They should do research on the Internet or visit a public library or the school library to find the answer.

Answer

His complete name is Alaa Al Din Abu Al Hassan Ali Ibn Abi Hazm Al Qarshi Al Dimashqi. He published Theologus Autodidactus in which he explained about the human mind and how it can deduce the truths of the universe through reasoning and logical thinking.

Activity Book pages 26–27

- Have students complete all the exercises on page 26 individually or in pairs. They should then work alone to fill in the review table on page 27.
- When they have completed the table, they should count the number of ticks and complete the "Total number of ticks" table so that they know how well they did in the module.

Page 32, Crossword Puzzle

- Have a quick revision session of new vocabulary that students have learnt in this module. Explain that everybody should work individually to fill in the grid, and that there is a time limit in which they have to finish.
- You may wish to motivate students by thinking of a reward for the student(s) who complete the activity with the correct answers in the quickest time. (One possible reward is to take on some of your responsibilities in choosing volunteer readers at the end of the Project in Lesson 8.)
- Go through the answers as a class once almost everybody has finished. If anybody does not complete the puzzle in time, have them do so as homework.

Answers

Across	Down
1. ADVANCES	6. PATIENT
2. ASSISTANT	7. SPECIALISED
3. TINY	8. DISTANT
4. WEIGHTLESS	9. WEBCAM
5. REALITY	

Lesson 8

Project My future

The outcomes of this lesson are:

- To participate in a group discussion about future plans
- To write a poem about the future using an organisational pattern
- To recite a poem in English

Materials

- Student's Book page 33

How to go about the material:

- You may decide that students do the Project as homework and give oral presentations in class.

Student's Book page 33

My future

Before you start
Look at the picture. What do you think she is writing about?

Your task is ...
To use this poem as a basis to write about your own future.

You never know what the future will hide.
But I know God has a lot for me to give.
I know that my family will never leave my side.
And will always be there for me as long as they live.

A Your first assignment

- Look at your answers to the questionnaire on page 24. In groups, discuss:
 1. Where will you be in ten years?
 2. What will you do?
 3. What will make you happy?

B Your second assignment

- Write four words that you have used in the first assignment.
- For each word, find another one that ends with the same sound.
- Use each pair of rhyming words at the end of a sentence or two.
- Put the two pairs of sentences together to make a stanza.

33

Before you start

- Put students into pairs to speculate about the girl in the picture. You can give prompts such as, *What is she doing in the picture? Do you think she likes writing or drawing?*
- Ask students to read the model poem and to give their opinion about whether they like it or not and why.

Page 33, Assignment 1

- Arrange the class into groups. Then, ask each group to read through their first assignment and go through the questions together. Once each student has shared their answers from the questionnaire on page 24, they should invite suggestions from other group members. Do their friends think their predictions are possible? Are they likely based on their friends' skills and interests now? What advice can they give to help their friends achieve their perfect future? Will their friends' goals lead them to a happy future? In this way, students can use their new vocabulary and grammar to encourage and assist each other.

Page 33, Assignment 2

- When each student has discussed their future with the rest of their group, they should work alone to write their own poem. They can refer back to their earlier ideas from page 24, but should also include some new suggestions made by their friends in Assignment 1.
- Encourage them to feel free in expressing their ideas, by explaining that, even though there are some general rules for writing poems, there is no correct or incorrect way to write a poem.
- Explain that students should note down some key words they used in the discussion. Since they have to write about their own future, they have to select words that are related to the future, for example, *job, day, hope*, etc. Then for each word, they have to think of a word that rhymes with it (night = right; hide = side; give = live; play = day; friend = spend; car = far; sit = bit; small = tall; generous = precious; hope = rope). Tell them that they can consult a dictionary if they wish. You can also ask them to find the rhyming words in the model poem before they write their own.
- The students use each pair of rhyming words that they chose to form a meaningful sentence and then the sentences together to form a coherent stanza. Explain that a stanza is part of a poem with a certain number of lines, usually four or more, and of a fixed length and meter (rhyme scheme). Remember that there is no need to correct the poems.

- Congratulate students on the effort they have put in writing their own poems, and encourage them to work on this skill in the future. Give positive feedback in order to motivate the students to recite their poems in front of the class.
- Congratulate students once again on their hard work throughout the module, and ask them to look ahead at Module 4 before the next lesson.

I now know ...

The outcomes of this lesson are:

- To use vocabulary relating to friendship, styles and types of clothes, workplace ethics, technology and science fiction
- To practise the grammar learnt in Modules 1-3

Materials

- Student's Book pages 34-35
- Activity Book: I now know ... – pages 28-29

How to go about the material:

- You can do the revision of Modules 1-3 in class before asking students to do the exercises.

Student's Book page 34

Revision Modules 1-3

Before you start

Revise what you have learnt in Modules 1-3.

1 Read this job advertisement and find an attractive title for it.

A youth club is looking for a hard-working and skilful person to entertain young children during the school holidays!

- You have to be a reliable person to be in charge of a group of children.
- Some of the children in your group can be shy and some can be outgoing, so you have to be flexible and help all of them express themselves.
- Others can be naughty, so you have to be patient and have a sense of humour so that you do not get angry.
- Children have different interests, so you have to plan indoor and outdoor activities daily.

2 Choose a word from the advertisement that best suits each description.

1. good at something
2. can be trusted
3. not very open to people
4. sociable and friendly
5. the quality of being funny and amusing
6. activities that someone likes

3 Read the sentences below. Then, put a tick (✓) next to the correct sentences and correct the ones that have wrong verb forms.

a. Tomorrow there <u>is</u> rain in Irbid.	
b. He's <u>going to</u> study Arabic when he leaves school next year.	
c. I have to go now. I <u>see</u> you next week.	

d. I think she is going to do well in the exam tomorrow.

e. Najim said he'll probably meet us in the library at 4 p.m.

4 Listen to the quotes and choose the best answer.

1. a. Colleagues should work together to give better results.
b. Colleagues should work for each other.
2. a. People who dream are successful.
b. People should work hard to reach their goals.
3. a. Employees should clap with two hands.
b. Employees must cooperate to achieve their goals.
4. a. What you do is more important than what you say you will do.
b. What people tell you to do is more important than what you want to do.

5 Find 10 words below from Modules 1-3 and write them down.

a	x	t	g	m	y	s	t	e	r	i	o	u	s
c	p	e	r	s	o	n	a	l	i	t	y	r	j
c	r	h	r	w	t	g	a	r	m	e	n	t	e
u	i	x	r	f	h	j	d	s	r	q	d	c	x
r	n	r	g	q	s	k	q	j	d	f	b	o	e
a	c	n	n	f	x	h	x	r	p	s	q	l	m
t	i	r	j	q	b	n	j	t	d	t	p	l	p
e	p	u	r	s	u	e	i	g	h	t	f	e	l
f	l	t	t	r	b	t	u	m	g	i	q	a	a
k	e	f	h	k	m	e	y	t	w	n	t	g	r
m	j	g	x	h	j	k	l	v	u	y	u	u	y
p	r	a	c	t	i	c	a	l	x	k	y	e	r

Across	Down
1. m _____	6. a _____
2. p _____	7. p _____
3. g _____	8. t _____
4. p _____	9. c _____
5. p _____	10. e _____

Before you start

- If you have decided to do the revision in class, give students time to go over their notes and the pages of Modules 1-3 in pairs. Use this opportunity to begin the revision of the grammar from *Action Pack 8*, the Present Simple, the Present Continuous, the Past Simple and the Past Continuous, by asking questions about the topics covered in the book so far.

- This may also be a good opportunity to test the students on some of the new vocabulary they have learnt so far.

Page 34, Exercise 1

- Ask students to read the job advertisement carefully. In order to come up with a suitable title, it might be a good idea for students to underline the key ideas in the text. However, do not impose this method on all the students because some students might come up with a title right after they finish reading.

Answer

Students' own answers

Page 34, Exercise 2

- Read the rubric to the class and clarify any doubts. Set students to work individually, finding the words in the text.
- Students should check their answers in pairs, referring to a dictionary or the Activity Book glossary whenever necessary, before moving on to the next exercise.

Answers

1. skilful; 2. reliable; 3. shy; 4. outgoing; 5. sense of humour; 6. interests

Page 34, Exercise 3

- Read the rubric and make sure students understand that the exercise features two types of sentences – ones that are correct (using the correct verb form) and ones that are incorrect (using the incorrect verb form). The verb form in the incorrect sentences should be corrected.
- To check answers, read each sentence out to the class. Students should raise their hands if they think it is correct and stay as they are if not.
- If the answer is incorrect, have a volunteer give the correct answer.

Answers

a. will be; b. ✓; c. will see; d. will; e. ✓

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Revision Modules 1-3

Page 34, Exercise 4

- Tell students that they are going to listen to four quotes and then choose the correct meaning for each one. Play the cassette for students the first time and pause after each quote for a few seconds so that students have enough time to relate them to the given meanings.
- When students have chosen their answers to each quote, play the cassette another time for them and provide them with the correct answers.

Audioscript

1. TEAM means Together Everybody Achieves More.
2. Some people dream of success, while others wake up and work hard at it.
3. One hand doesn't clap.
4. People know you for what you've done, not for what you plan to do.

Answers

1. a; 2. b; 3. b; 4. a

Page 34, Exercise 5

- Tell students that the grid contains 10 words from Modules 1–3. They should circle each of the words as they find them and then write them down.
- Go through the answers as a class. Have different students give one answer at a time. Other students should then try to think of a person, object or scenario this word could be used to describe.

Answers

1. mysterious; 2. personality; 3. garment;
4. pursue; 5. practical; 6. accurate;
7. principle; 8. tiny; 9. colleague; 10. exemplary

Activity Book pages 28–29

- Ask students to do the exercises individually using what they have learnt in Modules 1, 2 and 3. They should then work in pairs to assess each other's work. They should discuss any difficulties they have had and think of ways to help each other.

Student's Book page 35

Page 35, Exercise 6

- This exercise provides a chance for students not only to use *that*, *where*, *which*, *who* and *whose* as they have become familiar with doing, but also to use their imagination to make their sentences as interesting as possible. Several times throughout the book so far, students have been encouraged to be imaginative in their responses. This is another chance for them to show their creativity when writing English.
- Walk around the classroom monitoring the activity. Quietly draw students' attention to any mistakes if they have made them.
- When everybody has written five complete sentences, put them in pairs ready for the next exercise.

Answers

Students' own answers

- 6 Complete these sentences with your own ideas, using *that*, *where*, *which*, *who* or *whose*.
 - a. I like people ...
 - b. I want a job ...
 - c. One day, I want to go somewhere ...
 - d. My favourite book is about someone ...
 - e. I don't know anyone ...
- 7 Working in pairs, read the sentence beginnings from exercise 6 to each other. Try to guess how your partner will complete their sentence.

SELF-ASSESSMENT

In your notebook, complete the self-assessment tables based on Modules 1–3.

A. What did I learn in Modules 1–3 and can now do?	
1. Listening to a radio programme about friendship to make notes	
2. Listening to a conversation about Alexander the Great to complete a factfile	
3. Speaking about famous people and giving reasons	
4. Exchanging ideas about predictions related to the future in a group	
5. Reading about traditional costumes in different cultures	
6. Reading about workplace ethics and finding specific information	
7. Reading about science fiction after predicting answers	
8. Using vocabulary related to styles and clothes	
9. Using vocabulary related to computers and technology	
10. Writing instructions for designing a logo	
11. Writing a report after interviewing family and friends	
12. Writing an application form applying for a job	

a. Fair
b. Good
c. Very good

B. What did I enjoy learning in Modules 1–3?	
1. Listening to a radio programme about friendship to make notes	
2. Listening to a conversation about Alexander the Great to complete a factfile	
3. Speaking about famous people and giving reasons	
4. Exchanging ideas about predictions related to the future in a group	
5. Reading about traditional costumes in different cultures	
6. Reading about workplace ethics and finding specific information	
7. Reading about science fiction after predicting answers	
8. Using vocabulary related to styles and clothes	
9. Using vocabulary related to computers and technology	
10. Writing instructions for designing a logo	
11. Writing a report after interviewing family and friends	
12. Writing an application form applying for a job	

a. A little
b. More
c. The most

C. Which areas of English would I like to improve in?	
1. Listening	
2. Speaking	
3. Reading	
4. Writing	
5. Vocabulary	
6. Pronunciation	

a. Yes
b. No

Page 35, Exercise 7

- Working in pairs, students should try to guess their partner's responses. They should give each other small clues to improve the chances of a successful guess. It will also mean students come up with several of the other possible sentences that could have been written.
- Have several volunteers read out one or two of their sentences to the rest of the class.

Answers

Students' own answers

Page 35, Self-assessment

- Give students time to fill in the tables. After they have done so, explain to them that they need to praise themselves for the good achievements they have done in Modules 1–3 and to identify the areas they need to work on.

MODULE 4

If you are happy, write about it!

The outcomes of this module are:

- To develop awareness of writing systems
- To use context to guess the meaning of new words
- To develop strategies of active listening to confirm meaning in an authentic presentation
- To demonstrate understanding of an authentic text about the history of written communication
- To use the First Conditional to make a chain of conditions
- To scan a reading text
- To interpret reading material by answering questions
- To roleplay a writer of an earliest system of writing
- To translate proverbs from Arabic into English and vice versa
- To write a paragraph for a specific authentic purpose
- To use words related to agreement and disagreement to engage in a debate
- To write a short email in English

Lesson 1

The outcomes of this lesson are:

- To use pictures to make guesses
- To demonstrate understanding of a listening text to put information in order of appearance
- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To participate in a group discussion to talk about languages

Materials

- Student's Book pages 36–37
- Dictionaries
- Glossary – Activity Book pages 67–68
- Cassette

How to go about the material:

- All exercises should be completed in class.
- The Optional Activity should be done at the end of the lesson.

Student's Book pages 36–37

Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

MODULE 4

If you are happy, write

You will be able to:

- listen to a specialist talking about the origin of writing
- predict the meaning of new vocabulary items
- read about different ways of writing in the present and past
- write down conditions using the First Conditional
- take part in a debate about sending letters or emails
- talk about communicating without speech or writing
- write proverbs about communication in either English or Arabic

Project: An email in hieroglyphics

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Before you start

- In this module, students will encounter different systems of writings and different styles of writing. To get them started, point out the module's introductory pictures and have them answer the given questions.
- Tell them that they should make an educated guess if they aren't certain which alphabets they are looking at pictures of. For example, since the second-from-the-left picture features an alphabet written on stone, students might deduce that it is the alphabet of an ancient civilisation.
- Check answers as a class before students go on to discuss their knowledge of the associated languages.

Answers

1. Ancient Chinese ideograms
 2. Ancient Egyptian hieroglyphics
 3. A welcome sign for tourists in different languages (Arabic: أهلاً وسهلاً; French: Bienvenue; English: Welcome; Spanish: Bienvenidos; German: Willkommen, etc.)
 4. Old Russian typewriter
 5. Arabic calligraphy
- Other writing systems: *Students' own answers*

Page 37, Exercise 1

- Have students read all four questions before you play the cassette so that they know what information they should be listening out for. Tell them that the answers for these questions are found in the listening text.
- Then, play the cassette. You can choose whether or not to pause every now and then in order to make the exercise slightly easier for students.
- Once you have finished playing the cassette, see if students can put the questions in order. They will have time to check their responses in the next exercise.
- Do not answer any questions relating to unfamiliar vocabulary if the words are featured in exercise 4. However, encourage students to use a dictionary if there are any other words they do not understand.

Audioscript

It took primitive man thousands of years to invent writing. All over the world, different civilisations developed their own languages and their own writing systems. The more efficient the written language was, the faster the civilisation developed. The Egyptian civilisation, the Sumerian civilisation (ancestors of the Iraqis), the Indus Valley civilisation and the Chinese civilisation were the first to communicate by writing. This is why they are considered the most developed ancient civilisations. Samples of writing from these civilisations have survived. They are about 5,500 years old. Hieroglyphics were one of the first modes of graphic communication. Hieroglyphic writing was the picture writing that Egyptians and the Mayans used. Nowadays, systems for writing are based on symbols for sounds not on pictures. We call these systems alphabets. The first alphabet was invented in Ugarit – a town on the northern coast of Syria – in the 14th century BCE.

Page 37, Exercise 2

- Put students into pairs to check their answers. If they gave the same responses, they should listen to the cassette again in order to confirm their answers. If they disagreed on any of the questions, they should listen more carefully to the relevant information and then have a discussion before settling on a final answer.
- Go through the answers as a class with reference to the information on the cassette.

Answers

2; 4; 1; 3



Before you start
Look at the photos. Do you know any languages that use these alphabets? In which countries are these languages used?

1 Listen to a specialist talking about the origin of writing. Take notes. Then, put these questions in the same order as their answers appear in the text.

1. What are hieroglyphics and who used them?
2. What did civilisations do to develop faster in the past?
3. What are the new systems for writing?
4. Which civilisations were the first to communicate by writing?

2 Listen again and check your answers in pairs.

3 Read the Listening Strategies.

Listening Strategies: Words in context

- Before you listen, read the words carefully so that the pronunciation is familiar.
- Think about the words. Try to identify as much detail as you can. Are they verbs, nouns or adjectives? Are they singular or plural? If they have capital letters, what does that tell you?
- Listen out for each word and concentrate carefully on its context, as well as on the general meaning of the text.

4 Following the Listening Strategies, listen to the words below in context. Try to guess their meanings.

primitive, efficient, Sumerian, ancestor, to communicate, hieroglyphics, mode

5 In a group, make a list of the languages you can speak and write. Which is the most difficult? Which is the easiest?

Language	Spoken	Written

Assessment Tool 5 37

Page 37, Exercise 3

- Read the Listening Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Listening Strategies box to complete the exercise.

Page 37, Exercise 4

primitive, efficient, Sumerian, ancestor, to communicate, hieroglyphics, mode

- Have students work in small groups to read the key words and then try to guess their meanings based on how they were used in the previous exercise.
- Play the cassette for students to see if their definitions still make sense after hearing the word used in a different context. Ask students about the words that are the same in Arabic (Sumerian, hieroglyphics).
- To check answers, go through the list of words and have volunteers share their group's definition. See if other students agree, and then check the definition using a dictionary or the Activity Book glossary before moving on to the next word until you have gone through the whole list together.

Audioscript

1. The **primitive** technology in that town just doesn't work.
2. I'm very **efficient** at work – I don't waste any time.
3. The **Sumerian** civilisation was in modern-day Iraq.
4. An **ancestor** of mine, my great-great grandfather, was a captain.
5. **Communicate** with me more! Let me know what you are thinking!
6. One of the first forms of writing was Egyptian **hieroglyphics**.
7. I love travelling by train. It's my favourite **mode** of transport.

Page 37, Exercise 5

- You can put students into different groups for this exercise if you prefer; put stronger students with weaker ones so that all groups move forward at the same pace.
- Read the rubric and make sure all groups understand what they have to do. Rather than just writing down the list of languages, in any order, tell students that they can rank them according to their proficiency (best to worse, for example) or their level of difficulty (hardest to easiest, for example).
- Have each group share their list with the rest of the class.
- When all the students are finished, instruct them to complete Assessment Tool 5 on page 75 of the Activity Book. Tell them to circle the number in the corresponding box in the table based on their listening task.

Answers

Students' own answers

Listening Rating Scale			
	1 = Could do better	2 = Good	3 = Excellent
I learnt more about different alphabets.	1	2	3
I used the advice in the Listening Strategies box to help me.	1	2	3
I guessed the meaning of most of the words in exercise 4 without checking in a dictionary.	1	2	3

Optional Activity

- Discuss as a class where in the world you could travel based on the languages you know (each student with knowledge of a language could act as your translator there). Talk about what you could and couldn't do there. For example, We could visit England together. *We could talk about historic places there but we couldn't talk about charities there yet.*

Lessons 2 and 3

Writing and communication

The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To demonstrate understanding of a text about the history of written communication by answering questions
- To use the First Conditional to make a chain of conditions about activities
- To develop speaking strategies by responding to peers and encouraging them in a discussion about personal activities
- To take part in a debate about sending letters or emails
- To appraise writing to people

Materials

- Student's Book pages 38–40
- Dictionaries
- Glossary – Activity Book pages 67–68
- Cassette
- Activity Book: Module 4 – pages 30–31

How to go about the material:

- Exercise 3 on page 39 and exercise 5 on page 40 can be set as homework.

Student's Book page 38

Writing and communication

Before you start

What do you do if you want to post a letter?

Reading

- 1 Read the text. Which came first: the alphabet, hieroglyphics or cave painting? How do you think people will communicate in twenty years' time?
- 2 Listen to the words below in context. Try to guess their meanings.

clay, government, suitable, light, portable, papyrus, messenger, to collapse, private

A short history of written communication

When people talk about the most important developments of civilisation, they usually mention writing. Writing makes it possible for people to send messages over long distances and across time.

Imagine living on Earth 30,000 years ago. If you are good at drawing, you will cover the walls of your cave with paintings of your hands. If you are a good hunter, you will draw the animals you've hunted to show people. Such drawings are among the earliest examples of 'writing'.

Thousands of years pass, and writing moves from drawings to hieroglyphics and then alphabets. As written language develops, people realise they can communicate with other people further away. They want to send letters. But if you want to send a letter, you should use a postal service.

The earliest example of a postal service comes from ancient Egypt – a clay letter nearly 4,000 years old. The first government postal service began in China about 3,000 years ago, but people still needed something suitable to write on.

Then, 2,500 years ago, the Egyptians discovered a light, portable writing material: papyrus. Soon afterwards, messengers on foot or horseback carried messages in Egypt and China. During the reign of Augustus Caesar (27 BCE–14 CE), the Romans organised Europe's first postal service, but after the Roman Empire collapsed, the service stopped.

In the late Middle Ages, private postal systems carried personal and business mail. People still send letters today, but if they want others to get their news right away, they send an email.

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Before you start

- Start by asking if students ever write letters. If not, in order to respond to the following questions, you should ask them to answer on behalf of somebody they know who does, i.e. a parent or friend.

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Module 4

- Have students work individually, noting down their responses to each question. Walk around the classroom making sure that they are not going into too much unnecessary detail – this is simply a starter activity designed to get them thinking about written communication.
- Discuss answers briefly as a class.

Answers

Students' own answers

Page 38, Exercise 1

- Have students read through the text alone, bearing the rubric's questions in mind as they do.
- Then, have students read through the text a second time, underlining the parts of the text which will help them answer the questions. While students are working, draw a timeline on the board.
- To check answers, make sure students understand how a timeline works. Have a student come to the board and write the alphabet at a point somewhere along the line, leaving room for more writing to go either side of it. Other students should then come and mark where they think hieroglyphics and cave painting came in relation to the alphabet (placing it before the alphabet if they think earlier, and after if they think later).

Answers

Cave painting came first.
Students' own answers

Page 38, Exercise 2

clay, government, suitable, light, portable, papyrus, messenger, to collapse, private

- Play the cassette, pausing occasionally to give students more time to work out and jot down the meaning of each word.
- Tell students to go through their guesses in pairs before getting them to check using a dictionary or the glossary.

Audioscript

1. Bricks made out of **clay** have a lovely red colour.
2. The **government** is doing a good job of running the country.
3. Cotton is **suitable** to make everyday clothes.
4. These running shoes are really **light** – they make lifting my feet for every step so much easier!
5. I can carry my **portable** radio with me everywhere.
6. **Papyrus** was one of the earliest materials that people wrote on.
7. Don't hurt the **messenger**! He's just bringing the news!
8. The country's economy **collapsed** and led to many problems.
9. **Private** companies are not run by the government.

Student's Book page 39

3 Read the text on page 38 again. Then answer the following questions.

1. How do you think cave painting helped us understand the lifestyle of the civilisations in the past?
2. In your opinion, how did the post office help people in the 60s communicate better? What's the role of the post office nowadays?

If you (4) _____ eaten grass and a disordered surface of the sand, you will know that a herd of sheep had passed from there. You will also (5) _____ the difference between a young traveller's footprint and that of an older one. If you see wavy lines in the sand, you (6) _____ then that a snake was there not long ago.

Grammar

First Conditional

1 Match the sentence beginnings (1–4) with their endings (a–d) then write them down in your notebook.

1. If you want to know more about communication by writing,
 2. If you read this article,
 3. If you are a caveman that is good at drawing,
 4. If you want to send a letter,
- a. you may decide to cover the walls of your cave with paintings of your hands.
 - b. you should use a postal service.
 - c. you should read this short history of writing.
 - d. you will want to know more about this subject.

2 Read and complete the text about reading tracks in the desert. Then, listen and check your answers.

notice will have to
will know see want

If you (1) _____ to discover the desert and experience the life of the Bedouins who live there, you (2) _____ visit the Wadl Rum desert in Jordan. If you spend enough time there, you (3) _____ soon be able to read and understand the surface of the sand like a book.

3 Complete the statements and questions using the correct form of the verbs in brackets.

Example

What will you do if it rains tomorrow?

1. What (you / do) if it (rain) tomorrow?
2. If you (want) to learn Chinese, you (have) to study hard.
3. (you / help) me with my French homework if I (help) you with the dishes?
4. My sister (not go) to the theatre with us if she (not finish) her English homework.
5. Dad (tell) us where to find this information if we (phone) him.
6. If you (hurry) up, you (get) to the post office before they close.

4 Read the story below. Work in groups to make conditional sentences about the story.

Omar is a very hard-working student and he loves going to school. However, one of his classmates sitting next to him keeps bothering him and can't let him focus in class. Omar's grades begin to drop, and his parents are not happy with his performance anymore. One day, Omar decides to send an email to the headmaster explaining the situation so that his classmate stops bothering him. What do you think will happen if Omar sends the email? What if he doesn't send it?

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Page 39, Exercise 3

- Give the students two minutes to read the text on page 38 silently. Then put them in small groups and ask them to discuss the answers to the two questions. They can write down their answers in their notebooks.
- As a whole class, discuss the answers found by the different groups.

Suggested answers

1. Cave painting was a way for people in the past to communicate with each other and to tell about their lifestyle: how they hunted for food, the animals they used to hunt, etc.
2. The post office used to send, sort and transport mail, also redirecting wrongly-addressed mail. People could make telephone calls, send telegrams (a way of sending a printed message through a telephone) and speak to an 'operator' who would search for a specific person if the caller did not have their number. Nowadays, the post office is in charge of sending letters and parcels around a country. Other methods of communication have been taken over by other companies, or replaced by the Internet.

Activity Book page 30, exercise 1

- The purpose of exercise 1 is to have students make connections between words and their meanings. Tell them to work individually before discussing their answers in pairs.

Grammar

First Conditional

Page 39, Exercise 1

- Make sure students understand what the First Conditional means. You may wish to write one or two sentences on the board to make sure they understand how it is used.
- Read the rubric and check students understand what to do by going through the first sentence together. Then, students complete the exercise in pairs.
- Read the answers to the class and allow students to go through any mistakes they made to avoid them being repeated throughout the grammar section.

Answers

1. c; 2. d; 3. a; 4. b

Page 39, Exercise 2

- Have students complete the text using the six given verbs.
- Allow students to confer with a partner. If there is a discrepancy in their answers, they should know to listen very carefully at the corresponding point in the cassette in order to reach a mutual decision about the correct answer.
- Play the cassette and have students check their answers. Draw their attention to the rise and fall of intonation.
- Quickly confirm the correct answers before moving on to the next exercise.

Audioscript

If you **want** to discover the desert and experience the life of the Bedouins who live there, you **have to** visit the Wadi Rum desert in Jordan. If you spend enough time there, you **will** soon be able to read and understand the surface of the sand like a book. If you **see** eaten grass and a disordered surface of the sand, you will know that a herd of sheep had passed from there. You will also **notice** the difference between a young traveller's footprint and that of an older one. If you see wavy lines in the sand, you **will know** then that a snake was there not long ago.

Answers

1. want; 2. have to; 3. will; 4. see; 5. notice;
6. will know

Activity Book page 30, exercise 2

- Ask students to look at the exercise. Make sure they understand what they need to do and give them some time to do the exercise either individually or in pairs.

Page 39, Exercise 3

- Read the rubric and then go through the example.
- Students can work either individually or in pairs to complete the given sentences. Walk around the classroom as they work and make sure students aren't having too much difficulty. Answer any

outstanding questions they have at this stage – this will allow them to work alone on the slightly more advanced task in the next exercise.

- Check answers by having volunteers read out a sentence each. Correct any mistakes as you go along (making it a general point rather than a critique of any individual's contribution) and give praise for progress and correct answers.

Answers

2. If you want to learn Chinese, you will have to study hard.
3. Will you help me with my French homework if I help you with the dishes?
4. My sister won't go to the theatre with us if she doesn't finish her English homework.
5. Dad will tell us where to find this information if we phone him.
6. If you hurry up, you will get to the post office before they close.

Page 39, Exercise 4

- Ask students to read the story individually. Give them one minute to brainstorm ideas about the last two questions in the story. Then, put students in small groups giving answers to the two questions.
- At the end of the group work, ask one or two students from each group about their answers. As a class, ask students what they think Omar should do. Should he send the email or not?

Suggested answers

If Omar sends the email, his classmate won't bother him again.

If Omar sends the email, his grades will become better.

If Omar sends the email, his parents will become happy with his performance again.

If Omar doesn't send the email, his classmate will keep bothering him.

If Omar doesn't send the email, his parents will keep being unhappy.

If Omar doesn't send the email, he will not like going to school anymore.

Student's Book page 40

Page 40, Exercise 5

- Read the rubric and then go through the example. Make sure students understand what is meant by chain in this context – a series of interlocking sentences, each one connected to the last through the use of the First Conditional.
- Tell students that they should only choose one of the sentence beginnings to write their chain of conditional sentences.
- Take in students' work to mark it as they complete the remaining exercises.
- For homework, you can have students write chains of five conditional sentences relating to the two remaining sentence beginnings.

Answers

Students' own answers

Example

A: If Omar sends the email, the headmaster will change Omar's place in the classroom.
 B: If Omar doesn't send the email, his grades will keep on dropping.

5 Make a chain of five conditional sentences using one of the beginnings as your starting point.

Example

If I study hard, I will get into university. If I get into university, I will study hard. If I study hard, I will get a degree. If I get a degree, my parents will be very happy. If my parents are very happy, I will be happy too.

- If I study hard, ...
- If it doesn't rain tomorrow, ...
- If I convince my parents, ...

6 Read the Speaking Strategies.

Speaking Strategies: Responding in discussions

- Listen carefully to each other when working in pairs to make the discussion more effective.
- A good way to show that you are listening carefully is to respond to what your partner is saying. This can be by asking a relevant question or saying something like, 'Oh, really?', 'I agree' or 'Me too!'. You can also use facial expressions like gestures, eye contact and nodding.

7 Work in pairs. Ask and answer the questions about your day tomorrow, following the Speaking Strategies.

- How will you feel if you have an exam?
- What will you do if you have too much homework?
- What will happen if you go to bed too late?
- What will you do if you can't get to sleep at night?

Over to you ...

8 In pairs, complete the table with conditional phrases.

	You	Your partner
I will play football this weekend if...		
I will go to the public library tomorrow if...		
If I listen to my parents...		

Example

I will play football this weekend if I don't have any homework.

9 In a group, have a debate about sending letters or emails, based on the statement 'It is a waste of paper and money to send someone a letter, not an email.' Use expressions like the ones on page 7, exercise 7, as well as other expressions like *What if ...?; I'd agree with you if ...; If you are talking about ..., then ..., to agree or disagree.*

40

Page 40, Exercise 6

- Read the Speaking Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Explain that the response can also be expressed through facial expressions, gestures, eye contact, nodding, body movements, etc.

Page 40, Exercise 7

- Put students into pairs to take turns asking and answering the given questions, following the Speaking Strategies in exercise 6.
- Listen to students' conversations, taking note of any grammatical or pronunciation errors.
- When students have been through all of the questions, share your observations of common mistakes in order to make students learn from them.

Answers

Students' own answers

Over to you ...

Page 40, Exercise 8

- Put students into pairs, based on who you think will work well together. Students should pay attention to their partner's answers and write them down in a copy of the table on page 40.
- To check answers, have several volunteers compare their and their partner's responses to one of the activities for the rest of the class.

Answers

Students' own answers

Page 40, Exercise 9

- Divide the class into groups and give each group time to prepare the case for or against sending letters.
- When groups have had time to prepare their ideas and make notes, ask a few students from each group to present their opening argument. Once each group has presented an opening argument, they take it in turns to say why they think the other group's argument is incorrect, using the given expressions.
- More guidance about holding a debate is found in the Introduction on pages 13–15. You can refer to these pages and make sure the students are following the same guidelines they followed in the debate in Module 1, page 7, exercise 7.
- Now, you may complete the table below to assess and evaluate students' progress.

Answers

Students' own answers

Activity Book page 31

- Ask students to use what they have learnt in the last two lessons to complete the first two exercises of the Second section. Exercise 1 should be done with students working individually. Students can work on exercise 2 in pairs. Go through the answers as a class.
- Read the activities in exercise 3 aloud and pause to check understanding of each activity. Ask students to work in small groups. Walk around the classroom checking for grammatical errors and spelling mistakes. Make sure that students are using the First Conditional correctly to talk about good and bad weather activities.

Teacher's Anecdotal Record			
Students...	OK	Good	Excellent
understood how to use the First Conditional in English.			
were able to write down their own ideas using the First Conditional.			
could speak fluently to others about conditional activities, using their notes.			
could listen carefully to each other, responding appropriately to what their partner says.			
How could my students do better in similar exercises?			
How could I give better guidance to my students in the future?			

Lessons 4 and 5

Skills focus

How the Egyptians wrote

The outcomes of these lessons are:

- To use pictures to make guesses about writing in the past
- To use context to guess the meanings of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To scan a text about Egyptian hieroglyphics
- To interpret reading material by answering questions
- To demonstrate understanding of a listening text on fun facts about writing
- To roleplay a writer of an early system of writing
- To write a short message using a new writing system

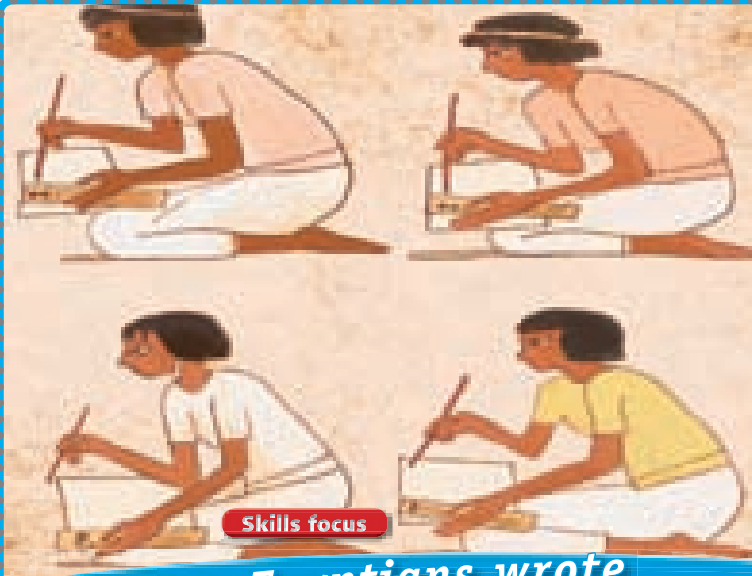
Materials

- Student's Book pages 41–43
- Dictionaries
- Glossary – Activity Book pages 67–68
- Cassette
- Activity Book: Module 4 – page 32

How to go about the material:

- Exercise 4 on page 42 and exercise 5 on page 43 can be set as homework.

Student's Book page 41



Skills focus

How the Egyptians wrote

1 Listen to the words below in context. Try to guess their meanings.

Before you start
Look at the picture. Who are these people? What are they doing?

Find the words

temple, scribe, to represent, figure, combination

- ▶ To be a symbol of something
- ▶ A person in the past who copied out documents
- ▶ The act of joining two or more things

41

Before you start

- Refer students to the picture and see if they can identify the people in it (not as individuals, but by the job they do) and what it is they are doing. As a

hint, tell students that the answers relate to one of the alphabets they saw on pages 36–37.

Answers

They are ancient Egyptian scribes; educated men who wrote official documents and kept records for the merchants, politicians and rulers of the day.

Page 41, Exercise 1

temple, scribe, to represent, figure, combination

- Play the cassette and give students time to guess the meanings of the key words.
- Play the cassette a second time for students to double-check their guesses before referring to a dictionary or the Activity Book glossary. Allow time for playing the cassette again for students to practise pronunciation of the words.

Audioscript

1. Look at that **temple** over there! It's so huge!
2. Excuse me, **scribe**. Could you write this down for me?
3. Alphabet is a set of letters used to **represent** the sounds of a language.
4. We got three geometric **figures** in our maths test. It was difficult!
5. The **combination** of the two colours red and yellow results in the colour orange.

Find the words

- Have some students read the definitions aloud and then, as a class, find the corresponding key words to match them.

Answers

to represent; scribe; combination

Student's Book page 42

Page 42, Exercise 2

- Test students' knowledge of hieroglyphic writing by asking them to work in pairs and answer each of the questions. Allow several pairs to answer each one in order to get a range of responses.
- Give praise for each answer, even if it turns out not to be correct.

Answers

Students' own answers

Page 42, Exercise 3

- Continuing on from the classwork in the previous exercise, now read through the article as a class – students reading a sentence each until you have read it all. Explain to them that 'hieratic' is pronounced /haɪə'rætɪk/.

- Tell students to raise their hands when they think you have reached an answer to one of the earlier questions. Call on them to say which question they think has just been answered. Congratulate the student who made the best guess in exercise 2.

Answers

- Hieroglyphic writing originated in Egypt.
- Hieroglyphic writing was read in columns and in rows (either from left to right or from right to left).
- Suggested answer:* No, I don't. Hieroglyphic writing is too complex compared to our current writing systems, and it is not very practical anymore.

Answers

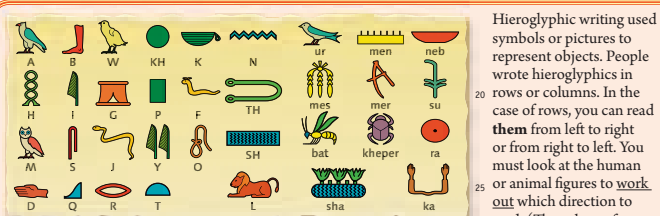
- "They" in line 3 refers to "Scribes"; "they" in line 8 refers to "the Egyptians"; "they" in line 11 refers to "the Egyptians"; "them" in line 22 refers to "hieroglyphics"; "it" in line 38 refers to "a symbol".
- developed: invented; useful: able to be easily used; work out: understand; combination: the state of being joined in one unit
- Students' own answers*
- Students' own answers*

READING

2 Work in pairs. Try to answer these questions before reading the article.

- In which country was hieroglyphic writing originated?
- In which direction do you think hieroglyphic writing was read?
- Do you think there are any communities still using hieroglyphic writing today? Explain.

3 Now, read through the article and check your answers.



Hieroglyphic writing used symbols or pictures to represent objects. People wrote hieroglyphics in rows or columns. In the case of rows, you can read **them** from left to right or from right to left. You must look at the human or animal figures to work out which direction to read. (They always face

towards the beginning of the line.) In the case of a column, you must read from top to bottom.

The Egyptians developed writing about 6,000 years ago. Scribes were among the few people who could read and write. **They** decorated their temples with hieroglyphics, which Egyptians called 'the words of God'. The Egyptians developed hieroglyphic writing at the same time as Sumerian writing was developed on soft clay. However, the Egyptians didn't write on clay; **they** wrote on papyrus, wood and rock walls.

The Egyptians were the first to use writing in everyday life. That is how **they** found that hieroglyphics were great for decorating temple walls, but not very useful in daily business. For these more common activities, people used a simpler script, called 'hieratic'.

Hieroglyphic symbols are divided into alphabetical signs that represent a single sound, and signs that represent a combination of two or three consonants. There were also 'word-signs'. These are pictures of objects. There were at least 700 symbols, and each symbol had up to three meanings. Also, a symbol could represent just one sound or it could represent the picture **it** showed. Our writing system today is much simpler!

4 Answer the following questions.

- What do the pronouns in **bold** refer to?
- What do the underlined words in the article mean?
- Do you agree with the article that our writing system today is much simpler? Why / Why not?
- Do you think that, in the future, new writing systems might be developed and be even simpler than the one we have today? Justify your answer.

Assessment Tool 6

42

Page 42, Exercise 4

- Read the first question with the class. Explain to them that the pronouns in bold in the article are called reference words because they are used to refer to certain words in the article that usually come before them, in the same sentence or in the previous sentence. Reference words help to keep the ideas in the text clear and well-connected.
- Ask the students to answer the four questions in pairs. Then, they should discuss questions 3 and 4 because they might have different opinions. When they are finished, discuss these two questions with the class.
- When all the students are finished, instruct them to complete Assessment Tool 6 on page 75 of the Activity Book. Tell them to circle the number in the corresponding box in the table based on their reading task and to write about ways to improve their reading skills.

Reading Rating Scale

1 = Could do better 2 = Good 3 = Excellent

	1	2	3
I learnt more about writing in Ancient Egypt.			
I could read through the article quickly to find the information I needed.			
I could understand the pronouns in exercise 4 easily.			
When I need to read a text quickly to find answers, I should ...			

Student's Book page 43

5 What can you remember? Cover the text and correct the false information in the following sentences.

- The Egyptians developed writing about sixty centuries ago.
- Scribes decorated their temples with clay.
- Before they discovered papyrus, the Egyptians wrote on clay.
- People wrote hieroglyphics only in rows.
- You should read symbols in columns from left to right.
- Symbols could have more than one meaning.

LISTENING

6 Listen to the text about writing and choose the correct answers.

When someone writes lightly, he is...	nervous	tolerant	calm
A pencil can draw a line that's...	55 km long	55 m long	5.5 km long
Red ink shows that someone is...	sociable	dominant	powerful
You can see the writing on a pencil when...	you use the right hand	you use the left hand	you use both hands
Writing using attached letters means you are...	cautious	careless	artistic

7 Now, listen again and check your answers.

SPEAKING AND WRITING

8 Choose one of the civilisations that created its own system of writing. Imagine you are one of the earliest writers of the system. Explain its importance to a partner.

Example

Hello! I'm a caveman. If I want to tell my friends that the hunting is good here, I have to leave them a message. If I want to leave them a message, I have to do it on the walls. If I draw the animals we can find here, my friends will know what to hunt...

9 Create a new writing system in a group. Decide if it is based on ideograms, pictograms, hieroglyphics or sounds. Write a short message to the class. Then, exchange your work with another group and write a short paragraph giving your constructive feedback about the other group's writing system.

43

Page 43, Exercise 5

- Now, ask students to cover the article so they cannot see it before the end of the exercise.
- Tell them that this is an informal way of testing what they can recall from the text. They should work individually to correct all six sentences using the information they read previously.
- When all students have finished, have them swap their work with somebody else in the class. At this point, they may look at the text once again and mark their partner's work.

Answers

1. The Egyptians developed writing about 6,000 years ago.
2. Scribes decorated their temples with hieroglyphics.
3. The Egyptians didn't write on clay.
4. People wrote hieroglyphics in rows or columns.
5. In the case of a column, you must read from top to bottom.
6. Each symbol had up to three meanings.

Page 43, Exercise 6

- Read the rubric and give students time to look at the table before you play the cassette. Make sure they understand that they have to select just one of the given possibilities, based on the new information they hear.
- Play the cassette, pausing whenever necessary to give students time to make up their minds.

Audioscript

The pressure used when writing can reveal a lot about a person's character. When someone presses down hard when writing, they are usually nervous. When someone writes lightly, they typically deal with unpleasant situations very calmly. People who press down a medium amount are often good at dealing with stress.

You can use a pencil to draw a line that reaches for about 55 km, or to write up to 45,000 words. A ballpoint pen, on the other hand, can only draw a line between 1,200 to 2,300 m long.

The colour of the ink we choose can tell us a few things about our personality. For example, people who choose green ink may show a desire to adapt, and a sociable person may choose blue ink. Red ink points to violence or dominance, and black ink suggests power.

If you write using your right hand, you can read the writing on a pencil. If you use the other hand, the writing will usually be upside down.

Writing using separate letters suggests that you're spontaneous or artistic. Writing using attached letters indicates that you're highly cautious. If your writing is in between the two, then you will have a balance between reason and feelings.

Page 43, Exercise 7

- Put students in pairs to check their answers. Play the cassette a second time in order to help them.
- Congratulate students who got all the answers correct. See if students who made several mistakes need any extra help.

Answers

When someone writes lightly, he is calm.
A pencil can draw a line that's 55 km long.
Red ink shows that someone is dominant.
You can see the writing on a pencil when you use the right hand.
Writing using attached letters means you are cautious.

Page 43, Exercise 8

- Before students begin roleplaying in pairs, have them think about these questions: *Who are you? What do you want to tell your friends about? What do you have to do if you want to tell them this thing? How will you write the message? Where will you leave it?*
- Once students are prepared, put them into pairs to explain the importance of the writing system which their character is an early user of. Encourage them to correct each other's speech constructively if they notice any mistakes.
- Walk around the class listening in on conversations without interrupting. Identify several students who are making their case in clear and grammatically-correct sentences, preferably with imaginative ideas too. Then, have them present their case to the rest of the class.

Answers

Students' own answers

Page 43, Exercise 9

- Put students into groups and have them begin by reading the instructions for the exercise. Tell them that all the information and vocabulary they need to give a good response have already been covered in the module. Allow them to refer back to earlier work, but set a time limit for completion.
- Make sure groups are methodical in their work. You can write down stages on the board for them to follow: Choose the form your writing system will take, i.e. pictograms. Create a list of symbols your writing system will use and a key so that they can be interpreted. Write down example words in English with a translation in your new writing system. Write a short message to your classmates using this new writing system.
- Have all the groups present their new writing system to another group. Then have them share their short message for the rest of the class to decipher.

Answers

Students' own answers

Activity Book page 32

- Ask students to look at exercise 4. Make sure they understand what they need to do and give them some time to do the exercise either individually or in pairs.
- Exercises 5–7 are a fun way for students to practise what they have learnt. When exercise 5 has been completed, invite a few students to read their chain of conditional sentences to the rest of the class. You can add a competitive element to exercise 5 by offering a reward to the student who makes the longest chain. When all the students are finished solving exercises 6 and 7, see what other new vocabulary students can recall from the module so far.

Lesson 6

Communication Workshop

Translating proverbs

The outcomes of this lesson are:

- To engage in a discussion about Jordanian proverbs and their values
- To use proverbs in English or Arabic to act them out
- To participate in a group discussion about the importance of speech and writing
- To translate proverbs from Arabic into English and vice versa
- To write a short paragraph about the importance of communicating in several languages

Materials

- Student's Book page 44
- Activity Book: Module 4 – pages 33–35

How to go about the material:

- Exercise 3 on page 35 of the Activity Book can be set as homework.

Student's Book page 44

Communication Workshop

Translating proverbs

Before you start

What do you think proverbs can tell us about the place they came from? Can you think of any Jordanian values expressed in Arabic proverbs?

- Actions speak louder than words.
- Speech is silver, but silence is golden.
- Words cut more than swords.
- Wrong hears, wrong answer gives.
- Least said, soonest mended.

- الأفعال أعلى صوتاً من الأقوال.
- إذا كان الكلام من فضة فالسكوت من ذهب.
- الكلام أقطع من السيوف.
- من أخطأ السمع أساء الإجابة.
- خير الكلام ما قل ودل.

Writing Strategies:
Translating proverbs

- Read the proverb carefully and try to understand the general meaning.
- Do not translate the proverb word for word because the translation of proverbs might have a different structure in the other language.
- When you do the translation, make sure you maintain the gist of the proverb.

- 1 Work in a group. Take it in turns to act out a proverb of your choice without speaking or writing. You may choose from the list above.
- 2 Discuss how we would communicate with each other without speech or writing.
- 3 Read the Writing Strategies. Then, answer the following questions.
 - Write down any proverbs you know about communication in either English or Arabic.
 - Following the Writing Strategies, translate the proverbs.
 - In what ways is it useful to be able to communicate in more than one language? Write your answer in a short paragraph, using linking words for coherence.

44

Before you start

- Start by making sure that students know what a proverb is. If they don't, have them look at the examples in the Student's Book rather than giving a definition to begin with.

- Try to elicit from them that proverbs can tell us about the values and preoccupations of a place. For example, if a culture has many proverbs about the impact of the weather, we might deduce that they depend on the natural environment for their survival and this may indicate that they belong to a culture based on agriculture.
- It doesn't matter at this stage if students' answers are slightly inaccurate – the exercise is designed rather to get them thinking about the relationship between a place and its sayings. Reinforce this point by having them think of Arabic sayings that they can relate to.

Answers

Students' own answers

Page 44, Exercise 1

- Put students into groups and make sure they understand the concept behind the exercise. The idea is to convey their chosen meaning using silent methods of communication: to suggest talking, for example, they could move their mouths and use their hands to indicate that words are coming out. Stress that it is against the rules to write anything down.
- Make sure that each group member has a turn at acting out a proverb. Walk around the classroom monitoring the activity.

Answers

Students' own answers

Page 44, Exercise 2

- Based on the difficulties group members might have faced in the previous exercise, have them discuss how much more difficult it would be trying to go about the day with no speech or systems of writing. Do students think life would be the same?
- As groups are in discussion, walk around and give praise for good responses. If you notice that some students aren't getting the chance to contribute, ask them directly what they think and have the rest of the students in the group listen.
- Make sure the discussions move forward onto alternative ways we might find to communicate. Do students think that performing actions in the way they did in exercise 1 would be suitable for daily life?

Answers

Students' own answers

Page 44, Exercise 3

- Ask students to read through the Writing Strategies, and make sure they understand what is required from them when they translate proverbs.
- Working alone now, students should try to think of any proverbs they know that relate to communication (they can be proverbs in English, Arabic or any other language they know) and write them down. If they cannot think of any, see if they can invent their own or, alternately, write some on the board. Your examples might include: *A fool may talk but a wise man speaks; If you wouldn't write it and sign it, don't say it; Two monologues don't make a dialogue; Of those who say nothing, few stay silent; and The kindest word in all the world is the unkind word, unsaid.*
- Students should try to provide a translation into English or Arabic for the proverbs they chose. Allow them to use a dictionary if necessary, and remind them to follow the Writing Strategies when they translate the proverbs. Explain that they must focus on the gist or meaning of the proverb, and not to be limited to the literal meaning of the words.
- Following this, students should try to answer the question, giving examples from their own experiences if possible. Make sure that they complete the paragraph giving a summary of their ideas on the matter. Encourage them to use as many linking words as possible, such as 'as well as' and 'also' for addition, 'however' and 'although' for contrast, and 'because' to show cause and effect.
- Discuss responses as a class and take the opportunity to encourage students to continue working hard to learn English. Give praise for the progress they have made so far.

Answers

Students' own answers

Activity Book pages 33–35

- Put students into teams for exercises 1 and 2 on page 33 and monitor them as they work through the two tasks. For exercise 3, ask the students to work individually. Then, have students work individually or in pairs to complete each of the exercises on pages 34 and 35. Students should not encounter any difficulties with the exercises but allow them to ask any questions they might have. You can set the spelling activity (exercise 3 on page 35) as homework if you prefer.

Lesson 7

Language Development

The outcomes of this lesson are:

- To participate in a peer discussion using sentences with the First Conditional
- To identify words from definitions to complete a crossword puzzle

Materials

- Student's Book pages 45–46
- Activity Book: Module 4 – pages 36–37

How to go about the material:

- Any of the exercises on page 45 can be set as homework.
- The crossword puzzle on page 46 can be set as homework.

Student's Book page 45

Language Development

1 Complete the sentences with the phrases from the box.

will match must give may want should take can don't allow will be

1. If you do your homework on the computer, it _____ quicker.
2. You _____ use my dictionary if you want to check the meaning of these words.
3. If you are still in pain, you _____ the medicine that your doctor prescribed.
4. Fadia will not watch TV tonight if her parents _____ her.
5. If you want to find more information about science, you _____ to use this encyclopaedia.
6. If we paint this wall purple, it _____ the new furniture.
7. If you see an old person standing on the bus, you _____ up your seat to them.

2 In pairs, complete these sentences. Then share your responses.

Example

A: If you get good grades, you will feel very happy.
 B: Yes, I will.
 A: What will you do if your friend has a problem?
 B: If my friend has a problem, I will ask my parents for advice.

What do you think?
 "If you talk to a man that is wiser than you, don't be angry with him if he does not agree with you."
 The Vizier Ptah-Hotep

1. If you get good grades, ...
2. What will you do if ...?
3. If you get angry, you ...
4. You will feel bad if ...
5. If you get into trouble, you ...

3 There is one mistake in each definition. Correct it and match the definitions with the words.

Word	Definition
1. efficient	a. the act of separating two or more things
2. communicate	b. used in a disorganised way
3. combination	c. a person who receives a message
4. messenger	d. to exchange information with yourself

45

Page 45, Exercise 1

- Have students familiarise themselves with the available phrases in the box. They should keep these in mind as they read through the six sentences.
- Set them to work, either individually or in pairs, as you walk around the classroom monitoring the activity.
- Tell students to review their answers before handing them in for you to mark while they move on to exercise 2.

Answers

1. will be; 2. can; 3. should take; 4. don't allow;
5. may want; 6. will match; 7. must give

Page 45, Exercise 2

- Put students into pairs, placing weaker students with stronger ones so that they do not get left behind. Read the rubric and clarify any doubts; once each student has completed the sentence beginnings, they should read them to their partner for their partner to answer them depending on their accuracy.
- Mark students' work from exercise 1 as they are working. For this exercise, students should correct each other's work, checking with you if they are experiencing any difficulties.

Answers

Students' own answers

Page 45, Exercise 3

- Tell the students that they might not know the mistake in each definition unless they try to find out the word referring to each of the definitions. That's why, advise them to take a look at both columns of the table. After that, ask them to find the mistakes and then match the definitions with their corresponding words.
- Check the answers with the whole class. If any students had a hard time finding the mistakes, explain the definitions a bit further.

Answers

1. b: used in a well-organised way
2. d: to exchange information with other people
3. a: the act of joining two or more things
4. c: a person who delivers a message from one person to another

What do you think?

- Read the quotation to the class. Ask students to try translating it and explaining what it means.
- Once they have attempted to guess, translate it for them and explain that it is about not being arrogant and stubborn. Ptah-Hotep was an Ancient Egyptian vizier /viziə/ (or minister) during the late 25th century BCE and early 24th century BCE. He was known for writing early Egyptian wisdom literature. It was used for instructing young men to behave appropriately. That is what this quotation talks about. Wiser men must be respected and listened to with an open mind.

Crossword Puzzle

Read the clues and write the words in the puzzle.

Across

- When a building falls down suddenly
- A very old time in history
- To have a particular meaning of something

Down

- A hard sticky earth used to make pottery
- Someone in the past who was employed to make copies of written documents
- A person or an animal's shape
- A type of paper used in Ancient Egypt
- A place of worship in Ancient Egypt
- Someone in your family, who is generations older than you

?

The Rhind Papyrus is one of the oldest known mathematical documents. It contains 84 mathematical problems and their solutions. It also provides a clue to the Ancient Egyptian value for π . Who was the scribe and when did he copy it?

46

Answers

Across

- COLLAPSE
- PRIMITIVE
- REPRESENT

Down

- CLAY
- SCRIBE
- FIGURE
- PAPYRUS
- TEMPLE
- ANCESTOR



Ask students to read through the information and the following question. To answer it correctly, they should do some research on the Internet or visit the school library or any public library. Note that π should be pronounced /paɪ/. Set a point in the near future when they should share their findings. Students should report back that the Rhind Papyrus /raɪnd pə'paɪrəs/ was copied down by a scribe called Ahmes around the year 1650 BCE (almost 4,000 years ago).

Activity Book pages 36–37

- Tell students that they have reached the end of Module 4 and that they need to do the exercises on page 36 based on what they have learnt. Make sure they understand what they need to do and then tell them to fill in the review table on page 37. Ask them to rate the difficulty of each lesson of Module 4.
- When they have completed the table, they should count the number of ticks and complete the "Total number of ticks" table so that they know how well they did in the module.

Page 46, Crossword Puzzle

- Start by introducing the crossword puzzle as a quiz show. Explain to students that the class will be divided into two teams, and members of each team will be given the chance to earn points for their team by giving the correct answers to a clue.
- Split the class into two groups and then invite one student from each team to stand up. Then, read the clues aloud (in any order). The first student of the selected two to raise their hand and give the correct answer wins a point for their team. Keep a note of answers and points on the board.
- Once the crossword is complete, add up the scores and congratulate the winning team. Make sure students make a note of the correct answers for future reference.

Lesson 8

Project

An email in hieroglyphics

The outcomes of this lesson are:

- To use symbols to decipher an email in hieroglyphics
- To write a short email in English using Egyptian hieroglyphics

Materials

- Student's Book page 47

How to go about the material:

- You may decide that students should do the Project as homework.

Student's Book page 47

An email in hieroglyphics

A Your first assignment
In pairs:
• Decipher the email using the alphabet on page 42. Try to write it in English.
• Discuss with your partner any problems you face.

B Your second assignment
• Write a short email in English. Then rewrite it using Egyptian hieroglyphics.
• When you have finished, give it to another pair of students to decipher.

PROJECT

Your task is ...
To write an email in hieroglyphics.

Before you start
The Egyptians developed hieroglyphics around the year 4000 BCE. At the time, only scribes could use hieroglyphics, but now that they have been deciphered, anybody can use them. Read the email and then go to your task.

From: [Hieroglyphs]
To: [Hieroglyphs]

From: @
To: @

Great encoder

47

Before you start

- Make sure students have any material they will need to complete the activity and know what is required of them.
- Students should already know one or two things about the ancient Egyptians and hieroglyphics based on their work in this module. You may wish to have a brief recap to set the mood for the Project. Invite students to share what they know about hieroglyphics with the rest of the class.

Page 47, Assignment 1

- Put students into pairs and tell them to read through their first assignment. One student should use their Student's Book to view the Project email, and the other to see the alphabet on page 42.
- Then, all students should start trying to translate the email into English. Tell them not to be concerned if the translation seems a little flawed – part of their task is to highlight and discuss any problems they encounter.
- If students are doing the Project in class, for homework you could have them respond to the statement. It is impossible to translate meanings exactly from one language to another for students to argue for or against the statement based on the discussion they had with their partner.

Answers

From: Habib@gmail
To: Karim@gmail
Kom hir to stady with mi
Habib
(come here to study with me)

Page 47, Assignment 2

- Remaining in their pairs, have students prepare a short email in English.
- They should then work together to translate it into Egyptian hieroglyphics, using the alphabet on page 42 as a guide.
- Then, have students swap their work with another pair for them to decipher each other's messages.
- Each pair should then mark each other's work based on their original message in English.
- Another fun homework assignment is to get students to write a message in English and then translate it into Arabic using a free translation programme on the Internet. They should then translate the Arabic message back into English. How different is the final English message compared to the one they started with? How might they then respond to the statement? It is impossible for a computer to translate meanings exactly from one language to another.

MODULE 5

Money doesn't bring happiness

The outcomes of this module are:

- To use context to guess the meaning of new words
- To use context to identify the meaning of unfamiliar words and ideas when listening to an authentic text
- To skim a reading text to answer questions
- To use quantity words and expressions to describe two pictures
- To demonstrate understanding of an authentic text about the Red Crescent
- To compare and contrast different opinions of different people on choosing a project proposal
- To write an argument for a project proposal for helping people in need
- To recognise the significance of agreement and disagreement expressions for understanding when listening
- To use words related to agreement and disagreement to engage in a debate

Lesson 1

The outcomes of this lesson are:

- To use context to guess the meaning of new words
- To use context to identify the meaning of unfamiliar words and ideas when listening to a text about money
- To use dictionaries and glossaries to confirm and clarify word meaning
- To participate in a class discussion about adjectives and their connotations

Materials

- Student's Book pages 48–49
- Dictionaries
- Glossary – Activity Book pages 68–69
- Cassette

How to go about the material:

- All exercises should be completed in class.

Student's Book pages 48–49

Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

Before you start

- Have a class discussion about what is the most important thing in students' lives. Is it something mentioned here or something else? Students can rank each of the given things (plus their own suggestions) in order of importance.

Answers

Students' own answers

You will be able to:

- listen to people and experts talking about money
- predict the meaning of new vocabulary items
- talk about possessions and lifestyle using quantity words and expressions
- read an article about the Red Crescent
- write an argument about ways to help people in need
- talk about your argument

Project: A charitable campaign

Page 49, Exercise 1

- Read the rubric so that students have a rough idea of what the conversation on the cassette will be about. Make sure they know to pay attention for the three reasons the speaker gives to explain why money does not necessarily make us happy.
- Play the cassette, pausing when necessary to give students time to write down the reasons given.
- Then, allow students to respond, stating whether or not they agree with the man they just heard.

Audioscript

TV presenter: Social scientists have found that money has very little to do with happiness. Today, Dr Zaher Ibrahim is going to talk to us about money and explain its effect on people. Hello, Dr Ibrahim and welcome to our show!

Dr Zaher Ibrahim: Thank you! Well, as you said, money actually brings satisfaction but not happiness. The extraordinary thing is that people seem to know that money won't make them happy. And yet they continue to work hard to earn money they don't need. They also borrow money from people in order to buy unnecessary things.

TV presenter: And, why doesn't money make us happy?

Dr Zaher Ibrahim: Well, first, what matters to people is not really how much they earn, but to make more money than other people around them. Second, buying things doesn't make us happier than those who don't. And finally, making money doesn't allow us to have more fun. In fact, people who make a lot of money have to spend more time at work.

TV presenter: Then, why do people act as if money makes us happy?

Dr Zaher Ibrahim: It's simply because every day we only hear messages telling us that money is good. The messages that tell us that it's OK not to make money the centre of our lives are few and far between. So, we probably save some money, we end up with lots of possessions, but that doesn't mean that these things would make us happy.

Answers

The three reasons are:

1. People want to make more money than other people around them.
2. Buying things doesn't make us happier than those who don't.
3. Making money doesn't allow us to have more fun.

Students' own answers


Page 49, Exercise 2

to borrow, to earn, to save,
to make (money), possessions

- Play the cassette for students to guess the meanings of the key words based on the context in which they are used.
- Pause the cassette whenever necessary to give students a chance to write down their guesses.
- Check answers as a class with volunteers referring to a dictionary or the Activity Book glossary. You can check their understanding by having them write sentences of their own using the key words.
- Allow time for playing the cassette again, for students to practise pronunciation of the words.

Audioscript

1. I **borrowed** money from my brother to buy a new camera.
2. I don't like to take money from my parents. I like to **earn** it.
3. I'm trying to **save** money so that I have enough for a new car.
4. Do you want to **make money**? Then work here. We'll give you great pay.
5. **Possessions** are important, but having things isn't enough to make you happy.



Before you start
What is most important to you:
to have lots of money; to be healthy; to have a happy family; or to have a lot of friends?

1. Listen to a conversation about money. What three reasons does Dr Ibrahim give to argue why money doesn't make us happy? Do you agree with him?
2. Listen to the words below in context. Try to guess their meanings.
3. Listen again to Dr Ibrahim and complete the sentences using some of the key words from exercise 2.
 1. Although people know that money won't make them happy, they continue to work ___ money they don't need.
4. The words in the box relate to money and the positive and negative values that can be associated with it. Find out the meanings for the words and then say whether they are positive or negative.

to borrow, to earn, to save, to make (money), possessions

debt, wasteful, sensible, bankrupt, stolen, thrifty, fraud, generous, charitable, greedy

Assessment Tool 7

49

Page 49, Exercise 3

- Have students work in pairs or small groups to read through the list of key words and then try to guess the answer for each sentence.
- Play the cassette for students to see if their answers still make sense after they listened to the audioscript again. Pause every now and then to give them time to discuss their answers.

Answers

1. to earn; 2. to borrow; 3. to make money; 4. possessions

debt, wasteful, sensible, bankrupt, stolen, thrifty, fraud, generous, charitable, greedy

- Read through the list of values associated with money. Make sure students understand what is meant by words having associated values. Give an unrelated example to make your point. For example, *boring*. Make sure students understand that it is difficult to use this word in a positive sense because it only has negative associations.
- Draw a table on the board with two columns, *Positive* and *Negative*, for students to put each of the given words in the correct column. See if the whole class agrees with each given response. You may wish to take this opportunity to reinforce certain values. For example, it is wrong to steal money and far better to earn it.
- When all the students are finished, instruct them to complete Assessment Tool 7 on page 76 of the Activity Book. Tell them to circle the number in the corresponding box in the table based on their speaking task.

Answers

Positive: sensible; thrifty; generous; charitable
 Negative: debt; wasteful; bankrupt; stolen; fraud; greedy

Discussion Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I can think about whether words have a positive or negative meaning.	1	2	3
I can discuss my ideas with my group.	1	2	3
I can listen to my friends' ideas and learn from them.	1	2	3

Lessons 2 and 3

A miser's final wish

The outcomes of these lessons are:

- To analyse a text and make inferences
- To use context to guess the meaning of new words
- To use context to identify the meaning of unfamiliar words and ideas when reading a text about money
- To use dictionaries and glossaries to confirm and clarify word meaning
- To classify countable and uncountable nouns in a table
- To use quantity words and expressions to describe two pictures by finding the differences between them
- To interview peers about possessions and lifestyle using *How much* and *How many*

Materials

- Student's Book pages 50–52
- Dictionaries
- Glossary – Activity Book pages 68–69
- Cassette
- Activity Book: Module 5 – pages 38–39

How to go about the material:

- Exercise 1 on page 51 and exercises 4 and 5 on page 52 can be set as homework.

Student's Book page 50


A miser's final wish

Before you start
 Do you save some of the money your parents give you or do you spend it all? How do you save it? What do you spend it on?

Reading

- 1 Read this story. Do you agree with what Mrs Lin did? Why / Why not?
- 2 Listen to the words below in context. Try to guess their meanings.

miser, bank note, penny, coffin, to lead (a life), ceremony, bank account, cheque



I have saved.”
 Mrs Lin, who was a very good wife and loved him in spite of the miserly life he was leading, said: “I promise you that when you die I will put all the money in the coffin with you.”

One day Mr Lin died.
 Mrs Lin was sitting next to her closest friend during the ceremony. When the ceremony finished and before the coffin was closed, Mrs Lin said: “Wait just a minute!”
 She had a large shoe box with her. She stood up, went to the coffin, and placed the shoe box inside it. Then, the coffin was closed and buried.

Her friend said: “I hope you weren't crazy enough to put all that money in the coffin!”
 “I'm a good wife,” said Mrs Lin, “I promised him that I was going to put his money in that coffin with him, and I did it.”
 “You mean to tell me you put every penny of his money in the coffin with him?”
 “Of course,” said the wife. “I got it all together, put it into my bank account and then wrote him a cheque.”

Mr Lin was a really hard-working man. Every day, he worked for ten or twelve hours and he slept for just a few. Mr Lin had only one purpose in mind: to make a lot of money, and to spend as little of it as possible. He was a miser.
 As he did not trust in banks, Mr Lin kept all of the bank notes that he saved inside shoe boxes. Every night, before going to sleep, Mr Lin sat and looked at his money. One night, he called his wife and said: “When I die, I want you to take all of my money and place it inside my coffin. I want to take all of my money with me, even the few pennies

Before you start

- See if students receive any pocket money from their parents or, if not, to imagine they do. Do they (prefer to) save their money or spend it? Have them explain their reasoning behind this

approach before they explain what they (would) spend their money on. Do other students think this is a worthwhile expense?

Answers

Students' own answers

Page 50, Exercise 1

- Have students read the story individually. They should try to work out the meanings of words they do not understand from the context in which they are used.
- Ask students to raise their hands if they agree with what Mrs Lin did, and pair these students up with students who do not agree with what Mrs Lin did. Each pair (or small group) should give reasons explaining why they think so. Students should pay close attention to the counter argument presented to them, as it may come in handy in the next part of the exercise.
- Divide the class into two groups in order to have a debate. Tell one half that they should defend Mrs Lin's actions and the other half should argue against them. Each group should give reasons for the viewpoint they are representing, using key words from the previous exercise.

Answers

Students' own answers

Page 50, Exercise 2 

miser, bank note, penny, coffin, to lead (a life), ceremony, bank account, cheque

- Play the cassette to give students a chance to hear each of the key words used in a different context.
- Pause after each sentence to give students a chance to think about their responses.
- Allow students to check answers in pairs using a dictionary or the Activity Book glossary.

Audioscript

1. No one likes a **miser** who never spends any money.
2. Isn't it amazing that one **bank note** can be worth more than lots of coins?
3. This toy is so cheap! It costs only one **penny**.
4. Ancient Egyptian pharaohs were buried in a **coffin** or a box.
5. Adel **leads** a simple **life**. He doesn't like to show off.
6. A **ceremony** is a good way to celebrate something important.
7. My **bank account** became empty after I spent all that money.
8. Will you take a **cheque**? I don't have any money with me.

Student's Book page 51

- 3** Read the story on page 50 again. Then, answer the following questions.
1. Do you agree with the statement 'to make a lot of money, and to spend as little of it as possible'? Why / Why not?
 2. Do you think Mr Lin was wise enough to know how to use his money? Justify your answer.
- 4** Complete the sentences using one of the options.
1. Mr Lin wanted to have ... money.
a. a lot of b. a little c. a few
 2. Mr Lin wanted to spend ... money as possible.
a. as much b. as little c. a little
 3. Mr Lin also kept ... pennies inside the shoe boxes.
a. a few b. a little c. many
 4. Mrs Lin didn't put ... bank notes inside the coffin.
a. a lot of b. a few c. any
- 2** Rewrite these sentences in your notebook using the words from the box.
- any much a little a lot many**
1. The market was very crowded.
There were _____ of people in the market.
 2. The poor man had no money.
The poor man didn't have _____ money.
 3. There were hundreds of delicious cooking smells.
There were _____ delicious cooking smells.
 4. The poor man was hungry. He wanted a small amount of food.
The poor man didn't want _____ food.
He only wanted _____ food.
- 3** Find five meaningful words in the crossword puzzle. Then say which quantifiers from the box can go with these words. Each word might work with more than one quantifier.

much many some any a few
a little a lot of

Grammar
Quantity words and expressions

1 Complete the table with the following words. Then, add more nouns to the table.

miser money bank note penny
cheque gold

Countable nouns	Uncountable nouns
miser	money

e	t	s	c	h	e	q	u	e
h	t	f	s	s	y	o	i	e
b	a	n	k	n	o	t	e	k
y	x	i	o	i	r	t	m	m
g	t	f	n	v	f	i	i	s
r	i	l	p	q	f	o	o	d
c	h	o	c	o	l	a	t	e
l	g	m	o	n	e	y	y	s
h	o	n	i	b	j	d	p	l

Page 51, Exercise 3

- Give the students a few minutes to read the two questions very quickly and then to read the story silently. Ask them to write brief notes about their answers to the questions.
- In small groups, students discuss their answers and agree on a single answer for each question.
- Listen to the answers of all the groups and discuss them, especially if some groups had different opinions.

Answers

Students' own answers

Page 51, Exercise 4

- Students work individually to complete each of the sentences using their knowledge of the story about Mr Lin and his money. Ask stronger students to try answering without referring to the story.
- Put students into pairs to check each other's answers.

Answers

1. a; 2. b; 3. a; 4. c

Activity Book page 38, exercise 1

- Exercise 1 gives students the chance to practise their new vocabulary by completing each sentence according to its context. Ask them to work individually so they can gauge their own level of understanding, but allow them to check their answers in pairs.

Grammar

Quantity words and expressions

Page 51, Exercise 1

- Instruct students to copy the table into their notebooks.
- Students can work either individually or in pairs to sort the nouns into the correct columns, before thinking of additional nouns to fill each column.
- Explain to students that most good dictionaries list the plural form for each noun, in order for users to know whether it is countable or not. Then, have students check their own answers using a dictionary.

Answers

Countable nouns	Uncountable nouns
miser	money
bank note	gold
penny	
cheque	

Page 51, Exercise 2

- Read the rubric and clarify any doubts.
- Set a time limit for students to complete the exercise in their notebook.
- Check answers as a class.

Answers

1. a lot; 2. any; 3. many; 4. much, a little

Page 51, Exercise 3


- First, ask students to find the five words in the crossword puzzle. Then ask them to work in pairs to match the words with the quantifiers. Make sure they discuss their choices if they have different answers.

Answers

1. cheque: many, some, any, a few, a lot of
2. banknote: many, some, any, a few, a lot of
3. food: much, some, any, a little, a lot of
4. chocolate: much, some, any, a little, a lot of
5. money: much, some, any, a little, a lot of

Student's Book page 52

4 Look at the first picture. Describe it using *some, any, a lot, a few, a little, many or much*.



5 Now, make notes on the differences between the two pictures in your notebook.

6 Complete these questions using *How much* or *How many*.

1. ... TV programmes a month (watch)?
2. ... chocolate each week (eat)?
3. ... to the theatre each month (go)?
4. ... time reading the Holy Qur'an each week (spend)?
5. ... books a year (read)?
6. ... fresh juice every day (drink)?

7 Now, write your own questions using *How much* and *How many*. Use the following words to help you.

carpets curtains films friends
TV pocket money DVDs chocolate
magazines beds water flowers

Example

How much water do you drink every day?
How many carpets are there in your bedroom?

8 In pairs, roleplay an interview asking and answering questions about possessions and lifestyle.

Page 52, Exercise 5

- Students should now compare the first and second picture. The purpose of the exercise is for them to make a list of any differences using clear and straightforward English.
- To check answers, invite volunteers to share their observations.
- You may also ask students to say what stays the same between the two pictures.

Suggested answers

In the second picture, there aren't **any** baskets above the bookcase.
 In the second picture, there are **a lot** of plates in the cupboard.
 In the second picture, there are **a few** picture frames on the shelves.
 In the second picture, there aren't **many** cups in the cupboard.

Over to you ...

Page 52, Exercise 6

- Students should choose either *How much* or *How many* to complete each sentence, in conjunction with the verbs in brackets.
- Allow students to work in pairs to complete this activity. Walk around the classroom correcting any mistakes as students do their work.
- Check answers as a class and allow students to ask any outstanding questions to ensure they will be able to complete the next exercise without too much difficulty.

Answers

1. **How many** TV programmes do you watch a month?
2. **How much** chocolate do you eat each week?
3. **How many** times do you go to the theatre each month?
4. **How much** time do you spend reading the Holy Qur'an?
5. **How many** books a year do you read?
6. **How much** fresh juice do you drink every day?

Page 52, Exercise 7

- Using their experience from the previous exercise, students should now be able to write their own sentences using *How much* and *How many* in conjunction with the verbs of their choice together with the nouns from the box.
- Go through the examples together and clarify any doubts.

Answers

Students' own answers

Page 52, Exercise 8

- Put students into pairs, placing weaker students with stronger ones in order to have the class move forward at the same pace.
- Read the rubric and make sure students have no doubts about what they are being asked to do with the questions they wrote in exercise 7.
- Walk around the classroom listening to students' interviews, making sure they are staying focused and responding to the questions appropriately.
- Select one or two students who you think have done particularly well in this activity. Have them perform their roleplay in front of the rest of the class.

Answers

Students' own answers

Activity Book pages 38–39

- Tell students to do exercise 2 on page 38 and exercises 3 to 6 on page 39 as a way of practising what they have just covered in the Student's Book.
- When students are finished with the Activity Book exercises, complete the table below so that you follow up with their progress and evaluate what they have learnt so far.

Teacher's Anecdotal Record			
Students...	OK	Good	Excellent
understood the difference between countable and uncountable nouns.			
were able to use quantifiers such as <i>a few</i> , <i>any</i> and <i>much</i> correctly.			
could use quantifiers to describe the differences between two pictures.			
could form questions about countable and uncountable nouns.			
could answer questions about their lifestyle and possessions.			
How could my students do better in similar exercises?			
How could I give better guidance to my students in future?			

Lessons 4 and 5

Skills focus

Volunteer! Save lives!

The outcomes of these lessons are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use context to identify the meaning of unfamiliar words and ideas when reading a text about the Red Crescent
- To use dictionaries and glossaries to confirm and clarify word meaning
- To use prior knowledge to answer questions about the Red Crescent
- To develop reading strategies to predict answers to questions
- To develop strategies of active listening to a text about first aid
- To compare and contrast different opinions of different persons on choosing a project proposal
- To write an argument for a project proposal
- To prescribe community service

Materials

- Student's Book pages 53–55
- Dictionaries
- Glossary – Activity Book pages 68–69
- Cassette
- Activity Book: Module 5 – pages 40–41

How to go about the material:

- Exercise 4 on page 54 and exercise 5 on page 55 can be set as homework.

Student's Book page 53



Skills focus

Volunteer! Save lives!

1 Listen to the words below in context. Try to guess their meanings.

Before you start
Look at the pictures. Who do you think the people are? What do you think the objects in the other pictures are used for?

Find the words

- ▶ It is a vehicle for carrying sick or injured people.
- ▶ It is a sudden event that kills people or causes a lot of damage.
- ▶ It is a type of soldier who gives first aid during battles.

53

Before you start

- Draw students' attention to the picture with several people in it. Then, telling them to use the other two pictures as clues, they should try to answer the questions.
- Discuss responses as a class and ask students to go into more detail if they know anything about the Red Crescent or similar organisations.

Answers

These people are from the Jordan Red Crescent. The objects are used to help people and to prepare an emergency checklist.

Page 53, Exercise 1

aid, ambulance, disaster, federation, medic, neutrality, suffering, volunteer

- Play the cassette and give students time to guess the meanings of the key words.
- Play the cassette a second time for students to double-check their guesses before referring to a dictionary or the Activity Book glossary.

Audioscript

1. **Aid** should be given to anyone who needs it. We need to help everyone!
2. Look, the **ambulance** is parked right outside the hospital.
3. The volcano was a huge **disaster**. It destroyed thousands of trees.
4. If those states were better at communicating, they could be a **federation**.
5. The soldiers were always happy to see the **medic** healing them.
6. Switzerland is famous for its **neutrality**. It doesn't choose a side.
7. The Red Crescent is available so that no one is left **suffering**. They help anyone who is hurt or in need of medical attention.
8. A **volunteer** is very kind to give up their time and money to help others.

Find the words

- Have students read the definitions individually and then find the corresponding key words to match them.
- Ask students to visit a website to search for words related to medical equipment and to first aid. Then, they vote to choose 'a word of the day'.

Answers

ambulance; disaster; medic

Reading Strategies: Predicting answers

- You probably know something about the topic of this article before reading it.
- Think carefully about the questions in exercise 2. Even if you don't know the answer, try to guess what it might be. Will the answer be a country, date, number or fact?
- If you have thought carefully about the questions in advance, finding the real answers becomes much easier.

READING

- Following the Reading Strategies, answer these questions before reading the article.
 - How did the Red Crescent get its name?
 - Why is the Red Crescent important to the International Federation?
 - What does the Red Crescent do to help people?
- Now, read the article and check your answers.

The Red Crescent

In 1877, the Ottoman Empire went to war with Russia. The medics **who** took care of the wounded soldiers on the Russian side marked their ambulances with a red cross. This was the symbol used by all countries to protect medics during battles. However, the cross reminded the Ottoman Empire of previous wars against soldiers carrying a similar flag. So the Ottoman officials used a red crescent to mark their ambulances instead. Some time later, other Muslim countries accepted this symbol, and it was formally adopted in 1929. So far, 33 Islamic countries have recognised the Red Crescent.

The Red Crescent Society is part of the International Federation of Red Cross and Red Crescent Societies. This is a huge organisation **that** has 97 million members, volunteers and supporters in 187 National Societies. Red Crescent societies are important to the International Federation, as they have developed guidelines **that** include non-Western traditions.

Today, the Red Crescent is very important in responding to disasters such as earthquakes or fires, as well as providing aid to developing countries. A key principle of the organisation when providing this aid is neutrality. Red Crescent volunteers work to prevent suffering for everyone – regardless of nationality, race, religion or gender.

4 What do these relative pronouns refer to?

- who** (line 1)
 - soldiers
 - ambulances
 - medics
- that** (line 10)
 - members
 - organisation
 - 97 million
- that** (line 12)
 - traditions
 - organisation
 - guidelines

Answers

- The symbol of the red cross, which was used by all countries to protect medics during battle, reminded the Ottoman Empire of previous wars. So, they changed it to the Red Crescent.
- It is important because the Red Crescent societies have developed guidelines that include non-Western traditions.
- The Red Crescent responds to disasters such as earthquakes or fires. It also provides aid to developing countries. The Red Crescent volunteers work to prevent suffering for everyone.

Page 54, Exercise 4

- Each of the given pronouns are taken from the text, as indicated by the corresponding line numbers.
- Working alone, have students identify who or what is being referred to in the instance of each relative pronoun according to the text.
- For homework, have students use each of the relative pronouns in sentences where they refer to one of the other given options.

Answers

1. c; 2. b; 3. c

Page 54, Exercise 2

- Read the Reading Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Reading Strategies box to complete the exercise.
- Read the rubric and remind students not to look at the article before they give answers to each of the questions.
- Have them make a note of their guesses in preparation for the next exercise, and pass their answers on to a partner.

Answers

Students' own answers

Page 54, Exercise 3

- Students should read the article once through in order to properly understand what is written.
- Then, they should read it through a second time, marking their partner's answers as they do.
- Have students give back their notes to the person who wrote them. Ask to see if anybody gave correct guesses to any of the answers.


5 Read the article on page 54 again and answer the questions.

- What is the most important objective that the Red Crescent has which distinguishes it from other organisations?
- Name other organisations that you know of in Jordan, which help people in need. What do they do?
- What qualities do you think one should have to volunteer with the Red Crescent?

LISTENING

- 6 Listen to this doctor talking about first aid. Identify his attitude, then complete the following table in your notebook.

First aid			
Problem(s)	Cause(s)	Effect(s)	Solution(s)



SPEAKING

- 7 Read the Speaking Strategies. Then, think of a project to help the people in need in your city. It can be a poor neighbourhood, children in hospital or children in orphanages, for example. What do they need? What can you and your classmates do to help them? How can you convince your classmates to help them?

Speaking Strategies: Arguing persuasively

- Make your arguments simple and clear.
- If you can, give facts and examples.
- Think of relevant reasons to back up your arguments. Use expressions like 'because' and 'the reason why'.
- Be practical. What can you and your classmates do to help? If your ideas are too complicated, people won't feel able to help.

WRITING

- 8 Write down your arguments from the previous exercise and practise saying them. Use linking words for coherence.

Page 55, Exercise 5

- Give students time to read the article again before answering the questions. Give students the choice of working individually or in pairs.
- Walk around the classroom monitoring the activity while students are working. Draw the students' attention to the facts (e.g. objectives, dates, events) and themes (e.g. volunteering, responding to disasters) when answering.
- Check answers as a class. Encourage as many students as possible to share their ideas since there is no one single correct answer.

Answers

1. The most important objective is neutrality. The Red Crescent organisation works to prevent suffering for everyone – regardless of nationality, race, religion or gender.
2. *Students' own answers*
3. *Suggested answer:* helpful, neutral, caring, patient, brave, dynamic, etc.

Page 55, Exercise 6

- Tell students that they will be listening to a recording of a doctor talking about first aid. Make sure they understand what they must do as they listen.
- In order to follow what he says, you may read through the transcript so that students get the gist. Ask them to draw the table in their notebook so that they complete it while listening.
- Then, play the cassette all the way through without pausing for students to complete the table as they listen. Play the cassette a second time for students to confirm their answers.
- Complete the exercise by reading the answers to the class.

Audioscript

First aid

Usually, when you wake up for work or school you will go through your day normally. However, there are some situations when a basic knowledge of first aid could be very helpful or even save a life! For example, what do you do when someone starts suffering from heat exhaustion?

If someone doesn't drink enough water in hot weather, they may get heat exhaustion. The symptoms include nausea, weakness and a headache, but if you don't treat it, it becomes heat stroke. This is more dangerous and can be life-threatening. Help someone with heat exhaustion by giving them plenty of water and putting them in the shade.

Do a first-aid course and learn more about how to help save lives!

Answers

The attitude of the speaker is to encourage people to take a first-aid course to help save lives.

Problem(s): heat exhaustion

Cause(s): hot weather; not enough water

Effect(s): nausea; weakness; headache; heat stroke

Solution(s): give plenty of water; put in shade

Page 55, Exercise 7

- Read the Speaking Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Speaking Strategies box to complete the exercise.
- Put students into groups – not so large that there won't be the chance for everybody to take part and share their ideas.
- Instruct students to work methodically through each of the given points in the rubric. If they disagree about which group to help or how to help them, remind students to be diplomatic, to listen to each other's ideas and to take a vote to find out the majority view. A vote is a good way of ensuring that students get to have their voice heard, even if they are not the most vocal member of a group.
- Once students have decided who they will help and how, have them take down notes. These notes should be clear and orderly, as they will be used to form the backbone of an argument.
- Students should work together using their notes, selecting the most convincing points that will best contribute to their argument. Make sure all students get the chance to have their ideas heard, so that the group's final argument takes into account as many opinions as possible.

Answers

Students' own answers

Page 55, Exercise 8

- Students should turn their notes from the previous exercise into a fully developed argument ready for use in the communication workshop next lesson. Explain that the first paragraph of an argument aims at introducing the topic and attracting the interest of the readers. Students focus on three points and inform the reader of their point of view. Then each point is developed in a paragraph using quotes from sources and focusing on logical arguments. The concluding paragraph is a summary of the introduction and the three main points. Ask them to use the active voice (e.g. *I believe...*, *X says...*), to quote sources and to focus on logical arguments. Remind them to use linking words for coherence and to edit their work for spelling and grammar. Have groups divide their argument into parts so that every member gets to take part.
- Then, students need to practise giving their speech. The aim is to be as convincing as possible so that other students will consider their project proposal to be the most worthwhile.

- Walk around the classroom while students are practising, giving advice on making speeches – sentences shouldn't be too long, pronunciation should be clear so that each point can be heard, and students should project their voices so that nobody misses what is being said.
- Tell students to practise their part of the speech at home and remind them to bring all of their notes to the next lesson.
- You can provide students with the following example of an argumentative paragraph:
There is a poor neighbourhood in my city which needs our help. This is because people in this neighbourhood don't have any heating system for the cold weather. They don't even have warm clothes for the winter. They don't have enough food, and the children are always hungry. For example, I saw a little boy yesterday crying. He said he was hungry and that he had been without food for two days! I had a sandwich in my hand, so I gave it to him. I think we all have to help this neighbourhood. I suggest we all prepare a simple, handmade brochure about those people. Maybe we can take photos of the conditions under which they live and insert them in the brochure. Then, we can go to supermarkets and clothes shops, show them the brochure and ask for their help. I think everyone of us should participate in this humanitarian act!

Answers

Students' own answers

Activity Book pages 40–41

- Remind students of when and how to use quantity words and expressions before they begin exercise 1 on page 40. Students should first work out how to correct the sentences by finding the mistakes and then work in pairs to test each other on the answers. Students can then continue to work in pairs or work individually to complete exercises 2–5.

Lesson 6

Communication Workshop

Agreeing and disagreeing

The outcomes of this lesson are:

- To recognise the significance of agreement and disagreement expressions for understanding when listening to a dialogue
- To take part in a debate using words related to agreement and disagreement

Materials

- Student's Book page 56
- Cassette
- Activity Book: Module 5 – page 42

How to go about the material:

- All exercises should be completed in class.

Student's Book page 56

Before you start

- Instruct students to read the posters. Check comprehension by asking simple questions such as *What are the posters asking for? Who is asking for these things?* Students should understand that a charity shop is asking for CDs, books and clothes.
- Then, have students respond to the questions. If they have never donated anything, ask them which charity they would like to benefit from their belongings. Explain what happens once items are donated to a charity (often charities have shops where they sell the donated items to make money for their cause).


Answers

Students' own answers

Communication Workshop

Agreeing and disagreeing

Before you start
Look at the posters. Have you ever donated any books, DVDs or clothes? Who to?



- 1 Listen to the dialogue. Mark the expressions the girls use. Which show agreement? Which show disagreement?

Well, if you ask me...

OK, but...

You're right!

That isn't strictly true.

Absolutely!


That's true!

Yes, perhaps. However, ...

You've got a point there!

I suppose..., but...

To a certain degree...
- 2 Bring out the notes you wrote in the previous lesson. Practise your arguments again and think about how you might use the expressions from the box to respond to other groups' arguments.
- 3 Present your argument to the rest of the class. As you listen to other groups' arguments, think of one or two questions you would like to ask in order to find out more about their project.
- 4 Have a short debate about each project. Then, take part in a vote to decide which one to launch. Be prepared to give reasons for your choice.

 Assessment Tool 8

Page 56, Exercise 1

- Tell students that, as they listen to the cassette, they should put a tick next to any of the given expressions they hear being used. Draw students attention to the rise and fall in intonation to express meaning. As students are listening, draw two columns on the board – one labelled *Agreement* and the other labelled *Disagreement*.
- Then, lead a discussion in which students decide which column each of the statements belong in. They should try to recall how the statements were used in the dialogue, and then write each statement in the correct column on the board.
- Confirm the answers and then have students copy them into their notebooks for future reference.

Audioscript

Noura: I'm bored. I want to do something useful.
Samar: What's wrong Noura?
Noura: Don't you think we are living very easy lives? There are so many people who are suffering! Why don't we do something about it?
Samar: OK, but what do you propose?
Noura: I don't know. Some old people's homes are asking for books. We could ask our friends for books they have read and take them to the homes.
Samar: You've got a point there! My grandma's friend is in a home and she complains that they have seen all their DVDs and read their books more than three times. It would be nice if we could get them new ones, right?
Noura: Absolutely! We can begin by phoning our friends and asking them if they have old DVDs and books that they no longer want.
Samar: That's true! And we could also start a campaign at school.
Noura: You're right! I wonder why I didn't think of it. Let's make a poster...
Samar: I suppose we can, but don't you think we have to ask the headmaster first?
Noura: Mmm, I don't know. Why don't we ask our English teacher? She's always talking about aiding people with problems.

Answers

Agreement: You've got a point there!; Absolutely!; That's true!; You're right!
Disagreement: OK, but...; I suppose... but...

Page 56, Exercise 2

- In their groups, have students remind themselves of the arguments they composed in the last lesson.
- Tell them that after they have presented their arguments to the class, other students will ask them questions about their ideas. They should try to anticipate possible questions and listen out for the expressions from exercise 1. They will be expected to respond to these expressions and questions, in the manner of a debate.

Answers

Students' own answers

Page 56, Exercise 3

- Tell students that, in this exercise, they will be listening to each other's speeches. As they listen, they should make notes. These notes will later be used as a memory aide so that they can ask pertinent questions about each project proposal.
- Have each group present their argument. Draw their attention to the importance of keeping eye contact with their classmates. Make sure that the remaining students are listening carefully and making notes as you asked them to.
- When all the arguments have been presented, have students write questions for one or two groups using their notes. Also, encourage them to

give constructive feedback.

Answers

Students' own answers

Page 56, Exercise 4

- Chair a small debate. Tell the class that they will eventually have to decide which one of the proposed aid projects they think is best (besides their own). They should therefore scrutinise each proposal by asking the questions they prepared in the previous exercise.
- Encourage students to use the expressions from exercise 1 in the debate.
- At the end of the debate, have all students vote for the group whose project they think most deserves launching (they cannot vote for their own group).
- Congratulate the winning group for presenting the most convincing argument.
- More guidance about holding a debate is found in the Introduction on pages 13–15. You can refer to these pages and make sure the students are following the same guidelines they followed in the debate in Module 1, page 7, exercise 7.
- When all the students have finished, instruct them to complete Assessment Tool 8 on page 77 of the Activity Book. Tell them to circle the number in the corresponding box in the table based on their speaking task and to say what they liked about their group.

Answers

Students' own answers

Agreeing and Disagreeing Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
All members of the group took part in the discussion.	1	2	3
Members of the group used the expressions in exercise 1 to express agreement and disagreement.	1	2	3
Members of the group listened to others when they were explaining their reasons.	1	2	3
Total score			
What we liked about our group:			

Answers

Students' own answers

Activity Book page 42

- Before they start doing exercises 1–5, encourage students by reminding them that they have previously learnt how to find relevant information from texts. Give students some time to read through the tasks and make sure they don't have any questions.

Lesson 7

Language Development

The outcomes of this lesson are:

- To participate in a peer discussion about personal activities
- To identify words from definitions to complete a crossword puzzle

Materials

- Student's Book pages 57–58
- Cassette
- Activity Book: Module 5 – pages 43–44

How to go about the material:

- The Crossword Puzzle on page 58 can be set as homework.

Student's Book page 57

Language Development

1 Complete this dialogue with *some, any, a lot, a little, much* or *many*.

Jamil: Do you know an institution called Takaful?

Hakim: Yes, I know (1) _____ about this organisation.

Jamil: Can you give me (2) _____ information about it? Who works in it, and what do they do?

Hakim: So (3) _____ people joined the organisation since its foundation in 2011. Its main purpose is to encourage unity and team work in society. Volunteers establish a cultural and social bond to work together and help and support others. There are almost 15,000 volunteers helping out.

Jamil: Thank you so (4) _____, Hakim. I didn't have (5) _____ idea about this organisation before.

Hakim: (6) _____ help from friends is always useful!

2 Now, listen to the dialogue and check your answers.

3 In pairs, ask and answer questions using *How much...? How many...? a few, not many, not much, a little, or a lot of*.

Example

A: How many books do you read a month?
B: Only a few. / Not many.

a. ... books a month (read)?
b. ... chocolate a week (eat)?
c. ... pizzas a month (have)?
d. ... money on petrol a month (spend)?
e. ... time learning English a week (spend)?
f. ... concerts a year (go to)?
g. ... tea every day (drink)?

4 The phrases in Column B are clues that help you guess the word in Column A. Can you guess all the words? The first letter of each word is given to you.

A	B
1. c _____	• a piece of paper • relating to money
2. m _____	• a soldier in battle • first aid
3. a _____	• relating to hospital • a kind of vehicle
4. e _____	• relating to money • another word for 'to receive'
5. v _____	• a person • relating to helping without being paid

What do you think?
"True charity is the desire to be useful to others without thought of recompense."
Emanuel Swedenborg

57

Page 57, Exercise 1

- Have students read through the dialogue individually, filling in the gaps with the correct words.
- You can quickly revise countable and uncountable nouns if students start asking for help.
- You may ask pairs of students to roleplay the dialogue in order to check and correct each other's answers.

Page 57, Exercise 2

- Play the cassette for students to listen to the dialogue and mark their own work.
- Write the answers on the board and tell students to double check their answers.

Audioscript

Jamil: Do you know an institution called Takaful?

Hakim: Yes, I know **a lot** about this organisation.

Jamil: Can you give me **some** information about it? Who works in it, and what do they do?

Hakim: So **many** people joined the organisation since its foundation in 2011. Its main purpose is to encourage unity and team work in society. Volunteers establish a cultural and social bond to work together and help and support others. There are almost 15,000 volunteers helping out.

Jamil: Thank you so **much**, Hakim. I didn't have **any** idea about this organisation before.

Hakim: **A little** help from friends is always useful!

Answers

1. a lot; 2. some; 3. many; 4. much; 5. any;
6. A little

Page 57, Exercise 3

- Put students into pairs and make sure they understand what they have to do to complete the activity. Go through the example together and then point out the list they should base their questions on.
- Walk around the classroom observing students' conversations. Listen out for any misuse of the given words, correcting them along the way.
- Go through the sentences together, following the list of prompts in the Student's Book.
- Give general feedback and praise based on students' responses.

Answers

- b. How much chocolate do you eat a week?
c. How many pizzas do you have a month?
d. How much money do you spend on petrol a month?
e. How much time do you spend learning English a week?
f. How many concerts a year do you go to?
g. How much tea do you drink every day?

Students' own answers

Page 57, Exercise 4

- Students will have encountered all of the words as key words throughout the module. Explain that the phrases in Column B are clues that will help them find out what the words in Column A are. Ask them to complete the exercise without referring back to their notes. In this way, students can test how much new vocabulary they have remembered.
- Read the answers to the class and have students mark their own work. Tell them to learn any words that they couldn't guess in this exercise. You can come back to this exercise as an informal test at a later stage.

Answers

1. cheque;
2. medic;
3. ambulance;
4. earn;
5. volunteer

What do you think?

- Read the quotation to the class. Ask students to try translating it and explaining what it means. Once they have attempted to guess, translate it for them and explain that it is about the meaning of true charity. Emanuel Swedenborg (1688–1772) was a Swedish scientist and philosopher who believed that people should do good deeds for the sake of doing good deeds. This is what is meant by the quotation – a truly charitable act is not done because we think we will earn a reward, it is an act done solely for the sake of other people. Ask students if they agree with Swedenborg. Is there a similar saying in Arabic that expresses the same sentiment?

Activity Book pages 43–44

- Students should be familiar with what is practised in the exercises on pages 43–44, e.g. capitalisation, full stops and linking words. Talk about their usage briefly, discussing only the details covered in the Activity Book. Exercise 4 on page 44 should be completed as homework.

Student's Book page 58

Crossword Puzzle

Read the clues and write the words in the puzzle.

Across

1. Things belonging to a person
2. A person who freely offers to take part in something or undertake a task
3. Someone who has a lot of money but spends too little
4. The state of not supporting either side in an argument or war

Down

5. To take something from someone and return it after having used it for a short time
6. A formal celebration of a particular event
7. Help, assistance or support
8. A terrible event that causes great damage

?

Which is the oldest of all forms of money? It dates back to 9000 BCE and people still used it in parts of Africa in the middle of the 20th century.

58

Page 58, Crossword Puzzle

- Give students the option whether to work individually or in pairs to complete the crossword.
- Students should read through all the clues before starting to write their answers in the grid. Tell them to write in pencil if they are unsure of an answer. While students are working, copy the grid onto the board.
- Fill in the grid by inviting volunteers to the board in response to definitions as you read them.
- Ask students to bring in their notes from Lesson 5 for the next lesson. In preparation for the Project, encourage students to do some research on the Internet or in the school library about charity fund-raising.

Answers

Across

1. POSSESSIONS
2. VOLUNTEER
3. MISER
4. NEUTRALITY

Down

5. BORROW
6. CEREMONY
7. AID
8. DISASTER



Ask the students to read the question and the clues. Discuss the possible answers based on students' suggestions. They should do some research on the Internet or visit the school library or any public library. They should find that the oldest form of money is cattle.

Lesson 8

Project A charitable campaign

The outcomes of this lesson are:

- To participate in a class discussion about reasons for supporting a charitable organisation
- To make a poster for a charitable campaign
- To take part in a well-prepared authentic presentation to the class
- To devise a plan to help

Materials

- A large sheet of construction paper per group, coloured paper, scissors, marker pens, a glue stick and blue tack
- Student's Book page 59
- Activity Book: Module 5 – pages 45–46

How to go about the material:

- The Project should be completed in class.

Student's Book page 59

A charitable campaign

PROJECT

Before you start
Find a large sheet of cardboard, coloured paper, scissors, marker pens, a glue stick and blue tack.

Your task is ...
To launch a charitable campaign.

DONATE USED BOOKS
APRIL 1-30

Paperback and hardback books
(in good condition)
for Adventure Summer Camps
Used Book Sale to be held on 2nd May
COLLECTION LOCATION Grade 9 Classroom

Adventure Summer Camps

A Your first assignment:
In a group:
• bring out your notes on the charity in Jordan you decided to support.
• make your poster. Use this as an example.

B Your second assignment:
• Show your posters to the class and explain why you chose your charity.
• As a class, discuss whether you could use any of the suggested ideas to raise money for an existing charity in Jordan.

Expert Fund-raiser

59

Before you start

- Prepare all the material students will need in order to complete the Project. Make sure there is enough for each group.

Page 59, Assignment 1

- Explain to students that the purpose of the assignment is to make a poster like the one on page 59. The poster should make a public request, i.e. for CDs, clothes, books, etc. and then state what cause the items will be sold for. There should be information including the time and location of any event and contact details too. You can write these pointers as a list on the board for students to use as a further guide. Encourage students to be creative – there are many ways of raising money for charity besides second-hand sales as they may have discovered if they did some research before the lesson on the Internet, or by visiting a public library or the school library.
- Students should return to the groups they were in for Lesson 5. As before, they should pay attention to each other's suggestions, and everybody should be given the chance to participate. The aim is to communicate all the relevant information in a clear and concise way using the ideas, vocabulary and language structures they have encountered throughout the module.
- Set a time limit for groups to complete their posters and give notice when there are ten minutes remaining, five minutes, and so on. This should keep them focused on the task at hand. Walk around the classroom making sure the posters are coming along. Give positive feedback and encouragement in order to motivate students. You should stress that the artistic aspect is only a way of practising their language skills.

Page 59, Assignment 2

- The focus on this assignment will be an oral presentation of the poster produced in the previous assignment. As each group shows the class their poster, group members should summarise its content, outlining their charitable aims and main ideas. When each group has presented their poster, stick it to the board so that towards the end of the lesson you have a gallery of posters.
- To finish the lesson, discuss how you might implement some of these ideas to hold an actual charity fund-raising event in school. You can either organise a real fund-raising day or, if this is not possible, use the discussion as an opportunity to raise students' awareness of the good things they might do one day to help other people.

Activity Book pages 45–46

- Tell students to read the exercises on page 45. Invite students to give their comments about the module and say what they liked and did not like before they complete the review table on page 46 individually.
- When they have completed the table, they should count the number of ticks and complete the "Total number of ticks" table so that they know how well they did in the module.

MODULE 6

They have made important discoveries!

The outcomes of this module are:

- To use context to guess the meaning of new words
- To listen to taped native speakers of English to improve pronunciation of figures
- To skim a reading text to answer questions
- To demonstrate understanding of an authentic reading text about an experience of a lifetime
- To engage in a discussion to exchange ideas about one's feelings throughout a journey
- To use the Present Perfect Simple with *for*, *since* and time expressions
- To identify the difference between the Present Perfect Simple and the Past Simple
- To write a short, informal letter with a specific function

Lesson 1

The outcomes of this lesson are:

- To use pictures to make guesses
- To use context to guess the meaning of new words
- To use context to identify the meaning of unfamiliar words and ideas when listening to a text about discoveries
- To use dictionaries and glossaries to confirm and clarify word meaning
- To develop listening strategies to improve pronunciation of figures by listening to taped native speakers of English
- To participate in a peer discussion about important discoveries from the past
- To find a location on a map

Materials

- Student's Book pages 60–61
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- World map

How to go about the material:

- All exercises should be completed in class.

Student's Book pages 60–61

Teaching tips

- Refer to the "Teaching tips" in Module 1 (page 18).

Before you start

- Have a class discussion about the places in the pictures – see if students can identify the specific buildings and, if they cannot, see if they can guess

which country each of the buildings are in. (There are clues in the pictures, such as the building materials, the different styles and, in one instance, the flag of the country the building is in.)

- Tell students the answers once they have finished guessing. Congratulate anybody who made a correct guess.
- Then, see if they can tell you what interesting discoveries they think have been made in each place. Encourage students to make educated guesses if they are not able to provide a definite answer.

Answers

1. The Valley of the Kings in Egypt
2. Xi'an, a town on the Silk Road in Shaanxi Province, China
3. The Red Fort at Delhi
4. The mud-brick mosque at Djenne, Mali

Discoveries: 1. Tombs (including the tomb of Tutankhamun) in the Valley of the Kings in Egypt; 2. The Terracotta Warriors at Xi'an in China; 3. The 'Peacock Throne' in the Red Fort at Delhi

MODULE 6

They have made im...

You will be able to:

- listen to a specialist talking about discoveries
- predict the meaning of new vocabulary items
- talk about exploration using the Present Perfect Simple and the Past Simple with *for* and *since* and time expressions
- read a magazine article about a lifetime experience
- talk about your feelings in a journey
- write a letter to a friend

Project: Discover a country

60

Important discoveries!

Before you start
Look at the pictures. Can you identify the places? What interesting discoveries do you think have been made there?

1 Did your journey to school take a long time today, or not? Listen and find out about a journey your ancestors made. How fast did they travel?

2 Listen to the words below in context. Try to guess their meanings.

root, seed, progress, generation, pace, trail, continent, to wander, to advance

3 Read the Listening Strategies. Then, listen to the figures below. Try to write them down.

Listening Strategies: Listening to figures

- Listen to the figures carefully.
- While you listen, follow with the numbers written on the page.
- Focus on the group of numbers on the left of the comma.
- Try to write down the number as you hear it.
- If you can't write it down, repeat the number to yourself until it is clear in your mind.

1,000 5,500 25,000 100,000
250,000 1,000,000

4 Which two important discoveries helped our ancestors to cross continents? Discuss with a partner.

5 Look at a world map and find the Bering Strait.

61

Page 61, Exercise 1

- So that students have an idea about relative distances, discuss as a class how far students have to travel to get to school and if it takes a long time.
- Then, play the cassette so they can hear about the journeys made by our ancestors. Try to play the whole track without pausing and make sure students are paying attention.
- Have students make a note of how fast they think our ancestors travelled. How does it compare to their journey times to school? Discuss responses as a class.

Audioscript

Our earliest ancestors just ate fruit, roots and seeds in the forests of Africa. But one day, about a million years ago, they wandered out of the forests and into the African lands. They discovered many types of animals there and started to eat them! Once they began to eat meat they could travel further and further across the lands because food was always available for them.

Our ancestors' progress was very slow, however. They only advanced 10 km in each generation – that's about two paces a day! Trails of bone and stone tools have shown that it took them about 25,000 years to leave Africa and explore as far as South-East Asia. Although we don't know the exact route they followed, we do know that by 250,000 years ago, our ancestors lived in Africa, Asia and Europe.

But our ancestors' journey didn't stop there. About 11,300 years ago, the world's climate became very cold. The oceans froze, and there was thick ice between Asia

and North America. People and animals walked across the ice from Asia into North America, but it took them another 5,500 years to reach South America! Their journey across continents isn't possible today; where there was once ice, there's now a narrow sea called the Bering Strait.

Answers

They were very slow. They advanced 10 km in each generation.

Page 61, Exercise 2

root, seed, progress, generation, pace, trail, continent, to wander, to advance

- Play the cassette for students to hear the key words used in context.
- Pause at the end of each sentence for students to guess the meaning of the key word. Allow students to compare answers with a partner.
- Allow time for playing the cassette again for students to practise pronunciation of the words.
- To check answers, give the dictionary definition for each word and have students guess which word each definition is referring to.

Audioscript

- A radish is the **root** of a plant that grows under the ground.
- Ayman planted a **seed** that grew into a beautiful flower.
- I will reward you for your **progress** because you have improved a lot.
- The first **generation** of settlers is the first group of people to inhabit an area.
- My little brother moved forward a couple of **paces**.
- We followed the **trail** of bricks that led the way back home.
- There are seven **continents** in the world, and Asia is one of them.
- Mum closed the gate because she didn't want the baby to **wander** onto the street.
- When Nour saw her teacher in the supermarket, she **advanced** towards her to say hello.

Page 61, Exercise 3

- Read the Listening Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Listening Strategies box to complete the exercise.
- The purpose of this exercise is for students to understand the relationship between the way numbers are written in English and the way they are spoken.

- Before students look at the exercise, write one or two large numbers on the board and see if anybody can say them correctly. Tell them not to be disheartened if they make a small mistake at this stage – they will have improved by the end of the exercise.
- Read through the figures as a class before you play the cassette. Do not correct pronunciation errors at this stage, but if you think it is an area that needs work, tell the class to pay careful attention to the way words are said on the cassette.
- Then, read through the figures again, making sure students are saying the words clearly and with the correct intonation.

Audioscript

one thousand
 five thousand five hundred
 twenty-five thousand
 one hundred thousand
 two hundred and fifty thousand
 one million

Page 61, Exercise 4

- By now, students should have some ideas about the history of human travel. Put them into pairs to answer the questions together.
- Walk around the classroom listening to students' conversations and correcting any mistakes. Tell them to make a note of their answers for future reference.
- Have volunteers share their responses with the rest of the class in order to make sure everybody has a record of the correct answers.

Answer

Many types of animals and the frozen ocean or the thick ice between Asia and North America

Page 61, Exercise 5

- If you didn't bring a map to the lesson, allow students to go to the school library to find an atlas, or to look online.
- If you have a map in the classroom, lay it on your desk so that it cannot be seen from where the students are sitting. Then, one-by-one, invite volunteers to look at the map. Time how long it takes each one to find the Bering Strait /bəˈrɪŋ streɪt/. Write down each student's name on the board next to the number of seconds taken to find the Bering Strait.
- To see how quickly students can respond to numbers and times given in English you can ask them to identify students based on the information you provide. For example, *Who took 65 (sixty-five) seconds to find the Bering Strait? Who took 125 (one hundred and twenty-five) seconds to find it?* for students to respond with the corresponding names.

Lessons 2 and 3

Across continents

The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To interpret an article to make inferences about an expedition to the pole
- To engage in a discussion in pairs to discuss a narrative text
- To use the Present Perfect Simple with *for*, *since* and time expressions to make sentences
- To identify the difference between the Present Perfect Simple and the Past Simple by asking and answering questions related to travel and exploration
- To use notes from a peer interview to write a short article

Materials

- Student's Book pages 62–64
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 6 – pages 47–48

How to go about the material:

- Exercise 4 on page 63 and exercise 5 on page 64 can be set as homework.

Student's Book page 62

Across continents

Before you start
 What do you enjoy about travelling?
 How do you think travel today compares to how it was in the past?

Reading

- 1 Look at the title of the text below. Do you think Scott won this race? Which continent do you think he was going to?
- 2 Listen to the words below in context. Try to guess their meanings.

blizzard, condition, expedition, explorer, exposure, frostbite, pioneer, tragic

- 3 Read the text. What problems did Scott face on his journey to the South Pole? Write a summary about these problems and discuss Scott's journey with a partner.

Scott's race to the pole

For the past century, people have admired Robert Falcon Scott – a pioneer who attempted to be the first person to the South Pole.

In 1910, Scott led his second expedition to the Antarctic. He and his crew arrived in January 1911 and set up camp in McMurdo Sound. As they travelled south, they met awful conditions. Their sledges and ponies could not cope. Even the dogs had to turn back. Eventually there were just five men left – Scott, Wilson, Oates, Bowers and Evans. They battled on, but when they reached the South Pole on 17 January, 1912, they found a small tent with a Norwegian flag. The Norwegian explorer Roald Amundsen reached the pole a month before Scott.

Like all people who have been beaten, the men were extremely disappointed when they started their return journey. They struggled through blizzards. Evans died in February and then Oates, who had severe frostbite, walked out into the freezing conditions on his thirty-second birthday. He didn't return.

The remaining three men finally died of starvation and exposure on 29 March, 1912. Tragically, they were only twenty kilometres from a food supply. Eight months later, a search party found their tent and their diaries. Their notebooks, letters and diaries described the tragic events.

Since then, Scott's bravery has been greatly admired by the British people, and he has become a national hero.

Before you start

- Encourage students to pinpoint what it is they enjoy about travelling. Is it the different food they get to try? The different languages they may get to hear? The people they meet? Or just the excitement of being in a new place?

- Move the discussion on so that students start to think about how travel nowadays is different from travel in the past. Do we move from place to place in the same way? Do we use the same resources? Do we even plan our journeys in the same way? After making these and other comparisons, have students say whether they think travel now or in the past was more exciting, giving reasons for their responses.

Answers

Students' own answers

Page 62, Exercise 1

- Read the title *Scott's race to the pole* and then the rubric.
- Discuss the questions as a class. The first one is simply a matter of guesswork, but it may be a fun way for students to compete with each other, i.e. which half of the class managed to guess correctly. The second question, however, is a good example of how students can make educated guesses when they have limited amounts of information. They know they must name one of the continents (a blind guess would give them a one-in-seven chance of guessing which of the seven continents it might be; an educated guess is made using judgement and a particular level of knowledge and is therefore more likely to be correct), but understanding the word *pole* narrows it down to two possibilities – the Arctic or the Antarctic. This means, despite initial appearances, that students have as much chance of answering this question correctly with a guess as they did with the first question. Go through this line of reasoning with students and encourage them to remember it for the future. It proves very useful with multiple-choice questions but can go as far as helping students with reading comprehension as they learn to understand meanings through inference.

Answers

Scott did not win the race. He was going to the Antarctic.

Page 62, Exercise 2

blizzard, condition, expedition, explorer, exposure, frostbite, pioneer, tragic

- Read the rubric and play the cassette when students are ready to begin.
- Pause whenever necessary so that students have the time to write down their guesses.
- Tell students to check their answers with a partner, using a dictionary or the Activity Book glossary.

Audioscript

1. We had to wait till the **blizzard** calmed down because we couldn't walk in such cold and rough weather.
2. Mr Jamal could not work under such bad **conditions**, so he took the day off.
3. The scientists went on a great **expedition** to find a lost temple.
4. When I grow up, I want to be an **explorer** and discover new places in the world.
5. Three men died of **exposure** in the very bad weather of the Antarctic.
6. Cover your hands and wear warm socks because **frostbite** is easily got in freezing weather.
7. I wish I were the **pioneer** who was first to explore Antarctica.
8. That car accident, which hurt many people, was very **tragic**.

Page 62, Exercise 3

- First, students should skim the text, thinking about the question as they do.
- Then, they should read it again more closely with a partner, making sure they use references to the text in responding to the question. Walk around the classroom making sure they are discussing Scott's journey and making brief notes for writing a summary so they can join in with the class discussion.
- Talk about Scott's journey as a class.

Answers

Scott and the men on the expedition met awful conditions. Their sledges and ponies could not cope. Even the dogs had to turn back. They struggled through blizzards and eventually died of starvation and exposure.

Activity Book page 47, exercise 1

- The purpose of exercise 1 is to have students complete each sentence based on its context, using the key words in the box. Tell students to work individually before discussing their answers in pairs.

Student's Book page 63

Page 63, Exercise 4

- Put students in small groups and ask them to discuss their answers to the two questions. They might have many different answers, especially for the first question because it's very open-ended. That's why, students will need time to discuss the different answers they have.
- When they're finished, discuss the answers with the whole class. You could give them your own answers so that they feel that you're as engaged in the discussion as they are.

Answers

Students' own answers

4 Answer the following questions related to the text on page 62.

1. Why do you think Scott went on a journey to the South Pole?
2. Do you think Scott deserves to become a national hero? Why / Why not?

Grammar

The Present Perfect Simple with *for*, *since* and time expressions

1 Answer the questions with *for* or *since*.

1. How long have you known your best friend?
Since I was five.
2. How long have you lived in this town?
_____ 2007.
3. How long has she known Jaber?
Oh, _____ many years.
4. How long have you been here?
_____ eight o'clock!

2 Copy and complete the table with the time expressions.

he was 21 ten minutes 1910
an hour three days two weeks
January last winter Friday
six months ten o'clock many months
over a year a million years

<i>for</i>	<i>since</i>
ten minutes	

The Present Perfect Simple and the Past Simple

3 Read the text and fill in the gaps using the time expressions from the box.

Since 1 hour and 48 minutes
in the 20th century When
on 12 April 1961 In 1968
when he was 21

Yuri Gagarin was a Russian space explorer (1) _____. He became the first person in space (2) _____. He became a pilot (3) _____, but because he was daring and skilled he was chosen to have space training. The flight in the spaceship Vostok lasted (4) _____. During that time Gagarin circled Earth. (5) _____ he returned, he became a national hero for the Russian people and was famous throughout the world. (6) _____ his famous trip into space, many monuments have been built in his name. (7) _____, he died in a plane crash.

4 Make five sentences using the Present Perfect Simple choosing components from each column.

Tom	has	been	many countries.
		finished	the race.
		been	a great time.
There	hasn't	had	any bad weather.
		visited	a change in the plan.

63

Grammar

The Present Perfect Simple with *for*, *since* and time expressions

Page 63, Exercise 1

- Use the Student's Book grammar notes to make sure students understand how we use *for* and *since* with the Present Perfect Simple. You may wish to go through the example with students and write a few more examples of your own on the board.
- Allow students to work either individually or in pairs.
- Go through the answers as a class. Correct any mistakes and make sure students understand why they were wrong.

Answers

2. *Since*; 3. *for*; 4. *Since*

Page 63, Exercise 2

- Draw the table on the board, heading the two columns *for* and *since* as in the Student's Book. Have students do the same in their notebooks.
- Then, give students time to read through the time expressions in the box. In their notebooks, they should pencil each word into what they think is the correct column.

- Go through the answers on the board, inviting volunteers to fill the columns with the time expressions. Correct any mistakes as you go along, once again with an explanation.
- Make sure students copy the final version of the table in their notebooks. If they got many answers wrong, tell them to go over the grammar notes once more.

Answers

<i>for</i>	<i>since</i>
ten minutes	he was 21
an hour	1910
three days	January
two weeks	last winter
six months	Friday
many months	ten o'clock
over a year	
a million years	

The Present Perfect Simple and the Past Simple Page 63, Exercise 3

- Read the rubric and have students read through the new set of time expressions.
- Students should work individually to complete the exercise. Walk around the classroom monitoring the activity.
- When students have filled in all the gaps, go through the answers as a class by having students read through a sentence each out loud.
- Write the correct answers on the board and have students make a note of them.

Answers

1. in the 20th century; 2. on 12 April 1961;
3. when he was 21; 4. 1 hour and 48 minutes;
5. *When*; 6. *Since*; 7. In 1968

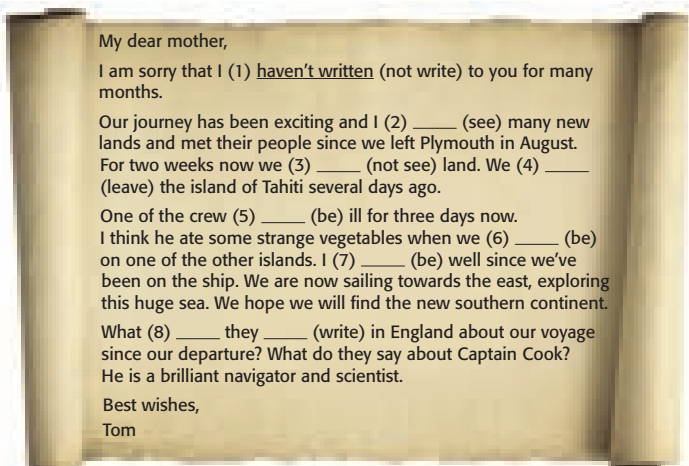
Page 63, Exercise 4

- Make sure students understand what they have to do to complete this exercise. The purpose is for them to start forming their own sentences using the Present Perfect Simple now they are more accustomed to it.
- Ask students to work individually so that they can gauge their own progress. Give help and encouragement to any students who are struggling, leading to them writing at least two true sentences alone without your assistance.
- Ask for volunteers to come to the board to write a sentence each. Check answers as a class in this way, with as many students volunteering as possible.

Answers

Tom has/hasn't finished the race.
Tom has/hasn't had a great time.
Tom has/hasn't visited many countries.
There hasn't been any bad weather.
There has/hasn't been a change in the plan.

5 Complete this letter from a sailor, using the Past Simple or the Present Perfect Simple forms of the verbs in brackets.



Over to you . . .

6 In pairs, roleplay an interview asking and answering the questions below. When you reply, you may choose from the words in the box.

yesterday (two) days ago last week a month ago
 (six) months ago a year ago (eight) years ago for (a few) hours
 for a day for (three) days for a week for a fortnight
 for (three) weeks for (two) months

1. Have you ever travelled to a big town?
2. When did you go?
3. How long have you stayed there?
4. Did you make any interesting discoveries?

7 Make notes and write a short article based on your partner's answers. Then, exchange your notebook with your partner to edit each other's articles.

Page 64, Exercise 5

- Have a quick recap to make sure students can distinguish between the Past Simple and the Past Perfect Simple.
- Have students complete the activity individually, before checking their answers in pairs.
- Then, write the correct answers on the board for students to mark their own work.

Answers

2. have seen; 3. haven't seen; 4. left; 5. has been; 6. were; 7. have been; 8. have / written

Over to you ...

Page 64, Exercise 6

- Students can work together in the same pairs, or you can put students into different pairs based on who you think will work well together.
- Read through the instructions and clarify any doubts.
- Set students to work and walk around the classroom monitoring their activity. You should listen to make sure students are responding with grammatically correct sentences. Make a note of any commonly recurring errors to be addressed at the end of the exercise.

- Invite pairs to the front of the class to roleplay their discussion. The student asking the questions should pretend to be a journalist writing an article about modern-day adventures. The student answering the questions should pretend to be a modern-day adventurer.
- Give general feedback about common mistakes and give praise for correct and creative discussions.

Answers

Students' own answers

Page 64, Exercise 7

- Give time for students to note down their partner's responses. Allow them to continue working together in order to do this.
- Once students have a complete set of notes, have them work individually to write up their article. As a guideline, tell them it shouldn't be much longer than a hundred words, but they should use both the Past Simple and Present Perfect Simple tenses.
- Walk around the classroom giving help where necessary. Once students have finished, ask them to exchange their notebooks with a partner to edit each other's work.
- Take in students' edited work at the end of the lesson and give written feedback and encouragement to each one.

Answers

Students' own answers

Activity Book pages 47–48

- Refer to exercises 2 and 3 on page 47. Give students a moment to read the rubrics and ask any questions relating to the activities. Have them work individually.
- Then, for exercises 1 and 2 on page 48, ask for a few volunteers to give examples of the Present Perfect Simple with *for* and *since* to check their understanding. Allow students to work in pairs for each exercise before comparing their answers in small groups.
- For exercise 3, remind students of the use of each of the Present Perfect Simple and the Past Simple, before they begin doing the task.

Lessons 4 and 5

Skills focus

Over the ocean

The outcomes of these lessons are:

- To use context to guess the meaning of new words
- To use dictionaries and glossaries to confirm and clarify word meaning
- To skim a reading text to answer questions
- To demonstrate understanding of a magazine article about an experience of a lifetime
- To engage in a discussion to exchange ideas about one's feelings throughout a journey
- To use pictures to demonstrate understanding of new words

Materials

- Student's Book pages 65–67
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 6 – pages 49–50

How to go about the material:

- Exercise 3 on page 67 can be set as homework.

Student's Book page 65

Skills focus

Over the ocean

Before you start
Look at the pictures. What do you think they are about?

Find the words

1 Listen to the words below in context. Try to guess their meanings.

crew, enthusiast, to plot, port, rigging, sailing, training, vessel, race

▶ An event in which people try to be faster than each other.
▶ What you get when you learn new skills to do something.
▶ A verb which means to show something on a map.

65

Before you start

- Have students look at the pictures for them to elicit that they represent journeys by sea, powered by crews of sailors working on a sailing ship.

The required vocabulary will most probably be unfamiliar to students at this stage so allow them to use Arabic words where necessary. You can return to this activity after *Find the words* for them to answer using only English.

Page 65, Exercise 1

crew, enthusiast, to plot, port, rigging, sailing, training, vessel, race

- Play the cassette for students to listen to the lesson's key words being used in context.
- As usual, pause where necessary for them to guess the meaning and note it down.
- Check answers as a class so you can be sure everybody is certain of each meaning. Have volunteers looking up words using a dictionary or the Activity Book glossary.

Audioscript

1. The **crew** on the ship worked together to make sure the boat ride was smooth for all passengers.
2. I am an **enthusiast** of outdoor games and try to attend every game I can.
3. We **plotted** the places we wanted to visit with pins onto a map.
4. They waved at the ship as it sailed away from the **port**.
5. The captain checked the sails and **rigging** before sailing off.
6. I love **sailing** because I enjoy travelling over the sea like they did in the past.
7. I have to go through hard **training** for the football game so that I play well.
8. The Titanic was a huge **vessel** that used to sail across large oceans.
9. Samer won the **race** by reaching the finish line before anyone else.

Find the words ...

- Have students work in pairs to read the definitions and then match them to one of the key words.
- Read the answers to the class.

Answers

race; training; to plot

Student's Book page 66

Page 66, Exercise 2

- Read the heading and make sure students understand what it means.
- Then, put students into small groups to discuss what they would class as an experience of a lifetime. Ask them to discuss an adventure or event that stands out from all the other things

they have done in their lives.

- Walk around the classroom without interrupting, but respond to students' questions if they have any.
- Then, have students read the article together. How do their experiences compare?

Answers

Students' own answers

READING 2 Look at the heading of this magazine article. What would you describe from your own life as 'the experience of a lifetime'? Read the text to find about other teenagers' adventures.

THE EXPERIENCE OF A LIFETIME
THE TALL SHIPS ATLANTIC CHALLENGE IS ONE OF THE BIGGEST EVENTS OF THE YEAR FOR SAILING ENTHUSIASTS

The race started in 1953, when 20 ships sailed from southern England to Portugal. Since then, it has become bigger and bigger and is now one of the most popular events in the sailing calendar.

The ships in the 2009 Atlantic Challenge were traditional vessels with sails and rigging. They came from Europe, North America and even Uruguay in South America. Their 130,000-km trip took five months to complete, and involved over a thousand crew members and visits to seven ports and five countries.

Most of the people on the ship were teenagers on sail-training programmes led by experienced sailors. They had an amazing trip that took them from Spain to the Canary Islands, and then across the Atlantic to Bermuda. After the ships reached the USA, they raced on to Nova Scotia. The final part of the

race, which was over 43,500 km, took a month.

During the race, the crew reported its progress to the organisers. They did this twice a day, at 6 a.m. and 4 p.m. UK time. The ships' positions were then plotted on a map, so that families and friends could follow their progress. At each port on the route, there were spectacular celebrations when the ships arrived.

Patrick Kelly, a teenager on one of the first ships to arrive, said: 'I wanted to go on a new and exciting adventure. This really has been the experience of a lifetime! Since I've been on this ship, I've made lots of new friends and I've discovered a lot about the countries on our route and about myself, too. This has been the longest that I've ever been away from home, so the best part for me was just now, when we sailed back into Belfast!'



66

Student's Book page 67

Page 67, Exercise 3

- Now instruct students to read through the article alone.
- Tell them to keep the questions in mind as they read, circling in pencil any bits of information they think will help them to answer the questions.
- Once students have finished reading the text, they should write down their answers to the questions in their notebooks.
- To check answers, read each question out loud for a volunteer to respond. Have students mark their own work as you go along.

Answers

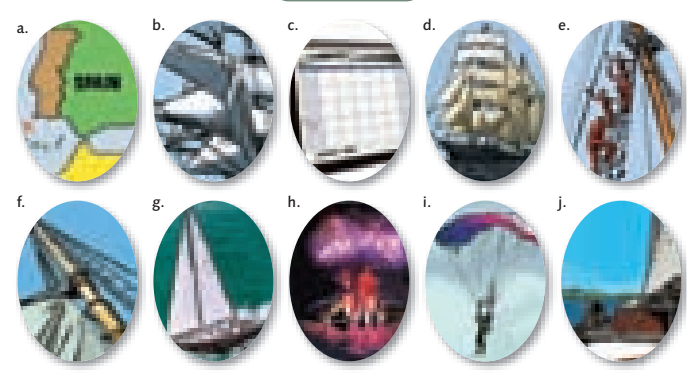
1. The ships that took part in the Atlantic Challenge were traditional vessels with sails and rigging.
2. The crew members were mostly teenagers on sail-training programmes led by experienced sailors.
3. The ships took a trip from Spain to the Canary Islands, across the Atlantic to Bermuda, reaching the USA, on to Nova Scotia and then to Belfast (Northern Ireland).
4. This was done so families and friends could follow the ships' progress.
5. Students' own answers

3 Read the article on page 66 again and answer the questions.

1. What kinds of ships took part in the Atlantic Challenge?
2. Who were the crew members on the ships?
3. According to the article, what locations did the ships pass by?
4. Why did the organisers plot the ships' positions twice a day?
5. In your opinion, what kind of personality does Patrick Kelly have? Justify your answer.

LISTENING 4 Match the words from the table below with the pictures. Then, listen and check your answers.

Example 1. c. calendar



1. calendar	2. yacht	3. sails	4. rigging	5. crew
6. coast	7. map	8. celebration	9. parachuting	10. ship

SPEAKING AND WRITING 5 Imagine that you are going to travel across the Atlantic Ocean on a traditional ship, with sails and rigging. The journey takes at least a month. Tell your partner how you would feel about the journey, giving reasons. You may use some of the adjectives from the box below to describe your feeling. Then, write two short paragraphs describing the journey. Use linking words for coherence.

amazed excited frightened terrified fascinated

Example I'm frightened because this is a new experience for me.

Assessment Tool 9 67

Page 67, Exercise 4

- Tell students that they will hear ten words on the cassette, read in the order in which they appear in the Student's Book. Each word has a corresponding picture which they must find as they listen.
- To save time while they are listening, students should write the numbers one to ten in their notebooks before you play the cassette. As they listen, have them write the letter of each picture next to the corresponding number in their notebooks.
- Play the cassette a second time for students to check their answers.
- Then, read the answers out to the class.

Audioscript

1. c, calendar
2. g, yacht
3. b, sails
4. f, rigging
5. e, crew
6. j, coast
7. a, map
8. h, celebration
9. i, parachuting
10. d, ship

Answers

2. g; 3. b; 4. f; 5. e; 6. j; 7. a; 8. h; 9. i; 10. d

Page 67, Exercise 5

- Give students some time to read the rubric and imagine how they would really feel about going on such a long voyage.
- Then, put them into pairs to explain their feelings to a partner, using at least one of the words in the box. Walk around the classroom monitoring the activity. Once students have given one response, ask them to take the opposite point of view and imagine their feelings from that perspective. For example, if they really imagined they would be excited, have them pretend they would be terrified.
- Have several students give their responses to the rest of the class. What was the most common feeling? What was the most common reason for that feeling? Discuss as a class.
- Now ask students to work individually to write two short paragraphs describing the journey based on their work in the speaking activity, using the linking words they have learnt throughout the course.
- When all the students are finished, instruct them to complete Assessment Tool 9 on page 77 of the Activity Book. Tell them to tick the corresponding boxes in the table based on the speaking task.

Answers

Students' own answers

Activity Book pages 49–50

- For exercises 4 and 5, students can work either individually or in pairs.
- You can change the way the students complete exercise 6. Divide the class into two groups. One group should have the beginnings and the other the endings. Have a representative from each group to form their own sentences using the phrases they have on the board. Whoever writes five sentences first wins a point for their team. For each complete sentence with no grammatical or spelling mistakes, they win a further point. The winning team is the one with the most points at the end of the exercise.
- For exercises 7 and 8, students should work individually then check their answers in pairs.

Speaking Assessment Checklist		
	Yes	No
Did I find it difficult to imagine life on a traditional ship?		
Could I describe how I felt about the journey?		
Did I give clear reasons about how I felt on the ship?		
Did I listen carefully to my partner?		

Lesson 6

Communication Workshop

Writing a letter

The outcomes of this lesson are:

- To compare relevant notes in pairs after reading an article
- To have a pair discussion about Al Idrissi and his explorations
- To develop writing strategies by writing an informal letter using appropriate organisational patterns

Materials

- Student's Book page 68
- Activity Book: Module 6 – page 51

How to go about the material:

- Exercise 2 on page 68 can be set as homework.

Student's Book page 68

Before you start

- Ask the students a few simple questions before reading the article. For example, *What is Al Idrissi famous for? When was he born? Who is Hassan Ibn Ali?*
- Have students read the article about Al Idrissi to find out the answer. You can instruct students to work alone, in pairs, in groups, or read the article together as a class depending on what you think will be most beneficial to them.

Page 68, Exercise 1

- Students should work in pairs to discuss the given points. None of the questions have any one single correct answer, although there are clues in the Student's Book that may help them think of sensible responses. Reassure students that the most important thing is that they can convey their ideas in English – it is much less important for them to agree on the answers.
- Listen to students' discussions and make sure they are progressing through the list of questions. Set a time limit so that all students are prepared for a class discussion at the end of the exercise.

- Then, go through the questions one by one with the whole class. Have different students share their answers, and allow them to interact with each other whether they agree or disagree. When they are speaking with each other in this way, remind them to use the expressions from Module 5 (page 56).

Suggested answers

- Al Idrissi's map was the best at that time because it had different codes and colours, which made navigation and exploration a lot easier.
- *Students' own answers*
- *Students' own answers*

- When students have all their ideas in note form, they should write their letters. Remind them to use the letter on page 64 as a guide. Walk around the classroom giving help where necessary.
- When all students have finished writing, ask them to revise their letter for clarity, coherence and format. Then, have a few volunteers read their letters to the rest of the class.
- When all the students are finished, instruct them to complete Assessment Tool 10 on page 78 of the Activity Book. Tell them to tick the corresponding boxes in the table based on the writing task and to write about what they liked about the task and about ways to improve their writing skills in the future.

Answers

Students' own answers

Communication Workshop

Writing a letter

Before you start
What are Al Idrissi's major achievements? Read this article to find out.

Al Idrissi

Famous for his achievements in geography and exploration, Al Idrissi was born in 1100 in Sabtah, which is a city in North Africa. His noble ancestors come from Hassan Ibn Ali, who was the grandson of Prophet Mohammad, Peace Be upon Him. He received his education in Cordoba and Marrakesh and dedicated his life to doing research and studying geography.

Al Idrissi used his knowledge to make maps and write books like encyclopaedias about Africa, the Indian Ocean and the Far East. He spent many years working for the King of Sicily and made the best map of the world at that time. In his atlas, he used various codes and colours to indicate countries, geographical features and climates.

He strongly believed that the world was not flat, but spherical. Al Idrissi wrote about explorers from North Africa who sailed far and eventually reached an island. This helped Columbus in his journey westward when he was trying to reach India. Al Idrissi's success is so important that his achievements are remembered even after centuries have passed.

- Discuss the following questions with your partner and write notes:
 - Why do you think the map Al Idrissi made was the best at that time?
 - In your opinion, what is the most important achievement that Al Idrissi made? Explain.
 - Why do you think Al Idrissi believed that the world is spherical?
- Imagine you are Al Idrissi and you want to tell a friend about your achievements. Following the Writing Strategies, write them a letter explaining that you haven't been in touch with them because you were busy. Use the letter on page 64 as a model. Then, edit the letter for clarity, coherence and format.

Writing Strategies: Structuring an informal letter

- For close friends and family, letters should always begin with 'Dear ...,' or 'My dear ...,'.
- The start of the letter should refer to the last time you received a letter or saw the person you are writing to. We often ask about the person's health, too.
- At the end of the letter, you can choose a greeting before writing your name; 'Best wishes', 'Love from', 'From' and 'Kind regards' are popular ways to end informal letters.

A **Assessment Tool 10**
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Activity Book page 51

- Put students into teams for exercises 1 and 2 on page 51 and monitor them as they work through the two tasks. Then, have students work individually to complete exercise 3.

Letter Writing Rating Scale

Student's name:	Date:		
Content	Excellent	Good	Satisfactory
Information about the last four years			
Letter structure			
Accuracy			
Spelling			
Questions to my family			
Sentence structure			

What I enjoyed about this task:

What I could do better next time:

Page 68, Exercise 2

- Read the Writing Strategies with the class. Make sure students understand what is written before they start working on the activity.
- Tell students to follow the stages in the Writing Strategies box to complete the exercise.
- Instruct students to work alone in this exercise. Read the rubric and clarify any doubts before they begin.
- Before they start writing, students should spend a few minutes imagining being in Al Idrissi's position – busy making achievements.
- Then, have them make notes based on the discussion in exercise 1, and have them write down the points they want to include in their letters.

Lesson 7

Language Development

The outcomes of this lesson are:

- To use the Present Perfect Simple and the Past Simple to complete a diary
- To identify words from meanings to complete a crossword puzzle

Materials

- Student's Book pages 69–70
- Cassette
- Activity Book: Module 6 – pages 52–53

How to go about the material:

- Exercises 4 and 5 can be set as homework.

Student's Book page 69

Language Development

1 Choose the correct alternative.

- He's been on holiday *since/for* three weeks.
- How long have you played the piano?
For/Since I was five.
- The trip lasted *for/since* five days.
- I'm starving. I haven't had anything to eat *since/for* more than six hours.
- I have learnt about different cultures *for/since* I came to this school.
- It's been a while *for/since* Amin last visited his hometown.

2 Complete the diary with the Past Simple or Present Perfect Simple form of the verbs in brackets.

4 Complete the sentences about your life using the Present Perfect Simple or the Past Simple.

- I ... for many years.
- When I was a child, ...
- I have ... but I have never ...
- Last summer I ...
- I ... two days ago.
- I ... since my last birthday.

5 Put the following words in the most appropriate group.

expedition crew vessel
 explorer port rigging
 pioneer continent

Sailing	Discovery

Monday 16th April

We have been in Jordan for three days. We (1) _____ (see) and (2) _____ (do) so many interesting things here! On the day we (3) _____ (arrive), we (4) _____ (go) to the market in Madaba. It (5) _____ (be) an amazing experience – noisy, crowded and very colourful. Since we (6) _____ (get) here, we (7) _____ (visit) many historical and touristic places in Jordan, like Petra and Jerash.

What do you think?
"Man cannot discover new oceans unless he has the courage to lose sight of the shore."
André Gide

3 Now listen to the diary and check your answers.

69

Page 69, Exercise 1

- Allow students to work either individually or in pairs to complete the exercise using *for* or *since*. They should work out which is correct in each instance depending on the rest of the sentence.
- Walk around the class checking work. Do not tell students the answers if they are struggling. Instead, point out the relevant places in the Student's Book where they can find the information required to work out the answers for themselves.
- Check answers as a class by having volunteers read out a sentence each.

Answers

1. for; 2. Since; 3. for; 4. for; 5. since; 6. since

Page 69, Exercise 2

- Read the rubric and make sure students understand what they need to do in order to complete the exercise.
- Advise students to read through the diary once before attempting to fill in the gaps – this will give them the gist of the piece.
- Then, have them fill in the gaps using the appropriate form of the verbs in brackets.
- Do not reveal the answers but allow students to check their answers with each other before the next exercise.

Page 69, Exercise 3

- Play the cassette for students to check their own answers. Confirm they heard properly by reading the correct answers out.
- You may wish to play it a second time and have students read along as they listen in order to practise their pronunciation and get used to the pace of spoken English.

Audioscript

Monday 16th April
 We have been in Jordan for three days. We **have seen** and **have done** so many interesting things here! On the day we **arrived**, we **went** to the market in Madaba. It **was** an amazing experience – noisy, crowded and very colourful. Since we **got** here, we **have visited** many historical and touristic places in Jordan, like Petra and Jerash.

Answers

1. have seen; 2. have done; 3. arrived; 4. went; 5. was; 6. got; 7. have visited

Page 69, Exercise 4

- Ask the students to write the incomplete sentences in their notebooks. Have them write meaningful and grammatically-correct sentences, using either the Present Perfect Simple or the Past Simple, based on the clues in the sentences.
- Ask a few students to read their sentences to the rest of the class.

Answers

Students' own answers

Page 69, Exercise 5

- Draw the table for this exercise on the board and make sure students understand the task. Give them enough time to complete the activity either individually or in pairs.

- To check the answers, play a game with the students by dividing the class into two teams. Ask volunteers to represent their team by writing one answer in the table on the board at once. Give one point for a correct answer and deduct one point for an incorrect answer. You may add more words that students are familiar with to make the activity more fun. Keep the scores and consider giving a reward to the team with the most points.

Answers

Sailing: crew, vessel, port, rigging

Discovery: expedition, explorer, pioneer, continent

What do you think?

- Read the quotation to the class. Ask students to try translating it and explaining what it means. Once they have attempted to guess, translate it for them and explain that it is about taking risks, being courageous and daring. It means that sometimes you have to let go of what you know so that you find new ways of doing things. André Gide (1869–1951) was a French author and winner of the Nobel Prize in Literature in 1947. Ask students if they agree with this quotation.

Student's Book page 70

Crossword Puzzle

Read the clues and write the words in the puzzle.

Across

- Someone who is very interested in a specific subject or activity
- A place where ships load or unload
- A long line or a series of signs left behind by someone or something
- To mark a route or position on a map
- One of the first people to explore or live in a new country or area

Down

- A huge piece of land surrounded by sea
- The activity of travelling in a small boat with sails
- A situation that is characterised by sadness and deep pain
- A long journey to an unfamiliar place, made for a specific purpose

?

What is the oldest active sailing ship in the world? How many times has it sailed round the world?

70

Page 70, Crossword Puzzle

- Instead of having students work alone or in pairs to complete the crossword in the usual way, you may wish to complete it together as a quiz.

- Begin by drawing the grid on the board and dividing the class into no more than four groups.
- Read through the clues one by one, inviting any student to raise their hand if they know the answer. Call on the student who raised their hand first to answer the question. If they get it correct, their group gets a point. If they give an incorrect answer, their group loses a point. Make sure students know these rules before you begin.
- The winning group is the one with the most points at the end. Don't forget to give praise to all the groups for taking part.

Answers

Across

- ENTHUSIAST
- PORT
- TRAIL
- PLOT
- PIONEER

Down

- CONTINENT
- SAILING
- TRAGIC
- EXPEDITION



Ask students to guess the answer to the question and then to do research on the Internet, or visit a public library or the school library to correct or justify their answers.

Answers

The oldest active sailing ship in the world is the Star of India. It dates from 1863 and still sails round the coast of San Diego, USA, once a year. In total, it has sailed round the world 21 times.

Activity Book pages 52–53

- Ask students to work on exercises 1 and 2 on page 52 in pairs.
- Ask them to work on exercise 3 individually. From this they should be able to assess what they might need some extra help on in exercise 4 on page 53. Walk around the class offering your assistance. Give encouragement and praise where it is deserved.

Lesson 8

Project

Discover a country

The outcomes of this lesson are:

- To do a research on a discovered country by answering questions
- To write a short journal about an adventure in a 'discovered' country
- To take part in a well-prepared authentic presentation to the class

Materials

- Student's Book page 71
- Activity Book: Module 6 – pages 54–55

How to go about the material:

- You may decide that students do the Project as homework and give oral presentations in class.

women and children of a particular nation or community (*A lot of the peoples in the Middle East speak the Arabic language.*)

- Have a brief class discussion to check students' understanding and then go through the information in the *Your task is...* box together. Allow students to ask questions and make sure everybody understands what they need to do.

Page 71, Assignment 1

- Give students time to read through the assignment. Allow them to do so in pairs if you think it would help – perhaps placing stronger students with weaker ones to ensure that nobody gets left behind.
- Then, have students work individually to choose one of the 'discovered' countries and do research on it. They should use books from home or the school or public libraries along with online resources to find out the answers to each of the given questions. Encourage students to be methodical in their approach to make sure they gather all the information required for Assignment 2. You should stress that knowledge of historical facts is very important for the students' personal culture and education; but in this specific instance, the main purpose of writing about a certain country is for students to practise their English language in the context of history.
- Monitor students' work and make sure they are taking relevant notes. Remind them that at this stage, they do not need to write out their answers in full sentences.

Page 71, Assignment 2

- Explain the concept of the exercise to students – they should pretend they are the person who 'discovered' the country they researched in the previous exercise.
- In the role of this person, they should write a journal entry describing the discovery and talking about the things they found there. You can write a list of prompts on the board. For example, people, environment, food, buildings, etc. Students might want to include details about each of these things in their journal. Encourage them to be imaginative.
- Walk around the classroom making sure students are making progress. Check that they are not writing more than two paragraphs each.

Student's Book page 71

Discover a country

PROJECT

Before you start
There are countries in the world where indigenous peoples lived for hundreds of years without contact with the rest of the world. Over time, European explorers began to 'discover' these places for themselves. Many Muslim scholars contributed to the discovery of new countries. Examples of 'discovered' countries include Australia, New Zealand, North America, Peru, Brazil and Papua New Guinea.

Your task is ...
To 'discover' a country.

A Your first assignment
Carry out your research on your chosen country. Find answers to these questions:

- Who discovered your chosen country, and when?
- Did any people live there at the time?
- What was the country like? Did it have forests or deserts?
- Did the country have any treasures? If so, what happened to them?
- Was the discovery of this country important at the time? Why / Why not?
- What did the person who discovered the country do about it?

B Your second assignment
Imagine you are the person who discovered your chosen country. Write about 2 paragraphs in your journal to say what happened to you there.

C Your third assignment
Make an e-presentation to the class and discuss your chosen country with them.

Great Discoverer

71

Arab navigator and cartographer Ahmad Bin Majid discovered a water trade route between Europe and India.

Christopher Columbus led a Spanish expedition to Asia in 1492, but discovered North America instead.

British seaman Captain Cook sailed to Australia and New Zealand in the 18th century.

Before you start

- Point out the background information in the *Before you start* box and have students read it alone. Explain the difference in meaning between the words *people* and *peoples*. *People* means human beings in general (*People in Jordan are very hospitable.*) whereas *peoples* means the men,

Page 71, Assignment 3

- Invite students to make an e-presentation to the rest of the class one by one. Make sure other students are attentive as each journal is being presented and encourage them to give constructive feedback.
- Allow students to ask each other questions about their 'discovered' countries based on the accounts they heard in the journals.
- Congratulate students on their hard work throughout the course.

Activity Book pages 54–55

- If you decide to set exercises 1–3 on page 54 as homework, ask students to answer all the questions and to make a note of any ones they had particular difficulties with. In the next lesson, you can discuss these points and recommend sections of the Student's Book that it might be useful for each student to review. Students should complete the 'What I Can Do' table and the "Total number of ticks" table in class and use the remaining time in the lesson to plan a way of improving on the skills for which they ticked 'Sometimes' or 'Rarely'. Help them make their plans and point out the parts of the Student's Book and Activity Book that they should review to help them.
- Now they are near to the end of the Activity Book, congratulate students on their good effort and hard work.
- When students are finished with the Activity Book exercises, complete the table below so that you follow up with their progress and evaluate how they have performed in the project.

Teacher's Anecdotal Record		
	Yes	No
Did students follow my instructions successfully?		
Were students able to carry out research to find out about 'discovered' countries?		
Were students able to use their imagination to write from the perspective of an early explorer?		
Did students produce a clear and well-planned journal, showing the results of their research?		
Were students able to present their journals to their classmates confidently, and read them clearly?		
Were students able to discuss their chosen countries with their classmates?		
How could my students do better in similar exercises?		
How could I give better guidance to my students in future?		

I now know ...

The outcomes of this lesson are:

- To use vocabulary relating to writing, languages and communication, money, volunteering, discovery and exploration
- To practise the grammar learnt in Modules 4-6

Materials

- Student's Book pages 72-73
- Activity Book: I now know ... – pages 56-57

How to go about the material:

- You can do the revision of Modules 4-6 in class before asking students to do the exercises.

Student's Book page 72

Revision Modules 4-6

Before you start
Revise what you have learnt in Modules 4-6.

1 Read this advertisement and find another attractive title for it.

Would you like to volunteer with the Red Crescent?

Would you like to work with people to help improve their lives? The Jordan Red Crescent (JRC) promises to give aid to people who are suffering, either from a natural disaster or from a war.

If you would like to be part of this organisation, you can volunteer in its Youth Section. You will work with children and young adults, teaching road safety, providing homework support and helping within the community. The JRC teaches its volunteers about the importance of neutrality, and all volunteers develop important life-skills while doing this work.

2 Choose a word from the advertisement that has the same meaning as the following.

- help
- experiencing something difficult or unpleasant
- a terrible event, like an earthquake
- a position not supporting either side
- people who work to help for free

3 Complete these conversations with *for* and *since*.

1. A: How long have you and your best friend known each other?
B: (a) _____ about four years. Our parents have been friends, too, (b) _____ they were at university in the 1980s.


2. A: How long have you been at your school?
B: (c) _____ two years – (d) _____ I was ten.

3. A: How long have you had this shirt?
B: (e) _____ my last birthday. Is yours new?
A: No, I've had it (f) _____ a long time.

4 In your notebook, write your own answers to A's questions in exercise 3.

5 Describe the picture below using the words from the box.

a few a little a lot many much
not any some



6 Listen and fill in the blanks. Then, listen again and check your answers.

The period between the 15th and the 17th centuries was known by the Age of Exploration. During this time, navigation witnessed great (1) _____ since a large number of (2) _____ went on journeys by sea. Many countries gave their sailors money to pay for the needs of the (3) _____ and to buy new (4) _____. These countries wanted to trade goods and know more about new lands. Many (5) _____ wrote about their (6) _____ and the new continents they discovered.

72

Before you start

- Give students time to go over their notes and the pages of Modules 4-6 if you have decided to do the revision in class. Ask questions about different parts of Modules 4-6 in order to start revising countable and uncountable nouns, the First Conditional and the Present Perfect Simple with *for* and *since*.
- Check students' recollection of the new vocabulary and understanding of the major topics by asking questions.

Page 72, Exercise 1

- Ask students to read the advertisement carefully. In order to come up with a new, attractive title, it might be a good idea for students to begin by underlining the key ideas in the text. Then, students should think of a catchy title that is supposed to attract the reader to become interested in the advertisement. Check the different alternatives with the whole class.

Answer

Students' own answers

Page 72, Exercise 2

- Ask students to read the five definitions individually. Then, ask them to work in pairs to find the target words. When they are finished, students can change partners to check their answers.

Answers

1. aid; 2. suffering; 3. disaster; 4. neutrality; 5. volunteers

Page 72, Exercise 3

- Once again, students should work alone to complete the exercise. Make sure they understand what they must do before they start the task.
- Walk around the classroom as students are working. Do not give the answers if they are struggling. Instead, point to the relevant place in the Student's Book for them to review their work.
- Put students into small groups for them to work together, checking their answers. When they have finished, you can confirm the correct answers by reading them out to students.

Answers

a. For; b. since; c. For; d. since; e. Since; f. for

Page 72, Exercise 4

- Now, students should give their own responses to each of the questions asked by 'A' in exercise 3.
- To check answers, read A's questions from exercise 3 and invite answers from several students. To get a greater range of answers, you can alter the questions slightly. For example, *How long have you studied English for?* *How long have you been speaking English?*

Answers

Students' own answers

Page 72, Exercise 5

- Read the words in the box to the class and tell them to use them in meaningful sentences to describe the picture.

Suggested answers

There isn't much milk. / There is a little milk.
 There are a few olives. / There aren't many olives.
 There is a lot of juice. / There is some juice.
 There is a lot of sugar. / There is some sugar.
 There is a lot of coffee. / There is some coffee.
 There is some bread. / There isn't much bread.
 There is a lot of cheese. / There is some cheese.
 There are a few bananas. / There are some bananas.
 There is an orange. / There aren't many oranges.
 There is an apple. / There aren't many apples.
 There aren't any grapes.

Page 72, Exercise 6

- Read the rubric and clarify any doubts. Allow students to work in pairs. When students have finished, write the answers on the board for them to check their own work.

Audioscript

The period between the 15th and the 17th centuries was known by the Age of Exploration. During this time, navigation witnessed great **progress** since a large number of **explorers** went on journeys by sea. Many countries gave their sailors money to pay for the needs of the **crew** and to buy new **vessels**. These countries wanted to trade goods and know more about new lands. Many **pioneers** wrote about their **expeditions** and the new continents they discovered.

Answers

- progress;
- explorers;
- crew;
- vessels;
- pioneers;
- expeditions

Student's Book page 73

Page 73, Exercise 7

- In this exercise, students will write out short dialogues based on the given information. Read the rubric and clarify any doubts. You may wish to go through the example first as a class, and then perhaps write out additional examples of your own before students begin.
- Have students work alone to write the five remaining dialogues.
- To check answers, students should work in pairs. One student should play the part of Salma and the other the part of Salma's brother. Listen to students as they work, correcting any mistakes if you notice them.

Answers

- What will we do if we get too close to a wild animal?
If we get too close to a wild animal, we will run away.

- What will we do if we run out of petrol in the desert?

If we run out of petrol in the desert, we will ride camels.

- What will we do if we can't speak the language?

If we can't speak the language, we will use a dictionary.

- Salma is nervous about her next holiday to Kenya with her family. Write her questions and her brother's answers.

- it gets too hot? / we stay out of the sun
What will we do if it gets too hot?
If it gets too hot, we will stay out of the sun.

- we get too close to a wild animal? / we run away

- run out of petrol in the desert? / we ride camels

- we can't speak the language? / we use a dictionary

- Find 10 words below from Modules 4–6 and write them down.

x	a	m	b	u	l	a	n	c	e	z	t	r	x
y	x	b	o	r	r	o	w	l	v	m	h	g	c
b	s	t	x	z	v	r	t	f	b	x	r	j	b
l	t	g	t	c	s	z	g	y	h	n	i	p	s
i	r	l	p	d	b	g	l	y	r	g	f	l	c
z	a	e	f	f	i	c	i	e	n	t	t	x	r
z	g	x	l	v	p	r	n	f	m	q	y	q	i
a	i	m	o	d	e	q	v	t	r	p	q	d	b
r	c	t	c	l	i	g	h	t	o	j	d	s	e
d	m	r	b	f	j	r	t	r	o	b	s	k	f
n	r	x	o	z	l	s	m	h	t	d	v	z	x

Across

- a _____
- b _____
- e _____
- m _____
- l _____

Down

- b _____
- t _____
- r _____
- t _____
- s _____

SELF-ASSESSMENT

In your notebook, complete the self-assessment tables based on Modules 4–6.

A. I learnt in Modules 4–6 to do the following...	Fair	Good	Very good

B. I enjoyed learning in Modules 4–6 to do the following...	A little	More	The most

C. I would like to improve in the following areas of English:

73

Page 73, Exercise 8

- Give students time to search for the 10 words chosen from Modules 4, 5 and 6 in the grid. They should then write down their answers before checking them in pairs.

Answers

- ambulance;
- borrow;
- efficient;
- mode;
- light;
- blizzard;
- tragic;
- root;
- thrifty;
- scribe

Activity Book pages 56–57

- Ask students to solve the exercises using what they have learnt in Modules 4, 5 and 6.

Page 73, Self-assessment

- Give students time to fill in the tables. After they have done so, explain to them that they need to praise themselves for the good achievements they have done in Modules 4–6 and to identify the areas they need to work on.

Reading for fun A

The outcomes of this lesson are:

- To use context to guess the meaning of new words
- To participate in a discussion about the importance of experience in life
- To identify elements of a story
- To write another ending for the story
- To use the school library or the Internet to do research
- To take part in a well-prepared authentic presentation to the class

Materials

- Student's Book pages 74–77
- Dictionaries
- Activity Book page 58

How to go about the material:

- You can ask the students to read the story as homework.

Student's Book pages 74–76

Gulliver's Travels

Reading for fun A

Gulliver's Travels

Jonathan Swift



Emuel Gulliver loved to travel and he loved adventures. This is the story of one of his strange adventures.

It all began when Gulliver boarded a ship for India. The journey was a difficult and dangerous one: there was a violent storm, so the ship hit some rocks and sank.

The passengers were terrified. Some tried to escape in a small boat, but it capsized, and only Gulliver survived.

Gulliver swam for his life and just as he was about to give up hope, he saw land. He pulled himself out of the sea and fell down on the sand, and soon, he was asleep.

When he woke up, he couldn't move at all because he was tied to the ground. Slowly, he pulled his hair free and lifted his head. There were tiny men all over him! "Hey!" Gulliver shouted. The tiny men were frightened, and jumped away from him. Then they brought a

small ladder to Gulliver, and a tiny man climbed up and shouted at him, but Gulliver didn't understand a word. He was hungry, so he pointed to his mouth. "Hungry," he said. The tiny men seemed to understand him because a crowd of tiny people soon appeared. Each person carried huge amounts of very small food and Gulliver ate it all. Then the tiny people brought him water, which he drank quickly. After a few seconds, he fell asleep again, and the people began to do their work.

They quickly built a wooden cart, and pulled Gulliver onto it. Then they took him away to their capital city, Milando.

When Gulliver woke up, he found that he was outside an old palace. He soon realised that the tiny people wanted him to live in the old palace because it was large enough for him, but he still couldn't understand them. Then he noticed that he was a prisoner – his arms were tied to the doors of the palace! As

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- Read the title of the text with the students. Ask students to look at the pictures on pages 74 and 75. Encourage them to describe what they see and how the pictures might prepare the reader for the text.
- Advise students to read the story about Gulliver silently to enjoy it and to get the content and not to worry about the vocabulary or the language structure.
- Ask the students to work in pairs to discuss what the story might be about.
- Tell students that every piece of literature has a theme. A theme of a story is the main idea. All the elements, such as the events and characters, are based on the theme. Tell the students that some themes worth thinking about after reading the story are good vs. evil, war vs. peace, big vs. small.
- You may like to pre-teach some of the vocabulary before students read, or discuss the meanings of new words as a class.

What do you think?

- See if students can explain the proverb. Go through it with them and try to elicit the meaning (Experience counts more than years). Ask the students to translate the saying into Arabic and say whether they think this statement is true. What might be learnt from it?

Student's Book page 77

Page 77, Exercises 1–6

- Read the six questions to the class. Make sure the students understand what they have to do. Students work in groups to discuss the answers. Encourage them to give their opinion freely.
- Go around the groups offering help if needed. If you notice they are speaking in Arabic, encourage them to use English. While students are working, draw the table in exercise 7 on the board.
- After students have finished, hold a general discussion allowing students to voice their opinions.

Answers

1. afraid, strange, in a dream
2. adventurous, respectful, brave, helpful, peaceful
3. They were scared of him; they did not trust him at the beginning.
4. to be able to communicate with the people; he was interested in learning a new language; to understand if they were planning something against him.
5. being strong vs. being right; an individual against a society. Gulliver was strong but he had to choose whether to use his strength for good. He also was one person being kept prisoner by the Lilliputians. He had to convince them that he meant no harm.
6. *Students' own answers*

he stood there, hundreds of tiny people came to look at him. Gulliver was amazed. It was like a toy town.

Soon, the Emperor came to see Gulliver, but they couldn't understand each other. "I need to think about this," said the Emperor. So he left some of his people to guard Gulliver and went away.

The Emperor asked his friends what to do with Gulliver, and after much thought, he finally made a decision. "He can stay in my kingdom," he said. "We will give the giant food and clothes, and teach him our language." Soon, Gulliver had everything he needed, but he was still tied up in the old palace, like a prisoner.

Freedom

Gulliver learnt the people's language as quickly as possible. Then he asked to see the Emperor. "Please set me free!" he said, but the Emperor wasn't sure.

Gulliver had to wait. So he learnt more about the country, which was called Lilliput. Every day, he asked if he could leave the old palace. Finally, the Emperor agreed. "Let him go," he said. "The giant can go where he likes, but he must ask first!" Gulliver agreed, and set off to explore the city. All the tiny people stayed inside their houses. They were scared of his big feet!

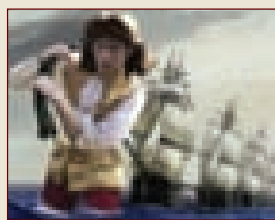
Lilliput seemed like a peaceful place, but Gulliver soon found out that it wasn't. One day, the Emperor asked to see him. "I have some terrible problems," he said. "We're at war with a nearby island, Blefescu, and I've heard that ships are coming from Blefescu today to attack us! You have to help us, Gulliver!" "I'll see what I can do," Gulliver replied. Then he went to the

hills above Lilliput, and looked out to sea. It was easy for him to see the island of Blefescu in the distance. He could also see many tiny ships on the sea.

There were more than fifty of them! "I'll need some ropes to help you," he told the Emperor. However, the Emperor's ropes were so small that Gulliver had to tie a hundred of them together, just to make one big rope. It took him a long time to make the big rope, but finally it was ready. Gulliver took his rope with him and walked into the sea with it. Because he was so big, it only took him a few minutes to reach the tiny ships, which were still close to the island of Blefescu.

When the sailors saw Gulliver, they were so frightened. He was huge and terrifying to them. Many of the sailors dived into the sea to try to escape from him.

Gulliver used his rope to tie all the tiny ships together. Then he pulled all fifty of them over the sea, back to Lilliput with him. Although the people of Lilliput were happy that Gulliver had saved them from an attack, the Emperor still wasn't satisfied. He wanted to fight the people of Blefescu, but when Gulliver refused to help him, there was nothing the



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Answers

7.

Title	Gulliver's Travels
Characters	Lemuel Gulliver, the Emperor, Flimnap, the King
Setting (places)	Time: Long time ago. Lilliput, Blefescu, the sea
Events	<ol style="list-style-type: none"> 1. Gulliver's ship capsizes. 2. Gulliver is captured by the Lilliputians. 3. Gulliver is taken care of by the Lilliputians, and he helps them attack the people from Blefescu. 4. Gulliver escapes to Blefescu and becomes friends with the people. 5. Gulliver finds a small boat on the shore and fixes it with the help of the people at Blefescu.
The end	Gulliver leaves Blefescu on the small boat and is saved by a ship at sea.

Page 77, Exercises 8–10

- Read the three questions to the class. Make sure students know what they have to do.
- For exercise 10, encourage students to be creative and imaginative, and ask volunteers to read their ending to the class.
- After students have finished, hold a general discussion of the answers and invite different students to contribute to the discussion.

Answers

Students' own answers

Page 77, Exercises 7

- Read the instructions for exercises 7. Allow students to work out the answers in groups.
- Go around to clarify any problems groups may have.
- Ask a volunteer to come to the board to write the answers. Elicit answers from different students.

120 Emperor could do.

The Emperor was angry with Gulliver for several weeks. Then, one night, there was a terrible fire at the palace. Huge flames came out of the windows, and nobody was able to stop them. The people ran to get Gulliver to help them. He was easily able to throw water over the whole palace because he was so large. After Gulliver saved the palace, the Emperor was very pleased with him.

Escape

Gulliver began to enjoy life in Lilliput, although he often thought of home. The tiny people were very kind to him. They brought him three hundred meals every day, and made him some new clothes. However, there was a problem. Because Gulliver was so large, he was very expensive to keep. Flimnap, who worked for the Emperor and looked after his money, didn't like Gulliver. He told the Emperor that Gulliver cost too much, and the Emperor agreed with him. Then Flimnap told everyone that Gulliver wanted to rule Lilliput, and he and some others decided to kill Gulliver.

Gulliver discovered that his life was in danger, but only just in time. He hurried to the sea, and found a small ship there. He put everything he had on the ship, tied the ship to his rope, and pulled it behind him. Then he walked through the waves to the island of Blefescu.

When Gulliver arrived at the island, the King came to meet him. To his surprise, the King told him to stay for as long as he wanted. Gulliver was very grateful to be safe.

What do you think?

"Not he who lived long knows, but he who had travelled much knows."

Turkish Proverb

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One day, a week later, Gulliver saw a boat in the sea, not far from Blefescu. It capsized, but Gulliver could see that it was big enough for him. He rushed to the King. "This is my chance to go home!" he said. "Can you help me to rescue the boat?" "Of course," said the King. "Take some of my ships to help you."

So Gulliver took the King's ships with him, and used them to pull the capsized boat out of the sea.

While Gulliver worked on fixing the boat, some of the King's men made a new sail for the boat. It was constructed from thirteen layers of the strongest material in the land.

Finally, the boat was ready. "I'm leaving now," Gulliver told the King, "but nobody at home will believe my story. Can I take some of your people with me?" "I don't think that's a good idea, Gulliver," said the King. "However, you can take these gold coins with you." Then he gave Gulliver some tiny bags of money.

Gulliver thanked the King and promised never to forget the people of Blefescu. Then he sailed away in his boat.

After a few days at sea, Gulliver saw a large ship. He shouted and waved wildly at it. The ship's crew saw him, and sailed over to find out what the problem was. They soon realised that Gulliver was alone in a small boat. "Where have you come from?" asked the captain. "From Lilliput and Blefescu," Gulliver replied, and he showed the captain the tiny bags of gold coins that he had with him. The captain was amazed. For a few gold coins, he agreed to take Gulliver home on his ship.

READING FOR FUN ACTIVITIES

- 1 How do you think Gulliver felt when he woke up and saw all the tiny people all over him?
- 2 How would you describe the personality of Gulliver?
- 3 Why do you think Gulliver was kept as a prisoner for a long time?
- 4 In your opinion, why did Gulliver decide to learn the people's language? Was it a smart decision?
- 5 What do you think the major theme of this story is? Explain.
- 6 Find another title for the story to reflect the main theme.
- 7 Fill in the following table with information about the story.

Title	_____
Characters	_____
Setting (places)	_____
Events	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
The end	_____

- 8 Why do you think Gulliver refused to attack Blefescu island? Would you have attacked? Why?
- 9 Why do you think the king of Blefescu helped Gulliver go back home although he stopped their attack on Lilliput?
- 10 Imagine another ending for the story. Write it in a short paragraph.

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Optional Activity

- Ask students to research other adventures of Gulliver's. Advise students to visit the school library or carry out an Internet research to find out about other adventures of Gulliver's.
- Encourage them to write a short summary of the adventure they choose. They could also include pictures if available.
- Students present their work to the class or post it on the bulletin board.

Activity Book page 58

- For exercise 1, ask students to refer to the story and answer the questions. Tell them that a useful way of completing the exercise would be to have a question in mind as they scan the text for an answer. Encourage them to answer in their own words, not just to copy sentences directly from the story. For stronger students, tell them they can attempt to answer the questions without referring to the text until they have completed the exercise. Then, allow students to choose whether they work individually or in pairs to complete exercises 2, 3 and 4.

Reading for fun B

The outcomes of this lesson are:

- To read stories about Muslim pioneers for enjoyment
- To discuss what makes a story interesting and dramatic
- To practise reading a story in an interesting way for the listener
- To write a paragraph describing an object

Materials

- Student's Book pages 78–81

Student's Book pages 78–79

Al Zahrawi

Reading for fun B

Al Zahrawi



The surgeon Al Zahrawi could not have predicted the long history of the surgical tools he wrote about in his book, *Al Tasrif*. Doctors and nurses now use tools like those every day in hospitals, over a thousand years after he wrote about them.

5 Al Zahrawi was a famous, tenth-century Muslim surgeon who lived and worked in Cordoba. In his encyclopaedia of medicine called *Al Tasrif* (The Method of Medicine), Al Zahrawi describes and illustrates more than 200 surgical tools, like syringes, forceps and scalpels, that he designed and that were being used at the time. He gives clear instructions how to use them all. His
10 detailed accounts of many dental and surgical practices of his time are still used by medical students all over Europe, as they have been for centuries.

Today, Al Zahrawi is known as 'the father of modern surgery'. He introduced new medical procedures such as using catgut for internal stitching. He also
15 invented the use of medicine in small parcels ready for swallowing, known nowadays as 'the capsule'.

The amazing thing about his descriptions is that if you were to hold up a modern surgical tool, such as a scalpel, and compare it to the ancient one described by Al Zahrawi, they would look almost identical!

78

- Ask the students to look at the picture accompanying the story of Al Zahrawi. Do they recognise the person in the picture? Do they know anything about Al Zahrawi?
- Students read the story of Al Zahrawi.
- Ask the students about Al Zahrawi's book: What was it called? What information did it contain?

Answers

The book was called *Al Tasrif* (The Method of Medicine). It contained descriptions and illustrations of more than two hundred surgical tools, including syringes, forceps and scalpels.

- This story has four paragraphs. Ask the students to read the story again and to think about what kind of information is in each paragraph. Discuss the students' ideas as a class. Explain to the class that the arrangement of the text is very important to make it clear and easy to understand. Paragraphs help us to do this.

Answers

The first paragraph is an introduction, which gives us a brief summary of the rest of the story. The second paragraph contains more detailed information about Al Zahrawi and his encyclopaedia. The final paragraphs talk about how much of Al Zahrawi's work is still relevant today. This is a good way to finish the story because we can understand how his work affects our lives.

Page 79, Exercises 1–6

- Go through the questions with the class and make sure they all understand what is required from them in the six questions. Students can decide whether to work individually or in pairs. For exercise 6, students will have to find the needed information on the Internet, in the school library or in any public library.

Suggested answers

- 1 The Father of Modern Surgery
- 2 Al Zahrawi's book, *Al Tasrif*, is important because it thoroughly explains and illustrates how to use more than 200 surgical tools that were used back then and are still used by nurses and doctors today.
- 3 Al Zahrawi was an intelligent, innovative and forward-thinking person.
- 4 The theme of this story is to introduce Al Zahrawi, and to learn about his achievements and their influence on the field of medicine in our days.
- 5 Students' own answers

6	Surgical instruments	Their use
	1. forceps	1. an instrument that looks like scissors, used for holding small objects in surgery
	2. scalpel	2. a knife with a small, sharp blade used for dissection
	3. retractor	3. an instrument used by surgeons to separate edges of a wound or hold back underlying organs
	4. curette	4. a surgical instrument used to remove material by a rubbing action
	5. syringe	5. a simple pump used for injections to allow the insertion of medicine into the blood

Sinan

- Ask the students to look at the picture accompanying the story of Sinan. Do they recognise this person? Have they heard of Sinan before? Do they know what he did?
- Students read about Sinan and his designs.
- Discuss the students' impressions of Sinan after reading the story. Did they know that he had designed so many different buildings? Ask the students what made Sinan different from other architects. (Explain that Sinan's philosophy of designing buildings that were in harmony with the landscape around them and his new way of building domes were both innovations.)
- Ask the students about the way the story of Sinan is organised, for example:
 - Do we learn about Sinan's childhood at the start or the end of the story?
 - What is the most recent date mentioned in the story?
 - Where does this date appear?
- Explain to the class that this story is arranged in a chronological order, with the earliest times (i.e., Sinan's childhood) mentioned in the first paragraph and the latest date (1976) in the final paragraph. Do the students think this is a good way to tell the story of someone's life? Why?

READING FOR FUN ACTIVITIES

- 1 Find another title reflecting the story of Al Zahrawi.
- 2 Why is Al Zahrawi's book, *Al Tasrif*, important?
- 3 How would you describe the personality of Al Zahrawi?
- 4 What do you think the major theme of this story is?
- 5 If Al Zahrawi's book and inventions didn't exist, how would you imagine modern medicine to have developed after Al Zahrawi?
- 6 Do some research on the surgical instruments that were invented by Al Zahrawi. Choose five instruments and explain their use. Draw the following table in your notebook and complete it with the necessary information.

Surgical instruments	Their use
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

79

Sinan



As a young boy in Turkey, Sinan would spend time helping his father, who was a stonemason and carpenter. He was quick to learn, gaining the skills and knowledge that would one day make him a famous architect, well known throughout the Islamic world.

5 Sinan was born in 1489 in Turkey and he began his career as a young carpenter, building and repairing wooden bridges and ships for the army. However, it was not long before the ruler of the land, the Ottoman Sultan, started to notice Sinan's clever designs and creations. He summoned Sinan. 'You have a remarkable talent,' the Sultan told him. 'We would like you to build 10 for us'. So, Sinan's long and distinguished career as an architect for the sultans began, designing mosques, schools and other public buildings all over the Islamic world.

In total, Sinan designed and built an incredible 477 buildings. However, he had a particular philosophy when constructing buildings: his aim was to create 15 designs that were in harmony with the landscape around them, an idea that did not reach Europe until over a hundred years later. Moreover, he developed a new way of building domes so that they could be larger and higher than ever.

The height of Sinan's achievement was the beautiful Selimiye Mosque at Edirne, which is one of the most well-known pieces of architecture in the 20 Islamic world. Stretching high up into the sky, its four minarets, each standing at 83 metres above the ground, making them the tallest in Turkey, were built to resist earthquakes.

This great architect achieved many great things. His buildings are the best testament of his talent, but in 1976, this was further acknowledged when a 25 crater on the planet Mercury was named Sinan after him.

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Optional Activity

- Ask the students to research the history of the invention that their group has decided is the most important. When and where was it invented? Ask the students to present their findings to the class.

Page 81, Exercises 1–6

- Ask the students to re-read about Sinan and the buildings he designed.
- Read through the six questions with the class and clarify any difficulties. Again, students can either work individually or in pairs.
- For exercise 6, ask the students to use the Internet or the school library to research an example of Islamic or European architecture by a different architect. They make notes on the building using the headings given on page 81. Students should find at least one picture of the building, too.

Suggested answers

- 1 An Architect of a Remarkable Talent
- 2 Sinan was a talented, clever and creative person.
- 3 Sinan's philosophy in architecture was to create designs that were in harmony with the landscape around them.

Students' own answers

- 4 The theme of this story is to introduce the great architect Sinan, and to learn about the designs he created and the buildings he constructed based on a philosophy which today's architects apply.
- 5 *Students' own answers*
- 6 *Students' own answers*

Activity Book, page 59

- For exercise 1, students work in pairs, one completing the column about Al Zahrawi and the other completing the column about Sinan. Then, they take turns asking and answering the questions. They write down the answers for their partner's column, and then they discuss the answers to make sure they got the correct ones.
- For exercises 2 and 3, students can work individually and then check the answers with the whole class.

READING FOR FUN ACTIVITIES

- 1 Find another title reflecting the story of Sinan.
- 2 How would you describe the personality of Sinan?
- 3 What was Sinan's philosophy in architecture? Give an example of how you think he applied it when constructing buildings.
- 4 What do you think the major theme of this story is?
- 5 Do some research about one of Sinan's greatest achievements, the Selimiye Mosque, and describe it in a short paragraph.
- 6 Using the Internet, the school library or a public library, research an example of Islamic or European architecture by a different architect. Make notes under the following headings.
 - Where is the building?
 - When was it built and who designed it?
 - What was the main material used to construct the building (marble, stone, cement, wood, glass, etc.)?
 - Does the building boast any particular features (e.g. domes, arches, towers, vaults, rose windows, unusual decoration)?
 - Have you visited this architectural work?

Activity Book Answer Key

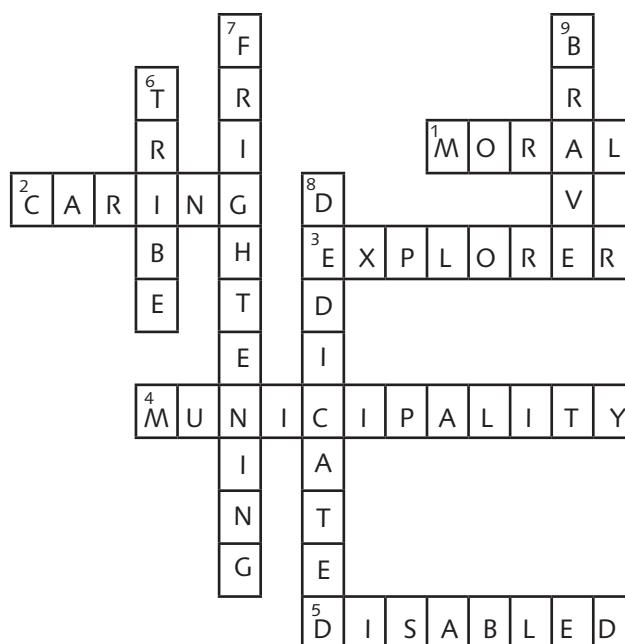
I remember ...

- Riddle A: satellite
Riddle B: astronomer
Riddle C: solar system
1. c 2. b 3. a 4. a 5. c
1. You can do some exercises in the morning.
2. You don't have to write in pen.
3. You have to have breakfast every day.
4. You can't come to school without your books.
5. You have to get to school on time.
- Have** you ever **visited** a historical site? I **haven't been** to one since I was a child. I remember going with my parents to the Roman Theatre in Amman. My mum **started** telling me the history of this theatre when we got there. I **have** never **seen** such a great building with a great history. I **will** never **forget** this amazing trip!

5.

G	D	R	E	M	O	N	O	R	T	S	M
S	E	O	Y	E	K	C	O	H	C	M	I
C	S	S	C	R	A	P	Y	A	R	D	L
J	T	L	J	T	E	T	E	J	A	P	I
E	I	J	S	P	A	C	E	S	U	I	T
W	N	A	I	H	D	G	E	O	A	D	A
K	A	F	R	O	N	O	J	U	D	O	R
R	T	O	I	C	U	A	I	T	M	Z	Y
O	I	R	O	K	A	L	N	P	S	V	W
V	O	U	T	E	C	O	M	P	A	S	S
E	N	M	J	Y	U	S	C	Y	T	Y	D
A	S	T	R	O	N	O	M	E	R	D	L

1. MORAL 2. CARING 3. EXPLORER
4. MUNICIPALITY 5. DISABLED 6. TRIBE
7. FRIGHTENING 8. DEDICATED 9. BRAVE



Module 1

- a. personality b. loyal c. outgoing
d. sense of humour e. interests
- Students' own answers*
- a. has taken b. are watching c. did you prepare
d. Will/go e. Have/worked
- a. impression b. close c. reliable d. serious
e. talented
- On Monday, Amer was walking back home from school at 2 p.m.
On Tuesday, Amer was doing his homework at 4 p.m.
On Wednesday, Amer was playing computer games at 5 p.m.
On Thursday, Amer was taking music lessons at 3 p.m.
1. have to 2. can 3. don't have to 4. have to
5. can't 6. can't 7. don't have to 8. can
- Samir is in Grade 9. He is a serious student. He likes all subjects, especially science. Samir is studying for the science test at the moment. He thinks he will do well tomorrow. He wants to become a scientist in the future. His dream is to help people with disabilities. This is why he wants to become a scientist.

8. *Example answers*

- b. Sarah was watching a film when her aunt arrived.
 - c. Ahmad and Ramez were very tired, but they still played football.
 - d. She usually reads before she sleeps, then she writes her journals.
 - e. We were in the house when it started snowing.
9. b. Will she visit her grandma tomorrow?
 c. Does he want to become a scientist?
 d. Can Fatima travel to Egypt to see the pyramids?
 e. Are you doing your homework?
10. 1. Talal has practised football this year. Talal hasn't practised table tennis this year.
 2. Mazen has never been to France. Mazen has been to England.
 3. No, Nour hasn't written a letter to her best friend before. Nour has written a letter to her brother.
11. 1. c 2. d 3. b 4. a 5. e

Module 2

First section, pages 10–11

1.

Occasion	Type of clothes
dinner with friends	comfortable, casual, trendy, fashionable
business interview	formal, smart

2. *Students' own answers*

3. 1. whose 2. where 3. who 4. that 5. which

4.

Adjective	Comparative	Superlative
bright	brighter	the brightest
big	bigger	the biggest
trendy	trendier	the trendiest
practical	more practical	the most practical
careful	more careful	the most careful
fashionable	more fashionable	the most fashionable
good	better	the best
bad	worse	the worst

5. *Example answers*

A clock is a device that measures time.
 An umbrella is an object that protects us against rain or sometimes sun.
 A hero is a person who is admired for his courage, achievements and good qualities.
 A doctor is a person that cures and gives medical advice to ill people.
 A fish is an animal with gills that lives in water.
 A kufiyah is a traditional headdress that people wear.
 An archaeologist is someone who studies ancient societies.

Second section, pages 11–13

1. a. This is the book that I read last week.
 b. There were three people in the car who wore the same uniform.
 c. Jordan is the country where we spent our holidays last year.
 d. Malak is my friend whose sister won the national spelling competition.
 e. He invented a pen that can translate the words it writes.
 f. Samer's car, which is new, broke down again.
2. 1. where 2. whose 3. which 4. who 5. where 6. which

3. *Example answers*

- b. Which is healthier – chocolate or bananas?
- c. Which animal is smaller – a dog or an elephant?
- d. Which sport is more interesting – tennis or football?
- e. Which watch is cheaper – a gold one or a plastic one?
- f. Who is taller – you or your best friend?

4. *Example answers*

The man who is wearing a suit is younger than the man with a moustache.
 The man that is wearing a hat is fatter than the old man.
 The girl whose hair is short is happier than the girl with loose hair.

5. 2. Does the red colour make people relaxed or excited?
The red colour makes people excited.
3. Do people usually wear casual or formal clothes to business meetings?
People usually wear formal clothes to business meetings.
4. Does a charity shop usually sell things that people make?
No, it doesn't. It usually sells things that people donate.
5. What type of clothes do you wear in a football match?
I usually wear casual and comfortable clothes in a football match.

6. 1. COLLEAGUE 2. SMART 3. HEADDRESS
4. EXEMPLARY 5. CONDUCT 6. ETHICS

1C	O	L	L	E	A	7G	U	E
				2S	M	A	R	T
3H	E	A	D	D	R	E	S	S
				M				
4E	X	E	M	P	L	A	R	Y
5C	O	N	D	U	C	T		
6E	T	H	I	C	S			

7. 7. GARMENT: a piece of clothing

Third section, page 14

1. *Students' own answers*
2. *Students' own answers*
3. *Students' own answers*

Fourth section, pages 15–16

1. I've lived in the countryside all my life even in the cold days of January. My village is smaller, quieter and less busy than big cities in my country. Although it gets a bit busy on Fridays, in general there isn't a lot to do as in the city, but I like living here. First, the weather in the countryside is cooler than in the city because there are many forests and trees around my home. Second, it is easier to travel around here. There isn't a lot of traffic and this means the atmosphere's pollution is lower. Finally, it's friendlier in the village than in the city because everyone knows everyone else. One day my brother Omar and I want to experience life in a bigger place and I think it's going to be interesting.

2. 2. She listened carefully to the teacher in class so that she can do well in her exams.
 3. I have decided to buy a new laptop because my laptop has become slow lately.
 4. He missed the job interview today because he woke up late this morning.
 5. They bought souvenirs from Jordan so that they remember the places they've been to there.
3. 1. abides by 2. colleagues 3. casual
4. dress code 5. conduct 6. exemplary
 4. *Students' own answers*

What I have learnt, page 17

1. 1. that 2. who 3. whose 4. that 5. where
2. 1. A good employee abides by the rules of the company they work for.
2. The thobe, agal and kufiyah make up the traditional costume of Jordan.
3. He never wears formal clothes in family gatherings.
4. White is a colour that makes people more relaxed.
5. Cyclists usually wear bright colours so that drivers can see them on the road.
3. 1. b 2. c 3. b 4. a 5. c

Module 3

First section, pages 19–20

1. a. connect b. download c. webcam d. tiny
2. *Students' own answers*
3. 1. is going to be 2. are going to transform
3. are going to make 4. are not going to do
5. is going to play 6. is going to affect
4. 1. b 2. a 3. a 4. b 5. a
5. 2. When are robots going to do a great deal of work that is too dangerous for humans?
3. Where are robots going to work?
4. Why is technology going to transform computers completely?
5. Who will not adapt to the new forms of technology?
6. What is going to have a big impact on people around the world?

Module 4

First section, page 30

1. Clay is soft wet earth that is used for making pottery.
Efficient means being effective without wasting time or effort.
A messenger is a person who delivers messages as a job.
To communicate is to exchange information or ideas.
2. 2. b 3. a 4. b 5. a

Second section, pages 31–32

1. 1. walk 2. will get 3. book 4. write 5. will suffer
2. 2. If we do not protect the environment, many species will die out.
3. If you eat an apple every day, you will be very healthy.
4. You will not pass your exam if you do not study.
5. You will not become an astronaut if you do not study hard.
6. Alice will get good grades if she listens to the teacher.
3. Sunny weather activities:
 2. If the weather's sunny tomorrow, I'll play tennis.
 3. If the weather's sunny tomorrow, I'll go shopping with my friends.
 4. If the weather's sunny tomorrow, I'll go to the museum.
 5. If the weather's sunny tomorrow, I'll play football with my friends.

Rainy weather activities:

2. If the weather's rainy tomorrow, I'll watch a documentary at home.
3. If the weather's rainy tomorrow, I'll play computer games.
4. 2. What civilisation will you write about if the class does a project on writing?
3. Who will you choose to work with on this project if you have to work in pairs?
4. How will you know which computer to buy if you do not ask your friends?
5. What will you do if you want to be a professional footballer?
6. What will you get if you switch on the computer?
7. How much money will you spend if you go shopping with your friends?

Students' own answers

5. *Example answers*
 1. If I get good grades in my exams, my parents will be very proud.
 2. If my family and I go on holidays to the sea, we will have a lot of fun.

3. If my friends in England can come to Jordan, I will take them on a tour and show them around.
6. 1. SCRIBE 2. TEMPLE 3. SUITABLE
4. HIEROGLYPHICS 5. PAPYRUS 6. MESSENGER

		² T								
¹ S		E		³ S		⁴ H		⁵ P		⁶ M
⁷ C	O	M	M	U	N	I	C	A	T	E
R		P		I		E		P		S
I		L		T		R		Y		S
B		E		A		O		R		E
E				B		G		U		N
				L		L		S		G
				E		Y				E
						P				R
						H				
						I				
						C				
						S				

7. 7. COMMUNICATE: to share or exchange information

Third section, page 33

1. *Students' own answers*
2. *Students' own answers*
3. *Students' own answers*

Fourth section, pages 34–35

1. From: Olivia
To: Muna
Attachments: My family
Hi, Muna!
How are you? I hope you and your family are all well. I haven't been in touch for some time because I'm studying hard for my exams. How's life? Are you also studying hard?
This is the latest photo of my family. Please send me one photo of your family!
Do you remember our friend Salma? Her dad has won a scholarship, and they are all going to move to London for two years! Can you imagine? Some people are really lucky!
Do you think you can come and visit for the summer holidays? We are going to my grandparents' house by the sea in August, and Mum says you can come if your parents agree. Please say yes!
Love from Olivia
2. 2. Although papyrus was better than clay, people kept looking for a better material to write on.
3. After the discovery of papyrus, the Chinese invented paper.

4. If you want to send a letter, you need a stamp.
5. If you see my cousin Hisham in the computer shop, will you send him my regards?
6. However, until the printing press was invented, books were in short supply.
3. 1. represent 2. Sumerian 3. clay 4. papyrus
5. light 6. portable 7. efficient
4. *Example answers*

1. I love reading as well as writing.
2. My favourite sport is football. However, basketball is easier to play.
3. I don't eat chocolate because I don't like it.
4. My brother's favourite subject is biology, although he doesn't like animals.
5. I've been to France with my parents. Also, my best friend has been there too.

5. *Students' own answers*

What I have learnt, page 36

1. 1. do not finish 2. will get 3. help
4. can you help 5. Will it be 6. meet 7. is
8. will be 9. says 10. can come
2. 1. If you don't wear a jumper, you will get cold.
2. I will phone you if you are not busy.
3. What will you do if you want to pass your exams?
4. If Dad cannot drive us to school, we will go by bus.
5. Will you go for a walk with me if the weather is nice tomorrow?
3. 1. a 2. c 3. b 4. a 5. c

Module 5

First section, pages 38–39

1. 1. miser 2. earn 3. sensible 4. greedy
5. bankrupt
2. 2. a few 3. much money 4. a lot of money
5. some bread and tea 6. lots of bank notes
7. a few pennies
3. 1. bank note/penny 2. bank note/cheque
3. cheque/bank account 4. penny/gold
4. **Countable nouns:** boat, cheque, orange, bank note, city, penny
Uncountable nouns: traffic, rain, money, cheese, orange juice, oil
5. 1. any 2. a few 3. so many 4. any/some
5. a lot
6. 1. much 2. any 3. some 4. some 5. little

Second section, pages 40–41

1. a. F: There were many people at the concert – the hall was full.
b. T
c. F: He has got a lot of money. He's very rich.
d. F: I haven't bought any oranges. We can't make orange juice.
e. F: We have got a lot of time for shopping. The bus is leaving in two hours; no need to hurry.
2. 1. much/is/isn't any 2. many/are
3. many/are/aren't any 4. many/are/a lot of/some/a few 5. any 6. any/aren't many
3. 2. How many brothers and sisters do you have?
3. How many times a day do you brush your teeth?
4. How much was your computer?
5. How much water did she drink?
6. How many people did you invite?
7. How many mistakes did you make?
4. 1. PENNY 2. MISER 3. FEDERATION
4. SENSIBLE 5. BANK NOTE 6. WASTEFUL

								⁵ B		
								A		
								N		
								K		⁶ W
		² M			³ F		⁴ S	N		A
		I		E	D		E	N		
⁷ P	O	S	S	E	S	S	I	O	N	S
E		E		R		I		T		T
N		R		A		B		E		E
N				T		L				F
Y				I		E				U
				O						L
				N						

5. 7. POSSESSIONS: items belonging to someone

Third section, page 42

1. *Students' own answers*
2. *Example answers*

Best job	Why?	What is your opinion?
Architect	They like drawing and designing things. They're very creative. They're good at maths and science. They like working outdoors.	<i>Students' own answers</i>

was discovered that the two scrolls were in fact one whole scroll that had broken in two when it was being made. It was very difficult to read it without destroying it, but finally, when it was opened, those who read it discovered that it was a list of 64 places where tonnes of gold and silver were hidden. Unfortunately, no one knows what happened to this gold and silver.

2. three thousand four thousand five hundred twenty-nine thousand one hundred and twenty-five thousand five hundred and fifty thousand eight hundred and fifty thousand one million
3. 1. because 2. First 3. However 4. After 5. As 6. while 7. When 8. Finally 9. also 10. but
4. *Students' own answers*

What I have learnt, page 54

1. Example answers

3. No, I haven't. I have bought some orange juice today.
4. No, I didn't. I read a good book two weeks ago.
5. No, I haven't. I have spoken English for nine years.
6. No, I didn't. I saw my uncle last Saturday
7. No, I haven't. I have been at a sports camp since last month.

2. Example answers

1. terrified: I have jumped out of a plane; I can't open my parachute.
2. amazed: When I went to the circus, I saw an elephant walking on two legs!
3. excited: Tomorrow is my best friend's birthday!
4. fascinated: I just saw the most beautiful baby I have ever seen.
5. frightened: When my friends and I were on the rollercoaster, the electricity went off.

3. 1. for 2. since 3. for 4. since 5. since

Revision Modules 4–6

I now know ..., pages 56–57

1. Dear Sarah,
How are you? I have started preparing for your visit in two weeks. I want to share with you what I have planned so far.
If I **want** to show you all the nice places in Egypt, I have to **be** efficient and plan ahead. If I **make** a list of the important places, I will be able to give enough time for each. I know that you love history, so I will take you to see ancient pyramids and museums. **If we are lucky**, we will be able to see the hieroglyphic exhibition. I won't let you leave Egypt if we **don't** see at least one exhibition. At the end, if we have time, we will go on a boat trip down the River Nile.

I would like to know what you think of this plan. If you want to add anything, let me know. I look forward to hearing from you soon.

Best wishes,
Amani

2. Example answers

1. I've been abroad for at least two months.
2. I've been working here since 2007.
3. It's been raining since September.
4. The shop has been open for about eleven years.
5. I've learnt a lot since I came to this school.
3. 1. borrow 2. save 3. charitable 4. ceremony 5. disaster
- 4.

Person	Actions	Objects	Ancient Egypt
ancestor	discover	temple	papyrus
Sumerian	collapse	light	hieroglyphics
messenger	write	clay	pyramid
scribe	communicate	leaf	pharaoh

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

Reading for fun A

1. 1. The ship capsized and he swam to shore.
2. He made a long rope, walked into the sea, tied all the ships together and dragged them back to Lilliput.
3. Flimnap was planning on killing him, so he escaped to Blefescu.
4. The Emperor was angry because Gulliver refused to attack Blefescu. He was no longer angry when Gulliver saved the palace from the fire.
5. He saw a huge ship and was saved by it.
2. 1. d 2. a 3. e 4. c 5. b
3. 1. explore 2. nearby 3. rushed 4. tied 5. sank

Reading for fun B

1.

Al Zahrawi	Sinan
1. a surgeon	1. an architect
2. Cordoba, Spain	2. Turkey
3. yes, <i>Al Tasrif</i>	3. no
4. writing a book describing surgical tools that he designed	4. the Selimiye Mosque
5. yes, the surgical tools that he described are used in modern medicine	5. yes, the buildings that are constructed today are in harmony with the landscape around them

2. 1. a 2. b
3. 1. father 2. wooden bridges and ships 3. mosques, schools and other public buildings 4. 477 5. The Selimiye Mosque

Activity Book Test A

Reading

1. c
2. 1. People don't believe words as much as they believe non-verbal facial expressions.
2. We "speak" with our body by communicating our thoughts and feelings through our facial expressions, hand gestures and whole body.
3. *Students' own answers*
4. 1. d 2. c 3. e 4. a 5. b
5. 1. loyal 2. striped 3. shy 4. comfortable 5. outgoing

Listening

1. 1. F 2. F 3. T 4. T 5. F

Speaking

1. *Students' own answers*

Writing

1. 1. don't have to 2. cannot/has to 3. can 4. can't
2. 1. who 2. which 3. where 4. whose 5. who
3. *Students' own answers*

Activity Book Test B

Reading

1. b
2. 1. No, an object cannot make you happy because happiness is a state of mind that we feel within ourselves.
2. The speaker learnt that they didn't need money to be happy, and that happiness comes from his / her family and friends, and from within.
3. Nowadays, a lot of people think that money is happiness, and others know the truth about money.
4. People who know the truth about money try to change things by giving away money to charities and to people in need.
3. *Students' own answers*
4. 1. d 2. c 3. e 4. b 5. a

Listening

1. 1. T 2. T 3. F 4. F 5. F

Speaking

1. *Students' own answers*

Writing

1. 1. hasn't travelled 2. didn't study 3. haven't seen 4. didn't you go 5. have known
2. 1. study/will pass 2. will visit/travel 3. won't go out/have 4. decide/will tell 5. is/will go
3. *Students' own answers*

Activity Book Audioscript

Module 3

Page 21, Exercise 2

According to a survey of Internet experts, most people agree with predictions that in 30 years we are going to become more dependent on computers. However, 42% of the people surveyed think that humans will not have the ability to control this technology.

Experts predict that some people will choose to live without the network. They agree that English is going to be a universal language for communication, but they also predict that other languages such as Arabic will become as important.

When people were asked this question: Will the world be a better place in 30 years because of the Internet? 46% agreed and 49% disagreed.

Test A

Page 60, Exercise 1

Dear Sir or Madam,

I would like to apply for a job with your company. I am studying hospitality management at university and I'm looking for a part-time job. I like working with people and I'm sure I can learn a lot in your company. I like travelling and swimming. I can speak English and Arabic very well.

I am available for an interview from Monday to Thursday. You can contact me on my mobile number or via email. N.B. Please find attached my contact information.

I look forward to hearing from you.

Sincerely yours,
Sami

Test B

Page 63, Exercise 1

Last summer, Saleh went with his family on vacation to Mozambique. One day, he went fishing with his father in a small boat. While they were in the middle of the sea, something started moving in the water near the boat.

First, they thought it was a dolphin, but then they saw a big shark moving and knocking the boat. Saleh was terrified and started screaming because he thought they were going to die. He almost fell into the water, but his father held him and tried to push the shark away.

Finally, people in another fishing boat heard them. They saved Saleh and his father from the shark and took them home.

Learning Strategies

Learning strategies are thoughts, actions or techniques that students use to understand and complete a task. Students need to know their own use of strategies. This will help them acquire more strategies that will lead to more independent learning. So it is essential that we incorporate learning strategies into the classroom. This will accelerate the learning of language and content.

There are three types of learning strategies: cognitive, metacognitive and socio-affective.

Cognitive strategies

- These relate to individual learning tasks, such as accessing prior knowledge about a topic, categorising vocabulary, predicting, guessing meaning, summarising, organisational planning, taking notes and solving problems.
- To help students develop their cognitive strategies, provide them with the following set of questions when they are working on a task.

- What do I already know about this topic?
- How does this information relate to the information I already have?
- What resources provide relevant information about this topic?
- How can I organise the material?
- What is the best way to take notes in this task?

Examples of cognitive strategies are:

Organisational planning

- Students use a graphic organiser to represent relationships between facts or terms within a task. A graphic organiser is a visual communication tool used to express ideas; it's a map that helps the teacher and students 'map out' their ideas in a visual manner. In *Action Pack 9*, there are numerous opportunities to use graphic organisers. For example, in Module 1, page 7, exercise 6 students make two lists for qualities that are important and that are not important in a friend. Another example is Module 4, page 40, exercise 8, where students have to complete the table with their own activities and their partner's.

Predicting

- Students have an interactive role in the learning process by having their background knowledge stimulated. This gives the students a purpose and a focus in the reading and listening tasks and helps them to construct the main idea faster. Then, they perform the task to check if their predictions are correct.
- In Module 2, page 16, exercise 2, students are given three questions to answer about workplace ethics before they read the article.
- In Module 3, page 27, *Before you start*, students are asked to refer to pictures and then make predictions about the topic of the module: science fiction.

Problem solving

- Students work in groups of four or five to identify the problem, explore situations, look at alternatives and exchange opinions. They may share with other groups to modify their answers. Students will discuss the solutions in their groups. They then evaluate the activity by identifying what was most helpful, what they learnt, and what ideas were generated. In Module 3, page 23, exercise 4, students have to discuss their guesses for a previous exercise and participate in a conversation, concluding whether the predictions will come true. Another example is in Module 4, page 43, exercise 9. Students have to create a new writing system and decide if it is based on ideograms, pictograms, hieroglyphics or sounds.

Taking notes

- See Introduction, page 16. Also see Student's Book, page 7, exercise 3 (right-hand column), for a note-taking activity, or page 30, exercise 1, which involves writing personal notes.

Metacognitive strategies

- These help students “think about their thinking”, such as planning for a task, monitoring during the task, self-managing and evaluating success.
- To help students develop their metacognitive strategies, provide them with the following set of questions when they are working on a task.

- Do I understand the task?
- What is the purpose of the task?
- Which information is the most useful?
- How can I use the information?
- What is the best way to do it?

Examples of metacognitive strategies are:

Self-management

- Students use the strategies boxes in the Student's Book as a guide to perform various skills/tasks. See, for example, the Reading Strategies box on page 16 and the Speaking Strategies box on page 26 of the Student's Book.

Self-evaluation

- Students could be directed to use the outcomes boxes, which appear at the beginning of every module in the Student's Book, to evaluate their own success in the module.

Socio-affective strategies

- These involve social interaction, such as asking for clarification, working cooperatively, asking questions, negotiating meaning and practising vocabulary and structures.
- To help students develop their socio-affective strategies, provide them with the following set of questions when they are working on a task.

- Who can help me in this task?
- How and when should I ask for help?
- How can I work with my classmates?
- Who can give me feedback?
- How can I convince myself I can do it?

An example of socio-affective strategies is:

Cooperative/Collaborative learning

- Students are put into pairs or teams where they need skills to plan, organise, negotiate, ask questions, make their points and arrive at a consensus about an issue. They also agree on what tasks to perform, who will be responsible for each task and how information is researched and presented. Students are placed in a situation that requires authentic use of language in order to communicate. They learn from each other and exchange and reflect on different views. They develop higher-order thinking skills and positive self-esteem. For example, in Module 2, exercise 8 on page 14 requires students to work in groups to discuss the different styles and types of clothes they learnt about. Students choose the style they like wearing best and explain why.

Learning Styles

Besides the three basic types of learning that were covered in the previous grades, namely visual, auditory and kinaesthetic, there are other learning styles. You need to be aware that learners have different ways to learn. They attain better results if they study according to their own learning style.

There are **active learners and reflective learners**. The first type gets information and retains it more easily by discussing and applying it. Such learners learn better in group discussion and problem-solving activities. On the other hand, reflective learners think through the information before taking any action. They prefer to work alone. Every learner can be both active and reflective at different times, but both types find difficulty in listening to lectures and taking notes.

There are also **sensing learners and intuitive learners**. The former type likes learning facts and solving problems. Such learners deal well with details, memorise facts and actually do activities that relate to the world. The latter type likes to discover possibilities and innovation. They are good at understanding new abstract concepts and don't like memorisation and routine calculations. While sensors are practical and careful, intuitors are faster.

Another distinction is that of **sequential and global learners**. Sequential learners, as the word indicates, learn in logical steps to find solutions. They use the information – though maybe not fully grasped – to do something. Global learners get information without seeing connections, solve problems quickly and “put things in novel ways” but cannot explain how.

You must support your students to learn according to their preferred styles. Assure them that there are differences among them even if they are in the same class. Explain that they don't all have to study in the same manner and that they can vary their way of studying in some tasks.

Tolerance for ambiguity is a tendency to consider ambiguous situations in an open way. A learner's nature, upbringing and education can help develop such tolerance. Once ambiguity tolerance is acquired through experience, the learner is able to move on in any task that may be complex. Help students brainstorm ideas, make and document assumptions then test them, and finally to execute their plan. For example, when they are reading or listening to a text in English, and they come across a word that is not familiar to them, encourage them to rely on the context, to guess the meaning (make a hypothesis), proceed with the task to test the hypothesis and confirm their guess or make another one. In a speaking or a writing task, if they find difficulty in taking a step, they should learn to stop there, but to carry on with the task with some uncertainty until they get to the point where they remedy the situation.

Project-based Learning (PBL)

- Project-based learning is a learning strategy that is centred on the learner who is to investigate a topic. PBL involves such a wide range of skills and activities that all learning styles and many learning strategies are likely to be deployed. It reflects the real environment students live in and is used to rebuild real-world complexity. The context of the global project determines the learners' perspective on a given task, while subtasks in a smaller context provide guidance of the learning process. So, project-based learning functions as a bridge between using English in class and using English in real-life situations outside of class. Learning from doing complex, challenging and authentic projects requires students' resourcefulness and planning, new forms of knowledge representation in school, expanded mechanisms for collaboration and communication, and support for reflection and authentic assessment.
- In *Action Pack 9*, there are five projects, one at the end of each of Modules 2–6. For example, the project in Module 2 page 21 requires students to participate in a project – *What did you wear?* Students discuss and agree on a series of questions to ask older members of their families, take notes, fill in a table, draw pictures, write a report, show the project to the class and explain it.

Assessment Strategies

Assessment strategies are used to gather data or ongoing feedback about the learning process. Teachers should use these strategies throughout the learning process and not only at the end of the process. The following are some important assessment strategies to be used at the level.

Peer review

Students can benefit greatly from peer review, which is a form of continuous assessment. Peer review involves the act of sharing and commenting on one another's work. It should be considered part of the learning process, not as a product, with the aim of encouraging and motivating one's fellow students rather than judging or criticising them.

Possible benefits of peer review for students include:

- building confidence
- developing collaborative and turn-taking procedures
- developing empathy and socialisation
- promoting creative interaction
- giving and receiving constructive advice
- providing opportunities for the purposeful practice of all four language skills
- developing skills of organisation in writing through brainstorming, writing an outline, writing notes, etc.
- developing editing and proofreading skills by using a spell check manual or a word processing program. These include common grammatical mistakes, easily confused words and hints on the use of punctuation. Students can also read their writing aloud or read the paragraphs out of order, i.e. starting from the bottom of the work backwards.

After students do an activity individually, ask each pair sitting beside each other to exchange their notebooks. Give specific guidelines for what they need to comment on: organisation, choice of vocabulary, grammar and sentence structure, use of capital letters and punctuation marks. After you have given them enough time to revise each other's papers, ask them to work in pairs and share their comments one at a time. They should reach an agreement for the validity of the feedback.

Examples of peer review in *Action Pack 9* are exercise 8 on page 9, exercise 8 on page 14 and exercise 1 on page 68.

Peer review procedure

There are many possible ways of structuring the peer review process. Here is one practical example for use with students' written work in the ELT classroom. Note that the individual tasks (Steps 2 and 4) could, if desired, be set for homework.

Step 1

The teacher photocopies the author's written draft and gives one copy to each member of the Review Team, which may consist of two, three or four students.

Step 2

Working individually, Review Team members read the author's work carefully and complete Parts A, B and C of the Peer Review Form.

Step 3

The Review Team meets the author. Each member asks the author the questions he/she has written in Part C of the Peer Review Form and writes the answers in Part D. The author takes the lead in providing the answers, but Review Team members may also offer suggestions.

Step 4

Working individually, Review Team members think about the answers the author has given them in Part D of the Peer Review Form. They then complete Parts E and F, identifying outstanding problems and, if possible, suggesting solutions.

Step 5

The Review Team meets the author again and holds a final feedback meeting in which each Review Team member's problems and solutions are discussed. All of the Peer Review Forms are then handed to the author.

Step 6

The author reviews all the feedback he/she has received and decides what is useful and what is not. The author should feel free to ask for clarification from any of the Review Team members when revising their work.

If necessary, the peer review procedure can be repeated to further refine the author's work.

Peer Review Form	
Author's name:	Title of work:
Reviewer's name:	Date:
Part A: Strengths Write what is good about the author's writing.	
Part B: Description Describe or summarise the author's writing.	
Part C: Questions Write questions for the author about the writing.	
Part D: Answers Write the author's answers to your questions.	
Part E: Problems Write any problems you have with the writing.	
Part F: Solutions Think of solutions to the problems.	

Portfolio

Literally, a portfolio is a portable case for carrying documents, papers, drawings or maps. Nowadays, the term refers to a collection of a person's creative work that displays their skills. In an EFL situation, a portfolio includes a variety of the student's work at different stages of development. The student can choose to include lists of vocabulary and proverbs, books read, graphic organisers and timelines, written responses to exercises, drawings, tests, peer/self/teacher assessments and parents' comments. EFL students use portfolios to collect their classwork and homework throughout the year. Portfolios help students measure their progress as well as determine their strengths and needs. They encourage them to be more active in the learning process and provide them with opportunities for self-assessment. Students can use their portfolios to share their achievement with their parents.

Portfolios help EFL teachers to customise instructional plans for individual students and support other forms of assessment – formal or informal.

Guide the students to use a form for the items they decide to include in the portfolio, such as the following:

The item is a _____.

I chose it because _____.

I learnt from it _____.

I did well on _____.

I need to improve in _____.

My future goals are _____.



Test A

Reading

Read the article about computers.

Nowadays kids and computers are almost inseparable. Many school-age kids spend long hours in front of a computer every day. This fact might have some negative effects on the children's eyes and vision. While recent research shows that the use of computers among preschool children can improve their readiness for school and academic achievement, too much computer use can actually be a problem. Kids who spend a lot of time working at a computer can develop vision problems.

To reduce the risk of vision problems, many eye doctors recommend that children wear special computer glasses to help relieve eye strain. They also recommend frequent breaks from computer work. This is called the "20-20-10" rule: Every 20 minutes, children should take their eyes off the computer and look at an object that is at least 20 feet away for not less than 10 seconds.

This simple exercise helps reduce eye strain and eye fatigue by relaxing the focusing muscle inside the eye.

1 Choose the best title. (1 mark)

- a. Computers and Children
- b. Eyes and Vision
- c. Computer Eye Risks

1

2 Answer the following questions. (1 mark each)

1. What negative effects do computers have on children?

2. What do eye doctors recommend?

3. What is the "20-20-10" rule?

4. What does this exercise do?

5. What do you think about the "20-20-10" rule?

5

3 Complete the following sentence with the appropriate words from the text. (1 mark each)

Doctors **(1)** r_____ that we don't use computers for long hours in order to **(2)** r_____ eye **(3)** s_____, because computer use would cause vision problems and eye **(4)** f_____.

4



Test B

Reading

Read the article about Archimedes.

Archimedes of Syracuse was a Greek inventor, physicist, mathematician, engineer and astronomer, who is considered one of the greatest scientists of all time.

5 The famous anecdote about him explains how he invented a way to determine the volume of an object with an irregular shape. One day, while taking a bath, Archimedes noticed that as he got in the tub, the water

10 level rose. He instantly realised that he could use this effect to determine the volume of any irregular shape. He came to the conclusion that any submerged object would displace an amount of water equal to its own

15 volume. So he could get the density of an object by dividing its mass by the volume of water displaced.

So excited by his discovery, Archimedes forgot to get dressed and went naked on the

20 streets saying "Eureka!" (Greek: "εὕρηκα!") which means "I have found it!"

1 Choose the best title. (1 mark)

- a. Eureka!
- b. Archimedes and the Crown
- c. Archimedes' Discovery

1

2 Answer the following questions. (1 mark each)

1. Who is Archimedes?

2. What did he invent?

3. How did he invent it?

4. What does "Eureka!" mean?

5. What's in your opinion the most important invention nowadays?

5

3 Complete the following sentences with words from the text. (1 mark each)

- 1. I find the _____ of Archimedes' discovery very interesting!
- 2. Thanks to Archimedes, we can now find out the volume of an object with an _____ shape.
- 3. Archimedes made experiments on objects that were _____ in water.
- 4. If you divide an object's mass by the volume of the water displaced, you get the object's _____.

4

Teacher's Book Tests Answer Key

Test A

Reading

- c
- Spending too much time on computers can develop vision problems.
 - Eye doctors recommend that children wear special computer glasses and take frequent breaks.
 - The "20-20-10" rule is when someone using the computer takes a break every 20 minutes to look at an object that is 20 feet away for not less than 10 seconds.
 - This exercise helps reduce eye strain and eye fatigue.
 - Students' own answers*
- recommend
 - relieve
 - strain
 - fatigue

Speaking

- Students' own answers*

Listening

- F
 - T
 - T
 - F
 - F

Audioscript

Hi Sami,

I hope you are doing well! Do you remember I told you in my last letter that my first impressions of this country were negative? Well, I was wrong!

When I said that I didn't like it that the streets are so crowded with people, I didn't realise that it was for a good reason. Most people walk to work and not drive because they care about the environment. I also thought that people were not friendly, but when I spoke to them they appeared to be very kind and welcoming. I didn't know that first impressions can be very wrong.

I can't wait to see you! Take care of yourself.

Love,

Adel

Writing

- listens
 - went
 - 'm going to meet
 - haven't seen
 - 'm studying
- that
 - which
 - where
 - whose
 - who
- Students' own answers*

Test B

Reading

- c
- Archimedes is a Greek scientist.
 - He invented a way to determine the volume of an object.
 - He noticed it when the water level rose as he got in the tub.
 - "Eureka!" means "I have found it!"
 - Students' own answers*
- anecdote
 - irregular
 - submerged
 - density

Speaking

- Students' own answers*

Listening

- Amira's job requires creativity.
 - Amira designs modern buildings, villas, hotels and houses.
 - Amira's job can sometimes be difficult when the area is too small for having green spaces.
 - Amira thinks that she should preserve nature.
 - Amira thinks her job serves a good cause by making her country more beautiful and by preserving nature.

Audioscript

Hello, my name is Amira and I am an architect. In my job I have to be very creative; I design modern buildings, villas, hotels and houses.

I always take nature into consideration when I draw a new design of a building. I try to leave as much space for gardens and trees as I can. It's not easy to do so because, sometimes, the area can be very small, but I always find a way to include some green spaces.

I love my job because I can make my country more beautiful and preserve nature as well.

Writing

- much
 - a lot of
 - many
 - too much
 - a few
- Students' own answers*

Wordlist

A

abide by (M2)
accurate (M3)
advance (M3; M6)
aid (M5)
alternative (M3)
ambulance (M5)
ancestor (M4)
assistant (M3)

B

bank account (M5)
bank note (M5)
bankrupt (M5)
blizzard (M6)
borrow (M5)
bribe (M2)
bright (M2)
built-in (M3)

C

casual (M2)
ceremony (M5)
charitable (M5)
cheque (M5)
clay (M4)
close (M1)
coffin (M5)
collapse (M4)
colleague (M2)
combination (M4)
comfortable (M2)
communicate (M4)
condition (M6)
conduct (M2)
connect (M3)
continent (M6)
costume (M2)
crew (M6)

D

debt (M5)
disaster (M5)
distant (M3)
download (M3)
dress code (M2)

E

earn (M5)
efficient (M4)
enthusiast (M6)
ethics (M2)
exemplary (M2)
expedition (M6)
explorer (M6)
exposure (M6)

F

fashionable (M2)
federation (M5)
figure (M4)
formal (M2)
fraud (M5)
frostbite (M6)

G

garment (M2)
generation (M6)
generous (M5)
government (M4)
greedy (M5)

H

headband (M2)
headdress (M2)
hieroglyphics (M4)

I

impression (M1)
interest (M1)

J

jumper (M2)

L

lead (a life) (M5)
light (M4)
loyal (M1)

M

make (money) (M5)
medic (M5)
messenger (M4)
miser (M5)
mode (M4)
mysterious (M1)

N

neutrality (M5)

O

outgoing (M1)

P

pace (M6)
papyrus (M4)
patient (M3)
penny (M5)
personality (M1)
pharaoh (M1)
philosophy (M2)
pioneer (M6)
plot (M6)
port (M6)
portable (M4)
possession (M5)
practical (M2)
primitive (M4)
principle (M3)
private (M4)
progress (M6)
pursue (M1)

R

race (M6)
rationally (M3)
reality (M3)
reign (M1)
represent (M4)
reliable (M1)
rigging (M6)
robe (M2)
root (M6)

S

sailing (M6)
save (M5)
science fiction (M3)
scribe (M4)
seed (M6)
self-taught (M1)
sense of humour (M1)
sensible (M5)
serious (M1)
shy (M1)
silk (M2)

skilful (M1)
sleeve (M2)
smart (M2)
specialised (M3)
stolen (M5)
striped (M2)
suffering (M5)
suitable (M4)
Sumerian (M4)
superb (M1)

T

talented (M1)
temple (M4)
thrifty (M5)
tiny (M3)
tragic (M6)
trail (M6)
training (M6)
trendy (M2)
tunic (M2)

U

uncommon (M1)

V

valuable (M1)
vessel (M6)
volunteer (M5)

W

wander (M6)
wardrobe (M2)
wasteful (M5)
webcam (M3)
weightless (M3)
wrap (M2)



Grammar Games

Game 1: Comparing members of the class

Aim: to practise the Present Simple and comparative adjectives

My class			
	<ul style="list-style-type: none"> • Work in groups. • Think about the people in your group. How well do you know them? • First, try to write down correct statements about the people in your group using the hints below. Don't ask your friends for their answers yet! • Then, ask your friends for the real answers and see how many you got right. 		
	My guess	Correct?	The correct answer
1	_____ likes reading.		
2	_____ has a younger sister.		
3	_____ likes watching films.		
4	_____ is older than _____.		
5	I am taller than _____.		
6	I am smaller than _____.		
7	_____ goes to bed later than _____.		
8	_____ likes English more than maths.		
9	_____ gets up earlier than _____.		
10	_____ can run faster than _____.		
11	_____ likes blue more than green.		
12	_____ thinks that the colour red is more relaxing than the colour green.		

Instructions

- This game is related to the grammar exercises on Student's Book p. 7 and pp. 13–14.
- Students work together in groups of six. Each student receives a copy of the above questionnaire. Read this through as a class, checking that all vocabulary is familiar.
- Go through the instructions at the top of the grid, making sure students understand the task.
- First, students work alone to guess the answers. They write their guesses in the spaces in the "My guess" column.
- Next, students discuss their answers with their friends, asking questions where necessary. They mark their guesses as correct or incorrect. If an answer was incorrect, the students should write the correct answer in the final column.
- If necessary, guidance and example questions can be written on the board.
- For example: "Do you like reading, Ali?"
" I think that Jaber is older than Hussam. Is that right?"
"Huda, do you like English more than maths?"

Game 2: What does the future hold?

Aim: to practise talking about the future, using *will* and *be going to*

START →	1. What are you going to do at six o'clock this evening?	2. What will the weather be like next Saturday?	3. What are you going to eat for dinner today?	4. What are you going to do on Saturday?
	8. What are you going to do tomorrow?	7. Where will you be in forty years?	6. What are you going to do on Thursday morning?	5. What will be on television tomorrow?
	9. What will your friends do in the future?	10. Who will be your teacher next year?	11. How are you going to travel home from school?	12. What time are you going to go to bed?
	16. What are you going to do next year?	15. What are you going to eat for breakfast tomorrow?	14. What time are you going to get up tomorrow?	13. Where will you be in twenty years?
	17. What countries are you going to visit in the future?	18. What will make you happy in the future?	19. What job are you going to do in the future?	20. What will be the first thing you do when you arrive home today?
				→ FINISH

Instructions

- This game is related to the grammar exercises on Student's Book pp. 25–26.
- Students work in pairs. They should throw a coin (or a piece of card with two different coloured sides). One side means the student should advance one space and the other means they should move forward two. Decide the meaning for each side in advance.
- The students should place their counters (something small, such as a paperclip or pen cap) on **START**.
- They should take it in turns to throw the coin or card and advance their counter the number of spaces indicated. Each question reached should be read aloud, and then the student should answer the question.
- The winner is the first student to reach **FINISH**.
- For further practice, get students to swap partners and play the game again.

Game 3: *If ...*

Aim: to practise the First Conditional

Card Set 1

study	sleep	watch	eat	speak
tidy	go	play	draw	read

Card Set 2

telephone	travel	go to university	win a prize	learn a lot
get tired	become angry	feel happy	be healthy	send an email

Instructions

- This game is related to the grammar exercises on Student's Book pp. 39–40.
- Students work in pairs. Hand out a copy of both Card Set 1 and Card Set 2 to each pair. Get one student to cut out and shuffle Card Set 1, and the other to do the same for Card Set 2.
- They then place each pile of cards face down.
- Student A takes a card from Card Set 1, followed by a card from Card Set 2.
- They then make up a sentence beginning with *If ...*. Students must use the First Conditional and include the text on the cards.
- For example, if the cards are *tidy* and *become angry*, an acceptable sentence is: *If I don't tidy my room, my mother will become angry.*
- Students take turns until all the cards have been used.
- For further practice, they can shuffle the cards and work through them again, or they can use the cards to draft and write sentences in their notebooks.

Game 4: Do you have a lot of flowers?

Aim: to practise quantity words and expressions

Card Set 1: request lists

A few oranges	Many oranges	A little water	A lot of chocolate
A lot of water	A few sweets	Some cakes	A little money
Some coffee	A lot of flour	Many flowers	A little rice
A little sugar	A little milk	A few tomatoes	Many tomatoes

Card Set 2



Instructions

- This game is related to the grammar exercises on Student's Book pp. 51–52.
- Students work in groups of four. Each student needs one card from Card Set 1 and four cards from Card Set 2, which has been shuffled. Each student can look at their own cards but must not show their cards to others.
- The request list (Card Set 1) is a written list of the picture cards from Card Set 2, which the student needs to collect.
- First, each student should check their own set of picture cards to find out whether they already have something on their request list. If something matches, they can put it face down on the table in front of them.
- Students then take turns to ask another student in the group for the other picture cards on their list. They should use an appropriate question, such as *Do you have any rice?* or *Do you have a lot of water?*
- A student may only ask one other student at a time.
- If Student A guesses correctly, then Student B must hand over the card and it can be added to Student A's pile of correct cards. If Student A guesses incorrectly, they must wait for their next turn.
- Students need to look carefully at their picture cards because some cards show different amounts of the same thing.
- The student who collects all the correct picture cards first is the winner.

Game 5: I have lived here for five years.

Aim: to practise the Past Simple and the Present Perfect Simple with *for* and *since* and time expressions

Card Set 1

I have played tennis	The Sun has existed	I went to the shopping centre	My brother has been studying at university
She has been ill	It hasn't rained very often	I have lived in my house	I visited England
He broke his wrist	She has been waiting	My mother hasn't played the piano	He has been on holiday

Card Set 2

two weeks	she was a child	five days	last month
ten years	I was three years old	four o'clock	last January
a few hours	eleven months	two weeks ago	millions of years

Instructions

- This game is related to the grammar exercises on Student's Book pp. 63–64.
- Students work in pairs. Firstly, they cut out the cards.
- The students then try to pair the cards from Card Set 1 with those from Card Set 2, adding *for* or *since* where necessary to create sentences that make sense.
- There is more than one correct answer for some sentences.
- When each pair has matched all their cards, they should compare their work with another pair. This is so they can see other possible combinations of cards.
- For further practice, students can form their own sentences, using their own ideas and the endings on Card Set 2. They can draft and write these sentences in their notebooks.



Dictionary Work

- The way you manage these activities depends on the number of dictionaries you have available and their format (print and/or online).
- If you have plenty of access to dictionaries, students can work individually or in pairs. If fewer dictionaries are available, students can work in larger groups.
- The following are two example entries that students see in a dictionary.

close /kləʊs/ *adj* if two people are close, they like or love each other very much: *My brother and I are very close.* | *Fiona and I have always been close friends.*

mysterious /mɪ'stɪəriəs/ *adj* mysterious events or situations are difficult to explain or understand: *Benson later disappeared in mysterious circumstances.*

- Guide students to learn that they can identify the part of speech of a word, how it is pronounced, the root of the word and its meaning(s).

Activity 1: Parts of speech

Part A

Notes

- The objective of this activity is for students to look up words in a dictionary and find out what parts of speech they are.
- While the layout and content of dictionary entries differ greatly, most dictionaries use similar systems of abbreviation to identify parts of speech:

adj = adjective

conj = conjunction

n = noun

pron = pronoun

adv = adverb

det = determiner

prep = preposition

v = verb

Instructions

- This activity is based upon new vocabulary encountered in Student's Book Modules 1 and 2.
- First, check that students are aware of the abbreviations used to identify parts of speech in a dictionary.
- In pairs or small groups, students look up the following words to find out what part of speech they are:
impression (n), ethics (n), close (adj), reliable (adj), practical (adj), loyal (adj), wrap (v), pursue (v), next (adv), valuable (adj), reign (v), finally (adv), to (prep), by (prep), mysterious (adj)
- In their notebooks, students should enter the words into a table like the one below. Use a new line for each word, so that there is space to complete Part B of this activity:

adj	adv	v	n	prep	pron	conj	det
			<i>impression</i>				
<i>close</i>							

- Go around the class checking students' progress and helping with any difficulties.
- Some words appear the same in more than one part of speech (for example *reign (v)* and *reign (n)*), and can be entered in more than one column. Discuss such difficulties with the whole class when the students have completed the task.

Part B

Instructions

- Now ask students to look up other similar words with different parts of speech and enter them in the other columns. For example:

adj	adv	v	n	prep	pron	conj	det
<i>impressive/impressed</i>	<i>impressively</i>	<i>impress</i>	<i>impression</i>				

- Go around the class checking students' progress and helping with any difficulties.
- Explain to the students that linking similar words in this way can help to memorise new vocabulary and guess the meaning of unfamiliar words.
- Encourage students to check their dictionaries for similar words whenever they learn new vocabulary, and to make a note of these new words and word families in their notebooks.

Activity 2: Prefixes and suffixes

All the words in this activity are taken from Student's Book Modules 3, 4 and 5.

Part A

Instructions

- Ask the students to find the word *disagreement* on Student's Book p. 56.
- Ask the students the meaning of the word. If they know it, ask how they would try to guess the meaning. If they don't, ask the students to check the meaning of the word in a dictionary.

Part B

Instructions

- Ask the students to look more carefully at the word *disagreement*. Can they see a prefix? If necessary, explain that a prefix is something added to the *beginning* of a word, which alters the meaning.
- Point out to the students that this word starts with the prefix *dis-*, which gives the word a negative meaning.
- Ask the class if they can think of any other words beginning with this prefix. Examples include: *disagree*, *dishonest* and *dissatisfied*.
- Ask the students if they know any other common negative prefixes. Examples include: *ir-*, *un-*, *in-* and *im-*.
- Discuss the spelling rules for deciding which prefix should be used, for example *ir-* precedes *r*, e.g., *irrational*; *im-* before *m* and *p*, e.g., *immature*, *improper*.
- Ask students to list as many words beginning with these prefixes as they can, without referring to a dictionary. Set a time limit of two or three minutes.
- When the time is up, ask the students to check their dictionaries to find more examples.

Part C

Instructions

- Ask students to look at Student's Book p. 38. In the vocabulary box, there are the words *suitable* and *portable*.
- Ask students to identify the part of the word that is the same (*-able*).
- Explain that this (*-able*) is called a suffix. Now, elicit the meaning of 'suffix' from the students. If students are not sure, tell them to think about what they know about prefixes; how are suffixes similar/different? (A suffix is something added to the end of a word, which alters the meaning.)
- Put the students into groups of four, and ask them to think of as many words as possible that end in the suffix *-able*. Give them three to four minutes to do this, given the many possibilities.
- Go around the class checking students' progress and helping with any difficulties. One difficulty is likely to be confusion with the suffix *-ible*. At the end of the activity explain to the students that this suffix has the same meaning, but a different spelling. They should always check their dictionaries to make sure they have the correct spelling.
- Now ask students to check their dictionaries to ensure that all the words they thought of are correctly spelled.

Activity 3: Finding meanings

All the words used in this activity are taken from Student's Book Modules 5 and 6.

Part A

Instructions

- Ask students to find the word *to borrow* on page 49 of the Student's Book. (It appears in the box in exercise 2.)
- Ask the students to identify its part of speech (*verb*) and to guess its meaning from listening to the exercise.
- Explain that when guessing any meanings (by using the context of a passage/exercise, etc.), it is necessary to confirm precise definitions by using a dictionary.
- Ask the students to check this word in their dictionary and to make a note of the meanings in their notebooks.
- Ask the students to check the meaning of words with similar meanings, such as *aid/assistance*, *to wander/to walk*, *expedition/journey*.
- Whilst the meanings of each two words are similar, there are some crucial differences. From the context it may not be possible to completely gauge these differences, especially if the words are unfamiliar.
- They should make a note of the precise meanings in their notebooks.

Part B

Instructions

- Dictionaries often give example sentences to clarify the meanings of words.
- Using their dictionaries, ask students to find example sentences for the words they have looked up in Part A.
- Discuss how this helps to make the meaning clearer.
- Ask students if there are any problems with using example sentences in the dictionary. (Problems include: unfamiliar vocabulary used in the example sentence; examples not having enough context due to limited space.)

Part C

Instructions

- Working individually or in pairs, students should identify five words they do not know from Student's Book Module 6.
- Students should make a table like this:

Word	Part of speech	Definition	Example sentence
<i>borrow</i>	<i>verb</i>	<i>to give an item to a person to use for a period of time</i>	<i>Salma borrowed a pen from me in our lesson today.</i>

- The first three columns can be completed by copying information from a dictionary.
- However, to complete the fourth column, students should think of their own example sentence to clearly demonstrate the meaning of the word in context.

Activity 4: Word of the day

- Help your students acquire one vocabulary word every day. You can do this in various ways.
- In every lesson, ask a student to pick a word to look up in a dictionary – paper or electronic – and get as much information about it as possible (pronunciation, meaning, part of speech, derived words, etc.). The following day, they present it to the class. Suggest that they can use e-presentations to make it more attractive to the classmates. This allows them to add pictures to demonstrate the meaning.
- An alternative activity is a vocabulary collecting exercise. After students have acquired the meaning of a set of words, students pick a word that they like or think can use. Ask them to write it on the board, or better on cards to be posted on the wall under the title: Word of the day. This will remind them to use it in the next opportunity in speaking or writing tasks.

Sample Activity 1

Look at the dictionary entries for these words then answer the questions.

conduct /kən'dʌkt/ *v* 1 carry out an activity 2 MUSIC to stand in front of musicians and direct their playing 3 BEHAVE conduct yourself *formal* to behave in a particular way 4 ELECTRICITY/HEAT if something conducts electricity or heat, it allows electricity or heat to travel along it
conduct /'kɒndʌkt/ *n formal* the way someone behaves

conclude /kən'kluːd/ *v* to decide that something is true after considering all information

uncommon /ʌn'kɒmən/ *adj* rare or unusual

- Which of the words is a noun and a verb?
How is it formed?
- What is the meaning of *conclude*?
How is it formed?
- What other words can be made from this word?
- What part of speech is the word *uncommon*?
How is it formed?
- Describe how the words *conduct*, *conclude* and *uncommon* are formed.

Answers

- Conduct* is a noun and a verb. It is formed by adding the prefix *con-* to *-duct*.
- Conclude* means to decide that something is true considering all information. It is formed by adding the prefix *con-* to *-clude*.
- Other words that can be made from this word are *conclusion*, *conclusive*, etc.
- Uncommon* is an adjective. It is formed by adding the prefix *un-* to *common*.
- The words *conduct*, *conclude* and *uncommon* are formed by adding the prefixes *con-* and *un-*.

Sample Activity 2

Look at the dictionary entries for these words then answer the questions.

alternative /ɔ:l'tɜ:nətɪv/ *adj* an alternative idea is different from the one you have and can be used instead

alternative *n* something you can choose to do or use instead of something else

reality /rɪ'ælətɪ/ *n plural realities* what actually happens or is true

rational /ræʃənəl/ *adj* rational thoughts are based on reasons rather than emotions ≠ **irrational**

- Which of the words is only a noun?
Does it take the plural *s*? If yes, how is it formed?
- Which of the words is a noun and an adjective?
What do you think is the source word of the adjective?
- Which of the words is only an adjective?
What do you think is the source word of the adjective?
What is its antonym?

Answers

- Reality* is only a noun. Yes, it takes the plural *s*. It is formed by changing the final *-y* to *-i* and adding *-es* (*realities*).
- Alternative* is a noun and an adjective. The source word of the adjective is *alter*.
- Rational* is only an adjective. The source word of the adjective is *rational*. Its antonym is *irrational*.

Sample Activity 3

Look at the two dictionary entries for the word *progress*.

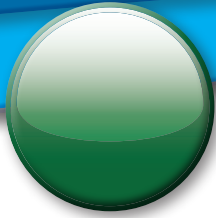
progress /'prəʊgres/ *n* 1 the process of getting better at doing something, or getting closer to finishing something: *We made good progress despite the snow.*

progress /prə'gres/ *v* 1 to improve, develop or achieve things ≠ **regress**: *I asked the nurse how my son was progressing.*

- What two parts of speech can the word *progress* be?
- Are the two words pronounced the same? Explain your answer.
- What other words do you think can be made from the word *progress*?

Answers

- The word *progress* can be a noun and a verb.
- No, they're not pronounced the same. The stress is on the first syllable when it's a noun, and on the second syllable when it's a verb.
- Other words that can be made from the word *progress* are *progression*, *progressive*, etc.



Sample writing tasks

A factfile, Student's Book, Page 9, Exercise 7

The name of the person {

Prompts
(facts about the person) {

Achievements {

Date of birth: _____

Country: _____ City: _____

Instructions, Student's Book, Page 18, Exercise 3

The title of instructions {
Illustrations
(numbered in correct order) {

Steps
(linking words + comma (,) + imperative verb) {

a b c d

- First, decide/choose/plan...
- Second,/Then, draw/outline/colour/think of...
- Third,/Next, write/cut/link/pick...
- Last, check/test/try...

A report, Student's Book, Page 21, Project – Assignment B

first paragraph {

second paragraph {

third paragraph {

thesis statement about the change in fashion across generations
fashion of current generation: you and your friends
adding details: clothes, colours ...

fashion of the older generation: your parents, uncles and aunts
adding details: clothes, colours...
concluding statement: what is similar/different

fashion of the grandparents: grandfathers and grandmothers
adding details: clothes, colours...
concluding statements:
a) what is similar/different
b) what has changed or is the same in general

A paragraph, Student's Book, Page 29, Exercise 7

Paragraph	Topic sentence	{	You are going to do three activities
	Details	{	Details: activity 1 (description), activity 2 (description), activity 3 (description)
	Concluding sentence	{	if the activities will be interesting, enjoyable or not

An application form, Student's Book, Page 30, Exercise 2

The title	{	Application form
Entries (name, date of birth, address, interests...)	{	First name: _____ Surname: _____
		Date of birth: _____ City: _____
		Address: _____ Phone number: _____
		Interests/Hobbies: _____
Contributions (what and why you are applying for, experience, contributions...)	{	_____

An argument, Student's Book, Page 55, Exercise 8

first paragraph	{	The introduction: the topic and the three main points (<i>I believe that...; There are three main points...</i>)
second paragraph	{	Development of the first point (<i>First,...; X said that...</i>)
third paragraph	{	Development of the second point (<i>Second,...; Y found out that...</i>)
fourth paragraph	{	Development of the third point (<i>Third,...; Z reports...</i>)
fifth paragraph	{	The conclusion: summary of the introduction and the three main points (<i>In conclusion,...</i>)

An informal letter, Student's Book, Page 68, Exercise 2

	Greeting	{	<i>Dear (First name),</i>
Body of letter	first paragraph	{	An introduction explaining why you haven't been in touch
	second paragraph		A further explanation of why you are writing: to tell about your achievement; adding specific details and information
	third paragraph		Thanking the reader
	Closing	{	<i>Best regards,/Best wishes,</i>
	Signature	{	<i>signature</i>

An essay, Activity Book, Page 33, Exercise 3

Paragraph	first paragraph	{	You learnt a foreign language. Specify. You found it easy/difficult/helpful ...
	second paragraph	{	What, besides school, helped you learn the foreign language (reading stories, magazines, newspapers, advertisements, watching TV programmes in English, listening to English songs ...)
	third paragraph	{	What other foreign languages you would like to learn (French, Spanish, Italian, German, Russian, Chinese ...) If it would be easy/difficult to learn the other language. Explain why.

A paragraph about one's skills, Activity Book, Page 42, Exercise 4

Topic sentence	{	certain skills suit certain future career/job
Details	{	the qualities and skills you have the job that would/wouldn't suit you in the future
Concluding sentence	{	success in the future job requires certain skills that you have

A reply to a letter, Activity Book, Page 53, Exercise 4

	Greeting	{	<i>Dear (First name of friend)</i>
Body of letter	first paragraph	{	An introduction explaining that you appreciate the reason for your friend not to have written earlier
	second paragraph		Answering the invitation to visit Adding specific details and information (If yes, when; if no, why)
	third paragraph		Thanking your friend
	Closing	{	<i>Best regards,/Best wishes,</i>
	Signature	{	<i>signature</i>

