



OVERVIEW

Objectives: Grammar

- Tell when to use the Present Continuous and *going to* to talk about future arrangements and intentions (GSE 29 – A1).

Vocabulary:

- Appearance: *to get in shape, to grow your hair/get a haircut, to take care of your skin, to work on your swimming skills*
- Personality: *bad-tempered, energetic, impatient, outgoing, sociable*

Resources:

- SB: pages 4–5; Grammar Reference page 69
- TB: Culture Notes page 112
- Online resources: Photocopiable Resource 23

WARM-UP (5 minutes)

(T-S, S-S, S-T) Make sure students understand *appearance* and *look*. Ask students what people can do to change their appearance. Students can discuss this in pairs, then feed back to the class.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Go through the questions with the class, then ask students to discuss the questions in pairs. Take whole-class feedback.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Read the first sentence to the class and elicit which tense is used and why (*going to* because it is a plan that Asma has for the future). Ask students what other tenses they know for talking about the future. Students read the interview quickly and discuss the answers to the questions in pairs. Check answers with the class. You can refer to page 112 of the Teacher's Book for more information about spring cleaning.

Answers

- 1 Asma wants to take care of her skin.
2 Hala wants to wear different colours and grow her hair.
3 start doing sports and get in shape



- 3 (T-S, S-S, S-T) Exercise 3. Go through the questions and make sure students understand *invite, turn down and invitation*. If students need extra support, allow them to read the conversation a couple of times before playing the recording. Play the recording and allow time for students to discuss their answers in pairs. Then check with the whole class.

Answers

- 1 She invites her to order food and watch a film.
2 She's not keen on Shawarma and wants to study and do her exercises.

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Go through sentences 1–4 and elicit the verb phrases used to talk about future arrangements and intentions (*going to start, going to look, 's coming round, 're ordering*). Students work individually to match a–d with 1–4, then check their answers in pairs. Check answers with the class. Encourage them to say why they chose each answer.

Answers

a 4 b 1 c 3 d 2

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Remind students that we use the Present Continuous to talk about actions happening now, as well as arrangements in the near future. Refer students to the interview on page 4 and the conversation in Exercise 3. They work in pairs to find more examples, using the Present Continuous. Monitor and offer help as necessary. Check answers with the class.

Suggested answers

going to try wearing different colours, going to grow my hair a little longer, going to start doing sports, going to get fitter, going to work on her swimming skills, going to be more sociable, going to study harder, going to look for a job, going to cousin Lama's, going to stay at home

Refer students to the Grammar Reference section on page 69 for more information.

- 2 (T-S, S-S, S-T) Exercise 6. Put students into pairs. Refer students to the rubric. Read through Hala's diary with the class. Ask students to ask and answer questions about Hala's plans. Monitor and offer help as necessary.

Answers

Wednesday: Hala's going to Lama's house at 5 p.m. They're working on a school project.
Thursday: She isn't going on a school trip to Petra because it's cancelled.
Friday: She's going to a street festival with her mum and dad at 8 p.m.
Saturday: She's going to visit the charity centre at 10.30 a.m.
Sunday: She's studying with Asma. They're studying at 4 p.m.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to write a diary like Hala's for the coming week, and then to write sentences about it.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 23 to use.

OVERVIEW

Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 72 – B2+).

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (10 minutes)

(T-S, S-T) Ask students what plans they have for this evening. They should answer using *going to*. Elicit answers from the class and have a class vote on which plan sounds most fun/interesting.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Go through the example with the class. Point out that each 'a' sentence is a question, and each 'b' sentence is a matching answer. Students work individually to put the words in the correct order. They then compare answers in pairs. Check answers as a class.

Answers

- 1 b** Yes, he is going to go jogging, too.
2 a When are you going to get your hair cut?
2 b I am going to grow it long.
3 a Is your brother going to look for a new job?
3 b Yes, he is.

- 2** (T-S, S-T) Exercise 2. Go through the completed first sentence with the class. Ensure they are clear that this is an example of a future intention (*FI*). Students should circle *A* (arrangement) or *FI* (future intention) for each sentence.

Answers

- 1 FI** **2 A** **3 A** **4 A** **5 FI** **6 FI**

- 3** (S-T) Exercise 3. Students should use their answers from Exercise 2 to complete the sentences with the correct form of the verbs given in the brackets.

Answers

- 2 's** cooking **3** are you meeting **4 're** having
5 'm going to run **6 's** going to change

- 4** (S-S, S-T) Exercise 4. Ask students to read the conversation carefully and think what the answers might possibly be, before they read options a–f. Ask students to read the conversation again and choose the correct answers. To check answers, ask for two volunteers to read the completed conversation aloud.

Answers

- 2 f** **3 a** **4 e** **5 b** **6 d**

- 5** (T-S, S-T) Exercise 5. Remind students that we can use both *be going to* and the Present Continuous to talk about future plans and intentions, and that in some of these sentences both options are correct. Students work individually to choose the correct forms. Check answers as a class.

Answers

- 1** both are possible **2** are going to lose **3** both are possible
4 'm going to work **5** are you doing **6** are you going to give

PRODUCTION (5 minutes)

(T-S, S-T) Exercise 6. Students work individually to complete the conversation. Remind them to pay attention to the tense they use and to use the verbs in the box. When students have finished, ask for volunteers to model the conversation and check answers with the class.

Answers

- 2** are you going to start **3** are going to buy
4 Are you going to change **5 'm** not going to eat
6 'm going to become **7** are you doing
8 'm getting/going to get

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to think about other things Hussein could do to get fit. They write two or three intentions for Hussein. Check answers with the class.

HOMEWORK

Ask students to write a conversation similar to the one in Exercise 6, about someone who wants to change their appearance.

OVERVIEW

Objectives: Reading

- Follow a discussion in which speakers use some phrasal verbs (GSE 68 – B2).
- Begin to use a repertoire of common phrasal verbs in routine situations (GSE 41 – B1).

Vocabulary:

- Phrasal verbs: *be about to, carry on, check out, clear up, find out, get on, give up, go back, look for, put off*

Resources:

- SB: pages 6–7; Word List page 64
- Online resources: Photocopiable Resource 24

WARM-UP (5 minutes)

(S–S, S–T) Ask students to work with a partner. Tell them to imagine they have to do some difficult homework that will take a long time. Will they start it right away? Or will they leave it until the last minute? Students discuss in pairs. In feedback, ask each student to share one thing they talked about with the class.

PRESENTATION (5 minutes)

- (T–S, S–S, S–T) Exercise 1. Draw students' attention to the photo and go through the questions. Make sure students understand *waste time*. Students discuss the questions in pairs, then report back to the class.

Answers

Students' own answers



- (T–S, S–S, S–T) Exercise 2. Draw students' attention to the text and title. Tell them to quickly skim the article in order to get an idea of the gist. Students discuss the meaning of the word *procrastinator* using the tips in the Active Reading box. Check answers with the class. Ask students whether they identify with the author, or whether they are very different in their approach to studying.

Suggested answer

A procrastinator is someone who keeps delaying things that need to be done.

PRACTICE (25 minutes)

- (T–S, S–S, S–T) Exercise 3. Go through the *Active Reading* box with the class and reassure them that even native speakers do not always understand the meaning of every word in a text. Point out that in Exercise 2, they probably used some of these techniques without even realising it. Students work in pairs to add the underlined words to the lists. Check answers with the class. Explain to students that *Jordan* is a collective noun, which is why it's followed by a plural verb (*are*).

Answers

Nouns: clutter, landing, Jordan
Verbs: yells, ignore
Adjectives: dreadful, sensible

- (S–S, S–T) Exercise 4. Students work in pairs to try to work out the meaning of the words. Fast finishers can try to use the words in full sentences.

Answers

glance: look quickly, peckish: a bit hungry,
squash: a soft drink, clutter: mess, yells: shouts,
landing: an area of floor at the top of a flight of stairs,
Jordan: The team of Jordan,
ignore: pay no attention to, dreadful: awful,
sensible: reasonable; using good judgement

- (T–S, S–T) Exercise 5. Explain that phrasal verbs are verbs + another word (often prepositions) that have a different meaning from the original verb, e.g. *carry* = *hold something in your hands and transport it*, but *carry on* = *continue*. Tell students to underline the phrasal verbs in the box that they can find in the text. The tips in the *Active Reading* box will help them work out the meaning. Students work individually to choose the correct verbs. Check answers with the class.

Answers

1 give up 2 carry on 3 put off 4 clear it up 5 check it out

TIP

Encourage students to record collocations in their vocabulary notebooks, not just individual words. They could also record sentences containing the collocations, to help remind them of their meaning. A solid understanding of collocations and their use will help students become more natural and fluent in their use of language.

- (S–S, S–T) Exercise 6. Students work in pairs to review their sentences in Exercise 5 and say if the sentences are true for them.

PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 7. Students discuss the tips in groups and rank them from most to least useful. When taking feedback from the class, encourage students to justify their answers. Finally, ask volunteers to share ideas for additional tips. You could make a master list on the board with everyone's tips and then have a class vote to decide on the order of usefulness for all the tips.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to write a short message to the author of the blog they've read, giving advice on how to be less of a procrastinator.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 24 to use.

OVERVIEW

Objectives: Grammar

- Use both *going to* and *will* to make predictions about the future (GSE 66 – B2).

Vocabulary:

- Future predictions: *I'm going to, It's going to, it will be, you will, you won't*
- Optimism and pessimism: *optimist, pessimist*

Resources:

- SB: page 8; Grammar Reference page 69; Word List page 64
- Online resources: Photocopiable Resource 25

WARM-UP (5 minutes)

- (T-S, S-T) Ask students if they know what an *optimist* and a *pessimist* are. Encourage students to provide a definition or give examples of behaviour for each type of person.
- (T-S, S-T) Exercise 1. Read through the cartoons with the class. Ask students which verb forms are used to talk about the future (*Let's, 'll, won't, going to*). Ask students *What is funny about the cartoon?* (the woman who is optimistic in the first picture becomes a pessimist in the second picture, and vice versa). Finally, have a class discussion about whether students are usually optimistic or pessimistic. They should justify their answers with examples from their lives.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Go through the Grammar box and clarify as necessary. Point out that the sentences in Exercise 2 are from the cartoons in Exercise 1. Students work in pairs to match the sentences with the descriptions. Remind them to use the information in the Grammar box to help them. Check answers as a class.

Answers

1 a 2 b

Refer students to the Grammar Reference section on page 69 for more information.

PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 3. Students work individually to complete the conversations, then compare their answers in pairs. They practise reading the conversations. To check answers, ask for volunteer pairs to model the conversations in front of the whole class.

Answers

2 b 3 c 4 a

PRODUCTION (10 minutes)

(S-S, S-T) Exercise 4. Put students in groups of mixed ability. Students talk about their future plans, using *going to* and *will*. When they have finished, ask students to report back on something they learnt about a member of their group.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students if they think it is possible to change our character: *Can an optimist become a pessimist, and vice versa?* Encourage students to justify their opinions.

HOMEWORK

Ask students to find and bring some memes, anecdotes or jokes about being optimistic and/or pessimistic. Start the next lesson with these and encourage brief class discussion.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 25 to use.

OVERVIEW

Objectives: Grammar

- Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can use *going to* and *will* to talk about future predictions (GSE 66 – B2).

Resources:

- SB: page 8
- WB: page 6

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to write three more predictions for the student driver in Exercise 1.

HOMEWORK

Ask students to write a mini-conversation like the ones in Exercise 3 using their own ideas.

WARM-UP (10 minutes)

(T-S, S-S) Ask students whether they are going to learn to drive in the future. Have a class discussion about what might be difficult or challenging about learning to drive. If students do not plan to learn to drive, ask them why not, and what forms of transport they intend to use instead, giving justifications for their answers.

PRACTICE (20 minutes)

- 1** (T-S, S-T) Exercise 1. Remind students to use *going to* or *will*. Students work individually to complete the sentences. Check answers with the class.

Answers

2 will buy **3** will probably phone **4** is going to crash
5 will not pass **6** will be

- 2** (T-S, S-S, S-T) Exercise 2. Students complete the conversation with the correct form of the verbs in brackets. Remind them to think about all the different ways of expressing plans and intentions in the future. They compare answers in pairs. To check answers, ask for volunteers to model the completed conversation for the class.

Answers

2 will start **3** they will look **4** will probably look
5 are eating **6** are we having **7** will be

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 3. Students work individually to complete the sentences using the correct form of the verb from the box. Check answers as a class, encouraging students to justify why they used a particular tense.

Answers

2 she'll say **3** will you start **4** I'll probably wait
5 They're putting on **6** It will probably be
7 it's going to rain **8** it will stop **9** he's flying
10 sure he'll have

OVERVIEW

Objectives: Listening

- Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).
- Understand jokes (GSE 59–66 – B2).

Vocabulary:

- Describing feelings: *adore, can't stand, don't care, feel excited about, feel like, feel positive, hate, looking forward to*

Resources:

- SB: page 9; Word List page 64; Communication page 75
- Online resources: Photocopiable Resource 26

WARM-UP (10 minutes)

(T-S, S-T) Ask students to share the memes, anecdotes or jokes they researched at the end of Lesson 3A about being optimistic/pessimistic with the class. Ask students whether they have ever heard the expression *glass half full*.

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to describe what they can see in the photo, and what they can say about the glass of water. Write any ideas students suggest on the board. Students then discuss further in pairs, before looking at page 75 to check. Ask volunteers to say whether they are an optimist, a pessimist or a realist. Their classmates can disagree, but must be able to say why.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Go through the statements with the class and check students understand *identical twins, personalities* and *life experiences*. Students discuss the six points. Tell students not to mark their answers yet. Play the recording for students to write their answers, then check answers as a class.

Answers

1 F 2 F 3 T 4 F 5 T 6 T



Audioscript 6.3

S = Speaker

- S:** Thanks ... I'm going to start with a joke. Scientists did an experiment with two six-year-old twins. One was a pessimist and the other an optimist. They put the pessimist in a room full of wonderful toys. And the optimist in a room full of rubbish. Lots and lots of rubbish. When they checked on the pessimist, she was upset. She wasn't playing with the toys. 'I'm afraid I'll break them,' she said. When they checked on the optimist, she was delighted. She was happily looking through the rubbish. 'I know I'll find a good toy in here somewhere,' she said.

The joke shows that optimists see the good side in every situation.

Scientists often study identical twins to find out about personality differences. Sometimes one twin is cheerful while the other feels miserable. The optimist feels positive about life, adores challenges and looks forward to trying new things. The pessimist feels negative, is afraid of challenges and can't stand trying new things. But why are they so different? Why are some people optimists and others pessimists?

Studies show that people with more electrical activity in the left side of their brains tend to be self-confident and optimistic. And people whose right brains are more active are more cautious, insecure and pessimistic.

But we also know that life experiences influence our personalities. That may explain, by the way, why older people are often more pessimistic than younger people.

We need love and affection when we're growing up. If a baby's parents are tense or anxious, it can cause changes in the brain. And those changes make it more likely the child will grow up to be negative and pessimistic. If the parents are calm and happy, loving and affectionate, there's a better chance the baby will become a positive and optimistic adult.

Now, it's not all bad being a pessimist. There is at least one advantage. You won't feel disappointed so easily. If you never expect your football team to win, they'll never let you down.

However, pessimists suffer more from anxiety and that can cause bad health and stress. In one long-term study a group of young adults completed a questionnaire about their jobs, their health, their family and their attitudes to growing older. The study showed that the optimists lived about eleven and a half years longer than the pessimists.

What's more, pessimists aren't usually as successful as optimists. If you believe you'll succeed, you have a good chance of doing something important with your life. But if you believe you'll fail, you probably will fail.

The good news is you can change. Pessimists can learn to be less negative. How? Well, studies show that physical exercise or yoga can help people to ...

- 2** (T-S, S-T) Exercise 3. Play the recording, twice if necessary, for students to answer the questions. Ask students whether they agree with what the speaker says.

Answers

- 1** It's better to be an optimist.
2 People who are too optimistic may take unnecessary risks or waste time with impossible dreams.

Audioscript 6.4

S = Speaker

- S:** So, to sum up, it seems obvious it's better to be an optimist than a pessimist. However, it's important to find a balance between optimism and realism. If you're too optimistic, you might take unnecessary risks or waste your life chasing impossible dreams. It's clear that optimists aren't always realistic. Luckily, many optimists often try very hard to be. And to show that's true, I'm going to finish with another joke. A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they



couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.' Thank you.

- 3 (T-S, S-T) Exercise 4. Play the recording, and give students time to write down what they hear. Check answers as a class. Ask students whether they think this joke is funny and why/why not.

Audioscript 6.5



A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.'

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Check students understand the meaning of the highlighted phrases. Students work in pairs to discuss the sentences and change the ones they do not think are true about their partner. Students then change partners. They decide if the sentences are true about their new partner. If not, they make them true and check their guesses.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Students work in pairs to say if the sentences in Exercise 5 are true for them. If they're not, they should change them so that they are true. Sentences could be shared with the class.

Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 7. Ask students to work in pairs. Refer students to the rubric. Read the three situations to the students. Ensure they are clear that they use the situations to make predictions positively or negatively. Take turns. Ask students to share example sentences with the class and ask how they can tell if the person is an optimist, a pessimist or a realist.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

If your students have Internet access, get them to find more sayings or collocations that relate to being optimistic/pessimistic. They can discuss them in groups at the beginning of the next lesson.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 26 to use.

OVERVIEW

Objectives: Listening

- Understand references to the weather and weather words (GSE 67–75 – B2+).
- Recognise how weather affects moods (GSE 59–66 – B2).

Resources:

- SB: page 9
- WB: page 7

WARM-UP (5 minutes)

(T-S, S-T) Ask students to describe the weather today, and how it makes them feel. Have a class discussion about how weather can affect our mood.

PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 1. Explain that students do not need to understand every word they hear when listening to an audio track in order to be able to complete an exercise. Very often they will be able to guess the meaning of a word from context and get a general understanding of the gist of a recording. Students can work in pairs to choose their answers. Point out that there is one word they do not need. Check answers with the class.

Answers

2 suffer from 3 depression 4 disorder 5 mood swings

PRODUCTION (20 minutes)



1 (T-S, S-T) Exercise 2. Ask students to call out as many words as they can think of containing the letters *th*. Write them on the board. Ask students to quickly guess how the words are pronounced. Go through the *Active Pronunciation* box and model the pronunciation of the two words, encouraging students to exaggerate the *th* sounds when they copy you. Play the recording as many times as necessary and drill the pronunciation chorally until students are confident.



2 (T-S, S-S, S-T) Exercise 3. Go through the sentences with students, then ask students to work in pairs to practise saying the sentences aloud and decide which *th* sound the underlined words contain. Play the recording for students to check. Check answers with the class.

Answers

1 ð 2 θ

3 (S-S, S-T) Exercise 4. Students work individually to write the words in the box in the correct place, and check their answers in pairs. Play the recording for students to check. Check answers with the class, paying attention to students' pronunciation of the *th* sounds.

Answers

1 θ: toothpaste, thrilled, throw

2 ð: clothes, mother, smooth, sunbathe

Audioscript 6.8

clothes
mathematics
mother
smooth
sunbathe
toothpaste
thrilled
throw



4 (T-S, S-S, S-T) Exercise 5. Write *the beginning* and *the autumn* on the board and ask students to say them out loud. Do they notice any difference in the way they naturally pronounce the word *the*? Play the recording and have students repeat the sentence, pointing out that *the* in *the beginning* has a short/weak sound while *the* in *the autumn* has a long/strong sound. Elicit the pronunciation rule from the class. Drill the two different forms of *the* until students are confident.



Answers

Before a consonant sound, *the* is pronounced in the weak form /ðə/. Before a vowel sound, *the* is pronounced with a strong sound /ði:/.

WRAP-UP (5 minutes)

Go back to the list of words containing *th* that you wrote on the board at the beginning of the lesson. Ask students how they would now pronounce them. Ask students which words they are still unsure about and model pronunciation.

HOMEWORK

Students can record themselves at home pronouncing some of the words containing *th* from this lesson. Encourage them to listen back to the recordings, in order to identify areas where they can improve.

OVERVIEW

Objectives: Grammar

- Distinguish between *-ing* and *-ed* and form adjectives: *amazing/amazed, boring/bored, relaxing/relaxed, worrying/worried* (GSE 67–75 – B2+).

Vocabulary:

- Pronunciation of description words: *beard, eyebrow, fair, nice, pale, shoulder, smile, square, straight, toe*
- Feelings and emotions adjectives: *amazed, bored, delighted, depressed, disappointed, excited, exhausted, frightened, interested, pleased, relaxed, stressed, surprised, worried*

Resources:

- SB: page 10; Word List page 64
- Online resources: Photocopiable Resource 27

WARM-UP (5 minutes)

(T-S, S-T) Ask students what adjectives they can remember to describe people's personalities. Write their suggestions on the board. You could ask students to say whether the words describe positive or negative characteristics.

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 1. Draw students' attention to the photos. Have a class discussion about what the people might be like. They can use the adjectives in the yellow box on page 10, as well as any other words you wrote on the board during the Warm-up.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Check students understand all the words in the box. Students work in pairs to say the words aloud and try to decide which column they belong in. Point out that they need to pay attention to the vowel sounds in the words. Play the recording for students to check and update their answers. Check answers with the class. If there are any words students are struggling to pronounce, drill them chorally.

Answers

/ɪə/ → pale, straight
/aɪ/ → nice, smile
/eə/ → fair, square
/aʊ/ → eyebrow
/əʊ/ → toe

Audioscript 6.10



/ɪə/ → ear, beard
/eɪ/ → face, pale, straight
/aɪ/ → eye, nice, smile
/eə/ → hair, fair, square
/aʊ/ → mouth, eyebrow
/əʊ/ → nose, toe

- 3 (S-S, S-T) Exercise 3. Students work in pairs. Play the recording for students to match the people with the descriptions. Check answers with the class.

Suggested answers

2 Alia 3 Hisham 4 Eman 5 Jaber 6 Dana 7 Hala
8 Habib

Audioscript 6.11



- 1 He's got a beard.
2 She's got a nice smile.
3 He's got dark curly hair.
4 Her eyebrows are thin.
5 He's got a very smart beard.
6 She's got fair skin and beautiful brown eyes.
7 She looks tired.
8 He has a grey moustache.

PRACTICE (15 minutes)

- 1 (S-S, S-T) Exercise 4. Students work in pairs to describe the people in the photos. Monitor during the activity and offer support as necessary. You may also want to note down some common errors for correction at the end. Ask one or two volunteers to present their descriptions to the whole class. Their classmates need to guess the name of the person they are describing.

Answers

Students' own answers

- 2 (S-S, S-T) Exercise 5. Students work in pairs to discuss the adjectives which describe the people in the photos. They should use the example script in the book to structure their responses.

Suggested answers

Hisham – bored
Alia – delighted/pleased
Eman – surprised/amazed/excited
Habib – surprised/amazed
Hala – disappointed/exhausted
Ibrahim – worried/stressed
Jaber – excited/pleased/relaxed
Dana – intense/beautiful

- 3 (T-S, S-S, S-T) Exercise 6. Go through the *Watch Out!* box with the class. Point out that adjectives generally end either in *-ing* or *-ed*. Ask students to call out adjectives they can think of with these endings, and write them on the board in two lists. Ask them which list describes how we feel (adjectives ending in *-ed*) and which list describes people, things or situations (adjectives ending in *-ing*). Students then complete the sentences in pairs. Check answers with the class. You could ask fast finishers to write some more sentences using the adjectives on this page.

Answers

2 worried 3 relaxing 4 amazed

06 LESSON 5A VOCABULARY (SB)

PRODUCTION (10 minutes)

(S-S, T-S) Exercise 7. Some students may feel uncomfortable talking about their emotions, so explain that they can always talk about something or someone fictional if they prefer. Students take it in turns to talk about their feelings, using the words from Exercise 5. Monitor during the activity and offer support as necessary. You may also want to note down some common errors for correction at the end. If any volunteers are willing to share their discussion with the class, they can repeat it for their classmates.

Answers

Students' own answers

WRAP-UP (5 minutes)

Say some sentences that describe a feeling. Students have to guess which adjective best describes the feeling (e.g. *I watched the football match with my brother last night. It was so slow and the score was 0-0. Answer = boring*).

HOMEWORK

Students choose five adjectives and write true sentences about themselves or people they know.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 27 to use.

OVERVIEW

Objectives: Grammar

- Distinguish between *-ing* and *-ed* and form adjectives (GSE 67–75 – B2+).

Vocabulary

- Feelings and emotions: *boring, disappointed, exciting, exhausted, interesting, relaxing, surprising, worried*

Resources:

- SB: page 10
- WB: page 8

HOMEWORK

Students use the paragraph they created during the Wrap-up to create a gapped text like the one in Exercise 3. At the beginning of the next lesson, they give their text to a new partner to complete.

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students what adjectives they can remember from the Student's Book. Tell students to work in pairs to write no more than five sentences containing *-ed* and *-ing* adjectives. Check answers with the class.

PRACTICE (25 minutes)

- (S-S, S-T) Exercise 1. Students work in pairs to choose the correct answers. Check answers with the class. Fast finishers could write sentences using the unused adjectives from the options.

Answers

1 c 2 a 3 b 4 a

- (T-S, S-S, S-T) Exercise 2. Check students remember the difference between *-ed* and *-ing* adjectives. Students work in pairs to complete the sentences. Check answers with the class.

Answers

2 boring 3 exciting 4 exhausted 5 worried

- (T-S, S-T) Exercise 3. Remind students to think carefully about which ending to use with the adjectives. Students work individually to complete the text, then check their answers in pairs. Check answers with the class.

Answers

2 disappointed 3 boring 4 frightened 5 relaxing
6 interesting 7 bored 8 surprised

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 4. Students write a short paragraph about two of the things or situations given in the Workbook and describe how they make them feel using adjectives from the lesson. Monitor students during the activity and offer support as necessary.

WRAP-UP (5 minutes)

(S-S, S-T) Students work individually and use their ideas from Exercise 4 to talk about the things and situations they chose. They swap their paragraphs with their partner and give feedback on things they like about the writing and things that could be improved. Finally, one or two volunteers read their paragraphs out to the class.

OVERVIEW

Objectives: Speaking

- Express opinions of probability (GSE 67–75 – B2+).

Vocabulary:

- Driving tests: *driving test, drove, theory test*
- Expressing probability: *almost, certainly, definitely, I don't think, I think, maybe, might, perhaps, possible, probably, something will, sure, very likely, won't, you may/might*

Resources:

- SB: page 11; Word List page 64

WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Draw students' attention to the two photos. First, ask students to describe what they can see (*driving a car, talking to friends, etc.*). Elicit that the girl is taking a driving test in the photo on the right. Then ask students to imagine how she might be feeling (*nervous, anxious, worried, scared, etc.*).

Suggested answer

In the photo on the right a girl is driving a car. Perhaps she's taking a driving lesson or taking her driving test. The girl feels anxious/nervous/worried/stressed. In the photo on the left the girl is with a group of friends and looks much happier, perhaps she passed her driving test.

PRESENTATION (20 minutes)

- (T-S, S-T) Exercise 2. Go through the statements with the class and check students understand *look forward to, sit a test* and *funny*. Encourage students to underline key words in the questions in order to help them when listening for the answers. Play the recording for students to choose their answers. Check answers with the class.

Answers

1 F 2 T 3 T 4 F 5 T 6 F



Audioscript 6.12

E = Eman F = Fadi H = Heba

- E: Hey, Heba.
 F: Hi!
 H: Hi.
 E: What's up with you?
 F: Yeah, you seem anxious.
 E: What are you worried about?
 H: I'm sitting my driving test tomorrow morning and I don't think I'll pass.
 E: I thought you passed the theory already?
 H: Yeah, I did but it's the practical test. In the town centre!
 F: Oh, thanks for telling me. I'll definitely stay away from the High Street tomorrow morning. Ow! I'm just joking.
 E: Don't worry about it, Heba. I'm sure you'll pass ... Well, probably pass.

- H: I'm sure I won't pass. Something will definitely go wrong. I probably won't manage to start the car or maybe I'll drive into a tree.
 F: No, Heba. You almost certainly won't drive into a tree. You may drive into a lamppost or ... Ow!
 H: Do you think it'll be sunny tomorrow?
 E: It might be sunny, yes.
 F: No, on the weather forecast, they said it'll definitely rain tomorrow. It's possible there'll be a bad storm.
 H: Oh! I hate driving in the rain!
 F: Ow! Stop it!
 H: Oh, I'm sure it'll be a complete disaster.

- (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and ask students if they can think of any other phrases to add to the table. If you have time, students can work in pairs to predict words that might fit in the gaps in the sentences. Play the recording again for students to complete the sentences. Check answers with the class.

Answers

- 2 definitely
 3 sure you'll, probably
 4 won't, will definitely, probably won't, maybe
 5 almost certainly, may
 6 might
 7 definitely, possible
 8 sure

PRACTICE (5 minutes)

(S-T) Exercise 4. Students work in groups. Each student takes it in turns to say whether they think Heba will pass or fail her driving test. Each student should use a different phrase for expressing probability. Then play the recording for students to see if they guessed correctly.

Answers

Students' own answers

Audioscript 6.13

Ex = Examiner H = Heba E = Eman

- Ex: Turn left here, please. And turn right at the traffic lights. Park here, please.
 H: Here?
 Ex: Yes, please.
 —
 Ex: OK, Miss Aldallal. You did very ...
 H: Hello!
 E: Hi, Heba! How was your test? Did you pass?
 H: I think so, yes! Oh!
 Ex: I'm sorry.
 H: 'Serious fault – spoke on telephone while in control of vehicle ...' I'll call you back.



PRODUCTION (10 minutes)

(S-T) Exercise 5. Students research the probability of a type of weather happening in the local area over the next week. They make a short presentation to the class, ensuring they use expressions of probability.

WRAP-UP (5 minutes)

(S-S, S-T) In pairs, students choose one phrase from each section of the Speaking box each and make predictions about their partner. They then share and discuss their sentences. Does their partner agree with them?

HOMEWORK

Ask students to think about the last event they went to and make notes. When was it? What was the occasion? How were they invited? Did they have a good time? You could also ask them to bring photos if they have them. Start the next lesson by putting students in groups to tell each other about their events.

CONTINGENCY PLAN

Students could write about the predictions they made from the Wrap-Up exercise, taking into consideration their partner's feedback.

06 LESSON 7A WRITING (SB)

OVERVIEW

Objectives: Writing

- Write an informal invitation: give a title, give a place, date, time and contact details, encourage people to accept it (GSE 43–50 – B1).
- Respond to an informal invitation in writing: say thank you, confirm, check arrangements, decline, say why (GSE 43–50–B1).

Vocabulary:

- Invitations and events: *able to come, do I need to bring anything, hope you can make it, I'm delighted to accept, I'm having a graduation dinner, I was thrilled, reply to an invitation*
- Future arrangements and intentions using Present Continuous: *going to, might, will, won't*

Resources:

- SB: pages 12 – 13; Word List page 64
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-T). Read Muna's email on page 12. Discuss the question as a class. If students did the homework from Lesson 6A in the Student's Book and brought in photos, they can show these to each other and discuss them in small groups.

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to quickly read the three emails and ask some gist questions to check (*Why is Muna having a dinner?* (to celebrate graduation). *What is Fadia doing on Friday?* (She's taking her driving test). *Where is Rola going?* (She's going to Amman). Then go through the Writing box with the class. Students work in pairs to look at each bullet point and decide whether the emails contain examples of these features. Check answers with the class, encouraging students to give examples of the features in the emails.

Answer

yes

PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 2. Students work in pairs to find examples of the grammar points. Ask them what time frame the examples all relate to (the future). Check answers with the class.

Answers

- 2 It's going to be great fun.
- 3 I'll definitely be there. I won't be able to make it.
- 4 I might be a little late.
- 5 We probably won't be back until very late.

- 2 (S-S, S-T) Exercise 3. Put students into groups to discuss their ideas. Monitor and offer support as necessary. When they have finished, take feedback from the whole class. Create a mind map on the board with the three questions as headings, and students' ideas for each one.

Answers

Students' own answers

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Point out that students should refer to the black bullet points in the Writing box, rather than the example phrases in blue. Students work in pairs to decide how the invitation could be improved, and then rewrite it. Ask one or two volunteers to read their invitation out to the class.

Suggested answer

It doesn't have a subject or title; it isn't clear; it doesn't mention the time the event starts; it doesn't give a phone number or meeting place.

- 2 (T-S, S-S, S-T) Exercise 5. Go through the task to make sure students understand what they need to do. If you have time, students can work in pairs or small groups to brainstorm ideas for their invitation before they begin writing. Students write their invitation, then show it to a partner, who gives feedback on what they like about the invitation as well as what can be improved. Remind students to check they have included all the features from the Writing box. Students then rewrite their invitations, using their partner's feedback to help them.

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students work in new pairs and share their invitations. Students can write their replies in class or as homework.

HOMEWORK

Ask students to study and translate the word list for this lesson.

CONTINGENCY PLAN

Students could write about one of the questions from Exercise 3.

OVERVIEW

- The Revision lesson can be set as homework or self-study.
- Objectives:**
- All language-related objectives from Unit 6.
- Resources:**
- SB: Word List page 64; Grammar Reference page 69
 - WB: pages 10-11; Self-Assessment 6 page 9
 - Assessment: Unit 6 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1.

- Answers**
2 take up 3 build up 4 get 5 put on 6 take care of
7 grow 8 get

Exercise 2.

- Answers**
1 cheerful 2 tidy 3 energetic 4 self-confident
5 affectionate 6 calm 7 cautious

Exercise 3.

- Answers**
2 amazed 3 disappointing 4 delighted

Exercise 4.

- Answers**
1 Are you doing 2 I am 3 meeting 4 having
5 going to have 6 doing 7 going 8 going to travel
9 going to start 10 'm not

Exercise 5.

- Answers**
2 are going to climb
3 are eating
4 is going to eat
5 are coming
6 is going to open
7 'm going to take

USE OF ENGLISH

Exercise 6.

- Answers**
2 graduating/going to graduate 3 coming/going to come
4 excited 5 will 6 attend/have 7 going

SPEAKING

Exercise 7.

- Answers**
Students' own answers

WRITING

Exercise 8.

- Answers**
Students' own answers

OVERVIEW

Objectives:

- To develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: pages 14–15

WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Students work in pairs. They should read the three statements in the Student’s Book and say how often each is true: often, sometimes or never. Allow time for students to talk. Discuss the statements with the whole class and take a vote on each.

Answers

Students’ own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 2. Refer students to the rubric. Read the three questions to the class so they know what to listen for during the recording. Play the recording. Allow students time to answer the questions and play the recording again if needed. Check answers as a class.

Answers

1 Kareem 2 Kareem 3 Rashed



Audioscript 6.14

K = Kareem R = Rashed

- K: How are you doing, Rashed? Why didn’t you come to Habib’s house yesterday?
- R: Hi Kareem. I couldn’t. I mean, I really wanted to but when I realised I still had to do this project for my Geography class, study for a Biology test and write an essay for my English class, I got panicky and just knew I couldn’t go. What about you? Are you prepared for today’s classes?
- K: Well, I knew I was going to Habib’s house, so I did the Geography project on Friday. On Saturday morning I wrote the essay and then studied a bit for the Biology test in the afternoon. I did a quick revision yesterday morning to be sure I could go to Habib’s.
- R: Wow! Do you always plan everything like that, Kareem?
- K: I do. I spend ten minutes a day on planning the next day and then I can do everything I need to.
- R: Anyway, how was it?
- K: It was really great. Habib’s friends from the theatre club were there.
- R: And did you make plans to see Habib’s friends again?
- K: Yep. We’re going to the cinema on Thursday.
- R: What?! You lucky thing! Why didn’t I go! But wait a sec, are you meeting them on Thursday? We have to do this awful History project for Friday.

K: I know but everything is going according to my plan and I’m going to finish it on Wednesday ...

- 2 (T-S, S-S, S-T) Exercise 3. Students work in pairs. Read the three statements to the class. Students should discuss whether they agree or disagree with each statement. Hold a class discussion. Can students give examples from their own experiences to support their opinions?

Answers

Students’ own answers

PRACTICE (5 minutes)

(T-S, S-T) Exercise 4. Allow students time to read the three forum entries on page 14. Listen to any queries and resolve them. Students should choose a letter (A-E) to match the forum entries. Point out that there are two headings which will not be needed. Check answers as a class.

Answers

1 C 2 B 3 E

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 5. Refer students to the rubric. Read the words and phrases from the box aloud. Allow students time to complete the *Life Skills* box, describing how to plan time effectively. Ask students to read a completed sentence to the class so that answers can be checked efficiently.

Answers

2 energy 3 Break 4 important 5 relax 6 Tick off

Audioscript 6.15

E = Expert

- E: Do you sometimes think you don’t have time to do all the things you want to do? Well, here are some tips to help you plan your day and, as a result, be less stressed and better organised.

First of all, it’s a good idea to be systematic and spend some time on planning every day. Around three minutes in the evening is usually enough to make a list of things to do for the next day. It’s better to keep your list short – no more than six to eight items as we don’t deal well with long lists. So, be realistic and only write down the tasks that you have the time and energy to do. And remember, some things will take more time than you think, so always plan a little longer for your tasks.

For larger tasks, be sure to break these into smaller parts: ‘revise for exams’ sounds too general, but ‘read History chapter six’ or ‘find pictures for Art project’ are things you can actually do! Once you have listed the things to do, think about putting them in order of priority. To do this, group tasks together: are they very important, important or not so important? Then, decide if there are any urgent tasks, that is, you have to do them before a specific date. Obviously, you need to do the important and urgent tasks first. So, for example, it is important and urgent to revise for an exam the next day. Working on a longer-term project might be important but it is not urgent. Some tasks can wait as they are neither important nor urgent – such as



checking your social media. But, and this is important, do not forget to plan some time to relax too!

At the end of the day, check your list – tick off things done and add new ones. Create your plan for what you have to do the next day.

WRAP-UP (5 minutes)

(T-S, S-T) Exercise 6. Go through the instructions with the students. This task will need to be completed at home over the next three days. Ensure students are clear what is required of them and that they should be ready to give a presentation to the class. Resolve any queries.

HOMEWORK

Students should carry out the tasks given in Exercise 6 for the next three days.

CONTINGENCY PLAN

Students could write their first to-do list for homework in class. They could share their lists with each other. *Does anyone have any top tips to share? Can anyone see any problems with the lists? Has anyone forgotten anything?* Share good practice with the class to ensure a high standard of work at home.