



OVERVIEW

Objectives: Grammar

- Use verb patterns with the infinitive and the *-ing* form to talk about different actions and states (GSE 29 – A1).

Vocabulary:

- Science: *analysing, data, discover, experiments, facts, formulas, hypothesis, laboratory, results, science*
- Types of scientist: *astronomer, biologist, chemist, ecologist, engineer, geologist, inventor, mathematician, naturalist, physicist*

Resources:

- SB: pages 26-27; Grammar Reference page 71; Communication page 75
- TB: Culture Notes pages 112-113
- Online Resources: Photocopiable Resource 32

WARM-UP (5 minutes)

(T-S, S-T) Draw students' attention to the photos and the captions on page 26. Ask students whether they have heard of these people and if they know what they are famous for.

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 1. Elicit names of famous scientists from Jordan. Write them on the board. Ask students what the people are famous for. Students will research and make a short presentation about a famous Jordanian scientist.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Students work in pairs to match the scientists with the descriptions. Check answers with the class. You can refer to pages 112-113 of the Teacher's Book for more information about the scientists in the pictures.

Answers

1 D 2 G 3 A 4 B 5 F 6 C 7 E

- (S-S, S-T) Exercise 3. Students discuss the question in pairs. They then work individually to complete the quiz on page 26, before comparing their answers in pairs. Ask students to report their partner's answers back to the class.

Answers

Students' own answers

PRACTICE (10 minutes)

- (T-S, S-T) Exercise 4. Point out that students need to pay attention to the form of the second verb in each sentence. Students work individually to match the sentence with the verb patterns. Check answers with the class. Fast finishers can write sentences of their own using the three verb patterns.

Answers

1 b 2 c 3 a

- (T-S, S-S, S-T) Exercise 5. Go through the Grammar box and *Watch Out!* box with the class. Students work in pairs to find examples of the verb patterns in the quiz. Check answers with the class.

Answers

all three

Refer students to the Grammar Reference on page 71 for more information.

- (T-S, S-S, S-T) Exercise 6. Remind students to think about the three verb patterns in Exercise 5. They work individually to write their answers, then compare in pairs. Play the recording for students to check their answers, pausing after each answer if necessary.

Answers

2 to become 3 working 4 watching 5 to pass 6 failing
7 forget 8 studying 9 do 10 to take 11 giving up
12 to make

Audioscript 8.1

M = Mariam

M: I want to be a scientist when I leave school. I'd really like to become an astrophysicist. I enjoy working in the laboratory and I love watching the sky at night. The problem is I need to pass Maths and it's my worst subject. I keep on failing. My friends say I should forget my dream and think about studying something else at university. But I can't do that. So I've decided to take extra Maths classes at the weekend. I don't mind giving up some free time to try to make my dream come true.



PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Point out that students do not necessarily have to make sentences related to science. Monitor as students are doing the activity and offer support as necessary. You may want to make a note of any errors in the use of the verbs from the Grammar box and *Watch Out!* for a feedback session later. Ask volunteers to share their sentences with the class.

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 make a list of all the words they know related to computers. Start the next lesson by eliciting their ideas on the board. How many of the items in Exercise 1 are already on their list?

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 32 to use.

08 LESSON 1B VOCABULARY AND GRAMMAR (WB)

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+).
- Use verb patterns with the infinitive and the *-ing* form to talk about different actions and states (GSE 29-A1)

Resources:

- SB: pages 30–31
- WB page 16–17

WARM-UP (5 minutes)

(T-S, S-T) Ask students to make sentences containing examples of the three verb forms from Student's Book, Lesson 1A (verb + *to* + infinitive, verb + *-ing* form, verb + infinitive without *to*). Write their suggestions on the board.

Answers

Students' own answers

PRACTICE (25 minutes)

- 1** (T-S, S-T) Exercise 1. Point out that students need to pay attention to the first verb in each sentence: this will help them decide which verb form is correct. Students work individually to choose the correct forms. Check answers as a class.

Answers

1 waiting **2** to study **3** reading **4** speaking **5** to be
6 to see

- 2** (T-S, S-T) Exercise 2. Go through the example with the class. Remind students that phrasal verbs (verb + preposition) usually have a different meaning to the verb or preposition on its own. Students work individually to complete the sentences. Check answers as a class.

Answers

2 up **3** on **4** at

- 3** (T-S, S-T) Exercise 3. Remind students to think about the three different verb patterns they learnt in Student's Book, Lesson 1A. Students work individually to choose the correct forms. Check answers as a class.

Answers

1 a **2** b **3** c **4** a

- 4** (T-S, S-T) Exercise 4. Go through the example with the class and elicit why we use the *-ing* form here (after *can't avoid*). Students work individually to choose the correct forms to complete the sentences. Check answers as a class, encouraging students to explain why the option they chose is correct.

Answers

2 talk **3** to sort **4** to do **5** answering **6** help
7 be **8** writing **9** to go

- 5** (T-S, S-S, S-T) Exercise 5. Go through the example with the class and check that students understand *theory*, *force*, *friction* and *gravity*. Students work in pairs to complete the conversation. Students practise saying the conversation in their pairs. To check answers, ask one or two pairs to read the conversation aloud.

Answers

2 to know **3** moving **4** to work **5** know **6** doing

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Go through the example with the class. Students work in pairs to complete the sentences. Point out that they should not change the form of the word in bold. Check answers with the class, encouraging students to justify their answers.

Answers

2 managed to recognise **3** to avoid making **4** agreed to go
5 we should do **6** forgot to buy **7** promise to work

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to think about their ambitions. They talk about their ambitions in pairs using *I would like to be ... I want to ...* etc.

HOMEWORK

Ask students to write a short paragraph about their ambitions, using their ideas from the Wrap-up.

OVERVIEW

Objectives: Vocabulary

- Talk about computer equipment.
- Pronunciation of short vowels, long vowels and diphthongs (GSE 59–66 – B2).

Vocabulary:

- Computers: *document, file, folder, icon, image, information, message, photo, picture, profile, table, text*

Resources:

- SB page 28; Word List page 66
- Online Resources: Photocopiable Resource 33

WARM-UP (5 minutes)

(T-S, S-T) Ask students to close their books and think about what vocabulary related to computers they know. Write their suggestions on the board.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to look at the pictures at the top of the page. Can they name the items A-L? Are any of the words already on the board from the Warm-up?

Answers

A cable **B** desktop (computer) **C** headset/headphones
D (wireless) keyboard **E** laptop **F** microphone **G** screen
H digital camera **I** tablet **J** USB flash drive **K** mouse
L printer

PRACTICE (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Go through the example with the class, then put students in pairs to ask and answer questions about the things in Exercise 1. Monitor as students are talking and offer support as necessary.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 3. If your students need more support, write some verbs on the board, e.g. *copy, create, cut, drag, empty, expand, paste, post, share, store, swipe, tap*. Students work in pairs to create as many collocations as they can think of. Check answers as a class and write students' suggestions on the board. Encourage students to copy the collocations into their vocabulary notebooks. If you have time, students work in teams to try to remember as many of the collocations as possible, with books closed. The team with the most collocations writes them on the board and the other teams add any others. Teams get one point for each correct answer and the team with the most points wins.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 4. Ask students if they know how to pronounce the words in the table. Point out that when we add an 'e' to the end of a word, the vowel sound generally becomes longer. Play the recording once for students just to listen, then again for them to repeat.



Answers

Students' own answers

- (S-S, S-T) Exercise 5. Students work in pairs to decide which list the words belong to. Encourage them to say the words out loud and think about how the vowel sound is produced. Play the recording for students to check their answers. If your students need more of a challenge, ask them to think of more words that would fit in the lists.

Answers

- 1 short vowels: click, copy, crash, disk, drag, expand, hotspot, junk mail, laptop, link, tablet, web
- 2 long vowels and diphthongs: online, page, paste, profile, save, share, store, swipe, update

Audioscript 8.3

- 1 short vowels: chat, app, click, copy, crash, disk, drag, expand, hotspot, junk mail, laptop, link, tablet, web
- 2 long vowels and diphthongs: create, online, page, paste, profile, save, share, store, swipe, update



PRODUCTION (10 minutes)

(T-S, S-T) Exercise 6. Monitor as students discuss the questions, offering support as necessary. You may want to make notes on any common errors for a feedback session at the end. When students have finished, ask one or two pairs to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-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.

08 LESSON 2A VOCABULARY (SB)

HOMEWORK

Students write five gapped sentences using vocabulary from the lesson (e.g. *I need to _____ my trash can. I haven't clicked on it for months. It's so full! (empty), I always wear _____ when I listen to music so that I don't get distracted.* (headphones). At the next lesson, they swap their sentences with a partner, who tries to complete them.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 33 to use.

OVERVIEW

Objectives:

- Pronunciation of short vowels, long vowels and diphthongs (GSE 54 – B1+).
- Use a range of computer equipment vocabulary (GSE 41 – B1).

Resources:

- SB: page 28
- WB: page 22

WRAP-UP (5 minutes)

(S-S, S-T) If there is time, students rewrite their paragraphs from Exercise 4, taking into consideration their partner's feedback. Ask for volunteers to share their paragraphs with the class.

HOMEWORK

Ask students to imagine they are giving advice to someone who is not skilled at using a computer. What would their five top tips be?

WARM-UP (5 minutes)

(T-S, S-T) Say the first part of a collocation from Student's Book, Lesson 2A (e.g. *tap, create, upload*) and ask students to call out words that collocate (e.g. *an icon, a document, a photo*). Write the correct collocations on the board for students to refer to.

Answers

Students' own answers

PRACTICE (25 minutes)

- (T-S, S-T) Exercise 1. Students work individually to match the two parts of the sentences. Check the answer as a class, encouraging students to justify their answers.

Answers

1 d 2 e 3 b 4 c 5 a

- (S-S, S-T) Exercise 2. Students work in pairs to choose the odd one out in each group, i.e. the word that does not collocate. Check answers with the class. If your students need more of a challenge, they could make collocations with the words that are the odd ones out.

Answers

- 1 an icon (you *tap on* an icon)
- 2 a folder (you *open/create* a folder)
- 3 trash (you *delete* trash)
- 4 messages (you *send* messages)
- 5 file (needs 'a' in front of it)
- 6 a disk (you *save to* a disk)

- (S-S, S-T) Exercise 3. Students work in pairs to complete the conversation. To check answers, ask one or two pairs to model the conversation for the class.

Answers

2 mouse 3 screen 4 flash 5 drive

PRODUCTION (10 minutes)

(S-S, S-T) Exercise 4. Students work individually to write their paragraphs. They then swap their work with a partner, who gives feedback on what they like about the paragraph and what could be improved.

Answers

Students' own answers

08 LESSON 3A SPEAKING (SB)

OVERVIEW

Objectives: Speaking

- Understand a telephone conversation in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Ask for and give explanations about how to use a modern gadget (GSE 47 – B1).

Resources:

- SB: page 29; Word List page 66

WARM-UP (5 minutes)

(T-S, S-T) Ask *How long have you had your phone? Was it a present or did you buy it? Where did you get it? In a shop or online? Do you need to buy a new phone? Which model would you like to get?* Elicit answers from the class.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Students should work in pairs to answer the questions in the Student's Book. To check answers, ask one or two pairs to model the conversation for the class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 2. Play the recording for students to listen and read. Ask if students think the man will buy the phone.

Answers

The man is in a phone shop and wants to buy a new phone. He will probably buy it because he says, 'It looks wonderful', 'Brilliant!', 'I love it.' and 'How much is it?'

Audioscript 8.4



C = Customer A = Assistant

- C: I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.
- A: What kind of phone are you looking for? 4G? 5G?
- C: I'm sorry, I'm not sure I understand. Can you explain what the difference is?
- A: 5G means 'fifth generation'.
- C: Oh, right. Well, 5G then, I suppose.
- A: What kind of OS do you want?
- C: I'm sorry. I don't know what you mean.
- A: What kind of operating system?
- C: Oh, operating system! This one, I suppose.
- A: OK, this one's got a five-and-a-half-inch HD screen ...
- C: Sorry, what does HD stand for again?
- A: HD? It stands for High Definition. It's got a resolution of twenty-five sixty by ...
- C: It looks wonderful. Has it got a camera?
- A: Yes, of course. It's got a dual lens camera.
- C: Dual lens? What's that exactly? Could you tell me what it does?

A: It's a kind of camera that lets you take 3D photos.

C: Brilliant! I love it. How much is it?

A: 600 JOD.

PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and ask students if they can find any of the phrases in the box in the audioscript for Exercise 2 (see underlined text in the audioscript). Students work in pairs to complete the conversation. Then play the recording to check.

Answers

2 for 3 stands 4 explain 5 kind 6 sure 7 by 8 lets

Audioscript 8.5



C = Customer A = Assistant

A: This one's dual SIM.

C: I'm sorry. I don't know what you mean.

A: It has two SIM cards.

C: What does that stand for?

A: It stands for Subscriber Identity Module.

C: Can you explain what that is?

A: Yes, it's a kind of smart card inside the phone that identifies you and stores your personal data.

C: I see.

A: This phone comes with a turbocharger, too.

C: I'm not sure I understand. What do you mean by turbocharger?

A: A turbocharger lets you charge the battery on your phone quicker.

PRODUCTION (5 minutes)

(S-S, S-T) In pairs, students practise the conversations in Exercises 2 and 3. If there is time, ask students to model the conversations for the class.

WRAP-UP (5 minutes)

(S-S, S-T) Students write a short conversation about buying another piece of computer equipment, e.g. *a tablet, a digital camera*. They should try to use phrases from the Speaking box to ask for and give explanations.

HOMEWORK

In preparation for the next class, ask students to think about the advantages and disadvantages of social media and make notes.

CONTINGENCY PLAN

You could take a class vote and hold a whole class discussion about the advantages and disadvantages of social media.

OVERVIEW

Objectives: Reading

- Read a text on the positives and negatives of social media (GSE 51–58 – B1+).
- Understand how to tell facts from opinions (GSE 51–58 – B1+).
- Find and use phrasal verbs (GSE 43–50 – B1).

Vocabulary:

- Social media: *FOMO, sites, to follow (online), to go viral, to trend (online), updates*

Resources:

- SB: page 30–31; Word List page 66
- Online Resources: Photocopiable Resource 34
- Assessment: Grammar Quiz 3

WARM-UP (5 minutes)

(S–S, S–T) Exercise 1. Groups discuss the social media sites they use and what they use them for. Elicit ideas from the groups and write them on the board.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T–S, S–S, S–T) Draw students' attention to the title of the article and tell them to read the introduction and nothing more. Ask *Do you think the article will have a positive attitude towards social media, a negative attitude, or both?* Encourage students to justify their answers but do not confirm yet.

PRACTICE (20 minutes)



- 1 (S–S, S–T) Exercise 2. Students work individually to read the articles, then discuss the question in pairs. Check answers with the class.

Answers

The first text shows how social media can play a positive role and the second text shows how it can be negative.

- 2 (T–S, S–T) Exercise 3. Go through the *Active Reading* box with the class, and give some examples of facts (e.g. *Water freezes at 0 degrees*) and some examples of opinions (e.g. *Coffee tastes better than tea*). Encourage students to suggest their own examples of facts and opinions. Students work individually to decide whether the sentences are facts or opinions. Check answers with the class.

Answers

1 opinion 2 fact

- 3 (T–S, S–S, S–T) Exercise 4. Go through the example with the class and elicit why sentence 1 is a fact (it can be checked and proven to be true). Students work individually to decide if the sentences are facts or opinions, then check their answers in pairs. Check answers with the class, encouraging students to justify their answers.

Answers

2 opinion 3 fact

- 4 (T–S, S–S, S–T) Exercise 5. Draw students' attention to the highlighted words in the article and ask whether they know what they mean. Encourage students to use the context to make an educated guess, rather than checking immediately in a dictionary. Students work individually to complete the sentences, then in pairs to discuss whether the statements are true for them. To check answers, ask students to read out the completed sentences, then say whether they agree with them or not.

Answers

2 follow 3 updates

- 5 (T–S, S–S, S–T) Exercise 6. Go through the example with the class and ask students to look in the article to find the phrasal verb there. They should pay attention to how the phrasal verbs are used in context in the article, as this will help them complete this exercise. Students work individually to complete the sentences, then compare their answers. Check answers with the class.

Answers

2 miss out 3 carrying out 4 going on 5 turned into 6 joined in

PRODUCTION (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 7. Ask students whether they have ever experienced FOMO and, if students are willing to share their experiences, ask them when this was and what students were afraid of missing out on. Students work in groups to discuss the question. Monitor and offer support as necessary. You may want to note down any errors with the use of phrasal verbs for a feedback session at the end. Ask groups to share their ideas with the class.

Answers

Students' own answers

- 2 (T–S, S–S, S–T) Exercise 8. Students work in pairs to think of positive examples of social media. If your students need support, write some prompts on the board, e.g. *building relationships, offering support, learning/education, creativity, motivation*. Ask pairs to share their ideas with the class.

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

Assign Grammar Quiz Unit 3 Lesson 4 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 34 to use.

OVERVIEW

Objectives: Grammar

- Understand using the first conditional to talk about a situation that might or will happen in the future (GSE 43–50 – B1).
- Ensure a comma is not used if the result is given first in a first condition (GSE 67–75 – B2+).

Resources:

- SB: page 32; Grammar Reference page 71; Word List page 66
- Online Resources: Photocopiable Resource 35
- Assessment: Grammar Quiz Unit 8 Lesson 5

WARM-UP (5 minutes)

(T-S, S-T) Ask students to describe the photo. *What are the people doing? How do they feel? What is going to happen next?*

Answers

Students' own answers

PRESENTATION (15 minutes)

(S-S, S-T) Exercise 1. You may want to pre-teach *anti-virus*, *install software*, *crash* and *do someone a favour*. Play the recording for students to read and listen, then check their answers to the questions in the Warm-up. Check answers with the class.



Audioscript 8.7

A = Amani F = Faten

A: I can't believe you've never had an anti-virus on your computer.

F: I don't need one. I've never had a virus.

A: Faten! If you don't put anti-virus software on your computer, you'll get a virus sooner or later.

F: OK! I'll do it. But it isn't easy. Why don't you do it for me?

A: If I install all your software for you, you'll never learn.

F: OK, so what do I do? What will happen if I click on this?

A: Don't do that! If you do that, the computer will crash!

F: What! Really?

A: No, of course the computer won't crash if you click on that link. I'm just joking.

F: Very funny.

A: OK, that's it. If someone sends you a virus now, you'll be OK.

F: Cool! How much do I owe you for the virus ...? For the anti-virus, I mean.

A: Not much. But if you do me a favour, you won't have to pay me anything.

1 (S-S, S-T) Exercise 2. Students work in small groups to discuss what the favour might be. Elicit answers from the class, then play the recording for students to check.

Answers

Amani wants Faten to help her decide what to wear for her sister's graduation.

Audioscript 8.8



F = Faten A = Amani

F: Cool! How much do I owe you for the virus? For the anti-virus, I mean.

A: Not much. But if you do me a favour, you won't have to pay me anything.

F: What favour?

A: It's my sister's graduation next week. And I don't know what to wear. Could you help me out?

F: Sure, let's have a look at what you've got.

2 (S-S, S-T) Exercise 3. Refer students to the rubric. Read the questions to the class. Play the recording and allow time for students to answer the questions. Check answers as a class.

Answers

1 no 2 the Present Simple 3 the Future with 'will'

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Go through the Grammar box and *Watch Out!* with the class. Students work in pairs to find more examples of first conditional sentences in the conversation in Exercise 1. Check answers with the class.

Suggested answers

If you don't put anti-virus software on your computer, you'll get a virus sooner or later.

If I install all your software for you, you'll never learn.

What will happen if I click on this?

If you do that, the computer will crash!

No, of course the computer won't crash if you click on that link.

If someone sends you a virus now, you'll be OK.

But if you do me a favour, you won't have to pay me anything.

Refer students to the Grammar Reference section on page 71 for more information.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Go through the example with the class and elicit how we form first conditional sentences. Students work individually to complete the sentences, using the Grammar box and *Watch Out!* to help them, then compare their answers in pairs. Play the recording for students to check their answers.

Answers

2 'll buy, laugh

3 will your sister think, go

4 won't help, don't listen

5 don't stop, 'll get

Audioscript 8.9



A = Amani **F** = Faten

A: OK, I'm ready.

F: Fine, come on out.

A: One minute.

F: Good, I can't wait.

A: Faten?

F: Yeah?

A: If you laugh at me, I won't be happy.

F: OK, I won't laugh.

A: Promise?

F: Yes, I promise. I'll buy you dinner if I laugh at you.

A: Faten!

F: I'm sorry, Amani, but what will your sister think if you go to her graduation party like that?

A: OK.

A: OK, what do you think?

F: Oh no! It's worse! Look, Amani. I won't help you any more if you don't listen to me.

A: OK! OK!

A: OK, Faten. If you don't like this, I won't go to the graduation party.

F: Wow!

A: You don't like it, do you?

F: No, I don't like it, I love it! You look fantastic.

A: Faten, if you don't stop kidding, I'll get angry. I really will.

F: I'm not kidding. You look absolutely amazing.

A: Oh! Well, thank you.

WRAP-UP (5 minutes)

Students complete the following sentence in as many different ways as possible in a given time limit: *If I don't pass my English test, ...* In pairs, students compare their answers.

HOMEWORK

Ask students to make brief notes about their favourite video game: What's it called? How is it played? Why do they like it? Start Lesson 6A by eliciting ideas from different students in open class.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 35 to use.

08 LESSON 5B GRAMMAR (WB)

OVERVIEW

Objectives: Grammar

- Use the first conditional to match two parts of a sentence (GSE 51–58 – B1+).
- Find the correct forms of verbs to complete a sentence (GSE 43–50 – B1).

Resources:

- SB: page 32
- WB: page 23

WARM-UP (10 minutes)

(T-S, S-T) Ask students to share the first conditional sentences they completed for homework (*If I get a new mobile phone, the first thing I'll do is ...*). Elicit from students how to form the first conditional (*If + Present Simple + will*).

PRACTICE (20 minutes)

- 1** (S-S, S-T) Exercise 1. Students work individually to match the two parts of the sentence, then compare their answers in pairs. Check answers with the class.

Answers

1 b 2 d 3 a 4 c

- 2** (T-S, S-S, S-T) Exercise 2. Point out that students need to choose two correct forms in each sentence, for each verb in the first conditional sentence (i.e. Present Simple + *will*). Students work individually to choose the correct forms, then compare their answers in pairs. Check answers with the class. Fast finishers can think of alternative endings for the sentences, e.g. *If I hear more details about the competition, I will enter. There will be a school trip if at least ten students are interested.*

Answers

- 1 hear, will let
2 will be, want
3 doesn't arrive, will go
4 will you do, don't know

- 3** (T-S, S-S, S-T) Exercise 3. Go through the example with the class and elicit students' answers to the question, which will hopefully be in the first conditional. Students work individually to complete the sentences, then compare their answers in pairs. Check answers with the class.

Answers

2 don't listen 3 will we do 4 won't have

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 4. Go through the example with the class. Ask students whether they ever help older members of their family with technology. Students work individually to complete the conversation, then compare their answers in pairs. To check answers, ask one or two pairs to model the conversation for the class.

Answers

2 won't see 3 will see 4 don't get

WRAP-UP (10 minutes)

(S-S, S-T) Exercise 5. Give students time to brainstorm some ideas in pairs or small groups, then write their sentences. Ask students to share sentences with the class.

Answers

Students' own answers

HOMEWORK

Give students the beginning of a first conditional sentence, e.g. *If I have the chance to go on holiday, ...*. Students write as many endings as they can think of. At the beginning of the next lesson, they share their ideas with the class.

OVERVIEW

Objectives: Listening

- Understand people talking about games, including costs, descriptions and working (GSE 43–50 – B1).

Vocabulary:

- Types of game: *platform, puzzle, racing, sandbox, sports*
- Words linked to video games: *consoles, educational, gamer, genres, handheld*

Resources:

- SB: page 33; Word List page 66
- Online Resources: Photocopiable Resource 36

WARM-UP (5 minutes)

(T-S, S-T) Ask *Do you ever play video games? Why/Why not? What do you like/dislike about them?*

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to speculate about what kinds of video games they can see in the pictures. You may want to pre-teach *virtual, opponents, solve clues* and *obstacles*. Go through the words in the box and explain that these are *genres*, or *types*, of video games. Tell students to work in pairs to match the genres with the definitions. Check answers with the class. As an extension, students work in groups to list different games for each genre which they have tried. Did they like them? Why/Why not? Is there a favourite/least favourite game in the group?

Answers

- 2 sports (picture A)
3 puzzle (picture D)
4 platform (picture C)
5 racing (picture B)

- 2 (S-S, S-T) Exercise 2. Students work in pairs to discuss the questions. Ask students to share their ideas with the class.

Answers

Students' own answers

PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the images with the class and elicit what they show. Elicit vocabulary students might expect to hear in relation to the pictures. Play the recording for students to choose their answers. To check answers, play the recording again, stopping after each answer.

Answers

- 1 B 2 C 3 A



Audioscript 8.10

1

SD = Samia's Dad S = Samia

- SD: Hi, Samia. Cup of tea?
S: Thanks, Dad. I got your coffee. Two for nine ninety-five.
SD: Thanks. What's that?
S: A video game for Jameel.
SD: Another video game! Thirty-nine dinars ninety-five! He never stops playing those stupid games. He needs to get out more. If he doesn't, he'll never make friends.
S: You're right, Dad. Jameel does need to get out more but actually, he's made a lot of friends from playing online. Video games can teach you a lot, you know. How to be a good winner or loser, and ...
SD: Yes, but forty dinars is expensive.
S: It was ten dinars off so I only paid twenty-nine ninety-five! It's a good game, it's educational. Anyway, I enjoy playing games with the kids. It lets us spend time together. Why don't you play with us? If you try it, you'll probably like it.

2

- T = Teacher J = Jawad
T: So *mgh* means 'Mass times Gravity times' ... Jawad Sabah! If you don't listen, you won't understand. Physics isn't easy!
J: Sorry, Miss.
T: What are you doing, anyway? What is that? Show me! A video game! You won't get to university if you spend your time playing silly games, you know.
J: It's not silly, Miss. A lot of games are educational. You can learn physics or chemistry or geography or art ...
T: And what does this one teach you?
J: It teaches you about history and ...
T: Alright. You can sit down now. And I'll give you the game back at the end of the class ... if you promise to pay attention.
J: Thanks, Miss ... I'm sorry, Miss.

3

- O = Omar
O: There is less crime today than there used to be. And one reason for that is video games. No, really! Young people, especially young men, love playing video games so much they don't go out so often. So the streets are safer. When I was younger, I worked as a police officer and I remember on Saturday nights the police station was always really busy. But not now. Video games can also help you to find a good job in an office or a laboratory or ... No, really. When you play games, you learn to be creative, to think quickly, to find answers to problems and to lead others. Surgeons in hospitals, for example, say video games help them improve their hand-eye coordination.

PRODUCTION (5 minutes)

(S-S, S-T) Exercise 4. Students work individually to complete the questions, then compare their answers in pairs. Students then ask and answer the questions in pairs.

Answers

2 genres 3 educational 4 gamer

WRAP-UP (5 minutes)

(T-S, S-T) Play a game of *What am I?* based on the topic of the lesson. For example, *I am a game where you jump over walls, I am a genre of game that teaches.*

HOMEWORK

Students should research a famous or favourite video game and prepare presentations. At the beginning of the next class, groups give their presentations to the class.

CONTINGENCY PLAN

There is a downloadable photocopiable resources number 36 to use.

OVERVIEW

Objectives:

- Understand vocabulary linked with being online: IT, social media, games (GSE 51–58 – B1+).
- Use vowel sounds correctly and understanding if syllables are stressed or unstressed (GSE 43–50 – B1).

Resources:

- SB: page 33
- WB: page 24

WARM-UP (5 minutes)

(T-S, S-T) Tell students to look at the pictures in Exercise 1. What can they see in the photos? What vocabulary can they think of to describe the pictures?

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. You may want to pre-teach *spend the evening* and *win a prize*. Go through the example with class and elicit why this is a correct match A (a photo) and B (a video clip) could be posted on social media. C (an alert) is something you commonly see on social media. Students work in pairs to match the questions with the sets of pictures. Check answers with the class. Ask students what helped them to choose the correct answers.

Answers

- 2 What is the girl using to check her social media?
3 How old was the speaker when he started doing IT at school?
4 How did the boy spend the evening?
5 How many prizes has the girl won?

- 2 (T-S, S-S, S-T) Exercise 2. Go through the example with the class. Students work in pairs to complete the sentences. Check answers with the class.

Answers

- 2 slipped 3 aware 4 jump 5 message

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Go through the sentences with the class and draw students' attention to the underlined words. Play the recording and ask students to listen to the pronunciation. What do they notice about the pronunciation of the final sound? Point out that all these vowel sounds have the same pronunciation, although they are spelled in different ways. Go through the *Active Pronunciation* box with the class and ask students to practise saying *brother* and *about* with an unstressed /ə/ sound.

Answers

The final vowel sound is pronounced /ə/. It is unstressed.

- 2 (T-S, S-S, S-T) Exercise 4. Play the recording for students to listen and repeat what they hear. Repeat the recording several times in order to drill pronunciation and for students to become more confident.

Answers

Students' own answers

Audioscript 8.12

- 1 Malaga
2 idea
3 brother
4 younger
5 computer
6 remember
7 another



WRAP-UP (10 minutes)

(S-S, S-T) Write the following on the board: *A time when ... I had no idea about something; something completely slipped my mind; I became more aware of something; I jumped to conclusions; I got the message about something.* Students work in pairs or small group to discuss when they experienced these things.

HOMEWORK

Students write a short paragraph based on their discussion in the Wrap-up, using the vocabulary from Exercise 2.

CONTINGENCY PLAN

Ask students to go through the reading text in the Student's Book on page 34 and find any other words with an unstressed /ə/ sound. Tell them to make a list of the words they find, then invite students to write their words on the board. Model the pronunciation for students to check their answers.

OVERVIEW

Objectives: Writing

- Write an opinion essay: introduction, give opinions, disagree with arguments, summarise (GSE 59–66 – B2).

Vocabulary:

- Connecting sentences in an essay: *after all, basically, but, first of all, firstly/secondly/finally, however, I believe/think, I don't believe, I'm not suggesting, in addition, in conclusion, in many ways, in my opinion, it seems to be, nowadays, on the other hand, some people say, today, to sum up, what's more, when you think about it*

Resources:

- SB: pages 34–35; Word List page 66
- Graphic Organiser for this unit

Answers

a 2 b 3 c 4 d 1

- 3** (S–S, S–T) Exercise 4. Students work in pairs to find phrases from the Writing box in the text. Check answers with the class. Ask students how these phrases make it easier for the reader to understand the text.

Suggested answers

Nowadays, In my opinion, I'm not suggesting, After all, Firstly, Secondly, Finally, However, It seems to me, In addition, To sum up, In many ways, But, I believe

- 4** (T–S, S–S, S–T) Exercise 5. You may want to pre-teach *destroy* and *essential*. Go through the example with the class. Students then work in pairs to complete the text. Remind them to refer to the Writing box. Check answers with the class. Ask *Do you agree with the writer of this text? Why/Why not?*

Answers

2 people say **3** However **4** In many **5** First of **6** Secondly **7** more **8** In conclusion **9** After **10** seems to

WARM-UP (5 minutes)

(T–S, S–T) Have a class brainstorm. Ask *What items of technology do you own? What other items of technology do you know?* Write students' answers on the board.

Answers

Students' own answers

PRESENTATION (5 minutes)

(S–S, S–T) Exercise 1. Students work in small groups and discuss the items of technology they need the most. Elicit feedback from the class. You could hold a class vote to find out which three items are most popular with students.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1** (T–S, S–T) Exercise 2. Draw students' attention to the title of the essay. Elicit different ways of rephrasing the essay title. Then ask students to read the first paragraph. Elicit the sentence which paraphrases the essay question. Point out that it is always good practise to rephrase the essay question, rather than repeating it word for word.

Answer

Technology is everywhere, but are we too dependent on it?

- 2** (S–S, S–T) Exercise 3. Students work in pairs to match the paragraphs with their functions. Check answers with the class, encouraging students to justify their answers. Then go through the Writing box with the class. Ask students whether the essay on page 34 follows the structure in the Writing box (yes).

PRODUCTION (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 6. If your students need support, have a class brainstorming sessions before they begin their discussions. Write *agree* and *disagree* on the board and add students' ideas under the relevant heading. Students can then refer to this list when they discuss in groups. Monitor students' discussions and offer support as necessary. Ask one or two groups to share their ideas with the class.

Answers

Students' own answers

- 2** (S–T) Exercise 7. Using their ideas from Exercise 6 students work individually to write their opinion essay to answer the question in Exercise 6. Advise them to use the Graphic Organiser for this unit.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–S, S–T) If there is time, students can swap their essays with a partner, who gives feedback on what they like about it, as well as what can be improved.

HOMEWORK

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

CONTINGENCY PLAN

Students could rewrite their essay from Exercise 7, taking into consideration their partner's feedback.

OVERVIEW

- The Revision lesson can be set as homework or self-study.

Objectives:

- All language-related objectives from Unit 8.

Resources:

- SB: Word List page 66; Grammar Reference page 71
- WB: pages 26-27; Self-Assessment 8 page 25
- Assessment: Unit 8 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

Students tick: cable, disk, headphones, keyboard, laptop, printer, speakers, touchscreen

Exercise 2.

Answers

2 discover 3 tap 4 expand 5 follow 6 go 7 paste
8 store 9 click 10 crash

Exercise 3.

Answers

2 educational 3 upload 4 Mathematicians

Exercise 4.

Answers

2 lend, 'll call 3 will you pay, give 4 play, won't win

Exercise 5.

Answers

2 It'll crash if you do that.
3 We'll get wet if we don't take an umbrella.
4 What will you do if it rains this weekend?

USE OF ENGLISH

Exercise 6.

Answers

2 all 3 on 4 how 5 up 6 make 7 on 8 mind 9 out
10 for 11 in 12 up

LISTENING

Exercise 7.

Answers

1 c 2 a 3 c 4 b 5 c 6 a



Audioscript 8.13

1
G = Girl

G: It's Saturday 10 a.m. I've just woken up. Usually, the first thing I do is find my phone and read my messages but today is no-phone day, so I'm going to stay in bed with a book until mum tells me to come down for breakfast.

2

W = Woman B = Boy

W: What do you want to do when you leave school?

B: I want to study Science at university. I'd love to do Astrophysics but the thing is I'm not the best mathematician in the world. My dad says I should study Medicine.

3

G = Grandma Z = Zeina

G: What'll happen if I click on this?

Z: It'll save the document without closing it.

G: Good. Now, I click here to print it, right?

Z: Yeah, that's right.

G: Oh! It's not working. What's wrong with the printer?

Z: I think it'll work better if you switch it on.

4

S = Speaker

S: What's interesting is the amount of time people spend online while they're mobile. Five years ago, a typical adult spent only half an hour per week online when they were away from home or the workplace but now it's almost three hours a week. That's five or six times longer.

5

B = Boy G = Girl

B: Oh!

G: What's up?

B: It's my phone.

G: What's wrong with it? I'd love to have a phone with a screen like that.

B: The screen's alright and it takes great photos but I have to charge it every day now. The batteries only last an hour or two.

6

S = Speaker

S: I was playing an online multiplayer game one day with people from all over the world. We played for hours and in the end, there was only one other player left, so we started chatting. It was my brother. He was in the next room.

Exercise 8.



Answer and audioscript 8.14

In Jordan almost seventy percent of teenagers between the ages of thirteen and seventeen have one or more profiles on social media. Most of them spend two hours a day or more on social networking sites.

SPEAKING

Exercise 9.

Answers

Students' own answers

WRITING

Exercise 10.

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 36–37

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Discuss what jobs they think are shown in photos A-E. Students should tick the things that people in the photos do. Allow time for students to complete the task. Check answers with the whole class and discuss what jobs the students would like to do and why.

Answers

Students should tick: work on your own, work in a team, wear a uniform, work in an office, work outdoors, work part-time, work full-time, work with children, work with animals, manage people, do physical work (the cyclist)

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Read the rubric and Life Skills box to the students. Play the recording. Allow students time to answer the questions and play the recording again if needed. Check answers as a class.

Answers

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



Audioscript 8.15

S = Sami MQ = Mr Alqadi

- S: With me today is careers adviser, Mr Alqadi, and he's here to give us some tips on choosing careers. Welcome, Mr Alqadi.
- MQ: Hi Sami.
- S: Tell us, what's a good first step?
- MQ: Well, first I always advise students to try and get to know themselves better. Keep asking yourself the questions: what kind of person am I, what things do I enjoy doing, what really interests me. For example, people who are imaginative, original in their thinking and like solving problems often work in education or the media. Those who are good at multi-tasking, like complex ideas and enjoy working with people often find careers in health care or human resources.
- S: That makes sense. But what if you really don't have any idea?
- MQ: The best thing to do then is to speak to a professional and ask to take a specialised personality test. There are also some online personality tests which may help you learn a little more about yourself and may even suggest possible professions for you. But if there's still a few

years before you leave school, it's enough to just start thinking about this for now.

- S: Right. So, it's not about choosing a career early and following that path?
- MQ: Definitely not. The jobs today are completely different than ten years ago. There might not be a future for the job you have in mind now.
- S: Ah ha.
- MQ: Use this time instead to research jobs you are interested in. Speak to people that do those jobs, try to get some work experience, for example, working part time or just offering to help out in a job related to your interests. This will help you become more confident and meet professionals in that field. Then you can see if a job is really what you believe it to be.
- S: That all sounds sensible. And then, when you've got some idea? What next?
- MQ: Well, then you can start planning for the future. What skills or qualifications will you need? Look at some courses and think about which ones would be the best for you. And think about how you like to learn – this will help you choose between a practical college course or an academic course at university. Also, remember it's good to have a plan B in case things don't work out the way you'd hoped. This may be a different career choice or a different way leading to your dream job.
- S: Choosing your future career is a big decision. What advice can you give to someone worried about making this choice?
- MQ: Take your time, be open to new ideas and experiences. It's much better to make a good decision later than a bad decision now! Also, make your own choices. Doing only what your friends want you to do can result in a lifetime of unhappiness ...
- 2 (T-S, S-S) Exercise 3. Students work in pairs. Refer students to the rubric. Students should use the list from Exercise 1 to help them think of at least three jobs that would be a good choice for their partner and give reasons. Allow students time to discuss.

Answers

Students' own answers

PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Allow students time to read the three biographies. Read the five questions to the class. Explain that each question may apply to more than one of the biographies. Allow students time to complete the task and check answers as a class.

Answers

1 B,C 2 B 3 A, B 4 C 5 C

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 5. Read through the Life Skills project box with the class. Students should choose one of the jobs their partner suggested for them in Exercise 3 and complete the diagram. They may need access to the Internet to find more information. Then ask students to work in small groups. They should share their diagrams with each other and explain why the job is suitable. The group should feed back with their thoughts.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to share their suggested job from Exercise 5 and to describe, aided by their diagram, why they think that job might be suitable for them.

HOMEWORK

If more time is needed, the Internet research for Exercise 5 could be completed at home. Alternatively, students could repeat the diagram for an alternative job.

CONTINGENCY PLAN

Look back at the list on things that people do in their work in Exercise 1. Take a class vote to find out which is the most, and which is the least important thing that people are looking for in their future job. Hold a class discussion to find out why these opinions are held.