



## OVERVIEW

### Objectives: Grammar

- Use of the Past Perfect with linkers: *after, already, as soon as, before, by, by the time, once, until* (GSE 54 – B1+).
- Use the Past Perfect in a range of common situations (GSE 54 – B1+).

### Vocabulary:

- Describing a work of art: *bright, cheerful, colourful, depressing, gloomy, imaginative, irritating, original, scary, thought-provoking, unsophisticated*

### Resources:

- SB pages 38-39; Grammar Reference page 72; Word List page 67
- TB: Culture Notes page 113
- Online resources: Photocopiable Resource 37

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Go through the adjectives in the box. Ask students if they can think of any other adjectives to describe paintings. Write their ideas on the board. Students work in pairs to describe the paintings and answer the questions. Ask students to share their ideas with the class. You can refer to page 113 of the Teacher's Book for more information about thrift shops and yard sales.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Write two sentences using the Past simple and Past perfect on the board, e.g. *I drove to college at 8 a.m. I had already got dressed*. Ask students which action happened first (I had already got dressed). Elicit which tense this is (Past Perfect). Draw students' attention to the text and give them time to read it. Tell students they need to think carefully about the order events happened, as they are not necessarily in chronological order in the text. Students work in pairs to tick the correct sentences. Check answers with the class.

### Answers

1 b 2 b 3 a

- (T-S, S-S, S-T) Exercise 3. Go through the Grammar box with students. Students work in pairs to find more examples of the Past Perfect in the text. Check answers with the class.

### Answers

had never bought, had asked, had bought, hadn't managed, Had a world-famous abstract artist painted, had never heard, 'd worked, had died, had signed, had found

Refer students to the Grammar Reference on page 72 for more information.

## PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 4. Tell students to look at the photo and, in pairs, discuss ways Kieron might have made £150,000. Ask students to share their ideas with the class.

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 5. Students work individually to complete the text with the Past Perfect of the verbs in brackets. They compare their answers in pairs. Play the recording for students to check their answers.

### Answers

2 had sold 3 had he made 4 had come 5 had gone  
6 had made 7 hadn't expected

## Audioscript 9.1

R = Reporter

R: In July 2010, seven-year-old Kieron Williamson had an art exhibition. Kieron had painted thirty-three watercolours of landscapes for the exhibition in Holt, Norfolk. At his previous exhibition in 2009, Kieron had sold sixteen paintings. How much money had he made? £18,200. This time people had come from countries all around the world to buy his paintings. By the time the exhibition finished, all thirty-three paintings had gone and Kieron had made £150,000! The Williamsons were delighted. They hadn't expected the paintings to sell so well.

- (S-S, S-T) Exercise 6. Students work individually to complete the sentences with the Past Perfect of the verbs in brackets. They compare their answers in pairs. Check answers with the class. After or while checking the answers, ask students to say which action happened first in each sentence (e.g. 1 Picasso created tens of thousands of works of art).

### Answers

1 had created 2 had had, apologised  
3 was, had already decided 4 spent, had had

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Go through the example with the class. Point out that if students can't think of an example from their own life, they can make something up. 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 Past Perfect for a feedback session later. Ask volunteers to share their ideas with the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-T) Write the following sentence stem on the board: *By the time I was ten, I had ...*. Students work in pairs to complete the sentence in as many different ways as they can think of. Ask volunteers to share their ideas with the class.

## HOMEWORK

Ask students to make a list of all the creative jobs they can think of. Start the next lesson by eliciting their ideas on the board.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 37 to use.

# 09 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+).

### Resources:

- SB: pages 38-39
- WB: pages 28-29

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students what they can remember about when to use the Past Perfect and how to form it. They can discuss their ideas in groups or pairs. Ask students to share their ideas with the class and give a couple of examples of sentences in the Past Perfect.

### Answers

Students' own answers

## PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example with the class and point out that the forms in the box are already in the Past Perfect. Students work individually to complete the sentences. Check answers as a class.

### Answers

**2** had already left   **3** had forgotten   **4** had spent  
**5** had run out of   **6** had seen

- 2** (T-S, S-T) Exercise 2. Point out that the questions are about the text in the shaded box. Tell students to focus on the key words in the questions in order to choose the correct answers. Students work individually to match the questions with the answers. Check answers as a class.

### Answers

**1** b   **2** c   **3** a

- 3** (T-S, S-T) Exercise 3. Go through the example with the class. Point out the sentences are all continuations of the first sentence. Remind students to think about how we form the Past Perfect. Students work individually to choose the correct forms. Check answers as a class.

### Answers

**2** had forgotten   **3** hadn't said   **4** had asked  
**5** hadn't taken   **6** had arranged

## PRODUCTION (15 minutes)

- 1** (S-S, S-T) Exercise 4. Go through the example with the class and elicit how the verbs in the first sentence (*had breakfast, listened*) are different in the second sentence (*had had breakfast, had listened*). Students work individually to rewrite the sentences. Check answers as a class, encouraging students to explain their answers.

### Answers

**2** I had run six kilometres and swum two kilometres.  
**3** we had got up and had tidied our rooms.  
**4** had taken a phone from a student and thrown two students out for talking.

- 2** (T-S, S-S, S-T) Exercise 5. Go through the example with the class. Students work in pairs to complete the text. To check answers, ask one or two pairs to read the text aloud.

### Answers

**2** had seen   **3** had taken   **4** had uploaded  
**5** had spent   **6** had started   **7** had seen  
**8** had offered   **9** had phoned   **10** had heard

- 3** (T-S, S-S, S-T) Exercise 6. Go through the example with the class. Ask what form the verb is in (Past Perfect). Point out that students should not change the form of the word in capitals and that the second sentence should have the same meaning as the first. Students work in pairs to complete the sentences. Check answers with the class.

### Answers

**2** hadn't enjoyed   **3** had seen   **4** had left Amman

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to think about what they did last weekend. They talk about their weekends in pairs beginning with *By the end of Sunday, I had ...*

## HOMEWORK

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

## OVERVIEW

### Objectives:

- Talk about artistic professions and different types of art (GSE 41 – B1+).
- Use the Past Perfect in reported speech (GSE 54 – B1+).

### Vocabulary

- Creative jobs: *camera operator, composer, conductor, director, extra, lighting technician, playwright, screenwriter, songwriter, sound engineer, stage manager, stunt performer*
- Words and phrases associated with creative jobs: *album, audience, band, curtain, film, instrument, lines, live performance, play a good part, plays, stage, theatre*

### Resources:

- SB page 40; Word List page 87
- Online resources: Photocopiable Resource 38
- Assessment: Vocabulary Quiz 9

## WARM-UP (5 minutes)

(S–S, S–T) Exercise 1. Students work in pairs to describe the photo. Remind them to speculate about what they think might be happening. Ask students to share their ideas with the class. Then ask students what creative jobs they know. Write their ideas on the board, along with any famous people they can think of who have those jobs.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

(T–S, S–S, S–T) Exercise 2. Draw students' attention to the jobs in the box. Are any of the jobs already on the board from the Warm-up? You may want to pre-teach *composer, conductor, extra, stage manager* and *stunt performer*. Students work in pairs to match the jobs with the categories. Check answers with the class, then ask students which job is the easiest and which is the most difficult. Encourage them to justify their answers. If there is time, students could also match the jobs you wrote on the board in the Warm-up with the three categories.

### Answers

**c** composer   **c** conductor   **a** director   **a** extra  
**a** lighting technician   **b** playwright   **a** screenwriter  
**c** songwriter   **c** sound engineer   **b** stage manager  
**a** stunt performer

## PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 3. Tell students to close their books. Read the example and ask the class to guess the correct job. Students then work in pairs to guess the jobs. Check answers with the class. If there is time, students can work in pairs to write more clues about some of the other words in the box. They swap their clues with another pair, who have to try to guess the correct job.

### Answers

**2** musician   **3** theatre actor

## PRODUCTION (15 minutes)

**1** (T–S, S–S, S–T) Exercise 4. Go through the phrases in the box, then go through *Watch Out!* Students work in pairs to make true sentences and say them aloud. Monitor as students are working and offer support as necessary. You may want to make a note of any common mistakes with the use of *be good/bad at ...* for a feedback session later on. Ask students to share their ideas with the class.

### Answers

Students' own answers

**2** (T–S, S–S) Exercise 5. Students prepare and give a presentation to the class using the information they learnt about their partner from Exercise 4.

## 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.

## HOMEWORK

Students write between three and five sentences from an episode of their favourite TV programmes. Next to each sentence, they write who said it and, if appropriate, who they said it to (e.g. 'I'll never forget you.' Jo to Ken).

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 38 to use.

# 09 LESSON 2B VOCABULARY (WB)

## OVERVIEW

### Objectives:

- Talk about artistic professions and different types of art (GSE 41 – B1+).
- Use the Past Perfect in reported speech (GSE 54 – B1+).

### Vocabulary:

- Words to do with the Arts: *concert hall, orchestra, performance, rehearse, soloist, stared, talented, original, provoking, irritating, colourful, cheerful, sophisticated, opening line, paragraph, act, Art, draw, explain, paint, a play, composer, director, extra, stunt, playwright, technician, songwriter, manager*

### Resources:

- SB: pages 38-39
- WB: page 30

## WRAP-UP (10 minutes)

(S–S, S–T) Exercise 5. Students imagine they are a dancer, musician or actor. What might be rewarding/challenging about the job? Give students some time to brainstorm ideas before they write their paragraph.

## HOMEWORK

Students could write their paragraphs from the Wrap-up for homework.

## WARM-UP (10 minutes)

(T–S, S–T) Ask students how many creative jobs they can remember. Write their ideas on the board to refer to during this lesson.

### Answers

Students' own answers

## PRACTICE (15 minutes)

- 1** (T–S, S–T) Exercise 1. Students work individually to choose the correct words. Check the answer as a class, encouraging students to justify their answers.

### Answers

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

- 2** (T–S, S–S, S–T) Exercise 2. Go through the example with the class. Students work in pairs to match the jobs with the sentences. Check answers with the class. Ask students which job they would most like to do.

### Answers

**2** composer **3** stunt **4** extra

## PRODUCTION (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 3. Go through the example with the class. Point out that students may need to change the form of the words in the box. Students work in pairs to complete the texts. To check answers, ask one or two pairs to read out the completed texts for the class.

### Answers

**2** remembering **3** playing **4** singing **5** Art **6** painting  
**7** drawing **8** explaining **9** taking **10** telling

- 2** (T–S, S–S, S–T) Exercise 4. Tell students to read through the sentences and the example. Point out that the first letter of each word is provided. Ask *What kind of word will fit in the gaps?* (a noun). Students work in pairs to complete the sentences. Check answers with the class.

### Answers

**1** film **2** concerts, live **3** actor, theatre

OVERVIEW

Objectives: Grammar

- Practise of direct speech to reported speech (GSE 54 – B1+).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Practise pronunciation of *say*, *tell* and *ask* to report conversations (GSE 61 – B2).

Vocabulary:

- Types of TV programme: *cartoon*, *chat show*, *documentary*, *drama series*, *game show*, *quiz show*, *reality TV*, *sitcom*, *sketch show*, *soap*, *the news*
- Time expressions in reported speech: *the day after*, *the day before*, *the last time*, *the time before*, *tomorrow*

Resources:

- SB: page 41; Grammar Reference page 72; Word List page 67
- Online resources: Photocopiable Resource 39
- Assessment: Grammar Quiz Lesson 9

WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Go through the types of TV programmes in the box and check students understand *sitcom*, *sketch show* and *soap*. Students then work in pairs to discuss their favourite types of TV programmes. Ask students to share their answers with the class and encourage them to justify their answers.

Answers

Students' own answers

- 2 (S-S, S-T) Exercise 2. Students work in pairs to say what they can see in the photo and to speculate about what might be happening. You could hold a class vote on which kind of programme students think *The South* is.

Suggested answer

It is probably a drama series/soap.

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Grammar box and point out that in reported speech, the verbs usually moves back one tense. Other words such as locations may also change, e.g. *here* > *there*. Students read the two sentences and answer the questions.

Answers

- a Sentence 1 is a quote and Sentence 2 is a report  
b The verb form in the quote is Present Simple and the verb form in the report is Past Simple.

Refer students to the Grammar Reference section on page 72 for more information.

PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 4. Go through the *Watch Out!* box with the class and point out that the verb *tell* is always followed by an object. Students work in pairs to read the quotes from *The South* and rewrite them using reported speech. Check answers with the class. If there is time, put students in pairs and refer them to the sentences they wrote at home. They swap sentences and rewrite them in reported speech.

Answers

- 1 Sawzan told Ziad that she was his mother, he was her son and they were family.  
2 Khaled said he couldn't take it anymore.  
3 Muneer told Raed that Malak was looking for him.  
4 Sami said that he had made a decision.  
5 Fadia said that they would keep on trying, that they wouldn't give up.  
6 Noura told Lama that Jaber had taken out the recycling and then he left.  
7 Laila told Hussein that he had no idea what he was talking about.  
8 Amina told Nadia that she didn't like talking about other people but that she had heard some news.

PRODUCTION (10 minutes)

(S-S, S-T) Exercise 5. In pairs, students think of a conversation they want to report. It may help them to write the conversation in direct speech first, then change it to reported speech. To check answers, ask pairs to model their conversations for the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S, S-T) Students think of an actor they like and go online to find a quote from them. They rewrite the quote in reported speech and share it with the class.

HOMEWORK

Ask students to read about Sheku Kanneh-Mason online and note down three or four facts about him. Use students' sentences to lead in to the reading text.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 39 to use.

## OVERVIEW

## Objectives:

- Can use *say*, *tell* and *ask* to report conversations (GSE 61 – B2).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

## Resources:

- SB: page 41; Grammar Reference page 72
- WB: page 31

## WARM-UP (5 minutes)

(T-S, S-T) Briefly recap when/why we use reported speech and ask students how we form reported speech. Can they remember which words change in reported speech? If necessary, refer students back to the Grammar Reference on page 72 of the Student's Book.

## Answers

Students' own answers

## PRACTICE (20 minutes)

- 1** (S-S, S-T) Exercise 1. Students work individually to choose the correct forms. Check answers with the class. Ask students if they remember what the difference is between *say* and *tell* (*tell* is always followed by an object).

## Answers

**1** would **2** had **3** were **4** was **5** couldn't **6** watched

- 2** (T-S, S-S, S-T) Exercise 2. Go through the example with the class and point out that the quote is direct speech and the text in the shaded box is reported speech. Students work individually to complete the text, then compare their answers in pairs. Check answers with the class.

## Answers

**2** had got **3** was **4** didn't **5** hadn't **6** was

- 3** (T-S, S-S, S-T) Exercise 3. Go through the example with the class and elicit what changes were made in order to rewrite it in reported speech (*I* changes to *Faten/she*, *am not* changes to *wasn't*, *said that* is added). Students work individually to rewrite the sentences, then compare their answers in pairs. Check answers with the class.

## Answers

**2** he hadn't gone out at all the day before/the previous day.  
**3** she hadn't seen the film yet.

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 4. Students work in pairs to rewrite the conversation. To check answers, ask one or two pairs to read the conversation aloud to the class.

## Answers

Rola said 'Hi' to Sawsan and told her that Jordan women's national football team were playing Egypt. She said she would help her with her homework when it finished.  
 Sawsan said that was OK. She said she loved football and she had seen Jordan play the previous year.  
 Rola said 'Really? Wow.' She told Sawsan that she often went to watch their local team play, but she had never seen a big match.  
 Sawsan said that she could get them tickets if she wanted.  
 Rola said 'Wow! Yes, please.'

## WRAP-UP (10 minutes)

(S-S, S-T) Exercise 5. Students work individually to write down five things people have told them in direct speech, then rewrite them in reported speech. Ask students to share their ideas with the class.

## HOMEWORK

Students do some online research into the character from the Student's Book page 43.



## OVERVIEW

### Objectives: Reading

- Read and understand a factual text about a singer-songwriter (GSE 51–58 – B1+).

### Vocabulary:

- Words related to musicians: *audience, bands, classical music, club, concert hall, fans, hit songs, orchestra, perform, pop groups, soloist, theatre*

### Resources:

- SB: pages 42–43; Word List page 67

## WARM-UP (5 minutes)

(S–S, S–T) Exercise 1. Students work in pairs to discuss the questions. Ask students to share something they learnt about their partner with the class.

### Answers

Students' own answers

## PRESENTATION (5 minutes)

(T–S, S–S, S–T) If students did some research for homework in Lesson 3A, ask them what they found out about Sheku Kanneh-Mason.

## PRACTICE (20 minutes)



- 1** (T–S, S–T) Exercise 2. Tell students to skim the article quickly to get the gist: they won't need to read every word in order to answer this question. Check answers with the class.

### Answer

b

- 2** (T–S, S–S, S–T) Exercise 3. Tell students to read the article more carefully. They may also want to underline key words in the questions to help them identify the part of the article that answers the question. Students work individually to choose the correct answers, then compare their answers in pairs. Check answers with the class and encourage students to say which part of the article gave them the correct answer.

### Answers

**1** d **2** b **3** b **4** a

- 3** (T–S, S–S, S–T) Exercise 4. Tell students to pay attention to the highlighted words in the questions and also in the article. Can they see any links or themes that connect the words? Students work in pairs to complete the sentences. Check answers with the class. If there is time, students could write similar sentences for the two extra words (*performance, case*).

### Answers

**1** perform **2** audience **3** soloist **4** rehearse  
**5** performance

- 4** (T–S, S–S, S–T) Exercise 5. Go through the example with the class and remind them to refer back to Lesson 2A. Students work in pairs to talk about 1–3. Monitor as students are working and offer support as necessary. You may want to make note of any common mistakes with vocabulary or pronunciation for a feedback session later. Ask one or two pairs to share their ideas with the class. If your students need an extra challenge, tell them to choose one of the ideas in the Student's Book and write a short paragraph about it.

### Answers

Students' own answers

## PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Go through the box with the class. Point out that it contains examples of the Past Perfect and reported speech. Students can work in pairs or small groups to brainstorm ideas. They then work individually to make notes. Students could tell their stories to the class or to their group. Encourage the other students to ask follow-up questions to find out more.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T–S, S–T) Refer students to the *Can-do* statement at the bottom of page 43 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

Students write between two and four true/false sentences about the article, e.g. *Sheku was just 7 years old when he won the BBC Young Musician of the Year.* (F) *When he was 12, he was diagnosed with diabetes.* (T). Then, in pairs, they swap sentences, complete the exercise and check their answers with their partner.

## CONTINGENCY PLAN

Ask students to find out more about Sheku Mason's family. Ask *Who are they? What do they do? Are they famous too? If so, why?*

# 09 LESSON 5A SPEAKING (SB)

## OVERVIEW

### Objectives: Speaking

- Create informal invitations: make, accept and turn down invitations, turning down invitations; give reasons (GSE 59–66 – B2).
- Use rising and falling intonations for *yes/ no* questions (GSE 67–75 – B2+).

### Resources:

- SB: page 44; Word List page 67

## WARM-UP (5 minutes)

(T-S, S-T) Ask: *When was the last time someone invited you to do something? What was the invitation? Did you accept? Why/Why not?* Elicit answers from the class.

## PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 1. Point out that students might want to write the message in direct speech first, then rewrite it in reported speech. Play the recording a couple of times for students to make notes and write the message.

### Answers

Talal called Suleiman and left a message. He said 'Hello' and introduced himself. He reminded Suleiman of how they met. He suggested they could meet up and said goodbye.'



## Audioscript 9.3

T = Talal S = Suleiman

- T: Come on!
- S: Hi, this is Suleiman. I can't talk right now but leave a message and I'll get back to you as soon as I can.
- T: Hi, Suleiman. This is Talal. We met at Habib's house. I don't know if you remember me but I enjoyed talking to you. Hopefully we can meet up. OK? Bye.

- 2 (T-S, S-T) Exercise 2. You may want to pre-teach *turn someone down*. Play part 2 of the recording once for gist, then a second time for students to choose their answers. Check answers with the class, pausing the recording after each answer. If there is time, students can work in groups of four and practise acting out the conversations.

### Answers

- 1 a Muneer invited him to go to the theatre.  
b Mum invited him to go to a book fair.  
c Laith invited him to go to an art gallery.
- 2 a Talal said that the theatre wasn't his cup of tea and he didn't feel like going out;  
b he couldn't because he had other plans;  
c he would love to but he had to visit his parents.

## Audioscript 9.4



M = Muneer T = Talal Mu = Mum L = Laith

- T: Hi. What's up?
- M: Hi. I've got a spare ticket for the theatre tonight. Do you want to come?
- T: Thanks, Muneer, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight ... Oh! I've got another call. See you. Hi.

Mu: Hello. How are you?

T: Fine, thank you. What is it?

Mu: Would you like to go to a book fair with us this evening?

T: No, I'm sorry, Mum. I can't.

Mu: There's a good author there. Your dad says he writes adventure books.

T: That sounds great but I've got other plans.

Mu: Is it a new friend?

T: Sorry! I've got to go. See you on Sunday, yeah?

Mu: OK, Talal. Be good.

T: Hey, Laith.

L: Hey, Talal. Do you fancy coming to an art gallery tonight?

T: Thanks Laith, I'd love to, but I've got to visit my parents tonight.

L: No problem. See you.

T: Bye.

- 3 (T-S, S-T) Exercise 3. Go through the Speaking box with the class. Ask students if they can remember any of the phrases that were used in the conversations (it may be simpler for them to tick the phrases that are in the conversations and then select those that are not by process of elimination). Play the recording again for students to choose their answers. Check answers with the class, pausing the recording after each phrase used.

### Answers

Where shall we meet?  
What a great idea! What time?  
That's very kind of you, thanks.  
No, thanks.  
I'm not really into ...  
Maybe some other time.  
Sure, that sounds good/like a good idea.

- 4 (S-S, S-T) Exercise 4. Students work in pairs to discuss their ideas and make predictions about what will happen next. Ask students to share their ideas with the class and make a note of their suggestions on the board. Play part 3 of the recording. Tell students to look at the ideas on the board. Did anyone guess correctly?

### Answers

Students' own answers





## Audioscript 9.5

T = Talal S = Suleiman

- T:** It's Suleiman ... Hi! Hi, Suleiman. Did you get my message?  
Yes, of course, you did.
- S:** Yes. Thanks for calling, Talal. It was a surprise but it was nice.
- T:** Do you want to go to the cinema this evening? Or the theatre?
- S:** I'd love to but I'm sorry, I can't. I'm going out with my mum. Maybe some other time?
- T:** Yeah, sure ...
- S:** There's an exhibition at the Art Gallery. My mum said it's fantastic. Do you fancy going on Sunday?
- T:** That sounds like a great idea. I'd love to.
- S:** Cool. Where do you want to meet?
- T:** Em ...
- S:** How about outside the Art Gallery at ten thirty?
- T:** Yes, great, fantastic.
- S:** Great. See you on Sunday.
- T:** OK, looking forward to it. Bye.
- S:** Bye.

## PRACTICE (10 minutes)

(S-S, S-T) Exercise 5. Go through the example with the class. Students work in pairs to try to remember what the speakers said and complete the sentences with reference to the Speaking box. To check answers, play the recording, pausing after each answer. If there is time, students can practise the conversation in their pairs.

### Answers

- 2 I'd love to; I'm sorry
- 3 some other time
- 4 Do you fancy
- 5 sounds like
- 6 love to



## Audioscript 9.6

T = Talal S = Suleiman

- T:** Do you want to go to the cinema this evening?
- S:** I'd love to but sorry, I can't. I'm going out with my mum. Maybe some other time.
- T:** Yeah, sure...
- S:** There's an exhibition at the Art Gallery. Do you fancy going on Sunday?
- T:** That sounds like a great idea. I'd love to.

## PRODUCTION (5 minutes)

(S-S, S-T) Exercise 6. Write some questions on the board and model the intonation, e.g. *Are you free this weekend?* (rising intonation); *What time shall we meet?* (falling intonation). Ask students if they can hear any difference in the way the questions are pronounced. Go through the pronunciation rules with the class, then play the recording a few times for students to listen and repeat.

### Answers

Students' own answers

## Audioscript 9.7



- 1 What's up?
- 2 Do you want to come?
- 3 How are you?
- 4 Would you like to go to a book fair with us this evening?
- 5 What is it?
- 6 Is it a new friend?
- 7 How about it?
- 8 Did you get my message?
- 9 Do you want to go to the cinema this evening?
- 10 Do you fancy going there on Sunday?
- 11 Where do you want to meet?
- 12 How about outside the gallery at ten thirty?

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students think of something they would like to invite their partner to do. They invite their partner, using phrases from the Speaking box. Their partner should accept or turn down the invitation. Ask students to share with the class what the invitation was and whether they said yes or no, and why.

## HOMEWORK

Tell students they're going to do a Show and Tell on books in the next lesson. Ask them to bring their favourite book to class.

## CONTINGENCY PLAN

Students could write an invitation from the Wrap-Up exercise, taking into consideration their partner's feedback.

# 09 LESSON 6A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objectives: Listening

- Recognise words related to literature including opinions on books (GSE 51–58 – B1+).

### Vocabulary:

- Literature: *author, beginning, chapter, cover, hero, main character, novel, opening line, paragraph, plot, title, trilogy, writing style*

### Resources:

- SB: page 45; Word List page 67
- TB: Culture Notes page 113
- Online resources: Photocopiable Resource 40

## WARM-UP (10 minutes)

(T-S, S-T) If students have brought their favourite books into class, ask them to show the class the book and to say a little bit about the book and why they like it.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to read the descriptions of the books. Have they read any of them? In pairs, students decide on a category for each book. Check answers with the class. You could have a class vote to see which category is most popular with students. You can refer to page 113 of the Teacher's Book for more information about the authors.

### Answers

*The Adventures of Sherlock Holmes*: short stories/fiction/crime  
*Shakespeare in Autumn*: classics and poetry  
Students' own answers

## PRACTICE (15 minutes)

- 1 (S-S, S-T) Exercise 2. Students work in pairs to describe the photo and speculate about what they think the people are talking about. Elicit ideas from the class and write them on the board. Then play the recording for students to check the answer. Were any of the ideas on the board correct?

### Answers

Students' own answers



## Audioscript 9.8

M = Muna N = Nada

- M: Hi Nada. Mum told me you were here.  
N: Mmm.  
M: What are you doing?  
N: I'm reading a book.  
M: Is it for school?  
N: No, eh ... what?  
M: Is it for your English class?  
N: Yes, I've got to do a report on it next month.  
M: So, why are you reading it now? It's a lovely day for cycling.

N: I'm reading it because I enjoy reading. Do you mind?

M: Is it good?

N: It's brilliant.

M: What is it?

N: It's a Rowan Parker novel.

- 2 (S-S, S-T) Exercise 3. Play the recording once for students to get the gist, then again for them to tick the words they hear. Students work in pairs to compare their answers. Check answers with the class, pausing after each word if necessary.

### Answers

Students tick all the words except *plot* and *trilogy*.

## Audioscript 9.9



M = Muna N = Nada

M: Is it good?

N: It's brilliant.

M: What is it?

N: It's a Rowan Parker novel.

M: Rowan Parker? Oh yeah! He's a great writer, isn't he?

N: Rowan Parker isn't a writer, he's a character. The author's name is Riley Cooper and Rowan Parker is the main character.

M: Oh, like the hero?

N: Yeah.

M: What's the title?

N: The Secret Library.

M: The Secret Library? Can I see it? I don't like the cover much – the picture's boring ... Let's see the opening line ... 'Using imagination, the building mimics the effects of time.' It's not so easy to understand, is it?

N: Yes, he writes in a very poetic style. You should ...

M: What kind of book is it?

N: Historical fiction.

M: A historical novel?

N: Yeah.

M: What's it about?

N: I've read this paragraph three times already because you keep on talking.

M: Sorry, but Mum said it was a good idea for us to go out. It's sunny.

N: I thought Laila had invited you to go to the shops.

M: Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.

N: You told me you had to study. Why don't you do that instead of talking to me?

M: Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!

N: OK, just let me finish this chapter.

M: But you've just started it! You're right at the beginning!

N: Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park.

M: OK.

3 (S-S, S-T) Exercise 4. Students can try to answer the questions from memory. Play the recording for them to confirm their answers. Check answers with the class, pausing after each answer.

Answers  
1 b 2 c 3 c 4 b

Audioscript 9.10



M = Muna N = Nada  
M: Hi, Nada. Mum told me you were here.  
N: Mmm.  
M: What are you doing?  
N: I'm reading a book.  
M: Is it for school?  
N: No, eh ... what?  
M: Is it for your English class?  
N: Yes, I've got to do a report on it next month.  
M: So, why are you reading it now? It's a lovely day for cycling.  
N: I'm reading it because I enjoy reading. Do you mind?  
M: Is it good?  
N: It's brilliant.  
M: What is it?  
N: It's a Rowan Parker novel.  
M: Rowan Parker? Oh yeah! He's a great writer, isn't he?  
N: Rowan Parker isn't a writer, he's a character. The author's name is Riley Cooper and Rowan Parker is the main character.  
M: Oh, like the hero?  
N: Yeah.  
M: What's the title?  
N: *The Secret Library*.  
M: *The Secret Library*? Can I see it? I don't like the cover much – the picture's boring ... Let's see the opening line ... 'Using imagination, the building mimics the effects of time.' It's not so easy to understand, is it?  
N: Yes, he writes in a very poetic style. You should ...  
M: What kind of book is it?  
N: Historical fiction.  
M: A historical novel?  
N: Yeah.  
M: What's it about?  
N: I've read this paragraph three times already because you keep on talking.  
M: Sorry, but Mum said it was a good idea for us to go out. It's sunny.  
N: I thought cousin Laila had invited you to go to the shops.  
M: Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.  
N: You told me you had to study. Why don't you do that instead of talking to me?  
M: Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!  
N: OK, just let me finish this chapter.

M: But you've just started it! You're right at the beginning!  
N: Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park.  
M: OK.

PRODUCTION (5 minutes)

(S-S, S-T) Pick another one of the categories from the top of the page. Students work in pairs or small groups and try to think of the names of as many books as possible that fit the category. You could set a time limit, and the pair/group with most matching book titles at the end of time allowed is the winner.

Answers  
Students' own answers

WRAP-UP (5 minutes)

(S-S, S-T) Students write a short description like those at the top of the page about their favourite book which they shared with the class at the beginning of the lesson. Students share their descriptions with a partner, then with the class.

HOMEWORK

Students find a review about a book/film and bring into the next class.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 40 to use.

# 09 LESSON 6B VOCABULARY (WB)

## OVERVIEW

### Objectives: Listening

- Think about an interview with a writer to find words and phrases related to literature (GSE 51–58 – B1+).
- Understand intonation in different types of questions (GSE 67–75 – B2+).

### Resources:

- SB: page 45
- WB: page 32

## WARM-UP (10 minutes)

(T-S, S-S, S-T) If students did the research about their favourite author for homework, ask them to give a brief presentation about what they learnt. They can give their presentations in small groups or to the class. Ask students *Have you ever heard or seen an interview with an author? What did they talk about?* As a class, brainstorm vocabulary they might expect to hear in the interview. Write any useful ideas and vocabulary on the board.

## PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 1. Students work in pairs to choose the correct words and phrases. Check answers as a class.

### Answers

1 first 2 the author's life 3 poetry 4 idea

- 2 (S-T, S) Exercise 2. Ask students to write a short paragraph about a book they have read and enjoyed.

### Answers

Students' own answers

## PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 3. Ask students if they can remember the difference in intonation for *yes/no* questions and *Wh*-questions. Go through the *Active Pronunciation* box with the class and play the recording for students to listen and repeat what they hear.

### Answers

Students' own answers

## TIP

Sometimes it is helpful to overexaggerate intonation when modelling it for students, so they can hear the difference in rising/falling intonation clearly.



### Audioscript 9.11

- 1 What is the book called and what's it about?  
2 Is it autobiographical?  
3 When did you decide you wanted to become an author?  
4 Was it difficult to find time for writing?

- 2 (S-S, S-T) Exercise 4. Play the recording again. Students work individually to choose the correct intonation pattern, then compare their answers in pairs. To check answers, play the recording again, stopping after each answer.

### Answers

1 down 2 up 3 down 4 up

- 3 (T-S, S-S, S-T) Exercise 5. Elicit from students which intonation pattern we use when we know the answer to a question and just want to confirm it (falling) rather than when we are asking a true question (rising). Go through the *Active Pronunciation* box with students. Write the following on the board: *There is no school tomorrow, is there?* Elicit how students would say this if they know the answer, versus if they do not. Play the recording once or twice. Students work individually to choose their answer, then compare their answers in pairs. Check the answer with the class.

### Answer

2

## Audioscript 9.12



- 1 And this meeting is in your novel, isn't it?  
2 And this meeting is in your novel, isn't it?

- 4 (S-S, S-T) Exercise 6. Students work in pairs and practise saying the questions to each other using the correct intonation. Play the recording once or twice for students to choose their answers. Check answers with the class and ask one or two students to read the questions out to the class, using the correct intonation.

### Answers

1 a 2 b

## Audioscript 9.13



- 1 a You're starting a new novel soon, aren't you?  
b You're starting a new novel soon, aren't you?  
2 a You left school a year ago, didn't you?  
b You left school a year ago, didn't you?

## WRAP-UP (5 minutes)

(S-S, S-T) Students think about the favourite author they researched for homework. What questions would they ask the author if they could interview them? Students work in pairs to brainstorm ideas. They write five questions to ask their favourite author.

## HOMEWORK

In preparation for the next lesson, tell students to think of an event they have been to recently. They can make notes on what they liked/disliked about it.

OVERVIEW

Objectives: Writing

- Write a short review using headings, personal comments, factual details, giving and justifying your opinion, recommendation (GSE 43–50 – B1).

Resources:

- SB: pages 46–47; Word List page 67
- Graphic Organiser for this unit

WARM-UP (5 minutes)

- 1 (T–S, S–T) If students did the homework at the end of the last lesson, they can discuss the review they brought into class.
- 2 (S–S, S–T) Exercise 1. Students discuss the question in pairs. Elicit ideas from the class. Ask: *Do you trust what you read in a review? Why/Why not?*

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 2. Point out that students do not need to read the whole text at this stage: they can just look at the posters. Elicit what the posters are for. Students work in pairs to say which event they would/wouldn't like to go to, and why. Monitor as students are talking and offer support as necessary. You could hold a class vote to find out which event is most popular with students.

Answers

Students' own answers

- 2 (T–S, S–S, S–T) Exercise 3. Tell students to read the reviews in detail. Students work individually to decide which review matches which star-rating, then compare their answers in pairs. Check answers with the class. Ask students to identify the parts in each review which helped them choose the matching star-rating.

Suggested answers

- \* Oliver Twist
- \*\*\*\* Nabati Poetry
- \*\*\*\*\* Aqua Kaleidoscope

PRACTICE (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 4. Go through the Writing box with the class. Point out that they will not find all the phrases in the reviews: only some of them. Students work in pairs to read the reviews again and find phrases from the Writing box. Check answers with the class. If there is time, you could ask students if they can think of any other phrases that would fit in the Writing box.

Answers

A friend told me  
It opens at 10 a.m.  
I loved it.  
Go and see  
I was looking forward to  
I enjoyed  
Forget about  
Don't waste your time or your money on ...

- 2 (T–S, S–S, S–T) Exercise 5. Write *good* and *brilliant* on the board. Elicit what they mean (the same thing) and what the difference is between them (*brilliant* has a stronger meaning than *good*). Go through the *Watch Out!* box with the class. Elicit the adverb that can be used with both kinds of adjectives. If your students need an extra challenge, ask them to write sentences containing both normal and strong adjectives, e.g. *The comedian wasn't just funny, he was absolutely hilarious.*

Answers

really

PRODUCTION (15 minutes)

- 1 (S–S, S–T) Exercise 6. Students work in pairs to discuss an artist/group/TV programme, etc. If they did the homework at the end of the last lesson, they can also discuss the review they brought into class. Monitor as students are discussing and offer support as necessary. You may want to make a note of any common errors relating to the use of normal/strong adjectives for a feedback session at the end. Ask one or two pairs to share their ideas with the class.

Answers

Students' own answers

- 2 (S–S, S–T) Exercise 7. Students work individually to write their reviews. Advise them to use the Graphic Organiser for this unit. If there is time, students can swap their reviews with a partner, who gives feedback on what they like about the review, as well as what can be improved.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–S, S–T) Write the list of normal adjectives from *Watch Out!* on the board. With books closed, students in pairs test each other on strong adjectives. They take it in turns to say a normal adjective from the board for their partner to give the strong adjective.

HOMEWORK

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

CONTINGENCY PLAN

Students could rewrite their review 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 9.

### Resources:

- SB: Word List page 67; Grammar Reference pages 71–72
- WB: pages 34–35; Self-Assessment 9 page 33.
- Assessment: Unit 9 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

1 bestseller 2 style 3 character 4 line

Exercise 2.

### Answers

2 paint 3 performed 4 is 5 reads 6 buys 7 goes  
8 see 9 visit 10 waste 11 watches

Exercise 3.

### Suggested answers

2 The plot is absolutely ridiculous.  
3 The actors are totally brilliant.  
4 Some of the dialogues are really hilarious.  
5 The ending is totally astonishing/amazing.  
6 The bad guy is really terrifying.  
7 The film is totally fascinating.

Exercise 4.

### Answers

1 took up 2 left, had already won 3 woke, had finished

Exercise 5.

### Answers

1 Ali said he could see them and they were playing in the street.  
2 Nour told Farid that they had got a problem and they didn't know what to do.  
3 Abeer denied seeing her/said that she hadn't seen her, she hadn't been there the day before/the previous day.  
4 Fatima told Suha that she couldn't go shopping with her (at the moment).

## USE OF ENGLISH

Exercise 6.

### Answers

2 in 3 on 4 writer/author 5 takes 6 stars  
7 part/role 8 had 9 was 10 on

## READING

Exercise 7.

### Answers

2 the audience was very small  
3 three: Ryan, Finley and Ted  
4 everyone had paid for a ticket and you never knew who might be in the audience

Exercise 8.

### Answers

2 a large 3 spoke to 4 years ago

## SPEAKING

Exercise 9.

### Answers

Students' own answers

## WRITING

Exercise 10.

### Answers

Students' own answers