



OVERVIEW

Objectives: Grammar

- Tell when to use the passive (Present Simple, Past Simple and Present Perfect) (GSE 44 – B1).
- Distinguish between a passive tense and an active tense (GSE 47 – B1).
- Use the past perfect in a range of common situations (GSE 54 – B1+).

Vocabulary:

- Fictional detectives: *crime, deduction, detective, publish, to solve*

Resources:

- SB pages 48–49; Grammar Reference page 73; Word List page 68
- TB: Culture Notes page 113
- Online resources: Photocopiable Resource 41
- Assessment: Grammar Quiz Unit 10

WARM-UP (5 minutes)

(T-S, S-T) Ask students if they have heard of Sherlock Holmes. Who is he? What does he do? Have they ever read any Sherlock Holmes books or seen any Sherlock Holmes films?

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Read the questions aloud to the class. Take answers and share knowledge. Students may skim read the text if required.

Answers

a British **b** London **c** Doctor Watson

- 2** (T-S, S-S, S-T) Exercise 2. Draw students' attention to the text. You may want to pre-teach *detective, deduction*. Students work in pairs to read the text and answer the questions. Check answers with the class. You can refer to page 113 of the Teacher's Book for more information about the characters mentioned in the text.

Answers

1 Sir Arthur Conan Doyle
2 when someone makes a brilliant deduction
3 C. Auguste Dupin **4** They are both brilliant private detectives; they both use science and logic to find clues and solve crimes; adventures were narrated by a doctor

- 3** (S-S, S-T) Exercise 3. Students work in pairs to read the sentences and answer the questions. This is a good opportunity for students to work out the grammar rules independently, by analysing the sentences. Elicit answers from the class and ask students to justify their answers.

Answers

a yes **b** who does it **c** what someone does

- 4** (S-S, S-T) Exercise 4. Students work in pairs to find more examples of the passive in the text and try to work out how we form the passive for each example they find. Go through the Grammar box with the class. Check answers with the class.

Answers

a *am/is/are* + past participle

b *was/were* + past participle

c *have/has been* + past participle

Refer students to the Grammar Reference section on page 73 for more information.

PRACTICE (10 minutes)

- 1** (S-S, S-T) Exercise 5. Students work in pairs to complete the sentences. Check answers with the class. Then play the recording. Elicit answers from the class. To check answers, play the recording again, stopping after each answer.

Answers

2 are the novels set – (in Botswana)

3 have been published – (17)

4 hasn't been made, has been adapted

5 was the TV programme produced – (2008)

6 was planned, was never filmed

Audioscript 10.1

H = Hani **A** = Abbas

H: So, Abbas, you're going to tell us about a very popular series of novels, is that right?

A: Yes, that's right, Hani. *Grandparent's Detective Group* is a series of novels by Scottish author Austin Brown. The novels are written in a clear, easy-to-read style and are very funny. The main character is a kind and clever woman.

H: Where are the novels set?

A: In Botswana, Africa.

H: How many novels have been published so far?

A: Seventeen.

H: How successful are the books?

A: Very. More than 25 million copies have been sold. The series hasn't been made into a film but it has been adapted for television.

H: When was the TV series produced?

A: In 2008. Seven episodes were made for the first season. A second season was planned but it was never filmed.

- 2** (T-S, S-S, S-T) Exercise 6. Go through the example with the class and elicit what changes have been made to the second sentence (The object in the first sentence becomes the subject in the second sentence; the Present Perfect in the first sentence becomes *have been* + past participle, the subject in the first sentence is omitted because it is obvious who does the action.) Students work in pairs to rewrite the sentences. Check answers with the class and ask students to describe the differences between the first and second sentences.



10 LESSON 1A VOCABULARY AND GRAMMAR (SB)

Answers

2 fascinated by detective stories.

3 was stolen.

4 aren't published enough.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 7. Go through the example with the class. Students work in pairs to ask and answer questions. Monitor as students are working and offer support as necessary. You may want to make note of any common errors in the use of the passive, for a feedback session later on. Ask students to share with the class something they learned about their partner.

Answers

Students' own answers

WRAP-UP (10 minutes)

(S-S, S-T) Students work individually to write true/false sentences about the text using the passive, e.g. *Sherlock Holmes stories have been written by more than 120 authors.* (T) *Auguste Dupin was created after Sherlock Holmes.* (F). Then, in pairs, they swap sentences and decide whether the sentences are true or false. They check their answers with their partner.

HOMEWORK

In preparation for Lesson 2A, ask students to bring a newspaper with them.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 41 to use.

OVERVIEW

Objectives: Grammar

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

Resources:

- SB: pages 48-49
- WB: pages 36-37

WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students what they can remember about when to use the passive 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 passive.

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 1. Go through the example with the class and point out that all the words they need to make the questions are provided, but they are in the wrong order. Students work individually to make the questions. Check answers as a class.

Answers

- 2 When was it first shown on TV?
- 3 Who was the main character played by?
- 4 Was it based on a book?
- 5 How many episodes were shown?
- 6 Has the series been made into a film?
- 7 Was the programme watched by a lot of people?

- 2 (T-S, S-T) Exercise 2. Students work individually to match the questions with the answers. Check answers as a class.

Answers

- 1 d 2 g 3 b 4 e 5 a 6 f 7 c

- 3 (T-S, S-T) Exercise 3. Go through the example with the class and elicit how the passive is formed in this instance (*was + past participle*). Remind students to think about how we form the passive. Students work individually to complete the sentences. Check answers as a class.

Answers

- 2 has Hassan been recognised 3 was left
- 4 are/were committed 5 were broken

- 4 (T-S, S-T) Exercise 4. Go through the example with the class and elicit how the passive is formed in this instance (*have been + past participle*). Students work individually to complete the text. Check answers as a class.

Answers

- 2 was written 3 are still (being) shown 4 are committed
- 5 are solved

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 5. Go through the example with the class and elicit how the second sentence is different to the first (*the subject of the first sentence is not used in the second sentence, the object of the first sentence is the subject of the second sentence and the active verb have found is changed to passive has been found*). Students work individually to rewrite the sentences. Check answers as a class.

Answers

- 2 is arrested 3 is kept 4 were

- 2 (T-S, S-T) Exercise 6. Go through the example with the class. Students work individually to complete the sentences. Check answers as a class.

Answers

- 2 was composed 3 was played 4 are based 5 were sold

- 3 (T-S, S-T) Exercise 7. Go through the example with the class. Students work individually to complete the text. Check answers as a class. Ask students whether they have ever read *Our Last Best Chance* by King Abdullah II. Encourage them to do so if they haven't read it.

Answers

- 2 is working 3 is crowned 4 talks 5 writes 6 works
- 7 care

WRAP-UP (10 minutes)

(S-S, S-T) Students work in pairs to talk about their favourite book. If your students need extra support, write some prompt on the board, e.g. *What kind of book is it? Who is the author? When was it written? What happens? Who is the main character? Why do you like it?* Ask students to report back to the class what they learnt about their partner's favourite book.

HOMEWORK

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

10 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Use a range of passive tenses (GSE 50 – B1).
- Talk about doing good and helping others (GSE 54 – B1+).

Vocabulary:

- Helping others: *give away food, give directions, help with homework, return lost property, work for a charity*

Resources:

- SB page 50; Word List page 68
- Online resources: Photocopiable Resource 42
- Assessment: Vocabulary Quiz 10

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

In preparation for Lesson 3A, tell students to think about superheroes and make notes. Write some prompts on the board, e.g. *What superheroes do you know? What superpowers do they have? What is your favourite superhero film?*

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 42 to use.

WARM-UP (10 minutes)

(S–S, S–T) Exercise 1. Students work in groups to discuss the questions. Ask students to share their ideas with the class, justifying their answers where possible.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T–S, S–S, S–T) Exercise 2. Draw students' attention to the acts of kindness and the photos. Students work in pairs to match the acts of kindness with the photos. Check answers with the class.

Answers

- A** return lost property
- B** help with homework
- C** work for charity
- D** give directions
- E** give away food

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 3. Go through the example with the students. Students complete the sentences using the acts of kindness from Exercise 2. Check answers with the class.

Answers

- 2** gave directions/gave me directions **3** gave away food
- 4** working for a charity **5** returning lost property

PRODUCTION (15 minutes)

(S–S, S–T) In pairs or small groups, students look through the newspapers they have brought for stories about crime. They name (and, if time allows, briefly describe) the different crimes reported using vocabulary from the page.

OVERVIEW

Objectives:

- Use a range of passive tenses (GSE 50 – B1).
- Talk about doing good and helping others (GSE 54 – B1+).

Resources:

- SB: page 50
- WB: page 38

WARM-UP (5 minutes)

(T-S, S-T) Ask students how many words related to helping others they can remember. Write their ideas on the board, under the headings *Noun* and *Verb*, for students to refer to during this lesson.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Go through the example with the class and elicit why charity worker is the odd one out (*charity worker is a noun*). Students work individually to find the odd one out in each group. Check the answer as a class, encouraging students to justify their answers.

Answers

2 solving mysteries 3 police officer 4 fire brigade
5 hacker

- 2 (T-S, S-T) Exercise 2. Go through the example with the class. Point out that students need to use the context to decide whether they need a noun or a verb, and whether the noun is a crime or a criminal. Students work individually to complete the sentences. Check answers with the class.

Answers

2 returned 3 worker 4 gave 5 hacker

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Go through the example with the class and elicit the difference between *have* and *has*. 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 have 3 has 4 have been 5 haven't 6 have been

- 2 T-S, S-S, S-T) Exercise 4. Go through the example with the class and point out that some of the letters are given. Students work in pairs to complete the words. Check answers with the class.

Answers

2 disagree 3 charities 4 something 5 away

WRAP-UP (10 minutes)

(S-S, S-T) Exercise 5. Students work in pairs to discuss the question and make notes. They write a short paragraph.

Answers

Students' own answers

HOMEWORK

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

10 LESSON 3A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Understand a radio interview in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Practise pronunciation of question tags (GSE 59–66 – B2).

Vocabulary:

- Heroes: *crime fighters, fictional, innocent, justice, real, save, superhero, superpowers, villains*

Resources:

- SB: page 51; Word List page 68
- Online resources: Photocopiable Resource 43

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. If students did some research into superheroes at the end of Lesson 2A, ask them to share their ideas now. Go through the questions with the class and have a class discussion.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the example and the words in the box. If your students need extra support, pre-teach *justice system* and *innocent*. Students work in pairs to complete the sentences, using a dictionary to help them if necessary. Check answers with the class.

Answers

2 crime fighters 3 villains 4 justice system 5 others
6 save

- 2 (T-S, S-S, S-T) Exercise 3. Go through the questions with the class and tell students to underline key information. You may want to pre-teach *take the law into your own hands*. Play the recording once for students to listen for gist, then play it again for students to choose their answers. Students compare their answers in pairs. Check answers with the class.

Answers

1 c 2 a 3 a



Audioscript 10.2

P = Presenter W = Woman V1 = Villain 1
V2 = Villain 2 S = Superhero DA = Dalia Amin
MM = Mazen Musa RW = Rola Wakil

P: You're listening to Radio 9 and next up is Justice Time with Dalia Amin, which today is taking a look at superheroes.

W: Help! My car's been stolen and my baby's in the back!

V1: What ...?

V2: There's a little kid in the back seat!

V1: I'm not stopping.

S: Yes, you are!

DA: Superheroes! Lots of comics have been sold and lots of films and TV shows have been made about men and women, but mainly men, who save us from burning buildings and fight crime while wearing ridiculous costumes. And with me today to talk about why comic book crime-fighters are so popular is journalist Mazen Musa and writer Rola Wakil. Hi.

MM: Hello.

RW: Hi.

DA: Mazen, how popular are superheroes today?

MM: I think they're more popular than ever, Dalia. In recent years the sales of both print and digital comics have gone up. And superhero movies are incredibly popular.

DA: Why are they so popular?

MM: I think one reason is because we live in difficult times. People want someone to protect them and give them hope. Superheroes started out being really popular in the 1930s when the world economy was in a bad way and I think it might be a similar story today.

DA: Right.

MM: Superheroes also have positive human qualities that we'd all love to have. They are honest, responsible, clever and strong ...

DA: And they're all super fit!

MM: Yes, and people do like the idea of having superpowers; of being able to fly, etc.

DA: Definitely.

MM: And one reason superhero movies are so popular is because of computer graphics, special effects that allow superheroes to do the most amazing things and on the screen, it looks totally real.

DA: That's true. Rola, what do you think?

RW: I don't like superhero stories.

DA: Oh! Why's that?

RW: Because they get to decide who the bad guys are. But who gives them that right? In our society we have the police and a justice system to decide if someone is innocent or guilty.

MM: Did you know that some people dress as superheroes?

RW: Really?

MM: Yes. There was an example in the news the other day about a young man. He dressed in a blue-and-black costume and ...

RW: Like a superhero?

MM: Yeah, he called himself the Knight Warrior and he went round the streets at night, watching out for anything suspicious.

RW: Pff!

PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 4. Students work in pairs to discuss the questions. Ask students to share their ideas with the class, justifying their answers.

Answers

Students' own answers

- 2 (S-S, S-T) Exercise 5. Students work in groups to discuss the question. Ask students to share their ideas with the class, justifying their answers.

Answers

Students' own answers

PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Students work in pairs to discuss a time when they have done something brave. Ask students to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (10 minutes)

(S-S, S-T) Students work in pairs or small groups to create their own superhero. They agree on the details (name, superpower(s), costume, etc.) and make a simple fact file for the superhero.

HOMEWORK

Write the following question on the board: *How can you be the best person you can be?* Tell students to think about their answer and be prepared to give reasons at the beginning of Lesson 4A.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 43 to use.

10 LESSON 3B VOCABULARY (WB)

OVERVIEW

Objectives:

- Practise pronunciation of the letter /r/ (GSE 59–66 – B2).
- Contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

Resources:

- SB: page 51
- WB: page 39

WARM-UP (10 minutes)

(T-S, S-T) Ask *How do we stop crime in our country? Who stops crime and criminals? Do you think this is the best way to keep us safe?* Elicit ideas from the class.

PRACTICE (5 minutes)



- 1** (T-S, S-S, S-T) Exercise 1. Write the word *crime* on the board and elicit how it is pronounced. Go through the *Active Pronunciation* box. You may want to point out that these rules relate to British English pronunciation, and in American English the /r/ sound is more pronounced. Go through the sentences with the class, then play the recording for students to listen. Play once or twice more for students to listen and repeat, paying particular attention to the /r/ sound.

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Refer students back to the second part of the *Active Pronunciation* box and point out the example in Exercise 1 (*popular*). Students work in pairs to find the words with a silent /r/. Encourage them to say the sentences aloud in order to hear the difference in the /r/ sounds. Check answers with the class. You could play the recording again for students to focus on the silent /r/.

Answers

ever, another

- 2** (T-S, S-S, S-T) Exercise 3. Go through the *Active Pronunciation* box with the class. Point out that it is very common in spoken English to run words together. Students work in pairs to practise saying the underlined words. Monitor and offer support as necessary. You may want to make a note of any common errors in the pronunciation of the /r/ sound for a feedback session later on. Play the recording again as necessary.



Audioscript 10.4

superhero
true
fire

premiere
large
crowd
gathered

- 3** (S-T, S) Exercise 4. Ask students to write a short paragraph about a real-life hero they know or have heard about. Ask them to finish their writing task by answering the question: *Do you think you could be a real-life hero?*

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask *Do you think it is a good idea to be a hero? Why/Why not?* Discuss as a class.

Answers

Students' own answers

HOMEWORK

Write the following sentence stem in the board: *If I had a lot of money, I would ...* . Tell students to think about how they would finish the sentence, in preparation for the next lesson.

OVERVIEW

Objectives: Grammar

- Understand and use the second conditional to write unreal situations in the present tense (GSE 43–50 – B1).
- Understand when to use *were* and *was* (GSE 43–50 – B1).

Resources:

- SB: page 52; Grammar Reference page 73; Word List page 68
- Online resources: Photocopiable Resource 44
- Assessment: Grammar Quiz 00

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Draw students' attention to the photo and tell them to work individually to read the question at the top of the page (but not answer it yet). Elicit which situation the photo corresponds to.

Answer

2

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Play the recording once for students to listen for gist, then again to choose their answers. Students compare their answers in pairs. To check answers, play the recording again, pausing after each answer.

Answers

Ali: **1** c (buy the bread for the woman) **2** b

3 a (get the other passengers to help him stop the man)

4 a (take it to the police)

Hassan: **1** c (buy the bread for the woman) **2** a **3** a (plus call the police) **4** a

Audioscript 10.5



H = Hassan A = Ali

H: Hey, Ali, do you want to do this questionnaire?

A: Yeah, OK.

H: Alright, question one. What would you do if you saw an old woman taking some bread from a shop without paying for it? Would you: a) inform the store detective? b) look away and not do anything? Or c) do something else?

A: I wouldn't inform the store detective, that's cruel. But I wouldn't look away either. She might have just forgotten to pay. So, I'd buy the bread for the woman if she didn't have any money.

H: I agree. Good idea. Number two. What would you do if a thief tried to rob you? Would you: a) hand over your money and then call the police? b) shout for help and run away? Or c) do something else?

A: I'd run away and shout for help. I'm really fast. He'd never catch me.

H: I'd hand over the money and then go to the police and describe the thief. It's only money. It's not as important as your life.

A: Hmm, yeah, you're probably right.

H: OK, question three. What would you do if you saw a man shouting at someone on a train? Would you: a) talk to the man to convince him to stop? b) look away and not do anything? Or c) do something else?

A: If it was just one man, I'd try to talk to him first, then get the other passengers to help me stop him if that didn't work.

H: Even if you had to call security too?

A: Yeah, I think so.

H: I wouldn't do that. It's too dangerous. I'd just call the police.

A: That could be the right thing to do too.

H: Yeah, you can't just look away, can you?

A: No.

H: Question four. What would you do if you found a case with 500,000 JOD in it? Would you: a) take it to the police? b) start spending it immediately? Or c) do something else?

A: 500,000 JOD! Wow! I think I'd take it to the police the next day.

H: Really? Not me! If I found a case with 500,000 JOD in it, I would take it to the police straight away ...

- 2** (T-S, S-S, S-T) Exercise 3. Play the recording again for students to listen to the questions. Ask students if they agree with the answers Ali and Hassan give, and to justify their answers. Tell them to write down their own answers in pairs. Ask pairs to share their answers with the class.

Answer

Students' own answers

PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Write a second conditional sentence on the board, e.g. *If I were older, I'd stop working.* Ask *Is this sentence describing a real situation?* (No) *What is the tense of the verb in the first part of the sentence?* (Past Simple) *What is the tense of the verb in the second part of the sentence?* (would + infinitive). Go through the Grammar box with the class.

Answers

Students' own answers

Refer students to the Grammar Reference section on page 73 for more information and practice exercises.

- 2** (T-S, S-S, S-T) Exercise 5. Go through the *Watch Out!* box, then go through the example with the class. Students work individually to complete the sentences, then compare their answers in pairs. Check answers with the class.

Answers

1 would buy, bought, would feel, felt

2, 3, 4 Students' own answers

10 LESSON 4A GRAMMAR (SB)

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Dictate the *if* clause of two or three second conditional sentences (e.g. *If someone attacked me, ...*). Students complete each sentence in as many different ways as possible.

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 think of two or three problems/situations they would welcome advice on and make notes.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 44 to use.

OVERVIEW

Objectives:

- Use the second conditional (GSE 43–50 – B1).

Resources:

- SB: page 52
- WB: page 40

WARM-UP (10 minutes)

(T-S, S-T) If students did the homework at the end of the last lesson, write the following sentence stem in the board: *If I had a lot of money, I would ...*. Elicit endings to the sentences. Ask *Does this sentence describe a real situation? (No) Is it about a past or present situation? (present).*

Answers

Students' own answer

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Point out that students need to choose the option with the same meaning as the first sentence (all the options are grammatically correct, but they differ in meaning). Students work in pairs to choose the correct forms. Check answers with the class.

Answers

1 hasn't got 2 isn't 3 is 4 isn't 5 is

- 2 (T-S, S-S, S-T) Exercise 2. Point out that they can choose both options for one of the sentences. Students work individually to choose the correct forms, then compare their answers in pairs. Check answers with the class, encouraging students to justify their answers.

Answers

1 would 2 would you 3 studied 4 didn't

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Go through the example with the class. Point out that the prompts are already in the correct order. Students work individually to complete the notes, then compare their answers in pairs. Check answers with the class.

Answers

- 2 I would ask them to stop, but if they wouldn't, I would call the police.
- 3 Would you buy from a shop if you didn't like their products?
- 4 No, I wouldn't. I would try to visit another shop.

- 2 (T-S, S-S, S-T) Exercise 4. Go through the example with the class. Point out that the two sentences need to have the same meaning, and they should use the second conditional. Students work individually to complete the sentence, then compare with answers in pairs. Check answers with the class.

Answers

- 2 were some CCTV cameras here, there wouldn't be
- 3 locked your back door, you wouldn't get burgled
- 4 were enough detectives in this film, criminals wouldn't get away
- 5 weren't unrealistic, they wouldn't be

WRAP-UP (10 minutes)

(T-S, S-T) Exercise 5. Students work in pairs to brainstorm ideas, then work individually write their sentences. Encourage them to use the second conditional and vocabulary related to crime and justice. Students swap their sentences with a partner and take it in turn to give feedback on what they like about the sentences, as well as what can be improved.

Answers

Students' own answers

HOMEWORK

In preparation for the next lesson, tell students to think about the last time someone asked them for advice, and what they said.

OVERVIEW

Objectives: Speaking

- Ask for and give advice (GSE 59–66 – B2).
- Pronunciation of words with silent letters (GSE 59–66 – B2).

Vocabulary:

- Ask for and give advice: *could you give me some advice, have you any ideas on how to, have you any tips on what I could do, I don't think you should, if I were you, it's better to, what should I do, why don't you, you should*

Resources:

- SB: page 53; Word List page 68

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Draw students' attention to the photo and ask what they can see. Encourage them to speculate on what might be happening, not just provide a description. Students work in pairs to discuss the question. Ask students to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-T) Exercise 2. Play the recording once for students to get the gist, then again for students to choose their answers. To check answers, play the recording again, stopping after each answer.

Answers

1 F 2 F 3 T 4 T



Audioscript 10.6

Z = Zeinab Albawab F = Faten Allabban

- Z:** This is Zeinab Albawab and this is my project on how to prevent accidents. I'm interviewing Faten Allabban, a police officer.
- F:** Hi.
- Z:** First question. Sometimes, it's dark when I walk home from being out, the street lights aren't bright and I don't always feel safe. A friend recently fell and broke her leg! Have you any tips?
- F:** Well, it's better not to walk at night on your own. I'd walk home with a friend or get a lift from an adult. But honestly, the key is to be vigilant, keep your eyes open.
- Z:** Could you give me some advice? Recently, I put my bag down in a shop and when I went back it was gone. Have you any ideas on how to stop that happening again?
- F:** Always keep an eye on your things, you shouldn't leave them unattended. Pay attention! For example, I don't think it was a good idea to leave your bag alone.
- Z:** Thanks for the advice.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class, then go through the example. Students work in pairs to complete the sentences. To check, play the recording again and pause after each answer.



Answers

2 better 3 some advice 4 on

- 2** (T-S, S-S, S-T) Exercise 4. Write some of the words from the box and circle the letters in red. Ask *What do all these words have in common?* (The letter in red is not pronounced). Play the recording once for students just to listen, then once or twice more for students to listen and repeat. Ask students if they can think of any other words that have silent letters.



- 3** (S-S, S-T) Exercise 5. Students work in pairs to practise saying the sentences. Elicit from students which words have silent letters (*calm, unconscious, fasten, write, sign*). Play the recording for students to listen, check and repeat.



PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Students work in groups to give advice for each of the situations. Monitor students' discussions and offer support as necessary. You may want to make a note of any errors in the use of the second conditional or pronunciation of words with silent letters, for a feedback session later on. Ask groups to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S, S-T) Put students in new groups and refer them to the notes they made at home. They take it in turns to ask for and give advice for each situation.

HOMEWORK

Ask students to write a description of (or make notes about) the photos on Student's Book pages 62–63.

CONTINGENCY PLAN

Students imagine they are an agony aunt/uncle and write a reply offering advice for one of the problems in Exercise 6.

OVERVIEW

Objectives:

- Read a text to find specific information (GSE 59–66 – B2).

Vocabulary:

- *tips, think we should, caring for our environment, litter problem, matter, everyone does it, look after, advice, ignore, rubbish, adds up, act of kindness, nature, careless, pick up, small actions can lead to big changes, every little bit helps*

Resources:

- SB: pages 54–55; Word List page 68
- Online resources: Photocopiable Resource 45

WARM-UP (5 minutes)

(T–S, S–T) Exercise 1. Draw students’ attention to the photos on page 55 but tell them not to read the story yet. Use the descriptions students wrote at home to lead in to the reading text and extend Exercise 1. Ask *Where do you think they are? Do they know each other well? What could they be talking about? How might the photos be related to the story?*

Answers

Students’ own answers

PRESENTATION (5 minutes)

(T–S, S–S, S–T) Exercise 2. Students work in pairs and discuss their answer to the question. Ask students to share their answers with the class.

Answer

Students’ own answers

PRACTICE (10 minutes)



1 (T–S, S–S, S–T) Exercise 3. Point out that students do not need to read every word in order to answer the question: they can skim-read for gist. Students work in pairs to discuss the story. Ask students to explain what the story is about and whether they found the ending surprising. Encourage students to justify their answers. You may wish to play the recorded version of the text at this point, if necessary.

Answers

It’s about keeping the environment clean and helping others to do the same.

2 (T–S, S–S, S–T) Exercise 4. Go through the *Active Reading* box with the class. Point out that the questions will not use the same words as the text, but they should look for parts of the text that have the same meaning. Students work individually to choose the correct answer, then compare their answers in pairs. Check answers with the class, asking students to explain which underlined words helped them choose their answer.

Answer

1 b

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 5. Tell students to read the text more carefully this time. Students work individually to choose the correct answer, then compare their answers in pairs. Check answers with the class, asking students to explain which words in the questions and part of the text helped them choose their answers.

Answers

2 c 3 b 4 a

WRAP-UP (15 minutes)

(S–S, S–T) Exercise 6. Students work in groups of three to discuss the questions. Monitor as students are discussing and offer support as necessary. You may want to make a note of any common errors in the use of the target vocabulary, for a feedback session later on. Ask groups to share their ideas with the class and to give justifications for their answers. You could have a class vote to see whether most students agree or disagree with the questions.

Answers

Students’ own answers

HOMEWORK

Ask students to look online for a story about an ‘everyday hero’ – an everyday person who helped to do something good.

CONTINGENCY PLAN

Ask students to find out about environmental activities in their area. Ask *What types of things can be done? Where to do them? What would you like to do to help the environment?* There is a downloadable photocopiable resource number 45 to use.

10 LESSON 7A WRITING (SB)

OVERVIEW

Objectives: Writing

- Write a short story: when and where it happened, use the Past Perfect and Past Continuous to give background, say what happened, express feelings, connect sentences (GSE 67–75 – B2+).

Vocabulary:

- Writing a story: *although, a few days before, as soon as, at first, because, but then, he felt, he said, I'd decided to, I was in, I was waiting to, it was about, later, right after that, she seemed, so (that), someone did, the day before, this happened, we were at, when, while*

Resources:

- SB: pages 56–57; Word List page 68
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Draw students' attention to the photo. Ask *What can you see? What do you think is happening?* Then tell students to read the title and introduction only, and elicit what kind of story they expect it to be.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Students work individually to read the first paragraph and decide what kind of story it tells (the story of an everyday hero). Students then read the rest of the text about the teenager and work in pairs to answer the questions. Check answers with the class.

Answers

- 1 He couldn't believe it.
- 2 He asked his dad for help.
- 3 He/They returned it to its owner.
- 4 The head of the national radio station.

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Writing box with the class. Point out that this is a useful guide to structuring a story which students can refer to later. Students work in pairs to find examples of the advice in the story. Check answers with the class.

Answers

When it happened: December 2015

Where it happened: a market in the town of Salt

Background: had decided (Past Perfect), was walking (Past Continuous)

What happened: discovered a bag containing 12,000 Jordanian dinars (Past Simple), The head of the radio station said that the young man represented the true spirit of Jordan. (Reported Speech)

How people felt: the teenager couldn't believe it, his father was very proud

Connecting sentences: Then

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Before Exercise 4, put students in groups of three and get them to check each other's understanding of the story on Student's Book page 56. Get them to write questions about it (e.g. *Was the young man rich? How long did it take him to find the bag's owner?*). In their groups, students ask and answer their questions.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 4. Refer students to the notes they made at home and get them to work in pairs and share their stories. They can use their notes as their basis for the writing task. Students work individually to write their stories, then swap their work with a partner, who gives feedback on what they like about the story, as well as what can be improved. When giving feedback, students can use the points in the Writing box as a checklist.

Answers

Students' own answers

WRAP-UP (5 minutes)

- 1 (S-S, S-T) Exercise 5. Students work in pairs to discuss their answers to the questions. If there is time, students can do some research online to find out the answers to the questions. Ask pairs to share their ideas with the class.

Answers

Students' own answers

- 2 (S-S, S-T) Exercise 6. Students work in new groups. They can either discuss the everyday heroes they wrote about in Exercise 4, or discuss new people. Monitor as students are working and offer support as necessary. Ask groups to share their ideas with the class.

Answers

Students' own answers

HOMEWORK

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

CONTINGENCY PLAN

Students could rewrite their story from Exercise 4, 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 10.

Resources:

- SB: Word List page 68; Grammar Reference page 73
- WB: pages 42-43; Self-Assessment 10 page 41
- Assessment: Unit 10 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

2 officer 3 hero 4 detective 5 judge 6 victim
7 environment

Exercise 2.

Answers

2 break 3 report 4 broke 5 Hand 6 made 7 lost
8 take

Exercise 3.

Answers

2 was it formed 3 was 4 was replaced
5 are investigated 6 are employed

Exercise 4.

Answers

2 If he had looked where he was walking, he wouldn't be in hospital.
3 If the world was perfect, we wouldn't need the police.
4 I'd be anxious if that happened to me.

Exercise 5.

Answers

2 knew who found your phone, I'd tell you.
3 were at school, he'd have homework.
4 didn't write great detective stories, people wouldn't like you.

USE OF ENGLISH

Exercise 6.

Answers

1 d 2 d 3 d 4 c 5 b 6 b 7 a 8 d 9 b 10 d

LISTENING

Exercise 7.

Answers

1 c 2 b 3 c

Audioscript 10.11



1

M = Man W = Woman

M: How are you?

W: I'm well. Very busy! Have I told you I'm training for a new job?

M: No! You're not a teacher anymore? What's the new job? Don't tell me ... a writer?

W: Well, I'm training to become a paramedic.

M: Wow! That's amazing. What made you decide to do that?

W: I have always enjoyed helping people ...

M: ... and soon you will be able to save lives.

W: That's the plan!

2

W1 = Woman 1 W2 = Woman 2

W1: I called the police this morning.

W2: Why?

W1: I saw a strange man in a building across the street. He was there for hours, staring at me. I thought he looked suspicious.

W2: Did the police come?

W1: Yeah. It wasn't a man. It was a big photo of an actor. I was so embarrassed, you know, that I'd wasted the police's time, but fortunately, they saw the funny side.

3

M = Mum J = Jaber

M: Jaber, did you know that twenty-five percent of people illegally download TV, films and music?

J: Yeah, Mum, it happens all the time.

M: Not all the time. Some people buy their music. Me, for example.

J: Yeah, whatever.

M: It isn't right. It's not fair on the artists.

J: I don't know if it's right or wrong but it's not easy to stop people doing it.

M: Hmm, you're probably right.

SPEAKING

Exercise 8.

Answers

Students' own answers

WRITING

Exercise 9.

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 58-59

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. In pairs, students read the definition of *copyright* from the Student's Book. Allow students time to discuss their thoughts and share answers with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

1 (T-S, S-T) Exercise 2. Read the rubric to the students and ensure they are clear of the task. Play the recording. Allow students time to match the artists and statements. Point out that one of the statements is mentioned by two of the artists. Play the recording again if needed. Check answers as a class.

Answers

A 3 C 1 D 2
B is the extra statement



Audioscript 10.12

- 1 I don't think it's a problem that other people use my work. As a professional musician, part of what I hope to do is to inspire other people. What is important, though, is that they ask me for permission when they want to use a piece of music I wrote and mention my name. I never ask for money for something small or personal like using my song in an amateur film or college presentation but I think it's only fair that people know that what they hear is the result of my hard work.
- 2 I work as a travel journalist and blogger. For me, writing is not just about earning money, but a way to be creative and to share my ideas with other people. As a writer, I'm often inspired by something I've read or seen. I might read an article and want to write about the same topic, or write what I think about that article. But taking parts of someone's text word-for-word, or pretending the ideas from that are your own is something very different. That's just copying! It's actually illegal and something I would never allow.
- 3 I'm a film maker and I make documentaries. When I make something original, I am proud of it and I feel that I own it, so it's important I get paid for my films. This is not a hobby for me but a career. Many people just don't seem to understand that when they share my work or copy it without paying, they are actually stealing from me. When you use something created by an artist, you should actually pay for it.

2 (T-S, S-S) Exercise 3. Students work in pairs. Refer students to the rubric. Read the four situations to the class. Allow students time to discuss which things they think are OK and which are not OK, giving reasons for their opinions. Take feedback as a class.

Answers

Students' own answers

PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Allow students time to read the text on page 69. Monitor the class, offering support and explaining language where necessary. Then, go through the Life Skills box and ensure students know what to do. Allow students time to complete the task and then check answers as a class.

Answers

2 school 3 resources 4 copyright 5 licence 6 sources

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Students should work in the same pairs as for Exercise 3. They look back at the four statements and consider if their opinions have changed after completing the Life Skills box in Exercise 4. Take thoughts from the class and discuss.

Answers

Students' own answers

WRAP-UP (15 minutes)

(T-S, S-S, S-T) Exercise 6. Students should work in groups for this exercise. Read the two questions to the class. Explain that there are two opposing views: for copyright and against copyright. They should use these arguments to help them to hold their group discussion. Monitor discussions, modelling sentence structure and use of language as appropriate.

Answers

Students' own answers

HOMEWORK

Students should write a short essay to express their views about copyright as discussed in Exercise 6.

CONTINGENCY PLAN

You could take a class vote and hold a whole class discussion about the pros and cons of copyright to develop the ideas from Exercise 6.