

2

I Spy!

This unit is about spies, how they operate and their secret missions.

In this unit, the students will learn new words and expressions, and review the Present Perfect Simple and Relative Pronouns.

The chart below shows the global and operative can-do statements for Unit 2.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can read an interview about the history of spying	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can follow an argument by differentiating between main ideas / claims and supporting details</p>	Reading 1 pages 40-41
Can read a magazine article about a secret mission	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand texts describing people, places, everyday life and culture (e.g., traditional food, dress, festivals)</p>	Reading 2 pages 50-51
Can listen to a radio program about a famous author	<p>SPOKEN RECEPTION:</p> <p>Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography), especially if speech is clearly articulated</p> <p><i>Listening to audio media and recordings</i></p> <p>Can extract important information from short radio broadcasts (e.g., weather forecasts, concert announcements or sports results) and interviews (e.g., addressing personal likes and dislikes), provided that articulation is clear</p>	Listening and Speaking pages 46-47
Can exchange ideas and information on a variety of topics	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree / disagree with others, and compare objects / people</p> <p><i>Goal-oriented co-operation (e.g., repairing a bike, discussing a document, organizing an event)</i></p> <p>Can manage simple, routine tasks without undue effort, asking for repetition / clarification when he/she does not understand</p>	

<p>Can exchange ideas and information about spying on the computer</p> <p>Can exchange ideas and information about taking photographs of people without their permission</p>	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree / disagree with others, and compare objects / people</p>	<p>Vocabulary Practice page 43, Ex C</p> <p>Speak Your Mind Let's Talk page 58</p>
<p>Can prepare for a debate by focusing on selecting relevant ideas</p> <p>Can agree or disagree with a topic and give reasons</p>	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his / her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Sustained monologue: Putting a case</i></p> <p>Can express agreement or disagreement using simple formulaic expressions to explain why</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and / or clarification when necessary</p>	<p>Speak Your Mind Let's Debate page 58</p>
<p>Can write a description of a personal experience</p>	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and,' 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Creative writing</i></p> <p>Can write basic descriptions of events, past activities and personal experiences</p>	<p>Writing pages 56-57</p>
<p>At the end of the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. research and prepare a podcast or a video clip about a famous spy 2. present and describe items that a spy would take to a foreign country 3. use the Internet to find current information 	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his / her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Addressing audiences</i></p> <p>Can give a short, rehearsed presentation on a topic pertinent to everyday life, giving reasons and explanations for opinions, plans and actions</p> <p><i>Sustained monologue: Describing experience</i></p> <p>Can describe and compare objects and possessions</p> <p>MEDIATION:</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Relaying specific information in writing</i></p> <p>Can relay in writing (in Language B) specific information contained in simple, informational texts (written in Language A)</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and / or clarification when necessary</p>	<p>Task page 63</p>

NEW WORDS

PART 1

against	confirm	good-looking	novel	stay
agent	desire	government	nuclear	stone
apart from	device	haircut	on fire	the best
assess	director	handsome	oppose	the West
attend	disappoint	headline	pass	translate
battle	driving license	housework	political	up-to-date
broadcast	duty-free	identity	power	well-made
candle	ensure	intend	secretary	whether ... or
chain	equally	interview	self-service	
chapter	experience	introduction	single parent	
character	face-to-face	lab	spot	
code	firefighter	no way	spy	

PART 2

aircraft	euro	officer	sew
break down	examine	on business	staff
call	for years	parliament	stress (n)
catch (someone's) attention	fuel	passport	task
check-in	garage	politics	the law
chief (adj)	guard	real	though
citizen	guess	receipt	treatment
commit	hundreds	relations	wrap
creature	luck	rough	
deal with	never mind		

SPEAK YOUR MIND

context	delete	order	step
copy	have (something) in common	select	underline

These words are reviewed at least three times in this unit of the Student's Book and Workbook.

They are also recycled at least three times in later units of the Student's Book and Workbook as well as numerous times in the Digital Extra components: Wordlist Plus and Vocabulary Booster.

Activities for the students to monitor and assess their own vocabulary acquisition:

- **Track New Words** (Student's Book, pages 47 and 59)
- **Review** (Student's Book, pages 60-61)
- **Check Yourself** (Workbook, pages 52-55)
- **Read and Check** (Student's Book, pages 62-63 and Workbook, pages 56-57)
- **Digital Extra Components:** Wordlist Plus and Vocabulary Booster

In this unit, the students will learn about the history of spying and a secret mission carried out by a US spy, discuss a controversial subject about people being allowed to take pictures and videos of others without their permission and describe a personal experience, using the new vocabulary, and the grammar learned in the unit. At the end of the unit, they will be able to research a famous spy and present a podcast or clip about him or her or prepare a small suitcase of items that would be necessary for a spy in a foreign country and describe and explain their purpose to the class.

Pages 36-37

The opening spread introduces the theme of the unit – spies, the activities that they do and the equipment that they use.

Tell the students to look at the title and the opening pages of the unit. Ask them what they think “I Spy!” means. Explain that in addition to its literal meaning, it is a game in which the player specifies the color or first letter of an object that he or she can see, and the other players try to guess. (“I spy something beginning with ...”) It is also the name of a 2002 spy comedy movie.

Share the objectives on the page with the students. Point out that they show what skills the students will learn and what they will be able to do as they progress through the unit.

- A** This exercise introduces the students to various activities that spies might have to take part in. Tell the students to look at the photographs and match the statements about spies to the pictures.

ANSWERS

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

- B** In this activity, the students rank things a spy might have to do. Read the options with the class and tell the students to choose the three most important things. Take a class vote and count the number of votes for each option. The three options with the most votes wins.

Suggestion: Have the class work in pairs. As an alternative to a class vote, each pair can report their findings to the class.

- C** In this creative exercise, the students invent a special item that could help a spy. The item can be imaginative with special powers or be based on something that already exists.

Suggestion: Ask the students to discuss their ideas with a partner and then ask each pair to present their best idea.

Pages 38-39

PART 1 Who's a Spy?

In this part, the students will read about the history of spying.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 32 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- A** The students are introduced to some of the new words they will learn in Part 1. They do a variety of exercises to reinforce their understanding of the new words in different contexts before they are exposed to the reading text. The students practice recognition of the new words to internalize their meanings.

- 1** In this exercise, the students decide which of the new words they can use to talk about spying. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

broadcast, code, face-to-face, no way, stay

- 2** In this exercise, the students decide which new words mean the same as the phrases given.

ANSWERS

- | | |
|---------------|-----------|
| 1. no way | 4. stone |
| 2. secretary | 5. candle |
| 3. apart from | 6. code |

- 3** To raise awareness of how the new words collocate, the students match the new words in A to the words that can follow in B.

ANSWERS

1. e 2. c 3. b 4. a 5. d

- 4** In this activity, the students answer the questions in order to show understanding of the new words.
Accept all logical and grammatically correct answers.

Suggestion: The students can do this exercise in pairs, taking turns asking and answering the questions.

- 5** In this exercise, the students match the beginnings of the sentences in A to the endings in B to show that they understand the meanings of the new words.

ANSWERS

1. c 2. e 3. b 4. d 5. a

- 6** In this exercise, the students complete a text about a spy story with the new words given. To ensure comprehension, ask them how the Scarlet Pimpernel got his name.

ANSWERS

- | | |
|---------------|-----------|
| 1. power | 4. code |
| 2. intended | 5. ensure |
| 3. apart from | 6. no way |

When he freed people, the Scarlet Pimpernel left a small card with a picture of a red flower – a scarlet pimpernel.

You may wish to share the following background information with the class.

The Scarlet Pimpernel is a romantic novel written by Baroness Emmuska Orczy. It was first produced as a play in 1903 and later published in book form in 1905. The novel's main character, Sir Percy Blakeney, is an English aristocrat. He is secretly the Scarlet Pimpernel, an adventurous hero who rescues French aristocrats and smuggles them out of France to safety during the French Revolution. The book was such a success that Orczy wrote two sequels – *The Elusive Pimpernel* (1908) and *The Way of the Scarlet Pimpernel* (1933).

B These exercises introduce more new words in the context of a listening passage.

- 1** Ask the students which words can be used to talk about a spy.

POSSIBLE ANSWERS

against, agent, government, identity, political, spy, the West

- 2** In this recognition exercise, the students show that they understand the meanings of the new words by using them to replace the words in bold. Remind the students to make any necessary changes.

ANSWERS

- | | |
|------------|-----------------|
| 1. desire | 4. spot, spy |
| 2. confirm | 5. interview |
| 3. passing | 6. disappointed |

3 In this exercise, the students use the new words given to complete the sentences.

ANSWERS

- | | |
|---------------|--------------|
| 1. oppose | 5. against |
| 2. identity | 6. political |
| 3. government | 7. agent |
| 4. the West | |

4 In this activity, the new words are presented in the context of an interview about a famous spy in order to find out what happened to him.

See *Suggestions for Teaching Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Presenter: Welcome to our program, Jane. Thank you for agreeing to have this interview about Oleg Gordievsky.

Jane: It's a pleasure to be here with you. Oleg Gordievsky was a Russian spy who decided to change sides and help the West. It all started in 1974, when he began to pass important secrets to the British.

Presenter: Why did he do that, Jane?

Jane: His reasons were political. He opposed the way the Russian government treated its people and his main desire was to change the system in the USSR. The British were happy to have a useful agent who supplied them with many important secrets. After a few years, the Russian government understood that one of their own people was passing on secrets and they did all they could to find out the identity of this spy. Oleg Gordievsky was one of the people they began to watch closely, but they didn't have any proof that he was working against them. Then, a US spy began to work for the Russians and confirmed what they thought. He told them all about Gordievsky.

Presenter: What did the Russians do? Did they catch him?

Jane: No. Luckily, the British realized Gordievsky was in danger and used a code to warn him. They met him at a special spot and got him out of the country hidden in a car. He arrived safely in London in 1985. The Russians were very disappointed that he escaped.

Presenter: What a story. Thank you!

ANSWER

He managed to escape from Russia and arrived safely in London.

You may wish to share the following background information with the class.

Oleg Gordievsky was one of the most influential spies ever. He was a senior KGB officer and a double agent for the British MI5. While working for the British, he exposed other Soviet spies working in Britain and helped avert a nuclear conflict. He therefore changed the course of the Cold War between Russia and the West.

READING 1 It's a Secret!

In this section, the students read an interview on an online site about the history of spying.

- A** Have the students read the interview. While they read, they think about why someone would want to become a spy.

ANSWER

One of the following: to make money / to help their country / for political beliefs / because they oppose their country's government

Suggestion for less-advanced students: Have the students read each paragraph separately and answer the question in the heading. This will help them to find the main idea of each paragraph.

See *Suggestions for Teaching Reading* in the Introduction to this Teacher's Guide.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized. They are asked to find three things a spy has to do and sentences in the interview that are paraphrased.

ANSWERS

1. watch people, send messages, use many different codes
2. 1. spies have always done a lot more than that
 2. spies have hidden messages in their clothing, bread, candies, toothbrushes and even in their teeth
 3. you don't always need to think of a special code
 4. they oppose their country's government

- B** The students answer questions about the text in order to demonstrate their comprehension.

ANSWERS

1. 1. Effect – They had spies to give them information about their enemies.
 2. Cause – The person needed to uncover the message.
2. places where spies have hidden messages / ways of hiding messages
3. c
4. Some soldiers from the Choctaw tribe. Because there was no way the Germans could understand what they said.
5. 2. She had access to the West's nuclear secrets.
 4. The British discovered she was a spy. / A Russian agent uncovered her activities.
6. She said that she did it because of her political beliefs. The new word that helps answer is *political*.

- C** This question requires a personal response. The students consider whether they think they could be a spy and explain why or why not, based on the information they read.

Accept all logical and grammatically correct answers.

Suggestion: In order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge, point out that *the West* is made up of a group of countries. Explain that we use *the* in front of some countries and not others. For example, the UK, the USA, the Netherlands because they are made up of a group of countries or states. Ask the students to think of or use the Internet to find other countries that have *the* in front of them. (the Philippines, the Ivory Coast, the Bahamas, the Czech Republic)

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

A In this exercise, the students choose the correct new word to complete the sentences.

ANSWERS

- | | |
|--------------|-----------------|
| 1. ensure | 5. identity |
| 2. haircut | 6. assess |
| 3. pass | 7. code |
| 4. interview | 8. face-to-face |

B In this exercise, the students choose which new words relate to the situations given.

POSSIBLE ANSWERS

- government, oppose, political
- broadcast, interview, face-to-face
- against, confirm, oppose
- face-to-face, secretary, interview, agent

C The purpose of this collaborative activity is to give the students the opportunity to speak with a partner about a topic of interest using new and recycled words. The students work in pairs to roleplay a conversation between two friends about a message on the computer. Have the students write the conversation first before acting it out. Point out the speech bubbles that can be used as examples.

WORKBOOK page 35

Refer the students to the Workbook, page 35 for additional practice of the new words.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. Here the Word Power focuses on compound nouns and compound adjectives.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 37 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class and explain that a compound noun is made up of two nouns and a compound adjective is made up of two adjectives. Tell them they can check in the dictionary to see how the words are spelled – as one word, hyphenated or two words. Have the students do the exercises to demonstrate understanding of the new words.

D In this exercise, the students choose the compound noun or adjective to complete the opinions.

ANSWERS

- | | |
|-----------------|-------------------|
| 1. duty-free | 4. housework |
| 2. well-made | 5. single parents |
| 3. good-looking | 6. headlines |

Suggestion: Ask the students to find three more examples of compound nouns and compound adjectives. Tell them they can use their phones or the Internet.

Compound nouns: bedroom, smartphone, boyfriend, ice cream, swimming pool

Compound adjectives: part-time, well-behaved, open-minded, seasick, bulletproof, overcooked

E The students write two opinions of their own, using compound nouns and adjectives that they have learned.

Accept all logical and grammatically correct answers.

WORKBOOK page 38

Refer the students to the Workbook, page 38 for more practice of the new words.

Pages 44-45

GRAMMAR Present Perfect Simple

In this section, the students learn about the Present Perfect Simple. Read the information about the grammar point with the class pointing out the uses of the tense.

Because Hebrew and Arabic don't have this tense, it might help to have the students translate the sentence in purple. Elicit the tenses used in their own language to express these ideas.

Ask the students the questions to show their understanding of meaning and form.

ANSWERS

1. *have* or *has*
2. V3

Refer the students to the Grammar Appendix on page 231 for additional information and examples.

A This recognition exercise focuses on meaning. The students match the beginnings of sentences in the Present Perfect in A to the endings in B.

ANSWERS

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

B In this exercise, the students practice both form and meaning. They choose the correct verb to complete each sentence in the Present Perfect.

ANSWERS

1. hasn't received
2. Has ... taken
3. haven't exposed
4. have ... escaped
5. has written
6. Have ... met

C In this exercise, the students choose the correct form of the verbs – Past Simple or Present Perfect – to complete the blog about a mystery shopper. To show comprehension, they focus on how the mystery shopper gives information to the store owner.

ANSWERS

1. have worked
2. Have you ever considered
3. have cleaned
4. have put
5. entered
6. was
7. mentioned
8. have done
9. have never caused
10. have mainly had

The mystery shopper gives a report to the owner.

D In this communicative exercise, the students ask their partner questions about the pictures. Tell the students to write five questions about the pictures using the Present Perfect. Point out the speech bubbles that can be used as examples.

Suggestion: Have the students take turns asking and answering each other's questions.

WORKBOOK page 39

Refer the students to the Workbook, page 39 for more practice of the Present Perfect Simple.

LISTENING AND SPEAKING Agent 007

This section integrates the skills of spoken reception and spoken interaction and production. The students first learn new words, then listen to a talk about Ian Fleming, the author of the James Bond books and discuss the topic.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 41 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

A This pre-listening activity introduces the new words that appear in the talk that the students are going to hear.

- 1 Before they listen, read out the words so that the students hear how they are pronounced. Ask the students which words can be used when talking about literature.

POSSIBLE ANSWERS

chapter, character, introduction, novel, translate

Suggestion: Point out that *ch* can be pronounced /ch/ or /k/. Write the words *chain*, *chapter* and *character* on the board and ask the students to say the words aloud. Ask them to draw a chart in their notebooks like the one below and write the following words in the correct column: *teacher*, *technical*, *childhood*, *chimpanzee*, *school*, *chemist*, *champion*, *technology*. Then tell them to add a word to each column. They may add *cheese*, *chance*, *catch* for the /ch/ sound and *hi-tech*, *schedule*, *chorus* for the /k/ sound.

/ch/	/k/

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 2 In this recognition exercise, the students complete the sentences with the new words.

ANSWERS

- | | |
|-------------------|---------------|
| 1. attended | 6. the best |
| 2. chain | 7. translate |
| 3. whether ... or | 8. characters |
| 4. on fire | 9. experience |
| 5. chapter | |

- 3 The students complete the sentences to demonstrate understanding of the new words.

Accept all logical and grammatically correct answers.

B The students listen to a talk about Ian Fleming. The first time they hear the recording, they listen for the main idea in order to find out when Ian Fleming became a writer.

ANSWER

He became a writer after he worked for a newspaper.

You may wish to share the following background information with the class.

Ian Fleming, (1908-1964) was a suspense-fiction novelist whose character James Bond, the high-living British secret service agent 007, became one of the most successful heroes of 20th-century popular fiction. Fleming wrote fourteen Bond books during his lifetime. Fleming's philosophy of life was, "Never say 'no' to adventures. Always say 'yes', otherwise you'll lead a very dull life."

See *Teaching Suggestions for Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Announcer: Good evening, ladies and gentlemen. I'm very happy to welcome Ms Mira Paterson, who is here to give us a talk about Ian Fleming, the creator of that world-famous spy, James Bond. Over to you, Mira.

Mira: Thank you. As a young girl, I loved James Bond movies. James Bond was handsome and clever, and he really had style! Who could forget his now-famous introduction in the movies – "Bond. James Bond"? Whether he was tied up in chains or trapped in a building that was on fire, he always escaped! Also, he used some amazing devices that were specially created for him by the scientist Q in his lab. For example, cars that he could drive underwater and a robotic dog.

Then, as I grew older, I began to read the James Bond novels, written by Ian Fleming. I would read chapter after chapter, unable to put the book down until I found out how Bond saved the world! I wasn't surprised when I recently read that the James Bond novels have been translated into many different languages and I became interested in Ian Fleming as the person who created James Bond – who of course is also known as 007.

Ian Fleming lived an interesting life. He was born in London in 1908 and as a young boy attended the best schools. Then, he spent some time in Switzerland, where he learned French and German. He loved the country and so it is not surprising, perhaps, that in his books, James Bond's mother is Swiss.

Fleming's life became much more exciting when war broke out in 1939. I learned that Ian Fleming himself had been involved in spying during World War II. Fleming was back in Britain and he was given the job of helping the director of the intelligence department in the navy – that was how he gained so much knowledge and experience about spying. He organized activities for spies in many parts of Europe.

Sometimes his activities were just the kind of thing you would expect to read about in a James Bond novel. Once he came up with the amazing idea of leaving a body with false information on it on a beach for the Germans to find ... and it worked! They believed the information in the documents they found on the body. He was also the leader of a special unit which was responsible for going into areas controlled by the enemy to find important information.

After the war, Fleming worked for a newspaper, but soon after that he became a writer. He moved to Jamaica, where he wrote many of his James Bond books and some of the events in these books actually take place in Jamaica. In fact, it is fair to say that a lot of the character of James Bond is based on Fleming himself or his experiences during the war. In the end, it doesn't matter how Fleming got his ideas, one thing is certain – when asked to name a famous spy, most people will say, "James Bond, 007!" I think that he is definitely the best!

C The students listen to the talk a second time for specific details. Have the students read the questions before they listen. This will help them focus on the specific information they need to listen for in order to answer.

The students write their answers on page 42 of the Workbook.

ANSWERS

1. after
2. French / German
3. b
4. on a body (on the beach)
5. a

D

- 1** In this collaborative activity, the students work in pairs to discuss spies. Tell them to copy the word map into their notebooks and work with a partner to complete it with at least five characteristics that a good spy should have. Ask them to present their ideas to the class.
- 2** The students share and justify their answers with the class, explaining why they chose each characteristic. Remind them to use the words listed in their explanations.

WORKBOOK page 42

Refer the students the Workbook, page 42 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
 1. The students go to the Vocabulary Tracker on page 234 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
 1. In this collaborative exercise, the students work in pairs to prepare an announcement about a spy story. It can be real or imaginary. Before they begin, they should tick the words in the Vocabulary Tracker that they think they will use. Tell them to present it to the class.
 2. Ask the students how many words they used.

Suggestion: Let the students do this activity in small groups as there will be more discussion and ideas for each story. Each member of the group should contribute a few sentences to the announcement or clip.

Pages 48-49

PART 2 A Spy to the Rescue

In this part, the students will read about a real-life spy's secret mission to Iran.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 43 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

A

The students are introduced to some of the new words they will learn in Part 2. They do a variety of exercises to reinforce their understanding of the new words in different contexts before they are exposed to the reading text. The students practice recognition of the new words to internalize their meanings.

- 1** This exercise introduces some of the new words the students will learn in Part 2. Ask the students to choose three words that could be relevant for a story about a secret mission to another country. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

aircraft, break down, check in, chief, deal with, luck, officer, on business, politics, task, the law, treatment

- 2** In this exercise, the students find a new word that means the same as the definition given in order to show that they understand the meanings of the new words.

ANSWERS

- | | |
|---------------|-------------|
| 1. chief | 4. aircraft |
| 2. examine | 5. call |
| 3. break down | |

- 3** In this collocation-focused exercise, the students choose the word in the group that cannot be used with the new word. Point out or elicit that for verbs these are words that can follow the verb; for nouns, these are adjectives that can come before the noun.

ANSWERS

- | | |
|-----------|--------------|
| 1. a lab | 4. plural |
| 2. polite | 5. a message |
| 3. strong | 6. topic |

- 4** In this recognition exercise, the students complete the sentences with the new words given.

ANSWERS

- | | |
|----------------|---------------|
| 1. treatment | 4. the law |
| 2. for years | 5. Never mind |
| 3. on business | 6. officer |

- 5** The students answer the questions in relation to themselves, paying attention to the new words in bold. Accept all logical and grammatically correct answers.

Suggestion: The students can do this exercise in pairs, taking turns to ask and answer the questions.

- 6** In this exercise, the students complete a description of a special kind of spy with the new words given. Remind them to make any necessary changes which may include plurals, verb tenses or subject-verb agreements.

ANSWERS

- | | |
|--------------|-------------|
| 1. for years | 4. politics |
| 2. call | 5. the law |
| 3. task | 6. commit |

B These exercises introduce more new words in the context of a listening passage.

- 1** Ask the students which words they could use to talk about the government of a country.

POSSIBLE ANSWERS

citizen, guard, parliament, passport, staff

- 2** In this exercise, the students show their understanding of the new words in A by matching them to their meanings in B.

ANSWERS

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. e | 3. b | 4. d | 5. a |
|------|------|------|------|------|

- 3** In this activity, the students complete sentences with the new words given.

ANSWERS

- | | |
|------------------------|-------------|
| 1. stress | 4. hundreds |
| 2. catch her attention | 5. real |
| 3. relations | |

- 4** The purpose of this exercise is to hear the words from exercise B1 in context. The students listen to the phone call from a news reporter about the situation in Iran and find out what the reporter wants his boss to do.

LISTENING SCRIPT

Hello, boss. It's Mick, calling from Iran. I'll send you my report after the call. I've just come back from walking in the streets to see what is happening. As you know, the new parliament doesn't have good relations with the USA. There are hundreds of people on the street and they don't seem to be very happy. I don't think the guards will be able to control them if there is any trouble. From what I can see, US citizens might be in real danger. I am trying not to catch anyone's attention, but I am under a lot of stress. Maybe you should think about getting me out of here soon. My ticket and passport are ready – all I need is your OK. Other newspapers are already sending their staff home. So what do you say, boss?

ANSWER

The newspaper reporter is asking his boss to get him out of the country soon.

WORKBOOK page 44

Refer the students to the Workbook, page 44 for additional vocabulary practice.

Pages 50–51

READING 2 A Real-Life James Bond!

In this section, the students read about a secret mission and demonstrate understanding of the main ideas and basic details.

- A** The students read a magazine article about a secret mission in Iran. Ask the students what Mendez's main concern about rescuing the Americans was.

ANSWER

Mendez was worried how the Americans would deal with the stress.

You may wish to share the following background information with the class.

Antonio Joseph Mendez (1940–2019) was a CIA officer, an author and an artist. In 1965 he was recruited by the CIA for the Technical Services Division of the CIA. Later he was posted to South Asia where he worked in the CIA's technical operations. For twenty five years Mendez worked undercover. In January 1980, Mendez was awarded the Intelligence Star for Valor for engineering and conducting the rescue of six US diplomats from Iran during the hostage crisis. The rescue operation involved creating an alleged Hollywood film production company, complete with scripts, publicity and real estate. In 2013, the movie *Argo*, based on Mendez's experiences, won an Academy Award for Best Picture.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized. The students answer general questions about the magazine article, summarizing how Mendez felt about the mission and ordering the sequence of events.

ANSWERS

1. Tony Mendez felt tense and worried. He had a huge responsibility and wasn't sure if he'd succeed.
2. 1. g 2. a 3. c 4. f 5. d 6. b 7. e

Pages 52-53

B The students answer questions about the text in order to demonstrate their comprehension.

ANSWERS

1. a. wasn't
b. And if he didn't succeed, the consequences would be very dangerous for everyone involved.
2. They were working in a part of the embassy that was far from the main building.
3. d
4. Spies usually try hard not to catch people's attention, but he said he had come on business from Hollywood. The new words that helped answer are *catch people's attention*.
5. b
6. He called it *Argo* because that was the name that Tony Mendez gave to his imaginary movie.

C In this exercise, the students write a personal response to the reading text. Tell them to decide if it's fair to compare Tony Mendez to James Bond and to explain their answers.

Accept all logical and grammatically correct answers.

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

A In this exercise, the students complete the sentences by choosing the correct answer.

ANSWERS

- | | |
|--------------|--------------|
| 1. chief | 5. treatment |
| 2. stress | 6. staff |
| 3. committed | 7. hundreds |
| 4. check-in | |

B In this exercise, the students show that they understand the meaning of the new words by writing sentences using two of the words in each group in a sentence.

C In this exercise, the students complete the sentences to demonstrate their understanding of the new words.

Accept all logical and grammatically correct answers.

D The purpose of this collaborative activity is to give the students the opportunity to use the new words in a speaking activity.

- 1 The students each choose at least five new words and write their own definitions for them.
- 2 Then the students take it in turns to tell their partner the definitions and he or she has to guess the new word. Point out the speech bubbles that can be used as examples.

Suggestion for less-advanced students: Tell the students to use the meanings that appear on page 44, exercise A of the Workbook to help them.

Suggestion for more-advanced students: Ask the students who complete the task more quickly to write five sentences using a new word in each sentence. However, tell them to leave a space for the new word instead of writing it. Then tell them to give their sentences to their partner to complete with the correct new word.

Refer the students to the Workbook, page 45 for more practice of the new words.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrate a common linguistic feature. Here the Word Power focuses on words that are difficult to spell or pronounce.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 47 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class. Have the students do the exercises to demonstrate understanding of the new words.

E In these exercises, the students learn and practice the new words.

- 1** The students choose a new word to fit the definition or clue.

ANSWERS

- | | |
|-------------|------------|
| 1. euro | 4. garage |
| 2. creature | 5. receipt |
| 3. wrap | |

- 2** The students complete the exercise with the words given to show their understanding of the new words.

ANSWERS

- | | |
|-----------|----------|
| 1. though | 4. sew |
| 2. rough | 5. guess |
| 3. fuel | |

- 3** In this activity, the students decide which of the new words from the unit are difficult for them to spell and explain the reasons to their partner. Elicit that some words have a silent letter (*government, guard*); some have a double letter (*oppose, assess, battle*) and others have two letters that make a different sound for example, ci = s (*citizen*) and ge = j (*agent*).

Refer the students to the Workbook, page 47 for additional practice of the new words.

Pages 54-55

GRAMMAR Relative Clauses

This section introduces Relative Clauses. Read the grammar explanation with the class. Explain to the students that we use relative clauses to add information about people, places and things and to connect ideas. Tell the students that relative clauses begin with a relative pronoun – *who, which, when, where* or *that* and come after the noun that they refer to. Read the example sentences to check understanding of the uses. Elicit answers to the questions.

ANSWERS

- | | |
|-----------------|---------------|
| 1. when | 3. who / that |
| 2. which / that | 4. where |

Read the explanation about the relative pronoun *whose* to show ownership. Review possessive adjectives (*my, your, his, hers, our, their*) and the relative pronoun it replaces – the possessive adjective. Tell the students to answer the question.

ANSWER

The man is the owner of the car. (*whose* replaces *his*)

Refer the students to the Grammar Appendix on page 232 for additional information and examples

A In this exercise, the students complete sentences with a relative pronoun.

ANSWERS

- | | |
|----------|----------|
| 1. who | 5. where |
| 2. when | 6. who |
| 3. where | 7. which |
| 4. which | 8. when |

B In this exercise, the students practice using the relative pronoun *whose* by joining sentences.

ANSWERS

1. I felt sorry for the man whose passport was stolen.
2. She is a famous moviemaker whose movies have won many prizes.
3. I met James and Lucy whose father works in the US Embassy.
4. Have you heard about the spy whose dog saved her life?
5. The hero of the movie is a spy whose job is to locate a secret army base.

Suggestion for less-advanced students: Do this activity together with the class to make sure that they understand that they must remove the pronoun in the second sentence and replace it with *whose*.

C The purpose of this exercise is to review relative pronouns by completing the story of Eli Cohen, a famous Israeli spy. Remind the students that the relative pronoun *that* cannot come after a comma. Ask the students how Eli Cohen helped his country.

ANSWERS

- | | |
|-----------------|------------------|
| 1. which / that | 7. where |
| 2. where | 8. when |
| 3. whose | 9. who / that |
| 4. which | 10. which / that |
| 5. whose | 11. when |
| 6. who | 12. who / that |

Eli Cohen helped Israel win the Six Day War in 1967.

D In this activity, the students complete the sentences with a relative pronoun and then decide whether they are true or false according to the information in exercise C. Tell them to correct the false information.

ANSWERS

1. which / that – true
2. when – false (He married Nadia in 1959.)
3. who / that – false (He said he was returning from Argentina.)
4. whose – true
5. where – false (He was caught at a time when he was sending information on the radio.)

You may want to share the following background information with the class.

Eli Cohen was a famous Israeli spy who is best known for his espionage work from 1961-1965 in Syria. He developed close relationships with the Syrian political and military hierarchy. His most famous achievement was his tour of the Golan Heights when he collected intelligence on the Syrian fortifications. On January 24, Syrian security services caught Cohen in the middle of a transmission to Israel. He was found guilty of espionage by a military tribunal and sentenced to death under martial law. On May 18, 1965, Cohen was hanged in the Marjeh Square in Damascus.

- E** In this productive exercise, the students work in pairs to give each other clues about a person or a thing using relative pronouns and the new words. Point out the speech bubbles that can be used as examples.

Suggestion: Have the students use the information in the unit for clues. For example, a citizen, a spot, parliament, a guard, a secretary, 1965, an agent, etc.

WORKBOOK page 48

Refer the students to the Workbook, page 48 for more practice of relative clauses.

Pages 56-57

WRITING A Description of a Personal Experience

In this scaffolded writing section, the students learn how to write a description of a personal experience. Read the explanation about making sure that the sequence of events is clear to the reader.

- A** **1** The students read the model description of a personal experience and focus on what the man did that he considered “stupid”.

ANSWER

He took a parcel from someone and left it on the bench in the park.

- 2** To focus on the organization of a description of an experience, the students copy and complete the chart in their notebooks according to the information in the model.

ANSWERS

1. one Friday morning, in the park
2. He was waiting under a tree.
3. Ed put the parcel on the bench. He was arrested by four government agents.
4. The men examined the documents and let Ed go.
5. He felt stupid and said that he would be more careful in the future.

Suggestion for less-advanced students: Draw the chart on the board and complete it with the students. Point out that all the answers appear in the model and check that the students go back to the model to find them.

Writing Tip

Read the writing tip with the students and explain that some connectors help us understand the sequence of events.

- B** In this exercise, the students read the model again and list all the connectors of sequence that are used.

ANSWERS

One Friday morning, After a while, After that, Soon after, Then, Eventually

- C** In this exercise, the students complete the description with the time expressions given.

ANSWERS

- | | |
|--------------|-------------------|
| 1. One day | 4. After that |
| 2. Suddenly | 5. Finally |
| 3. just then | 6. Shortly before |

WORKBOOK page 50

Refer the students to the Workbook, page 50 for additional practice of the writing skills.

WRITING TASK

This task requires the students to apply what they have learned in the unit. They write a description of a personal experience starting with the sentence given. Tell them to write 80-100 words, using the new words.

Go over the guidelines for the task and make sure that the students understand what they are required to do.

Point out to the students that they can use the checklist to edit their work and check that they have completed all the requirements for the task so that they won't lose any points. The checklist appears on page 216 of the Workbook.

To assess this activity, use the photocopiable chart on page 206 of this Teacher's Guide.

Pages 58-59

SPEAK YOUR MIND

This section provides the students with the opportunity to practice their spoken language. They learn how to collaborate in a team to structure an argument, and state their points of view in order to debate a topic. Each unit prepares the students for a stage in the debate process. For the full debate process see page 172 of this Teacher's Guide.

LET'S TALK

A The students use pictures to stimulate a discussion about taking photographs of people without their permission.

1 In this activity, the students answer the questions about the pictures.

POSSIBLE ANSWERS

1. a celebrity, a thief
2. She doesn't want to be seen, / She does not want the people to know that she is taking pictures of them.
3. cars that are speeding, a busy street, a park
4. the city police, the government authorities, the welfare department

2 In this interactive activity, the students discuss whether a town or city should be able to put up cameras wherever they want. They need to give their reasons. Then they share their ideas with the class.

LET'S DEBATE

This section introduces the students to the new words and teaches them how to prepare for the debate. Remind the students that a debate involves two teams who present arguments for and against a topic and try to persuade the audience to agree with their opinion.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 51 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the debate topic with the students. Point out that the debate topic is usually controversial and that they will learn to prepare arguments that will support both views – for and against – the topic.

B The students learn the new words they will need to use in their debate.

1 Tell the students to choose the words that can be used to make their ideas clearer.

POSSIBLE ANSWERS

copy, delete, order, select, underline

2 The purpose of this exercise is for the students to complete three of the sentences to show that they understand the meanings of the new words while at the same time relating the sentences to the debate topic.

Accept all logical and grammatically correct answers.

Suggestion for less-advanced students: Do the exercise together as a class. Have the students brainstorm their answers and then choose some of them to write on the board. This will help the students see a variety of correct answers.

Suggestion for more-advanced students: Have the students who have completed different sentences read out their sentence completions so that the whole class is exposed to all of the new words and the students have a chance to hear how they are used.

Tip! Choose Ideas

The tip focuses on choosing ideas. Read the tip with the students. Remind them that the first stage in the debate process is brainstorming (which they learned in Unit 1). Now they need to choose from the ideas that they have written down. Tell them to select ideas to use and discard ideas that they will not use.

C The students are exposed to the skill of choosing ideas.

- 1** In this exercise, the students read a list of ideas that members of a debate team made while they were brainstorming. The students decide which ideas are for the topic, which are against it and which are not relevant to the debate and should not be kept.
- 2** In this activity, the students listen to members of a debating team choosing which ideas to keep and which to delete. Tell the students to read the ideas again before they hear the recording so that they will be familiar with what they hear.

LISTENING SCRIPT

Speaker A: So, let's select the ideas we want to use. We should check that they fit the context of the debate and then we'll put them in order.

Speaker B: Yes, let's copy all the ideas that we can use and mark the ones that have something in common like we need cameras for security because they may prevent crime. Then we can underline the most important points. That's a really important step!

Speaker C: I think photographers who take photographs of other people without their permission should go to jail.

Speaker A: That doesn't really fit here. Let's delete it!

ANSWER

They decide not to use the idea: photographers who take photographs of other people without their permission should go to jail.

D In this activity, the students work in teams to choose ideas and present them to the class.

- 1** Tell the students to decide if they agree or disagree with the topic. Tell them that they can use ideas in exercise C and add their own. Then tell them to organize their ideas to present them to the class. Encourage the students to use the new words and the Useful Phrases to help them.
- 2** Tell the students to read the checklist on page 218 of the Workbook to help them prepare their presentation.
- 3** The students in each team present their ideas to the class.

While each pair of students is giving their presentation, have the other students evaluate them according to the following criteria:

1. Could I understand what they said?
2. Did they speak fluently?
3. Did they state their opinion / argument clearly?

Suggestion: Tell the students that each team member should present at least one idea. This is in order to have the whole team take responsibility for preparing the presentation. Alternatively, you can call on one or two students from each team to present the team's ideas.

WORKBOOK page 51

Refer the students to the Workbook, page 51 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 235 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can also use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this collaborative exercise, the students work in pairs to write a job description for a spy using the new words. Tell the students to use the information from the reading texts on pages 40-41 and 50-51 to help them. Before they begin writing, they should tick the words that they think they will use. Have the students present their job descriptions to the class.
 2. Ask the students how many new words they used.

Pages 60-61

REVIEW

This section reviews the new words and expressions taught in the unit. All the new words are listed according to the part of the unit in which they appear. Have the students go over all the words to make sure they know what they mean before doing the exercises. They can test themselves using Wordlist Plus and the Vocabulary Tracker. The review also includes a review of the grammar points taught in the unit. The last two exercises in the Review are cumulative and review words and grammar points from Units 1-2.

Suggestion: Tell the students to choose five new words and to write the meanings of these words in their notebooks in their own language. Tell them to swap notebooks with their partner and translate their partner's words into English.

- A** In this exercise, the students find at least four new words with positive connotations and four with negative ones. Tell them to explain their choices.

POSSIBLE ANSWERS

Positive connotations: good-looking, handsome, the best, well-made, luck, have (something) in common

Negative connotations: battle, disappoint, oppose, on fire, break-down, commit, stress

Suggestion for more-advanced students: Ask the stronger students to add two words to each category and to write sentences or a short paragraph using the new words they chose in exercise A.

- B** In this exercise, the students choose the correct word to complete the sentences.

ANSWERS

- | | |
|---------------|--------------|
| 1. government | 5. guess |
| 2. desire | 6. broadcast |
| 3. rough | 7. sews |
| 4. oppose | 8. creatures |

C In this exercise, the students review the Present Perfect Simple by completing the sentences with the correct form of the verbs in brackets.

ANSWERS

1. have not (haven't) brought
2. has not (hasn't) had
3. has ... passed
4. Has ... committed
5. has ... known
6. has not (hasn't) announced
7. have wrapped, Have ... written
8. have ... created

D In this exercise, the students review the use of relative pronouns. They choose the correct relative pronoun and then complete the sentence. Remind them to use each relative pronoun only once.

ANSWERS

- | | |
|----------------|------------------|
| 1. whose / who | 4. where / which |
| 2. when | 5. who / whose |
| 3. which | |

POSSIBLE ANSWERS

1. whose family lives in England / who lives next door
2. when it rains
3. which is very independent
4. where many tourists visit
5. who is famous / whose picture is seen in many magazines

E In this recall activity, the students produce words learned in units 1 and 2. Point out that they are given some of the letters in the missing words to help them recall the words. Ask the students to explain how Belle Boyd's information helped the South.

ANSWERS

- | | |
|-----------------|---------------|
| 1. crucial | 7. stress |
| 2. though | 8. luck |
| 3. gathered | 9. Eventually |
| 4. examined | 10. guard |
| 5. identity | 11. battle |
| 6. face-to-face | 12. novel |

Her information helped the South win a very important battle.

F In this productive activity, the students work in pairs to write a radio commercial to hire spies for their country. Tell them to explain the type of person that they are looking to hire and to use the new words and the grammar that they have learned. Have them record their commercials and present them to the class.

Suggestion: Tell the students that they can use humor in their commercials. They may also want to describe the conditions of work in order to attract spies to the job.

WORKBOOK page 52

Refer the students to Check Yourself in the Workbook, page 52.

Point out that Check Yourself reviews vocabulary, grammar and writing. The vocabulary section reviews recognition and production of the vocabulary in the unit. It is cumulative and includes words learned in all previous units.

The students are referred to the Digital Extra component called Vocabulary Booster. It offers reinforcement and assessment, and promotes speaking. Interactive activities include speaking activities, games, a unit review and a cumulative review.

Pages 62-63

READ AND CHECK Is Anybody There?

The students are presented with a text for independent reading that recycles words from the previous unit.

A To monitor vocabulary acquisition, the students are asked to look at the words in bold in the text and see how many they remember. The reading text provides a cumulative review of words learned in Units 1 and 2.

B The students read the article about a different kind of spying. Tell the students that while reading, they should focus on the main idea – how to prevent this type of spying.

ANSWER

We can avoid opening any unusual links or attachments that we might get in an email.

C The students answer the questions to demonstrate their understanding of the text. The questions reflect the categories of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

- 1 b
2. He means that the malware definitely is bad.
- 3 a True
b. That person can then use the information himself or sell it to someone else.
4. Three of the following: learn about the sites you often visit / record searches you have made / send you ads related to your searches / steal your identity / steal your credit card information / attempt to take control of your computer or damage it
5. Cookies will remember and store your password.
6. people you trust / know
7. 1. d 2. b 3. e 4. a 5. c

D In this writing task, the students write a paragraph expressing their own opinion about when it would be acceptable for people to have access to our personal data. Remind them to use correct paragraph structure: main ideas and supporting sentences.

WORKBOOK page 56

Refer the students to the Workbook, page 56 for an additional reading text and comprehension questions.

TASK

The task requires that students apply what they have learned in the unit. They can choose one of the two tasks.

In the first task, the students research a famous spy and prepare a podcast or video clip about him or her to present to the class.

In the second task, the students can do a more creative, hands-on task which involves bringing a small suitcase to school with items a spy would take with him or her to a foreign country. They present the items to the class, describe what each one can do and say why it's necessary. The items may have special powers enabling them to be used for specific purposes.

Go over the guidelines for the task on page 221 or 222 of the Workbook and make sure that the students understand what they are required to do.

Tell the students to mark the checklist on pages 221-222 of the Workbook when they have completed the task. Explain that the checklist can help them see if they have completed all the requirements for the task so that they won't lose any valuable points.

Tell the students that they can use any information in the unit to help them.

To assess this activity, use one of the photocopiable charts on page 212 or 213 of this Teacher's Guide.

Suggestion: The students can use the following digital tools:

to create their podcast – *Podomatic* <https://www.podomatic.com/>

to create a slideshow of the items they would take with them if they were a spy in a foreign country – *Photopeach* <https://photopeach.com/>.

SUGGESTIONS FOR FURTHER READING

Going Solo by Roald Dahl (Penguin, level 4)

Artemis Fowl by Eoin Colfer (Penguin, level 4)

Killing Floor by Lee Child (Penguin, level 4)

Women Who Changed the World (Penguin, level 4)

The Client by John Grisham (ECB, level 5)

Great Crimes by John Escott (Oxford Factfiles, level 4)

Eli Cohen – Jewish Virtual Library (Bibliograph – taken from Pedagogic Center, Dept. For Jewish Zionist Education, Jewish Agency for Israel)

Detective Work by John Escott (Pearson, level 4)

Alexander The Great by Fiona Beddall (Penguin, level 4)