

Welcome to *Speakout 3rd Edition*

Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, ***Speakout 3rd Edition*** is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

Speakout 3rd Edition is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

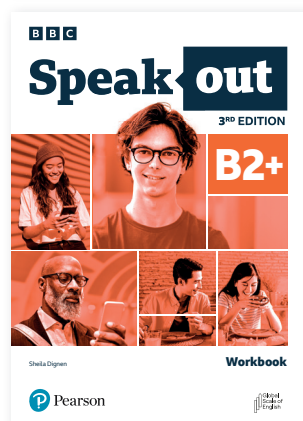
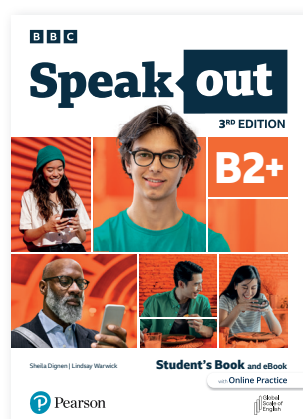
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

Speakout 3rd Edition features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers *why* they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to ...' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate (see page 24 for details).

We are also delighted to introduce our interactive 'Speak Anywhere' speaking practice activities. These digital speaking roleplays are an extension of the 'How to ...' lessons and are designed to give learners freer practice using the target language of the lesson, and also to give them some general fluency practice on the lesson topic. Students can do these activities on their own, outside the classroom, on a computer, tablet or mobile phone, and receive feedback on their performance within the activity.

Accessibility is of paramount importance for ***Speakout 3rd Edition***, as Pearson English is committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader. This allows learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without any disruption to user experience and a high contrast theme can be applied.
- Accessibility support for print components includes audio support for reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.



The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: speaking, listening, reading and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

The GSE chart on the back of each Student's Book shows the range of objectives that are covered within that level. Knowing this range helps you select course materials with the right level of challenge for your students to help them make progress.

Speakout 3rd Edition has been created using the GSE Learning Objectives for Adult Learners. These ensure that the content and activities are at the correct level and inform the lesson goals given at the start of each unit.



competition 2



VLOGS

Q: In what ways are you competitive?

- 1  Watch the video. What are some of the different ways of competing that the people mention?
- 2 In what ways are you a competitive person?



LEARNING OBJECTIVES

- 2A LISTENING** | Understand a conversation about cheating: idioms: winning and losing
Pronunciation: emphasis in cleft sentences
Discuss cheating: cleft sentences
- 2B READING** | Read an interview about cooperation in industry: industry competition
Pronunciation: phrasal stress
Speculate about products and services: ellipsis and substitution
Write an article about rivalry
- 2C HOW TO ...** | compare and evaluate ideas: business; work benefits
Pronunciation: intonation when comparing
- 2D BBC PROGRAMME** | Understand a TV programme about a driving challenge
Have a debate about competing: competing
Write a reflection

19

Measuring proficiency using the GSE

The Global Scale of English underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark Tests alongside **Speakout 3rd Edition**, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using **Speakout 3rd Edition**. For this level of **Speakout 3rd Edition**, we recommend Benchmark Test Level B2. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 3 (B2). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 214–221).

For more information about how the GSE can support your planning, teaching and assessment, go to www.pearsonenglish.com/gse. Visit the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo – to set learning goals, find grammar resources and check the level of a text.

 GSE Learning Objectives on Unit Opener pages are written in a shorter, more accessible way to allow learners to understand what they will be learning in each lesson.

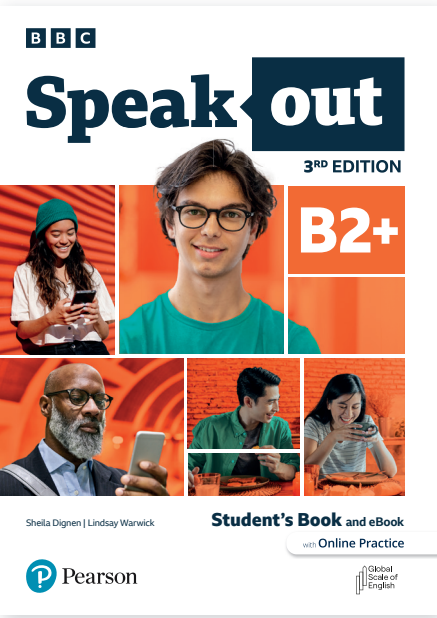
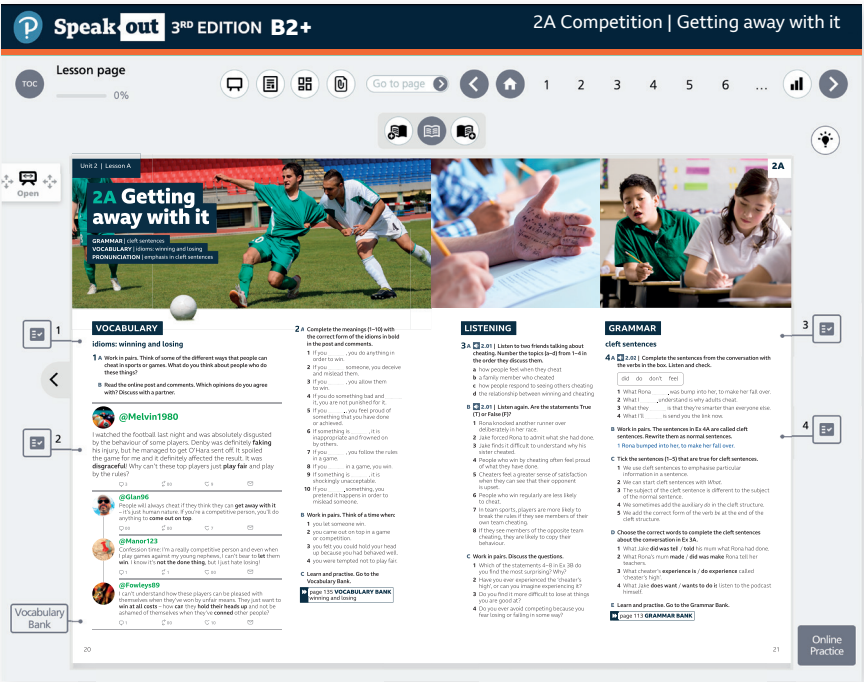
Student components

Student's Book with eBook and Online Practice

The student's digital components work together to provide a seamless experience between accessing resources, completing activities and reviewing results.

Student's eBook

- Syllabus built on the Global Scale of English (GSE)
- Interactive activities with instant marking
- Student results report to the Gradebook
- Embedded audio and BBC video clips
- See the walkthrough on pages 12–17 for unit details



Student's Book

- Print version of the Student's eBook
- Access code for the Student's eBook and Online Practice

Online Practice

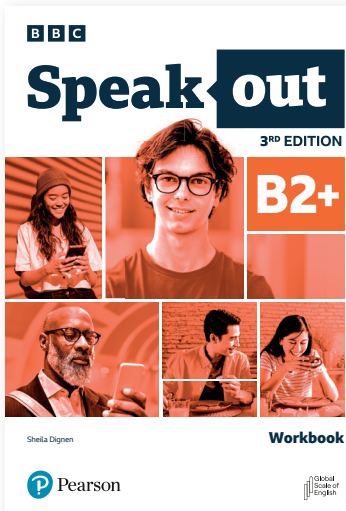
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

- Student's eBook and Online Practice activities report to the Gradebook so students and teachers can review performance and progress

Workbook

- Print version of the Online Practice activities
- Audio available online
- Includes Adult Benchmark Test task types



Teacher components

Teacher's Book with Teacher's Portal Access Code

The Teacher's Book includes access to the *Teacher's Portal*, where you can find everything you need to make your teaching more effective in class and online.

Teacher's Book

- Global Scale of English (GSE) Learning Objectives for every lesson
- Full teaching notes and Answer Keys for every activity
- Mediation lesson plans, plus output and evaluation guidance
- Digital activity ideas and cultural background notes
- Extra ideas and support for teaching mixed ability classes, and teaching students with dyslexia
- Audioscripts and videoscripts

Presentation Tool

- Student's eBook and Workbook with interactive activities for display in class and online
- Page-faithful view of the Student's Book for easy navigation between the Student's Book and the Presentation Tool
- Show answers one by one or all at once
- Embedded audio and video for seamless teaching in class
- Teaching notes for each lesson
- Teacher toolkit, including whiteboard

Online Practice

- Assign Online Practice activities in Assignments
- View student performance in the Gradebook

Tests Package

- All tests are offered in two versions: ready-to-print PDFs and editable Word documents. They can also be administered online via the Test Generator
- All tests have A and B versions, and there are specially adapted versions of the tests for students with dyslexia

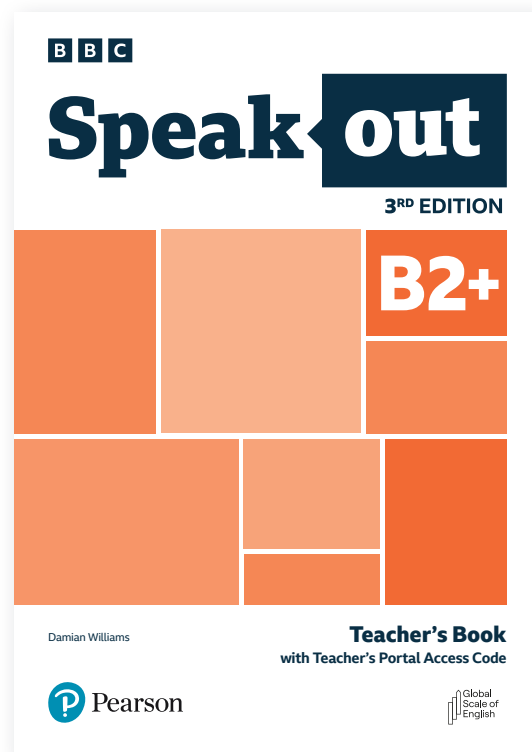
See page 24 for more details.

Gradebook

- View individual student and class results for all student activities: from the Student's eBook, the Online Practice and the Test Generator

Teacher's Resources

- Photocopiable activities with full teaching notes and Answer Key
- Teaching with ***Speakout 3rd Edition videos***
- GSE Mapping Booklets showing how each level of the course aligns with the GSE and the CEFR
- Exam alignment tables showing detailed correlation between the Adult Benchmark Tests, Pearson English International Certificate, Cambridge Exams and each level of ***Speakout 3rd Edition***
- Downloadable PDF of the Teacher's Book
- Student's Book, Workbook and Tests Package audio and audioscripts
- All in-course BBC video and videoscripts
- Student's Book and Workbook Answer Keys
- Interactive phonetic chart



Virtual classroom

The virtual classroom enables you to teach fully interactive lessons online using the integrated video conferencing tools, with breakout rooms, chat and more. You can assign tasks and have a real-time view of student performance.

All digital components are accessible on computer, tablet and mobile phone so you and your students can enjoy the full functionality of the course anywhere.

All content is compliant with the WCAG 2.1 AA accessibility standard.

How the course works

Unit walkthrough

Course summary

Speakout 3rd Edition has eight levels: A1, A2, A2+, B1, B1+, B2, B2+ and C1–C2.

Each level contains eight units, each with four lessons, plus a Unit Opener and a Review section.

Each unit contains two main input lessons (Lessons A and B), a functional language, or ‘How to ...’, lesson (Lesson C), and the BBC video lesson (Lesson D).

The Grammar Bank and Vocabulary Bank at the back of the book are integral parts of the lessons when they occur. Language presented in these sections is considered to be taught, and is then recycled in subsequent activities. It may also appear in the unit review and the tests content.

The Mediation Bank contains eight standalone lessons. They can be taught at any point, but ideally they should follow the completion of each Lesson C.

The Tests Package contains tests to be used after each unit (including full unit tests and quick unit quizzes), after every two units, mid-course, and at the end of the course.

Unit Opener

Student's Book

Stunning visuals related to the unit topic help to engage students and stimulate discussion.

The Unit Opener features BBC vlogs filmed by real people from around the world together with a mini-task to engage learners with the broad unit topic. The vlogs provide a good warmer for Lesson A.

The vlogs are embedded in the eBook, and can also be found in the Teacher's and Student's Resources.



competition 2



VLOGS

Q: In what ways are you competitive?

1 Watch the video. What are some of the different ways of competing that the people mention?

2 In what ways are you a competitive person?

2A LISTENING | Understand a conversation about cheating: idioms: winning and losing
Pronunciation: emphasis in cleft sentences
Discuss cheating: cleft sentences

2B READING | Read an interview about cooperation in industry: industry competition
Pronunciation: phrasal stress
Speculate about products and services: ellipsis and substitution
Write an article about rivalry

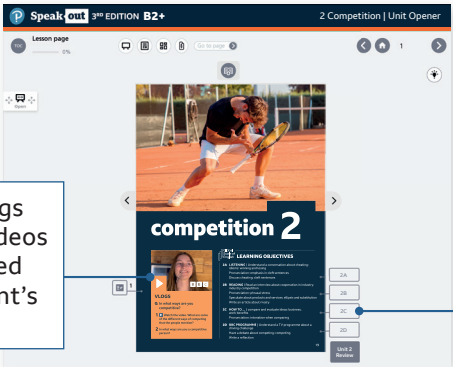
2C HOW TO ... | compare and evaluate ideas: business; work benefits
Pronunciation: intonation when comparing

2D BBC PROGRAMME | Understand a TV programme about a driving challenge
Have a debate about competing: competing
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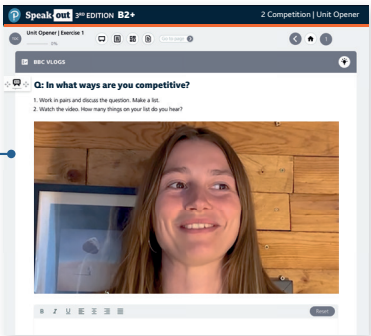
The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 214–221.

The BBC vlogs and other videos are embedded in the Student's eBook.



All videos have subtitles that can be turned on and off.

The buttons next to the GSE Learning Objectives are clickable and take you directly to each lesson.



Lesson A – main input lesson 1

All four skills are taught systematically in each unit. Lessons A and B are the two main ‘input’ lessons. Lessons A and B consist of three pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English (GSE) Learning Objective.

The core grammar and vocabulary is contextualised in the Listening and Reading tasks.

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

The Vocabulary Bank is clearly signposted on the lesson page. It is integral to the lesson, and contains either a continuation of the lexical set presented in the lesson, or presents a new set related to the lesson. The language in the Vocabulary Bank is used in subsequent tasks in the lesson.



VOCABULARY

Idioms: winning and losing

1. I was in a bit of a... when I lost the game. (winning and losing)

2. I was in a bit of a... when I lost the game. (winning and losing)

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VOCABULARY BANK

winning and losing

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LISTENING

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GRAMMAR

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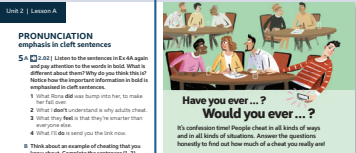
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PRONUNCIATION

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SPEAKING

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Each unit features Future Skills. Also known as ‘soft’, ‘21st century’ or ‘transferable’ skills, these skills are becoming increasingly important. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community. *Speakout 3rd Edition* is aligned to the Pearson Personal and Social Capabilities (PSC) Framework.

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The final scaffolded GSE-based output task here is a Speaking task. The Workbook also contains speaking activities which students can do alone.

In the Student’s eBook, content is optimised for digital, so activity types may vary slightly between digital and print editions. The activities are designed to practise the same GSE Learning Objectives and language items.

After learners have completed the Student’s Book activities, you can go through the answers with them using the check answers one-by-one or check answers all at once buttons in the Presentation Tool.

Student's eBook activity

1. I was in a bit of a... when I lost the game. (winning and losing)

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Please note that this is a spread from Lesson A; it is not the complete lesson.

Learners can practise the same lesson Learning Objectives in the Online Practice or using the print Workbook.

If you are using the print Workbook with your class, you also have a page-faithful view of the Workbook to refer to. This links to the Online Practice activities for easy answer checking.

Page-faithful view of print Workbook

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19. I was in a bit of a... when I lost the game. (winning and losing)

20. I was in a bit of a... when I lost the game. (winning and losing)

Online Practice activity

Lesson B – main input lesson 2

Vocabulary sets are contextualised in the Reading input.

Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

The final GSE-based output task here is a Writing task, bringing together the vocabulary and grammar learnt in the lesson.

Grammar is taught in all four lessons, and there is a page of Reference and Practice for each grammar point in the Grammar Bank. The Grammar Bank is designed primarily for self-study, but can also be used in class.

There is a prominent pronunciation syllabus providing practice of individual sounds, stress, intonation and features of connected speech. Learners can record themselves in the Student's eBook activities and Online Practice activities.

Audio for all activities is embedded in the Presentation Tool and Student's eBook, and can also be downloaded from the Resources. The audioscripts are at the back of the Student's Book and Workbook, and there are audioscripts in situ in the Student's eBook and Online Practice activities.

The teacher has access to a variety of resources directly from the Presentation Tool, including Teaching Notes and Answer Keys.

Please note that this is a spread from Lesson B; it is not the complete lesson.

In the Presentation Tool, all lessons contain a link to a complete set of lesson notes.

The Presentation Tool and Student's eBook contain the audioscript for each exercise.

In the Presentation Tool, each activity contains the notes relevant to that particular activity.

Lesson C – functional language, or ‘How to ...’ lesson

This lesson teaches practical, real-world skills that also align to the GSE.

In the 'How to ...' section, students learn and put into practice real-world language that will help them in everyday situations, e.g. language for speculating and talking about certainty.

A short reading text introduces necessary vocabulary in context and stimulates interest in the topic.

A quick exercise ensures that students understand the words they need for the 'How to ...' section of the lesson.

The Student's eBook links to an interactive speaking practice activity. This is designed to be done by individual students outside the classroom. It is not a graded activity; its purpose is to provide a safe space for students to practise speaking and receive feedback. See below for more details.

[illegible]

Lesson C contains a cross-reference to the Mediation Bank lesson at the back of the book. This is a standalone lesson relating to the topic of the main lesson. Find out more about Mediation in *Speakout 3rd Edition* on page 23.

[illegible]

‘Speak Anywhere’ – interactive speaking activities

The Speaking Practice button in the Student's eBook takes learners to 'Speak Anywhere', an interactive speaking activity based on the topic and Learning Objectives of Lesson C. Students speak to a bot, and have a conversation on an everyday topic, such as giving opinions or describing a process.

This activity is designed to be a fun activity for learners to do alone. It gives them a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson. It is a standalone activity for the learner and does not report to the Gradebook.

As with all the other activities in ***Speakout 3rd Edition***, the ‘Speak Anywhere’ activities can be done on a computer, tablet or mobile phone.

[illegible]

*examples are from level B2

'Speak Anywhere' *on mobile phone

'Speak Anywhere' *on computer

Lesson D – BBC video lessons

Lesson D might be the most enjoyable lesson in the book – the BBC video lesson! Units alternate between a programme clip from the BBC archive (even units), and bespoke BBC street interviews (odd units). Each lesson features a range of tasks to exploit the video fully.

The BBC video lesson teaches key vocabulary that occurs in the video.



Preview tasks and a summary of the video help to engage learners' interest, activate schemata and set expectations.

Unit 2 | Lesson D

2D BBC Entertainment

Challenge

VOCABULARY | competing
SPEAKING | a debate
WRITING | a reflection

PREVIEW

1 A. Work in pairs and discuss the questions.

- When was the last time you challenged yourself?
- What do you do? Why?
- What happened?

B. Read the programme information. What is the challenge? Who undertakes it?

VIEW

2 A. Watch the BBC video clip. What is the challenge called? Who wins?

B. Watch the video again and answer the questions.

- When did Ryan Thomas become interested in cars?
- What does gammatana involve?
- What prompts Ryan to select his car?
- What helped Ryan to prepare in a day?
- How will the winner of the race be determined?
- How did both Ryan and Mist feel about the race results?

VOCABULARY

competing

3 A. Work in pairs. Look at the words and phrases in bold in the extracts from the video (1–6). For each word or phrase, decide if:

- you know the meaning.
- you can guess the meaning.

- the mental challenge of knowing the unmarked course inside and out.
- You've got a lot to take in in one day ...
- Head-to-head racing ... three rounds
- Best of three wins.
- The nerves are kicking in now.
- They were neck and neck after two laps ... so it all came down to that one last run.
- You Mist: "I've took it (I've) really well."

B. Work with another pair. Share your ideas from Ex 3A. Use a dictionary to check the meaning of any items you don't know.

C. Complete the questions with the correct form of words from Ex 3A.

- If you lose, do you ... well or badly?
- What place do you know ... and last?
- What game do you know where the winner is decided in the ... of three rounds?
- How long before a competition do your nerves ...?
- When was the last time you had a lot of information ...?
- What does winning ... down to? Is it skill, or luck?

D. Work in pairs. Take turns to ask and answer the questions in Ex 3C.

2D

BBC

SPEAKING

a debate

4 A. Work in pairs. How competitive do you think people are in the contexts in the box? Why? Is the competition a good or bad thing?

car ownership the gym home and garden school technological devices the workplace

B. [2-27] Listen to two opinions (A and B) and decide which you most agree with.

C. [2-27] Listen again. Number the key phrases in the order you hear them (1–5).

KEY PHRASES

If you ... you end up ...
... more about ... than ...
It's problematic because ...
The result is that ...
... (quite) leads to ...

5 A. Work in groups of four and divide into pairs. Pair A: Prepare to argue for opinion A in Ex 4B. Pair B: Prepare to argue for opinion B. Think about the consequences of competing with others and competing with yourself. Form an argument and a counterargument.

B. Work in your groups. Debate the opinions in Ex 4B. Use the key phrases to help you.

C. In your group, decide which arguments presented were the strongest. What's your real view of the opinions in Ex 4B?

WRITING

a reflection

6 A. Work in pairs and discuss the questions.

- How often do you reflect on something you have done?
- What kind of things do you tend to reflect on? Why?
- Why do you think it might be useful to reflect after a challenging task?
- Can you think of any professional or educational situations where reflections might be used?

B. Write a reflection. Go to the Writing Bank.

page 105 WRITING BANK

Each BBC video lesson ends with a Writing task.

In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners' more detailed understanding. Videos are embedded in the Student's eBook and the Presentation Tool, and can also be downloaded from the Resources.

There is a substantial Speaking section, providing opportunities for personalised pairwork and groupwork related to the topic of the video.

The Workbook and Online Practice activities provide further practice of the target language from Lesson D. It isn't necessary for students to watch the videos again to do these activities.

Lesson 2D

LISTENING | challenges
READING | cold-water challenge

2C | 2D

LISTENING

1 [2-28] Listen to three people talking. Decide which speaker (Oscar, Grace or Milo) talks about each challenge (1–3).

- a challenge involving a commitment of many years
- a challenge that required support and cooperation
- a challenge that was physically very demanding

2 [2-29] Listen again and choose the correct person.

1 Oscar / Grace / Milo sometimes felt they might not complete the challenge.

2 Oscar / Grace / Milo says the most difficult thing was giving up their social life.

3 Oscar / Grace / Milo was surprised at the effect the challenge had on them and others.

4 Oscar / Grace / Milo says the challenge gave them a sense of freedom.

5 Oscar / Grace / Milo says the challenge has changed the way they view other people.

6 Oscar / Grace / Milo talks about a feeling of doing something very rare.

READING

3 Read the article about cold-water swimming. Choose the best summary.

- The writer discusses the benefits of cold-water swimming and encourages readers to try it.
- The writer is curious about cold-water swimming and discusses its advantages and dangers, but is not impressed when he tries it.

4 Read the article again and choose the correct option (a or b) to complete the sentences.

- In the first paragraph, the writer suggests that:
a swimming in cold water must be fun, because it is so popular.
b he wants to understand why people enjoy cold-water swimming.
- Gabbie and Stan:
a have both experienced improvements in a health condition from swimming.
b are both swimming in Scotland for the first time.
- Research on athletes has shown that ice treatments:
a can help with mental health problems.
b speed up recovery from physical health problems.
- The writer claims that when jumping into cold water, a your body soon gets used to it.
b people should be very cautious, especially if they have never done so before.
- The author:
a is unlikely to swim in cold water again.
b is keen to try cold-water swimming again.

Anyone fancy ice with their swim?

Let's face it, being cold isn't pleasant. So why are more and more people taking up the challenge of jumping into ice-cold water wearing nothing but a swimsuit? The popularity of wild swimming has grown hugely in recent years, with thousands of people around the world now swimming regularly in rivers, lakes and seas, in all weathers and seasons.

So, what's it like to swim in nearly freezing water? I joined a group of swimmers on a beach in Scotland one cold January morning. Talking to the other members of the group, I found they all had their own positive reasons for their chilly morning swims. Gabbie, 57, told me that the cold water takes away the pain of her chronic arthritis and allows her to move more freely. Since she started swimming, her condition has improved. Stan, 26, explained that he'd suffered with anxiety for years and now believes cold-water swimming has given him the confidence to get back to work.

But what evidence is there for the health benefits of cold-water swimming? It's true that athletes use ice baths after competitions and research proves this can help to more quickly heal damaged skin and muscle tissue, as well as improve heart function and circulation. Some studies also suggest it might be good for treating depression, but it's early days and there haven't been many large-scale studies of the mental health benefits.

Jumping into ice-cold water can certainly be risky, especially when your body isn't used to it. Even the most enthusiastic supporters of the sport concede that beginners need proper training and supervision. If you are not properly prepared, the cold could literally kill you. A heart attack is a real risk, as is your body just getting too cold to function properly.

So, how did I feel after my dip in the sea off the coast of Scotland? As I'd expected, it wasn't pleasant and I couldn't wait to get out. I did feel good about half an hour afterwards, but not enough to want to repeat the experience!

Speakout 3rd Edition B2+

2D | Competition

Online Practice | Exercise 1

GRAMMAR | verb patterns

4A. Complete the sentences with the correct form of the verbs in brackets.

- I'm interested in learn Chinese.
- work at night can be really tiring.
- Before start university, I worked abroad for two months.
- I've decided get a pet.
- I can't imagine live in a huge house.
- We'd like have the pasta, please.
- I miss see my friend now he's moved to a different city.
- hear the news has made me feel sad.

4B. Choose the correct word or phrase to complete the sentences.

1. We see you soon.

a. hoping to
b. hope
c. hope to

2. I promise all the dishes if you cook.

a. to clean
b. cleaning
c. clean

3. After the first page of this book, I don't think it's for me.

a. read
b. to read
c. reading

5. Tom and Mike have decided a boat.

a. buying
b. to buy

4. I try to avoid anything that I don't enjoy.

a. do
b. doing
c. to do

6. Please stop that loud noise!

a. make
b. to make

Online Practice

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Course methodology

A note from the authors

OVERVIEW

Speakout 3rd Edition is designed to inspire both learners and teachers through engaging topics and authentic BBC material that brings those topics to life. At the same time, it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course suggests, speaking activities are prominent, but that is not at the expense of the other core skills, which are developed systematically throughout. With this balanced approach to topics, language development and skills work, our aim has been to create a course full of lessons that genuinely engage learners and really ‘work’ in practice.

Each unit begins with vlogs involving speakers from around the world answering a question related to the unit topic. These clips are informal, authentic and unscripted. They provide short, manageable models of language for students to work from, as well as acting as highly motivating ‘tasters’ for the unit. The four lessons that follow the vlogs are all related to the unit topic and contain a rich variety of skills and language work – everything you would expect of a modern language course and more.

We recognise that motivation is key to language learning, and in order to help learners stay engaged in the learning process and to track their progress, every section of every lesson has clear, identifiable learning goals. These goals are based on the Learning Objectives from the Global Scale of English (GSE) and focus on grammar, vocabulary, functional language and skills, all carefully pitched at the target level. The language builds incrementally throughout each lesson so that by the end, learners can engage in an extended speaking and/or writing task which offers them opportunities to use all the new language they have learnt in that lesson. There is also a substantial pronunciation syllabus.

Each unit ends with a BBC video lesson which features either a clip from a BBC programme (drama, documentary, news, entertainment or travel) or BBC street interviews where people are filmed on the street answering carefully chosen questions relating to the topic. These videos are a springboard to extended speaking and writing tasks.

Topics and content

In *Speakout 3rd Edition*, we focus on topics that are relevant to students’ lives. Authenticity is important to learners, so we have chosen audio and video material sourced directly from the BBC, as well as drawing on other real-world sources for reading texts and listening activities. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students whilst keeping the tone as authentic as possible.

Every unit contains a variety of rich, authentic input material, including the vlogs, street interviews, and BBC programmes featuring some of the best the BBC has to offer.

Grammar

Knowing how to recognise and use grammatical structures is central to our ability to communicate with one another. We believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice. There is also the chance to notice and practise features of pronunciation that are connected to the grammar area being taught.

In *Speakout 3rd Edition*, you will find:

- **Grammar in context** – The target grammar is almost always taken from the listening or reading texts, so that learners can see the grammar in context, and understand how and when it is used.
- **Noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and to complete rules or tables.
- **Clear language reference** – The Grammar Bank provides a clear summary of rules and usage. This serves as a reference that students can return to again and again, as well as providing related practice activities.
- **Focus on use** – We ensure that there is plenty of practice, both form- and meaning-based, in the Grammar Bank to give students confidence in manipulating the new language. On the main input page, we often include personalised practice, which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the Review pages, and again the focus here is on moving learners towards communicative use of the language.

Vocabulary

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is also important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use at the right moment.

In *Speakout 3rd Edition*, this is reflected in:

- **A prominent focus on vocabulary** – We include vocabulary in almost all lessons whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a video clip or reading text. Where we want students to use the vocabulary actively, we encourage them to talk about their own lives or opinions. The Vocabulary Bank extends the vocabulary taught in the lessons, often using photographs and pictures to support students' understanding, and providing audio support, too.
- **Focus on 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words. We get students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Focus on vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the Vocabulary sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, in the Vocabulary Bank at the back of the book, in subsequent lessons and on the Review page.

Functional Language (How to ...)

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (e.g. buying something in a shop or calling to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (e.g. talking about the weekend or responding appropriately to good news). As one learner commented, 'Grammar rules aren't enough – I need to know what to say.' In *Speakout 3rd Edition*, the focus on functional language comes in the 'C' Lesson in each unit, under the new heading of 'How to ...'.

The third lesson in every unit of *Speakout 3rd Edition* looks at one such situation and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both written and spoken formats.

Something that students often find frustrating when learning a language is the lack of opportunity to speak English outside class. At the end of the third lesson, students can do the 'Speak Anywhere' interactive speaking practice activity. These digital speaking 'roleplays' use speech recognition technology to give students the opportunity to build their confidence by having a realistic conversation with a bot on the topic of the lesson, and then receive feedback.

Also linked to the third lesson are the Mediation lessons. These standalone lessons appear at the back of the book and are based on GSE Mediation Learning Objectives.

Speaking

The dynamism of many lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for several minutes. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity in language use. Also, where appropriate, students should hear a model before they speak, in order to have a realistic goal.

There are several strands to speaking in *Speakout 3rd Edition*:

- **Communicative practice** – After introducing new language (vocabulary, grammar or functional language), there are many opportunities in *Speakout 3rd Edition* for students to use that language in activities which focus on communication as well as accuracy. These include personalised exchanges, conversations and roleplays.
- **Focus on fluency** – In every unit of *Speakout 3rd Edition*, we include opportunities for students to respond spontaneously. They might be asked to respond to a series of questions, to a short video or to a text, or to take part in conversations, discussions and roleplays. These activities involve a variety of interactional formations, i.e. in pairs or as groups.
- **Speaking strategies and sub-skills** – Throughout *Speakout 3rd Edition*, students are encouraged to develop speaking strategies and sub-skills highlighted in the GSE. Some examples include using fixed expressions to keep a conversation going, asking for clarification, managing a phone conversation and giving reasons for a viewpoint.

Introduction

- **Extended speaking tasks** – In the final lesson of each unit, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include a model, rehearsal time, useful language and a concrete outcome.

Listening

For most users of English (or any language), listening is the most frequently utilised skill. A learner who can speak well but who has problems understanding language to at least the same level is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening activities can act as a springboard to stimulate discussion in class.

There are several strands to listening in *Speakout 3rd Edition*:

- **Focus on authentic recordings** – We believe that it is motivating for all levels of learner to listen to authentic material. As such, each unit starts with vlogs and also includes either a clip from a BBC programme, or a street interview filmed in locations around central London. At the higher levels, there are also authentic, unscripted BBC radio and podcast extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where audio recordings, particularly at lower levels, are scripted, they nevertheless aim to reflect the patterns of natural speech.
- **Focus on sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. The latter are taken from the GSE and include, for example, listening and predicting what will come next, extracting key details, identifying chronological sequences, and understanding technical instructions.
- **As a context for new language** – We see listening as a key mode of input, and *Speakout 3rd Edition* includes many listening texts which contain target grammar, vocabulary or functional language in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, sometimes by using the audioscripts as a resource.
- **As a model for speaking** – In the third and fourth lessons of each unit, the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' own speaking.

Reading

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral skills. Within the classroom, reading texts can introduce stimulating topics and act as springboards for class discussion.

There are several strands to reading in *Speakout 3rd Edition*:

- **Focus on authentic texts** – As with *Speakout 3rd Edition* listening materials, there is an emphasis on authenticity. Many of the reading texts draw on real-world sources, including newspapers, magazines, media websites and books. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read, and the texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Focus on sub-skills and strategies** – In *Speakout 3rd Edition*, we strive to maintain authenticity in the way readers interact with a text. We always give students a reason to read and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and paying attention to discourse markers. As with the listening and speaking sub-skills, the reading sub-skills syllabus is based on the GSE.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency, and this can be most easily achieved through reading. In *Speakout 3rd Edition*, reading texts often serve as contexts for introducing grammar and vocabulary as well as discourse features.
- **As a model for writing** – In the writing sections, the texts serve as models for students in terms of overall organisation as well as style and language content.

Writing

Many students need to develop their formal writing for professional and exam-taking purposes, while others prefer to focus on less formal genres. For this reason, *Speakout 3rd Edition* covers both formal text types such as essays, formal emails and reports, and informal genres such as discussion forums, personal emails and social media posts.

There are several strands to writing in *Speakout 3rd Edition*:

- **Focus on genres** – In every unit, there is a section that focuses on a genre of writing, for example emails. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We then ask students to produce their own piece of writing. While there is always a written product, we also focus on the writing process, including stages such as brainstorming, planning and checking.
- **Focus on sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns. Strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking students to notice the feature. We then provide an opportunity for students to practise it.
- **Lesson D writing task** – At the end of the final lesson in each unit, following the final speaking task, we include a writing task. The idea is for students to develop fluency in their writing. While we always provide a model, the emphasis here is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout 3rd Edition*.

Pronunciation

For many learners the ability to pronounce English in a comprehensible way is very important. It is also vital in helping them to understand spoken English. In *Speakout 3rd Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items, or functional language. Where relevant to the level, a grammar, vocabulary or functional language focus is followed by a focus on a feature of pronunciation, for example, word stress, sentence stress, intonation or the weak forms of auxiliary verbs. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it. In the Vocabulary Bank, we give the pronunciation of each item. At A1 level, there is a comprehensive focus on common sounds and their spelling, as well as on potentially confusing sound–spelling relationships.

Future Skills

We recognise that in addition to language skills, students need to be equipped with a range of other skills to improve their levels of employability and help them to thrive in the future. For this reason, we include a Future Skills feature in roughly half the lessons. The key skills taught are: collaboration, communication, creative and critical thinking, leadership, self-management, and social responsibility. These sections comprise short notes highlighting the relevant skills as they occur naturally in the flow of the lesson, followed by mini-tasks that encourage students to develop those skills.

Teaching B2+ Learners

Students at B2+ probably have extensive experience learning in classroom contexts and often know how they learn best. Allowing them the opportunity to have some say in the learning process is likely to motivate them and provide you with useful insight. This means giving students the opportunity to make suggestions, requests and reflect on the learning process throughout their course.

At this level, learners can normally communicate comfortably on a wide range of everyday topics, with relatively little of the sort of language hesitation that is common at lower levels. Many B2+ students can come across as fluent on common topics but are less impressive when they converse on topics that are more specialised or less commonly discussed in English. They also have a bank of language that they can comfortably use to express themselves, which means they are sometimes reluctant to take on additional language. It is vital they do in order to achieve an advanced level. It is therefore important to push them out of their comfort zones; challenging them to continue to develop new ways to express themselves so that they can understand and participate in a wider range of communicative contexts.

Students at this level should be encouraged to to create their own meanings rather than only generate sentences that demonstrate or practise their knowledge. Lessons should be conducted with this in mind, giving space to individual expression and reducing the amount of sustained restricted practice.

Having said that, learners at a B2+ level may still struggle with certain language points, and may need to improve their accuracy, so deliberate and restricted practice is still vital. New language points will need clarification, and restricted practice too. However, learners are likely to pick up new language faster than lower-level learners, which means restricted practice can be reduced and more time spent on freer practice.

B2+ students often need to become more sophisticated in their use of functional language, focussing on its appropriacy in different situations, for example formal versus informal registers and academic versus non-academic settings. Similarly, B2+ students will also be refining their use of speaking and listening strategies to increase competency in a range of contexts.

Introduction

As in other levels, there may be a wide range of strengths and weaknesses across the skills in a B2+ class. Also, motivations may differ, with some students needing to focus more on exam-style accuracy and on writing, and others more interested in developing fluency in speaking.

Here are our top tips for teaching at this level:

- Find out about your learners' experience studying English. What have they enjoyed most and found most useful? What sort of activities do they dislike? What do they find most challenging? What are their linguistic goals and ambitions and how can you help them to achieve these? Maintain a channel of communication with students over the course, and they will help you to be effective in your teaching.
- Challenge students. Don't let them cruise through a course using language they're already comfortable with, but rather push them to express themselves in greater depth and detail, using new vocabulary, and on topics that are not a comfortable part of their repertoire.
- In dealing with language errors, don't just correct, but upgrade and enrich the learners' language. Show them how more sophisticated structures and vocabulary, including lexical phrases, phrasal verbs, and idiomatic language that can help them make the 'quality step' they need to go beyond the B levels.
- Devote more time than you have at lower levels to freer activities so that students have the opportunity to both articulate more complex ideas and to build greater fluency expressing themselves.
- Be as systematic and rigorous in focusing on grammar and vocabulary as you are with lower levels. Don't be fooled by the impression a B2+ group can give, particularly those one or two strong students, of knowing it all already. Post-systematic errors – where the student knows the rule but makes the error – need to be handled mindfully, as it may well be that the learner doesn't know, or has forgotten, the relevant rule.
- Encourage personalised learning out of class so that learners can focus on areas they need to strengthen.
- Encourage extensive, out-of-class reading, listening, and viewing by identifying sources of texts, audio, and film that are easy for them to access and of course likely to interest them. Along with vocabulary that is overtly taught on a course, students at this level have the capacity to make great gains in building their passive vocabulary as well as knowledge of syntax through reading, viewing, and listening.
- Encourage students to record themselves performing extended speaking tasks and then to watch or listen to these recordings to note where they could make improvements. Give them criteria to assess themselves by, or encourage learners to come up with their own criteria.
- As always, don't forget to praise your students' progress – feedback is not just what they can do better but also what they did well and need to continue to do well. Help learners to recognise this progress too. Positive feedback from you, peers and the learner themselves can be a powerful motivator, and motivation is essential to making real progress in learning a language.

Antonia Clare, Sheila Dignen, Lindsay Warwick and JJ Wilson

Mediation

What is Mediation?

Mediation is a common feature of everyday language facilitating communication between people, or groups of people, who require the help of an interpreter or interlocutor to understand a text or a concept, to achieve consensus or to resolve a dispute. Mediation can be interlingual (between two languages) or intralingual (a single language). In an interlingual situation (between two languages), the interpreter translates from one language to another. Depending on the complexity of the topic, and the knowledge level of the person or people receiving the information, the interpreter may also have to moderate and simplify their explanation, even when explaining in the recipient's own language. In an intralingual situation (a single language), the interlocutor may have to absorb and understand the concept themselves, particularly if it is not their first language, and then interpret it in a different, perhaps simpler, way for the recipient. Mediation can be spoken or written.

Mediation and the CEFR and GSE

Mediation has become increasingly important in English language learning in recent years due to the addition of new Can Do statements in the CEFR Companion Volume with New Descriptors (2018). The Pearson GSE includes Mediation as a Communicative Skill, which is broken down into sub-skills and then further broken down into Learning Objectives (LOs).

The GSE Mediation sub-skills or competencies are:

- Acting as intermediary in informal situations (with friends and colleagues)
- Analysis and criticism of creative texts (including literature)
- Collaborating in a group
- Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)
- Explaining data in writing (e.g. in graphs, diagrams, charts, etc.)
- Expressing a personal response to creative texts (including literature)
- Facilitating communication in delicate situations and disagreements
- Facilitating pluricultural space
- Leading groupwork
- Note-taking (e.g. lectures, seminars, meetings, etc.)
- Processing text in speech
- Processing text in writing
- Relaying specific information in speech
- Relaying specific information in writing
- Strategies to explain a new concept
- Strategies to simplify a text
- Translating a written text in speech
- Translating a written text in writing

An example of a GSE Mediation sub-skill and LO at two levels:

Speakout 3rd Edition levels	Examples of Mediation sub-skills featured	GSE LO
A2 GSE 30–38	Analysis and criticism of creative texts (including literature)	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
C1–C2 GSE 73–90		Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of **Speakout 3rd Edition** can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 214–221).

Why is Mediation important?

Teaching Mediation helps students to become versatile and successful communicators in a rapidly changing and increasingly intercultural environment. More and more communication is carried out online, where the most common language is English. Global companies require their employees to be able to use a common language when communicating with each other. That common language is generally English. However, communicating is not just about words, it's about how we use language to cooperate with others. Students who wish to take up opportunities in international careers and education not only have to be able to speak English well, they also have to have the soft skills that employers and universities demand, for example communication, collaboration and teamwork, leadership, critical thinking, and self-management.

Mediation in *Speakout 3rd Edition*

In **Speakout 3rd Edition**, we have included eight standalone Mediation lessons per level – one for every unit. These lessons appear at the back of the book in the Mediation Bank and are linked from each Lesson C – the functional language lesson, which teaches practical, real-world skills. They are linked to the theme of the unit and are based on GSE Mediation Learning Objectives. Each lesson focuses on Speaking or Writing as the final output task. Teaching notes and the GSE LOs for the eight Mediation lessons at this level can be found in this Teacher's Book and in the Presentation Tool.

Please note that all Mediation activities in **Speakout 3rd Edition** are intralingual activities, designed to be carried out in English.

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

Speakout 3rd Edition offers a comprehensive package of tests. All tests are supplied in A and B formats (different tests which can be used for retakes) and there is also a version suitable for use with students with dyslexia (Version C). Tests are available as both ready-to-print PDFs and editable Word documents in the Teacher's Resources area on Pearson English Connect at www.pearsonenglish.com/speakout3e, or as tests assignable online via the Test Generator. The Tests Package audio, audioscripts, Answer Keys and marking guidelines for Writing and Speaking are also available in the Teacher's Resources area.

Types of test

Quick Day 1 Entry Test – a quick multiple-choice diagnostic test to allow teachers to identify any gaps in students' grammar knowledge from the previous level before beginning the current level

Full Unit Tests – a three-part test for every unit, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick Unit Quizzes – twenty-five multiple-choice questions testing Grammar, Vocabulary and Functional Language from the unit

Progress Tests – four tests for each level, for use after Units 2, 4, 6 and 8, with cumulative testing of the preceding two units; consists of Grammar, Vocabulary and Functional Language (Part A); Listening and Reading (Part B); and Speaking and Writing (Part C)

Mid-course Test – a multiple-choice cumulative test for use after Unit 4 of each level, testing Grammar, Vocabulary and Functional Language from the preceding four units

Full End of Course Test – a three-part cumulative test for use after Unit 8 of each level, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick End of Course Test – Part A of the Full End of Course Test is multiple-choice, and may be used as a standalone test

Note: The Speaking tasks in any of the Tests are conducted in pairs. One student should use Version A of the Test and the other Version B. If using a dyslexia-adapted Test (Version C) the other students in the pair should use Version B.

Adult Benchmark and Pearson English International Certificate

Speakout 3rd Edition is mapped to Adult Benchmark and Pearson English International Certificate.



Adult Benchmark

Benchmark takes the time, complexity and subjectivity out of the assessment process. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Tests alongside any English course to smooth and accelerate the journey to fluency.

Pearson English International Certificate



Pearson English International Certificate (PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, International Certificate is recognised by universities and employers in many countries around the world. The exam tests authentic communication skills in real-world contexts and is available in both paper-based and computer-based formats.

Lead-in

LESSON OVERVIEW

The activities on the Lead-in page are designed to provide revision and practice in grammar and lexical sets that Ss at this level should be familiar with. Use the Lead-in page, according to your needs and those of your class, to assess your Ss' existing knowledge (as an informal diagnostic test, as you listen to and assess their current language skills) and/or to revise or teach the target language in each activity.

Online Teaching

If you're using these exercises online, you might find the following tips useful:

- **Ex 1C:** Put Ss in breakout rooms to discuss their hopes and ambitions.
- **Ex 3B:** Use a collaborative document for Ss to share and compare their ideas.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

- 1 A** As well as reviewing tenses and other structures, the aim of this section is also to provide an opportunity for you to find out about Ss' ambitions and hopes. Ss read the texts and choose the correct options alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia, who may find the reading in this activity a challenge, by reading the texts with the class or pairing them with another student who can read the texts with them. Alternatively, you could record the texts before the lesson so that Ss can listen on their device while they read. Covering the parts of the texts they are not focusing on as they read will help prevent distraction.

ANSWERS:

- | | |
|--------------------|-----------------------|
| 1 'd been studying | 5 it's likely to be |
| 2 not to give up | 6 won't be allowed to |
| 3 It was a friend | 7 being challenged |
| 4 'll be joining | 8 'll have started |

- B** Ss match the forms with the examples individually (they should look for one example of each), then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic learners manage the information they need for this activity, you could provide the correct answers (and other text required for context if necessary) from Ex 1A as a separate vertical list for them to work with.

ANSWERS:

a 2 b 4 c 5 d 1 e 3 f 8 g 6 h 7

- C** Ss discuss the question in pairs (in breakout rooms with online classes). Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask one or two Ss to share their answers with the class and find out if any others have the same hopes and ambitions for the coming year.

VOCABULARY

2A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone, then check in pairs. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support learners with dyslexia by giving them two options for each pair of sentences (the correct one and a distractor) and asking them to choose the correct one. Remind them to cover the sets of sentences they are not working on to help them focus.

ANSWERS:			
1 top	2 look	3 way	4 take
5 let	6 mind	7 make	8 time

B Put Ss in pairs to discuss the meanings. When they have finished, check answers with the class.

EXTRA IDEA You could put pairs of Ss together to share and compare their answers, and tell them to look up any phrases they are still unsure of or don't know before you check answers with the class.

POSSIBLE ANSWERS:	
1 A be in control	B at full volume
2 A think of as inferior	B improve
3 A obstruct, prevent	B be impossible
4 A relax, slow down	B treat badly because of anger or frustration caused by something else
5 A inform, tell	B fail to provide expected help or support
6 A not have a preference	B be indecisive
7 A manage to see or hear with difficulty	B be confused, confusing or impractical
8 A it should have happened / needed to happen before now	B with no risk of being late, in no haste

FUNCTIONS

3A Elicit the first answer as an example and write it on the board. Remind Ss that there is one word in each group that they do not need. Ss complete the rest of the replies individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the items they are not working on to help reduce distraction. You could also remove the words they don't need to provide more support.

ANSWERS:	
1 I'd rather not	4 You could always
2 could do with	5 really appreciate your
3 mind you don't	6 was thoughtful of

B Put Ss in pairs to think of other phrases with similar meanings to those in Ex 3A. For online classes, remember Ss can use a collaborative document for this. In feedback, elicit their ideas and write them on the board.

EXTRA CHALLENGE Put Ss in pairs and ask them to write short conversations using the alternative responses written on the board in Ex 3B. Ss then practise the conversations before performing them for the class.

1 connections

Global Scale of English **LEARNING OBJECTIVES**

1A New friends

- **LISTENING** | Understand a podcast about a friendship app: relationships; phrasal verbs: friendships
- **Pronunciation:** contractions: 'll and 'd
- **Describe a relationship with a friend:** describing past and present habits

GSE INFORMATION

LISTENING

71 Can understand when something is being said ironically in a casual conversation.

VOCABULARY

59–75 Can use language related to family members and relationships.

GRAMMAR

70 Can use a range of tenses and structures to refer to past and present habits and routines.

SPEAKING

72 Can talk about personal experiences in detail using linguistically complex language.

1B Places

- **READING** | Read an article about how our physical environment affects us: transforming places; urban spaces
- **Pronunciation:** the /r/ sound in different accents
- **Plan a perfect working environment:** reduced relative clauses
- **Write a proposal about transforming a city space**

GSE INFORMATION

READING

74 Can get the gist of specialised articles and technical texts outside their field.

GRAMMAR

56 Can construct 'reduced' defining (restrictive) relative clauses with verb + -ing.

68 Can use 'reduced' defining (restrictive) relative clauses with verb + -ed.

VOCABULARY

76–90 Can use language related to public buildings and places.

SPEAKING

72 Can describe places in detail using linguistically complex language.

WRITING

67 Can write relevant subheadings to structure longer more complex texts.

1C Things we love

- **HOW TO ...** | talk about hypothetical preferences: idiomatic phrases: hobbies and interests
- **Pronunciation:** connected speech: final /r/ sound

GSE INFORMATION

VOCABULARY

76–90 Can use language related to hobbies and interests.

59–75 Can use language related to expressing likes or preference.

HOW TO ...

74 Can answer questions in a survey using linguistically complex language.

SPEAKING

67 Can encourage members of a group to describe and elaborate on their thinking.

1D Comfort food

- **BBC STREET INTERVIEWS** | Understand street interviews about comfort food
- **Talk about comfort food:** the taste and appeal of food
- **Write a social media post**

GSE INFORMATION

VOCABULARY

59–75 Can use language related to the taste and appeal of food.

SPEAKING

70 Can politely bring a discussion back to the main point when the participants have gone off topic.

WRITING

67 Can write about feelings and the personal significance of experiences in detail.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 1A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Play the video for Ss to identify the people, places or things mentioned by the speakers, then compare their answers in pairs. Play the video once more if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class. On the board, write any new words or phrases which come up, especially those related to relationships, as these will help lead into the main vocabulary section in Lesson 1A.

ANSWERS:

- 1 Speaker 1: glasses
- Speaker 2: Greece (home country – culture, food, music)
- Speaker 3: Sheffield
- Speaker 4: the beach
- Speaker 5: North London

EXTRA SUPPORT: TEACHER Sheffield is a city in South Yorkshire, in the north of England. It is close to the Peak District National Park. 'Ally Pally' is Alexandra Palace, an entertainment and sports venue in North London, originally built in the late nineteenth century and surrounded by a large park which is now a local nature reserve.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

- Presentation Tool Unit 1
- Online Digital Resources
- Videoscript Unit 1 Opener: BBC Vlogs

1A New friends

GRAMMAR | describing past and present habits
VOCABULARY | relationships; phrasal verbs: friendships
PRONUNCIATION | contractions: 'll and 'd

LESSON OVERVIEW

In this lesson, Ss learn to describe a friendship they have. The context is a listening where they hear a podcast about friendship apps. Ss learn vocabulary related to friendships. This leads into the grammar where Ss learn ways of describing past and present habits and also practise contractions. The lesson ends with a speaking activity where Ss tell each other about a friendship.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Use an online poll for Ss to give their opinions. They can then give their reasons during their discussions and in feedback.
- **Ex 2B:** Display the answer options on your device and share your screen, making sure the annotate function is on. In feedback, ask Ss to highlight the correct answers.
- **Ex 6B:** Ask Ss to type their answers in the chat box so they can compare them.

Additional Materials

For Teachers:

- Presentation Tool Lesson 1A
- Photocopiable Activities 1A
- Grammar Bank 1A
- Vocabulary Bank 1A

For Students:

- Online Practice 1A
- Workbook 1A

TO START

Draw a simple sketch of the face of a family member you get on with on the board (or show a photo) and introduce them to the class, e.g. 'This is my cousin Chris. He's a lorry driver. We've always been close because we lived near each other growing up. He's a calm and patient person.' Then ask Ss to draw a sketch (or find a photo) of a family member they get on with. Put Ss in pairs to 'introduce' their family members to their partner, saying why they get on with them. When they have finished, ask a few Ss to share anything interesting they found out with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

- 1 A** You could demonstrate the activity by telling the class how you met your closest friend, e.g. 'My closest friend is probably (their name). We met at work, during my first job. She really helped me out in the job and we've stayed in touch since.' Ask Ss to think about their closest friend(s) and how they met, then put them in groups to compare. When they have finished, nominate a student from each group to report back to the class and find out if other groups have similar answers.
- B** Read the opinions with the class and check understanding, especially of *outlast* (= last longer). In the same groups as for Ex 1A, Ss discuss whether they agree or disagree with each one. For online classes, remember you can use an online poll to start the discussion. Monitor and encourage Ss to give reasons for their opinions.
- C** Ss read the description and reviews and answer the questions, then compare answers in the same groups as for Exs 1A and 1B. When they have finished, elicit answers from a few Ss and find out if others agree.

EXTRA SUPPORT: DYSLEXIA To provide support with the reading for Ss with dyslexia, pair them with a partner who can read the description and reviews with them.

- 2 A**  **1.01** | Tell the class that they are going to listen to a podcast about a similar app to the one described in Ex 1C. Read the questions with the class so they know what to listen for. Ss listen and choose the correct answers, then check in pairs. Check answers with the class.

AUDIOSCRIPT 1.01

P = Presenter A = Addy

- P: Making new friends when you're an adult can feel like an impossible task, especially now that so many of us work and study from home. Which is probably one explanation for the rise in popularity of friendship apps, where people go to find like-minded people to hang out with. Addy, you've given these apps a go. What prompted you to do that?
- A: Well, last year I relocated for work to a completely new city and, other than my work colleagues, I didn't know anyone. My colleagues are nice and all that, but they're at least a decade older than me and

most are married – just what you want as a twenty-two-year-old single person! Obviously, I wanted people my own age to socialise with. You know, people I can hang out with during the day and party with at night.

- P: Why not join a club or something?
- A: Yeah, people suggested that, but I like a bit more flexibility. I'm not keen on having to commit to meeting up at the same time every week and I'm not that into sports or anything. Anyway, I kept coming across this ad online for a friendship app which piqued my interest and eventually I bit the bullet and clicked on it to find out more. I found out there wasn't just one of these apps. There are dozens of them.
- P: Really? Are they all more or less the same or are they different in some way?
- A: Um ... they're all fairly similar in terms of features, but they're different in how they go about matching people. There's one that tries to match you according to your personality, which I'm not really a fan of. I mean, I want to hang out with people that are on the same wavelength, yes, but not exact copies of me! The apps that match you according to your interests make more sense – to me anyway – and there are loads.
- P: Really?
- A: Yeah, some cater for all interests and some actually specialise in just one, like the one for book lovers for example, or the one for animal lovers. There are apps that connect you in other ways, too. There's one that sets you up with friends in countries you intend to travel to – that one's quite cool because you can speak in your mother tongue and the app translates what you say so you understand each other.
- P: Wow! I had no idea there was such a range of these.
- A: Yeah! There's even an app where they match you to sports partners based on your fitness level! Perfect for a, you know, a super-fit sportsperson like me!
- P: Gosh. So, which one did you go for?
- A: Well, I wanted to be sure that I could meet people locally because I don't just want online friends, so I signed up for two that let me search for people by location.
- P: And were you successful?
- A: Yes and no. The first app felt more like a community page on social media than a friendship app, but I was able to click with a few people my age on there. We chatted for a while and I even discovered one guy that I have a mutual friend with, which was great. Someone I went to uni with. Anyway, we started talking about meeting up and that's when I discovered they lived in a neighbourhood with the same name as mine, but in a different city. I'd clicked on the wrong location! So that was time well spent. I tried again though and met up with people who did actually live near me.
- P: And how was that?

A: It was good. I liked them. I'm not sure how they felt about me at first though. I was thirty minutes late – a wonderful way to start a friendship. Then at the end of the evening, I discovered I'd left my wallet at home, so couldn't pay for my part of the bill. I'm sure they were just thrilled about that. But I've seen them a couple of times since and made it up to them.

P: I'm sure they understood.

A: Hopefully! Actually, it was the other app that worked for me. It connects people interested in local events, so you don't have to go to them on your own. Not that I really mind that, but I started chatting to people who were interested in a local music festival. And four of us bonded over our love of one of the bands. We met up at the festival and that was that – we're friends for life now. We laugh a lot, which is brilliant. I know I can confide in them, too. And they've introduced me to some brilliant other local bands. They even play themselves, but as I'm not particularly musical myself, I just watch and admire.

P: That's just brilliant. So, you'd recommend the app then.

A: If you find yourself in a situation like mine, definitely. Just don't expect to find the right app and the right friends at the first attempt. Try, try and try again and eventually, you'll hit it off with someone.

P: Good.

A: Just remember to select the right location!

ANSWERS:

Addy decided to use the friendship app because he moved to a new area, didn't know anyone and he wasn't able to meet anyone similar to him at work.

The outcome of using the app was that he got to know people in his local area and made some close friends.

B  **1.01** | Read the sentence stems and answer options with the class, then play the recording again for Ss to choose the correct answers, then check in pairs. Check answers with the class. With online classes, remember you can display the answer options on your device.

EXTRA CHALLENGE Ask Ss to try and choose the correct answers before they listen the second time. Then play the recording for Ss to check their answers.

ANSWERS:

1 b 2 c 3 a 4 b 5 a

3A  **1.02** | Read the questions with the class so they know what to listen for. Ss read and listen to the extract, then answer the questions. Check answers with the class.

ANSWERS:

- 1 He means the opposite.
- 2 He uses an ironic tone. An ironic tone is usually one where the speaker's tone falls lower at the end than normal. Context also helps – it's unlikely that a twenty-two-year-old single person would want to hang out with colleagues who are all older and married.

B  **1.03** | Read the sentences with the class, then play the recording for Ss to identify the words Addy uses to describe each thing, then check in pairs. Play the recording again if necessary, then check answers with the class.

AUDIOSCRIPT 1.03

- 1 There's even an app where they match you to sports partners based on your fitness level! Perfect for a, you know, a super-fit sports person like me!
- 2 We chatted for a while and I even discovered one guy that I have a mutual friend with, which was great. Someone I went to uni with.
- 3 Anyway, we started talking about meeting up and that's when I discovered they lived in a neighbourhood with the same name as mine, but in a different city. I'd clicked on the wrong location! So that was time well spent.
- 4 I'm not sure how they felt about me at first though. I was thirty minutes late – a wonderful way to start a friendship.
- 5 Then at the end of the evening, I discovered I'd left my wallet at home so couldn't pay for my part of the bill. I'm sure they were just thrilled about that.
- 6 We met up at the festival and that was that – we're friends for life now. We laugh a lot, which is brilliant.

ANSWERS:

- 1 Description: perfect
Real meaning: not perfect (because he's obviously not a very fit sports person)
- 2 Description: great
Real meaning: great (he's happy about this).
- 3 Description: time well spent
Real meaning: time wasted (he spent time talking to people that didn't actually live nearby)
- 4 Description: wonderful
Real meaning: not wonderful (he was thirty minutes late)
- 5 Description: thrilled
Real meaning: not thrilled (they had to pay for his meal as he'd forgotten his wallet).
- 6 Description: brilliant
Real meaning: brilliant (they laugh a lot and he's happy about that).

- C** Put Ss in pairs to discuss the question. Make sure they give reasons for their opinions. When they have finished, elicit answers and reasons from a few pairs and find out if others agree.

VOCABULARY

relationships

- 4A**  **1.04** | Ss replace the words in bold in the sentences with the phrases in the box alone, then check in pairs. Play the recording for Ss to check their answers, then confirm answers with the class. Note that sentences 4 and 8 have possible alternatives to those used in the recording. You can check understanding of the phrases by asking Ss to think of alternative example sentences for each phrase.

EXTRA SUPPORT With weaker classes, check understanding of the phrases in the box first, before they match them to the sentences.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the phrases and sentences with them.

ANSWERS:

- 1 socialise with
- 2 party with
- 3 on the same wavelength
- 4 click with (also possible: hit it off with)
- 5 have a mutual friend
- 6 bonded over
- 7 confide in
- 8 hit it off with (also possible: click with)

- B** Ss choose the correct phrases individually, then check in pairs. Make sure Ss are aware that sometimes both alternatives are possible. Check answers with the class.

ANSWERS:

- | | |
|---------------------|------------------------|
| 1 confide in | 5 bonded over |
| 2 both are possible | 6 socialise with |
| 3 both are possible | 7 have a mutual friend |
| 4 clicked with | 8 both are possible |

- 5A** Ask Ss to choose five of the sentence beginnings to complete with the names of people they know. (Fast finishers can do more.)

- B** Put Ss in pairs to share their information. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- C** Refer Ss to the Vocabulary Bank on page 134.

 page 134 **VOCABULARY BANK** phrasal verbs: friendships

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1A** Ss read the text, then match the phrasal verbs in bold with the meanings, then check in pairs. Ask Ss to write the infinitive form of the verbs. Check answers with the class. You can further check understanding of the phrasal verbs by eliciting an example sentence for each one.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. You can also give them two options for the meaning of each phrasal verb (the correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | |
|--------------------------|--------------------|
| 1 invite (someone) along | 6 stop by |
| 2 drift apart | 7 take to, warm to |
| 3 hang around (with) | 8 make up |
| 4 fall out | 9 come between |
| 5 bump into | |

- B** Ss categorise the phrasal verbs alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the infinitive form of the phrasal verbs as a separate vertical list. They can also use this to help them with Ex 2A.

ANSWERS:

Relationships: take to, come between, warm to, fall out, make up, drift apart
Socialising: hang around (with), invite along, stop by, bump into

- 2A** Elicit the first answer as an example, then ask Ss to complete the rest of the questions. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the questions they are not working on to help reduce distraction.

ANSWERS:

- | | |
|--------------------|------------------|
| 1 hang around | 5 invited, along |
| 2 drifted apart | 6 bumped into |
| 3 fallen out | 7 stop by |
| 4 take to, warm to | 8 come between |

- VB** **B** Put Ss in pairs to ask and answer the questions. Monitor and encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

GRAMMAR

describing past and present habits

- 6A**  **1.05** | Remind Ss of the podcast they listened to earlier in the lesson and explain that they are now going to listen to more of the interview with Addy. Read the questions with the class so they know what to listen for, then play the recording for Ss to listen for the answers. Put Ss in pairs to compare their answers, then check answers with the class.

AUDIOSCRIPT 1.05

P = Presenter A = Addy

- P:** You said earlier that you were looking to find friends that were on the same wavelength as you, but not people who have exactly the same character traits. Is that what you'd suggest people do when using a friendship app? Look for people with similar interests?
- A:** Hmm ... well, I definitely stand by my view on character. It'd be boring if we all had the same personality. One of my new friends, Jak, she's a lot louder than me. She's always shouting even though we're standing right next to her. And she'll voice her opinions very strongly – she's so confident. I'm pretty quiet. I tend to listen rather than speak, but being with Jak is fun because she brings me out of myself.
- P:** So, we should look for people with similar interests?
- A:** Well, that is what I was looking for and it's what I got to some degree. I mean, music is clearly a mutual interest and we love going out and doing stuff together – but we have lots of different interests, too. I told you I'm not a big sports fan, but Dan and Nicole love sports. I'm really into cooking and healthy eating and so is Nicole, but Jak and Dan aren't. When we first started hanging out, they were always trying to make us go to fast-food places. I used to sit and watch them eat because I just couldn't bring myself to order anything. I kept trying to get them to order the salad, but they'd order extra chips just to annoy me! Over time though, they've come to like some of the healthier food places I like and they'll even have some salad with their order. They've eaten meals I've made for them, too! In return, I'll have the occasional burger.
- So, going back to your question, no, I don't think you should only look for people with similar interests. It might work as a starting point, but we need to be open to a variety of types of people or we might miss out on some brilliant friendships.

ANSWERS:

Like-minded: same taste in music, going out and doing stuff together; Addy and Nicole both like cooking and healthy eating

Different: character – Jak is loud and confident but Addy is quiet; interests – Dan and Nicole like sports but Addy doesn't; Addy and Nicole are into healthy eating but Jak and Dan aren't

- B** Focus attention on the sentences and explain that the phrases in bold describe people's habits. Ss read the sentences and answer the questions individually, then check in pairs. Check answers with the class. With online classes, remember you can ask Ss to type their answers in the chat box so they can compare them.

EXTRA SUPPORT: DYSLLEXIA Pair Ss with dyslexia with a partner who can read the sentences and questions with them.

ANSWERS:

- a** Past habits: sentences 4, 5 and 6
Present habits: sentences 1, 2 and 3
- b** Present habits: will (sentence 2)
Past habits: would (sentence 6)
- c** Annoying present habits: present continuous (sentence 1)
Annoying past habits: past continuous (sentence 4)
- d** tend to (sentence 3), used to (sentence 5), kept trying (sentence 6)

- C** The Grammar Bank on page 110 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 110 **GRAMMAR BANK**

Ss will have met *used to* and *would* before, but some of the other forms may be new to them. Depending on the strength of the group, you can choose to let them read through the notes alone or work through them as a class, eliciting new examples for each use. Check understanding where necessary, especially of the use of the other expressions.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise practises distinguishing between *used to* and *would* and their use with state verbs. Elicit the first answer as an example. Ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers with the class highlighting that *would* is not possible when describing a state and *used to* must be used instead.

GB

ANSWERS:

- 1 used to 2 would 3 used to
4 would 5 used to 6 would

- 2** This exercise practises the use of *will* and *would* to describe habits. Ss choose the correct words individually, then check in pairs. Check answers with the class and elicit which sentences express annoyance.

ANSWERS:

- 1 'd 2 will 3 'd 4 will 5 'll 6 would
Sentences 2, 4 and 6 express annoyance.

- 3** This exercise practises the use of *always* with the present continuous and past continuous. Ss write the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for learners with dyslexia (and also for weaker classes) by breaking it down into two stages. First, Ss identify which tense is needed and where the verb *be* needs to be placed, then they complete the sentences.

ANSWERS:

- 1 Anna's always forgetting my birthday these days.
- 2 One of my friends was always getting into trouble when he/she was younger.
- 3 I was always getting told off for talking when I was at school.
- 4 My little brother was always stealing my stuff when we were kids.
- 5 I'm always leaving my phone in strange places.
- 6 My friends and I are always struggling to think of things to do.

- 4** This exercise practises the use of other expressions to describe habits. Ss match the sentence halves alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this exercise more accessible for learners with dyslexia by giving them two options for each sentence starter (the correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

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

EXTRA IDEA In pairs, Ss could discuss whether the completed sentences in Ex 4 are true for them. Encourage them to use the language in the notes and to describe their own habits if they are different.

PRONUNCIATION**contractions: 'll and 'd**

- 7 A**  **1.06** | Play the recording for Ss to listen and read the sentences, paying attention to the difference in sound between the two contractions.

EXTRA SUPPORT: TEACHER Note that 'll may be pronounced with a glottal stop rather than the speaker touching the roof of their mouth with their tongue to produce an /l/ sound.

- B**  **1.07** | Ask Ss to complete the sentences with the correct contractions, then play the recording for Ss to check their answers. Check answers with the class, then play the recording again for Ss to listen and repeat. Monitor and check they are producing the contractions correctly.

ANSWERS:

- 1 'd 2 'll 3 'll 4 'd 5 'd 6 'll

- C** Put Ss in pairs to discuss their habits. Monitor and check they are forming the contractions properly. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

FUTURE SKILLS | Self-management

- D** Read the Future Skills box with the class, then ask Ss to think about how and when they can spend time noticing pronunciation. Elicit their ideas and write them on the board.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to think about situations at work where understanding pronunciation is especially important (e.g. meetings, on the phone, etc.) and decide how they could set aside time for noticing pronunciation in common situations in their current or future work (e.g. watching recorded presentations, focusing on people's pronunciation in meetings).

SPEAKING

- 8 A** Read the points with the class and check understanding. Give Ss time to think about each point and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** When they are ready, put Ss in pairs to describe their friendships and find similarities and differences. Monitor and make notes on Ss' language use for later class feedback.

- C** Join each pair with another to report to each other on the similarities and differences between their friendships. When they have finished, ask each group to share a similarity and a difference with the class. Give Ss feedback on their language use.

EXTRA SUPPORT: TEACHER When Ss are doing longer, freer speaking activities, it's better not to hinder fluency by interrupting them to correct their mistakes. Instead, make a note of any common mistakes you hear, along with any examples of good language use. After feedback on the activity, write any errors on the board to correct as class errors (i.e. without saying who made them) and drill any examples of good language use.

TO FINISH

Put Ss in pairs and ask them to come up with a list of five top tips for maintaining a good friendship, then share them with the class and find out if others agree.

1B Places

- GRAMMAR** | reduced relative clauses
VOCABULARY | transforming places; urban spaces
PRONUNCIATION | the /r/ sound in different accents

LESSON OVERVIEW

In this lesson, Ss plan a refurbishment of a room. The context is a reading about how our environment affects us. This leads into the grammar where Ss learn about reduced relative clauses. Ss then learn vocabulary related to transforming places and to urban spaces. They also learn how the /r/ sound is pronounced in different accents. Ss then do a speaking activity where they plan their refurbishment. The lesson ends with a writing activity where Ss write a proposal.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1:** Put Ss in pairs in breakout rooms to discuss their places.
- **Ex 2C and 2D:** Display the summary options in Ex 2C and the sentences in Ex 2D on your device and share your screen so that Ss can refer to them without needing to turn the page back from the reading text.
- **Ex 4B:** Display the sentences with the alternatives on your device and share your screen, making sure the annotate function is on. In feedback, ask different Ss to highlight the correct words.
- **Ex 6A:** Display the photo on your device and share your screen for Ss to look at while they make notes.
- **Writing Bank 1B, Ex 2B:** Ask Ss to write their proposals in a collaborative document if you want them to share them.

Additional Materials

For Teachers:

- Presentation Tool Lesson 1B
- Photocopiable Activities 1B
- Grammar Bank 1B
- Vocabulary Bank 1B
- Writing Bank 1B

For Students:

- Online Practice 1B
- Workbook 1B

TO START

Ask Ss to think of and make notes on three things they would change about the classroom. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in small groups to share their ideas then choose the three best in the group. When they are ready, ask each group to report back to the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners. Make sure they only listen to the relevant parts for each exercise.

- 1** Introduce the activity by telling the class about places relevant for you, e.g. 'A place where I feel comfortable and free from stress is a corner of my garden where I have a comfy chair. I like to sit outside and read a book there in the summer.' Read the points with the class, then put Ss in pairs (in breakout rooms with online classes) to discuss their places. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.
- 2A** Tell Ss that they are going to read an article about the effect of our environment on our personalities. Read the questions with the class. Ask Ss to read the introduction and answer the questions, then compare answers in pairs. Check answers with the class.

ANSWERS:

- 2** The article will probably go on to talk about how different kinds of indoor and outdoor spaces affect human behaviour.
- B** Read the questions with the class so they know what to look for. Set a time limit of three minutes for Ss to read the first paragraph quickly and find the answers, then check in pairs. When they have finished, check answers with the class.

ANSWERS:

- 1** The article discusses how blue spaces (places with water present) are similar to green spaces in how they affect us. This links back to 'outdoor surroundings' in the introduction.
- 2** b

- C** Read the paragraph summary options with the class. Ss read the rest of the article and choose the best summaries individually, then check in pairs. For online classes, remember you can display the summary options on your device and share your screen for Ss to refer to as they read. Check answers with the class.

ANSWERS:

- 2** a **3** b

- D** Read the sentences with the class. Ss read the article again and decide if the sentences are true or false alone, then check in pairs. For online classes, remember you can display the sentences on your device and share your screen for Ss to refer to as they read. Check answers with the class and elicit why each sentence is true or false.

ANSWERS:

- 1** T (it has extra advantages)
- 2** F (they can help people feel distressed and revived)
- 3** T (streets with lots of blank walls, with no doors or windows and very few shops or cafés, encourage us to feel less safe. We are inclined to walk more quickly and not engage with people around us)
- 4** T (we feel safer, so we are more likely to engage with other people)
- 5** T (a wider range of students were likely to express an interest in the subject and predict that they would do well at it)
- 6** F (participants in the 'empowered' office (with their own decorative style) worked the hardest and completed the most work)

GRAMMAR

reduced relative clauses

- 3A** Read the sentences with the class and go through the example. Ss rewrite the sentences with full relative clauses individually, then check in pairs. As they work, monitor carefully and make a note of any areas which Ss are having difficulty with to help you decide which areas to focus more on in the Grammar Bank. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Remind dyslexic learners to cover the sentences or clauses they are not working on to help reduce distraction. Ss with dyslexia could just write the full relative clauses rather than all the text given.

ANSWERS:

- 2 Someone who is pretending to be a tourist stands in a street, looks at their map and appears lost, ...
- 3 ... a wider range of students who were introduced to the non-stereotypical classroom were likely to express an interest in the subject ...
- 4 The participants who were working in the 'empowered' office worked the hardest and completed the most work, ...

B Read the questions with the class. Ss compare the full and reduced relative clauses from Ex 3A alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If dyslexic learners haven't just written the full relative clauses in Ex 3A, you could suggest they highlight the full relative clauses to help them focus on the relevant parts.

ANSWERS:

- 1 The relative pronouns (*wh-* words and *that*) have been removed and the auxiliary verbs (*be*) have also been removed.
- 2 No, the meaning of the reduced relative clause is the same in the past and the present: someone pretending to be a tourist (= who is pretending); participants working in the 'empowered' office (= who were working)

C The Grammar Bank on page 111 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ➡ page 111 **GRAMMAR BANK**

This practises the form and use of reduced relative clauses formed with present and past participles. Either go through the notes with the class, checking understanding at each stage, or have them read the notes themselves and ask you about anything they are not sure about.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1 This exercise practises the use of present and past participles. Elicit the first answer as an example. Ask Ss to complete the rest of the sentences, referring back to the Grammar Bank notes where necessary, then check answers in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------|------------|-----------|
| 1 designed | 2 leading | 3 used |
| 4 employed | 5 applying | 6 staying |

- 2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the verb for each sentence and asking them to complete it with the present or past participle.

ANSWERS:

- | | | |
|-------------|-------------|----------|
| 1 working | 2 attracted | 3 living |
| 4 destroyed | 5 contacted | 6 using |

- 3 Look at the first item as an example. Show how Ss can use and transform words from the first sentence into a reduced relative clause. Write the answer on the board. Ss complete the second sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 active edges designed to
- 2 living in the slums suffer from
- 3 rooms modernised
- 4 wanting to buy their tickets
- 5 restoring the old theatre will try
- 6 proposed by the local authority will

VOCABULARY

transforming places

- 4A Remind Ss of the article they read earlier in the lesson. Ss read the comments about the article and answer the question. They then compare their ideas in pairs. When they have finished, discuss the question as a class.

EXTRA SUPPORT With weaker classes, check understanding of the words in bold in the comments before moving on to Ex 4B. Doing Ex 4B will then help reinforce their understanding of the words.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the comments with them. They can work with the same partner for Ex 4B.

- B Ss choose the correct words in pairs. When they have finished, check answers with the class and check understanding of the words by eliciting new example sentences with them. With online classes, remember you can display the sentences on your device during feedback.

ANSWERS:

- | | | |
|-----------------|---------------|--------------|
| 1 build in | 2 modernised | 3 demolished |
| 4 spruce up | 5 merge | 6 restore |
| 7 reconstructed | 8 refurbished | |

- C** Ask Ss to choose a town or city they both know. If this isn't possible, they can use the questions to compare two different towns or cities. Ss discuss the questions in pairs. Monitor and check they are using the vocabulary correctly. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

VB ► page 134 VOCABULARY BANK urban spaces

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1** Read the sentences with the class. Ask Ss to match the words in bold with the meanings, then check in pairs. Check answers with the class and answer any questions Ss have about the words.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each definition (the correct one and a distractor) and ask Ss to choose the correct one. For additional support, you could provide the words in bold as a vertical list with a choice of two options for each. Ss can refer to the sentences for context.

ANSWERS:

a residential	f industrial estate
b architecture	g inner city
c outskirts	h construction
d slums	i built-up
e residence	j suburban

- 2A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

1 architecture	4 slums
2 a suburban	5 construction
3 an industrial estate	6 built-up

- B** Put Ss in pairs to discuss which sentences they agree with and give their reasons. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

PRONUNCIATION

the /r/ sound in different accents

- 5A**  **1.08** | Focus attention on the sentences and the words in bold. Ss listen and decide which speaker pronounces the /r/ in the middle of the words in bold. Check the answer with the class.

ANSWER:

Speaker B

EXTRA SUPPORT: TEACHER Accents which pronounce the /r/ sound in a word in isolation are called *rhotic* and are much more common than non-rhotic accents. Non-rhotic accents include the dialects of south-east England, Wales, Austria, New Zealand and South Africa.

- B**  **1.08** | Play the recording again for Ss to listen and repeat, then decide whether they find it easier to pronounce the /r/ or not. Elicit their ideas as a class.

- C** Give Ss time to complete the sentences. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check their pronunciation.

EXTRA SUPPORT: TEACHER Make Ss aware of the different pronunciations of /r/. Allow them to try out the different variants for themselves and decide which they find easier. If they can't decide or are unwilling to do so for themselves, suggest they follow the rhotic variety as it's the most common.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences in different ways on their phones. They can then listen and decide which pronunciation they are most comfortable with.

SPEAKING

- 6A** Refer Ss to page 143 and focus attention on the photo. Read the questions with the class, then give them time to plan their ideas and make notes. Monitor and offer help where necessary. With online classes, remember you can share the photo on your screen for Ss to look at while they make notes.
- B** Ss complete the sentences alone. Point out that the prompts given are reduced relative clauses and Ss need to add information to make sentences. Monitor and check Ss are using the reduced relative clauses correctly and offer help where necessary.
- C** Put Ss in small groups to share their ideas. Encourage them to agree on the features which make a place easy to work or study in and to use reduced relative clauses where possible. When they have finished, ask each group to choose the best or most interesting feature to share with the class.

WRITING

a proposal: transforming a city space

7A This section provides an opportunity for Ss to put into practice everything they've learnt during the lesson. Do this activity as a class: read the points with the class and elicit which a proposal should include.

ANSWERS:

They are all true for a proposal apart from the last one. A proposal should be written in a formal style.

B Refer Ss to the Writing Bank on page 104.

WB ▶ page 104 **WRITING BANK**

1A Ss read the proposal and identify the changes it suggests and why, then check in pairs. Check answers with the class.

ANSWERS:

Changes suggested:

- create an urban space that encourages people to feel relaxed and to better connect and interact with each other
- demolish the old warehouses and replace them with rows of small shops with apartment blocks above
- refurbish the hotel and reopen it to the public
- build in cafés and seating areas
- restore the old park and add seating areas and a water feature

Reasons for the changes:

- to modernise the area
- to create more active edges
- to encourage people to socialise and interact more
- to help people relax and unwind

B Ss complete the proposal with the headings individually, then check in pairs. Check answers with the class and elicit how the headings help the reader.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the headings as a vertical list on a separate piece of paper which they can hold next to the paragraphs as they work. Also remind them to cover the paragraphs they are not working on to help reduce distraction.

ANSWERS:

1 c 2 a 3 d 4 b

The headings help the reader to navigate the text and find the information they need.

C Elicit the first answer from the class, then ask Ss to find the other phrases in the proposal and identify which use passive verbs and which use reduced relative clauses. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the formal phrases as a vertical list and asking them to match them with their informal equivalents. Once they have done this, they should then identify the passive verbs and reduced relative clauses.

ANSWERS:

- 1 The aim of this proposal is to ...
 - 2 As a result, the square has an unfriendly feel.
 - 3 People passing through it ...
 - 4 These will be replaced by ...
 - 5 The former park will be restored, ...
 - 6 The changes proposed above ...
- Passive verbs: phrases 4, 5 and 6
Reduced relative clauses: phrases 3 and 6

2A Ask Ss to read the task alone or read it with them. Then ask Ss to plan their ideas, using those from Ex 4C to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Ss write their proposals individually. They should aim to write about 200 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. Remind them to use headings and formal language. With online classes, remember you can ask Ss to write their proposals in a collaborative document if you want them to share them.

EXTRA IDEA Ask Ss to write their proposals on separate pieces of paper. When they have finished, display them around the classroom. Ask Ss to walk around and read them, then vote for the best one. Alternatively, put Ss in pairs and ask them to compare each other's proposals.

TO FINISH

Write on the board:

What was the most useful thing you learnt in today's lesson?

How will you use it in the future?

Ss discuss the questions in pairs.

1C Things we love

HOW TO ... | talk about hypothetical preferences

VOCABULARY | idiomatic phrases: hobbies and interests

PRONUNCIATION | connected speech: final /r/ sound

LESSON OVERVIEW

In this lesson, Ss learn functional language for talking about hypothetical preferences. The context is a listening where they hear people discussing their hypothetical preferences. This leads into the functional language, where Ss also practise the final /r/ sound in connected speech. The lesson ends with a speaking activity where Ss practise talking about their own hypothetical preferences.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the comments in a collaborative document and ask Ss to use different colours to highlight the person most like them (making sure all highlights remain visible).
- **Ex 3B:** Use a collaborative document for Ss to add the phrases to the table and then refer back to when they do the speaking activity in Ex 5C.

Additional Materials

For Teachers:

Presentation Tool Lesson 1C
Photocopiable Activity 1C
Grammar Bank 1C
Mediation Bank 1C

For Students:

Online Practice 1C
Workbook 1C

TO START

Write the following question on the board:
What's the most adventurous thing you've ever done?

Give Ss a minute or two to think about their answer, then put them in pairs to share their experiences. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share their experiences with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

idiomatic phrases: hobbies and interests

1 A Ss write their lists individually. When they have finished, put them in groups to compare their lists. In feedback, ask each group how many answers they had which were the same.

B Ss read the descriptions and decide which person is most like them, then compare ideas in pairs. When they have finished, elicit a few answers from round the class and encourage Ss to give their reasons. With online classes, remember you can display the comments in a collaborative document and ask Ss to use different colours to highlight the person most like them.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the descriptions with them so they can listen while they read.

C Elicit the first answer as an example, then ask Ss to complete the rest of the meanings alone, then check in pairs. Check answers with the class. You could also elicit example sentences using the phrases in order to check understanding.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in the descriptions as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

- 1 can't get enough of
- 2 a once-in-a-lifetime experience
- 3 an adrenalin rush
- 4 the time of your life
- 5 are completely blown away
- 6 lose track of time
- 7 get stuck in
- 8 lose yourself

D Ss discuss the questions in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

How to ...

talk about hypothetical preferences

2A Read the questions with the class and check understanding. Ss discuss the questions in pairs. In feedback, ask each pair how many of their answers were the same.

B  **1.09** | Tell Ss that they are going to listen to two people answering the same questions. Play the recording for Ss to listen and identify the activity the speakers agree they would hate. Check answers with the class.

 AUDIOSCRIPT 1.09

- A: Oh, look at these ‘Would you rather ... ?’ questions. I love this kind of thing – it’s fun. Want to do them?
- B: Er, ... well, I know you love this kind of thing, so go on then.
- A: First one: Would you rather do a deep-sea dive or do a bungee jump?
- B: Oh, I’ve always wanted to do a deep-sea dive, so, yeah, that one for me. There’s an incredibly amazing world down there – the kind of wildlife you don’t normally see.
- A: But wouldn’t you be scared? I mean, I’d be worried about running out of air.
- B: Yeah, but it would be supervised, so it would be super-safe. It would be so cool – I’d jump at the chance to do it – it would be a once-in-a-lifetime experience!
- A: Wouldn’t you like to try a bungee jump, though?
- B: Oh no. I’m just awful with heights. I don’t even feel comfortable being at the top of a tall building, so no way would I ever jump off a cliff or a bridge! I can’t even bear to think about it!
- A: Really? I’m the opposite. I don’t even enjoy swimming in the sea, so I’d run a mile at the thought of deep-sea diving. I’d hate being so far under water. Given the choice, I’d choose the bungee jump any day. You’d get such an amazing adrenaline rush!
- B: No, I can’t imagine ever enjoying that!
- A: Anyway, second question: Would you rather appear in a reality TV show or act or sing on stage?
- B: Oh, I’d go for being in a reality TV show every time. I think it would be such fun to take part in a TV programme and see how it’s made first-hand, and meet the presenters, too, of course. And I love being the centre of attention, so I’d have the time of my life!
- A: Wouldn’t you be worried about all the social media reactions? People don’t always come across well on these shows.
- B: Oh, I wouldn’t mind that – it’s all part of the fun. But singing’s a different thing altogether. I really can’t sing at all, so you would never catch me singing anywhere in public – it would be a disaster!

- A: I’m with you there. Nothing would make me get up on a stage and sing! But then I’m not a big fan of reality TV shows either. Acting, though, that wouldn’t be too bad. Yes, I’d sooner act on stage than sing on one. Anyway, final question: Would you rather binge watch a TV show all day or read a book all day?
- B: Oh, this is easy. If it was up to me, I’d read a book all day. I can really lose myself in a good book. I completely lose track of time, especially if it’s an exciting story.
- A: Really? I’m not that into books, so I’d probably give reading a miss. I’d definitely choose the TV show though – I’d never say no to spending a whole day watching my favourite show, especially on a cold, rainy day.

ANSWER:
singing on stage

3A  **1.09** | Put Ss in pairs to choose the correct words. When they are ready, play the recording again for them to check their answers. Then check answers with the class and write them on the board so that Ss have the correct version to work with in Ex 3B.

EXTRA SUPPORT With weaker classes, play the recording again for Ss to listen before they choose the correct words. They can then listen again to check.

ANSWERS:		
1 jump	2 way	3 run
4 choice	5 for	6 catch
7 make me	8 sooner	9 up to
10 miss		

B Read the example with the class. Ask Ss to complete the rest of the table individually, then check in pairs. Check answers with the class and add a tick or cross to the phrases listed on the board in feedback to Ex 3A so Ss can refer back to them easily when using them in Ex 5C. With online classes, remember you can use a collaborative document for this.

ANSWERS:
I’d like to: I’d jump at the chance to ...; Given the choice, I’d choose ...; I’d go for ...; I’d sooner ...; If it was up to me, I’d ...
I wouldn’t like to: no way would I ever ...; I’d run a mile at the thought of ...; you would never catch me ...; Nothing would make me ...; I’d probably give ... a miss

- C** Ss answer the question alone, then check in pairs. Check answers with the class.

ANSWERS:

I'd run a mile at the thought of ..., I'd go for ..., You would never catch me ..., I'd probably give ... a miss

- D** The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 112 GRAMMAR BANK

This focuses on the form and use of functional language for talking about hypothetical preferences. Highlight that some of the phrases are semi-fixed and elicit the forms or words we use after them.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss choose the correct phrases alone, then check in pairs. Check answers with the class. You could also put Ss in pairs to practise the conversations.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the conversations they are not working on to help reduce distraction.

ANSWERS:

- 1 I'd sooner
- 2 Nothing would make me
- 3 Given the choice, I'd
- 4 You wouldn't catch me
- 5 I'd give my right arm for a chance to

- 2** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|--------|----------|---------|
| 1 miss | 2 up | 3 way |
| 4 arm | 5 choice | 6 catch |

- 3** Elicit the first answer as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 You wouldn't catch me climbing Mount Everest!
- 2 I would / I'd jump at the chance to go to Mexico.
- 3 If it was up to me, I'd stay in this evening.
- 4 I'd probably give the sightseeing tour a miss.
- 5 I'd give my right arm (for a chance) to be in a reality TV show.
- 6 Given the choice, I'd buy a sports car.

EXTRA IDEA Ss amend the sentences in Ex 3 so they are true for them, using phrases from the lesson. They then compare their hypothetical preferences with a partner.

PRONUNCIATION

connected speech: final /r/ sound

- 4A**  **1.10** | Ss listen and decide which /r/ sounds are pronounced, then check in pairs. Check answers with the class and drill the phrases chorally and individually.

ANSWERS:

rather (sentence 1) and sooner (sentence) 2

EXTRA SUPPORT: TEACHER As noted in Lesson 1B, accents which pronounce the /r/ sound in a word in isolation are called *rhotic*. With non-rhotic accents, a final *r* in a word **is** pronounced when the word is followed by a vowel sound at the start of the next word. Compare: *teacher* /'ti:tʃə/ and *the teacher is* /θə'ti:tʃərɪz/ (in a non-rhotic accent).

- B** Ss choose the correct alternative individually, then check in pairs. Check the answer with the class.

ANSWER:

vowel

- C** Ss complete the sentences with their answers to the questions in Ex 2A. Monitor and check they are using the forms correctly. They then practise saying them, focusing on the final /r/ sound.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

EXTRA IDEA Put Ss in pairs to practise asking the questions and giving their answers. Monitor and check they are pronouncing them correctly.

SPEAKING

5A Divide the class into three large groups, A, B and C, and refer Ss to the relevant pages. Divide each large group into pairs to work together. Monitor and check each group knows what to do. Also help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Collaboration

B Read the Future Skills box with a class and ask Ss to look back at their questions and think of questions to encourage people to elaborate.



- C** Put Ss in new pairs, making sure they are from different groups. Ss carry out their surveys in their pairs. Monitor and encourage Ss to get each other to elaborate.
- D** Ask a few Ss to share with the class the most surprising thing they learnt about their partner.

EXTRA: HOW TO ... Ask Ss to find more *Would you rather ... ?* questions online. (These are widely available as a party game.) Ask them to choose the three they find most interesting to ask and answer in pairs.

TO FINISH

Put Ss in pairs to discuss which of the activities mentioned in the lesson they think they'll definitely do in the future and why.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

» page 144 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES » page 190

1D

BBC Street Interviews

Comfort food

VOCABULARY | the taste and appeal of food
SPEAKING | a discussion about comfort food
WRITING | a social media post

LESSON OVERVIEW

In this lesson, Ss discuss food. In order to do this, they learn vocabulary related to the taste and appeal of food. The context is a series of BBC street interviews where people describe comfort foods they like. Ss then do a speaking activity where they discuss comfort food. The lesson ends with a writing activity where Ss write a social media post about a new food item or dish that has had an impact on them.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- Exs 2A, 2B and 2C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- Ex 6B:** Ask Ss to close their books and show the photo on your device separately for them to discuss what they think the food is.
- Ex 7B:** Ask Ss to write their posts in a collaborative document so they can share them easily.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D

Online Digital Resources

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Ask Ss to make lists of three healthy foods they like and three unhealthy foods they like. When they are ready, put Ss in small groups to compare their lists and find out if others share their tastes.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Put Ss in pairs to discuss the question. When they have finished, elicit their ideas, but don't give the answer yet.

B Ss read the definition and check their ideas. Check their understanding of the term by asking for volunteers to define it in their own words. Elicit some examples of comfort food. At this point you could share some of your favourite comfort foods with the class.

POSSIBLE ANSWERS:

ice cream, chocolate, pizza, homemade meals

VIEW

2 A Read the questions in the BBC programme information box with the class. Explain to Ss that they are going to watch street interviews with people answering them. Draw Ss' attention to the photos of the people in the video at the top of the pages. They can use these to keep track of who's who. Read the questions in Ex 2A with the class, then play the video for Ss to watch and answer them. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Put Ss in pairs to compare their answers. Elicit answers from a few Ss and have a brief class discussion.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

Food is very important to all the speakers.

Abiha likes Italian food, cheese, pasta bake; Meg likes chocolate and brownies; Anugraha likes coffee; Phoebe likes burger and chips; Shravash likes *chole bhature* (chickpea and doughballs).

B Read the list of reasons with the class. Ss watch the first part of the video again and match the speakers with the reasons, then check in pairs. Check answers with the class.

ANSWERS:

1 b 2 d 3 c 4 a 5 e

C Give Ss time to read the sentences or read them with the class so they know what to listen for. When they are ready, play the second part of the video again. Ss watch and complete the sentences, then check in pairs. Check answers with the class and write them on the board so that Ss can refer back to them easily in Exs 3A, 3B and 3D.

EXTRA SUPPORT With weaker classes, go through the sentences before they watch again and elicit the type of word required to complete each sentence (e.g. 1 – an adjective).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find it a challenge to listen or watch and write at the same time. Allow them to simply watch and try to remember the words, which they can copy down, if necessary, when you check answers.

ANSWERS:

1 melted 2 rich 3 filling, greasy
4 spicy 5 amazing

VOCABULARY

the taste and appeal of food

3 A Ss match the words they wrote in Ex 2C with the meanings alone, then check in pairs. Check answers with the class.

ANSWERS:

1 greasy 2 spicy 3 rich
4 amazing 5 melted 6 filling

B Ss identify the word individually, then check in pairs. Check the answer with the class. Alternatively, if you're short of time, this could be done as a class activity.

ANSWER:

spicy (from *spice*)

C Elicit the first answer and write it on the board. Elicit a food which could be described with it (e.g. *buttery* – mashed potato). Ss do the same for the rest of the words, then compare in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so) to check spelling and for Ss to refer to when they do Ex 3D.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the words in the box they are not working on to help reduce distraction.

ANSWERS:

buttery (e.g. mashed potato), cheesy (e.g. pizza), creamy (e.g. yoghurt), doughy (e.g. bread), fruity (e.g. ice lolly), juicy (e.g. orange), lemony (e.g. lemon cake), minty (e.g. mint chocolate or ice cream), nutty (e.g. biscuits), peppery (e.g. rocket salad leaf), salty (e.g. anchovies), sugary (e.g. cake)

- D** Read the example with the class, then put Ss in pairs to talk about foods they like using adjectives from Exs 3A and 3D. When they have finished, elicit a few descriptions from the class.

EXTRA: ALTERNATIVE IDEA In Ex 3D, put Ss in pairs and ask them to take turns describing a food they like using adjectives from Exs 3A and 3D, but without saying what the food is. Their partner listens and tries to guess the food.

SPEAKING**a discussion about comfort food**

- 4A**  **1.11** | Tell the class that they are going to listen to three short quotes about comfort food. Play the recording for Ss to listen and decide which they most agree with and why. Ask a few Ss to share their answers and have a brief class discussion.

** AUDIOSCRIPT 1.11**

- 1 The culture of every family is different, so comfort foods are different from family to family, not just culture to culture.
- 2 The idea that comfort food is always bad for you is a myth.
- 3 There's no real evidence that comfort food actually comforts us. Because it can be bad for us, we need to deal with our emotions differently.

- B**  **1.12** | Read the questions with the class so they know what to listen for, then play the recording. Ss listen and answer the questions, then check in pairs. Check answers with the class.

** AUDIOSCRIPT 1.12**

- A: So why is it that comfort food is always bad for us?
 B: I don't think it is. I think that's a bit of a myth.
 A: Is it? I mean, what's your comfort food? Mine's a chip butty.
 C: A chip what now?
 A: A chip butty. You know, chips between bread.
 C: So, a French fry sandwich?
 A: I guess that's what you'd call it. Chips are crisps in the USA, right?

- C: Right, and 'butty' means nothing to me. I mean, it does now you've explained, but it didn't before. It sounds, er ... heavy.
 B: It's really tasty – you should try one. But going back to the point about comfort food being bad for us, well ...
 A: Oh yeah, you said it was a myth.
 B: Yeah.
 A: But why?
 B: You might like chip butties and I might love cold mashed potato for breakfast, but ...
 C: What? For breakfast? That's gross!
 B: So, cold mashed potato is OK, but not for breakfast.
 C: No! They're both gross!
 B: Anyway, back to the myth idea – while we might like rubbish food when we're feeling fed up, for others it might be healthy, like chicken soup.
 C: Oh yeah, I love chicken soup when I'm feeling ill. It's what my mom would give me when I was young.
 B: Exactly, I think comfort food often reminds us of positive feelings when we were younger and that might be a treat like a chip butty or something to help us feel less ill like chicken soup.

ANSWERS:

Main topic: why (and if) comfort food is bad for us. They go off topic by starting to talk about what a chip butty is and whether cold mashed potato for breakfast is nice or not.

- C**  **1.12** | Give Ss a minute to read the Key phrases or read them with the class, then play the recording again for them to listen and tick the phrases used. Check answers with the class.

ANSWERS:

Going back to the point about ...
 Anyway, back to ...

- 5A** Read the questions with the class and check understanding where necessary. Ss make notes to answer them individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Arrange Ss in small groups to discuss the questions and try to agree on the answers. Encourage them to use the Key phrases, if necessary, to keep on topic.
- C** Nominate a student from each group to report back to the class and find out if others agree. Alternatively, if the class is large, put groups together to discuss their answers.

WRITING

a social media post

- 6A** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers and have a brief class discussion.
- B** Focus attention on the photo and put Ss in pairs to discuss what they think the food is without looking at the text. Don't give any answers yet. With online classes, remember you can display the photo separately in order to avoid Ss reading the post prematurely.
- C** Ss read the social media post to check their ideas in Ex 6B. Check the answer as a class.

EXTRA SUPPORT: DYSLEXIA Read the social media post to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the post with them.

ANSWER:

The photo shows s'mores: a North American snack consisting of melted marshmallow and chocolate between two sweet crackers.

- D** Focus attention on the options and explain that only one of them (a or b) is correct. Ss choose the correct options alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind dyslexic learners to cover the other pairs of options to help them focus on each one in turn.

ANSWERS:

1 a 2 b 3 a 4 a 5 b 6 b 7 b

- 7A** Explain to Ss that they are going to write a social media post about a new food or meal they've had. They can either find a photo on their devices or go online to search for one. Ss plan their writing using the correct options in Ex 6D as a guide.
- B** Ss write their social media posts individually. For online classes they can use a collaborative document which they can share later. Ss should aim to write 75–80 words. Encourage Ss to use vocabulary from the lesson in their posts and monitor to check they are using it correctly. When they have finished, put Ss in pairs or groups to share their posts and read them. Elicit which they'd like to try and why.

TO FINISH

Put Ss in pairs and ask them to discuss which of the comfort foods mentioned in the lesson they'd most like to try and why.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3A:** Use a collaborative document in feedback and ask different Ss to write the transformed sentences in order to check the answers.
- **Exs 1B, 2B, 3B, 4B, 5B and 6B:** Put Ss in breakout rooms in pairs for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: describing past and present habits, reduced relative clauses; Vocabulary: relationships, phrasal verbs: friendships, transforming places, urban spaces, idiomatic phrases: hobbies and interests, the taste and appeal of food; How to ... talk about hypothetical preferences). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

describing past and present habits

- 1A** Elicit the first answer as an example. Ss complete the second sentences alone, then check in pairs. Check answers with the class and write them on the board.

ANSWERS:

- 1 are you always arguing / are you prone to arguing
- 2 did you use to do / did you use to participate in
- 3 do you keep (on) doing
- 4 are you inclined to start
- 5 As a rule

- B** Ss ask and answer the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share some of their partner's answers with the class.

reduced relative clauses

2A Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

1 working

2 designed

3 shaped

4 positioned

5 creating

6 acting

B Put Ss in pairs to discuss their home-working (or studying) space (in breakout rooms with online classes). You could ask them to give each other tips on how to make it a more productive space. When they have finished, ask a few Ss to describe their partner’s space to the class.

3A Read the example with the class, pointing out how the answer combines the two sentences into a single one. Ask Ss to rewrite the rest of the sentences individually, then check in pairs. Check answers with the class. With online classes, remember you can use a collaborative document in feedback to check the answers.

POSSIBLE ANSWERS:

2 Musicians performing in city centres can lift people’s spirits.

3 Water features installed in city centres can calm people.

4 City areas unused in the past should be turned into green spaces.

5 New cities taking mental well-being into account will be built in the future.

B Ss discuss the statements in pairs (in breakout rooms with online classes). Encourage them to give their reasons. In feedback, go through the sentences and elicit who agrees and who disagrees with each one and why.

VOCABULARY

4A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

1 bump into

2 spruce up

3 lifetime

4 making up

5 modernised

6 wavelength

B Put Ss in pairs (in breakout rooms with online classes) to discuss how much they agree with each of the statements and give their reasons. In feedback, ask a few Ss for their opinions and have a brief class discussion.

5A Elicit the first answer as an example. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA

Ss with dyslexia may find having the initial letters of the answers provided confusing. The exercise may be easier for them to process if you remove the initial letters and provide two options (one correct and one distractor) for them to choose from for each gap instead.

ANSWERS:

1 track

2 renovate / refurbish

3 enough

4 hit

5 suburban

6 rush

B Ss discuss the statements in pairs (in breakout rooms with online classes). Encourage them to say whether they are true or false for them and give their reasons. In feedback, find out how many Ss say each sentence is true and how many say it is false for them.

6A This activity reviews both the grammar and vocabulary of Unit 1. Ss complete the text individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA

Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 6A. You can also make this activity more accessible for dyslexic learners by reminding them to cover the parts of text they are not working on to help reduce distraction.

ANSWERS:

1 take/warm

6 have

2 with

7 are

3 hang

8 spending

4 yourself

5 designed/made/created/built

B Ss discuss the question in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their answers and find out if it’s the same for others.

TO FINISH

Ask Ss to look through the rest of the book and choose the grammar, vocabulary, pronunciation and information (one of each) they are most looking forward to learning about. Then put them in pairs to discuss and explain their choices.

2 competition

Global Scale of English **LEARNING OBJECTIVES**

2A Getting away with it

- **LISTENING** | Understand a conversation about cheating: idioms: winning and losing
- Pronunciation: emphasis in cleft sentences
- Discuss cheating: cleft sentences

GSE INFORMATION

VOCABULARY

59–75 Can use language related to fair or unfair.

LISTENING

71 Can identify key information in linguistically complex conversations at natural speed.

GRAMMAR

59 Can use clauses with ‘what ...’ to emphasise the topic or main point.

71 Can use a range of cleft sentences in the present, past and future.

SPEAKING

67 Can encourage members of a group to describe and elaborate on their thinking.

2B Friend or foe?

- **READING** | Read an interview about cooperation in industry: industry competition
- Pronunciation: phrasal stress
- Speculate about products and services: ellipsis and substitution
- Write an article about rivalry

GSE INFORMATION

VOCABULARY

59–75 Can use language related to industry.

READING

70 Can guess the meaning of an unfamiliar word from context in a linguistically complex text.

74 Can guess the meaning of unfamiliar idiomatic expressions from context.

GRAMMAR

69 Can correctly omit and substitute words in a range of sentence structures.

SPEAKING

69 Can precisely express the potential consequences of actions or events.

WRITING

74 Can structure longer complex texts using a range of cohesive devices.

2C In the workplace

- **HOW TO...** | compare and evaluate ideas: business; work benefits
- Pronunciation: intonation when comparing

GSE INFORMATION

VOCABULARY

59–75 Can use language related to business.

59–75 Can use language related to work activities.

HOW TO ...

66 Can distinguish between fact and opinion in informal discussion at natural speed.

SPEAKING

70 Can compare and evaluate different ideas using a range of linguistic devices.

2D Challenge

- **BBC PROGRAMME** | Understand a TV programme about a driving challenge
- Have a debate about competing: competing
- Write a reflection

GSE INFORMATION

VOCABULARY

59–75 Can use language related to winning, losing, ability and performance.

SPEAKING

69 Can precisely express the potential consequences of actions or events.

60 Can express an inference or assumption about a person's mood or emotional state.

73 Can evaluate arguments in a debate or discussion and justify the evaluation.

WRITING

67 Can write about feelings and the personal significance of experiences in detail.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class. Play the video for Ss to watch and identify (some of) the ways of competing mentioned, then compare their answers in pairs. Check answers with the class.

Then put Ss in pairs to do part 2. Encourage them to find out if they have anything in common. When they have finished, elicit answers from a few Ss and have a brief class discussion.

ANSWERS:

- 1 Speaker 1: playing a video game or football
Speaker 2: competitive with herself, likes to push herself and challenge herself, a bit competitive with board games
Speaker 3: very competitive in all aspects of life (a boxer)
Speaker 4: competitive in the kitchen
Speaker 5: wanted his kids to be the best at everything when they were young
Speaker 6: competitive about things that don't matter, like video games or quizzes
Speaker 7: competitive in most things, but would rather play well and lose than play badly and win

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

- Presentation Tool Unit 2
- Online Digital Resources
- Videoscript Unit 2 Opener: BBC Vlogs

2A Getting away with it

- GRAMMAR | cleft sentences
- VOCABULARY | idioms: winning and losing
- PRONUNCIATION | emphasis in cleft sentences

LESSON OVERVIEW

In this lesson, Ss learn how to encourage members of a group to participate in a discussion. The lesson starts by presenting vocabulary related to winning and losing. The context is a listening where Ss hear two friends talking about cheating. This leads into the grammar, where Ss practise using cleft sentences. There is also a pronunciation focus on emphasis in cleft sentences. The lesson ends with a speaking activity where Ss discuss cheating in everyday situations.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3B:** Display the sentences on your device and share your screen. Make sure the annotate function is on. In feedback, ask different Ss to annotate the sentences with either T (= true) or F (= false).
- **Grammar Bank 2A, Ex 2:** In feedback, ask Ss to type their answers in the chat box so they can compare answers.
- **Ex 7B:** Put Ss in breakout rooms for the group discussion. Monitor the various rooms and offer help where necessary.

Additional Materials

For Teachers:

- Presentation Tool Lesson 2A
- Photocopiable Activities 2A
- Grammar Bank 2A
- Vocabulary Bank 2A

For Students:

- Online Practice 2A
- Workbook 2A

TO START

Write the names of five sports on the board (possible examples include basketball, football, cricket, tennis, running, baseball, table tennis) and/or a few common games (e.g. snakes and ladders, chess, cards), or elicit them from Ss. Put Ss in pairs and ask them to discuss which sport or game has the most complicated rules and what some of the penalties are for breaking those rules.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

idioms: winning and losing

1 A Read the statement and question with the class, then put Ss in pairs to discuss them. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

B Focus attention on the online post and comments and ask Ss to read them to decide which they agree with and why. When they are ready, put Ss in pairs to share their ideas. In feedback, ask a few Ss for their opinions and find out if others agree.

EXTRA SUPPORT With weaker classes, you may want to monitor as they read and check understanding of the phrases in bold where necessary.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with their discussion partner from Ex 1A so they can read the post and comments together in preparation for the discussion in Ex 2B.

2 A Ss complete the meanings individually, then check in pairs. Check answers with the class. You can check understanding of the idioms by eliciting different example sentences for each one.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find the cross referencing between the two exercises difficult. You can support them by proving the idioms as a vertical list on the board or on a separate piece of paper for them to refer to.

ANSWERS:

- | | |
|--------------------------------|-----------------------------|
| 1 win at all costs | 6 not the done thing |
| 2 con | 7 play fair |
| 3 let someone win | 8 come out on top |
| 4 get away with | 9 disgraceful |
| 5 can hold your head up | 10 fake |

B Put Ss in pairs to think of and share their experiences. Monitor and check Ss are using the idioms correctly. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

C Refer Ss to the Vocabulary Bank on page 135.

▶ page 135 **VOCABULARY BANK**
winning and losing

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Ss read the extracts and answer the questions about the words in bold individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, you may want to check understanding of the phrases in bold before they answer the questions.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the extracts with them before they answer the questions. You might want to provide the same support for the sentences in Ex 2A. You could also provide the words and phrases in bold in Ex 1 as a vertical list for Ss to refer to during both this exercise and Ex 2A.

ANSWERS:

- a** dive, playing for time, put someone off, bending the rules
- b** be the underdog, be the favourite
- c** be unbeaten
- d** concede

2 A Elicit the first answer as an example and highlight that Ss may need to change the form of the words and phrases. Ss complete the rest of the opinions alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1** bends the rules
- 2** put (their opponent) off
- 3** dive, play for time
- 4** be the underdog, be the favourite
- 5** are unbeaten
- 6** concede

B Ss discuss which opinions they agree with and why. In feedback, elicit answers from a few Ss and have a brief class discussion.

EXTRA IDEA: DIGITAL Ask Ss to go online and try to find examples illustrating the words and phrases in Ex 1 in online sports news.

LISTENING

3A  **2.01** | Read the topics with the class so they know what to listen for, then play the recording for Ss to listen and order the topics, then check in pairs. Check answers with the class.

 AUDIOSCRIPT 2.01

- A: Hi, Maddie, how are you?
- B: Oh, hey Jake. Yeah, I'm OK. I'm a bit tired, actually. I was up quite late last night working on my psychology project.
- A: Oh, the one on cheating?
- B: Yeah, it's due next Friday. Have you started yours yet?
- A: No. There's a podcast to listen to, isn't there? I don't think I made a note of the link.
- B: I can send it to you. And it's actually quite interesting. It's mainly about **why** we cheat.
- A: Oh good, that's the bit that I found interesting in the lecture last week. It reminded me of this time when I was younger and watching my little sister Rona in a race at school. She won the race and of course she was delighted with herself. But the thing is, I could see that she didn't win fairly. There was another girl who was probably a bit faster than her and what Rona did was bump into her to make her fall over. Of course, everyone else thought it was an accident and I could see that she was going to get away with it.
- B: And did you do anything about it?
- A: Yeah, I decided I had to say something. So, I told my mum and she talked to Rona and Rona eventually admitted it was deliberate, so Mum made her go and tell her teachers.
- B: Ouch! I bet she hated that!
- A: She did. She wasn't happy at all that she had to give back the medal! But you have to teach kids to play fair, don't you?
- B: Yeah. It's a tough lesson, but you're right.
- A: The thing is, I kind of get it that Rona was tempted to cheat. She was young and she just wanted to win. What I don't understand is why adults cheat, like footballers who dive in the penalty area or try to get other players sent off, or tennis players who play for time when they're losing. I mean, how can they hold their heads up?
- B: Well, the podcast actually goes into this in some detail. There's a thing known as the 'cheater's high' and one study found that people who break the rules and get away with it don't usually feel ashamed, but actually feel pretty good about themselves.
- A: Really?
- B: Yeah. What they feel is that they're smarter than everyone else, so they deserve to win.
- A: I find that really surprising. I think I'd feel incredibly guilty if I won something by cheating. I mean, it just isn't fair on everyone else!
- B: Well, they were also saying that people only feel guilty when they realise the direct results of their behaviour – so maybe they see that their opponent is really disappointed, for example. If the situation feels anonymous though, and they can't see that anyone's suffering as a result of what they've done, they feel they've somehow 'beaten the system' and come out on top.
- A: That's interesting. I also get that some people just want to win at all costs, so they might end up cheating, but what happens then? I mean, once they're recognised as the best, do they then relax and play by the rules?
- B: Well, supposedly the opposite is true. When some people become winners, they're actually more likely to cheat.
- A: Oh?
- B: Yeah. Winning makes them feel they're better than others – they feel they can do whatever they like, so cheating can become acceptable to them. Also, it's harder to accept losing once you see yourself as a winner, so if someone is unbeaten for a long time, they feel they've got expectations to live up to and they're under pressure not to lose.
- A: Hmm. And does it just come down to personality? I mean, is it just the case that there are a few bad individuals?
- B: No, it's not just individuals. It seems that cheating is 'catching'. So, students who see fellow students cheating in an exam are more likely to do it themselves. It becomes acceptable. And it's the same in sports. Players who see their own teammates cheating, like faking injuries, are more likely to try it themselves.
- A: And I suppose if people see members of the opposing team cheating, then they feel they have to cheat as well, in order to win.
- B: Well, you'd think so, but, interestingly, if they see members of the opposing team cheating, it tends to make them feel angry and think it's wrong – they kind of take the moral high ground. So, in that situation, they're more likely to play fair themselves.
- A: That makes sense. It's fascinating, really, but also sad that cheating is so common.
- B: Yeah. The fact is that cheating has become so accepted that a lot of sportspeople think it's fine. The only thing they worry about is getting caught.
- A: Yeah, it's interesting.
- B: Anyway, you should have a listen yourself. What I'll do is send you the link now. There.
- A: Great, thanks. I'll listen tonight. And then I really need to get started on the project!

ANSWERS:

The correct order is b, a, d, c.

- B**  **2.01** | Read the sentences with the class so they know what to listen for. Ss listen and decide if the sentences are true or false, then compare answers in pairs. For online teaching, remember you can share the sentences on your device for Ss to annotate in feedback. Check answers with the class and ask Ss to correct the false sentences.

ANSWERS:

- 1 T
- 2 F (Her mum forced her to admit what she had done.)
- 3 F (He gets it.)
- 4 T (They get a 'cheater's high'.)
- 5 F (They feel guilty when they can see the direct results of their behaviour.)
- 6 F (They are more likely to cheat.)
- 7 T
- 8 F (They are more likely to play fair.)

- C** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

GRAMMAR**cleft sentences**

- 4A**  **2.02** | Ss complete the sentences individually, then compare answers in pairs. Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 did 2 don't 3 feel 4 do

- B** Read the example with the class to highlight how it has been rewritten. Ss rewrite the rest of the sentences in Ex 4A alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2 I don't understand why adults cheat.
- 3 They feel that they're smarter than everyone else.
- 4 I'll send you the link now.

- C** Ss read the sentences and tick the ones that are true for cleft sentences, then check in pairs. Check answers with the class and elicit why they are true with examples from Ex 4A.

EXTRA SUPPORT: DYSLEXIA Read the sentences to the class before asking Ss to do the activity. Alternatively, pair Ss with dyslexia with a partner who can read the sentences with them.

ANSWERS:

All the sentences are true, except sentence 3. The subject of the cleft sentence is the same as the subject of the normal sentence.

- D** Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|----------------|-----------------|
| 1 did was tell | 3 experience is |
| 2 did was make | 4 wants to do |

- E** The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 113 GRAMMAR BANK

Write on the board: *They need to win this game.* Then write: *What ...* underneath and elicit how we add emphasise to the sentence. (*What they need to do is win this game.*) Elicit that we use cleft sentences to emphasise certain things in a sentence. Ss met cleft sentences at the B2 level of the course, but the different structures to emphasise the whole action and object are new at this level.

Go through the notes with Ss or let them read them alone and check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise practises the form of cleft sentences. Ss complete the cleft sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|--------|--------|------------|
| 1 is | 2 did | 3 borrowed |
| 4 fake | 5 does | 6 was |

- GB 2** This exercise practises recognising how cleft sentences emphasise different aspects of a sentence. Read the first item as a class and elicit the answers to parts a and b as an example. Ss complete the rest of the exercise alone, then check in pairs. With online classes, remember you can ask Ss to type their answers in the chat box so they can compare answers. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of groups of sentences they are not working on to help reduce distraction.

ANSWERS:

- | | | | |
|---------------------------|-------------------------|---------------------------|-------------------------|
| 1 a ☐ | b A | 2 a ☐ | b A |
| 3 a A | b ☐ | 4 a A | b ☐ |

- 3** This exercise practises the form and use of cleft sentences. Ss complete the cleft sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 he lied about was
- 2 they did was rob
- 3 she planted was
- 4 they watched was
- 5 she did was threaten to tell
- 6 I love is swimming

PRONUNCIATION

emphasis in cleft sentences

- 5A**  **2.02** | Play the recording for Ss to listen and notice the emphasis. Elicit why this is from the class. You could also drill the sentences chorally and individually.

ANSWER:

The words in bold are emphasised. This is because they give the most important information in the sentence.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences placing emphasis on the bold words, then compare with the recording.

- B** Give Ss time to complete the sentences individually. Monitor and help with vocabulary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check Ss are emphasising the correct parts of their sentences. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

SPEAKING

- 6A** Ss read the quiz and answer the questions for themselves. Monitor and help with vocabulary where necessary.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner so they can read and do the quiz together, effectively combining Exs 6A and 6B. Make sure they also give examples of similar situations they have been in. Alternatively, record the quiz before the lesson so that Ss with dyslexia can listen while they read.

- B** Ss compare their answers in pairs, giving examples where possible. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

FUTURE SKILLS | Leadership



- 7A** Read the Future Skills box and the examples with the class, then ask Ss to think of more ideas in pairs. When they have finished, elicit Ss' ideas and write them on the board.

POSSIBLE ANSWERS:

give them a role in the discussion such as making notes and asking them to summarise at the end; nominate them to speak before the more vocal members of the team; sit in a circle so that everyone is visible; don't allow interruptions while people are speaking

EXTRA: EMPLOYABILITY SKILLS Explain that good communication skills are important at work, especially in making the most of a colleague's or employee's potential ideas. Ask Ss to discuss in pairs in what aspects of their present or future work the skill of encouraging people to join in could be most useful.

- B** Put Ss in small groups (in breakout rooms with online classes) to discuss the situations in the quiz in Ex 6A and answer the questions together. Remind them of the Future Skills box and the need to encourage participation from everyone.
- C** Nominate a student from each group to report back on their discussion to the class and find out how similar or different the ideas in their group are.

TO FINISH

Put Ss in pairs to think of two more ways in which people cheat in everyday situations.

2B Friend or foe?

GRAMMAR | ellipsis and substitution

VOCABULARY | industry competition

PRONUNCIATION | phrasal stress

LESSON OVERVIEW

In this lesson, Ss learn how to express potential consequences of actions or events. The lesson starts by introducing vocabulary related to industry competition. There is a pronunciation focus where Ss practise phrasal stress. The context is a reading where Ss read about cooperation and competition in industry. This leads into the grammar where Ss learn about ellipsis and substitution. They then do a speaking activity where they speculate about the products and services which might result as a consequence of different organisations forming partnerships. The lesson ends with a writing task where Ss write an article about rivalry.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3B:** Ask Ss to mute themselves and practise saying the phrases on their own before listening to check.
- **Grammar Bank 2B, Ex 2:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to cross out the words that can be omitted from each sentence.
- **Writing Bank 2B, Exs 2B and 2C:** Ask Ss to write their articles in a collaborative document so they can share and compare them easily in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B
Photocopiable Activities 2B
Grammar Bank 2B
Writing Bank 2B

For Students:

Online Practice 2B
Workbook 2B

TO START

Review the vocabulary from Lesson 2A with a board race. Divide the class into teams and give each team a board pen. Each turn, say a definition of one of the phrases e.g. *escape punishment*. The first team to write the phrase (in this case *get away with it*) correctly on the board gets a point. The team with the most points at the end wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

industry competition

1 Read the questions with the class and check understanding, then put Ss in pairs to discuss them. Encourage Ss to give clear reasons for their answers. When they have finished, elicit answers from a few Ss and find out if others agree.

2A Ss read the forum comments and decide if the writers agree or disagree that rivals should collaborate with each other, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the comments with them. Alternatively, record the comments before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

Agree: @riverrun, @alesha77

Disagree: @kimmy, @markL, @pareshR

B Read the categories with the class and make sure Ss understand there are two words or phrases for each category. Ss match the words and phrases with the categories alone, then check in pairs. Check answers and the meanings of the words with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in a vertical list on the board or on a separate piece of paper for them to refer to. They can also refer to this for Ex 2C.

ANSWERS:

- 1 bitter rivals, adversaries
- 2 form an alliance, forge partnerships
- 3 outdo, gain a competitive edge
- 4 collaboration, cooperation
- 5 push beyond their limits, fulfil their potential

- C** Ss complete the descriptions with the words and phrases from Ex 2A individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 bitter rivals / adversaries
- 2 outdo
- 3 gain a competitive edge
- 4 cooperation/collaboration
- 5 formed an alliance / forged a partnership
- 6 cooperation/collaboration
- 7 push beyond their limits / fulfil their potential
- 8 push beyond their limits / fulfil their potential

PRONUNCIATION**phrasal stress**

- 3A**  **2.03** | Ss listen to the verb phrases and identify where the main stress falls, then check in pairs. Check answers with the class.

ANSWERS:

- 1 form an alliance
- 2 gain a competitive edge
- 3 forge partnerships
- 4 push beyond their limits
- 5 fulfil their potential

The stress is placed on part of the noun.

- B**  **2.03** | Play the recording again, pausing after each phrase for Ss to repeat. Monitor carefully and check Ss are stressing the phrases correctly. For online classes, remember to ask Ss to mute themselves while they practise saying the sentences on their own before listening to check.
- C** Put Ss in pairs to discuss the question. Monitor and check Ss are using the phrases with the correct stress. When they have finished, elicit their ideas and have a brief class discussion.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 4A** Write *cooperation* on the board and elicit what Ss think it means, but don't give the answer yet. Set a strict time limit of three minutes for Ss to skim the interview on the opposite page and check their ideas. In feedback, check the answer with a class and elicit why the writer supports it.

EXTRA SUPPORT: TEACHER It's a good idea to ask Ss to read a text quickly to get the main idea, or gist, before asking them to read it in more detail. In order to ensure this, it's important to set a strict time limit and a clear task, as in Ex 4A. You can explain to Ss that they'll have a chance to read the text again more carefully afterwards, so they don't panic if they run out of time.

ANSWERS:

It's a mix of cooperation and competition. The writer says that cooperation brings many benefits for companies so they should form more alliances.

- B** Ss read the interview again and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Tell Ss with dyslexia in which section they will find the answer to each question (1 – Section 2, 2 – Section 3, 3 – Section 3, 4 – Section 6, 5 – Section 7, 6 Ericsson, Uber and Toyota – Section 2, Hulu – Section 5, The Human Genome Project – Section 6, Timberland – Section 7).

ANSWERS:

- 1 They save costs, share skills and knowledge, grow and access new markets.
- 2 They fear it'll give their partner a competitive edge.
- 3 Have clear goals and make sure everyone knows what they can and can't share.
- 4 They are competing to get funding.
- 5 To reach government goals of achieving carbon zero.
- 6 Ericsson – how businesses work together to save costs
Uber – how cooperation helps companies to attract new customers
Toyota – how working with another company can help it better understand a market
Hulu – how cooperation benefits consumers
The Human Genome Project – if scientists work together, more can be done faster
Timberland – how companies work together to reduce their impact on the environment

- C** Focus attention on the idiomatic words and phrases in bold in the interview and read the questions with the class. Ask Ss to use the questions to help them work out the meanings of the words and phrases individually, then compare their ideas in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia you could provide the idiomatic words and phrases as a vertical list, however, they will still need to refer to the interview for the context.

ANSWERS:

cut-throat: unpleasant competition

getting a new project off the ground: launching a new project

is on the same page: has the same aims

be ahead of the pack: be ahead of everyone else

a no-brainer: an easy decision you don't need to put much thought into

- D** Put Ss in groups to discuss the question. When they have finished, elicit answers and reasons from a few Ss.

GRAMMAR**ellipsis and substitution**

- 5A** Point out the highlighted words and phrases in the interview. Ss match them with the explanations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners, remind them to cover the parts of interview they are not working on and suggest they uncover each of the explanations in turn to find a match.

ANSWERS:

1 d 2 a 3 h 4 g 5 c 6 e 7 b 8 f

- B** Ss discuss the questions in pairs. When they are ready, elicit their ideas and discuss as a class.

ANSWERS:

- 1 It can make it easier to speak in informal contexts, while the meaning is still understood.
- 2 It avoids repeating words.

- C** Demonstrate the activity with the first question with a stronger student, then put Ss in pairs to ask and answer the questions. Point out that they are given prompts to use to help them respond to the questions and that these contain omitted words. Encourage Ss to use ellipsis and substitution in their answers where possible. (You could use this as a diagnostic to see how much detail you need to go into with the Grammar Bank notes.) Monitor and check they are forming responses correctly. When they have finished, elicit answers from a few pairs.

EXTRA SUPPORT With weaker classes, if you want Ss to focus on producing ellipsis and substitution in their answers in Ex 5C, you may want to go through the notes in the Grammar Bank before they do the exercise to help them produce the language.

- D** The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 114 **GRAMMAR BANK**

This focuses on the form and use of ellipsis and substitution in more detail. Check understanding of the notes, especially of their common use in spoken language.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise focuses on identifying which words have been omitted or substituted in some typical phrases and sentences. Elicit the first answer as an example and write the full form on the board (*Are you ready yet?*). Ss do the rest of the activity in the same way individually, then check in pairs. Check answers with the class.

ANSWERS:

Omitted words are in brackets; substituted words are crossed out and replaced by the words in bold.

- 1 (Are you) ready yet?
- 2 Should we stay or (should we) go?
- 3 I've never tried this product, but I'd like to ~~do so~~ **try this product**.
- 4 Do you like this brand or do you prefer that ~~one~~ **brand**?
- 5 (That) sounds like a good plan.
- 6 (I'm) sorry I'm late.
- 7 I hope ~~so~~ **it'll all go to plan!**
- 8 I didn't like it very much, but everyone else did (like it very much).

- 2** This exercise practises omitting words from some typical phrases and sentences. Elicit the first answer as an example. Ss cross out the words individually, then check in pairs. Check answers with the class. For online classes, remember you display the sentences on your device and ask different Ss to cross out the words that can be omitted from each sentence.

ANSWERS:

- 1 We can give up or ~~we can~~ try once more.
- 2 ~~Did you have a~~ good weekend?
- 3 I called the company and ~~I~~ complained.
- 4 They hadn't been here before yesterday, but I had ~~been here before~~.
- 5 We'll invite you to our house and ~~we'll~~ cook for you.
- 6 Dani called and ~~she~~ said she'll be late.

GB 3 This exercise focuses on the use of substitution. Ss substitute the words in bold alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 one
- 2 do so
- 3 not
- 4 did
- 5 so
- 6 did

SPEAKING

- 6A** Read the list of the organisations with the class and check understanding. Give Ss time to think about the products and services that might result as a consequence of each pair forming a partnership and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Put Ss in groups to share their ideas and answer the questions.
- C** Nominate a student from each group to report back to the class and find out if others agree.

WRITING

an article: rivalry

- 7A** Put Ss in pairs to discuss the questions. Encourage them to give reasons and examples from their own sibling relationships if possible.
- B** Read the heading and the questions with the class. Elicit Ss’ ideas and write them on the board.
- C** Refer Ss to the Writing Bank on page 104.

WB **▶▶** page 104 **WRITING BANK**

- 1A** Ss read the article and answer the question alone. Put them in pairs to compare their answers and also their predictions from Ex 7B. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the article with them. They can work with the same partner for Ex 1B.

ANSWER:

The rivalry between the two brothers added to business rivalry, resulting in incredible business success for both companies.

- B** Ss discuss the question in pairs. When they have finished, elicit ideas from a few pairs and find out if others agree.

- C** Point out the words and phrases in bold labelled a, b and c in the article. Ss answer the questions about them, then check in pairs. Check answers with the class and write them on the board for Ss to refer back to when they write their articles.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of text they are not working on to help reduce distraction. They should also do this in Ex 1D.

ANSWERS:

- 1 owing to
- 2 Nevertheless, yet

- D** Read the example with the class. Ss identify what highlighted words and phrases in the article refers back to alone, then check in pairs. Check answers with the class and write them on the board for Ss to refer back to when they write their articles.

ANSWERS:

That – international brands were born
did so – wore their running shoes
it – sibling rivalry
This – one person in every family working at one of the factories
do – know exactly why the two brothers fell out

- 2A** Ask Ss to choose a rivalry, then follow the instructions to research and plan their article. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Ss write their articles individually. They should aim to write around 250 words. Monitor and encourage them to use the linking words. With online classes, remember you can ask Ss to write their articles in a collaborative document so they can share and compare them easily in Ex 2C.
- C** When they have finished, put Ss in pairs to read each other’s articles. Ask them to identify the main point and say whether they agree with it. Encourage them to give their reasons. If you have time, ask Ss to swap partners with another pair and read their new partner’s article.

EXTRA: ALTERNATIVE IDEA Put Ss in small groups to share their articles and discuss whether they agree with the main ideas.

TO FINISH

Ask Ss to think of ways in which partnerships between different departments in their school or work could benefit the organisation, then share their ideas with the class.

2C In the workplace

HOW TO ... | compare and evaluate ideas

VOCABULARY | business; work benefits

PRONUNCIATION | intonation when comparing

LESSON OVERVIEW

In this lesson, Ss learn functional language for comparing and evaluating ideas. The lesson starts by introducing vocabulary related to business and work benefits. The context is a reading where they read an article about fair pay. This leads into the functional language, where Ss also practise intonation when comparing. The lesson ends with a speaking activity where Ss practise comparing and evaluating incentives to increase productivity.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3B:** Put Ss in breakout rooms to discuss the questions and monitor round the rooms.
- **Ex 4A:** Use an online poll for Ss to answer question 3 with their preference.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C
Photocopiable Activity 2C
Grammar Bank 2C
Vocabulary Bank 2C
Mediation Bank 2C

For Students:

Online Practice 2C
Workbook 2C

TO START

Put Ss in small groups and give them one minute to brainstorm a list of benefits, or perks, companies can offer their employees in addition to their salaries. When they have finished, elicit their ideas and write them on the board as a list. When you come to Ex 7A, compare the list with that on the board to see if any are mentioned.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

business

- 1** Put Ss in pairs to discuss the question from the standpoint of the management of a company. Encourage Ss to think of reasons for their answers. When they have finished, elicit answers from a few Ss and have a brief class discussion.
- 2A** Read the question with the class. Ask Ss to read the first part of the article (it is continued on page 141) and answer the question, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the first part of an article to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Do the same for Ex 2C. Alternatively, pair Ss with dyslexia with a partner who can read the article with them. They can work with the same partner for Exs 2B and 2C.

ANSWER:

He decided to introduce a minimum salary scheme which increased many staff members' salaries so they have enough money to live in a very expensive city. He had to take a huge pay cut himself to afford this.

- B** Put Ss in pairs to discuss the question. When they have finished, elicit their ideas but don't give the answer yet.

ANSWER:

The company has remained successful despite some people predicting it would fail.

- C** Refer Ss to page 141 to read the last paragraph of the article and check their ideas from Ex 2B. Ss then discuss the questions in Ex 2C in the same pairs. In feedback, check the answer to Ex 2B and ask a few Ss to share their answer to the questions in Ex 2C with the class.

- 3A** Ss match the words with the meanings individually, referring to their contexts in the article to help them, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one. They can refer to the text for context if they choose to.

ANSWER:

- | | |
|-----------------------|--------------------------|
| 1 efficiency | 5 initiative |
| 2 productivity | 6 competitiveness |
| 3 bankruptcy | 7 profitability |
| 4 turnover | 8 cutback |

- B** Put Ss in pairs (in breakout rooms with online classes) to answer the questions. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.
- C** Refer Ss to the Vocabulary Bank on page 135.

VB ▶ page 135 **VOCABULARY BANK** work benefits

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Elicit the first answer as an example, showing how the definition is included in the text. Ss find the rest of the definitions alone, then check in pairs. When they have finished, check understanding of the phrases as a class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner so they can read the text together while looking for the definitions.

ANSWERS:

- job perks: employee benefits
- equal pay: everyone who does the same job is paid the same
- health insurance: cover the costs of your medical needs
- pension scheme: provide you with a good standard of living when you retire
- maternity/paternity leave: offer new mothers and fathers ... a month's extra ... time off to spend time with their babies
- on-site childcare: parents can leave their children close by ... while at work
- financial incentives: a bit of extra money
- bonus scheme: all staff receive a sum equal to a maximum of five percent of their annual salary
- tuition assistance: to help anyone wanting to take a formal course related to their work
- mentor programme: pair you with a more experienced employee to help you during your first year at the company

- B** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in the text in Ex 1A as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

- | | |
|------------------------------|----------------------------|
| 1 maternity leave | 5 mentor programme |
| 2 health insurance | 6 equal pay |
| 3 financial incentive | 7 on-site childcare |
| 4 tuition assistance | 8 bonus scheme |

- 2** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit answers from a few Ss and find out if others agree.

How to ...
compare and evaluate ideas

- 4 A** Read the questions with the class and check understanding, then put Ss in pairs to discuss them. In feedback, elicit the answer to question 1 (from different Ss if they are from different countries) and briefly discuss question 2. For question 3, elicit Ss' preferences with a show of hands (or with an online poll with online classes) and the reasons for their choices.
- B**  **2.04** | Play the recording for Ss to identify the speakers' preferences and reasons, then check in pairs. Check answers with the class.

 AUDIOSCRIPT 2.04

J = Jack L = Lily

- J: Hey Lily, have you heard what senior management are thinking of doing?
- L: No, what?
- J: They're talking about giving us some kind of extra perk as a 'thank you' for hitting all our targets this year.
- L: Great! What are they offering? A twenty percent pay rise this year and an equally high pay rise next year?
- J: Wouldn't that be something! No, I think they're deciding between an extra few days' holiday this year or some kind of financial reward, like an end-of-year bonus or something.
- L: Hmm. Well, that's easy. I know what I'd go for.
- J: The bonus, for sure. Extra money's invaluable for someone like me who's paying high rent in the city. Every little bit helps. And it'd probably be worth way more than extra holiday leave.
- L: True, if you're talking financial worth, but extra time off is just as valuable. To me, anyway. I'd love a few extra days to relax and hang out with my friends.
- J: Really? I guess you're right – for some people at least, time to unwind is every bit as important as extra cash. Which one do you think they'll go with?
- L: Hmm, probably the holiday. I'm guessing it'll cost them less and they won't want to affect profitability too much.

- J: Yeah, probably not. There was also talk of 'Casual Friday', where we can all come into the office on Fridays in jeans and trainers or whatever.
- L: What? That's nowhere near as appealing as the other two options. They're infinitely more motivating!
- J: Yep. It wouldn't be very effective in inspiring us to work harder either. Most of us just wear jeans and T-shirts on the days we work from home anyway.
- L: Or pyjamas!

ANSWERS:

Jack prefers the bonus idea because it would help to pay his rent.

Lily prefers the extra holiday because she would like more time to spend with her friends.

- 5A**  **2.05** | Read the sentences with the class and elicit what *type* of word is missing (e.g. adverb, adjective). Ss listen and complete the sentences, then check in pairs. Play the recording again if necessary, then check answers with the class.

EXTRA CHALLENGE Ask Ss to try to complete the sentences before they listen, then play the recording for them to check their answers.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to listen and choose the correct one.

ANSWERS:

- | | | |
|---------------------|---------------------|------------------|
| 1 equally | 2 invaluable | 3 way |
| 4 valuable | 5 bit | 6 nowhere |
| 7 infinitely | 8 effective | |

- B** Elicit the first answer as an example. Ss categorise the rest of the phrases alone, then check in pairs. Check answers with the class.

ANSWERS:

Compare: phrases 1, 3, 4, 5, 6 and 7

Evaluate: phrases 2 and 8

- C** The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 115 **GRAMMAR BANK**

This focuses on the form and use of functional language for comparing and evaluating ideas. Check understanding of the phrases with the class.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise focuses on the form of the functional phrases. Ss order the words to make sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing gapped sentences with just the phrases for comparing and evaluating in a jumbled order.

ANSWERS:

- Being thanked by your boss is miles more effective than a free lunch.
- Working from home is equally as beneficial as working in an office.
- Wearing a suit is nowhere near as comfortable as wearing jeans.
- Driving to work is way more expensive than taking the bus.
- Going home for lunch is a waste of energy.
- Non-financial incentives are every bit as important as financial incentives.

- 2** This exercise also focuses on the form of the functional phrases. Elicit the first answer as an example and write it on the board. Ss use the prompts to write sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- Jobs with promotional opportunities are far more motivating than those without.
- Great colleagues are just as important as a great salary.
- Financial incentives are effective in rewarding hard work.
- My bonus this year is nowhere near as much as my bonus last year.
- Free childcare is useless for staff without children.
- There are loads more people in your department than mine.
- My salary is marginally lower than your salary.
- Free gym memberships are useful for sporty people.

GB 3 This exercise focuses on the use of the functional phrases. Ss complete the conversation individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

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

PRONUNCIATION

intonation when comparing

6A  **2.06** | Play the recording for Ss to listen and underline the word in each sentence that the speaker stresses the most. Put Ss in pairs to compare their answers, then play the recording again if necessary. Check answers with the class and drill the sentences. You could encourage Ss to respond emphatically to add a fun element to the activity.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may prefer to highlight the contractions or weak forms rather than underline them as underlining may distort the appearance of the words and make them more difficult to read.

ANSWERS:
1 way 2 equally 3 infinitely 4 near

- B** Read the example with the class and elicit how the statement is written to represent the opposite view. (Paying a different salary to all staff is way better than paying the same one.) Ask Ss to write their statements. Monitor and offer help where necessary.
- C** Put Ss in pairs to share their statements and discuss whether they agree. Monitor and check Ss are using the correct stress. When they have finished, ask a few Ss to share their sentences with the class and find out if others agree.

SPEAKING

- 7A** Read the incentives with the class and check understanding. Elicit or suggest that they should consider staff motivation and the profitability and competitiveness of the company. Ss then select the five they think would be most effective individually.
- B** Put Ss in groups to compare and evaluate the incentives they chose in Ex 7A, then rank them in order from 1–5. Encourage them to use language from the lesson.
- C** When they are ready, ask each group to present their ideas to the class, then as a class try to agree on the best option.

EXTRA: HOW TO ... Ask Ss to individually think of at least three ideas about how to improve their school for Ss. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in small groups to share their ideas. Ask groups to compare and evaluate each one, then agree on their best three options before sharing them with the class.

TO FINISH

Ask Ss to discuss which of the incentives in Ex 7A they have the benefit of at work (or which they think they will have or would like in their future job).

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

 page 146 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES  page 193

2D BBC Entertainment Challenge

VOCABULARY | competing

SPEAKING | a debate

WRITING | a reflection

LESSON OVERVIEW

In this lesson, Ss have a debate. The lesson starts by introducing vocabulary related to competing. The context is an extract from a BBC programme about a driving challenge. Ss then do a speaking activity where they debate opinions about competitiveness in groups. The lesson ends with a writing activity where Ss write a reflection on a personal experience.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3D:** Put Ss in breakout rooms in pairs to discuss the questions.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D

Online Digital Resources

Videoscript 2D: BBC Entertainment

Writing Bank 2D

For Students:

Online Practice 2D

Workbook 2D

TO START

Write the following questions on the board:

Do you drive? If not, would you like to?

What are the best and worst things about driving?

Ss discuss the questions in groups. When they have finished, ask a few Ss to share their ideas with the class. Tell them that they will be watching a video about a driving challenge.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Put Ss in pairs to discuss the questions. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share their experiences with the class.

B Ask Ss to read the programme information, then discuss the questions in pairs. Check answers with the class.

EXTRA IDEA Before they watch the video, you could challenge the class to tell you the meaning of *petrolhead* (= someone who is obsessed with cars although in the video it is given as (someone who) drives fast and customises cars).

ANSWERS:

It's a driving challenge which rapper Mist and actor Ryan Thomas undertake.

VIEW

2 A ▶ Read the questions with the class so they know what to watch for. Ss watch the video and answer the questions, then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

The driving challenge is called a 'Gassed Up Gymkhana'. Ryan wins.

- B**  Read the questions with the class so they know what to listen for. Ss watch the video again and answer the questions, then check in pairs. Check answers with the class.

EXTRA CHALLENGE Ask Ss to answer the questions in Ex 2B from memory before they watch the video again. Ss then watch the video and check their answers.

ANSWERS:

- 1 When he was sixteen years old.
- 2 It involves stunts like 360° spins, figure of eights, obstacles and learning the unmarked course.
- 3 The lights move up.
- 4 He had the expertise of Luke to help him.
- 5 It's the best of three races around the course.
- 6 Ryan was really pleased to win; Mist seemed to accept this well.

VOCABULARY

competing

- 3A** Ss work through the extracts in pairs, deciding whether they know or can guess the meaning of the words and phrases in bold or not.
- B** Put pairs together to make groups of four to share their ideas from Ex 3A and use a dictionary to check any meanings they don't know. When they have finished, elicit the meanings of the words and phrases from the class.

POSSIBLE ANSWERS:

- 1 completely, thoroughly
- 2 much to learn or get used to
- 3 a part of a competition or game involving a set of actions which need to be completed and/or period of time
- 4 winning two out of three rounds determines the overall winner
- 5 taking effect
- 6 level in a competition or race
- 7 had as the most important factor or aspect
- 8 reacted/responded

- C** Ss complete the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSPLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in Ex 3A as a vertical list.

ANSWERS:

- | | | |
|--------|----------|--------|
| 1 take | 2 inside | 3 best |
| 4 kick | 5 take | 6 come |

- D** Ss discuss the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

SPEAKING

a debate

- 4A** Read the contexts with the class, then put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs and find out if others agree.
- B**  **2.07** | Ss listen to the two opinions and decide which they most agree with. When they have finished, ask a few Ss which opinion they most agree with and why. Write the two opinions on the board so that Ss can refer back to them during Ex 5A.

 AUDIOSCRIPT 2.07

- A: Healthy competition is the key to success as far as I'm concerned. When we compete with others, we strive to do better and that leads to development – development of ourselves and development of other things. The result is that we consistently push our limits as humans and improve our lives.
- B: For me, competition is more about competing with yourself than with others. I mean, if you spend time and energy on trying to do better than you've done before, you win, but if you spend all your time and energy focusing on others, you end up losing. It's problematic because you lose sight of your own goals.

- C**  **2.07** | Read the Key phrases with the class, then play the recording for Ss to number them in the order they hear them. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities difficult, especially when listening. In this case, give them the phrases in the correct order and ask them to tick them when they hear them.

ANSWERS:

- 1 ... leads to ...
- 2 The result is that ...
- 3 ... is more about ... than ...
- 4 If you ..., you end up ...
- 5 It's problematic because ...

- 5A** Put Ss in groups of four and divide each group into pairs. (You may have to have a group of three if you don't have an even number of Ss.) Give Ss time to prepare an argument and counterargument, taking into account the consequences of competing. Refer them to the opinions you wrote on the board in feedback on Ex 4B. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA: ALTERNATIVE IDEA If you have a small class (fewer than eight Ss), divide the class into two groups to prepare their arguments and counterarguments then hold a class debate in Ex 5B and a class review in Ex 5C.

- B** Put Ss back in their groups to debate the opinions. Monitor and encourage them to use the Key phrases from Ex 4C.
- C** Ss discuss the questions in their groups. When they have finished, ask a student from each group to report back to the class. You could use a show of hands to find out how many Ss really agree with each opinion.

WRITING

a reflection

- 6A** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.
- B** Refer Ss to the Writing Bank on page 105.

page 105 WRITING BANK

- 1A** Ss read the reflection and answer the questions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the reflection to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the reflection with them.

ANSWERS:

He is reflecting on his driving test. He generally feels positive.

- B** Ss read the reflection again and order the topics individually. Put Ss in pairs to check their answers and discuss what the writer says about each topic. Check answers with the class and write the correct order on the board.

ANSWERS:

- 1 c – He was taking a driving test to become more independent before the summer.
- 2 a – His preparation for the test went well and he gained confidence.
- 3 d – His nerves made him make too many mistakes during the test and he failed.
- 4 b – Next time he takes the test, he will deal with his nerves better.

- 2A** Ss plan their reflections individually, using the topic areas in Ex 1B to help. Elicit or explain that topics a and d could be in either order, but that they should start with topic c and finish with topic b. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Ss look for useful phrases in the reflection in Ex 1A individually. Monitor and offer help where necessary.

EXTRA SUPPORT With weaker classes, you could go through the reflection together to identify useful phrases. Write these on the board for them to refer to.

- C** Ss write their reflections. They should aim to write around 200 words.

EXTRA IDEA When they have finished writing, put Ss in pairs to swap reflections and read them. If the individual writers are happy to do so, you could ask them or their partner to share some of the reflections with the class.

TO FINISH

Put Ss in pairs to discuss a challenge they'd like to do in the future.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 3A, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you’re teaching this lesson online, you might find the following tips useful:

- **Ex 2:** Share the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to cross out the words in each sentence that can be omitted.
- **Ex 4B:** Use an online poll for Ss to say if they agree or disagree with each statement. In feedback, elicit Ss’ reasons.
- **Exs 1B, 3B, 4B and 5C:** Put Ss in breakout rooms in pairs for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: cleft sentences, ellipsis and substitution; Vocabulary: idioms: winning and losing, industry competition, business, work benefits, competing; How to ... compare and evaluate ideas). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

cleft sentences

- 1 A** Elicit the first answer as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:

- 1 some footballers do is (to) pretend
 - 2 annoys me is when
 - 3 one tennis champion did was (to) ask for
 - 4 some rugby players will do is (to) inflict
 - 5 I’ve seen is cyclists deliberately bumping / I’ve seen cyclists do is (to) deliberately bump
 - 6 one professional basketball player did was (to) untie
- B** Ss discuss the questions in pairs (in breakout rooms with online classes). When they have finished, elicit answers from a few Ss and find out if others agree.

ellipsis and substitution

- 2** Ss cross out the words that can be omitted alone, then check in pairs. Check answers with the class. With online classes, remember you can share the sentences on your device during feedback.

ANSWERS:

- 1 ~~Are you~~ ready to leave?
- 2 I'll talk to Jon and ~~He~~ let you know what he says.
- 3 I went to the gym yesterday, but Sara didn't ~~go to the gym~~ yesterday.
- 4 She applied for the job and ~~she~~ got it.
- 5 I'd met Abi before, but Al hadn't ~~met her~~ before.

EXTRA IDEA After Ex 2, put Ss in pairs to write short conversations for each of the sentences (the line before and a line or two after), using ellipsis and substitution where possible. When they are ready, they can perform their conversations to the class.

- 3A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the options for each sentence as a vertical list on a separate piece of paper which they can hold next to the words they need to substitute to help them identify the correct one

ANSWERS:

- | | | |
|-------|---------|------|
| 1 one | 2 do so | 3 do |
| 4 did | 5 not | |

- B** Give Ss a minute or two to think of their experiences, then put them in pairs to share them (in breakout rooms with online classes). In feedback, ask a few Ss to share any interesting information they found out with the class.

VOCABULARY

- 4A** Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|---------|---------------|----------|
| 1 thing | 2 play | 3 bitter |
| 4 outdo | 5 initiatives | 6 perks |

- B** Give Ss a minute or two to decide whether they agree with the sentences in Ex 4A or not, then put them in pairs to discuss their opinions (in breakout rooms with online classes). When they have finished, elicit answers from a few Ss and find out if others agree. With online classes, remember you can use an online poll for this activity.

- 5A** This activity reviews both the grammar and vocabulary of Unit 2. Ss complete the text individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 5A. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

- B**  **R2.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 B 2 A 3 B 4 A 5 B 6 C 7 B 8 A

- C** Ss discuss the question in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their answers and find out if others agree or, if your Ss come from different countries, if it's the same.

TO FINISH

Put Ss in pairs and ask them to think of practical ways cooperation can be encouraged at work or school.

3 inspiration

Global Scale of English **LEARNING OBJECTIVES**

3A Fanfiction

- **READING** | Read different texts about fanfiction: opinions and reactions
- **Pronunciation:** *as* in connected speech
- Describe a scene in a book, film, game, TV show or play: *as if/as though*
- Write a review of a scene in a book, film, game, TV show or play

GSE INFORMATION

READING

67 Can identify different styles, genres and registers in written discourse.

VOCABULARY

59–75 Can use language related to giving an opinion.

GRAMMAR

71 Can use ‘as if/as though’ with the past simple to refer to hypothetical or counterfactual circumstances.

71 Can use ‘as if/as though’ with the past perfect to refer to hypothetical (counterfactual) circumstances in the past.

SPEAKING

67 Can narrate a story in detail, giving relevant information about feelings and reactions.

WRITING

69 Can write a structured review of a film, book or play with some references and examples.

3B Street chatter

- **LISTENING** | Understand a spoken-word poem: idiomatic phrases: emotions
- **Pronunciation:** /t/ sound in the middle of words
- Describe situations where you felt different emotions: *no matter*

GSE INFORMATION

VOCABULARY

59–75 Can use language related to expressing emotions.

LISTENING

70 Can follow a wide range of factual and creative texts and summarise themes and opinions.

GRAMMAR

68 Can use initial ‘No matter’ with relative pronouns for emphatic statements about the present and near future.

SPEAKING

69 Can express an attitude, opinion or idea using idiomatic language.

3C Carrot or stick?

- **HOW TO ...** | engage with other people’s views: persuading and motivating
- **Pronunciation:** intonation: responding tactfully

GSE INFORMATION

VOCABULARY

76–90 Can use language related to persuading and motivating.

HOW TO ...

65 Can understand the speaker’s point of view on most topics delivered at natural speed and in standard language.

SPEAKING

73 Can relate their own contribution skilfully to those of other speakers.

69 Can comment tactfully on other people’s contributions to a discussion.

3D Role models

- **BBC STREET INTERVIEWS** | Understand people talking about role models
- Talk about an inspiring person: describing inspiring people
- Write a biography

GSE INFORMATION

VOCABULARY

59–75 Can use language related to personality, abilities and traits.

SPEAKING

69 Can present factual information in an objective way in extended spoken discourse.

63 Can describe the personal significance of events and experiences in detail.

WRITING

72 Can check and correct spelling, punctuation and grammar mistakes in long written texts.

74 Can structure longer complex texts using a range of cohesive devices.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 3A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Play the video for Ss to note the creative activities the speakers mention and why they enjoy them, then check in pairs. Play the video again if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share what they found out from their partner with the class.

ANSWERS:

- 1 Speaker 1: poetry (likes the way you can play with words and language to make rhymes or express how you're feeling)
Speaker 2: cooking (the result is his)
Speaker 3: photography (loves capturing moments from everyday life)
Speaker 4: clothes (loves buying second-hand clothes, an enjoyable way to spend money)
Speaker 5: drawing/doodling (doodling is freer and less restrictive)

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 3
Online Digital Resources
Videoscript Unit 3 Opener: BBC Vlogs

3A Fanfiction

GRAMMAR | *as if/as though*

VOCABULARY | opinions and reactions

PRONUNCIATION | *as* in connected speech

LESSON OVERVIEW

In this lesson, Ss learn some typical features of different text types. The context is a reading where they read about fanfiction. Ss also learn vocabulary related to opinions and reactions. They then study and practise clauses with *as if* and *as though* and also practise pronouncing *as* in connected speech. Ss then do a speaking activity where they practise narrating a scene from a book, film, game, TV show or play. The lesson ends with a writing activity where Ss write a review of a fictional scene.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Use an online poll with two options ('old concept' or 'new concept') to gauge Ss' opinions before they listen to the extract.
- **Ex 4B:** Ask Ss to type their answers in the chat box during feedback so they can compare.
- **Writing Bank 3A, Exs 2B and 2C:** Ask Ss to write their reviews in a collaborative document so you can monitor them as they write (and help or correct if necessary) and so they can read each other's reviews in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 3A
Photocopiable Activities 3A
Grammar Bank 3A
Writing Bank 3A

For Students:

Online Practice 3A
Workbook 3A

TO START

Write the following questions on the board:
What type of things do you read most?
Do you prefer reading things in print or electronically?
Why?

Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading texts available to help dyslexic learners.

1 A Read the description of the BBC Radio programme with the class, then put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss.

EXTRA: ALTERNATIVE IDEA Books closed. Write on the board: *What is fanfiction?* Ask Ss to discuss the question in pairs. Ss then read the BBC radio programme description (as in Ex 1A) and check their ideas. They can then answer the questions in Ex 1A.

POSSIBLE ANSWERS:
Marvel universe, Game of Thrones, Star Trek

B 3.01 | Ask the question to the class and find out via a show of hands (or using an online poll with online classes) who thinks fanfiction is an old concept and who thinks it's a new one. Don't give the answer yet. Play the recording for Ss to listen and check their prediction. Check the answer with the class.

EXTRA SUPPORT: TEACHER The BBC (British Broadcasting Company) produces TV, online and radio programmes in the UK and across the world. They also produce educational material for schools. This listening is an authentic BBC Radio programme and has not been edited for Ss, so it may be more challenging for them than other listening texts. It's worth reassuring Ss that they don't need to understand every word in order to complete the activities. The accompanying activities are graded to Ss' level, which means it provides a valuable opportunity to expose Ss to authentic material in class. Another BBC Radio programme is used in Lesson 3B.

 **AUDIOSCRIPT 3.01**

Fandom's like being in a band where you don't just write but you write for others and they write for you; and you talk about stories and you kind of hang out. It's a social activity. But it's a social activity about words instead of about music.

From one definition you can claim the whole history of literature is the history of fanfiction. Arguably, *The Aeneid* is Homer fanfiction. You know, certainly the whole Arthurian universe is fanfiction. Right, Tom Stoppard's *Rosencrantz and Guildenstern* is Shakespeare fanfiction. But what people tend to mean when they talk about modern fanfiction is fanfiction written by amateurs about the mass media. And I would probably date it from Sherlock Holmes, who was a character who appeared in serialised mass media form, except the mass media was the magazine, and people almost immediately had a kind of modern fan-ish response about Sherlock Holmes and started writing stories about Sherlock Holmes. Not just the millions of professional stories and incarnations of Holmes, but a whole amateur world of Sherlock Holmes, where Sherlock Holmes becomes the site of a game that we're all playing. In fact, Holmesians call it *The Great Game*, of kind of, reading and writing Holmes in community.

ANSWERS:
It's not new. *The Aeneid* is Homer fanfiction; Tom Stoppard's *Rosencrantz and Guildenstern* is Shakespeare fanfiction. The speaker says that modern fanfiction started with Sherlock Holmes as fans of Holmes wrote a lot of stories about the detective.

EXTRA SUPPORT: TEACHER *The Aeneid* was written by the Roman poet Virgil between 29 and 19 BCE and tells the story of Aeneas, a Trojan prince who flees the city of Troy at the end of the Trojan wars. The Trojan wars had been written about previously, in about the eighth century BCE, in the *Iliad* by the Greek author Homer, and there are some parallels between the two works.

The 'Arthurian universe' relates to the myths and legends surrounding King Arthur, an early British leader and hero, and later, more modern books, TV series and films centred around the king and his Knights of the Round Table.

Rosencrantz and Guildenstern Are Dead is a play by British author Tom Stoppard, written in 1966, and involves two minor characters from Shakespeare's *Hamlet*.

Sherlock Holmes, the famous detective invented by Arthur Conan Doyle, became popular through a series of short stories published in *The Strand Magazine* between 1891 and 1927.

- 2A** Read the genres and their features with the class. Ss match the genres with their typical features individually. Put Ss in pairs to compare their answers and think of two more genres and their features. Check answers with the class.

ANSWERS:

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

POSSIBLE ANSWERS:

news report – headline, byline, short paragraphs, brief introduction, facts, opinions, quotes, neutral/semi-formal language

informal email – addresses, subject, informal/spoken language, emojis, informal salutations

- B** Ss read the extracts and match them with the genres in Ex 2A individually. Put them in pairs to compare their answers but don't confirm them yet.

EXTRA: ALTERNATIVE IDEA Rather than Ss working individually in Ex 2B to read and match the extracts with the genres, with stronger classes you could arrange Ss in groups of three and assign two extracts to each student. Ss read their extracts and identify the genres, then check answers with the rest of the group. Ss then describe what they read in as much detail as possible to the other group members, while also sharing their ideas and justifying their choices, as in Ex 2C.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the genres in Ex 2A as a vertical list on a separate piece of paper which they can hold next to the extracts.

- C** Put Ss in pairs to share their ideas and justify their choices of genre in Ex 2B. Check answers to Ex 2B.

ANSWERS:

A research report	D review
B social media post	E how-to guide
C fiction (fanfiction)	F humorous article

- 3A** Ask Ss to read the extracts again and answer the questions, identifying the words from the extracts that support their answers. Put Ss in pairs to compare their answers, then check answers with the class, eliciting the words from the extracts that give the answers.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the questions and extracts they are not working on to help reduce distraction. You can also make this activity more accessible for Ss with dyslexia by giving them two options for each answer (a correct one and a distractor) and asking them to choose the correct one. This will limit the amount of reading they have to do in order to answer the questions.

ANSWERS:

- 1 B '... that was several hours of my life I'll never get back.'
- 2 E 'Read examples of each genre before you start to get a deeper understanding of how it works'
- 3 F 'It also helps people to find a voice.'
- 4 F 'I've had the joy of getting hundreds of comments criticising my stories ... I've developed an ability to take and use feedback.'
- 5 A 'There are almost half a million fanfiction stories about Naruto, a Japanese comic series ...'
- 6 C 'the absolute certainty he and his friends would prevail.'
- 7 D 'She comes across as a realistic character ... much a product of her harsh environment.'
- 8 D 'the two-dimensional nature of his character is limiting and frustrating. More aspects to his characterisation would have allowed for a more fulfilling story.'

- B** Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

VOCABULARY**opinions and reactions**

- 4A** Point out the adjectives in bold in the extracts in Ex 2B. Ss categorise them individually, then check in pairs. Check answers with the class and check understanding of the adjectives by eliciting an example sentence for each one.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adjectives in bold in the texts in Ex 2B as a vertical list either on the board or on a separate piece of paper. They can also use the list for Exs 4B and 4C. Ss have the option to find the words in the extracts to contextualise them.

ANSWERS:

Positive: profound, entertaining, convincing, fulfilling, eager, encouraging

Negative: tragic, disturbing, unconvincing, frustrating, pathetic, overwhelming

B Ss replace the words in the sentences alone. For online classes, remember you can ask Ss to type their answers in the chat box so they can compare them. Put Ss in pairs to compare their answers and say which of the statements they agree with and why. Check answers with the class, then ask a few Ss to tell the class which statements they agree with and why.

ANSWERS:

- 1 eager
- 2 pathetic, frustrating
- 3 overwhelming
- 4 profound, entertaining
- 5 tragic
- 6 convincing, unconvincing
- 7 disturbing
- 8 encouraging, fulfilling

- C** Read the example with the class. Ask Ss to work individually to think of examples. Depending on your class, you might want to make notes of their ideas.
- D** Read the example with the class. Put Ss in pairs to give their descriptions and guess the adjectives. When they have finished, ask a few Ss to give their descriptions to the class for others to guess.

GRAMMAR

as if/as though

5A  **3.02** | Tell Ss they are going to listen to an extract from a story. Ss listen and, if they know the original (*Little Red Riding Hood*), try to identify how it differs. Elicit ideas from the class.

EXTRA IDEA: DIGITAL If Ss are unfamiliar with the original story, you could ask them to find it online and compare it with the version they hear in the recording.

 AUDIOSCRIPT 3.02

Where the girl usually found soft, kind eyes, today, she saw eyes large and dark staring right at her. She gulped. Then took a breath and stared right back. To anyone else, she looked as if she was calm, but inside there was a big ball of terror. Eager not to appear afraid, she quietly spoke. ‘You look different today, Grandma. Your eyes. I’ve never seen them so large. And your ears. They’ve grown.’

Her ‘grandmother’ licked her lips and almost smiled. ‘All the better to see and hear you, my dear,’ came the reply. The creature acted as though the disguise was convincing, but the girl wasn’t fooled by its pathetic attempt to look and sound like an old woman. She kept up the pretence. ‘Well, Grandma, you look as if you’re a different person today. Are you sick? I’ve brought you

something that might make you feel better, if so.’ She watched as a long tongue appeared and swirled around large, brown lips. Her ‘Grandma’s’ mouth opened to speak, but before that could happen, the girl reached into her basket and pulled out a violin. ‘I want to play for you, Grandma,’ she said. ‘Your big ears will enjoy this.’ The girl put the instrument to her shoulder and started playing. It was as if a thousand cats had entered the room all at once, each one screaming at the top of its voice for attention. The creature in the bed pulled back as far as it could go. It put its paws to its ears and wailed. The girl kept playing and playing, louder and worse than ever. Before long, the creature jumped up and ran for the door, a look of pain on its face as though it had been physically hurt. It threw open the door and ran into the night, glasses and nightdress falling to the floor.

The girl let out a breath and stopped playing. Silence hit the room. ‘You can come out now, Grandma,’ she said. A trap door in the floor opened and her grandmother climbed out. The feeling of relief was overwhelming and she ran to her and hugged her tight. It was as if she never wanted to let her grandmother go. ‘It’s OK, Grandma. You’re safe now.’ ‘Thank you, my dear,’ said her grandmother. ‘That was very clever of you.’ The girl smiled. ‘I knew that awful instrument would come in handy one day,’ she said.

ANSWERS:

It’s based on *Little Red Riding Hood*. In this story, the grandmother is saved by Little Red Riding Hood, who plays a violin. In the original, the wolf eats Little Red Riding Hood and the grandmother.

B  **3.02** | Ss listen again and complete the sentences, then check in pairs. Play the recording again if necessary, then check answers with the class.

EXTRA CHALLENGE Ask Ss to try and complete the sentences from memory before they listen, then listen to check their answers.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by reading the sentences to the class, indicating where the missing words occur, before you play the recording and then allowing them to simply listen for the missing words. When you check answers, write them on the board so that Ss can note down the words if they choose to.

ANSWERS:

- | | |
|-----------------------------|---------------|
| 1 was calm | 4 had entered |
| 2 was | 5 had been |
| 3 you’re a different person | 6 wanted |

- C** Ask Ss to answer the questions using their answers to Ex 5B to help them, then check in pairs. Check answers with the class.

ANSWERS:

- 1 comparison
- 2 look, act, be
- 3 sentence 1 – past simple; sentence 2 – past simple; sentence 3 – present simple; sentence 4 – past perfect; sentence 5 – past perfect; sentence 6 – past simple

- D** The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 116 **GRAMMAR BANK**

This focuses on the form and use of *as if* and *as though*. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of *like* instead of *as if* or *as though* in informal communication.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss choose the correct options alone, then check in pairs. Check answers with the class and elicit why they chose each one.

ANSWERS:

- | | |
|----------|---------------------|
| 1 cleans | 4 were |
| 2 was | 5 had already heard |
| 3 opens | 6 'd |

- 2** Elicit the first answer as an example and write it on the board. Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, remind Ss to use the given parts of the sentences and phrases in the prompts to help them identify the correct tenses to use. For additional support, you could check the tenses with them before they complete the sentences.

ANSWERS:

- 1 He always looks as if he's down in the dumps
- 2 as though they had
- 3 it appeared as if he hadn't heard me
- 4 She feels as if something is not right
- 5 as if he'd made the cake
- 6 Right now, you're acting as though nothing is wrong

- 3** Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 as if/though it was/were cold
- 2 as if/though he had noticed me
- 3 as if/though she's worried
- 4 as if/though they were experts
- 5 as if/though we'd/had seen

PRONUNCIATION*as* in connected speech

- 6A**  **3.03** | Ss listen and decide if *as* is stressed or not. Check answers with the class.

 AUDIOSCRIPT 3.03

- 1 The creature acted as though the disguise was convincing.
- 2 It was as if a thousand cats had entered the room all at once.
- 3 The creature jumped up as though it'd been physically hurt.
- 4 It was as if she never wanted to let her grandmother go.

ANSWERS:

It is unstressed and pronounced in its weak form, i.e. /əz/.

- B**  **3.04** | Play the recording for Ss to complete the sentences. Check answers with the class, then play the recording again for Ss to repeat the sentences, focusing on how *as* is stressed.

EXTRA SUPPORT: DYSLEXIA As dyslexic learners may find writing while listening a challenge, allow them to simply listen for the missing words the first time they hear the recording.

ANSWERS:

- 1 as if 2 as though 3 as though 4 as if

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- C** Read the example with the class, then give Ss time to think of their ideas. When they are ready, put Ss in pairs to share their ideas. Monitor and check they are pronouncing *as* correctly.

SPEAKING

7A Put Ss in pairs to think of a scene they'd like to change. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Read the instructions and list of points with the class, then ask Ss to prepare their ideas in their pairs. Monitor and offer help where necessary.

FUTURE SKILLS | Communication



C Read the Future Skills box with the class, then ask Ss to think of ideas in pairs. When they have finished, elicit their ideas and write them on the board. Leave them up for Ex 7D so that Ss can refer to them when speaking.

D Put Ss in new pairs to describe their alternative scenes. Bear in mind that they may need to first explain the original if their new partner is unfamiliar with it. In feedback, ask a few Ss if they think the new scenes are better and elicit their reasons.

WRITING

a review: fiction

8A Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs and find out if others agree.

B Read the question with the class, then ask Ss to make notes on their ideas individually. When they are ready, put Ss in pairs to discuss their ideas.

EXTRA: ALTERNATIVE IDEA Rather than Ss making notes and discussing their ideas in pairs, you could elicit ideas from the class and write them on the board.

POSSIBLE ANSWERS:

background information, what is good, what is less good, a recommendation

C Refer Ss to the Writing Bank on page 105.

WB ► page 105 WRITING BANK

1A Ss read the review and answer the questions. Put them in pairs to compare their ideas. They could also check their predictions from Ex 8B. Check answers with the class and find out how many Ss have seen it.

EXTRA SUPPORT: DYSLEXIA Read the review to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the text with them.

ANSWERS:

The review is about a scene in *Blade Runner*. The author recommends it.

B Ss match the paragraphs with the purposes alone, then check in pairs. Make sure they are clear that one paragraph has two purposes. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two purposes for each paragraph (a correct one and a distractor for paragraphs 1–3 and both correct ones for paragraph 4) and asking them to choose the correct one(s). Also remind them to cover the purposes and the parts of the review they are not working on to help reduce distraction.

ANSWERS:

1 c **2** e **3** a **4** b, d

C Ss find what the writer says about each item on the list individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA In order to reduce the reading load for Ss with dyslexia, you could direct them to the relevant paragraph for each point (1 – paragraph 1; 2 – paragraph 3; 3 – paragraph 3; 4 – paragraph 3; 5 – paragraph 4).

ANSWERS:

- 1** It's a cult classic with a large following.
- 2** Rutger Hauer conveys nostalgia, anger and sadness in his performance as Batty.
- 3** The forty-two-word speech is profound.
- 4** The sound effects of heavy rain add to the drama.
- 5** It lacks realism.

2A Read the bullet points with the class, then ask Ss to make notes on their chosen scene individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Ss write their reviews individually. They should aim to write around 250 words. For online classes, remember that they can do this in a collaborative document. Monitor and offer help where necessary and encourage Ss to use the language from the lesson.

C Put Ss in pairs to swap reviews and read them. When they have finished, ask a few Ss if they want to see (or read) the scene their partner reviewed and elicit their reasons.

TO FINISH

Put Ss in pairs to choose a book or film and they both know and think of a different ending to the story.

3B Street chatter

GRAMMAR | *no matter*

VOCABULARY | idiomatic phrases: emotions

PRONUNCIATION | /t/ sound in the middle of words

LESSON OVERVIEW

The aim of this lesson is for Ss to describe situations in which they've felt different emotions. To help them do this, they learn idiomatic expressions related to emotions. The context is a listening where they listen to a spoken-word poem. This leads into the grammar where Ss study and practise clauses with *no matter*. They also focus on the pronunciation of the /t/ sound in the middle of words. The lesson ends with a speaking activity where Ss describe their experiences.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Ask Ss to type their ideas in the chat box or in a collaborative document so they can compare them in Ex 2B.
- **Ex 5C:** Display the sentence halves on your device and make sure the annotate function is on. In feedback, ask different Ss to draw lines between the matching sentence halves.
- **Ex 6D:** Put Ss in breakout rooms to read their poems. Monitor around the rooms with your video turned off.

Additional Materials

For Teachers:

Presentation Tool Lesson 3B
Photocopiable Activities 3B
Grammar Bank 3B
Vocabulary Bank 3B
Writing Bank 3B

For Students:

Online Practice 3B
Workbook 3B

TO START

Write the following questions on the board:

What kind of poetry do you like? Why?

What's a memorable poem you learnt at school? Can you still remember it?

Put Ss in small groups to discuss the questions. When they have finished, ask each group to report back to the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

idiomatic phrases: emotions

- 1 A** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit answers from a few pairs and have a brief class discussion.
- B** Read the description of the BBC Radio programme with the class, then discuss the question in Ex 1B together. Elicit Ss' ideas and note them on the board.

POSSIBLE ANSWERS:

own experiences, observations, reading, listening to people, books, music

- C**  **3.05** | Read the questions with the class, then play the recording. Ss listen and answer the questions, then check in pairs. Check answers with the class and refer back to the notes on the board from Ex 1B to see if any of the Ss' ideas were mentioned.

EXTRA SUPPORT: TEACHER See Lesson 3A, Ex 1 for information about the BBC. As with the extract there, Ss may need reassurance that they should be able to understand all the information they need to do the activity, even if they can't understand everything in the recording.

AUDIOSCRIPTS 3.05 and 3.06

I = Imtiaz Dharker P = Presenter

- I: I eavesdrop all the time. I listen in shamelessly on conversations in cafés and in stations and on trains and on the street.
- P: Imtiaz Dharker is a poet, artist and film maker.
- I: I think of it as part of my job to listen to what's going on around me in everyday life. Not just what people say, but how they say it. Their pauses and their hesitations. For me, that's like mining treasure and some of it finds its way into the poems. There's eavesdropping at all kinds of levels. Listening to the human voices of course, but also listening in on the world; listening to nature and eavesdropping on the heart's secret, which poetry does all the time. I heard this woman speaking on the 106 bus. It's just a regular bus in Bombay – hot and stuffy. And she got on and I heard her saying this to a friend and I knew immediately that that could be a poem. I dived into my bag and got out a scrap of paper and put it down and it's one of the best bits of eavesdropping I've ever had. What she said: 'Never cook your anger with the food. It will cause indigestion and disturbance in your house.' What she said later: 'I cooked my anger with the food. They didn't notice. They ate it up and said it tasted good.'

ANSWERS:

- 1 Imtiaz Dharker gets her inspiration from listening to people in public places.
- 2 She listens to the words but also to the way people say them, e.g. their pauses and their hesitations.

D 3.06 | Read the questions with the class so they know what to listen for. Ss listen to the poem and answer the questions, then check in pairs. Check answers to questions 1 and 2 with the class and elicit their ideas for question 3.

ANSWERS:

- 1 Never cook your anger with the food. It will cause indigestion and disturbance in your house.
- 2 She cooked her food with anger. The people who ate the food didn't notice. They ate it up and said it tasted good.
- 3 Students' own answers

2A 3.07 | Tell the class they are going to listen to and read some extracts from conversations overheard in the street. Ss listen to and read the extracts and decide who or what they think the speakers are talking about. They can make notes at this stage, too, if they want to. For online classes, remember to ask Ss to type their ideas in the chat box or a collaborative document so they can compare them in Ex 2B.

B Put Ss in pairs to share their ideas and decide which is most likely when they differ. In feedback, elicit ideas from a few pairs and find out if the class agrees.

3A Read phrases 1–8 with the class and point out that they all come from the extracts in Ex 2A. Ask Ss to match them with the emotions they convey, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case you can make it more accessible for Ss with dyslexia by giving them two emotions for each phrase (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- 1 a 2 c 3 d 4 e 5 b 6 c 7 a 8 a

B Ss complete the questions with one word, using Ex 3A to help. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could advise Ss with dyslexia to cover and uncover the phrases in Ex 3A one by one as they look for the correct idiomatic phrase to use, to help reduce distraction.

ANSWERS:

- | | | |
|---------------|----------|----------|
| 1 kicked | 2 wall | 3 temper |
| 4 butterflies | 5 killed | 6 pain |
| 7 edge | 8 hair | |

FUTURE SKILLS | Self-management



C Read the Future Skills box with the class, then ask Ss to think of ways of visualising the phrases in pairs. When they have finished, elicit their ideas and find out if others have any similar ones. Then put Ss in pairs to discuss the questions in Ex 3B. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA Put Ss in pairs and ask them to take turns drawing simple illustrations of the idioms in random order for their partner to guess the idiom, e.g. drives me up the wall – a picture of someone driving a car up a wall of a building while looking furious.

D Refer Ss to the Vocabulary Bank on page 136.

VB ▶ page 136 **VOCABULARY BANK**
idiomatic phrases: emotions

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** With weaker classes, go through the phrases in the box first and elicit or explain their meanings. Ss match the phrases in the box with the phrases in bold in sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each sentence (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|-----------------------|--------------------|
| 1 pumped about | 5 on cloud nine |
| 2 bursting with pride | 6 sick to death of |
| 3 shaken up | 7 scared stiff |
| 4 down in the dumps | 8 made my day |

- B** Ss match the idiomatic phrases in Ex 1A with the emotions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the idiomatic phrases in the box in Ex 1A as a vertical list.

ANSWERS:

- 1 on cloud nine, made my day
- 2 pumped about
- 3 down in the dumps, sick to death of
- 4 bursting with pride
- 5 shaken up, scared stiff

- 2** Read the situations with the class and check understanding where necessary. Ss think what a person might say in each situation, using the idiomatic phrases in Ex 1A. Ask them to compare their ideas in pairs, then check answers with the class.

POSSIBLE ANSWERS:

- 1 It made my day. / I'm pumped about it.
- 2 I feel really shaken up about the whole thing.
- 3 I'm sick to death of getting these messages.
- 4 I'm pumped about the party.
- 5 I'm scared stiff about getting on a plane.
- 6 I'm bursting with pride!

LISTENING

- 4A**  **3.08** | Read the features with the class and check understanding of each one so that Ss have a clear idea of what to listen for. Ss listen and tick the features used, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER The idea behind the poem (which was written especially for this course) is that it appears at first that the speaker is talking about someone who criticises them and what they say and do, making them feel doubtful about their actions. But it later transpires that the speaker is actually talking about themselves, and specifically that little inner voice that we sometimes hear which can make us doubt ourselves and can cause (social) anxiety.

 AUDIOSCRIPT 3.08

No matter what I say, it's never right.
We always seem to end up in a fight.
No matter who I meet, there's always fright that you'll say
I said a thing that's not all right.
'Cos no matter how I feel, you always try your best
To cause me stress ... and put me right on edge.
No matter what I choose, all you want to do is shout
In a way that puts my choices all in doubt.
But no matter that your voice belongs to me,
And it never seems to want to let me be,
I try to never ever let myself agree.

ANSWERS:

All the features are present, except 2 and 5.

- B** Ask Ss to think of a title and their reasons, then put them in pairs to compare their ideas. In feedback, ask Ss to share their titles with the class.

- C**  **3.08** | Read the sentences and options for completing them with the class. Ss listen again and choose the correct words, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To provide support for Ss with dyslexia, play the recording twice. When playing it the second time, pause the recording after the answer to each question is given and read the relevant question and options at this point for Ss to identify the answer.

ANSWERS:

1 a 2 a 3 a 4 b 5 b 6 b 7 b

- D** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion

GRAMMAR

no matter

5A  **3.09** | Ask Ss to complete the lines from the poem in Ex 4A from memory with one word in each gap. When they are ready, play the recording for Ss to check their answers. Check answers with the class.

ANSWERS:

1 what 2 who 3 how 4 what 5 that

B Ss answer the questions about the extracts in Ex 5A, then check in pairs. Check answers with the class.

ANSWERS:

1 true 3 relative pronouns
2 not important 4 clause

C Ss match the sentence halves individually, then check in pairs. Check answers with the class and elicit what Ss notice about the position of *no matter*. With online classes, remember you can display the sentence halves on your device during feedback.

ANSWERS:

1 e 2 a 3 c 4 b 5 d

We can use *no matter* at the beginning of the first or second clause in a sentence.

D The Grammar Bank on page 117 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 117 **GRAMMAR BANK**

This focuses on the form and use of *no matter* and relative pronouns. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of *no matter what* at the end of a sentence.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 This exercise focuses on the form of *no matter*. Elicit the first answer as a class. Ask Ss to order the words to form the rest of the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the sentences with just part of the *no matter* clause gapped (e.g. 1 *where / I am / No matter* in the world, we'll stay in touch.).

ANSWERS:

- 1 No matter where I am in the world, we'll stay in touch.
- 2 No matter how old you are, you can still be adventurous.
- 3 No matter how many times I reminded her, she still forgot.
- 4 We can all learn from mistakes, no matter how small.
- 5 No matter how tired I am, I'll do the washing-up.
- 6 They drive me up the wall, no matter what they do.
- 7 No matter which team we play, I expect we'll win.
- 8 No matter why you chose this restaurant, I refuse to go inside.

2 This exercise focuses on the tenses used in clauses with *no matter*. Elicit the first answer as an example. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 asks
- 2 feel, 'll give / 'm going to give
- 3 won't give up / 're not going to give up, gets
- 4 'll buy / 'm going to buy, costs
- 5 tidy, 's
- 6 did, was
- 7 get, 'll make
- 8 is, go

3 This exercise practises the various forms of *no matter*. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:

- 1 that he calls me
- 2 tired he is
- 3 how hard we try
- 4 what the genre is
- 5 how old I am, I'll always cycle everywhere
- 6 I always forget people's names, (no matter) how hard / that I try to remember them.

PRONUNCIATION

/t/ sound in the middle of words

- 6A**  **3.10** | Read the sentence with the class, then play the recording for Ss to listen and identify how many different ways the /t/ sound in the middle of *matter* is pronounced. Check the answer with the class.

ANSWERS:

three different ways:

in sentences 1 and 2 it is pronounced as a glottal stop /ʔ/

in sentences 3 and 4 it is pronounced /d/

in sentences 5 and 6 it is pronounced /t/

- B**  **3.11** | Read the sentences with the class and elicit Ss' ideas as to what's missing (but don't confirm or give any answers yet). Ss listen and complete the sentences then check in pairs. Play the recording again if necessary, then check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, ask Ss just to listen to the sentences, then complete them when you check answers in feedback.

ANSWERS:

- 1 No matter where I am
- 2 It doesn't matter
- 3 but no matter
- 4 No matter how hard I try
- 5 no matter who serves me
- 6 no matter that it's far

- C** Focus attention on the poem in the bottom right corner of the page and ask Ss to complete it individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

POSSIBLE ANSWER:

No matter how often I try to make a cake, I still can't get it right.

No matter how much I eat chocolate, it still brings me delight.

No matter when I hear scratching on a board, it makes me tear my hair out.

No matter how little I have to do the washing up, it's a real pain.

No matter who compliments me, it makes my day.

- D** Put Ss in pairs (in breakout rooms with online classes) to read their poems to each other. Monitor and check how they are pronouncing the /t/ sound in the middle of *matter*. When they have finished, ask each pair if they pronounce it the same or differently.

EXTRA SUPPORT: TEACHER Pronouncing the letter t as /t/ is standard British English, though some varieties pronounce it as a glottal stop (/ʔ/) and some as /d/ (which is also the common US pronunciation). The point here is to make Ss aware of the different pronunciations as well as to encourage them to experiment with the different versions and use the form they feel most comfortable with.

EXTRA IDEA: DIGITAL Ask Ss to record their poems on their devices, pronouncing the /t/ sound in the middle of words in different ways. They can then listen to it to decide which pronunciation of the /t/ sound they prefer and/or feel most comfortable with.

SPEAKING

- 7A** Go through the list of emotions in the box with the class and check understanding. Ask Ss to think of a situation where they felt each emotion, then choose three of their situations.

- B** Read the checklist with the class. Ss make notes on their chosen situations and think about how to use the idiomatic phrases and *no matter* when relating them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- C** Read the steps in the instructions with the class. Arrange Ss in pairs to tell each other about their situations, putting them in new pairs at each stage. Monitor and make notes on Ss' language use for later class feedback.
- D** Put Ss in new pairs for a final time to discuss the different situations they heard about. Encourage them to give reasons for their answers. When they have finished, ask a few pairs to report back to the class. Give Ss feedback on their language use as a class.

TO FINISH

Put Ss in pairs and ask them to decide on the three most useful things they learnt in the lesson and how they might use them in the future.

3C Carrot or stick?

HOW TO ... | engage with other people's views
VOCABULARY | persuading and motivating
PRONUNCIATION | intonation: responding tactfully

LESSON OVERVIEW

The lesson starts by introducing vocabulary related to persuading and motivating. Ss then learn functional language for engaging with other people's views. The context is a listening where Ss listen to a discussion between staff in a cinema. They also practise intonation for responding tactfully to people's views. The lesson ends with a speaking activity where Ss discuss hypothetical situations where they need to persuade or motivate people.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Grammar Bank 3C, Ex 3:** Put Ss in breakout rooms to discuss the opinions.

Additional Materials

For Teachers:

Presentation Tool Lesson 3C
Photocopiable Activity 3C
Grammar Bank 3C
Vocabulary Bank 3C
Mediation Bank 3C

For Students:

Online Practice 3C
Workbook 3C

TO START

Tell the class about punishments and rewards your parents used to give you at home when you were a child (e.g. 'When I got good marks at school, my parents would cook me my favourite dinner. When I misbehaved, I had to sit on the "naughty step" until I calmed down.'). Put Ss in pairs to discuss their own punishments and rewards as children. When they have finished, ask a few Ss to share their answers with the class and ask if they think their parents were strict or not.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

persuading and motivating

- 1 A** Read the list of activities with the class, then put Ss in pairs to discuss the question. When they have finished, ask a few Ss to share their ideas and have a brief class discussion.
- B** Ss discuss the questions in the same pairs as for Ex 1A. When they have finished, elicit answers from a few pairs and find out if others agree.
- 2 A** Ss read the forum post and comments and answer the questions individually, then compare answers in pairs. In feedback, find out via a show of hands who agrees with each idea and elicit why.

EXTRA SUPPORT: DYSLEXIA Read the forum post and comments to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the forum post and comments with them.

- B** Point out the verbs in bold in the forum post and comments. Ask Ss to answer the questions about them alone, then check in pairs. Check answers with the class.

EXTRA IDEA As you check the answers, you could list the verbs on the board. Ss will then be able to refer to this list when they come to do Vocabulary Bank Ex 1A.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the verbs in bold as a vertical list either on the board or on a separate piece of paper. They can also refer back to the forum post and comments for contextual clues. Ss can also use this list for Vocabulary Bank Ex 1A.

ANSWERS:

- | | |
|-----------------------|---------------------------|
| 1 coax, entice | 4 motivate, drive |
| 2 manipulate | 5 win someone over |
| 3 reason with | 6 pressurise |

- C** Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

- D** Refer Ss to the Vocabulary Bank on page 136.

VB ▶ page 136 **VOCABULARY BANK**
persuading and motivating

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Elicit the first answer as an example. Ask Ss to complete the rest of the table alone, referring back to the verbs on page 38 (or on the board if you have listed them there) to help them, then check in pairs. Check answers with the class and write them on the board for Ss to check spelling.

EXTRA SUPPORT With weaker classes, review or elicit the meaning of the verbs and nouns before they do the activity.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the verbs in bold in the forum post and comments on page 38 as a vertical list either on the board or on a separate piece of paper, if you haven't done so already for Ex 2B in the main lesson.

ANSWERS:

- | | |
|--------------|-----------------------------|
| 1 persuade | 4 pressurise/pressure/press |
| 2 motivate | 5 coax |
| 3 manipulate | 6 drive |

- B** Ss choose the correct nouns individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------|----------------|--------------|
| 1 pressure | 2 persuasion | 3 drive |
| 4 coaxing | 5 manipulation | 6 motivation |

- 2** Put Ss in pairs to discuss which of the sentences in Ex 1B are true for them. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA CHALLENGE Ask Ss to come up with new sentences describing themselves using some of the nouns in the table in Ex 1A.

How to ... engage with other people's views

- 3A**  **3.12** | Tell the class they are going to listen to a conversation between staff in a cinema. Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER The idea of carrots and sticks, mentioned in the recording, comes from using a carrot (reward) and stick (punishment) to persuade a donkey to move. You can explain this to Ss and ask if they have a similar phrase in their own language(s).

AUDIOSCRIPT 3.12

- A: OK, so those are the film schedules for next week. Is there anything else we need to discuss?
- B: Yes. Can we talk about the issue of people taking their own food into the cinema? I've noticed this seems to be happening more and more. It's bad for the cinema because it means they're not buying our snacks. Is there anything we can do to persuade people not to bring their own food to the cinema?
- A: That's a very good point. Any ideas, anyone?
- C: I think there needs to be a punishment of some kind. Personally, I think we should just ask people to leave if they do this, or fine them.
- A: I can see where you're coming from, but on a practical level, we can't really start going in to ask people to leave halfway through a film. It would spoil it for everyone. Personally, I think the issue of people using their phones or talking during a film is much more problematic.
- C: That's definitely an ongoing problem. Well, for now, getting back to the food issue, maybe we need to look at what we're charging for our own snacks? I mean, they are a bit on the pricey side. I think that's why they're taking in their own snacks in the first place.
- A: I can see the logic in that, but on the other hand, we don't want to reduce prices too much, do we? How about we keep an eye out for people who are bringing in their own food and then don't allow them entry?
- B: Hmm. I can see why you're suggesting a tough approach, Tali, but if they've already paid for their tickets, then it's potentially creating a bit of a conflict. It might be more effective to offer a reward rather than a punishment.
- A: A carrot rather than a stick, you mean?
- B: Well, yes. I mean, in my experience people respond better to coaxing, rather than being pressurised into doing something.
- A: That makes sense. So, what kind of reward would you suggest?
- B: Well, how about we offer a free snack included in the price of the ticket? Then people wouldn't feel the need to bring their own.
- C: That's quite a neat idea, but one disadvantage of that would be that it would be quite expensive for the cinema. We wouldn't be able to add the full price of the snack to the ticket, so we'd lose out.
- A: Yes, you're right. So, can we think of anything that wouldn't cost so much? Some kind of discount on their next ticket if they buy one of our snacks?
- B: Yeah, the advantage of that would be that it would really motivate people to change their behaviour, as well as ensure they come back for another film.

- C: Yes, it would certainly win the customers over. Alternatively, what about combining a carrot and a stick – a reward and a punishment? So, we keep an eye on the door and take away any of their own food that people are trying to take in – they can get it back after the film, of course. Then we offer them a discount on the ticket price for their next visit if they buy one of our snacks? That way, we encourage them to come back.
- A: Yes, that’s a really neat idea. Let’s follow this up and look into the practicalities of implementing it.

ANSWERS:

- 1 not take their own food into the cinema with them
- 2 rewards: a free snack included in the price of the ticket, a discount on the next ticket if they buy a snack
punishments: asking people to leave if they take their own food in, fining them, not letting them in if they have their own food with them, taking their own food away from them and giving it back at the end of the film
- 3 check on the door and take away food that customers are bringing in with them and give it back after the film and offer a discount on their next ticket if they buy a snack at the cinema

B  **3.12** | Ss complete the sentences individually, then check in pairs. Play the recording for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT With weaker classes, play the recording once for them to identify the missing words. Then ask them to complete the sentences with the words, then play the recording again for them to listen and check before checking answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|-------------------------|----------------------|
| 1 coming, practical | 4 sense |
| 2 logic, other | 5 neat, disadvantage |
| 3 suggesting, effective | 6 Alternatively |

C Categorise the first phrase in Ex 3B with the class as an example. Ask Ss to categorise the rest of the phrases individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by asking them to highlight the phrases in Ex 3B using two different colours, according to their function, instead of writing to complete the table in Ex 3C.

ANSWERS:

- a I can see where you’re coming from; I can see the logic in that; I can see why you’re suggesting ...; That makes sense.; That’s quite a neat idea.
- b on a practical level; on the other hand; it might be more effective to ...; one disadvantage of that would be ...; Alternatively, what about ...

D The Grammar Bank on page 118 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 118 **GRAMMAR BANK**

This focuses on the form and use of functional language for engaging with other people’s views and making countersuggestions. Read the notes with the class or give them a few minutes to read them alone, then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 Read the opinions and responses with the class. Ss match the opinions with the responses alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each opinion (a correct one and a distractor) and asking them to choose the correct one. Also remind Ss with dyslexia to cover the opinions and responses they are not working on to help reduce distraction.

ANSWERS:

- 1 b 2 a 3 d 4 e 5 c

2 Ss complete the conversations individually, then check in pairs. Make sure they are clear that just one word is needed in each gap. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|-----------------------|------------------------|
| 1 coming, practical | 3 suggesting, hand |
| 2 logic, disadvantage | 4 sense, Alternatively |

3 Put Ss in pairs (in breakout rooms with online classes) to read the opinions, engage with them and make countersuggestions. Monitor and check Ss are using the phrases from the lesson correctly. When they have finished, elicit Ss’ ideas for each statement and have a brief class discussion.

PRONUNCIATION

intonation: responding tactfully

4A  **3.13** | Draw Ss' attention to the sentences and explain that they need to listen to the intonation at the end of the parts in bold. Ss listen and decide if the speaker's voice goes down or stays high (it stays high). Don't check the answer yet.

B Ss choose the correct words, then check in pairs. Check answers with the class. You could play the recording again for them to hear the speaker's voice staying high at the end.

ANSWERS:

high, don't agree

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences in Ex 4A, then compare with the recording.

C Put Ss in pairs to take turns to practise engaging with the opinion given by their partner and making a countersuggestion. Monitor and check their use of intonation. When they have finished, ask a few Ss to repeat their responses to the opinions for the class.

SPEAKING

FUTURE SKILLS | Communication



5 A Read the Future Skills box with the class, then put Ss in pairs to think of ways of showing they are listening. When they have finished, elicit their ideas and write them on the board.

EXTRA: EMPLOYABILITY SKILLS Explain that active listening is an important skill in many different types of job. Put Ss in pairs and ask them to think of specific work activities where it might be important in their own present or future jobs.

B Read the situations with the class, then put Ss in groups and ask them to choose one (or think of one of their own).

C Quickly review the meaning of *carrots* and *sticks* in this context. Ask Ss to make lists of 'carrots' and 'sticks' for their group's situation individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

6A Put Ss back in their groups to share their ideas and try to agree on the best solution. Encourage use of the functional language they have learnt in the lesson.

B Nominate a student from each group to share their solution with the class and find out if others agree. Elicit how many groups decided to impose punishments and how many decided to offer rewards. Encourage Ss to reflect on whether they were good active listeners or not.

EXTRA: HOW TO ... Ask Ss to repeat the speaking activity, but discussing one of the other situations in their groups.

TO FINISH

Put Ss in pairs to share and discuss any dilemmas (similar to the situations in the lesson) they have at work or school.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 147 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 196

3D BBC Street Interviews

Role models

VOCABULARY | describing inspiring people

SPEAKING | describe an inspiring person

WRITING | a biography

LESSON OVERVIEW

In this lesson, Ss learn how to describe an inspiring person. The context is a series of BBC street interviews where people discuss their role models. Ss learn vocabulary related to describing inspiring people. They then do a speaking activity where they discuss inspiring people in pairs. The lesson ends with a writing activity where Ss write a biography of a famous person who has inspired them.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A, 2B and 2C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Writing Bank 3D, Ex 2B:** Ask Ss to write their biographies in a collaborative document so they can share them easily in Ex 2D.

Additional Materials

For Teachers:

Presentation Tool Lesson 3D

Online Digital Resources

Videoscript 3D: BBC Street Interviews

Writing Bank 3D

For Students:

Online Practice 3D

Workbook 3D

TO START

If necessary, elicit or review the meaning of *inspire* (= encourage someone by filling them with the desire and confidence to achieve). Remind Ss of the vocabulary for persuading and motivating in Lesson 3C. Put Ss in pairs and ask them to decide which of the verbs describe what an inspiring person does well and which they don't do. In feedback, ask a few pairs for their answers and find out if others agree.

ANSWERS:

an inspiring person does well: coax, reason with, win someone over, motivate, drive, entice

an inspiring person doesn't do: pressurise, manipulate

EXTRA SUPPORT: DYSLEXIA

Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 Read the questions with the class and check understanding where necessary. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class.

VIEW

- 2A ▶ Read the questions in the BBC programme information box with the class. Explain to Ss that they are going to watch street interviews with people answering them. Draw Ss' attention to the photos of the people in the video at the top of the pages. They can use these to keep track of who's who. Read the questions in Ex 2A with the class, then play the video for Ss to watch and answer them. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Put Ss in pairs to compare their answers. Elicit answers from a few Ss and have a brief class discussion.

EXTRA SUPPORT

Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

Sarmini: her parents

Camille: her father

Tunnvane: Shackleton

Gerry: Oprah Winfrey

Kieran: one of his science teachers

Kwame: his parents

- B ▶ Give Ss a minute to read the descriptions (or read them with the class) so they know what to listen for, then play the first part of the video again. Ss complete the descriptions, then check in pairs. Play the first part of the video again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find it difficult to watch, read and write at the same time. You could pause the video after each person has spoken to give them time to write or simply allow them to listen for the answers and note them down during or after feedback.

ANSWERS:

- | | | |
|--------------|--------------|-------------|
| 1 better | 2 love | 3 goal |
| 4 challenges | 5 university | 6 obstacles |

- C** ▶ Ss watch the second part of the video again, noting down at least one characteristic of a role model each person mentions. Put Ss in pairs to check their answers, then check answers with the class.

ANSWERS:

Sarmini: inspiring people through hidden things they do

Camille: kindness, honesty, living authentically

Tunnvane: teaching things to make you a better person

Gerry: being able to listen, being able to support and giving you time

Kieran: being enthusiastic

Kwame: patience, a good sense of humour, being a leader, being understanding

VOCABULARY**describing inspiring people**

- 3A** Ss complete the extracts individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|---------------|-----------------|----------------|
| 1 strive | 2 humble | 3 encouraging |
| 4 limits | 5 authentically | 6 enthusiastic |
| 7 rubs off on | 8 understanding | |

- B** Ss match the word and phrases with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases from Ex 3A as a vertical list either on the board or on a separate piece of paper. Ss can also use this to refer to for Ex 3C.

ANSWERS:

- 1 b 2 d 3 e 4 f 5 c 6 h 7 a 8 g

- C** Read the example with the class, then put Ss in pairs to discuss people they know using the words and phrases in Ex 3A. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

- D** Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class and find out if others agree.

SPEAKING**describe an inspiring person**

- 4A** 🔊 **3.14** | Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

🔊 AUDIOSCRIPT 3.14

Someone that has influenced me greatly is a guy called Mike. When I was sixteen, I left school and got my first job. I was really young when I think back now, so it's not surprising that working full-time with all these grown men and women was a bit of a shock! I probably looked like a rabbit in the headlights! Anyway, Mike worked there. Some people might say he was an unofficial boss, but I saw him as more of a mentor. He wasn't loud, but he had this quiet confidence and people looked to him when they needed help. He was about my age now at that time, but he took me under his wing and looked out for me. He helped me to learn the skills I needed, but more than that, he helped me to become the man I am today. He taught me how to deal with conflict quickly, so problems were swiftly solved. He taught me the importance of honesty and loyalty, and how to take my time before making important decisions. He inspired me to work hard to be successful. My dad hadn't really been in my life all that much up to then, so in many ways I'd describe Mike as a kind of father figure. His wife Sheena became like a second mum to me, too. Probably the main thing Mike taught me was how to be a father myself, how to guide my kids and be a role model for them. Mike retired a few years ago, but we're still in touch. My children call him and Sheena Gramps and Gran, which I love! He's now inspiring my kids.

ANSWERS:

- 1 Mike, a colleague and kind of mentor who the speaker worked with in his first job
- 2 Mike was quietly confident.
- 3 Mike inspired the speaker to be a better man, e.g. to be honest, hard-working, loyal, and taught him to be a good father himself.

- B**  **3.14** | Go through the Key phrases with the class and check understanding by eliciting how each phrase could be completed. Play the recording again for Ss to listen and number them in the order they hear them. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities difficult, especially given the time constraints imposed by listening. In this case, give them the phrases in the correct order and ask them to listen out for them.

ANSWERS:

- 1 Someone that has influenced me greatly is ...
- 2 Some people might say he ... but I saw him as ...
- 3 He inspired me to ...
- 4 I'd describe ... as ...
- 5 The main thing [Mike] taught me was ...

- 5A** Read the checklist with the class, then ask them to make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss take turns giving their descriptions in pairs, using their notes and the Key phrases to help them. In feedback, ask each pair how similar or different the people they described are.

WRITING

a biography

- 6A** Read the list of people with the class, then put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.
- B** Ss discuss the questions in the same pairs as for Ex 6A. When they have finished, ask a few pairs to share their ideas with the class.
- C** Refer Ss to the Writing Bank on page 106.

page 106 WRITING BANK

WB

- 1A** Ask Ss what they know about Ernest Shackleton, then ask them to read the short biography. When they have finished, ask the class if they also think he was inspiring and what characteristics they might use to describe him.

POSSIBLE ANSWERS:

determined, single-minded, responsible, loyal, brave, adventurous

- B** Ss number the information in the order it appears in the biography alone, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the types of information with the class and then encourage Ss with dyslexia to read each paragraph in turn to identify which information is given in each one. They could write the letter for each next to where it appears in the text.

ANSWERS:

The correct order is e, c, a, d, b.

- 2A** Ss choose a person to write a biography about using the list of types of inspiring people in Ex 6A on page 41 to help them. They then make notes on the points in Ex 1B. They can use their devices to go online and find information if necessary. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss write their biographies individually. They should aim to write around 200 words. For online classes, remember they can write their biographies in a collaborative document so they can share them in Ex 2D. Monitor and offer help where necessary and encourage them to use the language from the lesson.

- C** When they have finished, read the checklist for checking their writing with the class. Ask Ss to follow the steps and make any changes necessary.

- D** Ask Ss to share their biographies with the class or in groups and read each other's work. In feedback, ask a few Ss which person they found the most inspiring and why.

TO FINISH

Put Ss in pairs and ask them to discuss which of the people in the street interviews they agree with most and why.

3 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 1 and 3A:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct options.
- **Exs 2B, 3B and 4C:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 3 (Grammar: *as if/as though, no matter*; Vocabulary: opinions and reactions, idiomatic phrases: emotions, persuading and motivating, describing inspiring people; How to ... engage with other people's views). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

as if/as though

- 1** Ss choose the correct options individually, then check in pairs. Check answers with the class. For online classes, remember you can display the sentences on your device during feedback.

ANSWERS:

- | | |
|----------------------------------|------------------------|
| 1 was | 5 haven't slept |
| 2 're | 6 to make |
| 3 had known | 7 as if |
| 4 had suddenly remembered | 8 like |

no matter

- 2A** Elicit the first answer as an example to highlight that it is necessary to add both *no matter* and a relative pronoun to fill each gap. Ss complete the post individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the post they are not working on to help reduce distraction.

ANSWERS:

- 1** no matter how
- 2** No matter what
- 3** no matter where
- 4** no matter how
- 5** no matter that
- 6** no matter what

- B** Ss discuss the question in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their experiences with the class.

VOCABULARY

3A Ss choose the correct words individually, then check in pairs. Check answers with the class. For online classes, remember you can display the sentences on your device during feedback.

ANSWERS:	
1 convincing	5 scared
2 overwhelming	6 down
3 entertaining	7 drive
4 drive	8 motivate

B Put Ss in pairs (in breakout rooms with online classes) to discuss which sentences they agree with and give their reasons. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA As well as saying which sentences they agree with, Ss could also change the other sentences so that they reflect their opinions.

4A This activity reviews both the grammar and vocabulary of Unit 3. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the blog post to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 4A. You can also make this activity more accessible for dyslexic learners by reminding them to cover the parts of text they are not working on to help reduce distraction. You can make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R 3.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:							
1 A	2 C	3 B	4 A	5 B	6 A	7 C	8 C

C Put Ss in pairs (in breakout rooms with online classes) to discuss the question. When they have finished, ask a few Ss to share their answers with the class.

TO FINISH

- Write the following situations on the board:
- *you find out a lesson is cancelled*
 - *you've been offered a job in a country you don't know and you don't speak the language*
 - *you've been chosen to appear in a TV reality show*
 - *you've failed an important exam*
 - *nobody is letting you speak in a meeting*

Put Ss in pairs to discuss how they would feel in the situations and why, using idiomatic phrases for emotions from Lesson 3B.

4 image

Global Scale of English **LEARNING OBJECTIVES**

4A 'Selfie-expression'

- **READING** | Read a guide to taking legal, social and ethical photos: rules; photography
- **Pronunciation:** *should* in connected speech
- **Evaluate a proposal:** uses of *should*

GSE INFORMATION

READING

68 Can understand the positive and negative connotations of words that have similar meanings.

GRAMMAR

70 Can use 'should' in hypothetical statements about the present and near future with inversion and omission of 'if'.

68 Can use 'should' to express a range of different meanings (e.g. to give advice, make recommendations, say what is likely to happen).

VOCABULARY

59–75 Can use language related to photography.

SPEAKING

72 Can evaluate problems, challenges and proposals in a collaborative classroom.

4B Creating a brand

- **LISTENING** | Listen to a talk about place branding: advertising
- **Pronunciation:** contractions *'ve been*, *'ll've been*
- **Give a presentation on a rebranding idea for a place that you know:** the continuous aspect
- **Write a report on creating a rebranding campaign**

GSE INFORMATION

LISTENING

71 Can recognise the use of rhetorical questions to reveal unstated assumptions.

VOCABULARY

59–75 Can use language related to advertising and branding.

59–75 Can use language related to aptitude, ability, knowledge and skills.

GRAMMAR

68 Can use a range of continuous verb forms to refer to actions in progress or temporary actions in the past, present and future.

SPEAKING

69 Can present factual information in an objective way in spoken discourse.

WRITING

67 Can synthesise and evaluate familiar information and arguments from a number of sources.

4C Presenting yourself

- **HOW TO ...** | steer a conversation towards a topic: skills, abilities and experience
- **Pronunciation:** intonation: sounding professional

GSE INFORMATION

VOCABULARY

59–75 Can use language related to aptitude, ability, knowledge and skills.

HOW TO ...

70 Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer.

SPEAKING

72 Can politely guide a conversation towards a particular topic.

67 Can give detailed feedback about someone's performance on a familiar task or project.

4D Branding and behaviour

- **BBC PROGRAMME** | Understand a TV programme about why people buy products
- **Present a product:** marketing
- **Write a product blurb**

GSE INFORMATION

VOCABULARY

59–75 Can use language related to advertising and branding.

SPEAKING

68 Can give a presentation about a product or service offered by a company or institution.

WRITING

70 Can write promotional materials using descriptive language to advertise a product or service.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 4A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Ss watch and make notes about what the speakers say about image being important to them (or not), then compare in pairs. Play the video once more if necessary, then elicit ideas from the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

POSSIBLE ANSWERS:

- 1 Speaker 1: makes an effort with his appearance when he goes out
- Speaker 2: image less important now than it used to be, but still conscious of image when meeting new people
- Speaker 3: likes being able to see people who look like her in everyday places
- Speaker 4: important when making a first impression
- Speaker 5: was important when he was a teenager because it gave him a sense of belonging
- Speaker 6: important to her to look put-together and polished, but not as important as authenticity

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

- Presentation Tool Unit 4
- Online Digital Resources
- Videoscript Unit 4 Opener: BBC Vlogs

4A 'Selfie expression'

- GRAMMAR** | uses of *should*
- VOCABULARY** | rules; photography
- PRONUNCIATION** | *should* in connected speech

LESSON OVERVIEW

In this lesson, Ss read a guide to taking legal, social and ethical photos. This leads into the grammar where Ss learn about uses of *should*. They also practise the pronunciation of *should* in connected speech. Ss also learn vocabulary related to rules and vocabulary related to photography. The lesson ends with a speaking activity where Ss present a proposal related to photography.

Online Teaching

- If you're teaching this lesson online, you might find the following tips useful:
- **Ex 1B:** Use an online poll for Ss to give their opinions for each situation. They can then give their reasons during their discussions and in feedback.
 - **Ex 3A:** In feedback, ask Ss to type their answers in the chat box so they can compare them with others.
 - **Ex 8B:** Put Ss in breakout rooms to present their proposals. Move around the breakout rooms to monitor their conversations and offer help where necessary.

Additional Materials

For Teachers:

- Presentation Tool Lesson 4A
- Photocopiable Activities 4A
- Grammar Bank 4A
- Vocabulary Bank 4A

For Students:

- Online Practice 4A
- Workbook 4A

TO START

Write the following questions on the board:
Do you like taking selfies? Why/Why not?
Do you use filters or edit them?
Why do you think taking selfies is so popular?

Ss discuss the questions in small groups. When they have finished, elicit ideas from each group.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class, writing any new words and phrases on the board.
- B** Read the situations with the class and check understanding if necessary. Put Ss in pairs to have their discussions. For online classes, remember you can use an online poll to start the discussion. When they have finished, elicit opinions from a few Ss and find out if others agree.
- 2 A** You may want to preteach *snapping away* (= taking a lot of photos) and *frowned upon* (if something is frowned upon, people disapprove of it). Give Ss time to read the guide and answer the questions. Put them in pairs to compare, then check answers with the class.

ANSWERS:

situation 3 (selfie) – it undermines the seriousness of the situation

situation 7 (selfie) – it takes the focus away from the bride and puts it on you

- B** Ss read the guide again and answer the questions individually, then check in pairs. Check answers with the class and elicit where in the text they found them.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by telling them the sections in which they can find the answers (1 – section 1, 2 – section 2, 3 – section 3, 4 – section 5).

ANSWERS:

- check if they can take photos or not, because photography could be illegal or culturally insensitive
- asking permission to take or to keep it; not taking photos of children you don't know
- to exemplify when two unwritten rules about exploiting people are broken
- it makes the photographer the centre of attention, it undermines the seriousness of the situation, it's odd or selfish

- 3 A** Point out the words in bold in the guide. Ask Ss to match them with the definitions, then check in pairs. Check answers with the class. With online classes, remember you can ask Ss to type their answers in the chat box. You can further check understanding of the words by eliciting new example sentences for each one.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in bold in the guide as a vertical list either on the board or on a separate piece of paper. They can then also use this list for Exs 3B and 3C. They can refer back to the guide for context to help them if they need to.

ANSWERS:

- | | | |
|----------------|---------------|------------|
| 1 impulsive | 2 odd | 3 private |
| 4 impoverished | 5 inquisitive | 6 stubborn |

- B** Write *connotation* on the board. Explain to the class that *connotation* describes the idea, feeling or quality that a word creates in addition to its meaning. Ss go through the words they found in Ex 3A and decide which words create a positive connotation and which create a negative connotation, then check in pairs. Check answers with the class.

ANSWERS:

Positive: private, inquisitive

Negative: impulsive, odd, impoverished, stubborn

- C** Ss match the words they found in Ex 3A with the synonyms individually, then check in pairs. Check answers with the class and elicit whether both words in each pair have a similar connotation or whether it is different.

ANSWERS:

deprived – impoverished (impoverished is more negative than deprived)

determined – stubborn (determined is positive; stubborn is negative)

nosy – inquisitive (nosy is negative; inquisitive is neutral)

secretive – private (secretive is slightly negative; private is neutral)

spontaneous – impulsive (spontaneous is positive; impulsive is usually negative)

unusual – odd (unusual is neutral; odd is slightly negative)

They all have different connotations.

- D** Ss discuss the questions in pairs. When they have finished, elicit their ideas and find out if others agree.

GRAMMAR

uses of *should*

4A Read the uses of *should* with the class, then elicit the first answer as an example. Make sure Ss are clear that one of the uses is used twice. Ss match the extracts with the uses alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing two options for each extract (the correct one and a distractor) and asking them to choose the correct one.

ANSWERS:
1 c 2 d 3 a 4 e 5 b 6 e

B Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:
1 Extract 5
2 Extract 2
3 Extract 4 is more formal; *if* is omitted and *should* is inverted

C The Grammar Bank on page 119 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 119 **GRAMMAR BANK**

The use of *should* to give advice and suggestions won't be new to Ss at this level, but some of the other uses covered here will be, especially its use in conditionals. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of *should* in conditionals.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 This exercise focuses on the meaning of *should* in different contexts. Ss match the sentences alone then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for learners with dyslexia by providing two options for each of the first lines (the correct one and a distractor) and asking them to choose the correct one.

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

2 This exercise focuses on the form of *should*. Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:
1 be talking 2 have left 3 see
4 be taking off 5 be shared 6 experience
7 have been given 8 improve

3 This exercise focuses on the form and use of *should*. Elicit the first answer as an example and write it on the board. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:
1 should be studying
2 should wear a helmet
3 should have (any) doubts
4 shouldn't have been given
5 shouldn't have been made
6 Should the door be locked / If the door should be locked

PRONUNCIATION

should in connected speech

5A  **4.01** | Read out the two options in item 1 to help Ss recognise how they should listen for the sounds. Play the recording (pausing after each sentence if necessary) for Ss to listen and identify which pronunciation they hear, then check in pairs. Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: TEACHER In fast, connected speech, the parts of our mouth used in speech prepare for the next sound coming, often while we're still saying the previous word, causing the sound to change, or assimilate, the oncoming sound. This process is known as *assimilation*. It is a feature common when native speakers speak English, but note that it is often quite subtle. For example, in sentences 1 and 5, it is more like a softening of the /d/ sound than a clear /b/ sound. Since more English speakers in the world are non-native than native and most communication in English is between non-native speakers, this isn't a feature we should insist Ss produce, but an awareness of it will help when they listen to native speakers.

ANSWERS:
1 b 2 a 3 a 4 b 5 b 6 b

B Ss read and complete the information individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the text they are not working on to help reduce distraction.

ANSWERS:

1 difficult 2 omitted 3 change 4 similar

C  **4.01** | Read the questions with the class, then play the recording again for Ss to listen and answer. Check answers with the class.

ANSWERS:

In sentences 1, 2, 4, 5, the /d/ sound in *should* changes to a sound which is the same or similar to the sound that comes next. This makes it easier to say.

In sentence 3, the /d/ sound is pronounced because the vowel sound after it isn't difficult to produce.

In sentence 6, the /h/ sound is omitted to make it easier to say.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

6A Ss complete the prompts with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in pairs to share their sentences. Monitor and check how Ss are pronouncing *should*. When they have finished, elicit answers from a few Ss and find out if others agree.

VOCABULARY

rules

7A  **4.02** | Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

AUDIOSCRIPT 4.02

P = Presenter A = Anita R = Rob

- P: With me today to discuss unusual ideas for making the world a better place are Anita and Rob. Anita, you're up first. What's your proposal for improving the world?
- A: Well, every second of every day, millions of images are uploaded to social media. I think it should be restricted to just one photo per person per day.
- R: Ha ha. Really?
- A: Yes. It sounds extreme, I know, but I really do think that being prohibited from uploading more than one photo a day would benefit us.
- R: How?
- A: Well, we spend too much time selecting and editing photos to share online and it's having a negative effect on our lives. If we were limited to one photo a day, we'd save valuable time and share photos of things that are really and truly what we care about. Not just random photos of our dinner, for example!
- R: Maybe someone's dinner **is** important to them!
- A: That's true. But I really do think that sharing just one image a day would cut time spent messing about on social media and it would eliminate those 'Oh no! I shouldn't have posted that photo!' thoughts we have in the middle of the night because we'd think more carefully about the one photo that we do upload.
- P: Let me just pick up on that. If social media companies should limit us to one photo upload each day, might we not spend even longer on selecting and editing it because we feel it has to be absolutely perfect?
- A: Hmm, possibly.
- R: It's an interesting idea and I get where you're coming from, but I think this rule would be hard to implement. Firstly, I'm not sure social media companies would want to impose such a rule. And how would they regulate it? People would just have multiple accounts. I don't think it would deter everyone from posting more than one photo. And why one photo? If it's that big a problem, why not abolish sharing photos completely? That should achieve your goal of giving us more time to focus on more meaningful things.
- A: Oh no, now that's a step too far!

ANSWERS:

- 1 Anita believes that we should only be allowed to upload one photo a day.
- 2 Rob thinks it's an interesting idea but one that would be hard to implement.
- 3 For: Anita says that people spend too much time taking photos and selecting what to upload, as well as sharing photos people aren't interested in. Taking only one photo would save time and prevent regrets about posting particular photos.
Against: Rob says that social media companies wouldn't want to create such a rule and they wouldn't be able to regulate it. He says people would just have multiple accounts to avoid the ban.

B Elicit the first answer as an example in order to demonstrate the activity. Ss decide if the definitions are correct or are opposite in meaning individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA For this activity and also Ex 7C, remind Ss with dyslexia to cover the parts of the activity they are not working on to help reduce distraction.

ANSWERS:

- | | | |
|------------|------------|-----------|
| 1 correct | 2 opposite | 3 correct |
| 4 correct | 5 opposite | 6 correct |
| 7 opposite | 8 opposite | |

C Ss read the proposal and choose the correct words to complete it alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------|--------------|-------------|
| 1 restrict | 2 prohibited | 3 eliminate |
| 4 impose | 5 implement | 6 regulate |
| 7 abolish | 8 deter | |

D Put Ss in small groups to share their views. Monitor and encourage them to use the vocabulary from Ex 7B. When they have finished, elicit their views and have a brief class discussion.

E Refer Ss to the Vocabulary Bank on page 136.

» page 136 **VOCABULARY BANK** photography

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Introduce the activity by asking Ss what advice they'd give to someone taking a portrait photo. Ss read the tips then decide which they find most helpful. Elicit their answers and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the tips they are not reading to help reduce distraction.

B Ss complete the definitions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|------------------|---------------|
| 1 blurred | 6 composition |
| 2 in focus | 7 frame |
| 3 the foreground | 8 shot |
| 4 zoom in | 9 close-up |
| 5 zoom out | 10 pose |

2 Ss choose a portrait photo to talk about. They then describe the techniques they used when they took it to a partner. Remind them to use the vocabulary from Ex 1A. If they have their phones with them, Ss could select a photo and show it to their partner while they talk. When they have finished, ask a few Ss to share their partner's information with the class.

EXTRA: ALTERNATIVE IDEA Before Ss discuss their photos, write the list below on the board (without the information and explanations in brackets). Elicit the information and explanations in brackets using vocabulary from Ex 1A. You could note the key vocabulary next to each item in the list.

- *composition* (how the shot is framed; foreground and background)
- *subject* (what is their pose and expression?)
- *how you take a shot* (if you zoom in for a close-up or zoom out for a longer shot)
- *the outcome* (if it's blurred or in focus; if you're happy with it)

Put Ss in their pairs to tell each other about the portrait they've taken recently, using the list on the board and the information you've elicited about each aspect on it to help them. In feedback, ask a few pairs if they used similar or different techniques for their photos.

SPEAKING

- 8A** Tell the class they are going to present a proposal to each other in groups. Put Ss in groups of three and allocate roles (A, B and C). (If necessary, have one or two groups of two Ss rather than three.) Refer Ss to the relevant pages. Give them time to prepare their proposals individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Put Ss back in their groups (in breakout rooms with online classes) and ask them to take turns to present their proposals to each other. Ss then discuss the good and bad points of each one and choose the most beneficial.
- C** Nominate a student from each group to report back to the class with their chosen proposal and find out if others agree.

TO FINISH

Put Ss in pairs to discuss whether anything they've read or heard in today's lesson will change how they take photos in the future and, if so, how.

4B Creating a brand

GRAMMAR | the continuous aspect

VOCABULARY | advertising

PRONUNCIATION | contractions: *'ve been*, *'ll've been*

LESSON OVERVIEW

In this lesson, Ss plan and write about a rebranding campaign. The lesson starts with Ss listening to a talk about place branding where vocabulary related to advertising is introduced. This is followed by the grammar, where Ss review and consolidate the knowledge of the continuous aspect. There is also a pronunciation focus on contractions with continuous forms. Ss then do a speaking activity where they plan and present a rebranding campaign. The lesson ends with a writing activity where Ss write a report on creating a rebranding campaign.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Go through each of the places in turn and ask Ss to write their words in the chat box.
- **Ex 6C:** Put Ss in breakout rooms to present their campaigns to each other.
- **Writing Bank 4B, Ex 1B:** Ask Ss to write their reports in a collaborative document so they can share them easily in Ex 1C.

Additional Materials

For Teachers:

Presentation Tool Lesson 4B

Photocopiable Activities 4B

Grammar Bank 4B

Writing Bank 4B

For Students:

Online Practice 4B

Workbook 4B

TO START

Start by telling the class about one or more common misconceptions about your hometown, e.g. 'Many people think my hometown, Newcastle, and the area around it is very industrial, but actually it isn't – there is a lot of beautiful countryside very close by and many historical sites both in the city and nearby.' Put Ss in small groups to discuss what other people (in their country) first think of when they think of their hometowns and whether it's true. When they have finished, ask a few Ss to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA

Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Read the list of cities with the class and check Ss know where they are. Ask them to write their words, but not to spend too long on it – they should write the first thing they think of for each one. (You could also allow compound adjectives and/or short phrases.) For online classes, remember you can ask them to type their words in the chat box.

B Put Ss in pairs to compare their ideas from Ex 1A and discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

2 A  **4.03** | Write *place branding* on the board. Elicit whether Ss have heard of it and what they think it is. Read the summaries with the class, then play the recording for them to listen and choose the best one.

** AUDIOSCRIPT 4.03**

Paris, New York – what comes to mind when you think about these cities? I bet if we compared our ideas, they'd all be pretty similar, not because we've all been to those places, but because we've been sold a brand. And that's what I'm going to be talking about today – place branding.

We're all familiar with the idea that companies have to advertise and market their products in order to sell them. But cities and countries are increasingly finding themselves in a similar position. There are just under 200 countries in the world and thousands of cities, and these places know that they are competing with each other for tourists, trade and investment from businesses, all of which can make a huge difference to their economy and the standard of living their people can enjoy. It's also easy for places to build up a negative image over time – perhaps a city has become associated with high levels of crime or a country is still remembered for a disaster that happened twenty years ago. Without branding and marketing, how can places compete and attract the tourists and investment they need?

Let's look at a well-known example from the past to see what difference an effective branding campaign can make. In the late 1970s, New York City was in trouble. It was experiencing financial problems and levels of crime in the city were sky high. In fact, there was so much crime in the city that for a while, unions had been running a campaign called 'Welcome to Fear City', which encouraged people to stay away from the city and advised them to never use the subway because

it was so risky. It was clear that something needed to change. The city needed to find a way to change its image and bring in tourists and revenue. So, the New York Department of Commerce increased its tourism budget and invested in a bold rebranding campaign to make New York seem like an exciting, attractive place to visit. The result was the iconic phrase 'I love New York', with a heart instead of the word 'love', which can still be seen on T-shirts and other merchandise today. And the result of the campaign? The state's income from visitors tripled within a few years and New York became one of the world's go-to tourist destinations. It's strange to think that soon people will have been wearing those famous 'I love New York' T-shirts for over sixty years. Where would New York be now if that campaign hadn't happened?

So, how should places approach rebranding? The example of New York shows the power of a visual approach and a clear logo. Another example of this is Paris, where the branding uses an oversized 'A' in the city's name to represent its most famous monument, the Eiffel Tower. Again, this was a striking, visual image – who could fail to recognise it? It immediately advertised the Eiffel Tower and promoted the city as a tourist destination with interesting things to see and do. And the huge advantage of such a simple logo like this is that it can be used everywhere, from billboards on the walls of buildings to the sides of buses and information flyers for tourists. With any luck, images of the logo might also appear online and go viral, reaching an audience of millions.

But sometimes a more subtle approach is required. In 2005, Chile ran a campaign based around the slogan: 'Chile: All ways surprising'. Despite the hype of the campaign, it was not as successful as hoped and the country has now given up simple slogans and instead has been using a less direct and more long-term approach, encouraging businesses to all use a similar 'national' logo and message to promote themselves to customers abroad. The message focuses on what are seen as the country's main selling points: its range of natural attractions from deserts to glaciers, the stability of its government and the enterprising nature of the population. This approach of selling a common message seems to be working. Foreign investment in the country has increased in recent years and tourist numbers have hit record highs.

Another rule for place branding is to focus on the positive aspects of a place's individual heritage. There's no point in going for bland, generic tourist appeal, but instead places should think about what makes them unique and interesting. A good example of this is the campaign by the city of Barcelona to rebrand one of its districts, El Raval. The district was different to the standard tourist areas with their beautiful architecture and large stores, and it wasn't popular. So the city used the idea of the area being 'alternative' to create its modern image of being vibrant, diverse, creative and cool. As part of the campaign, they even invented a new verb: 'ravalejar', meaning to wander around El Raval and soak up the lively atmosphere.

My time's nearly up, but I just want to think about what happens once a campaign has run its course. Is the job done? Will the campaigns I've talked about still be running in twenty years' time? The answer is no. Let's go back to New York City. The initial rebranding of the 1970s created the image of a fun city for tourists to visit. But it focused mainly on Manhattan, with its well-known monuments and the big stores. In 2006 there was a push to promote other parts of the city and target a new generation of tourists. A new logo was developed which showed a kaleidoscope of different images of the city, to reflect the diversity of the different areas of the city. This created a new wave of tourism, not only to Manhattan but to Brooklyn and other boroughs. So, branding is an ongoing and creative process and places need to constantly be on their toes to remain competitive and popular. So, think about your town or city – could it benefit from new branding and what kind of image would you want to create for it? Thank you.

ANSWER:

a

- B**  **4.03** | Read the statements with the class so they know what to listen for. Ss listen and decide if the statements are true or false, then check in pairs. Check answers with the class, eliciting reasons why the statements are true or false.

ANSWERS:

- 1 T ('It's also easy for places to build up a negative image over time – perhaps a city has become associated with high levels of crime or a country is still remembered for a disaster that happened twenty years ago.')
- 2 F (the Department of Commerce funded the campaign; the unions ran a campaign to deter people from coming to the city)
- 3 T (I love New York with a heart instead of the word 'love', and using an oversized 'A' in Paris to represent the Eiffel Tower)
- 4 T ('encouraging businesses to all use a similar 'national' logo and message to promote themselves to customers abroad')
- 5 T ('The district was different to the standard tourist areas ... and it wasn't popular. So the city used the idea of the area being 'alternative' to create its modern image of being vibrant, diverse, creative and cool.')
- 6 F (the previous campaign had promoted Manhattan at the expense of other areas)

- C**  **4.04** | Read the options with the class or give them time to read them alone. Ss listen to the rhetorical questions and choose the correct sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by dealing with each question separately. Before you play each rhetorical question, read the options with the class so Ss are prepared to listen to what is being said. You could then repeat the options after they've listened before they make their choice.

AUDIOSCRIPT 4.04

- 1 It's also easy for places to build up a negative image over time – perhaps a city has become associated with high levels of crime or a country is still remembered for a disaster that happened twenty years ago. Without branding and marketing, how can places compete and attract the tourists and investment they need?
- 2 It's strange to think that soon people will have been wearing those famous 'I love New York' T-shirts for over sixty years. Where would New York be now if that campaign hadn't happened?
- 3 Another example of this is Paris, where the branding uses an oversized 'A' in the city's name, to represent its most famous monument, the Eiffel Tower. Again, this was a striking, visual image – who could fail to recognise it?

ANSWERS:

1 b 2 c 3 b

- D** Put Ss in pairs to discuss the questions. When they have finished, elicit answers from one or two Ss and find out if others agree.

VOCABULARY**advertising**

- 3A** Explain that the sentences come from the talk they listened to in Exs 2A and 2B. Ss match the words in bold with the definitions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each definition (a correct one and a distractor) and asking them to choose the correct one. They can refer to the printed extracts for context if necessary.

ANSWERS:

a target	b merchandise	c slogan
d billboards	e go viral	f push
g flyers	h hype	

EXTRA CHALLENGE After feedback on Ex 3A, put Ss in pairs and ask one student in each pair to close their book. Their partner tests them by reading out definitions in random order for them to give the corresponding word. After testing a few items, Ss swap roles and repeat.

B Ss complete the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in bold in Ex 3A as a vertical list.

ANSWERS:

1 merchandise

2 billboards

3 hype

4 slogan

5 go viral

6 target

C Put Ss in pairs to discuss the questions in Ex 3B. In feedback, ask a few Ss to share any interesting information they found out from their partner with the class.

GRAMMAR

the continuous aspect

4A Ss match the verb tenses with the verb forms alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each of the verb forms (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 past perfect continuous

2 present perfect continuous

3 present continuous

4 future continuous

5 past continuous

6 future perfect continuous

B Make sure Ss understand there is one extra word in the box. Ss complete the rule individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia telling them which word they don't need.

ANSWERS:

duration, temporary, complete

C The Grammar Bank on page 120 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

» page 120 GRAMMAR BANK

Ss at this level should be familiar with all the continuous verb forms on their own. This is therefore an opportunity to bring this knowledge together to understand how the continuous aspect works. Go through the notes or ask Ss to read them alone and check understanding.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 This exercise focuses on the use of the continuous aspect. Make sure Ss understand that sometimes both options are possible. Ss choose the correct verb forms alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the text they are not working on to help reduce distraction.

ANSWERS:

1 have

2 has grown / has been growing

3 are becoming

4 are beginning

5 had

6 was increasing

7 had been focusing / had focused

8 introduced

9 have transformed

10 will have been growing

11 will be providing / will provide

2 This exercise focuses on the form and use of the continuous aspect. Elicit the first answer as an example and write it on the board. Ss complete the questions alone, then check in pairs. Check answers with the class.

ANSWERS:

1 will be working

2 have you been living

3 were you doing

4 are you reading

5 will you have been learning

3 Ss discuss the questions in Ex 2 in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if anyone else has similar answers.

PRONUNCIATION

contractions: 've been, 'll've been

5 A  **4.05** | Ss listen to the sentences, focusing on the auxiliary verbs. Elicit what they notice about them.

AUDIOSCRIPT 4.05

- 1 Recently, they've been trying to attract more tourists to the city.
- 2 I think she'll have been working on this campaign.
- 3 Where were you? I've been calling you all afternoon!
- 4 I guess he'll have been watching the tennis.

ANSWERS:

The auxiliary verbs are pronounced with a weak pronunciation. *Have* is pronounced /əv/ and *been* is pronounced /bi:n/.

B  **4.06** | Ss listen and complete the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, give them the complete sentences and ask them to listen and focus on the auxiliaries.

ANSWERS:

- | | |
|--------------------------|--------------------------|
| 1 've been | 3 'll have / 'll've been |
| 2 'll have / 'll've been | 4 've been |

C Ss complete the sentences with their own ideas. Monitor and offer help where necessary. When they are ready, put them in pairs to share their sentences. Make sure they know they should use contractions where possible. Monitor and check their pronunciation of the auxiliary verbs.

SPEAKING

6 A Tell the class they are going to plan and present a rebranding campaign. Point out that the place doesn't have to be where they live, it could be any place they have visited or know. Read the questions with the class, then give Ss time to plan and make notes on their own. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL Ask Ss to go online to research a place on their devices. That way they can ensure they get some factual information to present in Ex 6C.

FUTURE SKILLS | Communication



B Read the Future Skills box with the class, then ask Ss to look at their notes from Ex 6A and think about how to present the factual information accurately and objectively.

C Put Ss in small groups (in breakout rooms with online classes). Ask them to present their ideas to each other, then discuss the questions. Monitor and make notes on Ss' language use for later class feedback.

D Ask each group to share their most effective campaign with the class, giving reasons for their choice. You could then ask the class to choose the most effective campaign they've heard about.

WRITING

a report: creating a rebranding campaign

7 A Give Ss time to read the report and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the report to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the report with them.

ANSWERS:

It is about a plan to create a rebranding campaign for a town.

It recommends greater consultation with local people to make sure they are in favour of the plan.

B Ss add the headings to the report individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the headings as a vertical list on a separate piece of paper so they can hold it next to the sections of the text.

ANSWERS:

- 1 c 2 a 3 d 4 b

C Ss find the formal phrases used to express the ideas alone, then check in pairs. You could ask them to highlight the formal phrases in the report to make them easier to refer back to when they come to write their own reports. Check answers with the class and elicit which of the phrases contain passive structures.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by telling them in which paragraph they need to look for each idea (ideas 1 and 2 – paragraph 1, idea 3 – paragraph 2, idea 4 – paragraph 3, idea 5 – paragraph 4).

ANSWERS:

- 1 The town is currently seen as ...
 - 2 the total cost is estimated to be ...
 - 3 It is therefore vital that the town attracts ...
 - 4 some opposition has been expressed
 - 5 there is a need for greater consultation with local people
- Phrases 1, 2 and 4 use passive structures.

D Refer Ss to the Writing Bank on page 106.

WB ▶▶ page 106 **WRITING BANK**

1 A Ask Ss to read the information and comments, then answer the questions. Put Ss in pairs to compare their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the information and comments with them. Alternatively, record the information and comments before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

- 1 A rebranding campaign is being suggested to modernise the image of the area and attract more tourists.
 - 2 Some business leaders are in favour of the plan.
 - 3 Some local residents are against the plan.
- B** Ss write their reports individually, using the headings supplied. They should aim to write around 250 words. For online classes, remember that they can do this in a collaborative document. Monitor and offer help where necessary and encourage Ss to use the language from the lesson.
- C** Put Ss in pairs to swap reports and read them. When they have finished, ask a few Ss if they agree and why.

TO FINISH

Put Ss in pairs to discuss how they could rebrand their hometown(s).

4C Presenting yourself

HOW TO ... | steer a conversation towards a topic

VOCABULARY | skills, abilities and experience

PRONUNCIATION | intonation: sounding professional

LESSON OVERVIEW

In this lesson, Ss learn how to steer a conversation towards a particular topic. The lesson starts by introducing vocabulary related to skills, abilities and experience. Ss then listen to two extracts from job interviews and learn functional language for steering a conversation towards a topic. They also practise intonation for sounding professional. The lesson ends with a speaking activity where Ss practise job interviews.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Vocabulary Bank 4C, Ex 1B:** Display the sentences on your device and share your screen. In feedback, ask Ss to highlight the correct words.
- **Ex 7A:** Put Ss in pairs in breakout rooms to conduct their interviews.

Additional Materials

For Teachers:

- Presentation Tool Lesson 4C
- Photocopiable Activity 4C
- Grammar Bank 4C
- Vocabulary Bank 4C
- Mediation Bank 4C

For Students:

- Online Practice 4C
- Workbook 4C

TO START

Put Ss in small groups to share their experience of job interviews. If they've never had an interview, ask them to discuss what kinds of things they think people will ask them in an interview.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

skills, abilities and experience

1 A Read the definitions with the class or ask them to read them alone, then elicit Ss' ideas as to what it means if someone humblebrags. Don't give the answer yet.

B  **4.07** | Play the recording for Ss to listen and check their ideas in Ex 1A. After confirming what it means if someone humblebrags, discuss the questions as a class.

AUDIOSCRIPT 4.07

- A: Hi, sorry I'm a bit late. I just bumped into Silvia.
 B: No worries. Look, there's a table over there.
 A: Great. Let's sit down.
 B: So, how was Silvia?
 A: Oh, she looked great! But actually, I'm feeling a bit annoyed with her.
 B: Why?
 A: Well, it sounds silly, but she was wearing some absolutely beautiful shoes – obviously new and obviously very expensive. But pretty much the first thing she said was, 'Oh, these new shoes are killing me! The leather is so stiff and the heels are too high! Yours look much more comfortable.' But I'm wearing a pair of scruffy old ones and I found it really annoying that she was getting me to look at her amazing new shoes by pretending there was something wrong with them.
 B: Oh, yeah. She was, what's it called, 'humblebragging'.
 A: What?
 B: Oh, it was trending on Twitter recently. It's when someone complains about something, but what they're really doing is showing off. Some celebrity or other was 'complaining' about an award and started a Twitterstorm. There's even been a study to show that it's more annoying than just plain bragging.
 A: Humblebragging? Never heard of it, but very interesting, and that's exactly what she was doing – complaining about how uncomfortable her shoes were to point out how amazing they looked!
 B: My cousin does it all the time. He's a student and he always does really well in exams. But if you say 'Well done' to him, he pretends to be all humble and says something like, 'Oh, I can't understand it. I didn't do much revision at all. I don't know how I got ninety-eight percent' – so, pretending to be modest, but actually telling me how well he did!
 A: It's so annoying!

ANSWERS:

If someone humblebrags, they complain about something (pretending to be humble) in order to draw attention to it and brag about it.

2 A  **4.08** | Tell Ss to write the numbers 1–6 for the speakers in their notebooks. Ss listen to the interviews and decide what each person is doing, then check in pairs. Check answers with the class.

AUDIOSCRIPT 4.08

- I'm already proficient at computer programming, even though I've only been learning for six months. In fact, everyone comments on how good my programs are!
- Last month, I was asked to be a real-time interpreter for a conference, translating from Portuguese into English. I'm quite inexperienced in Portuguese, so I was surprised, and it was really tough! But everyone seems to think I'm competent in translating and they said I did a decent job.
- I'm a trained teacher, so I'm very confident about teaching colleagues new skills.
- Yes, I'm quite handy with most tools, so I'm happy to work with unskilled assistants and train them on the job.
- When I was offered my first promotion, I thought the new job would be beyond me. There were lots of people who were much more experienced than me, so I thought I'd be hopeless at it! But then I got promoted again six months later ...
- Oh, yes. I'm a master of spreadsheets! There's nothing I don't know about them and I'm really good at using them to create presentations, too!

ANSWERS:

1 B 2 H 3 N 4 N 5 H 6 B

B Ss categorise the words and phrases in bold in Ex 2A individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it useful to highlight the words in two colours, one for those indicating a high level of skill and another for those indicating a low level of skill.

ANSWERS:

high level of skill: proficient, competent, trained, handy with
 low level of skill: inexperienced, unskilled, be beyond, hopeless at

3 A Give Ss time to think of (and note down if they want to) something for each phrase. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Demonstrate the activity with an example exchange with a stronger student, e.g.

A: Chess.

B: Are you hopeless at chess?

A: No, actually I'm quite competent!

Then put Ss in pairs to do the activity. In feedback, ask each pair how many they guessed correctly.

C Refer Ss to the Vocabulary Bank on page 137.

VB

▶ page 137 **VOCABULARY BANK** skills, abilities and experience

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A This exercise extends the vocabulary set in Lesson 4C by focusing on word building. Ss complete the table individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by breaking it down into two stages. First, ask them to organise the words in the box into positive adjectives, negative adjectives and nouns. Then ask them to complete the table for each category.

ANSWERS:

1 experienced	5 skilled
2 experience	6 skill
3 incompetent	7 untrained
4 competence	8 proficiency

B Ss choose the correct words individually, then check in pairs. Check answers with the class. For online teaching, remember you can display the sentences for Ss to highlight the correct words.

ANSWERS:

1 proficiency	4 skill
2 experienced	5 inexperienced
3 incompetent	6 trained

C Put Ss in pairs ask and answer the questions. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

2 A Keep Ss in the same pairs and ask them to write questions to create a questionnaire about skills, abilities and experience. Tell them to use the words in Ex 1A and the questions in Ex 1B as examples. You could elicit a few questions to illustrate (e.g. *Do you have any interesting skills? Would you choose to employ a plumber who is competent but cheap or one who is proficient but much more expensive?*) They should aim to write about five questions. Monitor and help where necessary, writing useful vocabulary on the board.

B Put two pairs together to ask and answer each other's questions. Encourage them to give reasons for their responses. When they have finished, ask each pair which was the most interesting answer they had to one of their questions.

How to ...

steer a conversation towards a topic

4 A  4.09 | Tell Ss they are going to listen to extracts from two different job interviews. Read all the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, you might want to play the recording twice. The first time, ask them just to think about their answer to the first question. Elicit their ideas and then play the recording again for Ss to answer the second question.

EXTRA SUPPORT: TEACHER There is no correct or incorrect answer to the first question, but it does present the opportunity to have a class discussion about when bragging or humblebragging might be acceptable or less annoying (e.g. when trying to sell yourself in an interview).

 **AUDIOSCRIPT 4.09**

1

A: So, a key part of this position is dealing with customers. Do you have experience of customer service?

B: Yes, it was part of my previous job, so I would say I'm very competent in dealing with customers. I get on well with them and build up good relationships. I'm also trained in managing disputes, so I can handle customers who are upset or angry.

A: That's great. And what do you think is the best way to handle difficult customers?

B: Er, that's quite a broad topic. Perhaps I could just talk about one incident that I dealt with recently. The customer was very upset because an order had been delayed. I spoke to the customer and reassured them we were doing everything we could to resolve the problem, and I offered them a discount, which they were quite pleased with. I feel I dealt with that situation very well.

A: OK. So, moving on to your qualifications. You have a degree in English?

B: Yes, that's right.

A: But, I can see that you don't have any formal qualifications in business. Do you think this would be an issue for you?

B: It's true that I don't have any formal qualifications. But the most important point here is that I'm committed to ongoing training. I feel it's important for me to keep studying and learning while I'm working, so I'm always looking for opportunities to gain new qualifications that are relevant for my job. I'm willing to work hard and learn, so I don't feel that having no formal qualifications would be a problem for me.

2

A: So, you're applying for a job in sales?

B: Yes, that's right.

A: And your previous job was as a receptionist in a hotel?

B: Yes, it was a busy hotel in the city centre.

A: OK. So, what skills from that job do you think are relevant to a job in sales?

B: That's an interesting question. What I can say is that in any customer-facing role, the relationship with the customer is the most important thing. And this is definitely one of my strengths. I'm passionate about building good relationships with customers. I've always had excellent feedback from guests at the hotel and from my manager, so I feel my ability to build relationships is extremely relevant and will be of great help to me in a sales role.

A: So, what did you enjoy about working in the hotel?

B: Oh, definitely the contact with the guests. I'm a real people person and I also enjoy working as part of a team.

A: Now, any sales job involves pressure to do well – pressure to make sales. And there are demanding sales targets each month. How do you think you would cope with this pressure?

B: Well, I've thought about this quite a lot. Can I just say that I'm an extremely hard worker and I'm highly motivated to do well at my job, so I feel the challenge of meeting sales targets will actually push me to work even harder and perform even better than I have in previous jobs.

ANSWERS:

1 Students' own answers

2 Speaker 1: questions b and c
Speaker 2: questions d and f

B  **4.10** | Ss complete the sentences individually, then check in pairs. Play the recording for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (the correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 broad	2 talk	3 point
4 interesting	5 can	6 thought
7 just		

C Read the questions with the class and check understanding of the two strategies mentioned in the rubric. Ss categorise the phrases in Ex 4B alone, then check in pairs.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia could use a different colour to highlight the phrases belonging to each category.

ANSWERS:

Phrases 1, 4 and 6 give the speaker time before they answer.

Phrases 2, 3, 5 and 7 steer the conversation towards things the speaker wants to talk about.

D The Grammar Bank on page 121 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 121 **GRAMMAR BANK**

This focuses on the form and use of phrases to steer a conversation towards a particular topic and also of phrases to give yourself time to think. Go through the notes with the class.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 Ss complete the conversations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA For both Exs 1 and 2, remind Ss with dyslexia to cover the parts of the activity they are not working on to help reduce distraction.

ANSWERS:

1 strongly, point	3 broad, just
2 thought, can	4 interesting, example

EXTRA IDEA Put Ss in pairs to practise the conversations in Ex 1 after they've finished.

2 Put Ss in pairs to take turns asking and answering the questions. Remind them when they answer to first give themselves time to think and then to steer the conversation. Monitor and check Ss are using the functional language correctly.

GB

4D Documentary

Branding and behaviour

VOCABULARY | marketing

SPEAKING | a presentation

WRITING | a product blurb

LESSON OVERVIEW

In this lesson, Ss learn how to give a product presentation. The lesson starts with Ss watching an extract from a BBC documentary about marketing in the beauty product industry. This introduces vocabulary related to marketing. Ss then do a speaking activity where they give a presentation about a new product. The lesson ends with a writing activity where Ss write a product blurb.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** After discussing the question, ask Ss to add their ideas to a collaborative document which they can then refer back to in Ex 2A.
- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Writing bank 4D, Ex 2B:** Ask Ss to write their blurbs in a collaborative document, so they can share them easily in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 4D
Online Digital Resources
Videoscript 4D: BBC Documentary
Writing Bank 4D

For Students:

Online Practice 4D
Workbook 4D

TO START

Tell the class about an advert (TV, radio or printed) that you like and why you like it, e.g. 'There's a TV ad on at the moment for a kid's fruit drink. I like it because it includes a song which is really funny.' Put Ss in pairs to discuss adverts they like. When they have finished, ask a few Ss to share their opinions with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Ss discuss the questions in pairs. When they have finished, elicit ideas from the class and find out if others agree.
- B** Ss read the programme information. When they have finished, elicit Ss' ideas and write them on the board so they can refer back to them in Ex 2A. With online classes, remember you can use a collaborative document for this.

VIEW

- 2 A**  Ss watch the video and check their ideas from Ex 1B. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. In feedback, refer back to the notes on the board (or in the collaborative document with online classes) and tick any which were mentioned in the video.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

- B**  Read the sentences with the class so they know what to listen for. Play the video again for Ss to choose the correct words, then check in pairs. Play the video once more if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can provide support for Ss with dyslexia in your class by giving them time to select the correct words after they have watched the video or part of it. You could either pause the video a few times while you are showing it or allow them time at the end.

ANSWERS:

- | | |
|---------------------------|----------------------|
| 1 don't understand | 5 more |
| 2 the same product | 6 didn't know |
| 3 not many | 7 self-esteem |
| 4 scientific | 8 not so good |

VOCABULARY

marketing

3A Ss match the words in bold with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for the meaning of each word or phrase (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:
1 c 2 b 3 g 4 d 5 e 6 h 7 a 8 f

B Ss discuss the questions in pairs. When they have finished, elicit answers and reasons from a few Ss and find out if others agree.

SPEAKING

a presentation

4A 4.12 | Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

AUDIOSCRIPT 4.12

Good afternoon and welcome to our presentation of GlowVit, our brand-new daily vitamin tablet. We all know our bodies need vitamins, but in a busy life, it isn't always possible to eat the right foods. This revolutionary new product will help you both feel and look great! The special formula has been developed by scientists using the latest research techniques. One of its unique features is that the vitamins are slowly released into your body over a 24-hour period, which helps your body absorb more of them, so you can be sure you'll get all the benefits. GlowVit will appeal to customers as it's based on scientific research and we are confident it is a product that everyone can enjoy, not a luxury product, because we believe everyone should have the chance to feel and look amazing!

ANSWERS:
The product is GlowVit, a vitamin tablet.
It releases vitamins slowly into the body so your body absorbs more, so you feel healthier.

B 4.12 | Go through the Key phrases with the class and check understanding. Ss listen again and tick the phrases they hear. Check answers with the class.

ANSWERS:
This revolutionary new product will ...
One of its unique features is ...
... will appeal to customers as ...

5A Read the instructions and questions with the class. Then put Ss in pairs to discuss their ideas using the questions to help them.

B In the same pairs, Ss plan their presentations using the Key phrases to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C Ask each pair to present their product to the class. While they are doing so, ask the rest of the class to make notes in order to ask questions at the end of each presentation to find out more information.

D Hold a class vote via a show of hands for the most popular product. When the class has chosen, ask a few Ss who voted for the most popular one why they voted for it.

WRITING

a product blurb

6A Read the definition with the class, then put Ss in pairs to discuss the features they'd expect to see in a blurb. Check answers with the class and write the features on the board so they are easy to refer to when Ss come to write their own product blurb later in the lesson. Elicit why you wouldn't expect to see the other features in a product blurb (b and e are not relevant features as a product blurb is by definition short and provides information about the product only).

ANSWERS:
features a, c, d and f

B Refer Ss to the Writing Bank on page 107.

- 1 A** Ss read the product blurb and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

It is advertising a shampoo called SuperShine.

- B** Ss read the blurb again and answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1** It will make you look and feel amazing.
- 2** They teamed up with an international research laboratory and used the expertise of scientists to help create the product.
- 3** They are top quality and 100 percent natural.
- 4** It uses cleansers and essential oils to gently cleanse and nourish your hair. It removes grime and adds rich, moisturising oils.
- 5** It has unique ingredients that protect your hair from dust and dirt to keep it looking good for longer.
- 6** It is available at a no-frills price.

- C** Read the information with the class, then ask Ss to read the blurb again and note down words or ideas that are repeated. Check answers with the class.

ANSWERS:

shine/shiny, amazing, nature/natural, healthy

- 2 A** Read the instructions with the class. Ss could write about the product they presented in their presentations in Ex 5C or a completely different product. Ss make notes to plan their blurbs individually, referring to the features they identified in Ex 6A (on the board if you listed them there earlier). Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss write their blurbs individually. With online classes, remember Ss can use a collaborative document which they can share in Ex 2C. They should aim to write around 150 words. Monitor and encourage Ss to use the language from the lesson.

- C** When they have finished, put Ss in pairs to swap blurbs and read each other's work. Ask a few Ss if they'd like to try their partner's product and why or why not.

TO FINISH

Put Ss in pairs to discuss adverts they don't like and why.

4 REVIEW**LESSON OVERVIEW**

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 1B, 2B, 3, 4B, 5B and 6B:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.
- **Ex 2B:** Use an online poll to carry out a survey with the class, with Ss choosing which of the two ideas they think is the best.

Additional Materials**For Teachers:**

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 4 (Grammar: uses of *should*, the continuous aspect; Vocabulary: rules, photography, advertising, skills, abilities and experience, marketing; How to ... steer a conversation towards a topic). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR**uses of *should***

- 1 A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-------------------------|----------------------|
| 1 have turned | 4 be |
| 2 be doing | 5 be taken |
| 3 someone choose | 6 have posted |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss which statements in Ex 1A they can relate to and give their reasons. When they have finished, ask a few Ss to share some of their answers with the class.

the continuous aspect

2A Ss complete the forum comment alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the forum comment they are not working on to help reduce distraction.

ANSWERS:

- 1 are currently working
- 2 have been doing
- 3 have been working
- 4 will have been manufacturing
- 5 will soon be inviting

B Put Ss in pairs (in breakout rooms with online classes) to discuss which of the two ideas they think is best and why. In feedback, ask for a show of hands to find out which of the two ideas Ss think is best. With online classes, remember you can use an online poll for this. Ask one or two Ss to give the reasons for their choice and find out if others agree.

3 Ss complete the sentences with their own ideas individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs (in breakout rooms with online classes) to share their sentences.

VOCABULARY

4A Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|-------------|------------|-----------|
| 1 regulate | 2 deter | 3 slogans |
| 4 competent | 5 hopeless | 6 impose |

B Put Ss in pairs (in breakout rooms with online classes) to say whether they agree with each statement and give their reasons. When they have finished, ask a few Ss for their opinions and find out if others agree.

5A Ss complete the questions alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|--------|--------|-----------|
| 1 with | 2 in | 3 go |
| 4 in | 5 hype | 6 in; out |

B Ss ask and answer the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

6A This activity reviews both the grammar and vocabulary of Unit 4. Ss complete the article individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 6A. You can also make this activity more accessible for dyslexic learners by reminding them to cover the parts of article they are not working on to help reduce distraction.

ANSWERS:

- | | | |
|--------------|---------|--------|
| 1 billboards | 2 has | 3 be |
| 4 'll | 5 at/in | 6 have |

B Put Ss in pairs (in breakout rooms with online classes) to discuss the question. When they have finished, elicit a few answers round the class.

TO FINISH

On the board write:
three useful new words or phrases
two new pieces of information
one question I have

Ss note down the three words or phrases they learnt in this unit they feel are most useful, two new pieces of information or facts they have learnt and find most interesting and one question they have about what they learnt. Ss can write them on a piece of paper and give them to you or share them digitally. Review them and deal with any questions in this or the next lesson.

5 change

Global Scale of English **LEARNING OBJECTIVES**

5A Life-changing decisions

- **READING** | Read an article about a life-changing decision: decision and indecision
- Pronunciation: 'd and 'd have
- Talk about life-changing decisions: mixed conditionals
- Write an informal message

GSE INFORMATION

VOCABULARY

59–75 Can use language related to decision or indecision.

READING

73 Can recognise the author's use of irony in a text.

GRAMMAR

67 Can describe hypothetical current results of a past action or situation using 'would...' with the third conditional.

69 Can describe hypothetical results of a hypothetical present or past situation using mixed conditionals.

SPEAKING

73 Can talk in detail about choices that have been significant or life changing using linguistically complex language.

WRITING

68 Can write clear and precise emails intended to create rapport and put the addressee at ease.

5B Conversational change

- **LISTENING** | Understand a radio programme about conservation: the natural world
- Pronunciation: word stress
- Discuss ideas for helping with animal conservation: the perfect aspect

GSE INFORMATION

VOCABULARY

59–75 Can use language related to animals.

LISTENING

69 Can understand summaries of data or research used to support extended argument.

GRAMMAR

70 Can use a range of perfect verb forms to refer to completed actions in the past, present and future.

SPEAKING

73 Can put forward a smoothly flowing and logical structured argument, highlighting significant points.

5C Effecting change

- **HOW TO ...** | summarise: social and environmental issues
- Pronunciation: intonation when summarising

GSE INFORMATION

VOCABULARY

59–75 Can use language related to social issues.

59–75 Can use language related to environmental issues.

HOW TO ...

69 Can paraphrase an idea using a range of linguistic devices.

SPEAKING

69 Can make a verbal summary to confirm their understanding of a linguistically complex discourse.

5D Habits

- **BBC STREET INTERVIEWS** | Understand people talking about habits
- Talk about the pros and cons of routines: habits
- Write a blog post

GSE INFORMATION

VOCABULARY

59–75 Can use language related to personality, abilities and traits.

SPEAKING

69 Can express an attitude, opinion or idea using idiomatic language.

74 Can suggest pros and cons when discussing a topic, using linguistically complex language.

WRITING

70 Can convey information and ideas on abstract and concrete topics.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 5A. For this reason it shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Ss watch and note down the reasons the speakers mention, then compare their answers in pairs. Play the video once more if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

- 1 Speaker 1: moved abroad (from England to Spain)
- Speaker 2: working from home quite a lot
- Speaker 3: graduated from uni and starting a new job
- Speaker 4: started a new job, got married and will soon move to a new home
- Speaker 5: moving to a different country (from England to Spain)
- Speaker 6: doesn't travel as much as he used to

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

- Presentation Tool Unit 5
- Online Digital Resources
- Videoscript Unit 5 Opener: BBC Vlogs

5A Life-changing decisions

GRAMMAR | mixed conditionals

VOCABULARY | decision and indecision

PRONUNCIATION | 'd and 'd have

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to decision and indecision. The context is a reading where they read an article about making an unpopular decision. This leads into the grammar, where Ss study and practise mixed conditionals. They also practise the pronunciation of 'd and 'd have. Ss then do a speaking activity where they discuss a life-changing decision. The lesson ends with a writing activity where Ss write an informal message to someone who has made a life-changing decision.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display a timer and set a time limit of two minutes to ensure Ss make their decisions quickly.
- **Ex 3D:** Display the article on your device and make sure the annotate function is on. Ask Ss to highlight the examples of irony in the text.
- **Ex 6C:** Put Ss in breakout rooms to tell each other their decisions. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

- Presentation Tool Lesson 5A
- Photocopiable Activities 5A
- Grammar Bank 5A
- Writing Bank 5A

For Students:

- Online Practice 5A
- Workbook 5A

TO START

Put Ss in pairs and ask them to think of and share all the decisions they've made in the last twenty-four hours (e.g. what clothes to wear, how to get to class, what to have for lunch). When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

decision and indecision

1 A Preteach or elicit the meaning of *staycation* (= a vacation where you stay at home). Demonstrate the activity by giving Ss your own preferences quickly for a few of the options and explain that they shouldn't think about it too much. Put Ss in pairs and set a time limit of two minutes for them to tell their partner their choices. With online classes, remember you can display a timer for this. When they have given their decisions for all the options, ask them to go back and give their reasons for each choice. When they have finished, elicit a few choices and reasons from Ss round the class.

EXTRA IDEA: DIGITAL Project a timer or get Ss to use a timer on their devices to ensure they don't spend too long on each decision.

B Ss discuss the questions in their pairs, giving their reasons. When they have finished, elicit a few answers from Ss and find out if others agree.

2 A Read the statements in the quiz with the class, checking understanding where necessary. Ask Ss to do the quiz individually, then read their results. Put Ss in pairs to share their results and whether they agree with them.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the statements they are not working on to help reduce distraction.

B Read the questions with the class. Ask Ss to answer the questions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the quiz in Ex 2A as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

- 1 indecisive, torn between
- 2 have a change of heart, have second thoughts, think better of a decision
- 3 dilemma
- 4 assess all possible outcomes
- 5 making decisions on impulse
- 6 reach a decision
- 7 sleep on it

C Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

3 A Read the questions with the class. Set a time limit of three minutes for Ss to read the article and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

He decided to drop out of university.
He's glad he made the decision now.

B Ask Ss to read the article again and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA As well as listening to the recording on their devices as they read, remind Ss to cover the questions and the parts of the article they are not focusing on to help reduce distraction. They should do the same in Exs 3C and 3D.

ANSWERS:

- 1 It takes him longer to make minor decisions compared to his decision to drop out of university.
- 2 He saw the disappointment in their eyes and the strain on their faces.
- 3 It was bad timing because he had just broken the news to his parents.
- 4 He perhaps felt frustrated because they made assumptions that weren't true.
- 5 Because it's better to trust your instincts than to overthink something which causes you to make the wrong decision.
- 6 He says it's natural and to let the thoughts come but then let them go again. Don't hold onto them.
- 7 Explain carefully why we made the decision, appeal to their logic and emotions, and give them time to come to terms with it.
- 8 No, he hasn't had second thoughts. He loves his job and is just as successful as his graduate friends.

C You can either ask Ss to do this activity individually then check in pairs or you could do it as a class. Elicit the words in the article that show the writer is using irony.

ANSWERS:

It's irony. It wasn't fun at all. ('The guilt I felt about my parents' disappointment was immense.')

- D** Ask Ss to find three more examples of irony in the article, then check in pairs. Check answers with the class. With online classes, remember you can display the article for Ss to highlight the examples.

ANSWERS:

Paragraph 2: ‘Just what I needed.’ referring to the neighbour’s visit. – It wasn’t what he needed.
Paragraph 6: ‘I’m sure you’re on the edge of your seats’ – He knows that no one is on the edge of their seats.
Paragraph 6: ‘Joy!’ referring to standing knee-deep in mud at 4 a.m. – Although he obviously loves his job, this description is being used for comic effect since it certainly wouldn’t appeal to most people.

GRAMMAR

mixed conditionals

- 4A** Read the extracts and questions with the class. Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

Extract A

- 1 present situation (he is stubborn)
- 2 It’s a past imaginary result, i.e. he didn’t tell them he was joking.

Extract B

- 1 past situation (he made the decision)
- 2 It’s a present real result, i.e. he is fulfilled today.

- B** Read the first sentence with the class and elicit the answer as an example. Ss categorise the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ask Ss with dyslexia to focus on the questions one at a time and work through all the sentences to decide if they fit the description. They can highlight the sentences using a different colour for each of the two categories.

ANSWERS:

imaginary past situation and present result: sentences 1, 2, 5 and 6
imaginary present situation and past result: sentences 3 and 4

- C** The Grammar Bank on page 122 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

» page 122 **GRAMMAR BANK**

This focuses on the meaning and form of mixed conditionals. Ss at this level will have met most types of conditionals, but the idea of mixing them might be new. Go through the notes with the class or give Ss time to read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss match the sentences halves alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two endings for each sentence beginning (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

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

EXTRA CHALLENGE When they have finished, put Ss in pairs and ask them to cover the sentence endings. They then take turns trying to remember the ending for each sentence, while their partner checks.

- 2** Elicit the first answer as an example and write it on the board. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------------------|-----------------|
| 1 wouldn’t be | 4 hadn’t bought |
| 2 spent | 5 ’d go |
| 3 wouldn’t have fallen | 6 could keep |

- 3** Ss rewrite the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 you weren’t so stubborn, we would have come
- 2 I’d listened to your advice, I wouldn’t regret
- 3 I’d charged my phone battery, I’d have
- 4 I didn’t get seasick, I’d have gone
- 5 I was/were good with my hands, I’d have made
- 6 I hadn’t got up early, I wouldn’t be
- 7 I’d studied medicine, I could/might/would be
- 8 ’d known you were such a good cook, you’d be cooking / I wouldn’t be cooking

EXTRA CHALLENGE With strong classes, ask Ss to look at the sentence beginnings in Ex 1, or provide some similar sentence beginnings, and write their own endings to create new mixed conditionals.

PRONUNCIATION

'd and 'd have

- 5A**  **5.01** | Play the recording for Ss to listen and pay attention to the contractions. Explain or elicit that the /d/ sound before a verb with a consonant sound (not /h/) is often dropped as it can be hard to say but when the /d/ sound is before *have* it is pronounced and the /h/ sound is dropped.

ANSWERS:

In sentences 1 and 2 the /d/ sound before *be* is dropped.

In sentences 3 and 4 the /d/ sound before *have* is pronounced but the /h/ sound is dropped.

- B**  **5.02** | Ss listen and complete the sentences. Check answers with the class, then play the recording again for Ss to listen and repeat.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the completed sentences (i.e. skipping the first part of Ex 5B) and asking them to just listen and repeat.

ANSWERS:

- 1 'd be
- 2 'd have been
- 3 'd have recognised
- 4 'd recognise

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- D** When they are ready, put Ss in pairs to share their sentences and give more information to explain the situations described by the mixed conditionals. Monitor and check Ss' pronunciation of the contractions. When they have finished, ask a few Ss to share their ideas with the class.

SPEAKING

- 6A** Read the instructions and bullet points with the class, then give them time to think of a decision to talk about and make notes.
- B** Remind Ss of the vocabulary and grammar of the lesson, then ask them to look back at their notes and think about where they can include it. Monitor and offer help where necessary.
- C** Put Ss in small groups (in breakout rooms with online classes) to share their decisions and encourage them to ask follow-up questions to find out more information. Monitor while they work and make notes on their language use. Give Ss feedback on their language use.
- D** When they have finished sharing their decisions, ask each group to choose the decision they think had, or could have, the most impact to share with the class. Nominate a member of each group to share the decision and explain why the group chose it.

WRITING

an informal message

- 7A** Introduce the topic by asking if anyone has recently moved home. Read the questions with the class, then put Ss in pairs to discuss them.
- B** Refer Ss to the Writing Bank on page 107.

 page 107 **WRITING BANK**

- 1A** Ss read the email and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the email with them. You could do the same with the response in Ex 1C.

ANSWERS:

Neil's cousin Tomasz is writing to Neil's friend Emi, who has just moved into the building, to welcome her. The tone is informal, friendly and polite.

WB **B** Ss read the email again and find the examples alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the questions they are not working on to help reduce distraction.

ANSWERS:

- 1 Hi Emi, (signing off as) Tomasz
- 2 ... so you feel more at home here.
- 3 I'm sure you're really busy getting settled in, but when you get a chance ...
- 4 What do you think?
- 5 (and a bit nosy too sometimes, but let's forget about that!)
- 6 I'm, you'll, It's, etc; get in touch, grab a coffee

C Ss read the reply and identify the mirroring techniques, then check in pairs. Check answers with the class.

ANSWERS:

Emi uses first names, she uses humour when mentioning the nosy neighbours and she uses an informal but friendly style.

She does this to make sure that she's communicating with Tomasz in the same way he communicated with her so they can develop a rapport.

2A Ss write their emails. They should aim to write around 140 words. With online classes, remember that Ss can use a collaborative document. Monitor and offer help where necessary and encourage Ss to use the techniques in Ex 1B where possible. When they have finished, put Ss in pairs to swap and read each other's emails.

B Ss write replies to their original emails. Monitor and encourage them to mirror the style of the original one.

EXTRA: ALTERNATIVE IDEA After Ex 2A, ask Ss to swap emails with a partner and reply to that email as if they were Alex. They could use their email accounts to send their messages to each other.

TO FINISH

Put Ss in pairs to tell each other about any important (or life-changing) decisions they expect to have to make in the next few years.

5B
Conservational change

GRAMMAR | the perfect aspect
VOCABULARY | the natural world
PRONUNCIATION | word stress

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to the natural world and also practise word stress. Ss then listen to a radio programme about conservation. This leads into the grammar where they learn about or review the perfect aspect. The lesson ends with a speaking activity where Ss discuss possible solutions to an environmental problem.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Ask Ss to type their answers in the chat box so they can compare them.
- **Vocabulary Bank 5B, Ex 1A:** Copy the table to a collaborative document and share it with the class. Ask Ss to work together to complete it before checking their answers.
- **Ex 4A:** Ask Ss to type their ideas in the chat box so they can compare them in Ex 4B.

Additional Materials

For Teachers:

Presentation Tool Lesson 5B
Photocopiable Activities 5B
Grammar Bank 5B
Vocabulary Bank 5B

For Students:

Online Practice 5B
Workbook 5B

TO START

Put Ss in small groups and ask them to think of animals which are endangered in their country/ies. If they don't know any, they could use their devices to look them up online. When they have finished, ask a few Ss to share their information with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

the natural world

1 A You may want to check understanding of *extinct* (= not existing anymore) and *endangered* (= in danger of becoming extinct). Put Ss in small groups to discuss the question. When they have finished, elicit Ss' ideas and write them on the board.

B Ss read the article and check their ideas. When they have finished, refer back to the ideas on the board you elicited in Ex 1A and tick any which are mentioned in the article.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the article with them.

ANSWERS:

The article mentions destruction of habitat, pollution and human activities such as poaching and tourism.

C Point out the words in bold in the article. Ask Ss to match them with the meanings alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them three options for each meaning (the correct word(s) and one or two distractors) and asking them to choose the correct one(s).

ANSWERS:

- 1 instincts
- 2 environmentalists, conservationists
- 3 poaching
- 4 reproduction, breeding
- 5 migration
- 6 game
- 7 predators
- 8 ecosystem

2 A Ss complete the quiz questions individually, then check in pairs. Check answers with the class. With online classes, remember you can ask them to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA Provide the words and phrases in bold in the article in Ex 1B or just the words they need to complete the quiz as a vertical list.

ANSWERS:

- | | |
|-------------|------------------------------------|
| 1 ecosystem | 4 environmentalist/conservationist |
| 2 predators | 5 migration |
| 3 game | 6 instincts |

B Put Ss in pairs to answer the quiz questions as quickly as they can. When they have finished, elicit a few of the answers that Ss come up with.

EXTRA IDEA: DIGITAL Ss research the questions online, then share their answers with the class.

C Refer Ss to the Vocabulary Bank on page 137.

▶ page 137 **VOCABULARY BANK** the natural world

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A These activities extend the vocabulary from Lesson 5B by working on word building. Ss complete the table individually, then check in pairs. For online classes, remember they can do this in a collaborative document. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ask Ss first to organise the words in the box into verbs, adjectives and the two types of nouns, then to complete the table.

ANSWERS:

- | | |
|----------------|------------------|
| 1 poach | 8 conserve |
| 2 poacher | 9 conservation |
| 3 reproduce | 10 environment |
| 4 reproductive | 11 environmental |
| 5 migrate | 12 instinctive |
| 6 migratory | 13 prey on |
| 7 breed | 14 predatory |

B Ss complete the sentences individually, then check answers in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------------|----------------|-----------|
| 1 environmental | 2 reproductive | 3 migrate |
| 4 instinctive | 5 prey on | 6 bred |
| 7 Poaching | 8 conserve | |

2 Put Ss in pairs to discuss the sentences in Ex 1B. When they have finished, ask a few Ss to share their ideas and examples with the class and find out if others agree.

VB

PRONUNCIATION

word stress

3A  **5.03** | Focus attention on the sentences and the word pairs in bold in them. Ss listen and decide if the stress is on the same syllable or a different one in each word pair. Check answers with the class.

ANSWERS:

- 1 The stress is on different syllables: conserve, conservation
- 2 The stress is on the same syllable: migrate, migration

B  **5.04** | Focus attention on the sentences and the word pairs in bold in them. Ss listen and underline (or highlight) the stressed syllable in each word in bold, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 instinct, instinctive
- 2 environmental, environmentalists
- 3 reproduce, reproduction
- 4 Poaching, poachers

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording to check they are stressing the words correctly.

C Ss complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check they're stressing the words correctly. In feedback, ask a few Ss to share their sentences with the class.

LISTENING

4A Check Ss know what polar bears and chimpanzees are. (You can use the photo of the polar bears on page 59 and of the chimpanzee on page 60 to help with this. You could also explain that *chimpanzee* is often shortened to *chimp*.) Elicit Ss' ideas as to what conservational challenges these two animals might face. Read the challenges with the class (or ask Ss to read them individually), then ask Ss to think of ways to help. When they have finished, elicit Ss' ideas and write them on the board. With online classes, remember you can ask them to type their ideas in the chat box so they can compare them in Ex 4B.

B  **5.05** | Play the recording for Ss to listen and check if any of their ideas in Ex 4A are mentioned. When they have finished, refer back to their ideas on the board and tick any which are mentioned.

AUDIOSCRIPTS 5.05 AND 5.06

P = Presenter D = Dan Everard

P: Hello, I'm Ellie Wood and welcome to this week's edition of *Nature First*. Now, in the past we've discussed lots of different conservation measures and today we're talking about a new and unusual way of keeping animals safe by 'nudging' them to change their own behaviour, so they in effect protect themselves. With me is conservationist Dan Everard. Dan, first, what do you mean by 'nudging'?

D: Hi, Ellie. Yes, 'nudging' has been used on humans for some time now. It refers to techniques that are employed by organisations and governments to gently change our behaviour and encourage us to make different choices. For example, if a supermarket puts healthy snacks next to the checkout rather than chocolate bars, it's 'nudging' us to make healthier food choices – not telling us we have to, but encouraging us to change our behaviour.

P: And how can these techniques be applied to the natural world?

D: Well, some years ago a biologist and animal behaviourist called Ken Ramirez started getting involved in conservation projects. He had mainly worked with pets and domesticated animals before this, and he showed that you can train animals more effectively by using positive reinforcement – encouraging and rewarding them for 'good' behaviour, rather than punishing them for bad behaviour.

P: Ah, you mean nudging them?

D: Exactly.

P: OK. I can see that would work for training my dog to sit or lie down, but how does it relate to animals in the natural world? It surely can't work in the same way?

D: You're absolutely right. Training pet animals is all about building a relationship between the trainer and animal, but in the wild, it's essential that the trainer remains invisible. Yet the principles are the same – to discourage certain behaviours and provide rewards for the behaviours we want to encourage. But the discouragements and rewards need to be located in the environment around the animals, so they are reacting and making their own decisions and modifying their own behaviour.

AUDIOSCRIPTS 5.05 AND 5.07**P = Presenter D = Dan Everard**

- P: It sounds fascinating. Can you give us some examples of how this kind of nudging has been used?
- D: Yes, I can give you two examples, both based on work by Ramirez. The first is with chimpanzees in a national park in Sierra Leone, where poachers were killing them for their meat. The park rangers were actually situated quite close by, but as they didn't know exactly when the animals were in danger, they couldn't always get there in time to protect them. Now, chimpanzees post lookouts themselves around their group and they start screaming when they see danger, to warn the others. But the sound created by only a few chimps unfortunately wasn't enough to alert the park rangers. So the strategy was to 'nudge' the chimps to all scream together when a human approached, to create a huge volume of noise so park rangers could get to the scene and catch the poachers.
- P: Wow, so using the chimps' own instinctive behaviour, but modifying it.
- D: Exactly.
- P: And how did Ramirez and his team achieve this?
- D: They installed a system of plastic pipes in the trees where the chimps were located and set up a remote camera to watch them. When a human approached, if a larger number of chimps screamed, the rangers would activate a mechanism so fruit and insects fell into the tree from the pipes – the chimps got a reward. And to get the reward, they needed to have screamed when humans were approaching, not just randomly.
- P: And did it work?
- D: It did. Once the chimps had been trained to change their behaviour, poaching in the area was reduced by eighty-six percent.
- P: That's incredible. And what's the second example?
- D: This one was in Alaska, where polar bears were going into villages in search of food. Clearly, these are huge, dangerous predators, so the inhabitants would shoot any bears that came too close. The strategy here was to educate the villagers on how to dispose of their rubbish so as not to attract the bears and also to encourage them to shoot in the general direction of any bears – not to kill them, just to scare them – and only if they touched bins or other human-made objects, so the bears would learn to avoid going near anything human. Secondly, they coaxed the bears to look for food elsewhere, by leaving trails of food towards areas further from the village, where the bears could find their own food naturally. Again, this project was extremely successful. In one village, it reduced the problem from 300 bear incidents per year to just three.

- P: Wow – great result! And are there any downsides to this kind of nudging of animals in the wild?
- D: That's a good question. Of course, there's the general moral issue of whether we, as humans, should interfere with animals in the wild. Conservationists also worry about unintended consequences – if we change animals' behaviour to solve one problem, will we have caused another problem in five years' time? We always need to think very carefully before we intervene.
- P: That's fascinating. Thank you so much for ...

C  **5.06 | Read the questions with the class so Ss know what to listen for. Ss listen to the first part of the programme and answer the questions, then check in pairs. Check answers with the class.**

ANSWERS:

- 1** placing healthy snacks near the checkout in a supermarket to encourage people to make healthier choices
- 2** pets and domesticated animals
- 3** rewarding the behaviour you are trying to encourage, rather than punishing the behaviour you don't want
- 4** When training pet animals, the trainer builds up a relationship with the animal. When training animals in the wild, the trainer must be invisible to ensure the animal only interacts with the natural world.

D  **5.07 | Read the summaries with the class and elicit the type of information required to fill each gap (e.g. 1 = a verb or verb + noun). Ss listen to the second part of the programme and complete the summaries, then check in pairs. Check answers with the class.**

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by asking them to just listen to the summaries, then complete them as you check answers in feedback.

ANSWERS:

- 1** post lookouts
- 2** screaming
- 3** (park) rangers
- 4** (plastic) pipes
- 5** fruit and insects
- 6** poaching
- 7** dispose of (their) rubbish
- 8** touched bins or other human-made objects
- 9** trails of food
- 10** 300

GRAMMAR

the perfect aspect

5A Elicit the first answer as an example. Ask Ss to match the rest of the verb forms with the tenses in the box alone and also identify the passives, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each verb form (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 present perfect

2 present perfect (passive)

3 past perfect

4 perfect infinitive

5 past perfect (passive)

6 future perfect

B Ss choose the correct words individually, then check in pairs. Encourage them to refer back to the sentences from the radio programme in Ex 5A to help them. When they are ready, check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by telling them which sentence(s) from Ex 5A to look at to help them complete the rules (1 – sentences 1 and 6, 2 – sentence 2, 3 – sentence 3, 4 – sentence 6, 5 – sentence 4).

ANSWERS:

1 completed, sometimes

2 still

3 before

4 back

5 perfect infinitive

C The Grammar Bank on page 123 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 123 GRAMMAR BANK

Ss at this level will probably have met most forms of the perfect aspect already so this is a chance to bring them together and see how the perfect aspect works as a whole.

Go through the notes with Ss or let them read them alone and check understanding, especially of the use of the perfect infinitive, which may be new to Ss.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 This exercise focuses on the form of the perfect aspect. Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

1 been killed

2 to have arrested

3 have reduced

4 hadn't been planned

5 to have been destroyed

2 This exercise also focuses on the form of the perfect aspect and when passives are used. Ss complete the sentences and questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT You may want to tell weaker classes to identify if the gaps should be completed in the active or passive form and check answers before they put the verbs into the perfect form.

ANSWERS:

1 had developed

2 will have cleaned

3 to have disappeared

4 had been destroyed

5 will all have been eaten

6 to have been shot

3 This exercise focuses on the form and use of the perfect aspect. Ss choose the correct options individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so that Ss with dyslexia can listen while they read. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

ANSWERS:

1 A

2 C

3 B

4 A

5 C

6 A

7 A

8 B

6 Ss choose the correct verb forms alone, then check in pairs. Check answers with the class, then put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

ANSWERS:

1 have you learnt

2 to have learnt

3 will have benefited

SPEAKING

7A Put Ss in pairs and ask them to read the text together and use the questions to make notes of their ideas for helping the animals' conservation. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B In the same pairs as for Ex 7A, ask Ss to refer to their notes from Ex 7A and discuss their answers to the questions in Ex 7B in preparation for their meeting. Monitor and offer help where necessary.

FUTURE SKILLS | Teamwork



C Read the Future Skills box with the class, then put Ss in pairs to think of more phrases. When they are ready, elicit their ideas and write them on the board so they can refer back to them during Ex 8A.

8A Arrange Ss in small groups. Try to allocate partners from Exs 7A–7C to different groups. Tell the groups to choose a chairperson and note-taker. Ask Ss to take turns to share their ideas and encourage the chairperson to help the meeting reach a decision on the best solution. Monitor and make notes on Ss' language use for later class feedback.

B Ask the chairperson in each group to report back their solution to the class. Then, as a class, discuss which solution they think will be most effective and why. Give Ss feedback on their language use as a class.

C Refer Ss to page 142 to read the solution that was actually used and compare it with their own ideas.

TO FINISH

Put Ss in pairs to discuss what is being done to help animals which are endangered in their country/ies and to make their own suggestions.

5C Effecting change

HOW TO ... | summarise

VOCABULARY | social and environmental issues

PRONUNCIATION | intonation when summarising

LESSON OVERVIEW

In this lesson, Ss learn how to summarise. The lesson starts by introducing language for social and environmental issues. Ss then listen to a committee meeting about how a charity can raise awareness. This leads into the functional language, where Ss also practise intonation when summarising. The lesson ends with a speaking activity where Ss plan an awareness-raising campaign in groups.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2C:** Copy the table into a collaborative document and share it with the class. Ask Ss to work together to complete it, then check answers with the class.
- **Exs 8A and 8B:** Put the groups from Ex 7A in breakout rooms to plan their campaigns in Ex 8A, then put pairs of groups together in larger rooms to present their campaigns to each other in Ex 8B.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C
Photocopiable Activity 5C
Grammar Bank 5C
Vocabulary Bank 5C
Mediation Bank 5C

For Students:

Online Practice 5C
Workbook 5C

TO START

Write the following questions on the board:
What is the biggest social issue in your country at the moment?
What is being done to help reduce or solve it?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas and information with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

social and environmental issues

1 A Put Ss in pairs to discuss the questions. If they have difficulty thinking of common social issues, suggest some for them as starters (e.g. homelessness, pollution). Ensure Ss have made a list of their awareness-raising ideas as they will need to refer to this later in the lesson. When they have finished, ask a few pairs to share their ideas with the class and have a brief class discussion.

B  **5.08** | Read the lists of actions and issues with the class and check understanding. Ss listen and match the speakers with the actions and issues, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia (and weaker classes) by playing the recording twice. The first time, ask Ss to listen and match the speakers with the actions; the second time, ask them to listen and match the speakers with the issues.

AUDIOSCRIPT 5.08

1 A director of a recycling company has become the first person to travel coast to coast on a stand-up paddleboard. Jason Elliott set off from Liverpool on the west coast of England nine days ago, travelling along rivers and canals, and reached Goole on the east coast today. Jason, an experienced surfer and paddleboarder, wanted to raise awareness of the plastic pollution in our waterways caused by single-use plastic. In addition, he is raising money for a non-profit organisation that seeks to protect coastlines and waterways from the harmful effects of contaminated water. It's estimated that a million plastic bottles and two million plastic bags are sold every minute around the world, many of which end up in our inland waterways.

- 2** A computer game developed ten years ago is continuing to raise awareness of homelessness around the world. The game SPENT is designed to encourage people to become more sympathetic to the homeless by recognising the small decisions that can mean the difference between financial stability and poverty. In the game, players imagine they have become jobless and are down to their last \$1,000. They have to negotiate a series of challenging financial decisions with the aim of reaching the end of the month still in credit. The game has been played more than sixteen million times by over seven million people around the world, with over \$200,000 raised for food and shelter for the homeless. It has also been used as an educational tool by social workers, teachers and other professionals.
- 3** A group of protestors stopped traffic in the city centre this morning as part of a campaign to raise awareness of climate change. The group of around twenty activists sat in the street for two hours, causing traffic to be re-routed. The group are concerned about the increased number of lorries in the area which emit harmful greenhouse gases. These gases are a key factor in climate change which is predicted to have a significant effect on people around the world in the next few decades, causing environmental activism to increase.
- 4** The stars were out in force at last night's Met Gala in New York, with several using their outfits to promote social causes. The annual fundraiser, famous for its sometimes outrageous fashion, saw several outfits advocating social change – in particular addressing inequality experienced by the disadvantaged. The event gets the attention of press from around the world and is deemed to be the fashion event of the year.

ANSWERS:

Speaker 1 – d, g

Speaker 2 – c, e

Speaker 3 – b, h

Speaker 4 – a, f

C Put Ss in pairs to rank the awareness-raising activities in Ex 1B. When they are ready, ask each pair to share their rankings with the class and find out if others agree.

2 A Elicit the first answer as an example. Ss read and categorise the rest of the pairs of words individually, then check in pairs. Check answers with the class.

ANSWERS:

Similar: contaminated, polluted; homelessness, the homeless; campaign, series of activities; greenhouse gases, toxins; appeal, fundraiser; advocating, supporting

Different: commercial, non-profit; employed, jobless; absorb, emit; equality, inequality; the advantaged, the disadvantaged

B  **5.09** | Ss listen and choose which words they hear individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 non-profit, contaminated
- 2 homelessness
- 3 jobless
- 4 campaign
- 5 emit, greenhouse gases
- 6 fundraiser, advocating, inequality, the disadvantaged

EXTRA CHALLENGE Ask Ss to make new sentences with the words they didn't hear in Ex 2B, then share them with the class.

C Ss complete the table alone, then check in pairs. Check answers with the class. For online classes, remember you can use a collaborative document for this.

EXTRA SUPPORT: DYSLEXIA Rather than copying the words into the table, Ss with dyslexia could use different colour highlighters to match the words and phrases with the categories.

ANSWERS:

Problems related to poverty: homelessness, the homeless, jobless, the disadvantaged
Problems related to the environment: contaminated, polluted, absorb, emit, greenhouse gases, toxins
Problems related to people's rights: equality, inequality; the advantaged, the disadvantaged
Solving social issues: non-profit, campaign, series of activities, appeal, fundraiser, advocating, supporting

3 A Make sure Ss understand that more than one answer may be possible. Ss complete the opinions individually, then check in pairs. Monitor and check Ss are forming the words correctly. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|-----------------------|-------------------------|
| 1 fundraisers/appeals | 4 emitted |
| 2 homelessness | 5 polluted/contaminated |
| 3 non-profit | 6 Equality, inequality |

B Put Ss in pairs to discuss whether they agree with the opinions in Ex 3A or not and give their reasons. When they have finished, elicit answers and reasons from a few Ss and find out if others agree.

C Refer Ss to the Vocabulary Bank on page 138.

 page 138 **VOCABULARY BANK** social and environmental issues

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ss match the news stories with the topics individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the news stories with them.

ANSWERS:

- 1 inequality
- 2 climate change
- 3 homelessness

B Point out the words and phrases in bold in the news stories in Ex 1A. Ask Ss to match them with the meanings, then check in pairs. Check answers with the class and answer any questions Ss might have about the vocabulary.

EXTRA SUPPORT: DYSLEXIA Provide Ss with two options for each meaning (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | |
|------------------|-----------------------|
| 1 deforestation | 6 diversity |
| 2 welfare | 7 hardship |
| 3 neglected | 8 equal opportunities |
| 4 landfill sites | 9 fossil fuels |
| 5 sleep rough | 10 shelters |

2 Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers and ideas with the class.

How to ... summarise

4A Refer Ss back to the awareness-raising ideas they listed in Ex 1A, then put them in pairs to discuss the questions. When they are ready, ask a few pairs to share their ideas with the class and find out if others agree.

B Ss read the article and answer the questions, then compare ideas in pairs. When they are ready, elicit their ideas and have a brief class discussion

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the article with them.

5A  **5.10** | Explain to Ss that they are going to listen to committee members of a charity debate how to raise awareness of homelessness in their area. Read the questions with the class so they know what to listen for, then play the recording. Ss listen and answer the questions, then check in pairs. Check answers with the class.

AUDIOSCRIPT 5.10

- A: We need to do something about the number of rough sleepers in the town. It seems to be increasing all the time. I know people give them money and bedding and things, but it doesn't feel like there's a consistent approach to supporting them.
- B: You mean that the council aren't doing anything.
- A: Exactly. How can we pressure them into doing something?
- C: I think their funding was cut a few years back so they're struggling to afford temporary shelters and there's been a long-term housing issue for a while. A couple of other non-profit organisations are doing what they can, but they're limited by funds, too.
- A: So we need to raise money then.
- C: Yeah, I think so.
- A: And to do that, we need to raise people's awareness of the increase in homelessness, although I suspect a lot of people are already aware.
- C: Probably. It's hard not to notice the issue when you walk around town, but then again people have their own things to worry about so they may notice, but not necessarily think too much about it.
- B: We could have a 'Big Sleep Out'.
- C: What's that?

B: In a nutshell, it's where you get a load of people together to sleep rough for the night in the town centre. There was one worldwide a few years back. Tens of thousands of people slept rough for a night.

C: Why?

B: It got attention – press coverage in the paper and online and so on. It raised people's awareness of the situation **and** raised money. I think it's a really good way to build empathy, too – when you sleep out, you get a better idea of the challenges that homeless people face. We could work with a local homeless charity to organise this.

A: Do you think it'll have that much of an impact though? I wonder if a march to the town square would be better. It'd force people to stop and listen. We could end it with a speech on the steps of the Town Hall.

B: Hmm, well it would get more attention if we could get enough people to attend, but it'd also be more difficult to organise and it would probably annoy some people rather than get them on-side, what with redirecting traffic and the crowds and so on. I don't suppose local businesses would like it either.

C: So you're saying we shouldn't do anything to upset anyone? Shouldn't we be upsetting everyone? Get their attention?

B: Not really. We want to engage people and draw them in, not push them away.

A: I can see what you're both saying. Basically, it's a choice between getting lots of attention but annoying people and risking little attention but upsetting no one.

B: We can get more attention with the Big Sleep Out if we invite some local celebrities – you know, there's that actor that lives here, the one in that drama about nurses in the 1950s, and his wife. She writes and directs it, plus there's a certain celebrity chef here, too. Get them involved and it'll get lots of attention. Maybe in the national press, too.

A: Oh, well that changes everything.

C: I agree. That sounds more promising. So how do we go about this then?

B: Well, I guess the first thing is to contact both the council and some other charities, those that have direct experience of supporting ...

ANSWERS:

They discuss having a 'Big Sleep Out' or a march to the Town Hall.

They choose the former (with the involvement of local celebrities) as they feel the latter might annoy people.

- B**  **5.11** | Read the extracts with the class and elicit what they think the missing words are, but don't give any answers yet. Then play the recording for Ss to listen and complete the extracts. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ask Ss just to listen and identify the words. They can then complete the extracts when you check answers during feedback.

ANSWERS:

1 mean 2 nutshell 3 saying 4 Basically

- C**  **5.11** | Read the purposes with the class. Ss listen again and match the summaries with the purposes, then check in pairs. Check answers with the class and elicit whether the speaker uses the original speaker's words or their own.

EXTRA SUPPORT: DYSLEXIA Ask Ss just to listen to the extracts and think about the purpose of each summary rather than matching them with the list in Ex 5C.

ANSWERS:

1 d 2 a 3 c 4 b

They use their own words.

- D** The Grammar Bank on page 124 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 124 **GRAMMAR BANK**

This focuses on the form and use of the phrases for summarising. Go through the notes with the class or give Ss a few minutes to read them alone then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss match the sentence halves and categorise them alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the sentence beginnings and the sentence endings in two columns next to each other. Alternatively, you could give them two endings for each sentence beginning (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

1 b, checking understanding
2 e, summarising
3 c, checking understanding
4 a, checking understanding
5 d, summarising

- 2** Explain that one word is missing from each sentence. Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

1 So what you mean **is** ...
2 So what you're saying ...
3 In **a** nutshell, ...
4 To put **it** another way ...
5 **In** brief, ...
6 So **to** summarise, ...

- 3** Read the quotes with the class. With weaker classes, write the first summary together as an example. Ss write the summaries alone, then check in pairs. Check answers with the class by asking a different student to read each one out and checking if others agree.

POSSIBLE ANSWERS:

1 So what you're saying is that you want celebrities to mention social issues as it'll help to get the press interested, but not so much that it becomes more important than the art.
2 In a nutshell, climate change protests are beginning to annoy people, which means they don't achieve the impact the protestors want.
3 In other words, doing silly things to raise awareness of an issue is a waste of time.
4 To put it another way, there are so many social issues that people feel overwhelmed by them, but that doesn't mean we should give up trying to deal with them.

PRONUNCIATION

intonation when summarising

- 6A**  **5.12** | Play the recording for Ss to listen and mark the pauses, then check answers with the class. Play the recording again for Ss to listen to the intonation and answer the question. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ask Ss just to listen for the pauses. They can then mark them when you check answers during feedback.

ANSWER AND AUDIOSCRIPT:

So, / in a nutshell, / to get people to change their habits / you first need to raise their awareness of the problem. / To do this, / you can organise a petition, / a debate, / a concert / or a social media campaign.
The speaker's voice goes down before each pause.

- B**  **5.13** | Play the recording for Ss to listen and make notes on the key points mentioned. Put them in pairs to compare their notes, playing the recording again if necessary.

EXTRA SUPPORT: DYSLEXIA Ask Ss with dyslexia just to listen for the main points.

 AUDIOSCRIPT 5.13

We tried a petition last year to get a company to become more sustainable and managed to get over 10,000 signatures online, which was just brilliant, but there were issues with people having signed twice and whether or not it was completely reliable. Plus of course, people had signed it without really understanding what they were signing – they just did it because someone told them to – so although we were able to present it to the company, they made out it wasn't reliable. They made some promises about changing their ways, but they were pretty empty promises so in the end not much came of it.

- C** Put Ss in pairs to take turns summarising the ideas using their notes. Encourage them to use the phrases for summarising from the lesson. Monitor and check their use of intonation while summarising.

POSSIBLE ANSWER:

So, / in a nutshell, / over 10,000 signatures were collected on a petition, / but they weren't all valid / and not everyone understood what they were signing. Basically, / it didn't have much of an impact.

SPEAKING

- 7A** Arrange Ss in small groups. (An even number in each group is best as they'll be paired later for the Future Skills activity.) Ask Ss to choose, as a group, an issue they feel is important using their ideas from Ex 1A and any others they have thought of to help them.
- B** Ask Ss to work individually to think of ways of raising awareness of the issue their group chose. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Collaboration



- C** Read the Future Skills box with the class, then put Ss in pairs to discuss how they might act during different types of interaction. When they have finished, elicit their ideas and find out if others agree.

EXTRA: ALTERNATIVE IDEA While reading the Future Skills box, write each of the ways of interacting on the board. Ask pairs to come up with at least one way we need to act for each. In feedback, write their ideas on the board.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to think of how and when they use the different interactions in their job (or future job) and in what specific ways they need to act during each one.

- 8A** Put Ss back in the groups they were in for Ex 7A (in breakout rooms with online classes). Read the steps with the class, then ask them to follow them to plan their campaign.
- B** Put pairs of groups together to present their campaigns to each other (in breakout rooms with online classes). Monitor and check they are summarising key points to show understanding.
- C** When they are ready, ask each pair of groups to share which campaign plan they think will be most effective and why.

EXTRA: HOW TO ... Put Ss in pairs and refer them back to in Ex 7B in Lesson 5B in which they discussed possible solutions to an environmental problem. Ask Ss to take turns to summarise the discussion(s) they had.

TO FINISH

Put Ss in pairs to discuss how they think they'll use the summarising skills they've learnt today in the future.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

 page 150 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES  page 202

5D Street Interviews

Habits

VOCABULARY | habits

SPEAKING | a discussion about the pros and cons of routines

WRITING | a blog post

LESSON OVERVIEW

In this lesson, Ss discuss the pros and cons of routines. The lesson begins with Ss watching a series of BBC street interviews where people talk about habits. This introduces vocabulary related to habits. Ss then do a speaking activity where they discuss the pros and cons of routines. The lesson ends with a writing activity where Ss write a blog post about making a life change.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A, 2B and 2C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Writing Bank 5D, Ex 2A:** Ask Ss to write their blog posts in a collaborative document so they share them easily in Ex 2B.

Additional Materials

For Teachers:

Presentation Tool Lesson 5D

Online Digital Resources

Videoscript 5D: BBC Street Interviews

Writing Bank 5D

For Students:

Online Practice 5D

Workbook 5D

TO START

Introduce the topic by sharing your typical daily routine with the class. Put Ss in pairs to share their normal daily routines. In feedback, ask each pair if they have similar or different routines and why.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 Put Ss in groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

VIEW

- 2A  Read the questions in the BBC programme information box with the class. Explain to Ss that they are going to watch street interviews with people answering them. Draw Ss' attention to the photos of the people in the video at the top of the pages. They can use these to keep track of who's who. Read the questions in Ex 2A with the class, then play the video for Ss to watch and answer them. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Put Ss in pairs to compare their answers. Elicit answers from a few Ss and have a brief class discussion.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

- 1 food and drink (Loona), getting ready in the morning (Abdullahi, Emma)
- 2 a Abdullahi, Emma
b no one
c David, Becki, Loona

B ▶ Refer Ss again to the photos at the top of the page, then read the sentences with the class so they know what to listen for. Make sure Ss understand that the sentences are not direct quotes and that they have to infer what the people might say based on the opinions they state in the video. Ss watch the first part of the video again and match the speakers with what they might say, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this activity challenging as they need to read or remember the statements while watching to identify the person who might say each one. (The statements are not in same order as the speakers.) You can make the activity more accessible for them either by giving two speaker options for each statement or, for stronger support, by listing the speakers (in the order in which they appear in the video: David, Becki, Abdullahi, Emma, Loona) and giving them two statement options for each one.

ANSWERS:

- 1 Loona
- 2 Emma
- 3 David
- 4 Becki
- 5 Abdullahi

C ▶ Read the statements with the class, then play the second part of the video again. Ss watch and decide if the statements are true or false, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Advise Ss with dyslexia to cover the sentences and uncover each one in turn as a new speaker appears in the video. This should help reduce distraction.

ANSWERS:

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T

VOCABULARY

habits

3A Point out the phrases in bold in the ideas from the interviews. Put Ss in pairs to match them with the meanings. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in ideas from the interviews as a vertical list. They can also use this in Ex 3B.

ANSWERS:

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

B Ss complete the sentences individually, then check in pairs. Monitor and check they are forming the phrases correctly to fit each sentence. Check answers with the class.

ANSWERS:

- 1 plan ahead
- 2 creature of habit
- 3 back-up plan
- 4 stuck in a rut
- 5 go outside my comfort zone
- 6 sense of comfort

C Put Ss in pairs to discuss which of the sentences in Ex 3B are true for them. Monitor and encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

a discussion about the pros and cons of routines

4A Read the opinions with the class. Ask Ss to decide which they agree with more and make notes on their opinions and reasons.

B ▶ **5.14** | Ss listen and decide which of the opinions in Ex 4A the people discuss. Check the answer with the class.

AUDIOSCRIPT 5.14

- A: If you think about it, routines are something we can use to get all the boring bits of life out of the way – cleaning your teeth, washing your clothes, keeping your home clean. If you have strong routines, you get these things done as efficiently as possible, so you can focus on the more important things, like building your career. That’s why I think strict routines are necessary if you want to do well in life.
- B: That’s not the way I see it at all. For me, routines get in the way of being successful because they take you away from the things you need to do if you want to really get to the top – like, working long hours if you have to. How can you put that extra effort in and work late if you have a strict bedtime every day?
- A: That’s true. But you have to admit that there are lots of mundane things that need to be done on a daily basis, even if you’re really ambitious. You can’t just ignore them. You still have to make sure you have clean clothes to wear to work, for a start. If you have strict routines, you don’t actually have to think about them too much – you just get them done in the most efficient way.
- B: Hmm, maybe.

ANSWER:

To be successful in life, you need to have strict routines.

- C**  **5.14** | Read the Key phrases with the class, then play the recording again. Ss listen and tick the ones they hear. Check answers with the class.

ANSWERS:

If you think about it, ...; That's not the way I see it at all.; You have to admit that ...

- 5A** Put Ss in small groups to discuss the opinions in Ex 4A. Monitor and encourage Ss to use the Key phrases. When they have finished, nominate a member of each group to report back on their discussion with the class.
- B** In the same groups as for Ex 5A, Ss discuss who is and isn't a creature of habit and whether they agree overall that being a creature of habit is a good or bad thing. When they have finished, find out, via a show of hands, who is and isn't a creature of habit. Elicit ideas from a few Ss as to whether it's a good or bad thing to be and have a brief class discussion.

WRITING**a blog post**

- 6A** Read the title and first paragraph of the blog post with the class. Refer Ss to the topics listed and ask them to think about what changes the writer will discuss in these areas.
- B** Put Ss in pairs to compare their ideas. When they are ready, elicit their ideas and write them on the board.
- C** Refer Ss to the Writing Bank on page 108.

WB page 108 **WRITING BANK**

- 1A** Ss read the rest of the blog post to check their ideas from Ex 6B on page 65. In feedback, refer back to their ideas on the board and tick off any which are mentioned.

EXTRA SUPPORT: DYSLEXIA Read the blog post to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the blog post with them.

ANSWER:

The blog post mentions doing exercise, eating healthy food and seeing friends, old and new.

- B** Ask Ss to complete the phrases individually. Then put them in pairs to compare their answers and think of more phrases. When they are ready, check answers with the class and elicit the phrases for giving advice they came up with.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one. If they want to refer back to the blog post, remind them to cover the parts they are not currently reading.

ANSWERS:

- | | | |
|----------------|----------------|----------------|
| 1 say | 2 guess | 3 waste |
| 4 small | 5 what | 6 Set |

Other possible phrases for giving advice: Don't worry about ..., Try (verb + *-ing*), It might be worth (verb + *-ing*), Think about ..., You might find ...

- 2A** Ss write their blog posts individually. With online classes, remember they can use a collaborative document for this so they can share them easily with the class in Ex 2B. Ss should aim to write around 200 words. Monitor and offer help where necessary and encourage them to use the phrases from Ex 1B.
- B** When they have finished, ask Ss to share their posts with the class. You could ask Ss to read them out or display them around the room and have Ss walk round and read each other's posts. In feedback, elicit whose story Ss find most inspiring and what the best pieces of advice are, giving their reasons.

TO FINISH

Put Ss in pairs and ask them to discuss something they'd like to change in their lives and why.

5 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you’re teaching this lesson online, you might find the following tip useful:

- **Exs 1B, 2B, 3B and 4C:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 5 (Grammar: mixed conditionals, the perfect aspect; Vocabulary: decision and indecision, the natural world, social and environmental issues, habits; How to ... summarise). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

mixed conditionals

- 1 A** Explain that each of the situations is followed by a mixed conditional sentence and that this has either one or two mistakes. Encourage them to focus on the time being referred to in the situations to help them. Ss correct the mistakes individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the exercise they are not working on to help reduce distraction. You could provide additional support by telling them how many mistakes to look for in each mixed conditional sentence. (Sentences 2, 4 and 6 have two mistakes, the rest have one.)

ANSWERS:

- 1** I wouldn’t have ~~had~~ a good job now if I hadn’t made the decision to go to university.
- 2** If I ~~would have been~~ **were/was** interested in animals, I would **have** become a vet.
- 3** If I hadn’t moved to the capital three years ago, I probably wouldn’t have ~~had~~ a lot of friends now.
- 4** I might ~~study~~ **have studied** drama if there ~~had been~~ **were** more job opportunities for actors. / I might ~~study~~ **have studied** drama if there had been more job opportunities for actors.
- 5** I would be a famous musician if I **had** joined my friend’s band.
- 6** If I ~~would have~~ had rich relatives, I would ~~be~~ **have been** able to borrow money to set up my own business.

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss which sentences are true for them and change any they can which aren’t. When they have finished, elicit Ss’ answers and ask a few Ss to share their sentences with the class.

the perfect aspect

2A Ss complete the conversation alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the conversation they are not working on to help reduce distraction.

ANSWERS:

- 1 've had
- 2 has always been admired
- 3 had been stolen
- 4 to have forgotten
- 5 'll have spent
- 6 will have been thrown away

B Put Ss in pairs (in breakout rooms with online classes) to discuss who they are most similar to and in what ways.

VOCABULARY

3A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------|---------|--------------|
| 1 heart | 2 on | 3 ecosystems |
| 4 migrate | 5 equal | 6 fundraiser |

B Put Ss in pairs (in breakout rooms with online classes) to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

4A This activity reviews both the grammar and vocabulary of Unit 5. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the blog post to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 4A. You can provide further support for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R5.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 B 2 A 3 C 4 C 5 B 6 A 7 B 8 C

C Discuss which characteristics would be the most useful for future humans as a class, encouraging Ss to give reasons for their ideas.

TO FINISH

Put Ss in small groups to discuss what characteristics they think plants and animals might develop in the future and the reasons why.

6 oops!

Global Scale of English **LEARNING OBJECTIVES**

6A Algorithm

- **READING** | Read an article about algorithm errors: algorithms
- **Pronunciation:** sentence stress: inversion
- **A debate on algorithms:** inversion

GSE INFORMATION

READING

67 Can understand differences and similarities between points of view in extended texts.

VOCABULARY

59–75 Can use language related to machines and technology.

GRAMMAR

74 Can invert subject and verb after initial complex adverbials.

SPEAKING

74 Can give a detailed response to a counter-argument presented by someone else during a discussion.

70 Can ask detailed questions in discussions on contemporary social issues and current affairs.

6B Online blunders

- **LISTENING** | Understand two colleagues discussing a mistake: talking about mistakes; phrases with *right* and *wrong*
- **Pronunciation:** intonation to show attitude
- **Talking about mistakes** informally and formally: passive structures
- **Write an email of complaint**

GSE INFORMATION

VOCABULARY

59–75 Can use language related to correct, true or incorrect, untrue.

LISTENING

71 Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.

GRAMMAR

75 Can correctly use passive infinitives, passive -ing verbs, perfect infinitives and perfect -ing verbs in a range of contexts.

SPEAKING

72 Can shift between formal and informal registers as and when required.

WRITING

67 Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.

6C In dispute

- **HOW TO ...** | negotiate in a dispute: buildings and homes
- **Pronunciation:** sounding assertive

GSE INFORMATION

VOCABULARY

59–75 Can use language related to homes and living conditions.

76–90 Can use language related to fights and disputes.

HOW TO ...

59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.

SPEAKING

73 Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident).

6D Tech fail

- **BBC PROGRAMME** | Understand a comedy TV programme
- **Discuss ways to solve a problem:** technology
- **Write a set of instructions**

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

SPEAKING

67 Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.

70 Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.

WRITING

70 Can convey information and ideas on abstract and concrete topics.

61 Can write instructions on how to repair an object, device or product.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Ss watch and think about which of the mistakes the speakers mention they identify with the most. Elicit from the class the mistakes that were mentioned and who identified with each one.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

- 1 Speaker 1: got on the wrong train
Speaker 2: put too much salt in the curry they were making
Speaker 3: forgot to take the bin out
Speaker 4: forgot their sister's birthday
Speaker 5: got the date of a friend's birthday wrong
Speaker 6: bought the wrong size shoes (for their son)

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 6
Online Digital Resources
Videoscript Unit 6 Opener: BBC Vlogs

6A Algorithm

GRAMMAR | inversion

VOCABULARY | algorithms

PRONUNCIATION | sentence stress: inversion

LESSON OVERVIEW

In this lesson, Ss read an article about algorithms. This introduces vocabulary related to algorithms and leads into the grammar, where Ss learn about using inversion for emphasis. They also practise sentence stress with inversion. The lesson ends with a speaking activity where Ss have a debate.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2C:** Put Ss in breakout rooms to discuss the questions. Monitor round the rooms unobtrusively with your video turned off.
- **Ex 4B:** Display the rules on your device and share your screen. Use the annotate function for Ss to highlight the correct words to complete the rules during feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 6A
Photocopiable Activities 6A
Grammar Bank 6A

For Students:

Online Practice 6A
Workbook 6A

TO START

Write *algorithm* on the board and elicit or teach what it means (= a set of rules a computer follows in order to make a decision or solve a problem). Put Ss in pairs to think of as many places and situations as they can where algorithms are used.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

1 A Read the questions and list of decisions with the class and check understanding where necessary. Put Ss in pairs to discuss the questions and encourage them to give reasons for their answers. When they have finished, elicit ideas from a few Ss and find out if others agree.

B Put Ss in pairs to discuss the question or discuss the question as a class.

2 A Remind Ss of the list of decisions in Ex 1A. Then ask them to read the article and identify those mentioned and also find out if any of their ideas from Ex 1B are mentioned. In feedback, elicit which of their ideas were mentioned.

ANSWERS:

The people mention:

- how much money an individual should receive from the government if they are unable to work
- which series you should watch next on a streaming platform
- how likely a particular individual is to commit a crime

(In addition, the introduction mentions how much money someone can afford if they want to buy a flat or a new car.)

B Read the sentences with the class. Ask Ss to read the article again, decide if the sentences are true or false and correct the false ones. Put Ss in pairs to compare their answers, then check answers with the class, eliciting which parts of the article gave them each answer.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the article they are not working on to help reduce distraction.

ANSWERS:

1 T

2 F (Aidan prefers not to rely on algorithms, but Jasmine believes they can sometimes be useful.)

3 F (They both agree that algorithms are not capable of dealing with people’s individuality.)

4 F (Aidan mentions a positive attitude in the past, but Jasmine doesn’t.)

5 T

C Put Ss in pairs (in breakout rooms with online classes) to discuss the questions. When they have finished, ask a few Ss to share their answers with the class if they are comfortable doing so.

VOCABULARY

algorithms

3 A Point out the verbs in bold in the article. Ask Ss to match them with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the verbs in bold in the article as a vertical list. They can use the list again to help them answer Ex 3B.

ANSWERS:

1 process	5 output, generate
2 input	6 dictate, determine
3 miscalculate	7 reinforce
4 forecast	8 categorise

B Tell the class that there maybe more than one possible verb for some of the gaps. Ask Ss to complete the sentences individually, then check in pairs. Monitor and check they are using the correct forms. Check answers with the class.

ANSWERS:

1 processing	4 forecast
2 input, output/generate	5 reinforces
3 miscalculate	6 determines/dictates

C Put Ss in pairs to discuss which sentences in Ex 3B they agree with. Monitor and encourage them to give examples to support their ideas. When they have finished, elicit ideas from a few Ss and find out if others agree.

GRAMMAR

inversion

4A Ss complete the sentences individually, then check their answers in the article. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in the box as a vertical list. Then, to check their answers, pair them with a partner who can help them locate the phrases in the article.

ANSWERS:

- 1 have machines had
- 2 should a computer
- 3 had the algorithm categorised
- 4 can we
- 5 do I think

B Ss choose the correct alternatives alone, using the sentences in Ex 4A to help them, then check in pairs. Check answers with the class. With online classes, remember that you can display the rules on your screen for Ss to highlight the correct words.

ANSWERS:

- 1 beginning
- 2 subject and verb
- 3 before

C The Grammar Bank on page 125 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ➡ page 125 **GRAMMAR BANK**

Inversion is likely to be a new language focus at this level, so read the introduction to the notes and the examples with the class. Go through the rest of the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of *do* or *did* where there is no auxiliary in the affirmative sentence.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 Look at the example with the class. Ask Ss to put the words in the correct order to make sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them fewer and bigger word groups, e.g. 2 – *Never before / we / had to process / have / so much information.*

ANSWERS:

- 2 Never before have we had to process so much information.
- 3 Not only was the decision quick, but it was also correct. / Not only was the decision correct, but it was also quick.
- 4 Only later did I learn the truth.
- 5 In no way is this behaviour acceptable.

2 Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 have I forgotten
- 2 should she be
- 3 did I realise
- 4 must they be
- 5 have I seen

3 Ss complete the second sentence in each pair alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 before have I had such
- 2 no way does this change
- 3 after the meal did I begin
- 4 only was he arrogant
- 5 no circumstances should you tell anyone
- 6 will I forget

PRONUNCIATION

sentence stress: inversion

5A  **6.01** | Ss listen to the sentences and decide if the first part is stressed or not. Elicit the answer and the reason why.

ANSWERS:

The first part of the sentence is stressed to emphasise it.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

B Look at the example with the class, then ask Ss to complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check Ss are stressing the adverbials correctly. When they have finished, ask a few Ss to share their sentences with the class.

SPEAKING

6A Tell Ss they are going to have a debate about algorithms and read the statement with the class. Put Ss in A/B pairs and refer them to the relevant pages. Give them time to add their ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner on the same side of the debate who can read the ideas with them before they each add their own ideas. They can work with the same partner for Ex 6B.

B Put Ss in pairs made up of people on the same side of the debate and ask them to compare their ideas and prepare their arguments. Encourage them to use inversion in their arguments.

FUTURE SKILLS | Communication

C Read the Future Skills box with the class, then ask Ss to think of counterarguments and responses with the same partner as for Ex 6B.



7A Put pairs from opposing sides of the debate together in groups of four to debate the question in Ex 6A. Ask Ss to present their arguments and counterarguments and to respond to counterarguments.

B Ss vote for or against the statement in Ex 6A in their groups, then take turns to say which arguments most influenced them and why.

C Nominate a student from each group to present to the rest of the class how they voted and why. You could make a tally on the board of how they voted or hold a class vote via a show of hands.

TO FINISH

Put Ss in pairs and ask them to think of other situations in which they think algorithms might be useful.

6B Online blunders

- GRAMMAR** | passive structures
- VOCABULARY** | talking about mistakes; phrases with *right* and *wrong*
- PRONUNCIATION** | intonation to show attitude

LESSON OVERVIEW

In this lesson, Ss learn vocabulary for talking about mistakes and phrases with *right* and *wrong*. This leads into the listening where Ss listen to two colleagues discussing a mistake and learn how to use intonation to show attitude. Ss then learn about or review how to use passive structures. Ss do a speaking activity where they talk about mistakes they’ve made in formal and informal contexts. The lesson ends with a writing activity where Ss write an email of complaint.

Online Teaching

If you’re teaching this lesson online, you might find the following tips useful:

- Ex 1A:** Ask Ss to type their ideas in a collaborative document so they can share and compare them.
- Ex 3D:** Use an online poll with the options *not serious*, *quite serious* and *very serious* for Ss to answer the first question. Then discuss the second question as a class.
- Ex 10C:** Ask Ss to write their emails in a collaborative document so they can share them easily.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B

Photocopiable Activities 6B

Grammar Bank 6B

Vocabulary Bank 6B

For Students:

Online Practice 6B

Workbook 6B

TO START

Tell the class about a mistake you’ve made recently, e.g. ‘I bumped into an old friend who I haven’t seen for ages and I got his name wrong!’ Put Ss in small groups to share any recent mistakes they’ve made. In feedback, ask a few Ss to share their mistakes with the class and write words and phrases for talking about mistakes on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

talking about mistakes

1 A Put Ss in pairs to discuss online mistakes and make a list of ideas. When they have finished, elicit their ideas and write them on the board (or invite Ss to come up and do so). With online classes, remember you can use a collaborative document for this.

B Ss read the comments about online gaffes to find out if any of their ideas are mentioned. In feedback, refer back to the list on the board from Ex 1A and tick any ideas which are mentioned. Ask a few Ss which mistake they think was the worst and why.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

2 A Point out the words in bold in the comments. Ask Ss to match them with the meanings, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Provide Ss with dyslexia with the words in bold in the comments as a vertical list either on the board or on a separate piece of paper. They can use the list again for Ex 2B.

ANSWERS:

- 1 made the assumption, presumed
- 2 was mistaken, was off
- 3 accidentally
- 4 mistakenly
- 5 slipped up
- 6 mistook (someone/something) for (someone/something else)
- 7 misled
- 8 rectify

B Highlight that more than one answer may be possible, then ask Ss to complete the sentences. Put them in pairs to compare their answers, then check answers with the class.

ANSWERS:

- | | |
|---------------------------|--------------|
| 1 accidentally/mistakenly | 5 presume |
| 2 rectify | 6 was off |
| 3 mistaken, for | 7 slipped up |
| 4 misled | |

C Put Ss in pairs to discuss if they've ever made any of the mistakes in Ex 2B and what happened. When they have finished, ask any Ss who feel comfortable doing so to share their experiences with the class.

D Refer Ss to the Vocabulary Bank on page 138.

▶ page 138 **VOCABULARY BANK** phrases with *right* and *wrong*

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ss choose the correct options alone, then check in pairs. Check answers with the class. Ex 1B asks Ss to match the phrases with their meanings so you may wish to defer checking understanding of the phrases until after they have completed it.

ANSWERS:

- | | | |
|---------|---------|----------------|
| 1 right | 2 wrong | 3 wrong |
| 4 right | 5 wrong | 6 wrong, right |
| 7 right | 8 right | |

EXTRA SUPPORT With weaker classes, suggest Ss go online to check understanding of the highlighted phrases if they need to. Check understanding during feedback and then use Ex 1B to reinforce their understanding of the phrases.

B Ss match the highlighted phrases with the meanings individually, then check in pairs. Point out that the meanings are given for the infinitive of the verb and ask Ss to write their answers in this form. Check answers with the class and elicit further example sentences to check understanding.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- a be on the right track
- b rub (somebody) up the wrong way
- c go right
- d get the wrong end of the stick
- e get into the wrong hands
- f put (someone) right
- g be in the right
- h put it right
- i go wrong

VB

VB EXTRA CHALLENGE After Ss have completed Ex 1B, put them in pairs. One student closes their book while their partner randomly selects a meaning. They read out the meaning and their partner gives the phrase. Ss then switch roles and repeat.

- C** Put Ss in pairs to discuss at least five of the things (fast finishers can discuss more). When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

LISTENING

3A  **6.02** | Tell the class they are going to listen to two colleagues discussing a mistake. Read the questions with the class so they know what to listen for, then play the recording. Ss answer the questions then check in pairs. Check answers with the class.

AUDIOSCRIPTS 6.02 AND 6.03

L = Liam A = Anita

- L: Anita, you'll never guess what I've gone and done. Something really stupid and now I've got a meeting with Diane first thing on Monday and someone from HR will be there and I think ..., well, I'm worried they might fire me. And even if they don't, I'll get a huge telling off ... I'm so stupid!

AUDIOSCRIPTS 6.02 AND 6.04

A = Anita L = Liam

- A: Why? What on earth happened?
- L: Well, I ... I ... I mean ... in some ways it's quite funny. Er ... OK ... so it was a really quiet morning for me today. I'd ended up with some time on my hands after handing over a big project. So, I decided, you know, for a laugh, to draw some of the managers as fruit and vegetables, and I gave them silly names like Mike the Mighty Melon and Kevin the Cool Cucumber. Look, here.
- A: Er ... Oh, wow. Those are brilliant! You're so talented. I wish I could draw like that. That one looks exactly like Mike in melon form!
- L: I know, it's funny, right?
- A: Yeah.
- L: Anyway, I did them here on my tablet and after I'd finished them, I sent them to Parveen for a laugh, but I ... uh ... they might have accidentally been sent to the whole team.
- A: They might have been sent? Or they **were** sent?
- L: They were sent. I completely messed up and sent it on the team chat and not Parveen's. It went to ten people including three of the managers in the pictures.
- A: Oh no! That's not good. I mean, hilarious, but not good.

- L: I know. I can't believe I did it. What was I thinking? You know me. I'm a hard worker. I produce good stuff. I don't usually do stupid stuff like this. I'm an idiot. And after they'd promised me a promotion soon, too. I keep replaying that moment I tapped the send button over and over in my head. Why didn't I just check which chat group I was in first? I'm such an idiot!
- A: Look ... don't be too hard on yourself. If you think about it, the pictures aren't that bad. I mean, they're just funny, not insulting. In fact, the names are quite complimentary really. And Mike's got a great sense of humour. You might get a warning about wasting time, but I don't think they'll fire you. Everyone here knows what a good designer you are.
- L: Yeah. Yeah, you're right. The drawings aren't really rude or anything and it's ... it's not like I've done anything like this before. It was just a one-off and so ... so yeah, maybe it won't be as bad as I think. Maybe I'll get a telling off and no more.
- A: Exactly. You never know – maybe they were so impressed with your designs that they want you to create something similar for one of the new advertising campaigns!
- L: Hmm, I think that's too much wishful thinking! I doubt Diane will be happy about this. I don't suppose she enjoys the senior managers calling her on a Friday afternoon. I just wish she'd been in the office to meet today. No one wants to be fired just before the weekend, but at least I'd have got it out of the way. Now I've got a ruined weekend to survive before the meeting on Monday. And I've got tickets to a gig I was really looking forward to tomorrow night. There's no enjoying that now.
- A: Well, there's not much you can do about it until Monday when you can own up and say sorry. Until then, try not to think too much about it. Keep yourself active to take your mind off it all. Now, show me them again!

ANSWERS:

Liam drew silly pictures of some of the managers and shared them in the wrong group chat, so the managers saw them. He's worried he might lose his job.

B  **6.03** | Read the words in the box and check understanding, then play the first part of the recording again. Put Ss in pairs to decide which emotion Liam is experiencing and identify which of the things in the box helped them infer this. Check answers with the class.

ANSWERS:

He is experiencing panic. We know this because his volume and pitch go up, he's speaking fast and he emphasises certain words he uses to convey his stupidity ('huge telling off', 'so stupid').

- C**  **6.04** | Ask Ss to read the sentences (or read the sentences with the class) so they know what to listen for, then play the recording. Ss listen and choose the correct feelings, then check in pairs. Check answers with the class.

ANSWERS:

- 1 impressed 2 embarrassed 3 horrified
4 disgusted 5 calm 6 optimistic
7 resigned

- D** Ss discuss the questions in pairs. When they have finished, elicit ideas from a few Ss and have a brief class discussion. With online classes, remember you can use an online poll for Ss to answer the first question, then discuss the second question as a class.

PRONUNCIATION**intonation to show attitude**

- 4A**  **6.05** | Go through the list of feelings with the class and check understanding. Explain to Ss that they will hear six pairs of sentences with the sentences in each pair being said in two different ways (a and b). They need to decide which of the two intonations (a or b) best expresses the feeling given (1–6). Ss listen and decide, then check in pairs. Check answers with the class.

** AUDIOSCRIPTS 6.05 AND 6.06**

- 1 I uploaded the wrong photo and now I can't delete it.
- 2 We learn more from mistakes than from getting things right.
- 3 I should have paid more attention to what I was doing.
- 4 You've got to help me clear up this mess.
- 5 It's not what I expected.
- 6 You've made a huge mistake here.

ANSWERS:

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

- B**  **6.06** | Ss listen and repeat the sentences with the appropriate intonation. You could ask them to exaggerate each one to add an element of fun to the activity.

- C** Demonstrate the activity with a stronger student, then put Ss in pairs to take turns to practise and guess the feeling from the intonation. Monitor and listen out for their intonation. When they have finished, ask a few Ss to say the sentences for the class to guess.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences in Ex 4C in the two different ways, then listen to check their intonation.

GRAMMAR**passive structures**

- 5A**  **6.07** | Ss listen to the meeting and note down the outcome. Check answers with the class.

** AUDIOSCRIPT 6.07**

D = Diane L = Liam

- D:** So, Liam, needless to say, your cartoons have been doing the rounds since you posted them and certain members of senior management are understandably far from impressed. What on earth were you thinking?
- L:** Well, so, er, having handed over the supermarket project on Friday morning and with the garden centre project not starting until today, I found myself with some time that needed to be filled so I ended up sketching some cartoon characters based on members of senior management. Anyway, once I'd completed them, I decided to send them to a colleague to see what he thought, but I mistakenly sent them to the whole team.
- D:** Right, I see, well that makes it clear how these pictures came to be in circulation.
- L:** Yes, completely my mistake – it was a poor error of judgement to draw the characters in the first place and then again to send them to the team chat instead of to a colleague. I apologise profusely for both of these things – you know I don't usually partake in activities such as this. I'm diligent and produce high-quality work.
- D:** OK, thanks Liam. Well, I'm sure you understand that we can't condone what happened. You're paid to do a job and not to entertain yourself and your colleagues with not particularly flattering drawings of your managers. That said, you're a valuable member of the team, so be advised that this is an official verbal warning, but no further action will be taken.
- L:** Oh, that's a relief. Thank you. I was worried I might be fired.
- D:** I don't think it was serious enough for that. If you'd sent the drawings to an important client though, maybe.
- L:** I'm disappointed in myself, especially after having been promised a promotion. I've definitely learnt my lesson.
- D:** Good. No one enjoys being called by senior managers on a Friday afternoon, least of all me.
- L:** Yes, I'm sure, sorry.
- D:** OK, well let's draw a line under it for now. But one good thing to come out of this is that your work was noticed by Mike, who thinks that he's got a new project for you. You know our latest advertising campaign? Well, it looks like ...

ANSWERS:

Liam gets a verbal warning and the chance to work on a new project.

B  **6.08** | Make sure Ss understand that the first, informal, sentence in each pair comes from Liam’s earlier chat with Anita while the more formal second sentence in each pair comes from his meeting with his manager Diane. Ss listen and complete the formal sentences from the recording, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening, reading and writing at the same time difficult. In this case, you could give them the answers and ask them to just listen to and read the sentences, focusing on the formal language and structures used. Remind them also that covering the sentences they are not working on will help reduce distraction.

ANSWERS:

- | | |
|------------------|-----------------|
| 1 might be fired | 4 been promised |
| 2 to be filled | 5 will be taken |
| 3 mistakenly | 6 being called |

6A Ss look at the extracts from both conversations in Ex 5B and underline the passive forms. (Ss with dyslexia may find it better to highlight them.) Check answers with the class and elicit whether they occur more in the informal or formal extracts.

ANSWERS:

- 1 might be fired
- 2 to be filled
- 3 might have accidentally been sent
- 4 having been promised
- 5 will be taken
- 6 being called

The passive form is more commonly used in the formal extracts.

B Make sure Ss are aware that more than one answer might be possible. Ss match the passive forms they identified in Ex 6A with the purposes alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing just the sentences with passive forms from Ex 5B as a vertical list on a separate piece of paper. Advise Ss to cover all the sentences and purposes. They uncover each of the passive forms in Ex 5B and each of the purposes in turn to decide if the sentence has that purpose. They can also use this strategy in Ex 6C.

ANSWERS:

- 1 a, b, d 2 a 3 c 4 a, b 5 b 6 e

C Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 infinitive form: 1, 2, 3, 5; -ing form: 4, 6
- 2 present or future: 1, 2, 5, 6; past: 3, 4
- 3 present infinitive: (to) be + past participle
future infinitive: will/might + be + past participle
past infinitive (perfect infinitive): (to) have been + past participle
- 4 present: being + past participle
past: having been + past participle

D The Grammar Bank on page 126 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 126 **GRAMMAR BANK**

The passive in general won’t be new for Ss at this level, however, some of the structures here may be. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the form and use of the perfect gerund.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

1 This exercise focuses on the form of the passive structures. Ss choose the correct verb forms alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|--------------------|------------------|
| 1 have been misled | 4 being called |
| 2 be sent | 5 have been told |
| 3 have been given | 6 having been |

- 2** This exercise also focuses on the form of the passive structures. Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 to be given
- 2 to have been sent
- 3 to be cut
- 4 have been warned
- 5 having missed
- 6 being given

- 3** This exercise focuses on the form and use of the passive structures. Ss rewrite the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:

- | | |
|--------------------|------------------|
| 1 have been sent | 4 have been sent |
| 2 will be needed | 5 having worked |
| 3 can be requested | 6 being shown |

- 7** Put Ss in A/B pairs and refer them to the relevant pages. Give them time to read the instructions and then do the activity. Monitor and check Ss are forming the passive structures correctly.

POSSIBLE ANSWERS:**Student A**

- 1 I appear to have received the wrong item.
- 2 The filter might have been accidentally turned on.
- 3 I'm delighted at having been offered the job.

Student B

- 1 The incorrect item appears to have been ordered.
- 2 The wrong document was mistakenly sent.
- 3 I'm not keen on being given a low score.

SPEAKING

- 8A** Put Ss in groups of three, allocate roles (A, B and C) and refer them to the relevant pages. Ss read their instructions and plan their role plays, making sure they differentiate between the formal and informal conversations they will have. Monitor and offer help where necessary.

- B** Ask Ss to take turns to tell each other about their mistakes. When they have finished, ask a few Ss what they said in both situations (informal and formal).

EXTRA IDEA Before they begin the role plays, tell Ss not to look at the instructions for the other Ss in Ex 8B, where the roles of the listeners are given. After the other student has given them their account, they guess from the way they were told if they are the friend or the other more formal role.

WRITING**an email of complaint**

- 9A** Ss discuss the questions in pairs. When they have finished, elicit their ideas and tell the class about any emails of complaint you've written.

ANSWERS:

- 3** In an email of complaint, the writer usually states the reason for writing, the problem, the effect or result and their desired outcome.

- B** Ss read the email and answer the questions. Put Ss in pairs to compare, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with their partner from Ex 9A who can read the email with them.

ANSWERS:

The writer is complaining about a cake she bought. She's asking for a refund.

C Ss match the phrases in bold in the email with their purposes alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each purpose (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

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

- 10 A** Explain that the ideas in the box are suggestions and they can choose something else if they want. Put Ss in pairs to discuss their experiences and why they were disappointed.
- B** Write the following on the board:
reason for writing
problem(s)
desired outcome
- Give Ss time to plan their emails. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- C** Ask Ss to write their emails individually. They should aim to write around 250 words. Encourage them to use language from the lesson. Arrange Ss in new pairs to swap and read each other's emails. With online classes, remember Ss can write their emails in a collaborative document so they can share them easily. In feedback, ask a few Ss how effective their partner's email is.

EXTRA IDEA: DIGITAL Instead of swapping paper copies of their emails, Ss can send an email to their partner.

TO FINISH

Put Ss in pairs to discuss whether they think they'll write an email of complaint in English in the near future, and what phrases from the lesson they'll use. If they can't think of anything in the near future, ask them to think of a past experience where they did or wanted to complain about something.

6C In dispute

HOW TO ... | negotiate in a dispute
VOCABULARY | buildings and homes
PRONUNCIATION | sounding assertive

LESSON OVERVIEW

In this lesson, Ss learn how to negotiate in a dispute. The lesson starts by introducing vocabulary related to buildings and homes. Ss then listen to a dispute between two neighbours. This leads into the functional language and Ss also practise sounding assertive. The lesson ends with a speaking activity where Ss roleplay disputes.

Online Teaching

- If you're teaching this lesson online, you might find the following tips useful:
- **Ex 2B:** Put Ss in breakout rooms to discuss the questions.
 - **Ex 3C:** Copy the table into a collaborative document and ask Ss to complete it in feedback.

Additional Materials

For Teachers:
Presentation Tool Lesson 6C
Photocopiable Activity 6C
Grammar Bank 6C
Vocabulary Bank 6C
Mediation Bank 6C

For Students:
Online Practice 6C
Workbook 6C

TO START

Write the following questions on the board:
What are the most important questions to ask when enquiring about a place to rent?
Are they different if you're looking for a home or a holiday let? How?

Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class. Tell Ss they will be looking at homes and buildings in the lesson.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

buildings and homes

- 1 A** Focus attention on the photos and elicit what Ss can see. Elicit what problems they think the couple experienced and write words and phrases related to buildings and homes on the board. Ss read the news story and check their ideas.

ANSWERS:

Cal and Claire had planned to buy a flat in the centre of Glasgow, but they accidentally bought a house outside the city because Cal struggled to understand the auctioneer's strong accent. They ended up with a house an hour and a half from the city, in very bad condition.

EXTRA SUPPORT: DYSLEXIA For Exs 1A and 1B, read the news story and comments to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the news story and comments with them.

- B** Ss read the comments and identify the problems, then check in pairs. Check answers with the class.

ANSWERS:

Caroline22: the bathroom was dark and damp and the walls were covered in mould.

Jess2000: can't even afford to buy a flat in the city where she lives

JackDD: the cottage overlooked an ugly factory

- 2 A** Point out the bold words and phrases in the news story and comments. Ask Ss to find the things listed, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the news story and comments as a vertical list.

ANSWERS:

- | | |
|---------------------------|-------------------|
| 1 luxurious, cosy | 4 in ruins |
| 2 derelict, rotten | 5 overlook |
| 3 cracks, mould | |

- B** Ss discuss the questions in pairs (in breakout rooms with online classes). Monitor and encourage Ss to use the vocabulary from Ex 2A when they discuss their experiences in question 2. When they have finished, ask a few Ss to share their experiences with the class.

- C** Refer Ss to the Vocabulary Bank on page 139.

▶ page 139 **VOCABULARY BANK**
buildings and homes

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Ask Ss to read the reviews and decide which sounds worst and why. Put them in pairs to compare their ideas. When they are ready, ask a few Ss to share their choices and reasons with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the reviews with them.

EXTRA SUPPORT With weaker classes, check understanding of the words in bold in the reviews before they move on to Ex 1B.

- B** Ss complete the sentences alone, then check in pairs. Check answers with the class and check understanding of the words where necessary.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the reviews in Ex 1A as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

- | | | |
|------------------|-----------------|--------------------|
| 1 cramped | 2 chilly | 3 crumbling |
| 4 filthy | 5 dim | 6 run-down |

- 2** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

How to ...
negotiate in a dispute

3A  **6.09** | Tell the class that they are going to listen to a conversation between two neighbours involved in a dispute. Play the recording for Ss to identify what they are in a dispute about. Check answers with the class.

 AUDIOSCRIPT 6.09

M = Moussa A = Alyssa

- M: Hi!
- A: Oh, hello. I'm Alyssa. I'm your neighbour – I live in flat 6B, next door.
- M: Oh, hi. Nice to meet you, I'm Moussa. What can I do for you?
- A: Well, I don't want to come across as the annoying neighbour, but I'm really not happy that you play your guitar so late every night. I have to get up really early for work, but you practise until after midnight every night. I mean, this isn't really acceptable. It's really loud in my flat and I just can't get to sleep.
- M: Oh, I'm so sorry – I didn't realise anyone could hear me. These flats are quite cosy, but I guess they're not that luxurious, so the walls aren't all that thick. I'm really sorry if I've disturbed you. It's just, I'm a musician and I've got a really important gig coming up in a few weeks and so I've got lots of songs to practise. I work during the day, so evenings are my only time to practise. It's a huge opportunity for me and I've got to get it right.
- A: I understand that and I completely get that you want to do well, but I don't think it's fair that I should have to be exhausted just so that you can give a good performance.
- M: Yeah, you're absolutely right. I do acknowledge that. Maybe we could come to an arrangement about when I practise. I mean, what about if I stop by ten on weeknights and then maybe continue until eleven on Friday and Saturday nights, when you don't have to get up so early the next day?
- A: Hmm, yes. That sounds like a good compromise. I'm usually out with friends on Friday and Saturday evenings anyway, so I'd be happy with that.
- M: Cool. And I can offer you two free tickets to the gig if you want. It should be a really good one – some big names are playing, so if you're into rock music, you'll love it.
- A: Ah, that'd be really cool, actually. My best friend is really into rock, so I can take her.
- M: Good. Well, I'm glad we've sorted that out. I'll drop the tickets round to you next week and I'll make sure I stop playing in time for you to get to bed.
- A: Thanks for that. Let me know about the tickets.

ANSWERS:

The man is a musician and practises late at night.

B  **6.09** | Ss complete the sentences alone, then check in pairs. Play the recording again for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in the box as a vertical list.

ANSWERS:

- | | | |
|---------------------|----------------------|----------------------|
| 1 acceptable | 2 don't think | 3 arrangement |
| 4 compromise | 5 happy | 6 offer |

C Read the examples in the table with the class. Ask them to complete the rest of the table individually using the phrases in bold in Ex 3B, then check in pairs. While they are doing this, copy the table onto the board. Check answers with the class and write them on the board so that Ss can refer back to them later. With online classes, remember you can use a collaborative document for this.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the completed phrases from Ex 3B as a vertical list for them to use as a reference. Remind them to cover those they are not currently working on to help reduce distraction. Alternatively, rather than copying the phrases into the table, they could label (or colour code) them according to their function.

ANSWERS:

- Complaining: This isn't really acceptable.; I don't think it's fair that ...
- Making an offer: Maybe we could come to an arrangement about ...; I can offer you ...
- Accepting the offer: That sounds like a good compromise.; I'd be happy with that.

D The Grammar Bank on page 127 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 127 **GRAMMAR BANK**

This focuses on the form of phrases for negotiating in a dispute. Read the notes with the class or give them a few minutes to read them alone, then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss complete the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1** like **2** What **3** fair
4 come **5** with **6** acceptable

- 2** Ss categorise the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1** A **2** M **3** C **4** M **5** A **6** C

- 3** Ss choose the most suitable responses alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1** a **2** b **3** b **4** b

PRONUNCIATION**sounding assertive**

- 4A**  **6.10** | Read the options with the class, checking understanding if necessary. Ss listen and choose the best option. Check the answer with the class.

 AUDIOSCRIPT 6.10

- 1** I'm really not happy that you play your guitar so late every night.
2 I mean, this isn't really acceptable. It's really loud in my flat and I can't sleep.
3 I understand that and I completely get that you want to do well, but I don't think it's fair that I should have to be exhausted just so that you can give a good performance.

ANSWER:

C

- B**  **6.10** | Read the rule and options with the class, then play the recording again for them to choose the correct words. Check answers with the class.

ANSWERS:

normal, narrow, falls

- C** Ss complete the sentences individually. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to practise saying them to each other. Monitor and check they are sounding assertive.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then listen and check.

SPEAKING

- 5A** Put Ss in A/B pairs and refer them to the relevant pages. Give them time to read their instructions and think about what they can say. Monitor while they do this and offer help where necessary. When they are ready, Ss roleplay their disputes. Monitor and encourage them to use the functional language.

- B** When they have finished, ask each pair what they agreed and how they negotiated it in each of the disputes.

EXTRA: HOW TO ... Ask Ss to invent another dispute. Put Ss in pairs to roleplay each of their disputes, with the student whose dispute it is playing the role of the other person. When they have finished, ask each pair how they resolved it.

TO FINISH

Put Ss in small groups to first discuss the worst place they've ever stayed in and why it was so bad, then to agree on the worst experience. When they have finished, nominate a student from each group to tell the class about the worst place they discussed.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 151 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 205

6D Comedy

Tech fail

VOCABULARY | technology

SPEAKING | problem solving

WRITING | a set of instructions

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to technology. The context is an extract from a BBC mockumentary set in the offices of the BBC. Ss then do a speaking activity where they practise solving a problem in groups. The lesson ends with a writing activity where Ss write a set of instructions.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4A:** Display the gapped phrases on your device and share your screen. In feedback, ask different Ss to use the annotate function to complete them.
- **Ex 6B:** Put Ss in breakout rooms to discuss their solutions.
- **Writing Bank 6D, Ex 2B:** Ask Ss to write their instructions in a collaborative document so they can share them easily in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D
Online Digital Resources
Videoscript 6D: BBC Comedy
Writing Bank 6D

For Students:

Online Practice 6D
Workbook 6D

TO START

Arrange Ss in small groups. Ask them to tell their group the three pieces of technology they own that they couldn't do without. When they have finished, ask a few Ss to share their choices and explain their reasons to the class and find out if others had similar choices for similar reasons.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Read the technology problems with the class and check understanding where necessary. Put Ss in pairs to rank the problems and think of any others. When they have finished, ask a few pairs to share their ideas with the class.
- B** Focus attention on the photos and elicit what Ss can see (two characters from a TV programme, the BBC building). Check understanding of *mockumentary* (= a comedy genre styled to look like a documentary). Ss read the BBC programme information and answer the question alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the BBC programme information to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the BBC programme information with them.

ANSWERS:

It's an integrated software system that connects devices to each other when they are close together.

VIEW

- 2 A** ▶ For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Ss watch the BBC video clip and note the four problems, then check in pairs. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

The trainer tries to present Syncopatico but it doesn't appear on the screen.

Ian can't see his schedule, but Will can somehow see it on his device.

Some of Simon's schedule is also on Will's device.

Will sends a document to print, but has no idea which printer in the building it will print on.

- B** ▶ Read the statements with the class so they know what to listen for. Ss watch the video again and decide if the statements are true or false, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 T
- 2 F (He has only done half of the training.)
- 3 T
- 4 F (He says he's not sure Will isn't to blame.)
- 5 T
- 6 F (Ian agrees with Will, but he is being sarcastic.)

EXTRA IDEA After checking answers to Ex 2B, you could explain that 'sarcasm' (Ian is being sarcastic in the answer to item 6) uses irony in a sharp, critical, unpleasant or hurtful way.

VOCABULARY**technology**

- 3A** Read the extract with the class. Ask Ss to decide if the numbered definitions are correct. Put them in pairs to compare their answers and correct the incorrect definitions. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the extract as a vertical list.

ANSWERS:

- 1 correct
- 2 incorrect – one system with many parts
- 3 incorrect – combines things to make them more effective
- 4 incorrect – working in the same way
- 5 correct
- 6 correct
- 7 correct

- B** Demonstrate the activity by giving an example yourself, e.g. 'Here at the school we have an online system which integrates all of our school reports into a unified system in real time.' Put Ss in pairs to tell each other about a piece of software they have used, using vocabulary from Ex 3A. When they have finished, ask a few Ss to share their descriptions with the class.

- 4A** Ss complete the phrases individually, then check in pairs. Check answers with the class. Remember, with online classes, you can display the gapped phrases during feedback and ask different Ss to complete them using the annotate function.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | | |
|------------|---------|----------|-----------|
| 1 print | 2 put | 3 adjust | 4 update |
| 5 recharge | 6 drain | 7 jam | 8 disable |

- B** Ss categorise the phrases individually, then check in pairs. Check answers with the class.

ANSWERS:

cause problems: 6, 7
provide solutions: 1, 2, 3, 4, 5, 8

- C** Put Ss in pairs to tell each other about the last time they did or experienced the actions in Ex 4A and why. When they have finished, ask a few Ss to share their experiences with the class.

SPEAKING**problem solving**

- 5A**  **6.11** | Tell the class that they are going to listen to two team leaders discussing a problem. Play the recording for Ss to listen and identify the problem and what they agree on. Check answers with the class.

 AUDIOSCRIPT 6.11

- A: So, now that everyone's working from home at least two days a week, we're seeing some speed issues.
- B: What do you mean?
- A: Well, things seem to be taking longer than usual. I'd say that connection speeds are the main issue, but old devices are causing speed issues, too.
- B: I'm not surprised. If we ask staff to work from home to save costs on office space, there are bound to be issues. One thing to consider is that top-of-the-range wi-fi is costly and also not readily accessible everywhere, and these slow connections are having an impact on file uploads to the shared system – some staff can't even get into the system.
- A: True. Another issue seems to be that meetings are constantly being interrupted by poor connections. Just this morning I was in a meeting where a colleague was so frustrated with her connection that she just asked for an email to summarise what we'd covered. Hardly ideal.
- B: I think we need to take this to senior management.
- A: What about suggesting the company pays for each staff member's home internet connection? That might help to speed things up.
- B: It's a good idea, but it'll add up to a lot of money. Do you think senior management will be willing to pay?
- A: Well, they need to take into account the fact that staff just cannot be as productive without the right equipment and they can hardly expect staff to fork out for high-speed broadband themselves if it isn't very accessible. They'll just have to provide some financial support.
- B: You're right. Let's suggest it and see what they say. They can only say no!

ANSWERS:

The problem is that as staff are now regularly working from home, they are depending on their own wi-fi which may not be as fast or reliable as in the office, which has an impact on productivity.

The suggestion is to suggest to senior management that they pay for staff members' high-speed internet connections.

- B**  **6.11** | Give Ss a minute to read the phrases in the box, or read them with the class, then play the recording for Ss to listen and identify which phrase is not used. Play the recording again if necessary, then check answers with the class.

ANSWER:

If I were in charge, I'd ...

- 6A** Read the questions with the class, then refer Ss to the case study on page 141. Ask them to read it and make notes to answer the questions. Monitor and help with vocabulary where necessary.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the case study with them.

ANSWERS:

- 1** The current system of communicating orders is manual, which can be slow and affect profitability.
- B** If necessary, check Ss understand what the main issue regarding the case study is and arrange them in small groups (in breakout rooms with online classes). Ask them to discuss the situation using the notes they made in Ex 6A and then come up with one or more possible solutions. Monitor and encourage them to use the Key phrases from Ex 5B.
- C** Ask each group to present their solution(s) to the class. When they have finished, ask a few Ss which they think is the most effective solution and why.

WRITING**a set of instructions**

- 7A** Read the list of activities with the class, then put Ss in pairs to discuss the questions. When they have finished, ask a few pairs to share their ideas with the class.
- B** Read the situation with the class, then put Ss in pairs to discuss what they could do. When they are ready, ask each pair to share their ideas with the class.
- C** Refer Ss to the Writing Bank on page 108.

▶▶ page 108 WRITING BANK**WB**

- 1A** Read the questions with the class, then ask Ss to read the set of instructions and answer the questions. In feedback, elicit whether any of their ideas from Ex 7B on page 77 are mentioned and find out if Ss have done any of the things mentioned in the text.

EXTRA SUPPORT: DYSLEXIA Read the set of instructions to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with their partner from Ex 7B who can read the text with them.

- B** Ss find the examples individually, then check in pairs. You could ask them to underline or highlight them in the text. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia could highlight the examples of the different features using a different colour for each category.

POSSIBLE ANSWERS:

- 1** If you have wi-fi turned on ... your phone will continually identify ...; Apps run background updates ... which both drains the battery and uses data ...
- 2** If your phone ...; If you don't have ... , you can ...; ... your messaging apps; ... you're not using
- 3** Turn down; turn it on, Switch on; Turn off; Stop this; Disable
- 4** It's a good idea to ...; you'll be glad when ...

- 2A** Read the instructions with the class. Ask them to choose what to write instructions for, then make notes on the things in the list. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss write their instructions individually, using their plan from Ex 2A. They should aim to write around 250 words. Monitor and offer help where necessary. With online classes, Ss could write their instructions in a collaborative document so they can share them easily in Ex 2C.
- C** Ss share their instructions with the class. With large classes, you may want to have them do this in groups. They can read out their instructions or pass them around for others to read. When they have finished, ask a few Ss which instructions would be the most useful for them and why.

TO FINISH

Put Ss in pairs and ask them to discuss whether they think Syncopatico would be useful at their place of work (or future place of work) and why/why not.

6 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4A, 5A, 6A and 7A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Ask Ss to send their sentences to their partner via private message.
- **Exs 1B, 3B, 4B, 5B, 6B and 7B:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in test package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 6 (Grammar: inversion, passive structures; Vocabulary: algorithms, talking about mistakes, phrases with *right* and *wrong*, buildings and homes, technology; How to ... negotiate in a dispute). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

inversion

- 1 A** Ss choose the correct verb forms alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the sentences and sets of options they are not working on to help reduce distraction.

ANSWERS:

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

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss whether the statements in Ex 1A are true for them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

- 2 A** Ss complete the sentences so they are true for them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Put Ss in pairs to share their sentences. With online classes, remember they can use private messages for this. When they have finished, ask a few Ss if any of their sentences are similar.

passive structures

- 3 A** Explain to Ss that they should use a passive form of the verb *give* in each of the sentences. Ss complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1** have been given
2 be given
3 to be given
4 being given / to be given
5 Being given; being given

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss whether or not they agree with the statements and give their reasons. When they have finished, ask a few Ss to share their opinions and reasons with the class and find out if others agree.

VOCABULARY

4A Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 assumption	2 accidentally	3 mistook
4 track	5 off	

B Put Ss in pairs (in breakout rooms with online classes) to think of and tell their partner a time they made a wrong assumption and what happened. When they have finished, and if they are comfortable doing so, ask a few Ss to share their experiences with the class.

5A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

1 process	2 input	3 forecast
4 miscalculate	5 determine	6 outputs

B Ss discuss the question in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their opinions with the class and have a brief class discussion.

6A Ss complete the news report individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list.

ANSWERS:

1 derelict	2 cracks	3 crumbling
4 rotten	5 luxurious	

B Ss discuss the question in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their opinions and reasons with the class.

7A This activity reviews both the grammar and vocabulary of Unit 6. Ss complete the text alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 7A. You can also make this activity more accessible for dyslexic learners by reminding them to cover the parts of text they are not working on to help reduce distraction.

ANSWERS:

1 be	2 up	3 right
4 been	5 did	6 wrong

B Read the list of items with the class, then put Ss in pairs (in breakout rooms with online classes) to think of strange substitutions. When they are ready, ask each pair to share their ideas with the class. You may also like to share some of the answers below, which are based on real-life experiences.

POSSIBLE ANSWERS:

bread – crisps
cream – shaving cream
fish – fish food (i.e. food for fish)
red pepper – red hair dye
vegan ready-meal – meat ready-meal
vitamin C tablets – sweets

TO FINISH

Put Ss in pairs to discuss two things they like and two things they dislike about supermarkets in their country/ies. Encourage them to use vocabulary and grammar from the unit where appropriate.

7 trends

Global Scale of English **LEARNING OBJECTIVES**

7A The word on the street

- **LISTENING** | Understand a talk about language: explaining meaning
- Evaluate newly created words: adverbials
- Pronunciation: pausing: adverbials
- Write a comment on a blog post

GSE INFORMATION

VOCABULARY

59–75 Can use language related to explaining or elaborating meaning.

LISTENING

72 Can understand the main points of complex academic/professional presentations.

GRAMMAR

66 Can use adverbial phrases to make comments.

SPEAKING

73 Can evaluate arguments in a debate or discussion and justify the evaluation.

WRITING

68 Can respond in writing to other people's arguments in an appropriate style.

7B Food fads

- **READING** | Read article extracts on the globalisation of food: trends; food and drink
- Pronunciation: consonant-to-vowel linking with fronting
- Discuss food and drink trends and habits: fronting: reasons, causes and explanations

GSE INFORMATION

VOCABULARY

59–75 Can use language related to changing or staying the same.

59–75 Can use language related to food and drink.

READING

69 Can synthesise information from different sources in order to give a written or oral summary.

GRAMMAR

75 Can use a range of words and phrases to place a reason or cause at the start of a sentence (e.g. because, since, as a result of, -ed participle clauses).

72 Can use 'since...' to talk about reasons, causes and explanations.

SPEAKING

69 Can talk about trends in detail.

7C Pre-loved

- **HOW TO ...** | exaggerate: shopping; describing clothes
- Pronunciation: sentence stress: exaggeration

GSE INFORMATION

VOCABULARY

59–75 Can use language related to shops and shopping experience.

HOW TO ...

64 Can recognise the use of hyperbole (e.g. It's going to take me years to finish this).

SPEAKING

69 Can use hyperbole to emphasize a point e.g. It's going to take me years to do this.

7D Past and present

- **BBC STREET INTERVIEWS** | Understand people talking about the past
- Discuss attitudes to the past and the present
- Write a blog post

GSE INFORMATION

VOCABULARY

59–75 Can use language related to knowledge or lack of knowledge.

59–75 Can use language related to asking about feelings.

59–75 Can use language related to remembering, forgetting and reminding.

SPEAKING

76 Can answer questions about abstract topics clearly and in detail.

WRITING

67 Can write about feelings and the personal significance of experiences in detail.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 7A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and check understanding of *trend* (= a general tendency in the way a situation is changing or developing). Tell the class they are going to watch people talking about recent trends in their countries and ask Ss to watch and decide which they find most surprising. Elicit ideas from a few Ss and see if others agree.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

- 1 Ss' own answers
- The people talk about:
- Speaker 1: vegetarianism and veganism
- Speaker 2: wild swimming
- Speaker 3: people becoming more climate conscious
- Speaker 4: extreme sports
- Speaker 5: rising house prices
- Speaker 6: dogs with long ears wearing headbands

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

- Presentation Tool Unit 7
- Online Digital Resources
- Videoscript Unit 7 Opener: BBC Vlogs

7A The word on the street

- GRAMMAR** | adverbials
- VOCABULARY** | explaining meaning
- PRONUNCIATION** | pausing: adverbials

LESSON OVERVIEW

In this lesson, Ss learn and talk about the creation of new English words. The lesson starts by introducing vocabulary for explaining meaning. Ss then listen to a talk about how words become more or less popular. This leads into the grammar where Ss learn about or review adverbials and also practise pausing with adverbials. Ss then do a speaking activity where they come up with their own suggestions for new words. The lesson ends with a writing activity in which Ss practise writing a comment on a blog post.

Online Teaching

- If you're teaching this lesson online, you might find the following tips useful:
- **Grammar Bank 7A, Ex 1:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the adverbials in the sentences.
 - **Ex 5B:** Put Ss in breakout rooms to create their new word.

Additional Materials

For Teachers:

- Presentation Tool Lesson 7A
- Photocopiable Activities 7A
- Grammar Bank 7A
- Writing Bank 7A

For Students:

- Online Practice 7A
- Workbook 7A

TO START

Write the following topics on the board: *technology, medicine, the economy, politics, sport, education*. Put Ss in pairs and ask them to think of new words that have come into their language(s) related to each topic over the last few years. When they have finished, ask a few Ss to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

explaining meaning

1 A Tell the class that they are going to read an article about word trends in three different decades. Read the question, then ask Ss to read the article and answer it alone. Tell them to compare their answers in pairs, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the decades in the box as a vertical list either on the board or on a separate piece of paper. Also remind them to cover the parts of the article they are not working on to help reduce distraction.

ANSWERS:

Section A: 1980s Section B: 1990s Section C: 2000s

B Ss choose the correct words and phrases individually, then check in pairs. Encourage them to refer back to the words in bold in the article in Ex 1A and to use the context to help them. Check answers with the class.

ANSWERS:

1 sum up	2 spell out	3 illustrate
4 signifies	5 define	6 convey
7 captures	8 specify	

C Demonstrate the activity with one or two of your own examples (e.g. 'Chilled sums up how I feel today.', 'Tex-Mex is a style of food that is easy to specify.'). Ask Ss to complete the sentences about themselves, using just one word in each gap. When they are ready, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share their answers with the class and find out if others agree.

LISTENING

2 A Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

B  **7.01** | Read the sentences with the class and point out that they summarise the main points of the talk. Ss listen and complete the main points, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find simultaneous listening, reading and writing a challenge. You could suggest they simply listen for the missing words and complete the sentences during feedback when you check the answers.

AUDIOSCRIPT 7.01

P = Presenter C = Carl Hendrick

P: Now, I know we're all looking forward to this talk, so, without further ado, I'd like to introduce our speaker for today, Carl Hendrick.

C: Thank you. So, we're all familiar with the idea that there are fashions or trends in clothes and other consumer goods, with things rising to either the height of fashion or becoming completely unfashionable on an almost yearly basis. But it seems that the words we use also rise and fall in popularity, falling in and out of fashion in much the same way as other things, but over slightly longer timescales.

In a fascinating piece of research, Marcelo Montemurro and his team from the University of Manchester used a computer database to track the use of words in a detailed way. They were keen to find out how popular individual words have been in the language at different times in history, going right the way back to 1700 and extending up to the present day. The study focused on over 5,000 common nouns and what the researchers found was that over time, the use of these words rose and fell in a regular pattern, showing on the graph like a wave. Surprisingly, the length of each wave was fairly consistent, with words coming in and out of fashion in a cycle of approximately fourteen years. And it became quite clear to them that the patterns were so regular and occurring with so many different words, that it was almost inconceivable that this was a random phenomenon. So, what factors might be influencing this cyclical popularity of words?

One possible explanation for the fourteen-year cycle is that it could be related to generations. Words that are popular or fashionable with one generation are often rejected by the next, in much the same way that younger people turn away from the clothes or house décor or food their parents like. This certainly happens with baby names such as George and Florence, which tend to have periods of great popularity, then fall out of favour for a while, before becoming popular again as a younger age group start to have children of their own and rediscover names that were common at the time of their great-grandparents. Interestingly, the cycle of popularity for words has recently become longer by a few years, which would tie in with the fact that people are living longer and so the time between generations is extending.

But there are other factors to take into consideration. Important historical events can have a big impact on the frequency of words. For example, words such as 'space', 'rocket' and 'lunar' peaked in their use in the 1960s, at the time of the US landings on the Moon. The development of new technologies can also cause words to have a spike in popularity, as people use these new technologies and also discuss them. In the 1920s, cars were first produced and used and the database shows that the words 'car', 'garage' and 'wheel' became much more popular at this time. Social issues also influence language use. For example, words such as 'climate', 'rainforest' and 'tree' have become much more common in recent years, as people talk and write about the issue of climate change.

And finally, old words may bounce back and take on a new meaning and a new life if they become popular brand names. This is certainly true for words such as 'apple', 'window' and 'twitter', which have all shown an increase in use over the last few years as a result of becoming successful product names.

However, the phenomenon of word 'cycles' could also tell us something about the nature of fashion and trends themselves. Take words such as ones meaning 'good', like 'superb', 'brilliant', 'fabulous' and 'amazing', which follow quite regular cycles of popularity. It may be that, as with all fashions, individual words gradually gain momentum and become 'trendy', up to the point where they become so common that they start to become uncool. People then naturally start to avoid them and they become much less common. After a while, they start to look more unusual and attractive again, so people start to choose them again, in much the same way as styles of clothing come back into fashion after a period of being decidedly unfashionable.

ANSWERS:

1 clothes and fashion

2 (computer) database

3 generations

4 new technologies

C  **7.01** | Read the questions with the class. Ss listen again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

1 from 1700 to the present day

2 Baby names that are popular with older generations are rejected by young people, but they come back into fashion with subsequent generations.

3 to give an example of the effect of historical events; the US Moon landings made words to do with space more popular

4 apple, window and twitter

5 We can learn that fashion and trends in general are cyclical. Things become popular because they are unusual, then when they become 'normal' they become boring and people reject them. They fall out of use, so they become unusual again, so they become fashionable again.

GRAMMAR

adverbials

3A  **7.02** | Read the adverbials with the class and check understanding where necessary. Ss complete the sentences individually, then check in pairs. Play the recording for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adverbials in the box as a vertical list. Also remind them to cover the sentences they are not working on to help reduce distraction.

ANSWERS:

1 on an almost yearly basis

2 in a detailed way

3 Interestingly

4 After a while

5 decidedly

B Read the questions with the class. Ss answer them alone, then compare answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Suggest to dyslexic learners that they cover and then uncover each item in Ex 3B in turn as they work through them. They could also cover and uncover the individual completed sentences in Ex 3A as they look for the answers. They can use the same strategy for Ex 3C.

ANSWERS:

1 after a while

2 on an almost yearly basis

3 in a detailed way

4 decidedly

5 interestingly

- C** Ss complete the rules alone, using the extracts in Ex 3A and the answers to Ex 3B to help them, then check in pairs. Check answers with the class.

ANSWERS:

1 phrase 2 after 3 beginning 4 before

- D** The Grammar Bank on page 128 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB **▶▶** page 128 **GRAMMAR BANK**

This focuses on the form and use of adverbials. Ss at this level are likely to have met these adverbials separately before, so this is an opportunity to bring them all together and consider their different forms and functions. Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise focuses on the recognition of adverbials in sentences. Ss underline (or highlight) the adverbials in each sentence alone, then check in pairs. Check answers with the class. With online classes, remember you can share your screen for Ss to highlight the adverbials in feedback.

ANSWERS:

- 1 We played computer games all afternoon.
- 2 Every once in a while, we meet up for a chat.
- 3 She looked at me in a suspicious manner.
- 4 Unfortunately, the restaurant had to close.
- 5 The city centre was incredibly busy.
- 6 To my astonishment, she announced that she had quit her job.
- 7 I still go to visit them on a fairly regular basis.
- 8 He was quietly reading his book.

- 2** Ss categorise the adverbials in Ex 1 according to their function individually, referring back to the notes where necessary, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia could colour-code the adverbials according to their function.

ANSWERS:

- | | | |
|-------------|----------------|------------|
| 1 time | 2 frequency | 3 manner |
| 4 sentence | 5 intensifying | 6 sentence |
| 7 frequency | 8 manner | |

- 3** This exercise focuses on the form of adverbials. Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 the door silently
- 2 returned home at the end of the day
- 3 incredibly
- 4 Disappointingly
- 5 carefully
- 6 slightly shocked
- 7 A few days ago
- 8 usually

EXTRA IDEA Ss could identify the function of the correct adverbials in Ex 3 in the same way as they did in Ex 2 for those in Ex 1. (Answers: 1 silently – manner, 2 at the end of the day – time, 3 incredibly – intensifying, 4 Disappointingly – sentence, 5 carefully – manner, 6 slightly – intensifying, 7 A few days ago – time, 8 usually – frequency)

PRONUNCIATION**pausing: adverbials**

- 4A**  **7.03** | Read rules a and b with the class so Ss know what to listen for. Ss listen to the sentences and choose the correct rule. Check answers with the class.

ANSWER:

a

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- B** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check Ss are pausing in the correct places.

SPEAKING

- 5A** Ss read the tips for creating new words and match them with the headings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with another student so they can read the tips and headings together.

ANSWERS:

1 c 2 b 3 a 4 d

- B** Tell Ss they are now going to create their own new word in English. Put them in small groups (in breakout rooms with online classes) to create their word, think about how to explain its meaning and examples showing its use. Encourage them to think about which of the words and phrases from Ex 1 they can use to do this.
- C** Ask each group to present their new word to the class, writing it on the board, explaining its meaning and giving examples of its use.

EXTRA CHALLENGE With stronger classes, ask groups to come up with as many new words as they can. This could be a competition to see which group can come up with the most new words.

- D** Ask Ss to discuss and evaluate all the new words and choose their favourite in the same groups as for Ex 5C. When they are ready, ask each group to share their favourite with the class together with their reasons.

WRITING

a comment on a blog post

- 6A** Introduce the topic by asking the class how much they use emojis and whether they like them or not. Ask Ss to read the blog post and answer the question, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners in Exs 6A and 6B, read the blog post and comments to the class at the appropriate time (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the blog post and comments with them.

ANSWERS:

The writer finds them confusing because it is impossible to know exactly what they mean and because people use them in different ways.

- B** Ss read the comments and answer the questions alone, then check in pairs. Check answers with the class.

ANSWERS:

1 A 2 B 3 B

- C** Read the questions with the class. Ss read the comments again and answer the questions to help them decide if the texts are formal or informal. Check answers with the class.

ANSWERS:

They are informal.

- The writers use contractions, e.g. it's, isn't, etc.
- They use informal phrases such as 'One thing that drives me mad ...'.
- They address the reader directly by asking questions, e.g. 'how am I supposed to understand what they really mean?'

- D** Refer Ss to the Writing Bank on page 109.

▶ page 109 **WRITING BANK**

WB

- 1 A** Ss read the blog post and choose the correct option summarising the main point, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the blog post to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the blog post with them. They can work with the same partner for Ex 1B.

ANSWER:

b

- B** Put Ss in pairs to discuss whether or not they agree with the writer and why. When they have finished, ask how many Ss agree with the writer (via a show of hands). Elicit reasons for their opinion from a few Ss and find out if others agree.
- C** Ss write their comments individually. They should aim to write around 100 words. Encourage them to use the language from the lesson.

EXTRA IDEA When they have finished, put Ss in pairs to read each other's comments and say how far they agree with their partner's comment.

TO FINISH

Put Ss in pairs to make lists of words which are the same in their own language(s) and English (and which have the same meaning). They could also list any that are similar but which have a different meaning.

7B Food fads

GRAMMAR | fronting: reasons, causes and explanations

VOCABULARY | trends; food and drink

PRONUNCIATION | consonant-to-vowel linking with fronting

LESSON OVERVIEW

In this lesson, Ss practise summarising information from different texts. The lesson starts by introducing vocabulary related to trends and to food and drink. The context is a reading where Ss read and summarise texts on the topic of the globalisation of food. This leads into the grammar where Ss learn how to use fronting to introduce reasons, causes and explanations. They also practise consonant-to-vowel linking with fronting. The lesson ends with a speaking activity where Ss discuss food trends in their culture(s).

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to write their lists in a collaborative document so they can share them easily in Ex 1B.
- **Ex 4B:** Put Ss in pairs in breakout rooms to summarise the extracts.
- **Exs 8A and 8B:** Put groups in breakout rooms to make their lists and discuss the questions.

Additional Materials

For Teachers:

Presentation Tool Lesson 7B
Photocopiable Activities 7B
Grammar Bank 7B
Vocabulary Bank 7B

For Students:

Online Practice 7B
Workbook 7B

TO START

Write the following questions on the board:

What are the most popular foods and dishes in your country at the moment?

Why are they so popular?

Ss discuss the questions in small groups. When they have finished, ask a few Ss to share their answers with the class and write words and phrases for talking about food trends on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

trends

- 1 A** Read the dictionary definition with the class, then ask Ss to think of food fads from the past and make a list individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. With online classes, remember Ss can write their lists in a collaborative document so they can share them easily in Ex 1B.
- B** Put Ss in pairs to compare their ideas and say whether they took part in them, giving their reasons. When they have finished, ask a few Ss to share their ideas with the class.
- C** Ss read the extracts and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the extracts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the extracts with them.

ANSWERS:

1 D 2 A 3 C 4 B

- 2 A** Point out the words and phrases in bold in the extracts. Make sure Ss understand that some of the meanings match with more than one word and that in this case the number in brackets denotes the number of matches. Ask Ss to match the words with the meanings alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in bold in the extracts in Ex 1C as a vertical list either on the board or on a separate piece of paper. They can refer to the extracts for context if they choose.

ANSWERS:

- | | |
|-------------------|----------------------------|
| 1 surge, explode | 5 evolution |
| 2 decline, shrink | 6 switch, shift, transform |
| 3 remain steady | 7 revert to |
| 4 consistent | 8 catalyst |

B Ask Ss to answer the question individually, using a dictionary if necessary, then check in pairs. Check answers with the class.

ANSWERS:

decline, shift, surge and switch

EXTRA IDEA You could also elicit the noun or verb for the words that have different forms and write them on the board. (Answers: evolution (n) – evolve (v), explode (v) – explosion (n), shrink (v) – shrinkage (n), transform (v) – transformation (n))

C Explain that there are not necessarily right or wrong answers here, Ss choose an alternative for each statement according to their own opinion. When they are ready, put Ss in pairs to share their opinions and give their reasons. In feedback, elicit answers and reasons from a few Ss and find out if others agree.

D Refer Ss to the Vocabulary Bank on page 139.

VB **▶** page 139 **VOCABULARY BANK**
food and drink

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ss complete the extracts individually, then check in pairs. With weaker classes, check understanding of the words in the boxes first. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the extracts they are not working on to help reduce distraction.

ANSWERS:

- | | | |
|----------------------|-------------------------|-----------------------|
| 1 vegetarians | 2 vegans | 3 diet |
| 4 calories | 5 nutrients | 6 cholesterol |
| 7 binge on | 8 junk food | 9 grab a snack |
| 10 in season | 11 out of season | 12 organic |

B Read the bullet points with the class, then put Ss in pairs to discuss them. Monitor and encourage Ss to use as much vocabulary from Ex 1A as possible. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading texts available to help dyslexic learners.

3 A **7.04** | Remind Ss of the extracts in Ex 1C and elicit what was in each one. Read the five points with the class so they know what to listen for. Ss listen to the two summaries and decide which one achieves all the points, then check in pairs. Check answers with the class.

AUDIOSCRIPT 7.04

- A** Food fads have existed for a long time. Examples in recent years include TV dinners, chocolate fountains, avocado toast and cronuts. These days, food fads can be heavily influenced by people on social media who want to be seen as eating the latest fashionable food item, but food fads aren't all good. Sometimes they encourage people to adopt imbalanced diets which can cause them health problems.
- B** Food trends are nothing new. They can result in a loss of much-needed nutrients. Some of them cause our waistlines to grow. The cronut was popular once. There were chocolate fountains which were really common at weddings and other celebratory events for a while. The cronut became very popular in 2013. For a while, anyway.

ANSWERS:

Summary A achieves all the points for an effective summary.

Summary B doesn't include all the main points, it includes minor points, the ideas aren't ordered logically or linked appropriately. The speaker has not always used her own words, but taken phrases from the texts.

B Tell the class that they are going to summarise texts about the globalisation of food. In preparation for this, ask Ss to read the article extracts and choose the main point of each one, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA As well as listening to the available recording of the texts as they read them, Ss with dyslexia should focus on each text in turn. Remind them to also cover the options in Ex 3B they are not working on to help reduce distraction.

ANSWERS:

- 1** a **2** b **3** b

C Read the questions with the class and check understanding where necessary. Ss read the extracts again and make notes using their own words to answer the questions. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners could highlight the parts of the texts where they find the answers. They should then think how to express the information in their own words.

ANSWERS:

Note: Answers should be in Ss' own words so the exact wording may vary from that given here.

- 1 Pizzas are adapted to suit local tastes.
- 2 To give examples of pizza toppings which suit local tastes.
- 3 They are viewed as British but originally came from Spain and Portugal.
- 4 It helps boost economic development and allows us to eat food from around the world, but it has a negative impact on the environment and results in an increase in the amount of fast food we eat.
- 5 They make money from the food of a minority culture in their society by not acknowledging where the food came from or they claim to improve the food by adding new ingredients, which can diminish the value of the minority culture.
- 6 Use opportunities to try new foods, however unusual, to learn about a culture rather than make fun of it. Try to buy meals or recipe books from people of the minority culture so they are the ones who benefit.

4A Ss plan their summaries individually. Monitor and offer help where necessary. Make sure Ss are using their own words.

B Put Ss in pairs (in breakout rooms with online classes) to give their summaries. Ask them to think about whether their partner achieves all the points in Ex 3A while they are listening, then give them feedback after their partner has given their summary. When they have finished, ask a volunteer or a stronger student to give their summary to the class.

POSSIBLE ANSWER:

The globalisation of food is the result of improvements in transport technology and the reduction of trade barriers between countries. It allows us to eat food from around the world and in most cases results in increased economic development for countries. Since food trade isn't new and migrants have introduced foods to different cultures for centuries, there are many examples of foods that are now global. Pizza is a classic example of a food which is essentially the same around the world with some changes according to local tastes, e.g. toppings such as squid and tandoori chicken. However, globalisation has its downsides. It has resulted in an increased consumption of fast food and it has a negative impact on the environment. There are also examples where a dominant culture in society has benefitted financially from food from a minority culture without acknowledging it or providing any benefits to the minority culture. As a result, we must take care to appreciate food from other cultures rather than appropriate it.

GRAMMAR**fronting: reasons, causes and explanations**

5A Ss complete the sentences, then find them in the extracts in Ex 3B and check their answers. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the extracts they are not working on when checking their answers. To provide more support, give Ss the words and phrases needed to complete the extracts as a vertical list for them to refer to when completing the sentences.

ANSWERS:

- 1 Packed full of coconut trees
- 2 Since
- 3 Seeing as
- 4 As a result of this supposed elevation

B Read the questions with the class. Ss answer the questions alone, then check in pairs. Check answers with the class. If you're short of time, you could do this exercise together as a class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to use the masking technique when doing Ex 5B, covering the questions they are not currently answering and uncovering each of the sentences in Ex 5A in turn as they look for the answers.

ANSWERS:

- 1 to give the reason or cause of something
- 2 It's dependent on the other clause.
- 3 those in sentences 2 and 3
- 4 Possible answers: as, because

C The Grammar Bank on page 129 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 129 **GRAMMAR BANK**

This focuses on the form and use of fronting to introduce reasons, causes and explanations.

Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- GB 1** This exercise focuses on the form of fronting. Ss correct one error in each sentence alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic learners focus where they need to in the sentences, you could tell them to look at the fronting part of each one for the mistakes. Alternatively you could highlight the parts where they need to look.

ANSWERS:

- 1 Because **of** health issues, I decided to go vegetarian.
- 2 As **a** result of seeing a recipe online, they decided to make *nasi goreng*.
- 3 Frustrating **Frustrated** by the lack of choice, we went to a different restaurant.
- 4 Since **that** I don't eat meat, I can't have this dish.
- 5 As a result of **burn** **burning** the food, I decided not to make the recipe again.
- 6 Because **of** I'd never tried such an unusual dish, I ordered it immediately.
- 7 See **Seeing** as it's getting late, we should eat.
- 8 In **the** view of the fact that 3D printers can print food, we may all print our own dinner in the future.

- 2** This exercise practises different forms of fronting. Elicit the first answer as an example and write it on the board. Remind Ss that the order of the sentences might need to change. Ss link the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia in this activity by giving them the final sentences with just the key fronting missing and asking them to complete the sentences.

ANSWERS:

- 1 Since I have a wheat allergy, I don't eat bread.
- 2 Interested in vegan food, we decided to try some.
- 3 Because the restaurant had robot servers, we decided to give it a try.
- 4 Impressed by the dessert menu, everyone ordered something.
- 5 Pleased that strawberries were in season, we bought some.
- 6 Seeing as we're not hungry, let's miss lunch.
- 7 In view of the fact that the demand for local ingredients is growing, farmers' markets are growing in popularity. / In view of the growing demand for local ingredients, farmers' markets are growing in popularity.
- 8 Because of the consumption of alternative types of milk, cow's milk is losing popularity.

- 3** This activity practises both the form and different functions of fronting. Ss complete the sentences individually with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA When Ss have completed their sentences in Ex 3, put them in pairs to compare their ideas. In feedback, ask a few Ss to share any interesting information they found out about their partner with the class.

PRONUNCIATION

consonant-to-vowel linking with fronting

- 6A**  **7.05** | Play the recording for Ss to listen and pay attention to how the words in bold link.

ANSWERS:

The first word ends with a consonant sound and the next word starts with a vowel sound so the speaker connects them and they sound like one word.

EXTRA IDEA You could model the sentences as separate words, without linking them, then say them naturally, with the linking, to highlight the difference.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- B** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- C** Put Ss in pairs to share their ideas. Monitor and check how Ss are linking the words. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

SPEAKING

- 7A** Read the BBC Radio programme information with the class. Check Ss understand *veganism*, then discuss the question as a class.

- B**  **7.06** | Read the questions with the class so Ss know what to listen for. They listen and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER This listening is another authentic extract from a BBC Radio programme (see Unit 3, Lesson 3A) so Ss may find it more challenging than other listening texts. Reassure Ss that they don't need to understand every word in order to complete the activities.

AUDIOSCRIPT 7.06**P = Presenter T = Taruri Gatere**

- P: 'Vegan' is a term that was originally coined in 1944 bringing together the letters at the beginning and end of the word 'vegetarian', as the next step on. Vegetarians don't eat meat, but vegans don't eat eggs, milk or butter either. They won't wear leather or silk. They won't eat honey. Many won't wear wool. In fact, they won't use or consume anything that originally came from an animal. But the reasons people choose this way of eating, and this lifestyle, are many and varied.
- T: It's a really big thing. It's the thing that people eat every single day and everything else just kind of revolves around meat.
- P: Taruri Gatere is thirty-two and lives in Nairobi, Kenya.
- T: It's like the centre of every single meal.
- P: She first experimented with veganism when she was living in Italy.
- T: I stumbled upon a challenge just to go vegan for two weeks to see how your body would feel and I was very into healthy living and so I tried it for two weeks and I just loved how my body felt.
- P: How does it feel?
- T: Much lighter. I didn't realise how heavy meat and dairy were in my body. It's like the sleepiness that you feel when you have a very heavy meal. That left me when I went vegan.

ANSWERS:

She took on a challenge to see if she could go vegan for two weeks to see the impact it would have on her health.

She felt lighter and more alert.

- C** Read the questions with the class and check understanding if necessary. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

8A Put Ss in small groups (in breakout rooms with online classes) to make lists of current food trends in their culture. If Ss are from different cultures, try to group Ss from the same culture together. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** In the same groups as for Ex 8A, Ss discuss the questions in Ex 7C about the trends on their lists.

- C** Ask each group to present their ideas to the class and find out if similar trends were identified. Write any new words and phrases on the board.

TO FINISH

Put Ss in pairs and ask them to tell each other about the most unusual food they've ever tried.

7C Pre-loved

HOW TO ... | exaggerate

VOCABULARY | shopping; describing clothes

PRONUNCIATION | sentence stress: exaggeration

LESSON OVERVIEW

In this lesson, Ss learn how to exaggerate. The lesson starts by introducing vocabulary related to shopping and for describing clothes. Ss then listen to a conversation between two friends in a clothes shop. This leads into the functional language, where Ss also practise sentence stress when exaggerating. The lesson ends with a speaking activity where Ss practise persuading each other in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3A:** Display the list of items on your device and share it with the class, making sure the annotate function is on. In feedback, ask Ss to tick the things Theo would buy.
- **Ex 5C:** Put Ss in breakout rooms to share their sentences.
- **Ex 6B:** Display the photos of both Ss' items on your device so that Ss can see what their partner is trying to persuade them to buy.

Additional Materials**For Teachers:**

Presentation Tool Lesson 7C
Photocopiable Activity 7C
Grammar Bank 7C
Vocabulary Bank 7C
Mediation Bank 7C

For Students:

Online Practice 7C
Workbook 7C

TO START

Check understanding of *second-hand* (= previously owned, not new). Put Ss in pairs and ask them to tell each other about three items they own and would consider selling as second-hand items. Ask them to think about how much they would sell each item for.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

shopping

1 A If you didn't do the To start activity, check understanding of *second-hand* (= previously owned, not new). Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' answers and find out if others agree.

B Ss read the first part of the infographic and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA For both Exs 1B and 1C, pair Ss with dyslexia with a partner who can read the infographic with them.

ANSWERS:
The ownership of second-hand items is increasing.
Ss' own answers; possible answers include a growing concern for the environment

C Ss read the second part of the infographic and answer the question individually, then check in pairs. Check answers with the class.

ANSWERS:
children's clothes: buying new is a waste of money as children grow so fast
wedding outfits: spend less, better for the environment
exercise equipment: people buy it and use it just a few times, so it's in excellent condition and cheaper than new
technology: you can buy ex-display items from a store and pay much less
home items: it's cheaper and can look good with some work
clothes: look fashionable, save money, reduce waste

2 A Point out the words in bold in the second part of the infographic, then ask Ss to use them to complete the definitions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:
1 second-hand 2 costly 3 trendy
4 classy, fancy 5 shabby 6 decent
7 vintage

B Read the questions with the class. Ask Ss to think about their answers to them and how they can use the words from Ex 2A.

C Put Ss in pairs to discuss the questions in Ex 2B and compare their ideas. When they have finished, ask each pair if they had similar or different ideas and why.

D Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** describing clothes

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Ss match the items in the pictures with the adjectives individually, then check in pairs. Check answers with the class.

ANSWERS:
1 h 2 f 3 e 4 d 5 b 6 g 7 c 8 a

EXTRA IDEA: DIGITAL Put Ss in pairs and ask them to find pictures online of clothing that can be described with each adjective. Ss show their pictures to their partner in random order for them to guess which adjectives they illustrate.

2 A Read the questions with the class and ask them to make notes on their answers individually, using the adjectives from Ex 1 where possible.

B Put Ss in pairs to ask and answer the questions. When they have finished, elicit answers from a few pairs and find out if others have similar views.

How to ... exaggerate

3 A  7.07 | Read the questions and list of items with the class, then play the recording. Ss tick the things Theo would buy and identify what Maisie is looking to buy, then check in pairs. Check answers with the class. With online classes, remember you can display the list of items on your device during feedback and ask Ss to tick the things Theo would buy.

VB

AUDIOSCRIPT 7.07**M = Maisie T = Theo**

M: Come on, let's go in here. It's the best shop ever.

T: Do we have to? You take forever to find something you want.

M: I don't!

T: You do! My feet are killing me and I'm starving. I just want to have lunch.

M: You'll like it, I promise. There's nothing better than shopping at a vintage store. They've got some great trainers here.

T: Wait? What? Second-hand, you mean?

M: Yeah, but ones from like the 80s and 90s. Trendy retro stuff, classic designs, that kind of thing.

T: I bet they cost a fortune.

M: Not really. Not compared to brand-new ones. Look, here's a great pair.

T: Hmm, yeah, they're quite cool actually. They're about ten sizes too small though.

M: Yeah, finding things that fit can be like finding a needle in a haystack. Shame. They'd look good on you.

T: Yeah.

M: Why don't you go over there and look at the jeans and denim jackets?

T: I've told you a million times before, I don't like denim jackets and I'm not sure how I feel about wearing old jeans. It's like sharing clothes with a stranger. It feels a little too er ... intimate.

M: They've been washed! And you can always wash them again.

T: Hmm, still not sure. A leather jacket though. I've been thinking about getting one – one that looks lived in.

M: Like this one here?

T: This scruffy thing? I want one that's been lived in for a few years, not a few centuries! And it's got all these weird zips and badges.

M: It's unique. Remember when Declan wore that vintage jacket and got hundreds of likes on social media?

T: Yeah, but it's odd. And totally recognisable. What if I bump into the previous owner in the street and they say 'Hi'? I'd die of shame.

M: Oh, don't exaggerate. Go on, try something on.

T: Well, I can see some other jackets in the back. I'll go and take a look. What are you going to do?

M: I'm just going to browse and see if I can spot anything I like. I'd love an original band T-shirt.

T: Really? I wouldn't be seen dead in a pop band T-shirt.

M: Well, just you wait until I find the perfect thing. Then you'll be literally green with envy.

T: Hardly!

ANSWERS:

Theo: trainers, leather jacket

Maisie: band T-shirt

B  **7.07** | Ss choose the words that were used in the conversation in Ex 3A from memory, then listen again and check. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the sentences they are not working on to help reduce distraction.

ANSWERS:

- | | | |
|---------------------------|----------------------------|------------------|
| 1 forever | 2 killing, starving | 3 nothing |
| 4 fortune | 5 ten | 6 million |
| 7 centuries | 8 die of | 9 dead |
| 10 green with envy | | |

EXTRA SUPPORT You could write the phrases for exaggeration on the board as you check the answers. Ss then have the correct versions to refer to when they come to categorise them in Ex 4A

C Ss discuss the questions in pairs. When they are ready, check answers with the class. Alternatively, if you're short of time, do the activity as a class.

ANSWERS:

The speaker uses the words to exaggerate the situation and make it sound better or worse.

The effect can be to get attention so people feel sorry for you, to be humorous or to persuade someone to agree with you.

4A Ss categorise the correct phrases in Ex 3B individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Suggest Ss with dyslexia use colour-coding to show their categorisation. Also remind them to cover the sentences in Ex 3B they are not working on to help reduce distraction.

ANSWERS:

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

B The Grammar Bank on page 130 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 130 **GRAMMAR BANK**

This focuses on the form and use of the phrases for exaggerating. Read the notes with the class or give them a few minutes to read them alone then answer any questions they have.

GB

GB EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the two sets of sentence halves side by side.

ANSWERS:

1 h 2 e 3 b 4 g 5 f 6 c 7 d 8 a

- 2** Ss complete the exaggerations alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 ton 2 needle 3 centuries
4 shame 5 a hundred 6 hours

- 3** Elicit the first answer as an example. Ask Ss to change a word or phrase in each of the other sentences in order to exaggerate alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 My knees are ~~hurting~~ **killing** me.
2 The taxi took ~~a long time~~ **hours** to arrive.
3 Those shoes look like they cost a ~~bit~~ **fortune**.
4 I'd be ~~embarrassed~~ **die of embarrassment** if I made that mistake.
5 Come on, it's easy. You've done it ~~lots of~~ **a hundred** times before.
6 Why does it always feel like the food takes ~~a while~~ **years** to arrive?

PRONUNCIATION

sentence stress: exaggeration

- 5A**  **7.08** | Give Ss time to read through the sentences first to familiarise themselves with them. Ss listen and identify the word which is stressed the most in each sentence, then compare answers in pairs. Check answers with the class.

ANSWERS:

1 kill 2 fortune 3 dead 4 hundred

The speaker stresses these words to emphasise the exaggeration.

EXTRA IDEA: DIGITAL Ss can record themselves saying the sentences on their devices, then listen back and compare them to the original recording.

- B** Ss complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- C** Put Ss in small groups (in breakout rooms with online classes) to share their sentences from Ex 5B and identify who they have most in common with. Monitor and check they are using sentence stress correctly. When they have finished, ask a few Ss to share their ideas with the class and say what they have in common with other people in the group.

SPEAKING

FUTURE SKILLS | Leadership



- 6A** Read the Future Skills box and discuss the question as a class.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that being persuasive is a very useful work skill. Put Ss in pairs to discuss different ways they can use the techniques in the Future Skills box in their job (or future job).

- B** Tell Ss they are going to practise being persuasive. Put Ss in A/B pairs and refer them to the relevant pages. Ss follow the steps (1–3) to try to persuade each other to buy their vintage items. Set a time limit of three minutes for each student to try to persuade the other. Monitor and encourage them to use the language from the lesson and the correct stress when they exaggerate. For online classes, remember to display the photos of both Ss' items on your device.
- C** Ask each pair to tell the class who was more persuasive and how they achieved this.

EXTRA: HOW TO ... Put Ss in pairs and ask them to take turns trying to persuade their partner to buy an item they have on them, such as a bag or book, using the language from the lesson.

TO FINISH

Ask Ss to discuss which of the items in Ex 6B they would consider buying themselves and why.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 152 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 208

7D BBC Street Interviews

Past and present

VOCABULARY | memories

SPEAKING | a discussion about attitudes to the past and present

WRITING | a blog post

LESSON OVERVIEW

In this lesson, Ss learn how to discuss attitudes to the past and present. In order to do this, they learn vocabulary related to memories. The context is a series of BBC street interviews where people discuss their memories. Ss then do a speaking activity where they discuss their attitudes to the past and the present. The lesson ends with a writing activity where Ss write a blog post about a happy memory.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A, 2B and 2C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2A:** Put small groups in breakout rooms to discuss the question.
- **Ex 6B:** Ask Ss to write their blog posts in a collaborative document so they can share them easily in Ex 6C.

Additional Materials

For Teachers:

Presentation Tool Lesson 7D

Online Digital Resources

Videoscript 7D: BBC Street Interviews

For Students:

Online Practice 7D

Workbook 7D

TO START

Put Ss in pairs and ask them to tell each other about a time in their childhood when they were happy. You can suggest they talk about where they lived, where they went to school, their favourite toys and their friends.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 You may want to preteach *nostalgic* (= feeling sentimental about a time in the past). Put Ss in pairs to do the quiz and compare their answers. In feedback, ask each pair which of them thinks and talks about the past more.

VIEW

- 2A ▶ Read the questions in the BBC programme information box with the class. Explain to Ss that they are going to watch street interviews with people answering them. Draw Ss' attention to the photos of the people in the video at the top of the pages. They can use these to keep track of who's who. Read the question in Ex 2A with the class, then put Ss in small groups (in breakout rooms with online classes). Play the video for Ss to watch and think about whether any of the speakers feel nostalgic about the same things as them. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Ss compare their ideas in their groups. Elicit answers from a few Ss and find out if others felt the same way.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

- B ▶ Read the questions as a class. Remind Ss that they can use the photos of the people in the video to keep track of who's who. Play the first part of the video. Ss watch and answer the questions, then check answers in pairs. Play the first part of the video again if necessary, then check answers with the class.

ANSWERS:

- | | | | |
|----------|----------|--------|---------|
| 1 Eloise | 2 Seb | 3 Tara | 4 Allan |
| 5 Samuel | 6 Lauren | 7 Joy | |

- C ▶ Play the second part of the video. Ss watch and note down one of the things each speaker feels was better in the past, then compare their notes in pairs. Check answers with the class.

EXTRA SUPPORT You could provide a list of the speakers' names in order on the board for Ss to copy and note down one thing they say next to. The order in which they appear is Alan, Tara, Seb, Eloise, Tilly, Samuel, Joy, Lauren.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find making notes while they watch and listen difficult. If this is the case, you could pause the video after each speaker to give them time to note down one thing for each speaker. Alternatively, they can simply watch and try to remember the things.

EXTRA CHALLENGE With stronger classes, ask Ss to try and note down all of the things the speakers mention.

POSSIBLE ANSWERS:

- Allan: doing crazy things and spending time outdoors in a village in Africa
- Tara: believing you could do anything and being allowed to imagine
- Seb: doing lots of sport every day and working as part of a team
- Eloise: people were slower and spent more time doing just one thing at a time
- Tilly: being at school and having more routine
- Samuel: being able to play in parks
- Joy: there were no expectations and no responsibility
- Lauren: the lack of internet meant that people were more adventurous, socialised more with friends and found different things to do to entertain themselves

VOCABULARY

memories

3A Ss read the sentences, then discuss which ones are taken from the interviews in pairs. Check answers with the class.

ANSWERS:
sentences 1 and 2

B Ss categorise the phrases individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Suggest Ss with dyslexia use two different colours to categorise the words and phrases according to their use. Also remind them to cover the sentences they are not working on to help reduce distraction.

ANSWERS:
describe a memory that is caused by something in the present: sentences 1, 2, 3, 4 and 6
generally talking about remembering something: sentences 5, 7 and 8

C Put Ss in pairs to tell each other about the things that make them feel nostalgic. Monitor and encourage them to use words and phrases from Ex 3A where possible. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

a discussion about attitudes to the past and present

4A Read the opinions with the class, then put Ss in pairs to paraphrase them. When they have finished, elicit ideas from the class and find out if others agree.

POSSIBLE ANSWERS:
The first opinion suggests that the past no longer exists, so we should forget about it and live in the present.
The second one suggests that the past remains with us, as part of our character.
The third one suggests that we don't remember the past accurately and that we remember things the way we want to remember them

B  **7.09** | Ss listen and identify the two opinions being discussed. Check the answer with the class.

-  **AUDIOSCRIPT 7.09**
- A: Our past is definitely important because it helps make us who we are today. If you think about your family background, your childhood, your experiences at school – all these things have helped to create the person you are now. So, in that way we do carry the past with us.
- B: Yes, it's certainly true that we have experiences when we're young that shape our personality, our way of seeing the world. But that doesn't mean we have to still think about those experiences, keep reliving them. You can take the attitude: 'This is where I am now and that's all I'm going to think about.' Focusing on the present allows you to deal with things that are happening in your life now, so you can move forwards in the way you want to.
- A: Hmm, I'm not sure I go along with that idea because I don't believe you can really forget the important things that happen to you. You might want to forget them, but they're still in your mind, whether you like it or not, and they influence your decisions in the present. Like, if you have happy memories of doing something as a child – like cycling – you're still going to enjoy it as an adult. You can't change that and make yourself prefer something else instead.
- B: I don't agree. I think if you keep an open mind and live in the present moment, you can ...

ANSWER:
They discuss the first two opinions.

C  **7.09** | Read the Key phrases with the class and check understanding where necessary. Ss listen again and tick the Key phrases they hear. Check answers with the class.

ANSWERS:

... is definitely important because ...; It's certainly true that ...; Focusing on ... allows you to ...; I'm not sure I go along with that idea because ...

- D** Put Ss in small groups and ask them to discuss each of the opinions in Ex 4A. Monitor and encourage Ss to use the Key phrases where possible. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

WRITING**a blog post**

- 5A** Put Ss in pairs to share a particularly happy memory from their past. When they have finished, ask a few Ss to share their memories with the class.

- B** Ss read the blog post and answer the question, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the blog post to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with their partner from Ex 5A who can read the blog post with them.

ANSWER:

The person wants to hear about happy memories that you enjoy reliving.

- 6A** Read the bullet points with the class and check understanding. Give Ss time to think of their memory and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Ss write their blog posts individually. With online classes, remember you can ask Ss to write their blog posts in a collaborative document so they can share them easily in Ex 6C. They should aim to write around 200 words. Monitor, offer help where necessary and encourage Ss to use the language from the lesson where possible.
- C** Ask Ss to share their posts with the class and find out if anyone else's is similar. They can do this by leaving their post on their desk and walking round and reading other's comments. When they have finished, ask a few Ss whose post they enjoyed the most and why.

TO FINISH

Put Ss in pairs and ask them to discuss any other happy memories they have from their childhood.

7 REVIEW**LESSON OVERVIEW**

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 2B, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Display the sentences on your device and share your screen, making sure the annotate function is on. In feedback, ask different Ss to highlight the reason, cause or explanation in each one.
- **Exs 1B, 3B and 4C:** Put Ss in pairs for the collaborative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials**For Teachers:**

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 7 (Grammar: adverbials, fronting: reasons, causes and explanations; Vocabulary: explaining meaning, trends, food and drink, shopping, describing clothes, memories; How to ... exaggerate). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR**adverbials**

- 1A** Elicit the first answer as an example and write it on the board. Ss rewrite the rest of the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by breaking it down into distinct stages. First, tell Ss to select the correct adverbials, using the context of the sentences as a guide and check their answers. Then ask them to insert the adverbials in an appropriate place in the sentences, making any necessary changes to the wording.

EXTRA SUPPORT With weaker classes, you could elicit the correct adverbials before they rewrite the sentences.

ANSWERS:

- 1 It's important to talk to people in a sensitive way when they're upset.
- 2 We finally reached our destination two hours later. / Two hours later, we finally reached our destination.
- 3 We very rarely eat out in restaurants. / We eat out in restaurants very rarely.
- 4 The hotel was incredibly disappointing.
- 5 Amazingly, no one was injured in the crash.
- 6 I work from home three days a week.

B Ss write sentences about themselves using the adverbials in the box. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs (in breakout rooms with online classes) to share their sentences.

fronting: reasons, causes and explanations

2A Ss read the pairs of sentences and underline (or highlight) the reasons, causes and explanations, then check in pairs. Check answers with the class. With online classes, remember you can share the sentences on your device for Ss to highlight the reasons, causes and explanations.

ANSWERS:

- 1 I passed all my exams. I worked so hard.
- 2 I was ill in the summer. I wasn't able to work.
- 3 I left the organisation. I was disappointed by the job.
- 4 Hana is a talented painter. She hopes to become a professional artist.
- 5 Alex kept applying for jobs. His friend's success had inspired him.
- 6 We decided not to go for a walk. The weather was bad.

B Read the example with the class, then ask Ss to rewrite the rest of the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by writing the words given in Ex 2B (or '-ed participle' if no word is given) next to the sentences in Ex 2A. In this way, they won't need to keep referring back and forth between the two exercises.

ANSWERS:

- 2 As a result of / Because of my illness, I wasn't able to work.
- 3 Disappointed by the job, I left the organisation.
- 4 As Hana is a talented painter, she hopes to become a professional artist.
- 5 Inspired by his friend's success, Alex kept applying for jobs.
- 6 As a result of the bad weather, we decided not to go for a walk.

VOCABULARY

3A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|---------------|----------|-------------|
| 1 illustrate | 2 sum up | 3 transform |
| 4 cholesterol | 5 costly | 6 matching |

B Put Ss in pairs (in breakout rooms with online classes) to say whether or not they agree with the opinions in Ex 3A and give their reasons. In feedback, ask a few Ss to share their opinions and reasons with the class and find out if others agree.

4A This activity reviews both the grammar and vocabulary of Unit 7. Ss complete the article individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R7.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 2 A | 3 C | 4 C | 5 A |
| 6 B | 7 A | 8 B | 9 C | 10 C |

C Discuss the questions as a class, writing any new words and phrases on the board.

TO FINISH

Write on the board:
What are the four most useful things you learnt in Unit 7?
How will you continue to work on these in the future?

Ask Ss to work alone and look back through each lesson of the unit, choosing one thing (e.g. grammar, vocabulary, pronunciation, skill or a fact) from each one. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise them in the future.

8 the future

Global Scale of English **LEARNING OBJECTIVES**

8A Dystopias and utopias

- **READING** | Read an extract from a short story about a dystopian future: dystopian and utopian societies
- **Pronunciation:** pausing when conceding a point
- **Have a debate on technology and dystopia:** concession

GSE INFORMATION

READING

70 Can understand inferred meaning in narratives.

VOCABULARY

59–75 Can use language related to social issues.

GRAMMAR

69 Can use a range of adverbials to introduce a concession (e.g. although, while, admittedly, at the same time).

79 Can use a wide range of structures to introduce a concession (eg. even if/though + clause, while/whereas + clause).

SPEAKING

69 Can express an attitude, opinion or idea using idiomatic language.

73 Can evaluate arguments in a debate or discussion and justify the evaluation.

8B The science we need

- **LISTENING** | Understand a radio discussion about future technologies: science and technology
- **Pronunciation:** contractions and weak forms: the future perfect
- **Evaluate solutions to future problems:** future forms
- **Write an opinion essay**

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

LISTENING

72 Can understand most TV news and current affairs programmes.

GRAMMAR

67 Can use the future perfect passive.

SPEAKING

70 Can compare and evaluate different ideas using a range of linguistic devices.

WRITING

72 Can write a detailed, reasoned argument for or against a case.

8C Spend or save?

- **HOW TO ...** | maintain and end a discussion: money
- **Pronunciation:** intonation: ending a discussion

GSE INFORMATION

VOCABULARY

59–75 Can use language related to money.

HOW TO ...

68 Can initiate, maintain and end discourse naturally with effective turn-taking.

SPEAKING

67 Can use a suitable phrase to intervene in a discussion on a familiar topic.

70 Can compare and evaluate different ideas using a range of linguistic devices.

8D Science fiction

- **BBC PROGRAMME** | Understand a science-fiction TV drama
- **Give a summary:** machines
- **Write a continuation of a narrative**

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

SPEAKING

66 Can give a detailed summary of a film including information about the plot, characters and setting.

WRITING

71 Can demonstrate understanding of structure and conventions of different written genres.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Ss watch and note down whether the speakers are optimistic or pessimistic and the reasons they mention, then compare their answers in pairs. Play the video once more if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

- 1 Most of the people are optimistic about the future.
Reasons mentioned:
Speaker 1: pessimistic; tends to worry about what could go wrong
Speaker 2: optimistic; believes science and technology can solve our problems
Speaker 3: optimistic; believes that people are innately good and challenges can be overcome; believes there's lots to enjoy in life
Speaker 4: pessimistic; believes we have not learnt from history and are not moving on
Speaker 5: optimistic; thinks technological developments will provide solutions to many problems; has a lot of confidence in younger generations and their ability to deal with any future issues
Speaker 6: optimistic; excited to see what happens in their career, their life, all the people they are going to meet and places they are going to go. But admits it's easy to feel pessimistic about the future because of the climate crisis.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

- For Teachers:**
- Presentation Tool Unit 8
 - Online Digital Resources
 - Videoscript Unit 8 Opener: BBC Vlogs

8A Dystopias and utopias

- GRAMMAR** | concession
- VOCABULARY** | dystopian and utopian societies
- PRONUNCIATION** | pausing when conceding a point

LESSON OVERVIEW

The aim of this lesson is for Ss to take part in a debate. The lesson begins with Ss reading an extract from a story. This introduces vocabulary related to dystopian and utopian societies. Ss then study and practise the grammar of concession and also practise pausing when conceding a point. The lesson ends with a speaking activity where Ss take part in a debate on the effect of the use of technology in our society.

Online Teaching

- If you're teaching this lesson online, you might find the following tips useful:
- **Ex 3A:** Use a collaborative document with the empty table in. In feedback, ask different Ss to add words to the table.
 - **Ex 5D:** Put Ss in pairs in breakout rooms to share their sentences. Monitor around the rooms and listen to how they are pronouncing the sentences.
 - **Ex 7A:** Use an online poll for Ss to vote on whether they agree or disagree with the debate statement.

Additional Materials

- For Teachers:**
- Presentation Tool Lesson 8A
 - Photocopiable Activities 8A
 - Grammar Bank 8A

- For Students:**
- Online Practice 8A
 - Workbook 8A

TO START

Put Ss in small groups and ask them to discuss what they think are the best and worst things in their society/ies at the moment. When they have finished, ask them to share their ideas with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree. Don't confirm the definitions yet.
- B** Read the BBC Radio programme information with the class, or ask Ss to read it alone, then discuss the questions as a class.
- C**  **8.01** | Tell Ss they are going to listen to an extract from the programme they just read about. Read the first question with the class so they know what to listen for, then play the recording. In feedback, elicit the definitions from the class and ask Ss how they compare with their own.

EXTRA SUPPORT: TEACHER This listening is another authentic extract from a BBC Radio programme (see Unit 3, Lesson 3A and Unit 7, Lesson 7B) and, as a consequence, Ss may find it more challenging than other listening texts. Reassure Ss that they don't need to understand every word in order to complete the activities.

AUDIOSCRIPT 8.01

S = Shabnam Grewal G = Gregory Claeys

- S: What is a dystopia? The word was first used by the philosopher John Stuart Mill to mean an imaginary place or condition in which everything is as bad as possible. The opposite of utopia.
- G: If we think of utopia as a society in which people have much stronger engaged social bonds between one another, at the opposite end of the spectrum is precisely the negation or absence of these bonds.
- S: This is Gregory Claeys, an academic and a historian of the future, who's written a lot about dystopias and refines the definition to mean ...
- G: A society which is dominated by fear, so each individual is isolated from every other; every individual is made to feel paranoid about every individual, so the essential juxtaposition here is utopia's oriented towards a maximisation of friendship; dystopia's a maximisation of fear.

ANSWERS:

dystopia: a society which is dominated by fear, where people are isolated and paranoid
 utopia: a society where friendship and social bonds are maximised
 Ss may add that a dystopia is an imaginary place, often in the future, where life is extremely difficult and that it is often dominated by an authoritarian state.

- 2 A** Ss read the extract from the book and decide if they'd like to read the whole book, then share their answers and reasons in pairs. When they have finished, ask a few Ss to share their answers and reasons with the class.
- B** Read the list of things with the class, then ask them to read the extract and note down their inferences about each thing individually. Don't elicit any ideas yet.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the extract they are not working on to help reduce distraction.

- C** Put Ss in pairs to share their ideas and give their reasons. When they have finished, ask a few pairs to share their ideas and their reasons with the class.

POSSIBLE ANSWERS:

- 1** It's dirty and polluted and perhaps shabby and not well looked after.
- 2** It's unpleasant – he's isolated from others, watched by humans and computers and there's no joy at home.
- 3** These happened previously, possibly when citizens protested about the lack of justice from the Volters or the way they are governed by the Volters. But there haven't been any protests in recent months.
- 4** He looks back on it positively, maybe seeing it more positively than it really was.
- 5** They are machines with AI and were created by humans.
- 6** Machines with AI were created to make money. They developed greater intelligence than humans and now they control humans.
- 7** If brain implants are put into people's heads, the Volters will be able to read people's thoughts and may punish people for negative thoughts about them and their society.

- D** Put Ss in pairs to discuss the question and give reasons for their opinions. In feedback, elicit their ideas and have a brief class discussion.

VOCABULARY

dystopian and utopian societies

3A Point out the words in bold in the book extract in Ex 2A and divide the board into two sections. Elicit the first answer as an example and write it in the correct section on the board. Ss categorise the rest of the words individually, then check in pairs. In feedback, ask different Ss to come to the board to write the words in the correct place. With online classes, remember you can use a collaborative document for this.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the book extract in Ex 2A as a vertical list either on the board or on a separate piece of paper.

ANSWERS:
Describing dystopias: paranoia, surveillance, curfew, social unrest, greed, oppression
Describing utopias: paradise, harmony, justice, tranquillity, innocence, idealism

B Ss match the words with their meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one.

EXTRA: ALTERNATIVE IDEA As a challenge for stronger classes, you could ask Ss to cover Ex 3B and, in pairs, write their own definition for each word in Ex 3A. Elicit some of their ideas, then give the answers to Ex 3B so Ss can compare their own definitions with the meanings given to see how similar they are.

ANSWERS:
1 tranquillity 2 surveillance 3 greed
4 curfew 5 harmony 6 paranoia
7 justice 8 social unrest 9 paradise
10 idealism 11 innocence 12 oppression

C Put Ss in pairs to describe their chosen fictional societies (they can be from books, films, the TV or computer games) and discuss the question. When they have finished, elicit a few descriptions from Ss and discuss the question as a class.

EXTRA IDEA: DIGITAL If Ss can't think of any (or very few) fictional utopian societies, you could ask them to go online and research utopias depicted in fiction, then share what they found with the class.

GRAMMAR

concession

4A Ss read the forum discussion and decide which commenters are positive which are or unsure or not interested individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the comments with them.

ANSWERS:
Five are positive (kay92, nessieblue, foxylox, cal3 and wildcat).
Three are unsure or not interested (samrocks, ice2006 and akeem99).

B Tell Ss that only one of the purposes (a–c) is correct. They find and read the words and phrases in bold in the forum discussion and choose the correct option individually, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the purpose options with the class. Encourage dyslexic learners to read through each comment in turn to find the expressions in bold.

ANSWER:
c

C Answer the questions as a class, by looking back at the comments and concession clauses together and eliciting the answers.

ANSWERS:
The commenters usually start with the concession that an opposing opinion is true and then follow it with their opinion. This is to admit the opposing viewpoint but quickly move onto their own opinion, which they believe is more valid.

D The Grammar Bank on page 131 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 131 **GRAMMAR BANK**

This focuses on the form and use of concession clauses and phrases used to show concession. While the general area is unlikely to be new at this level, some of the phrases and expressions will be and Ss may also have difficulties using the form correctly. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how to form concession clauses with adjective + *though/as*.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise practises the form of concession clauses. Elicit the first answer as an example and write it on the board. Ss order the words to make the rest of the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by grouping more words together in order to reduce the number of items that need to be reordered, e.g. 1 – *It took a long time. / it was fun / same time, / At the.*

ANSWERS:

- 1 It took a long time. At the same time, it was fun.
- 2 While I don't like it, I can see it's useful.
- 3 Funny though she is, she can be serious.
- 4 Most of it's easy. The last part is hard though.
- 5 Although it's helpful, there are better resources.
- 6 True though that may be, I don't agree.

- 2** This exercise focuses on the form and use of concession clauses. Elicit the first answer as an example, illustrating how the concession comes first, and write it on the board. Ss link the rest of the sentences individually, then check in pairs. Point out to the class that some of the items will remain as two sentences. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 While the characters are strong, the story line is weak.
- 2 I don't appreciate your tone of voice. At the same time, I understand your point.
- 3 I'm strong. It's too heavy for me to lift though. / Strong though I am, it's too heavy for me to lift.
- 4 Admittedly, it wasn't their best match, but they're still the best in the world.
- 5 She's generally happy. That said, she has some challenges in her life.
- 6 You said it's expensive. True though that is / may be, it tastes delicious.

- 3** Ss use their own ideas to complete the sentences with an opposing viewpoint. Monitor and offer help with vocabulary where necessary. When they have finished, put them in pairs to compare their ideas. In feedback you could ask if any pairs completed sentences with the same viewpoints.

POSSIBLE ANSWERS:

- 1 pineapple on pizza is often criticised
- 2 have a phone call in English
- 3 they tell us stories of brave people
- 4 not everyone likes classical music
- 5 My favourite brand of coffee is really expensive.
- 6 I enjoyed visiting London

PRONUNCIATION**pausing when conceding a point**

- 5A**  **8.02** | Ss listen to the sentences and mark the pauses, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

See answers to Ex 5B.

- B**  **8.02** | Play the recording again for Ss to listen for the stress. Check answers with the class and elicit the reason.

ANSWERS:

- 1 Even though it's said that young people don't read anymore, / many of them **do**.
- 2 Fiction can be shocking, / but at the same time true stories can be **more shocking**.
- 3 Admittedly, dystopian stories don't sound positive, / but they can be **very uplifting**.
- 4 True as that may be, / **not everyone** has the same taste in fiction.

The stress is on the contrasting point because it's the one the speaker wants to make.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording to check they are using pauses and stress correctly.

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary.
- D** Put Ss in pairs to share their sentences. Monitor and check Ss are using pauses and stress correctly. When they have finished, ask a few Ss to share their sentences with the class.

EXTRA IDEA In the same pairs as for Ex 5D, ask Ss to say whether or not they agree with each other's sentences, giving their reasons.

SPEAKING

- 6A** Tell Ss they are going to have a debate using the information in the infographic at the bottom of the page. Ss read the infographic and discuss which adjective they'd use to describe the statistics in pairs. When they are ready, ask a few pairs to share their ideas with the class.
- B** Read the statement with the class, then put pairs together to make groups of four. Ask them to decide which pair will argue for the statement and which against it. (If they can't make a quick decision on this, allocate a contrasting position, A or B, to each pair.) When they are ready, refer Ss to page 142 to read the extracts and put together their argument in their pairs. Remind Ss of the importance of predicting opposing viewpoints and to come up with potential counterarguments for use in the debate. You could tell them they will initially have one minute to present their arguments.
- C** Read the instructions with the class, then ask the groups to debate the topic. Monitor and make notes on Ss' language use for later class feedback.
- 7A** Hold a class vote via a show of hands to find out how many people agree and how many disagree with the statement in Ex 6B. With online classes, remember you can use an online poll for this. Give Ss feedback on their language use as a class using the notes you made while monitoring in Ex 6C.

FUTURE SKILLS | Self-management

B Read the Future Skills box with the class. Put Ss in pairs to reflect on their progress during the lesson, in particular how it affects their future goals.



EXTRA: EMPLOYABILITY SKILLS Explain to Ss that self-management and reflection is an important part of professional development. Put Ss in pairs to discuss how they can do this in practical terms in their current or future job.

TO FINISH

Put Ss in pairs to discuss what they think it would be like to live in one of the dystopian or utopian societies they learnt about in the lesson.

8B The science we need

- GRAMMAR** | future forms
- VOCABULARY** | science and technology
- PRONUNCIATION** | contractions and weak forms: the future perfect

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to science and technology. They then listen to a radio programme about inventions. This leads into the grammar, where Ss review and practise future forms. They also practise contractions and weak forms with the future perfect. Ss then do a speaking activity where they make predictions about future technology. The lesson ends with a writing activity where Ss write an opinion essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3C:** Display the statements on your device and share your screen with the class. Make sure the annotate function is on. In feedback, ask different Ss to write *F*, *A* or *S* for each statement.
- **Exs 7B and 8B:** Put Ss in breakout rooms to present and discuss their ideas.
- **Ex 8C:** Use an online poll for Ss to choose the invention most likely to be invented.

Additional Materials

For Teachers:

Presentation Tool Lesson 8B

Photocopiable Activities 8B

Grammar Bank 8B

Vocabulary Bank 8B

For Students:

Online Practice 8B

Workbook 8B

TO START

Write on the board:

What are some inventions or discoveries from history that you wish had never been made?

Put Ss in small groups to discuss the question, giving their reasons. Monitor and help with vocabulary where necessary. When they are ready, ask a few Ss to share their ideas with the class and find out if others agree. Write words and phrases for talking about science and technology on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

science and technology

1 A Put Ss in pairs to discuss inventions we need, giving their reasons. To help get them started, you could write *medicine, the environment, communication* and *transport* on the board and suggest they think about these areas. When they have finished, elicit Ss' ideas.

B Ss read the forum posts and choose which they'd most like to have and why. In feedback, elicit Ss' choices and reasons and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Read the forum posts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the forum posts with them.

C Ss choose the correct words alone, then check in pairs. Remind them they can use the words in bold in the posts in Ex 1B for context. Check answers with the class.

EXTRA SUPPORT With weaker classes, before Ss do the activity, elicit the meaning of the words in bold. To help them work out the meanings, refer them to the posts in Ex 1B to see the words in context.

ANSWERS:

- 1 monitors, activates
- 2 modified, eliminate
- 3 detect, generate
- 4 convert, emitting
- 5 recharge, revolutionise

2 A Put Ss in pairs to discuss what they think of the products in Ex 1C, giving their reasons. When they have finished, elicit opinions and reasons from a few Ss and have a brief class discussion.

EXTRA IDEA In the same pairs as for Ex 2A, Ss discuss the products in Ex 1B in the same way as they did those in Ex 1C for Ex 2A.

B Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** science and technology

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Read the extracts with the class. Ask Ss to match the adjectives with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each definition (a correct one and a distractor) and asking them to choose the correct one. They can refer back to the reviews for context if they choose.

ANSWERS:

- | | |
|------------------------|---------------------------|
| a recyclable | d hazardous |
| b user-friendly | e energy-efficient |
| c hand-held | f state-of-the-art |

2 Read the list of things with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

LISTENING

3 A Read the example with the class, then put Ss in small groups to think of more inventions or discoveries. When they are ready, ask each group to share their ideas with the class.

B  **8.03** | Ss listen and identify the three inventions, then check in their groups. Check answers with the class.

AUDIOSCRIPT 8.03

P = Presenter S = Sian

P: Hello and welcome to *The Technology Show*. Now, there are plenty of examples of past inventions that have benefited individuals and societies on a great scale, like electric lights, for example, or satellite navigation. So, this week, we're talking about some possible new inventions that could have similarly huge benefits in the next ten years. With me is Sian Connor, who has written a book called *Inventions that could change the world*. Welcome to the show, Sian.

S: Hi.

P: So, you're interested in the idea that a fairly simple invention can have quite far-reaching advantages.

Unit 8 | Lesson B

- S: Yes. Technology is a tool that we use to solve problems and the world is facing a lot of very significant issues at the moment, such as the climate crisis, to mention the most obvious. And I'm interested in the fact that the solutions to these problems won't necessarily come from ground-breaking inventions that completely revolutionise our lives, but from fairly small, simple inventions that can make quite a significant difference.
- P: OK. So, I know you want to talk to us about three ideas in particular today. You're going to tell us about each one and speculate on how far it could transform our lives. What's up first?
- S: The first one is a type of fabric that generates electricity from your body heat when you touch it. Now, we know that finding alternative energy sources to fossil fuels is one of today's real challenges, so anything that can generate clean energy is clearly a great idea.
- P: And how could something so simple have such a huge impact?
- S: Well, quite simply, it could be used in so many different situations. For example, it could be used on car seats, so when you sit on it, the fabric could generate sufficient electricity to run the car's air-conditioning, or on furniture in the home, where it could power the lights in the room. Or you could have a jacket made of the fabric, which would then generate electricity to power your phone. These sound like small amounts of energy – and they are – but if the fabric was used widely enough in day-to-day situations, they could add up to substantial amounts.
- P: And how likely is it that it will actually be developed?
- S: Well, the technology is already there in theory, so it's already possible to produce the fabric, but there are still a couple of technical obstacles and the costs of large-scale production are currently too high. But I'm fairly optimistic that within the next ten years, these technical issues will have been addressed. I'm also hopeful that the costs will have come down by then and we'll be wearing clothes and sitting on furniture that generate power for us.
- P: That sounds interesting. And what's your next invention?
- S: Well, this is an app that you can use to scan your food and detect and measure its nutritional content. We're all used to reading nutritional information on food packaging we buy in supermarkets, but what about when we eat street food? There's no way of knowing exactly how many calories are in what we're eating or what it contains in terms of protein, vitamins, etc. The idea would be that you would take a photo of the food you're planning to eat and get information on how healthy or unhealthy it is before you buy it. There are so many foods out there that are high in calories but low in nutrition, so an invention like this would be incredibly useful in helping people to make better food choices. In the longer term, this could even translate into much less pressure on health services in many countries.
- P: Ooh, no more tasty treats?
- S: Well, it might encourage food sellers to improve the nutritional make-up of their dishes, which would benefit all of us.
- P: That's true. And how likely is this one?
- S: Well, a couple of companies have tried producing and selling apps like this, but they haven't been that reliable and they haven't caught on at all. If I'm honest, I don't think the technology is quite there yet and I'm not sure it ever will be. It would require some incredibly complicated software to be able to analyse all the different ingredients in a dish. And also, people don't necessarily want to make sensible choices when they're out relaxing and enjoying themselves! So, my guess is we won't be using food-scanner apps any time soon.
- P: That's a shame – it's a nice idea!
- S: Yes. But the third technology I want to talk about might be more achievable – a shower that recycles its own water. Water is a resource that's under a lot of pressure in some parts of the world already and it's going to become much more of an issue over the next ten years. Daily showers mean that a lot of water is wasted, so how about a shower that collects the waste water, passes it through a cleaning system to purify it and then recycles it back into the system to be used again? The idea is also that as the water is cleaned, it is heated slightly, which means it's ready for your next shower.
- P: That sounds like such a simple idea, impressive. And how likely do you think it is to be developed?
- S: Well, some systems are already being developed and it's likely that they'll have made it to the market within the next few years. A shower system like this could save up to ninety percent of the water we use when we shower, and the great news is that a small version of this technology could be used in individual homes or larger versions could be used for whole apartment blocks, so even bigger savings on water could be made.
- P: Amazing. So, in ten years' time do you predict this invention will be in use?
- S: Yes. I think by then, architects will have been building these kinds of systems into new homes for a while. But it will obviously take a bit longer for them to be installed in existing homes.
- P: Well, it's good to end on a hopeful note. Thanks, Sian, for talking us through these three ...

ANSWERS:

fabric that generates electricity, a food-scanning app, a shower that recycles its own water

- C**  **8.03** | Read the statements with the class so they know what to listen for. Ss listen again and match each statement to one of the inventions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by pausing the recording after each invention to give them the opportunity to read through the statements again and select the two that apply to the invention they have just heard about.

ANSWERS:

1 F 2 S 3 A 4 S 5 F 6 A

- 4A** Read the comments with the class. Make it clear that the comments paraphrase what is said in the recording. Ss match each comment to an invention (fabric, app or shower) individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the statements they are not working on to help reduce distraction.

ANSWERS:

1 the shower 2 the fabric 3 the app
4 the app 5 the shower 6 the fabric

- B** Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs and have a brief class discussion.

GRAMMAR

future forms

- 5A** Ss choose the correct forms individually, then check in pairs. Check answers with the class and elicit why they chose each form.

ANSWERS:

1 will have been addressed
2 will have come down
3 won't be using
4 will have been building

- B** Ask Ss to match the correct forms in Ex 5A with the future forms in the box in pairs, then check answers with the class.

ANSWERS:

1 future perfect 3 future continuous
2 future perfect 4 future perfect continuous

Sentence 1 uses a passive form.

- C** Ss complete the rules alone, then check in pairs. Check answers with the class.

ANSWERS:

1 future continuous
2 future perfect continuous
3 future perfect

- D** The Grammar Bank on page 132 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 132 **GRAMMAR BANK**

GB

This focuses on the form and use of future forms. Ss should have met all of these forms by now at this level, so this is a good opportunity to bring them all together in order to compare and contrast their use. Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

EXTRA SUPPORT: TEACHER Future forms in English are notoriously difficult as there are so many different forms and their use by speakers is often subjective. It's worth noting that the form we use is often down to how we want a decision to be seen rather than how we actually see it. For example, at a family gathering someone might know a sports game is on TV and that they want to watch it. But instead of it sounding like a plan (e.g. *I'm going to watch the tennis.*) and appearing rude, they might want it to seem like an unplanned decision (e.g. *I'll just see what's on TV. Oh look! it's the tennis!*).

- 1** Ss match the verb forms in bold with the descriptions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Provide Ss with dyslexia with the descriptions as a vertical list on a separate piece of paper that they can hold next to the sentence they are working on.

ANSWERS:

1 d 2 a 3 c 4 b 5 e

- 2** Ss choose the correct forms individually, then compare ideas in pairs. Check answers with the class.

ANSWERS:

1 have finished
2 be flying
3 have been repaired
4 may still be working
5 will have been living
6 might have been found

- GB 3** Elicit the first answer as an example and write it on the board. Then ask Ss to complete the rest of the sentences, then check in pairs. Monitor while they work and offer help where necessary. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:

- 1 will have left
- 2 will be watching
- 3 will have been delivered
- 4 might/may/could be working
- 5 will have been waiting
- 6 will have been informed

PRONUNCIATION

contractions and weak forms: the future perfect

- 6A**  **8.04** | Ss listen and underline (or highlight) the contractions and weak forms, then compare in pairs. Check answers with the class.

ANSWERS:

- 1 'will have' is contracted
- 2 'they will have' is contracted
- 3 'will have' is contracted, 'been' is weak
- 4 'it will have' is contracted, 'been' is weak

- B** Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 usually 2 pronoun

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check their use of contractions and weak forms. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then listen to their recording to check they are using contractions and weak forms correctly.

SPEAKING

- 7A** Read the ideas in the box and the questions with the class, then ask Ss to think of three technologies or inventions and make notes. They could refer back to their ideas in Ex 1A, if relevant.
- B** Put Ss in pairs (in breakout rooms with online classes) to present and justify their ideas together, then choose three they'd like to present to the class.
- C** Ss take turns to present their ideas to the class and predict how likely they are to have been developed by 2100. Ask Ss to make notes on what they hear while they are listening to their classmates' presentations.

FUTURE SKILLS | Critical thinking



- 8A** Read the Future Skills box with the class, then put Ss in pairs to make a list of more useful phrases. When they have finished, ask each pair to share their phrases with the class and write them on the board.

- B** Put Ss in small groups and ask them to compare all the ideas presented to the class and choose the two most likely.
- C** Ask each group in turn to share their ideas and reasons with the class. Hold a class vote via a show of hands to choose the most likely technology. For online classes, remember you can use an online poll to do this.

WRITING

an opinion essay

- 9A** Read the statement with the class, then elicit whether Ss agree or disagree with it and why in a brief class discussion.
- B** Ss read the essay and identify the writer's opinion and if any of their ideas in Ex 9A were mentioned, then compare in pairs. Check the answers with the class.

ANSWERS:

The writer believes that governments should fund research into new technologies.

- C** Ss complete the text with the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 b 2 c 3 a

D Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1** They introduce the topic of each paragraph.
- 2** The writer uses two ideas or examples in each paragraph.

EXTRA SUPPORT When checking the answer to question 2, you could elicit the different ideas and examples in each of the paragraphs to help illustrate more specifically how the writer constructs their argument.

Paragraph 1

Topic sentence: New technologies are vital to the future of us all.

Ideas/examples: significant global problems to which solutions must be found; it is fair that governments should pay

Paragraph 2

Topic sentence: Research into new technologies is expensive.

Ideas/examples: research requires large labs, costly equipment and lots of scientists; most companies cannot afford this

Paragraph 3

Topic sentence: Research requires long-term investment.

Ideas/examples: projects may take a long time to produce results or may eventually be abandoned; private companies need to produce and sell the results of their research quickly in order to pay for it

10 A Read the essay question with the class, then put Ss in pairs to discuss whether they agree or disagree with it, giving their reasons. When they are ready, elicit ideas and reasons from the class and have a brief class discussion.

B Ss plan their essays individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C Ss write their essays individually. Monitor as they work, checking they are using topic sentences and presenting their arguments clearly. They should aim to write around 250 words.

EXTRA IDEA When they have finished, put Ss in pairs to read each other's essays and offer suggestions on how to improve them. Ss can then write a second draft for homework.

TO FINISH

Put Ss in pairs to discuss what they think governments can do to encourage people to come up with new inventions and discoveries.

8C Spend or save?

HOW TO ... | maintain and end a discussion

VOCABULARY | money

PRONUNCIATION | intonation: ending a discussion

LESSON OVERVIEW

In this lesson, Ss learn functional language for maintaining and ending a discussion. The lesson starts by introducing vocabulary related to money. The context is a listening where Ss listen to a discussion about money. This leads into the functional language, where Ss also practise intonation for ending a discussion. The lesson ends with a speaking activity where Ss have a discussion in groups about giving money away.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to type their ideas in the chat box so they can compare them.
- **Ex 5C:** Put Ss in groups in breakout rooms to discuss and compare their ideas. Monitor round the groups with your video turned off.

Additional Materials

For Teachers:

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Vocabulary Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Tell the class to imagine they have £100 to spend on something which will benefit the class as a whole in some way. Some of it, but not necessarily all, should be spent on something which will help the class with learning English. They must spend the whole £100. Ask them to make suggestions for what to spend it on. If you have time, you could have a brief discussion about different opinions on how to spend the money (what kinds of thing to spend it on, how much of the £100 to allocate to different uses, etc.).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

money

1 A Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

B Ss read the texts and answer the questions individually, then compare ideas in pairs. In feedback, elicit the advantages and disadvantages of each approach that Ss came up with. With online classes, remember you can ask them to type their ideas in the chat box so they can compare them.

EXTRA SUPPORT: DYSLEXIA Read the texts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the texts with them.

2 A Ss decide if the meanings are correct and correct those which aren't individually, then check in pairs. Encourage them to refer back to how the words are used in the texts in Ex 1B to help them.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover any text they are not working on to help reduce distraction.

ANSWERS:

- 1 correct
- 2 incorrect; you save it
- 3 incorrect; they are things that you need to buy
- 4 correct
- 5 incorrect; you are not generous
- 6 incorrect; it is certain and secure
- 7 correct
- 8 correct
- 9 incorrect; you spend it all
- 10 correct

B Ss share their information in pairs. Monitor to ensure they are have understood the target vocabulary correctly.

C Refer Ss to the Vocabulary Bank on page 140.

page 140 VOCABULARY BANK money

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Read the statements about saving money with the class (or ask them to read them alone), then ask Ss to answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adjectives in bold as a vertical list. They can refer to the statements for context if necessary.

ANSWERS:

- a overpriced, pricey
- b economical, cost-effective, discounted
- c complimentary

2 Ss discuss which of the sentences in Ex 1 are true for them in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

How to ... maintain and end a discussion

3 A  **8.05** | Read the summaries with the class, then play the recording for Ss to match the speakers with the summaries. Check answers with the class.

 AUDIOSCRIPT 8.05

A = Alina O = Oscar B = Beth

- A: I was reading something this morning about the FIRE movement – have you heard of it?
- O: Oh, yeah. Isn't that when people try to save as much as they can while they're young, so they can retire early?
- A: That's right. I'm not sure what to make of it. What do you think, Beth?
- B: Well, frankly Alina, I think it's a stupid idea! As I see it, the future is completely unpredictable. I mean, you could spend your twenties and thirties never doing anything fun and just saving all your earnings, then find you aren't fit and well enough to travel or do exciting things when you're older.
- O: Point taken, Beth. But the other side of the coin is that it's very easy to waste all the money you earn in your twenties – pricey meals out, holidays, things like that. You could end up at the age of fifty having worked for thirty years, but with nothing to show for it.

- B: I guess that's one way of looking at it, but on the other hand, if you focus all your efforts on the future, there's a danger you won't enjoy the present. I'm all for living in the moment and enjoying life while you can!
- A: That makes two of us. It's definitely important to enjoy yourself while you're young and I certainly couldn't give up going out and having holidays. But I can see what Oscar's saying and I dare say most young people could save a small amount each month if they put their minds to it. They wouldn't have to give up fun completely!
- O: I'm with Alina here. I reckon most people our age could save a lot of money if they were just a bit more careful about their spending.
- B: Well, you'll never convince me that I should give up all the things I enjoy. But it's been great talking to you. I guess we're all different.

ANSWERS:

1 c 2 a 3 b

- B**  **8.05** | Ss complete the extracts individually, then check in pairs. Play the recording again for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 frankly	2 As	3 the coin
4 looking	5 makes	6 see
7 dare	8 with	9 great
10 guess		

- C** Ss discuss the questions in pairs. When they have finished, check answers with the class.

ANSWERS:

- a** frankly; As I see it, ...; I dare say ...
- b** That makes two of us.; I can see what ... is saying.; I'm with ... here.
- c** But the other side of the coin is ...; I guess that's one way of looking at it, but on the other hand, ...
- d** It's been great talking to you.; I guess we're all different.

- D** The Grammar Bank on page 133 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 133 GRAMMAR BANK

This focuses on the form and use of functional language for maintaining and ending a discussion. Read the notes with the class or give them a few minutes to read alone then answer any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover any text they are not reading if they want to refer back to the notes to help them with this exercise.

ANSWERS:

1 of 2 way 3 dare 4 see 5 with 6 guess

- 2** Ss complete the conversations alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in the boxes as vertical lists.

ANSWERS:

- 1 As I see it
- 2 I dare say
- 3 I guess that's one way of looking at it, but
- 4 I'm with
- 5 Frankly, I think
- 6 But another way of looking at things is
- 7 That makes two of us
- 8 I guess we're all different

PRONUNCIATION**intonation: ending a discussion**

- 4A**  **8.06** | Ss read and listen to the sentences and decide which speaker ends with a flat tone and falling intonation. Check the answer with the class and elicit why the speaker does this.

ANSWER:

The person in extract 3, because they are ending the discussion.

- B** Put Ss in pairs to take turns saying the extracts for their partner to identify whether they use a flat tone and falling intonation when they say extract 3 to indicate they want to end the discussion. Monitor and check Ss are using intonation correctly.

EXTRA CHALLENGE Ask Ss to write their own sentences: one expressing an opinion, one agreeing or disagreeing and one ending a discussion. They then practise saying them with a partner, focusing on their intonation. Alternatively, they could record themselves and listen to their recording to check their intonation.

SPEAKING

- 5A** Introduce the topic by giving your own answer to the question, e.g. ‘I give a small amount of money to my favourite charity every month. The amount is based on how much I can afford.’ Elicit Ss’ answers and have a brief class discussion.
- B** Read the opinions and questions with the class, or ask Ss to read them themselves. Ss then answer the questions individually. You could ask them to make notes on their answers.
- C** Put Ss in small groups (in breakout rooms with online classes) to discuss the questions. Monitor and encourage them to use the functional language from the lesson to maintain and end their conversations.
- D** Nominate a student from each group to report back to the class on what ideas they agree on.

EXTRA: HOW TO ... Write on the board:
How important is it to save money for the future?
How can you do this?

Put Ss in pairs to discuss the questions. Encourage them to use the language from the lesson. When they have finished, ask each pair to share their ideas with the class.

TO FINISH

Put Ss in pairs to discuss a charity they like and come up with ideas to raise money for it. When they have finished, ask each pair to share their ideas with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

» page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER’S NOTES » page 211

8D

BBC Entertainment

Science fiction

VOCABULARY | machines
SPEAKING | a summary
WRITING | a continuation of a narrative

LESSON OVERVIEW

In this lesson, Ss watch an extract from a BBC science-fiction drama. They also learn some vocabulary related to machines. Ss then do a speaking activity where they summarise a science-fiction film or series. The lesson ends with a writing activity where Ss write a continuation of a narrative.

- Online Teaching**
- If you’re teaching this lesson online, you might find the following tips useful:
- Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
 - Ex 4D:** Put groups in breakout rooms to present their summaries and discuss the films or series.
 - Writing Bank 8D, Ex 2B and 2C:** Ask Ss to write their narratives in a collaborative document so they can share them easily in Ex 2C.

- Additional Materials**
- For Teachers:**
- Presentation Tool Lesson 8D
 - Online Digital Resources
 - Videoscript 8D: BBC Entertainment
 - Writing Bank 8D
- For Students:**
- Online Practice 8D
 - Workbook 8D

TO START

Write on the board:
If you could travel back in time, which time would you go to?

Put Ss in pairs discuss the question, giving their reasons. When they have finished, ask each pair to share their ideas with the class and have a brief class discussion. Write words and phrases for talking about time travel and science fiction in general on the board in preparation for their discussions in the lesson. Tell Ss they will be watching a clip from a science-fiction drama about a time traveller.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Discuss the questions as a class, eliciting the names of science-fiction films, series and books they know, which are their favourites and why.
- B** Put Ss in pairs to discuss the questions. You might want to point out the abbreviation *sci-fi* for 'science fiction'. When they have finished, elicit Ss' ideas and have a brief class discussion. Note their ideas on the board to refer back to later.
- C** Read the programme information with the class or ask Ss to read it individually. When they have finished, find out if Ss have heard of *Doctor Who* and if they have watched any similar programmes.

EXTRA SUPPORT: TEACHER If Ss did the B2 level of the course, they will have seen another extract from *Doctor Who*, where the doctor was played by a different actor with a different gender. If they ask, tell them that after every few seasons the doctor 'regenerates' and takes a different form. (This is a feature of the Doctor's race, the Time Lords.)

VIEW

- 2 A** ▶ Ss watch the BBC video clip and see if it mentions any of their ideas from Ex 1B. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. When they have finished, refer back to their ideas on the board and tick any that were in the video clip.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

- B** ▶ Read the questions with the class so they know what to watch for. Ss watch again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 There is a note asking for help inside the delivery.
- 2 They decide to disguise themselves as new employees.
- 3 The scan decides which job they should do.
- 4 They are people.
- 5 She wants to have access to the packing stations.
- 6 cleaning

VOCABULARY

machines

- 3 A** Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|-------------------|-----------|------------|
| 1 delivery bot | 2 shuttle | 3 robots |
| 4 fully automated | 5 scan | 6 conveyor |
| 7 teleport | | |

- B** Ss match the words and phrases with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one. Alternatively, provide Ss with dyslexia with the answers to Ex 3A as a vertical list on a separate piece of paper which they can hold against the meanings to help them find the correct answers.

ANSWERS:

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

- C** Put Ss in pairs to discuss the questions. When they have finished, elicit ideas and reasons from a few Ss and find out if others agree.

SPEAKING

a summary

- 4 A**  **8.07** | Ss listen to the summary to find out if they recognise it. Elicit the answer from the class (or tell them if nobody knows it).

AUDIOSCRIPT 8.07

The story is set in the near future and the plot is fairly straightforward. During a mission to Mars, astronaut Mark Watney is injured by a piece of flying metal during a fierce storm. Believing him to be dead, his crew leave him behind and set off back to Earth. But Watney survives his injuries and awakes to find himself alone on Mars. Watney then has to use all his skills and ingenuity to survive and find a way to signal to Earth that he's still alive and in need of rescue. It's a race against time because he cannot survive forever with limited food supplies and in such hostile conditions. The authorities back on Earth are unwilling to send a mission back to Mars to rescue him, but his own crew decide to go it

alone and head back to pick him up. The tension rises as Watney's living conditions deteriorate and he starts to run out of food, while the crew have to overcome many obstacles on their return flight to Mars. As the film builds to its climax, Watney becomes a media sensation back on Earth, with the whole world watching the daring rescue attempt. Of course, it's successful and Watney returns to Earth to a hero's welcome!

ANSWER:

The Martian

EXTRA SUPPORT: TEACHER *The Martian*, directed by Ridley Scott (who also directed *Blade Runner* which features in Writing Bank 3A), was released in 2015 and stars Matt Damon as Mark Watney.

- B**  **8.07** | Read the Key phrases with the class and check understanding. Ss listen again and tick the phrases they hear.

ANSWERS:

The plot is fairly straightforward.

It's a race against time because ...

The tension rises as ...

- C** Ss work individually to choose a science-fiction film or series and make notes on how to summarise it, using the Key phrases where possible.

EXTRA IDEA: DIGITAL If Ss have trouble thinking of ideas, you could ask them to use their devices to research science-fiction films and series online to get inspiration.

- D** Put Ss in small groups (in breakout rooms with online classes) to share their summaries and discuss the questions. When they have finished, ask a few Ss to share their summaries with the class.

WRITING**a continuation of a narrative**

- 5A** Read the words and phrases in the box with the class, then ask a few Ss to share which media they find most enjoyable and why.

- B** Ss could discuss the statements in pairs or, if you're short of time, discuss them as a class. Elicit Ss' reasons for their answers.

ANSWER:

statement 2

- C** Refer Ss to the Writing Bank on page 109.

▶▶ page 109 WRITING BANK**WB**

- 1 A** Ss read the narrative and answer the questions, then compare their ideas in pairs. In feedback, elicit ideas from a few Ss.

EXTRA SUPPORT: DYSLEXIA Read the narrative to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the narrative with them.

ANSWER:

They are in the packing station.

- B** Ss read the text again and identify the features included, then check in pairs. Check the answer with the class.

ANSWER:

It includes all the features mentioned.

- 2 A** Ss think about what they would like to happen next and make notes individually, using the list of features in Ex 1B to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss write their paragraphs individually. They should aim to write 180–200 words. Encourage them to use language from the lesson and from the narrative in Ex 1A in particular. With online classes, remember they can write their paragraphs in a collaborative document so they can share them easily in Ex 2C.

- C** Put Ss in pairs to swap paragraphs and find out how similar they are. In feedback, ask a few Ss to share their ideas with the class and discuss how they think the story finally ends.

EXTRA SUPPORT: TEACHER If Ss are interested in how it actually ends, you can share this information:

The Doctor and Ryan find out that a lot of employees have disappeared recently. After thinking the system is broken, we find out that one of the maintenance workers, Charlie, is responsible. He sees himself as an activist against robots stealing jobs from people and plans to kill thousands of customers with explosive bubble wrap delivered by the robots to destroy trust in automated workforces. The robots teleport away with their deadly packages, but the Doctor manages to reprogram them to deliver the packages to themselves and then pop the bubble wrap, thus destroying themselves. It seems the note asking for help was sent by the system itself as it was aware it was being hacked. The company decides to employ more 'organic' personnel in future.

TO FINISH

Put Ss in pairs to recommend other sci-fi books, films or series to each other.

8 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4, 5A, 6A, 7A, 8A, 9A, 10 and 11A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 5A:** Ask Ss to type their answers in the chat box so they can compare them.
- **Exs 1B, 2B, 3B, 5B, 6B, 7B, 8B, 9B and 11C:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: concession, future forms; Vocabulary: dystopian and utopian societies, science and technology, money, machines; How to ... maintain and end a discussion). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

concession

- 1 A** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the sentence endings on a separate piece of paper that they can move up and down next to the sentence beginnings to find the matches.

ANSWERS:

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

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss whether they agree with the statements and give their reasons. When they have finished, ask a few Ss to share their opinions with the class and find out if others agree.

- 2 A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

1 Although	5 That said
2 Even though	6 Admittedly
3 though	7 While
4 as	8 At the same time

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss which statement they agree with the most and why. In feedback, elicit answers and reasons from a few Ss and find out if others agree.

- 3 A** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Put Ss in pairs (in breakout rooms with online classes) to share their sentences. Encourage them to expand on each one, giving more information. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

future forms

4 Explain that each sentence is missing one word and elicit the first answer as an example. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia, highlight the verb phrases from which the words are missing (e.g. 'I'll sitting here').

ANSWERS:

- 1 I'll **be** sitting here waiting for you when you come out.
- 2 By ten o'clock, we'll **have** been waiting for an hour.
- 3 The concert will **have** ended by the time we get there.
- 4 I hope that by the time I'm thirty, I'll have **been** running my own company for at least a year.
- 5 Hopefully, the food will have **been** delivered by the time you get home.

5A Put Ss in pairs to choose the correct verb forms individually, then check in pairs.

ANSWERS:

- 1 b 2 c 3 b 4 a 5 c 6 c 7 a 8 b

B Put Ss in pairs to answer the question. When they are ready, check answers with the class.

ANSWERS:

- a future action in progress: sentences 1 and 6
- a finished future action: sentences 2 and 5
- the length of an action seen from a future time: sentences 3, 4, 7 and 8

6A Elicit the first answer as an example and write it on the board. Ss complete the rest of the questions alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 will you have done
- 2 will you be doing
- 3 will you be talking
- 4 will you have been studying
- 5 will you have achieved
- 6 will you have been living
- 7 you will be living
- 8 you will be doing

B Ss discuss the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

7A Read the words in the box and elicit what Ss can remember about what they mean. Explain that the quotes (1–6) are things that might be said by people experiencing the words in the box. Ss match the words with the quotes alone, then check in pairs.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each quote (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|--------------|-----------------|
| 1 paranoia | 4 greed |
| 2 oppression | 5 surveillance |
| 3 curfew | 6 social unrest |

B Give Ss an example, using Ex 7A as a model, e.g. 'We're working together hand in hand.' – *harmony*. Put Ss in pairs (in breakout rooms with online classes) to come up with what people might say about each thing. When they have finished, elicit their ideas and find out if others had similar ideas.

POSSIBLE ANSWERS:

- harmony: 'We all live peacefully together in one house.'
- innocence: 'I had no idea that the world could be so cruel.'
- justice: 'She got what she deserved.'
- paradise: 'This holiday island is perfect in every way.'

8A Ss choose the correct words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the article they are not working on to help reduce distraction.

ANSWERS:

- | | |
|--------------------|-------------|
| 1 state-of-the-art | 4 detect |
| 2 monitor | 5 eliminate |
| 3 revolutionise | 6 generate |

B Put Ss in pairs (in breakout rooms with online classes) to discuss their ideas. When they are ready, elicit ideas from around the class.

- 9A** Elicit the first answer as an example and write it on the board. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find having the initial letters in the gaps confusing. You can make this activity more accessible providing the gapped sentences without the initial letters and giving them two options for each gap (a correct one and a distractor) instead.

ANSWERS:

- | | | |
|----------|--------------|----------|
| 1 steady | 2 aside | 3 frugal |
| 4 pricey | 5 discounted | 6 splash |
| 7 stingy | 8 blow | |

- B** Put Ss in pairs to discuss whether the sentences are true or false for them, giving their reasons. In feedback, elicit answers from a few Ss and have a brief class discussion.

- 10** Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list on a separate piece of paper which they can hold next to the sentences. Alternatively, give them two options for each gap (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | | |
|------------------|--------------|--------------|
| 1 innocence | 2 overdraft | 3 activate |
| 4 overpriced | 5 recyclable | 6 economical |
| 7 recharge | 8 essentials | 9 allowance |
| 10 user-friendly | | |

- 11 A** This activity reviews both the grammar and vocabulary of Unit 8. Ss choose the correct options individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 11A. You can also make this activity more accessible for dyslexic learners by breaking up the article into sections and placing the relevant options below each section.

- B**  **R 8.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 2 A | 3 A | 4 B | 5 C |
| 6 C | 7 B | 8 A | 9 C | 10 A |

- C** Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

TO FINISH

Write on the board:

What are some of the most useful and most interesting things you learnt in this course?

How will you continue to work on these in the future?

Ask Ss to work alone and look back through each unit and choose a few things to discuss. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise or use them in the future.

1C

App instructions

WRITING OUTPUT | a set of instructions

GOAL | simplify a source text

MEDIATION SKILL | writing for your audience

CEFR mediation descriptor: Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.

Timing | 45–50 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to simplify a set of written instructions for an app for a lower-level speaker of English with little experience of technology.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. Find out which apps are the most popular in the class and which Ss would recommend. You could ask if any are relevant for learning English. Elicit a few ideas for what makes a good app. Ask if being easy to use and having clear instructions is important.

PREPARE

- 2A Ask Ss to read the email in the Scenario and answer the question. Check the answer with the class. Highlight the fact that Angelo's language and technical skills are both weak.

ANSWER:

To help him use a friendship app by sending him simple instructions.

- B Focus attention on the items in the box and encourage Ss to think about these things as they read the instructions. Put Ss in pairs to discuss their ideas. Elicit ideas from around the class.

POSSIBLE ANSWERS:

- The text is long with long sentences in places.
- The information is dense and not laid out very helpfully.
- There are full paragraphs rather than simple sentences or bullet points to follow.
- Complex sentences are used, e.g. *You should try to look open and friendly whether you're in 'Social' or 'Business' mode.*
- The passive voice is used, e.g. *The Frenz app has been designed ...*
- Less common vocabulary is used, e.g. *take a photo of yourself in that pose.*
- Vocabulary related to technology is used, e.g. *by tapping on 'Verify'.*

- 3 Ask Ss to read the Mediation Skill box and answer the question. Alternatively, read it together with the class. With higher-level learners, you could display the checklist on the board without the information in brackets and elicit these ideas from the class. Check the answer to the question with the class.

ANSWER:

Angelo wants to know how to use the Social mode – how to create a profile, meet friends and chat with them.

- 4A In Exs 4A to 5D, Ss complete tasks that focus on different aspects of the Mediation Skill. Ss could do Ex 4A in pairs. Ask Ss to think of a third option for a heading, then elicit their ideas and write them on the board. Before Ss choose the best heading, remind them of Angelo's lower level of language. Do a quick survey to find out what Ss have chosen and why.

ANSWER:

Students' own answers, but option 2 may not be simplified enough.

- B Ask Ss to think about the main topics covered in the instructions that are relevant to Angelo alone, then put them in pairs to compare their ideas. Elicit ideas from around the class.

POSSIBLE ANSWERS:

- 2 Choose photos
- 3 Verify your profile
- 4 Find and talk to friends

- C** Explain that this task is to help decide on an appropriate layout for the instructions for Angelo. Ss could discuss this in pairs. Check the answer with the class.

ANSWER:

Option 2 is more likely to help Angelo – it has short simple bullet points for him to follow, set under subheadings.

- D** To help them select the right information, elicit Angelo's needs from the class again (to create a profile so he can meet new friends via the app and chat to them). Ask Ss to tick the information that it not relevant individually, then check answers with the class.

ANSWERS:

The items that are NOT relevant are items 2 and 4 (he doesn't need to use the Business mode), 5 and 6 (he doesn't use social media) and 10 (this isn't directly relevant to his needs at the moment).

- 5A** Exercises 5A–D focus on the use of language in the instructions. Explain that A and B are different versions of an instruction for filtering information when searching for friends. Check Ss understand the meaning of *filter* (to search for specific things online). Refer Ss to the Mediation Skill box points on the use of grammar and vocabulary, then ask them to do the task. Check answers with the class.

ANSWERS:

- 1** high-level speakers of English: A
There are examples of the passive voice (*can be filtered*, *can be seen*), complex sentences (relative clauses), less common language (*vicinity*, *tapping on*, *relevant*).
- lower-level speakers of English: B
There are short and simple sentences, an explanation of *vicinity* is given and the tick symbol is shown in brackets.
- 2** They shortened the sentences, used one clause sentences, have not used the passive, explained the meaning of *vicinity* and showed the tick symbol in brackets.

- B** With weaker classes, look at the first sentence together as a class. Ask Ss to rewrite (the rest of) the information individually using their answers to Ex 5A to help them. Put Ss in pairs to compare their ideas. Display the possible answer below for Ss to compare to their own ideas.

POSSIBLE ANSWER:

On the Frenzd app, you can make new friends or meet new colleagues. For friends, choose 'Social'. For colleagues, choose 'Business'.

- C** Do the first one together as a class so Ss understand the task. Ask Ss to match the rest of the words and phrases with the definitions, then check answers with the class. Check Ss are clear about the meaning of these terms as some may be new for them.

ANSWERS:

1 c 2 e 3 h 4 a 5 f 6 g 7 d 8 b

- D** To demonstrate the activity, ask the class if they think they should keep and define 'profile' or leave it out and elicit why (keep and explain it because it will be useful for Angelo to know terms that are used in the app; if a term is not used in the app, it can be explained using simpler words). Put Ss in pairs to discuss how to deal with the rest of the terms. Check answers with the class.

POSSIBLE ANSWERS:

leave out: (social) mode, pose

keep and explain: profile, tap on, verify, edit, three dots, swipe left/right

MEDIATE

- 6A** You could ask Ss to write their simplified instructions, in pairs or individually, in class or you could ask them to do the writing task outside class. Ask Ss to read the email in the Scenario again so they are clear about the task. Remind Ss to use their answers to Exs 4A–5D to help them. Ss could write their instructions by hand, but creating them digitally will help Ss to consider layout in a digital format, which is a useful skill. Suggest this if possible. If in class, monitor and offer support where necessary, helping Ss to edit their work focusing on the simplification of the source text for their audience.
- B** Put Ss in pairs to swap instructions and give them time to read and complete the task. Alternatively, ask them to do this outside class.
- C** Ss edit their instructions according to the feedback they received.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can simplify the content of a source text
- learner can simplify the language of a source text
- learner can write with the intended audience in mind

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

How to use Frenz

Create a profile

- Download the app and open it.
- Tap on 'Social'.
- Type in your name, etc.
- For 'Location' type Dublin.
- Tap on 'Save'.
- To edit your profile later, tap on 'Edit'.

Choose your photos

- Add two or more photos.
- Look friendly.
- Be sure you can clearly see your face in the photos.

Verify your profile

- Tap on 'Verify' and follow the instructions.
- Put your body in the position you see on your phone.
- A person will check your photos so they know you are a real person!

Look for and chat to friends

- Tap on the three dots (...) at the top left of the screen.
- Tap on 'MyFrenz'.
- You will see a profile. Read it.
- To talk to the person, swipe right (put your finger on the screen and move it right).
- Swipe left to choose NOT to talk to the person.
- Tap on 'Talk' at the bottom right of your screen to chat to people.

EXAMPLE OUTPUT B

How to use Frenz

Create a profile

- Download the app and open it.
- Choose 'Social mode' so you can meet new friends.
- Complete your profile, choosing Dublin for your location.
- To connect your profile to your other social media, type in your user names.
- Save your profile. You can edit it later by clicking on 'Edit'.

Choose your photos

- You need to add at least two photos. The photos should show your face clearly.
- It's good to look friendly in your photos. You want people to be your friend!

Verify your profile

- 'Verify' means to check you are real. Tap on 'Verify' and follow the instructions.
- You will be asked to pose in different positions. Do this so a human can check you are real.

Look for and chat to friends

- Tap on the three dots (...) at the top left of the screen and then choose 'MyFrenz' to look for friends.
- A profile will appear on your screen.
- If you want to talk to the person, swipe right. If you don't, swipe left.
- Tap on 'Talk' to chat to people and see your conversations.
- Delete conversations when they stop so your in-box is nice and clear.

Teacher's comments

The instructions are laid out very clearly under simple-to-understand sub-headings. The bullet pointed sentences are simple and use simple language. Possibly unknown terms are sometimes explained (three dots, swipe right) but there are times when a definition would help, e.g. tap on (which is used many times and not explained), edit, verify.

Marks: 4/5

Teacher's comments

The instructions are much simpler than the original and are laid out in a much clearer way. One or two terms are explained and simpler language is used. The grammar is generally simple, too, although the passive is used (You will be asked). Angelo will no doubt find these instructions much easier to follow. However, there are still places where the instructions could be shorter by omitting unnecessary information (e.g. reference to social media which Angelo doesn't use) and clearer (by explaining terms, e.g. swipe right).

Marks: 2/5

2C Unlimited holiday

SPEAKING OUTPUT | a discussion

GOAL | evaluate problems, challenges and proposals

MEDIATION SKILL | evaluating

CEFR mediation descriptor: Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to evaluate problems, challenges and proposals related to an employee scheme at a company, then agree on a course of action.

WARM-UP

- 1 If Ss are unlikely to know how much paid holiday is typical in their country, elicit possible answers from the class or provide the answer yourself. Put Ss in pairs to discuss (the rest of) the questions. Elicit answers from a few pairs.

PREPARE

- 2 Check Ss understand the meaning of *unlimited* before they read the Scenario. When checking answers, check Ss are clear what an unlimited holiday (paid leave) scheme is. Note that this type of scheme, and a holiday bonus, is used in some large international companies.

ANSWER:

Vikram needs to share his thoughts on whether to keep the unlimited paid leave scheme and the holiday voucher scheme, or change them.

- 3 **A**  **MB2.01** | Read the instructions and the question with the class. Check Ss understand that *HR* stands for Human Resources and that this is the department in a company that takes care of employees' benefits (amongst other things, such as recruitment and training). Check they understand the meaning of *voucher*. Play the recording, then put Ss in pairs to compare their answers. Check the answer with the class.

AUDIOSCRIPT MB2.01

- A: OK, so let's discuss the holiday voucher scheme we introduced last year. We need to decide whether to continue it or not, and if we continue it, whether we need to change it in any way.
- B: Well, we've done our research and it seems that giving every staff member £1,000 towards a holiday each year has had mixed reviews, so there's clearly a problem with it.
- A: OK, but it sounds like it's not all bad.
- B: No. One thing that's working is the extra money. Everyone said they appreciated it and that the amount of money was substantial and therefore motivating.
- C: OK, that's good. So, what's the issue with it then?
- B: Some staff members said they didn't appreciate the fact that it came in vouchers that they could only spend on travel.
- A: Interesting. It could be because those staff members aren't interested in travelling. Not everyone is.
- C: And perhaps some can't travel because they have commitments here, like looking after elderly parents.
- B: Yes. So, the root of the problem is choice. Staff want the money, but they want the choice of how to spend it.
- A: Yes. So, how do we move forward then? Do we get rid of the scheme?
- C: I don't think so. It sounds like there's enough positivity towards it to keep it.
- B: Agreed.
- A: OK, so how do we solve the issue with the dissatisfaction, then?
- B: I guess one way to tackle it would be to offer everyone cash instead of travel vouchers.
- A: We don't really want to do that. There's already a bonus scheme in place. The purpose of this money and our unlimited holiday scheme is to make sure staff take the holiday they need to stay as stress-free and healthy as possible, so they can stay productive when they are at work.
- C: OK, well, a good solution would be to offer more voucher options – so not just for travel, but for other free-time activities that people can enjoy locally.
- B: That's a good idea. The benefit is that staff have greater choice over how they spend the money, but they still use it for the purpose it's intended.
- C: Yes.
- A: Great! Are there any potential issues with this?
- C: Hmm, I guess some staff members may have other financial priorities. They might feel that spending money on themselves is a luxury they can't afford when they're struggling in other ways.
- A: It sounds like those people in particular need the chance to relax and spend time and money on themselves, so we want them to use the money for leisure and not on bills.
- B: True.

- C: I can't think of any potential problems, but one consequence might be that the money is spent on local businesses, helping the local economy. That's a good thing, so our marketing department might be able to use that in their promotion.
- A: Good point! OK, so are we all agreed that the best course of action is to keep the scheme, but open out the choice to leisure and not just travel?
- C: Yes.
- B: Definitely.
- A: Great, so the next thing, then, is to do some more research to find out if staff like this idea and to research possible voucher options ...

ANSWER:

They decide to keep the scheme but offer vouchers that can be spent on other leisure activities, not just travel.

- B**  **MB2.01** | Ask Ss when they might evaluate something in their lives. Ss then read the Mediation Skill box. Play the recording again for Ss to listen and tick the phrases they hear. You may want to pause the recording after each phrase is used to give Ss time to find and tick it. Check answers with the class. Look at the phrases again and elicit what follows each one, e.g. a noun or noun phrase or a clause.

ANSWER:

All the phrases are used, except 'Maybe/Perhaps what's happening is (that) ...' and 'We should go with (this idea) because ...'.

- 4A**  **MB2.02** | Exs 4A–4C are to help Ss with ideas for the Mediate task in Ex 5A. Play the recording for Ss to listen and decide whether each speaker is for or against the scheme. When checking answers, don't allow Ss to discuss the reasons as they will do this in Ex 4B.

AUDIOSCRIPT MB2.02

- 1 I think the scheme sounds great. I mean, who wouldn't want to pick and choose how much holiday they have and when?! But in my view, it's simply there as a means of attracting new employees to the company, because it doesn't motivate existing employees much anymore.
- 2 I'm happy with the scheme and I'd love to keep it. It's not perfect. I feel bad about taking time off when I know my colleagues have to cover me, but I like being in control of when and how much holiday I can take.
- 3 It sounds great in theory, but in practice it causes a lot of both guilt and anger among teams. It doesn't bring us together.
- 4 I preferred having a set number of days' holiday to be honest because I actually took them. Now, I'm so busy I end up taking fewer days and I'm more stressed and tired than ever!

- 5 Is there any way of adapting the scheme so we keep our freedom and feel able to take time off when we need it? Because, if so, I vote to keep the scheme. If not, it might be better to go back to what we had before.

ANSWER:

For: speaker 2 (and speaker 5 but only if it's changed)
Against: speakers 1, 3, 4 and 5 (unless it's changed)

- B**  **MB2.02** | Play the recording again so Ss can take notes of the reasons the speakers give for their views. Check answers with the class.

ANSWERS:

- 1 It only attracts new employees. It doesn't motivate existing staff.
- 2 It gives you control over when and how much holiday you take. (But the speaker also mentions feeling bad about others having to cover for them.)
- 3 It creates feelings of guilt and anger in teams.
- 4 The speaker takes fewer holidays and feels more stressed and tired.
- 5 It gives you freedom, but the speaker doesn't feel able to take time off when they need it.

- C** Put Ss in pairs to compare their notes and complete the task, which helps them plan for the discussion in Ex 5A. Encourage Ss to refer to the comments in Ex 4B for ideas. Remind them that the purposes of the scheme are to motivate staff and to help them be healthy and productive. Monitor and help where necessary.

POSSIBLE ANSWERS:

Benefits of the current scheme: control and freedom, planning own time increases empowerment
Problems with the current scheme: staff take less time off as they feel guilty for asking colleagues to do their work, staff get annoyed if they are asked to cover for people who are on holiday

MEDIATE

- 5A** Put two pairs together to create a group of four. If you have an odd number of pairs, create one group with three pairs. Remind Ss to use ideas from Exs 4B and 4C and phrases from the Mediation Skill box. Set a time limit, e.g. seven minutes. Monitor as Ss have their discussions and make notes on their evaluation skills and use of the phrases in the Mediation Skill box.
- B** Ask each group to share the course of action they decided on with the class. Ss can then vote for the best one. Give feedback on Ss' ability to evaluate and their use of the phrases in the Mediation Skill box as a class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can evaluate problems and challenges
- learner can evaluate proposals
- learner can use their evaluation to select a course of action

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A: OK, so it seems that most of the staff dislike the scheme, so we should get rid of it and go back to the old scheme.
- B: I'm not sure. Some people like it.
- A: But there are more problems than benefits. Nobody has said the old scheme was bad.
- C: Maybe there's some kind of solution that brings in the benefits of both schemes.
- B: Like what?
- C: I'm not sure yet.

Teacher's comments

The Ss are discussing the scheme and trying to think of an effective course of action, but they are not evaluating the current scheme by thinking about exactly what the cause of the benefits and issues are and how they can solve the problems. Only by doing this will they be able to come up with an effective course of action.

Marks: 1/5

EXAMPLE OUTPUT B

- A: Right, let's think about why people both like and dislike the current scheme.
- B: OK, well one thing that's working is the power it gives people to decide how much holiday to take. It gives them autonomy over their work.
- A: Very true, but, on the other hand, people seem to be taking less holiday. Perhaps what's happening is that people don't want their colleagues to think they are taking too much, so they take less.
- C: Yes, it becomes competitive and you don't want to be the person in your team that others say is lazy or not doing enough work.
- B: Absolutely! That's a problem.

Teacher's comments

The Ss are trying to evaluate the problems before they think about a possible course of action. This helps them to better understand the issues which will help them produce more informed and more effective solutions and courses of action.

Marks: 5/5

3C Gamification

SPEAKING OUTPUT | a debate

GOAL | encourage others to elaborate

MEDIATION SKILL | asking the right questions

CEFR mediation descriptor: Can encourage members of a group to describe and elaborate on their thinking.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to encourage others to elaborate through questioning while having a debate.

WARM-UP

- 1 Start by asking Ss if they like games, and if so, what kind of games. Put them in pairs to discuss the questions. Elicit a few answers from around the class.

POSSIBLE ANSWERS:

- 1 to compete, have fun, be sociable, challenge ourselves, experience success
- 2 levels, rewards, leadership board, points
- 3 company loyalty programme points, fitness app badges, social media likes (= similar to a score)

PREPARE

- 2 Ask Ss to read the Scenario and answer the question. Check the answer with the class. Explain that this is an example of *gamification*, i.e. the use of game features in everyday life to engage and motivate people. Ask Ss if they know of any gamification in education contexts.

ANSWER:

Discuss the college scoring system because they have strong views about it.

- 3 A  **MB3.01** | Read the questions with the class, then elicit what Ss predict the speakers will say. Play the recording, twice if necessary as it's short. Put Ss in pairs to check their predictions. Check answers with the class.

AUDIOSCRIPT MB3.01

- A: Have you heard about this new points system the college have put into place?
- B: Yeah, great!
- A: What makes you say that?
- B: Well, it'll motivate everyone.
- A: How will it do that?
- B: It'll add an element of competition.
- A: Does that mean you think it'll be successful?
- B: Sure, why not? I mean, it's kind of fun, isn't it? See if you can beat your friends! Or colleagues, in the case of teachers. And who doesn't want to get free gifts?
- A: That's true! What do you think the effects of competition will be on everyone?
- B: I think it'll push people to work harder. We're all competitive, we all want to win, although I guess to different degrees.
- A: Might it have a negative effect on some people?
- B: It might, I suppose.
- A: How?
- B: It could create bad feelings among friends, I guess.
- A: And what about teachers? How might they feel about being compared to their colleagues?
- B: Well, it could motivate them, but I can see that it might be very stressful, too, and possibly very embarrassing. What are your thoughts?
- A: Well, I think it has the potential to be a disaster.
- B: What do you mean by that?
- A: Well, you said that everyone's competitive to some degree, but, actually, I wouldn't say everyone is. I mean ...

ANSWER:

The female student supports it (encourages competition and will push people to work harder), but the male student doesn't (not everyone is competitive).

B  **MB3.01** | Ask Ss why questions are useful in a discussion or debate and elicit ideas. Ss read the Mediation Skill box to compare their ideas with the ones given. Play the recording again for Ss to listen for the phrases used in the recording and to tick them. You may want to pause the recording after each phrase is used to give Ss time to find and tick it. Check which phrases were used, then elicit answers to the question about the effect of the phrases on the discussion. Help Ss recognise that these questions can help you understand a person's thinking and push them to think more deeply about the topic. It can also give you information to use when arguing against their point of view.

ANSWERS:

What makes you say that?
How will it do that?
What do you think the effects will be on ... ?
Does that mean you think ... ?
What are your thoughts?
What about ... ?
Might it have a negative effect on ... ?
What do you mean by that?
The questions encourage the female student to elaborate or they challenge her point of view.

- 4** Ask Ss to do this either in pairs or individually and then compare ideas in pairs. You could suggest Ss aim to write at least two questions to elaborate and two questions to challenge the point of view. Make the statement and then nominate Ss to ask you their questions to get you to elaborate and think further about the point of view.

POSSIBLE ANSWERS:

What makes you say that?
What do you think the effects of it would be on children when they're adults?
But don't you think that we need to prepare children for life?
What about sport?
Isn't it true that competition is vital for sport?

- 5** Ask Ss to read the Scenario in Ex 2 again. Explain that they are going to debate the topic, but first they are going to prepare their arguments and reasons. Put Ss in pairs. Try to have an equal number of pairs, creating one or two groups of three if not. Assign half the pairs as *for* and the other half as *against*. (Weaker Ss could go in the *for* group as they've already heard some arguments for the statement in the recording.) Then ask Ss to prepare for the debate.

MEDIATE

- 6A** Put pairs from the *for* half of the class together with pairs from the *against* half of the class to create groups of four. Set a time limit, e.g. eight minutes. Monitor as Ss debate the scoring system and evaluate their ability to ask questions to encourage others to elaborate and to challenge each other's point of view.
- B** Ask Ss to discuss their performance in the debate in their groups. Monitor and listen to their reflections. Have a quick class vote to find out if Ss really support the scoring system or not and elicit some of their reasons.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can put forward an argument
- learner can encourage others to elaborate on their thinking
- learner can ask appropriate questions

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A: We support this system because it'll encourage students to do better.
- B: But don't you think that it'll just make them feel miserable when they don't score points?
- A: I'm not sure. Maybe? I suppose it depends on how hard they work, so it could make them work harder.
- C: I'm not sure. We think it'll do the opposite to what's expected.
- D: Really? We disagree. It might not suit everyone, but in general, it'll work.

Teacher's comments

The Ss are putting forward their views on the topic and discussing them and Student B has asked a question to challenge Student A's thinking. However, no one is asking questions to try to encourage the others to elaborate so they can understand their thinking better. This would allow them to discuss the system in more depth and argue against the other pair more effectively.

Marks: 2/5

EXAMPLE OUTPUT B

- A: We don't support the system at all. It'll damage students' motivation, not increase it.
- B: How will it do that?
- A: Well, if others score points and you don't, it'll be quite damaging to your self-confidence.
- C: I see what you mean, but isn't it true that students already get grades and compare these to their friend's grades?
- B: Yes, that's true.
- C: Might the leadership board have a positive effect on the strongest students without affecting the weaker students?
- D: Hmm, no, I don't think so.

Teacher's comments

The Ss are making their arguments. Student B has asked a question to encourage Student A to elaborate and there are effective questions asked to challenge the other Ss' thinking. More questions to encourage elaboration to understand each other's thinking before challenging them could be helpful.

Marks: 4/5

4C Your personal brand

WRITING OUTPUT | an email

GOAL | relay information in a professional journal

MEDIATION SKILL | taking notes on a written text

CEFR mediation descriptor: Can relay in writing the relevant point(s) contained in an article from an academic or professional journal.

Timing | 50–60 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write an email which relays information from a professional journal to a friend. Ss practise taking notes on a written text to help them do this.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. Monitor and note down any interesting ideas. Ask Ss to share those ideas with the class.

PREPARE

- 2A Ask Ss to read the Scenario and answer the questions. Check answers with the class and make sure Ss are clear about the context.

ANSWERS:

Ania wants you to share some tips you read recently about creating a positive professional image online because she passed her professional exams and is starting her career.

- B Ask Ss to note down one or two ideas individually, then put them in pairs to share their ideas. Elicit a few ideas from the class. If Ss don't have many ideas, explain that they will read some tips on this shortly.
- 3A Explain to Ss that they are going to focus on note-taking when reading. Give a few examples of when you might take notes on a written text, e.g. when preparing lessons, when reading a professional article, when reading instructions, etc. Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers from the class.

- B Ask Ss to read the Mediation Skill box and select the tips they would like to try. Ask Ss to compare their ideas in pairs, then elicit answers from a Ss and have a brief class discussion. You might want to invite Ss to add to these tips with their own ideas.

- 4A Explain that the extracts are from two different articles. Ask Ss to do the task individually, then put them in pairs to discuss the questions. Do a quick vote (via a show of hands) to find out which style of notes is preferred and elicit reasons from a few Ss. Invite Ss to share alternative ways to lay out notes like this.

ANSWERS:

1 B 2 A

Suggested features:

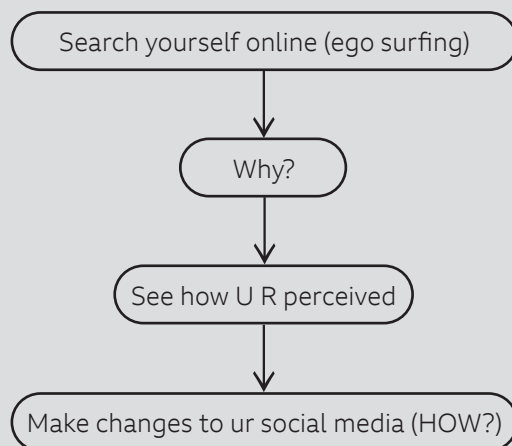
In A, the note-taker uses bullet points and a list layout to show relationships between main points and adds a question they have; the notes are concise and paraphrased.

In B, the note-taker uses visual notes to show relationships between main points; the note-taker uses abbreviations and concise phrases.

- B The purpose of this task is to encourage Ss to try different ways of organising notes. Ss can choose which notes to reorganise and fast finishers could attempt both. Monitor and help where necessary.

POSSIBLE ANSWERS:

A



B Personal brand (PB)

(way u present yourself in prof. context)

- can grow organically (demonstrate skill/expertise)
- OR u can build ur PB (more control, can differentiate yourself)

5A Make it clear that this is the article Ania mentioned in Ex 2 and that Ss will be relaying the information from it to Ania in an email. Establish that Ss need to take notes on the main tips only, then ask them to plan their mind map or outline. Fast finishers could look at their notes and reflect on them.

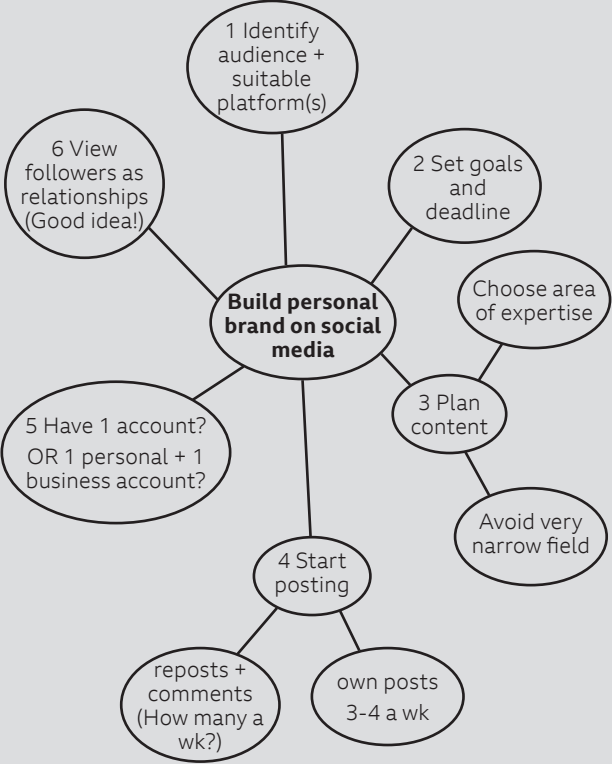
POSSIBLE ANSWERS:

Style A

Build a personal brand on social media

- 1 Identify audience + suitable platform(s)
- 2 Set goals + deadline
- 3 Plan content
 - Choose area of expertise
 - Avoid very narrow field
- 4 Start posting.
 - 3–4 posts a wk + reposts + comments on other posts (How many a wk?)
- 5 Decide on 1 account OR 1 personal + 1 business account
- 6 View followers as relationships, i.e. relationships, not followers. (Good idea!)

Style B



- B** Monitor as Ss compare and contrast their notes and note down any interesting methods used. Ask the Ss to share these methods with the class in feedback.
- C** Read the instructions with the class. Elicit how Ss could start their email (e.g. *congratulate Ania on her job*) and what tone to use (*a tone appropriate for a friend*). Ask Ss to plan their email using their notes from Ex 5A and any ideas they gathered from their partner in Ex 5B to help them.

MEDIATE

- 6A** You could ask Ss to write their emails in class or you could ask them to do the writing task outside class. If in class, monitor and offer support where necessary, providing feedback on content, tone and layout.
- B** Put Ss in pairs to swap emails, either in class or outside class, then ask them to give each other feedback. Refer them to the points in the Mediation Skill box to help them.

EXTRA IDEA Ask Ss to edit their emails using the feedback they received. Encourage them to also think again about the tone and general structure of their email – does it read like it is written to a friend who has just got their first job?

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can take effective notes on a written text
- learner can effectively relay information from a journal
- learner can write an email in an appropriate tone to a friend

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Hi Ania,
Well done on getting a new job.
The journal article said to plan short-term goals because this will help you to achieve long-term goals. You should post 3–4 times a week so it's not too much or too little. You should also include personal information as well as professional information. It's also a good idea to have two accounts – one for your personal life and one for your professional life, but it's OK to include personal things on your professional account.
I hope that helps you to build your brand. I'm really happy to help if I can. Just let me know!

Teacher's comments

Some of the main points are included and they are explained appropriately, but some are missed. The tone of voice is neutral at the start rather than friendly for an email to a friend, although it is more appropriate at the end.

Marks: 2/5

EXAMPLE OUTPUT B

Hi Ania,
Congratulations on your new job! That's fantastic news. I know you'll be brilliant.
OK, so the journal article I read suggested the following:

- Decide who your audience is and choose the best platforms to reach them.
- Plan short-term goals that will help you reach a long-term goal.
- Plan your content – Consider what expertise you want people to know you for, post around 3–4 times a week and comment on other posts the rest of the time. Include content about your personal life as well as your professional life.
- You don't always have to show perfection. Show challenges you're experiencing, too.
- Write some of your own content so people can see who you are and how you think.
- Have a separate personal account if its content might affect your brand.
- Think of followers as relationships, to show you care about other people's views.

I hope that all helps. Good luck with the job when you start. Let me know how you get on!

Teacher's comments

The email starts and ends in a friendly way and with an appropriately friendly tone. The main points from the article are included and are clearly laid out.

Marks: 5/5

5C Buying local

SPEAKING OUTPUT | a presentation

GOAL | simplify a complicated argument

MEDIATION SKILL | presenting the components of an argument

CEFR mediation descriptor: Can make a complicated issue easier to understand by presenting the components of the argument separately.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to simplify a complicated argument by presenting individual components of that argument.

WARM-UP

- Put Ss in pairs to discuss the questions. Monitor and note down any interesting points you hear. In feedback, ask Ss to share those points with the class. Find out if Ss generally shop online or in physical shops.

PREPARE

- Either before or after asking Ss to read the scenario, check they understand the meaning of *flyer* (= a small piece of paper advertising something) and *DM* (= direct message). Check the answer to the question.

ANSWER:

hand out flyers and explain clearly and patiently to local people why they need to use local shops

- 3A**  **MB5.01** | Encourage Ss to consider each argument presented in terms of how it might seem to a member of the public being stopped in the street. Play the recording, then put Ss in pairs to discuss their ideas. In feedback, do a quick class survey to find out which of the three volunteers Ss thought was the clearest and most effective. Play the recording again if Ss can't agree. Elicit reasons for the choice from a few Ss.

EXTRA: ALTERNATIVE IDEA If there is no class consensus on which of the volunteers is clearest and most effective during the class survey, you could ask Ss to do Ex 3B before they listen again.

AUDIOSCRIPT MB5.01 AND MB5.02

- A: Hello! If you can spare a minute of your time, I'd like to talk to you about shopping local and the environment.

B: Er ... OK.

A: I bet you shop online. It's not a bad thing, we all do it, and it can often seem pretty energy efficient. I mean, we don't go out in the car, someone comes to us, on their way to lots of other places in your area, and so of course the carbon emissions can be lower. This is especially true if your goods have travelled from the factory via slow boat. If they've come by plane, they'll be sixty-five times higher, but this might still be lower than the emissions produced by a car trip from out of town to a town centre. It really depends on how you travel, how far you travel and how many items you buy during your trip. Generally, if you walk or cycle then carbon emissions related to your purchase will be almost nothing – it'll just be the emissions related to producing the product and getting it to the shop. If you live in the town and you drive to the centre and buy twenty-four items, then it can be more environmentally friendly than purchasing one item online.

B: Hmm.

A: But the main issues with shopping online are non-delivery and returns. It's predicted that up to sixty percent of deliveries have to be made a second time because no one is available to receive them the first time round. This increases carbon emissions related to shopping online significantly. It's estimated that one in seven online purchases are returned to online shops globally, increasing carbon emissions significantly. So, in the end, shopping local is much better, right? So, that's what I wanted to say. Shop local.

2

A: Hello! We're talking to people today about why shopping local is much better for us than shopping online. The fact is that our High Street is dying. Did you know that a quarter of the shops in our town are empty due to the large decrease in shoppers?

B: No, I didn't, but I'm not surprised.

A: No, and this has the potential to negatively affect our sense of community and our mental health. The reason is that when we shop in store, we connect to people locally. We bump into old friends and have a chat, we make small talk with people in queues and we have the opportunity to get personal customer service when we need support or we need to return something. These personal connections are important for us and we don't have them when we shop online. Research shows that these connections can help us to keep our anxiety low, our moods in check and even, unbelievably, they help to keep our immune systems strong.

B: Wow.

A: Yes. And then there's the positive impact on the community as a whole. When our sense of community is strong, we are more connected to each other, we feel safer and more secure. We help each other more and this is also positive for our mental health. It gives us a sense of pride. I know that shopping online can be cheaper and more convenient, but we don't benefit from this kind of

connection to people online, so, if our local High Street dies and we only have online shopping, we'll lose our connection to our community. And that is why we're asking people to think twice about shopping online and consider shopping local instead. To benefit not just local businesses, but to benefit you, your health and the community.

3

A: Good afternoon, do you have a minute?

B: Sure.

A: It's great that you're here in the town centre and I can see you've been shopping and spent some money here.

B: Er, yes.

A: That's great. We need to do more of that. You see, it's not easy for local shops. They have to pay high rents here in the town centre whereas online stores usually have their distribution centres in low-rent areas. There are also high business taxes for high-street stores, or rates as we call them. I don't know if you know this, but small businesses typically pay 75 percent more in rates than large online stores. Can you believe that? Independent bookshops in 2017 were found to be paying eleven times more corporate tax than a certain large online bookseller. It's hard enough for independent stores to compete against large online stores without having rent and taxation make it harder for them.

B: Right.

A: There's often talk of an online delivery tax which would of course level things out a bit and make things easier for local shops, but nothing has actually happened with that as far as I know. The fact is we need these local shops, for local employment and for the local economy. In 2020, over 170,000 high-street jobs were lost as shops closed and chains went bankrupt. Some were lost here in the town and it may get worse, but without those job opportunities, unemployment will rise and people will be unable to feed themselves and their families. They'll move away to cheaper areas, fewer people will visit and the town will become a ghost town with a tiny economy. We can't afford this to happen to us and we can't rely on an online delivery tax, so we have to stop it happening ourselves.

ANSWERS:

Volunteer 2's argument is presented clearly, simply and more effectively than the other two, which are less organised, overly complex and without a clear claim made.

B Ask Ss to read the Mediation Skill box title and predict its content using their ideas from Ex 3A to help them. Ss read to check their ideas. Ask Ss to consider the answers to the questions individually, then discuss them in pairs. You could play the recording in Ex 3A again (or play Audio 5.02 which only has volunteers 1 and 3) if you think it's necessary. Check answers with the class.

POSSIBLE ANSWERS:

- 1** Volunteer 1 – Local shopping produces fewer emissions than shopping online.
Volunteer 3 – Local shopping is vital for the local economy.
- 2** Volunteer 1 starts by presenting the opposite view, with its benefits and reels off a lot of statistics and technical information. The sentences are long and use quite technical language. The key points of each of the arguments are not clearly stated and the main argument tends to get lost in the complex explanation. The speaker does not summarise the key points to conclude.
Volunteer 3 starts by making a personal connection, but then straightaway launches into a lot of impersonal and complex statistics and information. They fail to provide concrete evidence for the issues affecting the local area and instead focus on general trends and statistics to support their argument. They refer to a theoretical online delivery tax which has no relevance to the immediate issue. They do not present the opposing viewpoint. They are not clear about their own key points and fail to summarise them.

4A  **MB5.02** | Note that Audio 5.02 is the same as Audio 5.01, but without the second conversation. Play the recording so that Ss can take notes. Play each conversation twice if necessary. Put Ss in pairs to compare their notes.

B Put Ss in pairs (if you didn't in Ex 4A) and allocate roles (A and B). Ask Ss to read the Scenario in Ex 2 again to remind them of the context. Ask Ss to make notes using the steps in the Mediation Skill box to help them break down the argument into component parts and organise their ideas logically. Monitor and help where necessary.

EXTRA SUPPORT Ss could work with someone with the same role (A or B) for this. They could also practise presenting their argument before they do the final task. Ss can use their devices to record themselves, then listen to the recording to check their argument is simple and clear.

MEDIATE

5A Ask Student As to present their argument first and Student Bs to go second. Monitor and make notes on Ss' skills in breaking the argument down into component parts.

B Keep Ss in their pairs to reflect on their presentations and whether they believe they were both able to make their issue clear and easy to understand. Provide your own feedback and offer suggestions where appropriate.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can present an argument
- learner can simplify a complicated argument
- learner can break an argument down into component parts

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

I'd like to talk to you about how buying local can be better for our environment than shopping online. On the face of it, online shopping can appear to be more environmentally-friendly, especially if we have to drive from outside the town to the centre to go shopping and we buy just one or two items each time. Having a delivery company deliver something to you while not delivering to other nearby homes produces fewer emissions. However, this doesn't take into account the fact that many people walk or cycle to the shops or the fact that up to sixty percent of deliveries fail the first time and have to be delivered a second time because the buyer is not at home. On top of that, one in seven online purchases are returned to the seller, doubling the carbon emissions for the final part of its journey. So, if we choose to shop local rather than order online, despite the fact that we may end up paying a little more, we can reduce the negative impact we have on our environment.

Teacher's comments

The student begins with a claim and then gives the reasons for this. The student omits complex statistics and concepts while admitting that online deliveries can be more environmentally friendly, before explaining the negative effects of failed deliveries and returns. They admit that online shopping can be cheaper, but dismiss that in favour of a positive impact on the environment.

Marks: 5/5

EXAMPLE OUTPUT B

We're asking people to buy local because it benefits the local economy. Local shops provide jobs for local people and this helps to maintain the local economy. Without shops, unemployment would be higher, people would move away from the town and fewer people would live here. It can be very challenging for local independent stores to compete with large online retailers due to the differences in rents and business taxes that they both pay. Independent shops in high streets pay 755 percent more in business rates than large online stores. Bookshops in particular pay eleven times more corporate tax than one large online bookstore and their rent is often higher because of their location. They can't offer the cheaper prices that online stores can. Unfortunately, those cheaper prices are very appealing, but, if we all choose to buy local instead of buying online for some things, even if it's not for everything, we can help those businesses to deal with these high costs, make money and continue to compete.

Teacher's comments

The student has made a claim and given reasons for the claim. There is reference to three statistics, which is probably at least one too many. The bookshops example seems less useful than the other two, which are easy to process. The ideas are organised logically, but there is no summing up of the main reasons at the end to leave the listener with a clear understanding of the main points.

Marks: 3/5

6C Mediating disputes

WRITING OUTPUT | a summary

GOAL | accurately report the outcomes of a meeting

MEDIATION SKILL | summarising agreements and expectations

CEFR mediation descriptor: Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.

Timing | 45–50 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a summary of agreements and expectations which arise from a meeting between people in dispute.

WARM-UP

- 1 Check Ss understand the meaning of *fall out* (have a disagreement and not mend the relationship), then put them in pairs to discuss the questions. Elicit ideas from the class. If Ss are not of working age, you could ask Ss if they think these same issues occur between Ss in a class.

PREPARE

- 2 After Ss read the Scenario, you might want to clarify that an HR officer (as per the email addressee) is someone who works in Human Resources, recruiting and training employees as well as providing support for employees in a wide range of work-related issues. Elicit what *admin* is short for (*administration*) and what it means (*paperwork*). Elicit answers to the questions.

ANSWER:

The problem is two team members are unhappy about working together.

You need to attend a meeting and take notes on what is discussed

- 3  **MB6.01** | Ask Ss to read the bullet points so they know what to listen for, then play the recording. Play it twice if necessary for Ss to note down all the information. They will need this to do the Mediation task so it's important they have good notes.

AUDIOSCRIPT MB6.01

M = Manager S = Syed G = Grace

M: So, you've both explained how you feel about working together and where the issues lie. Syed, you feel that Grace ignores your suggestions and does what she thinks is right. You feel that she's openly criticised some of your decisions in team meetings. Grace, you feel that Syed ignores your views on some of the decisions taken which is why you have to do what you think is right regardless of his view. You think he looks too closely at your work and is very direct in his feedback – feedback you have not asked for. You find this upsetting. Both of you are enjoying the project so you don't want to stop working on it, but you don't feel you can continue working together in the way that you are at the moment. Does that sound like a good summary?

S: Yes.

G: Yes.

M: OK then, let's talk about how we can move forward from here. Is there any chance that, now we've talked, you can find a way to work better together? Grace?

G: I'm not sure if I'm honest. I get the impression that Syed doesn't want to work with me. He feels he should lead the project on his own.

S: Thanks for putting words in my mouth! The thing is, I've been here longer and I have more experience of how things work here. Sometimes your ideas are good, but they just can't work with the systems we have. You don't seem to understand that.

M: OK, OK. Look, from my point of view you have the opportunity to work together brilliantly. I mean, we need fresh ideas, which Grace has, and we need to adapt them to suit how we do things here – that's you, Syed. Syed, I'd like you to be more open to new ideas. Don't just dismiss them immediately, but work with Grace to make them work for us – with her creativity and your knowledge and experience of the company, you have the chance to do great things together.

S: OK, I guess I can try to be more open to her ideas.

M: Good. And perhaps you can learn to be a bit less direct with your feedback to Grace.

S: But that's just my way. You know that. I'm direct with everyone.

M: Yes, but communication is about adjusting how you talk to people.

S: Fair enough.

G: I hear what you're saying. I'll try not to take your approach personally. I can be sensitive sometimes.

M: That would be good.

G: And I'll try to be more open to asking for your opinion on what I've done, Syed. It's not that I don't respect the fact that you've been at the company longer, it's just that I'm very confident in my skills and I've brought a lot of experience with me here. Sometimes I feel that this experience is ignored.

M: Can you approach Syed with any issues you have about his ideas and not raise them in meetings in front of others, Grace?

- G: Yes, but what if I raise it, Syed doesn't agree and we're back to square 1? Can I not raise it in the meetings then?
- M: I think you both need to accept that when one raises an issue with something, there is an issue. You can't just ignore it and do what you want. You have to listen to the other person and make some changes.
- G: Fine.
- S: Fine.
- M: Right, so, how will you communicate with each other? Do you feel able to do this face-to-face? Or will email communication provide an opportunity for you to review what you say and how you say it before you press 'Send'?
- G: Hmm, good point. Maybe we can use email as a starting point. What do you think?
- S: Sure, I'm happy to do it that way. We can then meet face-to-face if we need a longer conversation.
- M: OK, good. So, to review, you'll raise issues with each other via email as a starting point, moving to face-to-face if necessary. Grace, you won't raise issues at team meetings but instead you'll approach Syed privately. Syed, you'll be more open to Grace's ideas and you'll provide any feedback requested in a less direct manner. Grace, you'll take Syed's experience at this company into account and Syed, you'll respect Grace's experience in other companies and the fact she has creative ideas to share. You'll try to work together to make sure both of those things are combined to produce great work. Does that sound right?
- G: Yes, I think so.
- S: Yes, that sounds right to me.
- M: Good. And what happens if one of you breaks this agreement and fails to follow the promises you've made today? It's very likely to happen.
- G: Hmm, well I guess we can email each other and politely remind each other about this agreement, and if we feel it's not working, we can speak to our team leader, Naomi.
- S: That works for me.
- M: OK, great! Let's hope this helps you both to work on the project in a more productive and enjoyable way.

POSSIBLE ANSWERS:

Problems: Syed feels his ideas and experience at the company are ignored and his decisions are criticised in meetings. Grace feels Syed ignores her views and her experience at other companies, looks too closely at her work and gives feedback which is too direct and unsolicited.

Action: Syed will be more open to new ideas, less direct with his feedback and will listen to Grace. Grace will try not to take feedback personally, will be more open to asking for Syed's opinion, will speak directly to Syed (not in front of others) and will listen to him.

Communication: via email unless a longer conversation is needed; speak to team leader if the agreement is not working

- 4** Ask Ss to read the Mediation Skill box and think about their answer to the question. Elicit answers from the class. Find out if Ss ever have to do this now or when and why they may need to do it in the future. Establish that summaries may be formal (e.g. a business meeting, a mediation meeting) or less formal (e.g. agreements between friends or employees when organising something or working on a project). In this lesson, the content is more formal.

ANSWER:

Putting agreements and expectations into writing means that everyone has a record of what was agreed so everyone knows what they need to do and it can't be disputed in the future.

- 5A** Explain that Ss will read a summary of a meeting to discuss a dispute. Check they understand the meaning of *surveyor* (= someone who examines the condition of a building and the surrounding land), *inspect* (= examine something carefully) and *fence* (= a wooden structure around a piece of land). Ask Ss to read the summary and answer the questions, then put them in pairs to compare their ideas. Elicit answers from the class.

ANSWERS:

- 1 The dispute is between neighbours. One neighbour believes his neighbours took part of his land when they put up a fence.
- 2 They've agreed that a surveyor will inspect the fence and it will be moved if necessary.
- 3 The summary is organised with headings, subheadings and numbers and letters.

- B** Ss could do this task in pairs. Ask them to plan their summaries, using the model text in Ex 5A to help them. Remind them of the notes they made in Ex 3. You could also play the recording again.

MEDIATE

- 6A** You could ask Ss to write their summaries in class or outside class. Remind them to use the summary in Ex 5A as a model. If they are doing the task outside class, you could remind them where they can find the audio so they can listen to it again in their own time if they want to.
- B** Put Ss in pairs to swap summaries and reflect on them. If Ss write them outside class, you could assign partners beforehand so they can swap summaries and reflect digitally before the next lesson. Alternatively, ask Ss to do this reflection task in the next lesson.
- C** Ask Ss to redraft their summaries after they receive feedback from their partner.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can listen and understand agreements
- learner can summarise agreements in writing
- learner can summarise expectations in writing

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Meeting to discuss ways of working between Syed and Grace

Dispute: Two members of Naomi's team (Grace and Syed) are having difficulties working together.

- 1 Syed apologised for upsetting Grace.
- 2 Syed acknowledged that he respects the quality of Grace's work.
- 3 Syed agreed to be more open to Grace's ideas and to be less direct in his feedback to her.
- 4 Grace will undertake to be more open to Syed's feedback and less sensitive about it.
- 5 Grace will endeavour to talk to Syed about concerns rather than raising them in team meetings.
- 6 Syed and Grace will communicate via email to give them time to consider their tone.
- 7 Syed and Grace will speak to their team leader, Naomi, if they feel the other has broken these agreements.

Teacher's comments

The student has clearly outlined the key agreements and expectations, numbering these clearly. These agreements fairly represent what was discussed during the meeting. The summary has an appropriate heading, although subheadings such as *Acceptances* and *Actions agreed* would make it even clearer.

Marks: 4/5

EXAMPLE OUTPUT B

Meeting between Syed and Grace

Dispute: Grace and Syed are unhappy in their jobs.

Syed is sorry for upsetting Grace and promises not to talk to her directly again.

Grace will ask Syed for more feedback.

Syed will give feedback to Grace via email and he'll be kind about it.

Grace will try not to talk to Syed about his work. She'll talk to her team leader instead.

Syed and Grace will only communicate by email from now on.

Teacher's comments

While there's a heading and the points have been set out separately to make them clear, the points do not accurately reflect what was agreed in the meeting. It could also be more formal in tone for the context.

Marks: 2/5

7C Fast fashion

WRITING OUTPUT | a summary paragraph

GOAL | compare, contrast and synthesise information in texts

MEDIATION SKILL | synthesising information

CEFR mediation descriptor: Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest.

Timing | 45–50 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a paragraph which synthesises information from three different texts.

WARM-UP

- 1 Ask Ss what they understand by the meaning of the lesson title and elicit ideas. (*Fast fashion is fashion which is designed, produced and sold very quickly and cheaply.*) Put Ss in pairs to discuss the questions. Invite a few Ss to share their answers with the class.

PREPARE

- 2 Ask Ss to read the Scenario and answer the questions. Elicit answers from the class and check Ss are clear about the context. You could do this by eliciting the role they will take in this context (PhD students specialising in fashion).

ANSWER:

A university lecturer or professor is asking you to write a paragraph comparing and contrasting one of the main opinions in three text extracts.

- 3 Ask Ss to read the extracts and make notes about the themes given, then put them in pairs to compare their ideas. Elicit a few ideas from the class to check Ss' understanding of the texts. You may also want to check understanding of *carbon emissions* and *retailers*.

ANSWERS:

- 1 **A** It makes us think of polluted water, waste and carbon emissions as well as huge piles of unwanted clothes.
B It produces toxic chemicals and micro plastics, and over half of fast fashion ends up in landfill.
C People are repairing clothes to reduce waste caused by fast fashion.
- 2 **A** Fast fashion allows people without a lot of money to look fashionable.
B Fast fashion allows anyone to look fashionable, but the industry relies on people not having money to make its profits.
C Fashion these days is accessible to more people in contrast to the past when it was more costly (but well-made and designed to last).
- 3 **A** It results in huge piles of unwanted clothes.
B More than half of unwanted clothes end up in landfill when people are bored with them.
C Clothes are not designed to last more than a season, but repairing and upcycling clothes so they last longer is a growing trend.

- 4 **A** Ask Ss to read the Mediation Skill box and answer the question. Elicit ideas from the class. Ask Ss to look at the synthesised example and elicit the point the writer is making. (*Boro is a growing trend thanks to social media.*)

POSSIBLE ANSWERS:

in business writing, academic texts, when sharing event information from different sources with a friend

- B** Do the first item together as a class as an example. Look at each of the points 2–5 in the Mediation Skill box to help you and the class. Elicit ideas and add them to the board.

POSSIBLE ANSWERS:

- 1 Fast fashion is described as 'fast' when clothes are designed and produced quickly. It allows brands and retailers to react to trends very quickly, with some offering up to 20,000 fashion items for sale at the same time.
- 2 In an attempt to reduce fashion's environmental impact, more people are becoming interested in 'slow fashion' (a term first coined by journalist Kate Fletcher in 2007), which has similarities with ethical, sustainable clothing.
- 3 Home sewing has become more popular in recent years due to the availability of tutorials on social media. The sale of sewing machines has increased by thirty percent as a result.

- 5A** Ss could refer to their answers to Ex 3 as they provide the main points, though they may want to expand on these from the texts. Elicit ideas from around the class for each of the themes (1–3) in Ex 3.

POSSIBLE ANSWERS:

- 1** fast fashion and the environment
similarities: the amount of waste (mentioned in A, B and C); A and B mention pollution (water, carbon emissions (A) and toxic chemicals, micro plastics (B)); C mentions clothes not made to last which causes more waste
differences: people want to extend the life of clothes to reduce the environmental impact (C)
- 2** fashion accessible to everyone
similarities: anyone / more people can afford to be fashionable (A, B and C)
differences: it democratises fashion and contributes billions of dollars globally (A); it also exploits both its customers (who spend the little money they have on low-quality goods) and at times its workers (who don't always receive a fair wage) to make its money (B); the reason fashion is cheap is because it's poor quality and not made to last, in contrast to the past when it was more expensive and better quality (though not accessible to as many) (C)
- 3** the lifespan of clothes
similarities: more than half of unwanted clothes end up in landfill because people are bored with them (B); clothes not well made or designed to last resulting in waste (C)
differences: the past 'make do and mend' approach making a comeback among younger people (making own clothes, upcycling to make them last longer), also a desire to be unique, all contribute to extending the life of clothes (C)

- B** You could elicit a few different examples from the class and then ask Ss to choose one, as there is no one correct answer. Alternatively, put Ss in pairs to come up with ideas and elicit them from the class.

POSSIBLE ANSWERS:

Fast fashion democratises fashion even though there are environmental issues; People are beginning to move towards slower fashion; The impact of fast fashion on the environment is significant.

- C** Ask Ss to make notes of the supporting information and contrasting viewpoints to include their paragraphs according to the main point they want to make. Ss could do this in pairs if they intend to make the same main point. Monitor and offer help where necessary. Encourage them to decide on the order of the points they will make.

MEDIATE

- 6A** You could ask Ss to write their paragraphs in class or outside class. you could ask them to do the writing task individually or do it as a collaborative writing task in pairs.
- B** Ss (or pairs) can swap paragraphs in class or outside class and discuss the questions orally in class or digitally outside class. Ask Ss if they found it easy or difficult to synthesise the information, giving their reasons. Offer suggestions where necessary.
- C** Ss can revise their own paragraph as a result of the discussion in Ex 6B and any suggestions made to help them improve their synthesising skills.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can identify the main points of three articles
- learner can identify similarities and differences between points in the articles
- learner can choose relevant information from the articles and synthesise it in a paragraph

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Fast fashion is often said to bring people from all economic backgrounds together to enjoy fashion, as it's cheaper than fashion of the past. However, the fast fashion industry relies on people of lower incomes to make their money and not everyone in the industry gets a fair wage, so this isn't necessarily true. Some people are choosing to repair clothes to make them last longer rather than replace them.

Teacher's comments

The first part of the paragraph has a clear point and draws on contrasting points from the texts effectively. However the final sentence isn't really relevant to this point and it is largely taken directly from text C and not paraphrased.

Marks: 3/5

EXAMPLE OUTPUT B

The impact of fast fashion on the environment is one reason why some people are turning to sewing to extend the life of their clothes. The fast fashion industry produces eight to ten percent of the carbon emissions in the world, as well as toxic waste and micro plastics, which end up in rivers and seas, and large amounts of waste in landfill sites. Concern about this has resulted in some people choosing to repair clothes and upcycle them so that they last for a longer period of time.

Teacher's comments

The paragraph has a clear main point and brings together relevant information from the three texts effectively. The student has ordered the information appropriately and put the information into their own words.

Marks: 5/5

8C

Saving schemes

SPEAKING OUTPUT | a discussion

GOAL | contribute to collaborative decision-making

MEDIATION SKILL | co-developing ideas

CEFR mediation descriptor: Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action.

Timing | 40–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to discuss ways to save money in a group, co-developing ideas before agreeing on solutions.

WARM-UP

- 1 Give an example, e.g. putting coins into a money pot, and then give Ss a minute to think of ideas before you put them in pairs to discuss these ideas. Elicit successful and less successful ideas from around the class.

PREPARE

- 2 Ask Ss to read the Scenario, then check they understand the meaning of *put our heads together* (= share ideas). Elicit answers to the questions from the class.

ANSWERS:

Talk together with your friends to decide how to save money for a holiday at the end of next summer.

- 3A  **MB8.01** | Check Ss understand the meaning of *put money aside* (= save money). Clarify that a *penny* (plural: *pennies*) is a way of describing *pence*. Play the recording for Ss to answer the question, then put them in pairs to check. Check the answer with the class.

AUDIOSCRIPT MB8.01

- A: So, how are we going to get the money then? It means saving quite a lot over the next year.
- B: Well, we could stop going out for a year. That'd save a lot.
- A: A whole year? Not sure I could cope with that!

- C: I don't think I could stay in for a whole year either, but that gives me an idea. We could do more free stuff, you know activities that don't cost anything. Not everything has to involve food or partying.
- A: That's a good idea. Team sports at the park, they don't cost anything. We could go on bike rides, picnics, walks. We could also organise film nights ...
- B: Film nights would be fun. We could substitute films with games and have games nights, too. We'll have plenty of games between us, we won't have to buy anything.
- C: If we made them competitive, that would be even better.
- B: But competition means prizes and prizes cost money so I'm not sure that works.
- A: It would work if we were creative with the prizes.
- C: I know. Rather than monetary prizes, we could offer prizes of time. So, losers have to do something for the winner that involves time – cleaning their car, cooking a meal for them, that kind of thing.
- A: Oh, that's genius! One thing I'm worried about, though, is actually putting the money we save aside. I mean, I'm pretty good at spending whatever's in my wallet, so how do I make sure that I don't just spend the money I save on something else?
- B: Good point.
- C: Er, I heard about this saving scheme where you save money every day. So on the first day, you save a penny. On the second day, two pence. On the third day, three pence, all the way up to day 365 when you save 365 pence – so £3.65.
- A: How much does that get you overall?
- B: About £670, I think. If we each do that, we'll have more than enough.
- C: I guess we won't miss a few pence here and there. It might be difficult to do over the last couple of months, though. We'd have to save two to almost four pounds a day. That's my morning coffee and breakfast. I can't give that up!
- B: True!
- A: Hmm, how about we change it to a joint challenge for the last three months and not an individual one?
- B: What do you mean?
- A: Let's save the required amount each day between us in the last three months. So, on the last day, it'll be £3.65 between us rather than each, so not much more than £1.20 each. We wouldn't save as much overall, and I'd need to work it out, but I think we'd still have enough.
- C: That works for me. I think I could manage that.
- B: Me too. OK, great. Who's setting up the first games night then? And where are we going to save this money to make sure we don't spend it?

ANSWER:

do more free social activities, like games nights; save pennies each day for 365 days

B Ask Ss to read the questions and think of their answers individually, then put them in pairs to discuss the questions. Do a quick class survey to find out how many Ss think they could adopt the savings techniques mentioned. Elicit a few reasons why and why not from around the class.

4A  **MB8.01** | Ask Ss to read the Mediation Skill box, then play the recording again for them to tick the phrases they hear. You may want to pause the recording after each phrase is used to give Ss time to find and tick it. Check answers with the class.

ANSWERS:

We could also (organise film nights)

It would work if (we were creative with the prizes).

If we (made them competitive), that would be even better.

(But competition means prizes and prizes cost money so) I'm not sure that works.

(I don't think I could stay in for a whole year either, but) that gives me an idea.

We could substitute (films) with (games).

Rather than (monetary prizes), we could (offer prizes of time).

How about we change it to (a joint challenge for the last three months)?

B This exercise gives Ss the opportunity to focus on the phrases and think about when they might be used, as well as how they are formed. Ask Ss to read the conversation quickly and say what money-saving tips the people are discussing (fewer takeaways, cooking together more, reducing the number of coffees and lunches they buy out). Then ask Ss to complete the conversation. Remind them that they can use the Mediation Skill box to help them. With weaker groups, complete the first sentence together as a class before Ss do the task themselves. Check answers with the class.

EXTRA CHALLENGE As an extension, put Ss in groups of three and allocate roles (A, B and C), ask them to practise reading the completed conversation aloud. Then, display the conversation with the gaps unfilled and ask Ss to read the conversation aloud again, this time trying to remember the missing words.

ANSWERS:

1 e 2 c 3 a 4 h 5 d 6 g 7 b 8 f

5A Ask Ss to read the tips. Check they understand the meaning of *coupon* (= a printed piece of paper that gives you something for a cheaper price or for free) and *tyre pressure* (= a measure of how much air is in the tyre). Put Ss in pairs to tell each other whether they have ever tried any of the tips. Encourage them to ask follow-up questions to find out whether they worked. Elicit from the class which tips Ss have tried and whether they helped them save money.

B Ask Ss to think of ideas individually and note them down. Monitor and provide ideas or hints for ideas where helpful.

POSSIBLE ANSWERS:

Water and energy bills: turn off lights when not in the room; try having four-minute showers

Shopping: sign up to website newsletters to get discounts; shop in second-hand shops

Transport: walk when you can, don't take public transport; don't drive too fast – it uses more fuel

Food/Eating out: Plan your meals each week and only buy what you need; buy the cheapest options when you buy food

Social events: only take the cash you want to spend with you, don't take your card; go out for coffee not dinner

Other: give thoughtful gifts to people – not expensive ones; put the money you save in a bank where you can get interest

C Put Ss in pairs to share their ideas and to brainstorm further ideas. As in Ex 5B, monitor and provide prompts to help Ss with ideas. Tell Ss to note down their ideas as they will need them for the Mediate task.

MEDIATE

6A Put two pairs together to form a group of four. If you have an odd number of pairs, split one pair and put one student in one group and the other student in another. Make it clear to Ss that they shouldn't just choose ideas from those in Exs 5B and 5C, but also include ideas that they think can work for them and their routines, habits and preferences. Monitor as Ss complete the task and make notes on their ability to co-develop ideas.

B Tell groups that they are going to each present their plan to the class and briefly explain their reasons for it. You may want to set a time limit for each group's presentation so they do not speak for long, e.g. one or two minutes. Give Ss time to decide who is going to speak and what they are going to say.

C Invite groups to share their plans with the class. Individual Ss then tell their group which of the other groups' plans they think was the best and why. Do a quick class vote to find out the most popular plan and elicit a few reasons. Provide feedback on Ss' ability to co-develop ideas.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can contribute to collaborative decision making
- learner can share ideas
- learner can co-develop ideas

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A: One way we can save money is to stop using car-sharing sites and take the bus.
- B: Good idea. I'm always late so I rely on car-sharing.
- C: Me too, but it's expensive. We could also walk more. That would be even cheaper.
- D: Yes, good. How about we stop going to the coffee shop after lessons finish? That'll save us quite a bit over a week.
- C: Definitely! We could stop going out on a Friday night and stay at home instead. I'm always tired anyway.
- B: Me too! I spend too much money on lunch here at school. I should make my lunches and bring them in. It'll be cheaper.
- A: I could do the same.

Teacher's comments

While Student C has added the idea of walking to the suggestion of taking the bus more, the rest of the conversation is simply Ss adding new ideas. There's no discussion of those ideas or developing of them in terms of how they will work or how they might need to be adapted to work for them.

Marks: 2/5

EXAMPLE OUTPUT B

- A: I've heard about this idea where you only go out once a month and the rest of the time you stay in.
- B: Hmm, I'm not sure about that. Won't we be bored?
- A: Maybe, but it'd work if we planned activities to do when we're in. We can go to each other's homes and watch a film or something.
- C: How about if we had a craft evening or something? I love making things. It might be fun.
- B: But it'd cost money.
- A: Hmm, true. Well, how about if we combined those two ideas and made our own film? That wouldn't need to cost anything.
- C: Oh yes, it'd be hilarious! We could come up with an idea, make it and put it online.
- D: We wouldn't need to buy anything. We can just use what we have and our phones.
- C: It'd keep us entertained, that's for sure!

Teacher's comments

Students A, C and D help to co-develop the idea of making a film at home rather than going out and spending money. They work together to take one idea and make it into something that suits them. Student B, however, contributes, but doesn't participate in the co-development of the idea.

Marks: 4/5