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INSIGHT

Advanced Teacher's Guide with Digital Pack Second Edition

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OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2022
2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 426569 0 Insight Second Edition, Advanced Teacher Guide with Digital Pack
ISBN: 978 0 19 426177 7 Insight Second Edition, Advanced Teacher Guide Pack Component
ISBN: 978 0 19 426172 2 Insight Second Edition, Advanced Student Book Classroom Presentation Tool
ISBN: 978 0 19 426187 6 Insight Second Edition, Advanced Workbook Classroom Presentation Tool
ISBN: 978 0 19 426572 0 Insight Second Edition, Advanced Teacher Online Practice Pack Component
ISBN: 978 0 19 426570 6 Insight Second Edition, Advanced Teacher Online Pack Assessment Pack Component

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

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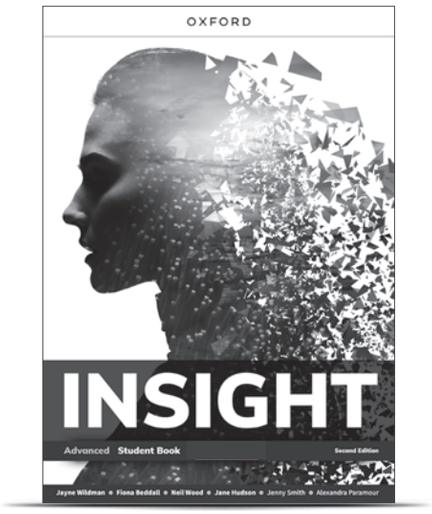
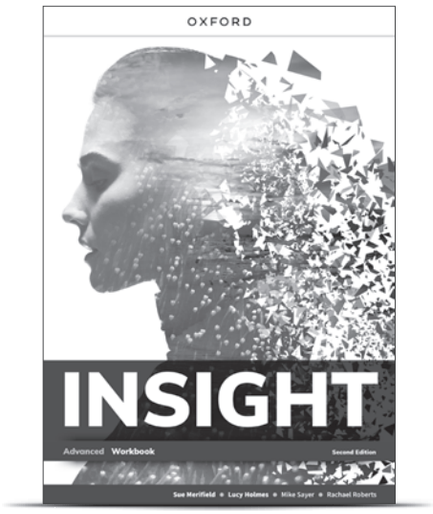
FOR STUDENTS





Student Book

- 10 topic-based units each including *Review* lessons
- 5 *Global skills* lessons
- 10 *Vocabulary Extra* lessons
- 5 *Cumulative review* lessons

Workbook

- Further lesson-by-lesson practice including 10 pages of *Exam practice* and 5 *Literature Insight* lessons
- *Assess your progress* pages after every unit
- 5 Additional *Global skills* lessons
- Wordlist

FOR TEACHERS

Teacher's Guide

- An overview of the course and its methodology
- Professional development support
- Teaching notes for the Student Book
- Extra activities for stronger and weaker students
- *Assessment for Learning* tips
- Answer keys and audio scripts
- Access code for Oxford English Hub

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Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

Student e-book
- A digital version of the Student Book with audio and video

Workbook e-book
- A digital version of the Workbook with audio

Student Online Practice
- Extra interactive practice of all four skills, grammar and vocabulary

Student resources
- Course audio and video, scripts, worksheets and wordlists

FOR TEACHERS

Teacher's Guide
- PDF version

Classroom Presentation Tool

Student Book
- Student Book on screen with audio, answer keys and 15 videos including *Global skills* discussions and documentaries
- Games and interactive activities
- Navigate function to the Workbook

Workbook
- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

Course assessment
- Entry test, diagnostic test, short tests, unit tests, progress tests and end-of-year tests

Teacher resources
- 30 communicative activities – 10 grammar, 10 vocabulary and 10 functional language worksheets
- 10 documentary video worksheets and 5 *Global skills* video worksheets
- Downloadable wordlists, Writing Bank and functional language bank
- *Exam Insight* audio and answer keys
- *Vocabulary Strategies* worksheets

Teacher Online Practice
- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

Professional development
- Methodology support, bite-sized training and more to maximize your teaching

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Introducing *Insight Second Edition*

A note from the author

When I started writing *Insight*, I understood that the course needed to satisfy several objectives: a rigorous syllabus that would develop students' language skills and help them pass exams, and material that dealt with global issues, inspired students' curiosity and gave them the opportunity to express their point of view.

In *Insight* we value that point of view and seek it out. We constantly ask students to question and evaluate assumptions and ideas, to make cross-cultural comparisons, and find out more. *What do you think?*, *React* and *Global skills* sections develop students' confidence as language learners, as well as confidence in their own opinions and beliefs.

In *Insight* we've added a special ingredient, too: in many texts and topics there is a fact or point of view students may not have come across before, something surprising or thought-provoking that makes them think about an issue in a different way. The aim of this extra ingredient is to inspire curiosity, and a passion to discover and learn.

For *Insight Second Edition* we have kept this special ingredient while refreshing core content to deal with up-to-date issues such as the digital divide, the algorithms in our lives, fake news, climate change and migration.

There is also an increased emphasis on global skills, with five freestanding *Global skills* lessons for each level and a *Global skills* focus on every Culture spread. In addition, we have included extra support for assessment for learning, as well as professional development modules on Oxford English Hub.

Insight is a course that is trusted and used by teachers all over the world. It strives to create the right conditions for students to grow, to develop their critical thinking and to become lifelong learners and open-minded, global citizens. *Insight Second Edition* does all this and more. I hope you enjoy teaching with *Insight Second Edition*!

Jayne Wildman

Aims of the course

To challenge students to think critically about the world around them

Insight Second Edition has been developed not only to teach students English, but also to increase their awareness of the world around them. Amongst other topics, *Insight Second Edition* addresses social issues, culture, literature, history, social media, science and technology.

Documentary video clips also cover cultural and historical themes, broadening students' understanding of the customs, traditions and history of English-speaking countries.

Moving beyond simple comprehension of information, students are encouraged to think critically about the issues raised, to evaluate their current point of view, and to share their opinions with others even once they have left the classroom.

Each lesson of *Insight Second Edition* includes activities that invite curiosity and allow for multiple paths of exploration, such as the *What do you think?* feature at the beginning of each lesson, and the discussion-based *React* tasks that ask students to react to the content of a text. These higher order questions prompt students to discuss their opinions and think of problems and solutions; leaving 'gaps' where not everything is spelled out encourages interpretation, experimentation, and personal ownership.

To engage learners with stimulating topics and inspire discussion in the classroom

The selection of all the topics that appear in *Insight Second Edition* is based on the belief that students learn best when they feel that they can relate to the topics, issues and ideas in the course. In each unit the material helps students learn new language items and language skills by capturing their interest and focusing their attention with engaging topics and issues that they can identify with.

The information-rich and thought-provoking texts and recordings will inspire discussion amongst students. Structured activities encourage students to question their existing opinions and the opinions of others. Activities are designed to stimulate critical thinking, to encourage participation and the exchange of opinions.

The speaking sections also teach the skills needed to be an active participant in discussions, such as interrupting, asking for clarification, disagreeing and encouraging others to speak.

To give a deeper understanding of vocabulary and build the confidence to use it

Insight Second Edition gives students a deeper understanding of language and goes beyond purely teaching meaning. The course explores such areas as collocation, word-building and connotation to provide a fuller understanding of how vocabulary is used. This comprehensive approach allows students to use new language with greater confidence.

Vocabulary is taught in the context of reading or listening texts, and is presented in sets organized by topic, word type or theme. Research has shown that teaching vocabulary in this way makes it easier for students to recall and use it.

Vocabulary Strategies worksheets not only explore language in more depth, but also build students' study skills, including keeping vocabulary records, ways of recording new vocabulary, and using a dictionary and a thesaurus. These skills will help students decode, retain and use new vocabulary correctly in the future.

Core vocabulary is recycled throughout the Student Book, Workbook and photocopiable materials, while the *Vocabulary extra* page at the end of each unit helps to further expand students' range of vocabulary.

To help students explore the rules of grammar

The guided discovery approach to grammar in *Insight Second Edition* allows students to work out grammar rules for themselves and furnishes them with a better understanding of how grammar works. This approach actively engages

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students in the learning process, making them more likely to understand and remember the grammar point.

New structures are always presented in the context of a reading or listening text, so that students become familiar with the usage and meaning of the grammar, before manipulating its form.

This is supported by grammar animation videos in the *Online Practice* activities. The *Grammar reference* section in the Workbook also offers a quick and easy way for students to check information about grammar rules.

Practice exercises are topic-based, so students are required to understand the usage and meaning of the grammatical structures, as well as the form. The free speaking activities allow students to use the new language in a personalized, productive and creative way.

To promote learner agency and self-reflection

Learner agency refers to the feeling of ownership and sense of control that students have over their learning, and self-reflection plays a key role in developing this sense of ownership. Learners who are able to look to themselves for solutions to problems rather than always seeking out the help of others will be better equipped for later life in academic or professional environments.

Insight Second Edition encourages learner agency and self-reflection in a variety of ways:

- The *Project* task in the *Global skills* spread invites students to collaborate in open project work and encourages them to feed back on their classmates' performance.
- The *Assessment for learning* strand in the Teacher's Guide provides opportunities for teachers to play an essential role in facilitating the development of learner agency.
- The *Assess your progress* section in the Workbook helps learners to identify gaps in their knowledge and skills, and to build an Action Plan in conjunction with support in the Teacher's Guide.
- Review checklists in Writing lessons help teach students how to evaluate their own work against a set of criteria. The corrected writing assignments can also be a record of their progress.

To encourage autonomous and lifelong learning

Strategy boxes in every unit offer step-by-step guides on how to improve core skills for autonomous learning. Students apply the strategy immediately in a series of exercises which allows them to see how the strategy can benefit them. The strategies are relevant to students' studies now and in the future, so they will be able to use the same strategy again and again.

Writing preparation covers extensive practice and development of key skills, such as brainstorming, planning, checking, paraphrasing and avoiding repetition. These skills will also help students outside the classroom environment.

The use of authentic texts builds students' confidence by showing them that they can tackle these kinds of texts outside the classroom, in real-life situations. The accompanying activities teach students how to think critically – question ideas, analyse, rationalize, synthesize and make reasoned judgements – skills that students will need in all areas of their lives, especially in higher education and the workplace.

To help learners develop global skills

Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in society. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process.

Global skills are a recurring feature throughout *Insight Second Edition*, with a focus on cultural awareness, critical thinking, communication and life skills.

The Student Book includes five *Global skills* spreads, each of which includes a reading text, vocabulary support, speaking activities, and video. Each spread culminates in a group project allowing students to put the skills into practice.

Each unit also includes two *Global skills* boxes set outside the main *Global skills* spreads. These provide information and discussion prompts, giving students an active role in applying unit themes to the real world.

What's new in *Insight Second Edition*?

- Assessment for Learning features prominently in the second edition. In the Teacher's Guide, the assessment for learning strand includes special feature boxes outside the teacher's notes. These further reference a bank of ideas in the Teacher's Guide introduction that teachers can select from in order to enhance the assessment for learning classroom experience, (see page 10).
- Each Student Book lesson has clear learning objectives with an opportunity to 'Assess your Progress' at the end of every spread to allow students to evaluate their learning in relation to the learning objectives, and to set themselves action points for further learning. This is an integral part of assessment for learning.
- *What do you think?* and *React* tasks are higher order discussion tasks that function both as critical thinking activities for the students and also assessment for learning diagnostic tools for the teacher.
- *Global skills* are a recurring feature throughout the Student Book and include skills such as cultural awareness, critical thinking and communication skills. In spread D, the *Global skills* box focuses on intercultural competence, drawing on issues raised in the text and allowing students to discuss its wider importance.
- Dedicated *Global skills* spreads in the Student Book are an integral part of the course and cover all five strands of global skills. These highly engaging spreads include project work and new bespoke videos on the topic of the lesson. This is mirrored by *Global skills* pages in the Workbook for further practice.
- 100% new opener texts, with interesting, information-rich texts relevant to teenagers and over 40% new content overall.
- New *Grammar Insight* boxes provide more explicit focus on the grammar rules.
- There is a fresh approach to Writing lessons, with a new layout, tasks and organizational features to strategically help students develop vital writing subskills.
- The Hub is now a convenient single access point for all digital components, (see page 5).

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Course assessment

Insight Second Edition assessment material is based on learning objectives from OxELF, (Oxford English Learning Framework) which provide a detailed level of feedback to inform progress.

Insight Second Edition offers a seamless learning and assessment experience. With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

All test items are written to the specific learning objectives covered in the course, informed by OxELF and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Most *Insight Second Edition* tests are available in two different versions (A and B) and are fully editable so that you can adapt them to match your students' needs. The course also offers dyslexia-friendly unit tests. Tests can be accessed via Oxford English Hub.

Entry test

This short test aims to recommend the best level for your students to begin at. It ensures that each student is matched to the right level of *Insight Second Edition*.

Diagnostic test

The diagnostic test is level specific and offers insights into your students' strengths and weaknesses. It can be used to create individual or class learning plans at the beginning of a course of study, and to inform decisions about which language areas to focus on.

Short tests

There are two short tests per unit, which offer a snapshot of students' progress and guide the teacher to offer remedial work.

End-of-unit tests

The end-of-unit tests enable you to identify where learning has been successful in a specific unit and where remedial work is needed. The content in the test reflects the language objectives within that particular unit. You and your learners will get feedback on performance in the form of explanatory answer keys. You can also download the marking criteria for speaking and writing activities, as well as supplementary exercises to support and stretch your learners.

Progress tests

The progress tests enable you to assess the progress made by students in relation to a specific group of units (for example, at the end of term or the end of the year). The content in the test is restricted to the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-year test

The end-of-year test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress in a course level.

Exam practice

The *Exam Insight* section of the Workbook provides exam practice opportunities with exam strategies to help students achieve their goals and to prepare for external exams.

The Oxford Test of English practice

The Oxford Test of English is a general English language proficiency test certified by the University of Oxford. Available online through a network of approved test centres, it assesses understanding and communication in speaking, listening, reading and writing across three CEFR levels: A2, B1 and B2. The reading and listening modules are computer adaptive, which means that the test adjusts the difficulty of questions based on the test taker's responses. This makes the test more motivating, shorter and gives a more precise measurement than traditional proficiency tests. The speaking and writing modules use task randomisation, making each test an individualized experience. Further information and free practice materials are available at:

www.oxfordtestofenglish.com

Methodology support

Insight Second Edition is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning.

The topics of assessment for learning, global skills for the language classroom, and learner agency will help you teach *Insight Second Edition* with confidence.

Position papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our position papers offer practical guidance on the major issues shaping language education today. Our shorter focus papers offer insights and tips on specific topics for the classroom. To access these position papers, visit:

www.oup.com/elt/expert

Professional development modules

The modules consist of short introductions to topics relevant to *Insight Second Edition*, as well as practical ideas on how to implement them in your daily practice. Each module is no more than 30 minutes long. To access these resources, visit:

www.oxfordenglishhub.com

Explore further

If you would like to develop your skills and knowledge beyond the professional development content offered with this course, you can visit:

www.oup.com/elt/professionaldevelopmentonline

This includes a range of materials from further reading to live professional development events.

Professional development books

Keep up with the latest insights into English Language Teaching with our professional development books. For further information, visit:

www.oup.com/elt

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Assessment for learning

What is assessment for learning?

Assessment for learning (AfL) is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

AfL relies on a constant flow of information between you and your students. Students provide evidence of their knowledge, understanding and skills as they engage in learning activities. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an AfL approach, it does not need to be only you who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it and what successful performance looks like.

The evidence you gather for AfL does not always need to be in the form of grades or scores. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Neither should comments focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. It can therefore be useful to focus feedback on 'medals' and 'missions' – what they have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance. So, for example, after students have received feedback on an essay, you could set aside lesson time for students to redraft their work and/or set specific goals for their next essay.

Why is AfL useful?

For students:

- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning but also why they are learning it and what success looks like.
- **It is motivating.** AfL emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently in the future.

For teachers:

- **It informs teaching decisions.** AfL provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence.** AfL can encourage more flexible and creative approaches to teaching and give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.
- **It enables colleagues to support each other.** AfL offers a consistent approach which you and your colleagues can implement together.

How can I implement AfL in my teaching?

Effective implementation of AfL is grounded in three key classroom practices: diagnostics (where the learner is), learning intentions (what the learner needs to learn next, not to be confused with the learning objectives in the Student Book) and success criteria (what success looks like).

As this diagram illustrates, these practices are interrelated and together they lay the foundations for effective feedback. The next section explains the three key practices in more detail and shows how they can be put into practice in the classroom.

Diagnostics

To be able to provide intentions feedback, you need to find out what students already know and can do. You can gather this evidence in a variety of ways – not just through the diagnostic and progress tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment.

For instance, after a speaking activity students could assess their own and each other's performance using a set of 'Can-do' statements. This, combined with your assessment, can reveal what students are already doing well and highlight specific areas for improvement.

Classroom dialogue can also provide valuable insights into students' understanding and there are a number of ways to maximize its potential as a diagnostic tool. These include:

- short warmer activities
- asking students open questions that require deeper reflection
- allowing plenty of thinking time
- exploring their answers through follow-up questions
- providing opportunities for them to ask questions themselves.

Learning intentions

Determining what students already know through diagnostics will enable you to identify appropriate learning intentions. Learning intentions tell students what they are learning in a lesson and why. This helps them understand the rationale and value of particular activities, making learning more relevant.

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You may choose to present learning objectives at the beginning of a lesson. It can also be effective to wait until after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful, and how they might be applied.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress.

When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work, and to take charge of their own learning.

Giving and analysing examples of what good writing looks like is another way of establishing success criteria. The Teacher's Guide includes model answers for speaking and writing activities to facilitate this conversation.

Peer and self-assessment are also powerful ways of engaging students with success criteria. For example, if students have written a formal email, they can send it to a classmate, who then gives feedback based on the agreed criteria. In addition, in the Workbook *Assess Your Progress* pages, students are asked to reflect on what they have learned in that unit.

How is AfL different from other kinds of assessment?

AfL is often contrasted with assessment *of* learning (also called 'summative assessment'), which measures the outcomes of learning by showing where students are at a given moment in time. In reality, however, the two kinds of assessment can overlap. For example, you might give your students a summative end-of-term test to measure their achievement. If you then use their results as feedback on how they can improve, the same test can also become a tool for AfL.

Is AfL a new approach?

In many ways, AfL reflects what most teachers have always done in the classroom. Finding out what students can do and giving them feedback are, of course, fundamental and natural aspects of good teaching. However, in an AfL approach feedback is viewed as part of a continuous cycle of goal-setting and reflection, with each learning activity feeding into the next. The AfL framework also supports you in providing feedback in a way that is systematic and inclusive.

In what contexts can I use AfL?

AfL can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that AfL can also be beneficial in exam-oriented contexts. Students are likely to perform better on exam tasks if they understand what skills that task is assessing, why those skills are being assessed and what a successful task response looks like.

More information

You can find more support and information here:

elt.oup.com/feature/global/expert

Written by experts in English language assessment, *Effective feedback: the key to successful assessment for learning* offers practical tips on implementing AfL.Elaine Boyd, co-author of *Effective feedback*, has also authored the Teacher's Guides for *Insight Second Edition* Intermediate and Upper-Intermediate.

AfL ideas bank

The following are activity ideas and tips to use in conjunction with the assessment for learning guidance in the teacher's notes section of the Teacher's Guide. The tips have been organized according to the different areas of Assessment for learning.

Learning intentions

Engaging with the course map

Look at the Grammar and Vocabulary sections in the unit map at the beginning of each unit before the students start a new unit. Which grammatical structures/vocabulary have they come across before? Which are new? This helps you plan which parts of the unit are likely to need greater focus and attention, and helps your students raise awareness of where they are in their learning in relation to that content.

Learner confidence

Refer students to the learning objectives at the top of the page. Put students into pairs/groups to discuss whether they understand what each objective means, and how confident they feel with each one. At the end of the lesson, ask students to discuss how confident they *now* feel with each objective before they look at the *Assess your progress* section in the Workbook.

Engaging with learning objectives

Help students break up a learning objective into smaller steps: ask students to brainstorm what steps they could take in order to achieve the objective. Their responses will encourage them become involved in the learning process, but also help you understand how much support students will need to achieve the objective.

Exploiting learning objectives

Being aware of the aim of an activity helps students develop an awareness of the purpose of doing the activity. Ask students to skim through the activities on the page and identify which activities practise or help with each of the learning objectives at the top of the page.

Diagnostics

How much do students know?

Listen for how students use the language area highlighted in the learning objectives; include pronunciation in your assessment. Write the language on the board and/or keep a record for use later in the lesson. This will show you what students need to focus on, but also will give the class a record of how far they have come when they come to assess their progress.

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Setting up a task

In a speaking task, ask students to discuss the speaking task. What is the purpose of the task? What type of language do they need to use to achieve the task? Refer them to the learning objective to check. If there is a *Global skills* box, ask why do students need to use the global skill and how it will change what they say.

In a Listening section, tell students to read the tasks carefully and decide exactly what they are listening for, e.g. a name, a number, if they hear/don't hear an idea in the question. This will make focusing on the relevant information easier.

Using model texts and dialogues to measure progress

Model texts and dialogues can be a useful tool to raise self-awareness of learning needs in a reflective way. Ask students to rate the model writing text or speaking as easy, OK or difficult for them to do. Then do the exercises in the lesson to build their confidence. Highlight the areas you will concentrate on in correction and feedback, and let them peer correct written work before they hand it in, empowering students to share knowledge and build confidence. A second draft helps students see tangible improvements in their work.

In a Speaking section, ask students to record themselves doing the first speaking activity. Go through the task exercises. Next, ask students to listen to their initial recording and say how they would now improve it. Then do the final task and listen again. Ask them to revisit the learning objective and ask how much progress they have made and how successfully they think they have achieved the objective.

Learner-led feedback

Students discuss and agree (with teacher consent and guidance) what type of feedback they prefer in an end-of-lesson task, e.g. immediate or delayed correction, whether they want positive and/or negative feedback and how it is delivered. When the task is complete or marked, write a number of sentences from the activity on the board, half correct and half wrong. In pairs or small groups, students decide which sentences are wrong and correct them, and which sentences are correct.

Text analysis

When students use higher order questions to analyse and evaluate what they are reading or hearing, it helps them engage in their own learning. Ask students to read a text/listen to a podcast. Ask: *What genre/type of text is it? What is the writer's/speaker's purpose? What language does the writer/speaker use to achieve their purpose? How do I react to the text/podcast?* This will make texts/podcasts more engaging and the language easier to remember.

Success criteria

Effective feedback challenges

When students get feedback, they should know what they need to do to improve and what they should do next. Feedback should be simple, motivating, achievable and have a time-limit. Give students time to respond to feedback and encourage them to implement their feedback the next time they do something, e.g. in the review lesson or the corresponding Workbook page.

Comparing performance against models

Using good and bad models can establish success criteria. Give students a well written and a badly written text which answers the Writing task. The text will contain the mistakes you have already highlighted in feedback sessions during the unit, with a range of vocabulary, grammar, spelling and writing mistakes. Ask students to work in groups and assess the texts. What makes them good/bad? Ask them to write success criteria which they can then use in their own work.

Specific and clear feedback

Feedback is effective when it is specific. When you give feedback, include a positive general point and then a particular area that the learner can focus on to improve, e.g. *You've described what everyone in the photo is wearing very well. Can you use a wider range of vocabulary so that you are not repeating the same adjective when speculating what they are doing? What could you use instead of 'I think…'?*

Effective feedback for the right stage

Effective feedback gives prompts at the right level on how to move learning forward. It is important that you pitch feedback at the appropriate level for the stage the learner has reached: 1 Informational (low level): ask students to provide further or more accurate information, e.g. *Can you add some examples here? Can you make it negative?;*
2 Process (medium level). Ask: *What conclusion does this lead to? What evidence is there in the text to support this idea?;*
3 Self-regulatory (high level): ask students to reflect on their work, e.g. *Have you used what you know about writing an email? Is the language you used formal or informal?*

Students establish their own success criteria

Students can start to establish their own success criteria (with guidance) and develop strategies for ongoing learning success. Students write or tick the problems they experience most often, and then select and write which solutions they will try, or how they will seek learning support. Using diagnostics, working on learning objectives and success criteria and the 'Can-do' statements in the *Assess your progress* section of the Workbook, all help motivate students to engage with feedback to support their own independent learning.

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A Reading and vocabulary

WHAT DO YOU THINK? lead-in question to introduce the topic and promote critical thinking

Strategy boxes help students improve key language skills and develop their confidence to become autonomous learners

REACT activities get students discussing the issues in the text

1 Identity crisis

Reading and vocabulary

1 WHAT DO YOU THINK? What makes you who you are? Rank the ideas below in order of importance (1–8). Justify your answers. What other factors might define your identity?

■ the cells in your body ■ your actions ■ your appearance
■ your feelings ■ your genes ■ your memories
■ your past experiences ■ your thoughts

2 Read the article quickly. Which ideas from exercise 1 does it mention?

3 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 The writer thinks that you are essentially not the person in your baby photos.
2 Philosophers were not interested in the concept of identity in ancient times.
3 The ship of Theseus was a real ship in ancient Athens.
4 Some ancient philosophers believed that the ship changed identity when the first original part was replaced.
5 Human cells vary enormously in terms of how long they survive in the body.
6 According to the writer, human identity shouldn't be considered in the same way as the identity of non-living things.
7 The writer argues that our memories provide a trustworthy record of our life.
8 Philosophers have helped us to work out what gives us our identity.

4 REACT Work in groups and discuss the questions. Give reasons for your answers.

1 Do you think the ship of Theseus had changed identity by the time all its parts had been replaced? If you answered 'yes', at what point do you think this change occurred?
2 At what stage in your life do you think you became who you are? In what ways has your identity changed during your life? How long do you think it will continue to change?

Strategy Making inferences: figurative language

Sometimes you may come across familiar words with an unfamiliar meaning or surrounded by other words that form an idiom or set phrase. You can infer the meaning of figurative language by:
1 using your own knowledge about the words and the topic.
2 looking for contextual clues around the word or phrase.

5 Read the strategy and answer the questions.

1 Do the words *bone*, *face*, *foot* and *skin* have any figurative meanings in your language? Give examples.
2 Study the highlighted phrases in the article. Are any of the uses of *bone*, *face*, *foot* and *skin* similar to your examples in question 1?
3 Think about the context and use your own knowledge to explain the meanings of the highlighted phrases in the article.

Who am I?

Baby photos. Most families have them, either proudly displayed in the living room or neatly filed in a photo album. For your parents, they're a precious reminder of your first years, but let's face it: for you, they're an embarrassment; it's hard to believe that chubby four-month-old baby with the toothless smile is you!

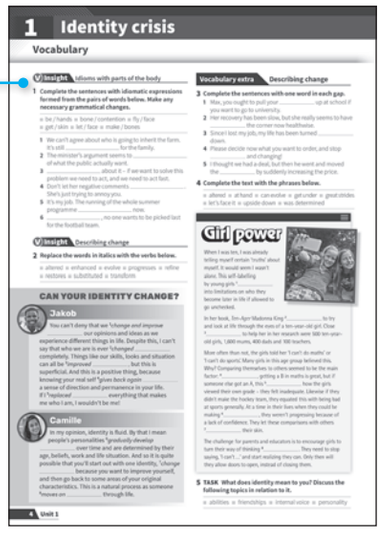
But what if that cute little baby isn't you at all? Whether or not the essential identity of something can persist through change has been a bone of contention among the world's philosophers for over 2,500 years.

For ancient Greeks such as Plato and Aristotle, the argument centred around the story of an old Athenian ship, which was thought to have once carried the mythical hero Theseus. As parts of the ship decayed over time, they were replaced by identical new parts. Eventually, none of the original parts were left. Was it still the ship of Theseus, the philosophers asked, or was it now a different ship?

Aristotle believed that as long as the appearance of the ship had not been altered in any essential way, it was still the same ship. But some of his contemporaries argued that identity wasn't just

4

Vocabulary practice activities in the **Workbook**



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LEARNING OBJECTIVES | Recognize inference in figurative language | Recognize a range of idiomatic phrases about the body | Describe change using a variety of verbs | 1A

HOME ABOUT ARTICLES CONTACT US BLOG SEARCH

skin-deep. They said that at the end of the replacement process, the ship could not still be the ship of Theseus because Theseus himself had never set foot on it. However, this raised another question: if it was no longer the ship of Theseus, at what point exactly had it been transformed into another ship?

To put it another way, imagine the ship has 100 parts, and one part is substituted by a new one every year for 100 years. In year one, the ship will have one new part and 99 old parts. Is it possible to say at this point that the ship of Theseus has already ceased to exist? Answering 'yes' would fly in the face of conventional thinking; we often mend objects, but we don't generally think that this alters their whole identity. But by year 51, 51 of the ship's parts will have been replaced – more than half. Some might feel at this point that the ship has become a new ship, but is this logical? It only contains one different part now to the year before. At no point in the process does the change seem large enough to justify a change of identity, yet a change does seem to have occurred.

And, of course, it's not just ships that this conundrum applies to. Like the ship of Theseus, the parts of your body are gradually but constantly being replaced. Every minute, about 96 million of your cells die and another 96 million are created to take their place. Some types of cells, such as white blood cells, only remain in your body for a matter of days, while a few, such as those in your nerves and brain, will last your whole lifetime. On average, each cell in your body is replaced every seven to ten years. If you don't believe that a ship can retain its identity after most of its parts have been replaced, would you say the same of your own body?

Some might argue that for humans, rather than an inanimate object like a ship, it isn't our physical body that determines our identity, but the thoughts and feelings we've evolved to experience. As the French philosopher Descartes famously said, 'I think, therefore I am.' Was he right? Science has progressed since Descartes' time, and now tells us that our thoughts and feelings are actually just the result of biochemical signals exchanged between neurons in our brains. If that's the case, then they are not distinct from our physical bodies at all. They're just a side product of physiological processes in it. And even if our identity did lie in our thoughts and feelings, they are constantly chopping and changing: does that mean our identity is, too?

Perhaps memories can help us solve the conundrum of identity. Some memories do last a lifetime, and undoubtedly help us to create the story of who we are. However, a life story based on subjective memories can be a very inaccurate one. As individuals, we frequently remember things incompletely or wrongly. Many of our memories are discarded by our subconscious brain as soon as they stop being useful, and are hardly ever restored. Should we allow ourselves to base our notion of personal identity on such unreliable evidence?

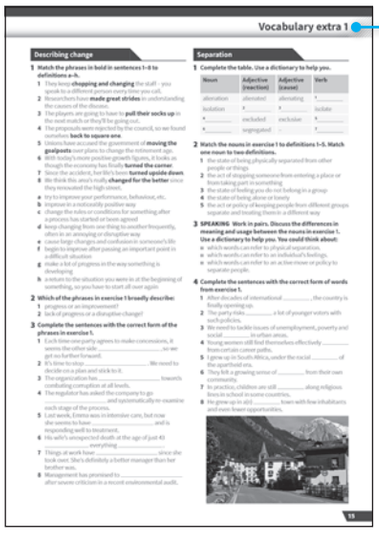
Or should we shift our attention to our actions? Is it those that make us who we are? Aristotle supported this view, but again, it's controversial. Should our actions as young children be part of our identity, even though they were taken before we were able to make conscious, informed decisions? And what about people who have a criminal past but have later turned their life around? Should they be judged forever by their previous actions?

The question 'Who am I?' is much harder to answer than it may first appear. Before we can even try to answer it, we need to refine it and decide which 'I' we are actually talking about. Does it include the 'I' that you were in the past, the 'I' that you will be in the future or is it just the 'I' that you are today? Are you talking about your physical body, your thoughts and feelings or the actions you have taken during the course of your life? After thousands of years of debate, philosophers may have enhanced our understanding of the issues surrounding identity, but make no bones about it – they are no nearer to agreeing what it is! On the positive side though, it seems there's no need to let those embarrassing baby photos get under your skin. Just remember that, according to most of the world's great thinkers, they're not really you at all!

5

Learning objectives clearly stated in each lesson to allow students and teachers to establish the focus for learning

Brand new, thought-provoking reading texts inspire students to increase their awareness of the world around them



Vocabulary Extra page in the **Student Book** to expand students' lexical range

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B Grammar and listening

Vocabulary is taught in lexical groups making it easier to remember

Open-ended discussion tasks to consolidate and personalize new vocabulary

Self-evaluation in the **Workbook** provides students opportunity to reflect on their learning

Grammar animation videos available via **Online Practice**

1B Grammar and listening

Insight Idioms with parts of the body

6 Complete the text with the correct form of the highlighted phrases in the article.

Alpha Kabeja awoke from a coma three weeks after a serious accident. [1] _____, his life had been turned upside down, but he was determined to recover quickly because he knew he still had a lot to live for. He'd recently been interviewed for an exciting new job with the British intelligence organization MI5, and he and his girlfriend were expecting twins.
There was just one problem: all these memories of his life [2] _____ reality. There was no truth to them at all. His girlfriend wasn't pregnant and he'd never [3] _____ in the offices of MI5!

Exactly how Alpha's brain had created these false memories is a [4] _____ among doctors, but strong memories of a non-existent past are just one of many strange experiences that patients report when they emerge from a long-term coma. Another is the reactivation of forgotten memories from early life. One man in the USA awoke from a coma speaking only Choctaw, a Native American language that he'd learned as a young child but completely forgotten in the decades that followed. His family were amazed. [5] _____ : no one expects their loved one to change their language overnight and not be able to speak to them anymore!

Insight Describing change

7 Study the underlined verbs in the article and explain their meaning. Then write them in the correct category.

1 use something instead of another thing: _____, _____
2 make something different: _____, _____
3 change for the better: _____, _____, _____, _____, _____
4 bring something back that used to exist: _____
5 slowly become worse: _____
6 move from one position to another: _____

8 TASK Discuss the questions.

1 How can accidents and medical interventions transform someone's life? Give examples of positive and negative changes. How do you think they can affect a person's identity?
2 What are your strongest memories of the past? Why do you think you've retained those memories while losing others? Have any old, lost memories ever been restored to you? In what situation(s)?

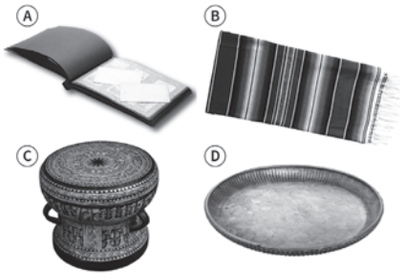
Vocabulary extra › Describing change › page 15

Assess your progress Workbook page 11

Grammar The perfect aspect

1 WHAT DO YOU THINK? Look at the photos of items belonging to people who have moved to a new country. What clues do they give about the people's identity and background? Think about:

- where their family originally came from.
- why the people might have chosen to bring the objects with them.
- why they might be important to people today.



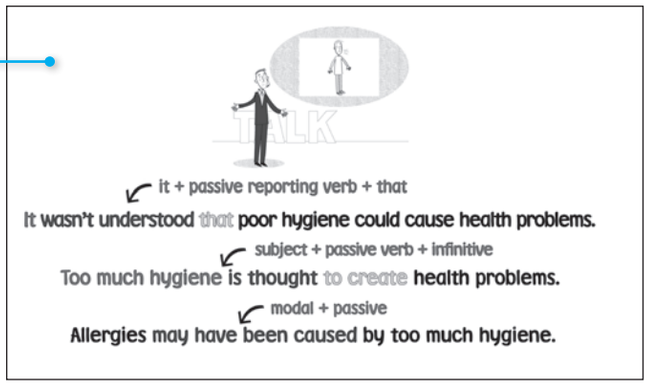
2 1.1 Listen to three monologues and compare your ideas from exercise 1. Which three objects do the speakers talk about? What was their significance in the past? How are they used today?

3 1.1 Listen again and match speakers 1–3 to sentences a–j.

a The speaker's parents hadn't wanted to leave their home country.
b The speaker's father planned to have found a good job before his wife arrived.
c The speaker's father had worked as a professional musician.
d The speaker has enjoyed looking at the object for over 40 years.
e Having decided what to pack, the speaker's father thought the object was too important not to bring.
f A relative had created the object many years before.
g The object has been used many times over the years.
h In a month's time, the object will have been in the family for nearly 60 years.
i The speaker has had the object restored.
j By this time next week, the speaker will have travelled thousands of kilometres.

4 REACT Work in groups and discuss the questions.

1 Why do you think the people brought those particular objects with them to their new home? Do you think the objects were a predictable choice? Why / why not?
2 Apart from possessions, what else can bring back memories of home for people who have moved abroad (e.g. a particular smell, a favourite piece of music)?
3 What circumstances or events might make someone decide to leave their home country and move to another place?



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LEARNING OBJECTIVES | Match speakers to statements | Use the perfect aspect to talk about experiences | 1B

Grammar Insight

5 Study the sentences in exercise 3 again and match them to forms 1–5. Then explain why they have been used.

1 present perfect
2 past perfect
3 future perfect
4 perfect infinitive
5 perfect *-ing* form

Further reference and practice › Workbook › page 110

6 Complete the sentences with the correct perfect form of the verbs below.

■ arrive ■ bring ■ find ■ go ■ not enjoy ■ not think ■ receive ■ work

1 Until her friend got a place at New York University, Ajla _____ about studying in the USA.
2 I should know if my application has been accepted by next week. I _____ my exam results by then, too.
3 In my grandfather's old house, we found several books that he _____ with him from Iran many years before.
4 Matteo is staying with friends in the city, but he hopes _____ a place of his own to rent within a couple of weeks.
5 _____ just _____ in Britain from the Caribbean, my uncle didn't own a coat: he wasn't prepared for the British weather.
6 By this time next year, my father _____ for the same company for over 30 years.
7 I _____ an evening as much as this since your birthday party last summer.
8 Samira's grandmother _____ never _____ back to Bangladesh since she left there in 1985.

7 Study the pairs of sentences. How is the meaning different in each pair?

1 a By this time next week, I'll have been writing my travel blog for a year.
b I'll have written over 100 blog posts by the time I get home in September.
2 a They had been painting the house all weekend, so there was equipment everywhere.
b They had painted the house, and it looked beautiful.
3 a We've made some traditional Indian food. Would you like to try some?
b We've been making some traditional Indian food. That's why the kitchen smells of curry spices.
4 a She's been trying to contact them all morning. They haven't responded.
b She's tried to contact them five times this morning. They haven't responded.

8 Complete the text with the correct perfect form of the verbs in brackets. Is the continuous form possible in any of the gaps?

When Alicia Cuesta was 13, her grandmother gave her a handmade rebozo shawl. She [1]_____ (work) on it for a long time and gave it to Alicia on her birthday. Three years later, when Alicia left Mexico, her shawl was one of the few things she took with her.

[2]_____ safely _____ (arrive) in New York, Alicia went to stay with her aunt. For the first few months, she wore the shawl every day. 'When I felt homesick, I cried into it,' she admits. Over the years, she has taken good care of it: she [3]_____ (never / lose) it, and her two younger sisters [4]_____ (never / dare) to borrow it.

Today, Alicia is a college student. She lives in Queens and [5]_____ (study) economics for two years, but she still has her shawl – it's part of her Mexican identity. She still misses her family in Mexico. Before she left, she [6]_____ (not consider) how difficult life in another country could be. But by this time next year, Alicia [7]_____ (complete) her studies. She's hoping [8]_____ (find) a job by then, too. If she saves enough money, she'll take a trip to Mexico City. Of course, she'll pack her rebozo shawl!

9 TASK Imagine you have to move abroad unexpectedly. What significant object will you take with you? Now imagine it is 30 years later. Someone in your family is telling the story of your object. What do they say about it? Work in pairs. Tell each other the story from the point of view of your relative. Think about:

■ the place you went and why.
■ the description of the object.
■ the significance of the object at the time you left.
■ the significance of the object 30 years later.

Assess your progress
Workbook page 11

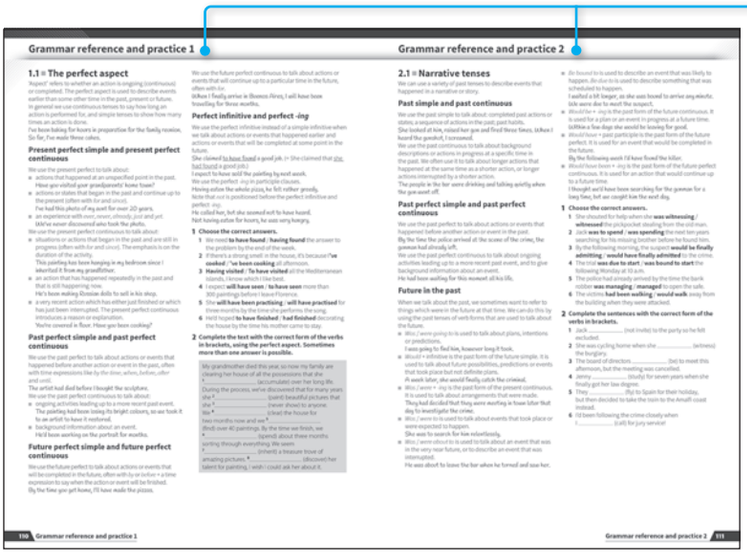
Learning objectives aligned with the OxELF syllabus

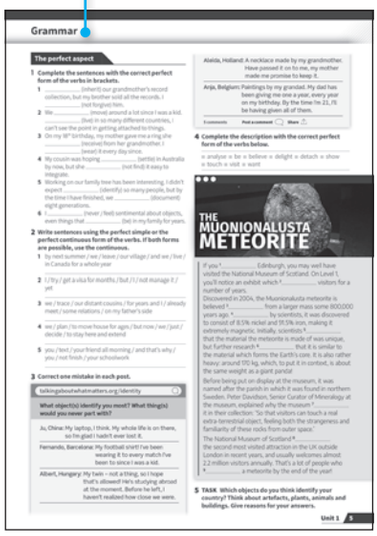
Guided discovery approach to grammar ensures that students actively engage with the new language

Thought-provoking topics that capture students' interest

Productive TASK providing personalized practice of the target language in a real-world context

Grammar reference and more in-depth practice in the **Workbook** providing students with a flexible resource for extra support





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C Listening, vocabulary and speaking

Integrated skills pages reflect the way English is really used and prepare students for using English in the real world

1c Listening, vocabulary and speaking

Listening and vocabulary

1 1.2 **WHAT DO YOU THINK? Look at the photos and discuss the questions. Then listen to a podcast and check your answers.**

1 What are the people in each photo doing? What types of groups are these? What kind of people do you imagine belonging to them?
2 How are groups formed? How do people select the type of group they want to belong to?
3 What are some of the benefits and drawbacks of belonging to a particular group?

2 1.2 **Listen again and choose the correct answers.**

1 In early civilizations, people belonged to groups because
  a they could attack and defeat other groups.
  b it was easier to find a partner and have children.
  c they lacked the confidence to live alone.
2 An important aspect of being part of a group is
  a the number of people who are members.
  b if it is fashionable or not.
  c if members have a similar attitude to life.
3 Not belonging to a group can result in
  a a sense of being in control of events.
  b a stronger and more confident character.
  c a lack of confidence in who you are.
4 People join negative groups because
  a they want to feel appreciated by someone.
  b they are relatively easy to join or leave.
  c they feel threatened by other groups.
5 One advantage of online groups is that
  a you don't have to meet people face to face.
  b it's easy to start your own groups.
  c it's clear why other people have joined.
6 The main purpose of the radio discussion is
  a to explore the anthropological reasons behind the need to form groups.
  b to warn us against joining virtual groups.
  c to discuss the benefits and drawbacks of negative groups.

3 REACT Work in groups and discuss the questions. Give reasons for your answers.

1 Do you think isolation from the community is as serious a problem today as it was for early humans?
2 What might make a group unpopular and its members feel like outsiders?
3 Kate says that online groups are both good and bad. What reasons does she give? Do you agree?

Insight Belonging and alienation

4 Study the words in bold in sentences 1–9. Then match them to definitions a–i.

1 We may not be aware of all the **associations** we have with different groups.
2 … you would have to cope with **isolation** – with little or no contact with other people.
3 … from supporting a political party to **loyalty** to a particular football team.
4 … most people do have some sort of emotional **attachment** to friends who share their outlook on life.
5 … you have a **rapport** with other group members – a kind of mutual appreciation.
6 … they may experience feelings of **rejection** and they can become depressed or angry.
7 This can lead to **marginalization**, which may evolve into feelings of powerlessness.
8 But these types of groups are difficult to leave if you … start to feel **disaffection** with their ideas.
9 … in reality, they often increase a person's sense of **alienation** from society.

a a strong feeling for, or bond with, someone or something
b separation or detachment from something
c an understanding between people who get on well together
d the quality of being faithful or true to someone or something
e connections between people with common interests
f the process or result of making someone feel they have no importance or influence
g a feeling of discontent with something
h refusal to accept something or someone
i a feeling of not being connected to people around you

5 TASK Discuss the questions.

1 Which groups do you feel loyalty to? Think about sports clubs, school clubs, etc. Why do you feel an attachment to these particular groups?
2 What type of people do you have a strong rapport with? Why?
3 Give an example of a group that has experienced marginalization. Why do you think this happened?

Vocabulary extra › Separation › page 15

8

Listening, vocabulary and speaking

Insight Belonging and alienation

1 Complete the sentences with the correct form of the words in brackets.

1 The younger a child is, the easier they build ..... with other students and a sense of ..... to the school. (associate / loyal)
2 It's important to recognise the first signs of ..... and ..... in new immigrant communities. (disaffect / marginal)
3 After enjoying an initial ..... with my new classmates, I started to get signs of ..... from them, which was upsetting for me. (rapport / reject)
4 Developing an ..... to a new environment is essential in order to avoid feelings of ..... (attach / isolate)

Vocabulary extra Separation

2 Complete the words with the correct endings.

1 The exclu..... of certain groups from the political process leads to them feeling invisible.
2 My dream is to live in an isola..... cottage in the middle of nowhere.
3 The policy of sege..... for children who behave badly in school is now under review.
4 His inability to relate to others and his alien..... manner made forming new friendships a challenge.
5 The move from secondary school to university proves to be an isola..... experience for some students.
6 The sports campaign backfired. It did little more than alien..... loyal customers.

Making predictions

3 1.01 Listen to the first two speakers in a meeting. Who is talking and what is the purpose of the meeting? What is each speaker hoping to achieve?

4 1.01 Listen to the whole recording. Match the speakers, Hanna (H), Asad (A) and Dan (D), to comments 1-7.

1 I hope that my scheme will eventually be run by the people of the area. .....
2 My scheme is intended to develop into a long-term project. .....
3 I have thought about the equipment that might be needed. .....
4 My ideas are based on an informal study of local communities. .....
5 I think it's important that people with physical challenges aren't excluded. .....
6 I have thought about ways of getting financial support. .....
7 I intend to get students from immigrant communities working with their own family. .....

5 Which of the three ideas do you think is the best? Why?

6 Complete the phrases for making predictions in the dialogue with the words below.

= bound = certain = going = imagine = likely = probability = realistic

A So, how shall we set the room up?
B I think it's quite ². ..... to be crowded so maybe we can put some of the tables and chairs outside.
A Good idea. What about if it rains?
B I don't ². ..... there's much chance of that, as I saw the forecast. But I guess we could use the school marquee in case. How about the seating inside?
A Well, the stalls will be in the middle, so there's not ². ..... to be much space.
B You mean people will have to stand? In all ². ..... there will be a few elderly people. It's not ². ..... to expect them to stand.
A I get your point. Maybe we can put a few chairs over there.
B Yes, that would work. And it's out of the way of the doors. That just leaves the children's activities.
A I can't say for ². ..... but we should be able to use one of the classrooms for that. It will free up some more space in the hall.
B OK, I think that's it. There's ². ..... to be something we've forgotten, but we've got a general plan.

7 TASK Think about how your school, college or university could make different groups of people feel less isolated. Make notes on your scheme and prepare a short presentation about it.

Name / Type of scheme	
People involved	
Equipment / Funding	
Event(s)	
Benefits	

Unit 1

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LEARNING OBJECTIVES	Understand key points and supporting detail in a discussion	Recognize metaphorical use of nouns to describe belonging and alienation	Make and respond to predictions	1c

Speaking Making predictions

6 Work in pairs. Read the extract from a local news website and discuss the questions.

1 What do you think are the most important needs of migrants arriving in a country for the first time?
2 What are the proposed options for accommodating migrants in the town?

Local council plans to welcome migrants to our town

The town council is planning to accommodate up to 100 migrants from overseas in the next 12 months. One proposal is to restore the old hospital 5 km outside the town as a residential centre.

However, some councillors believe that providing accommodation in the town centre would encourage better relations between migrants and local people, and create a more positive climate.

7 1.3 **Listen to three people discussing the proposals in the extract. Make a note of at least one argument for and one argument against each proposal which the speakers mention.**

8 Read the comments. Underline two phrases for making predictions in each comment.

1 'I don't imagine local residents will be happy about houses being given to migrants. There's bound to be a negative reaction from some people if we try and accommodate all of them in the town.'
2 'In all probability, many of them will have had difficult journeys to reach the UK. I think there's a good chance that they'll benefit from a safe space to find their feet before joining the community.'
3 'I can't say for certain, but I think they'll probably wait to see what the reaction is from local people. It's not going to be popular, whatever they choose – in fact, I wouldn't be surprised if they abandoned the idea altogether.'
4 'I think it's quite likely to increase their sense of isolation and marginalization. It will inevitably mean that some of them will feel unwelcome.'
5 'It's not realistic to expect this to work unless the two communities are able to build a rapport. It seems more likely that local people will respond positively if they get to know them as individuals, not just a group labelled "migrants".'

9 Complete the sentences with some of the phrases you underlined in exercise 8. Sometimes more than one answer is possible.

1 Our team is doing really well this season. There's _____ they'll win the championship.
2 I know Amy is feeling quite disaffected with her school. In fact, I wouldn't _____ she left before the exams.
3 I don't think it's a good idea to put the new students in a separate class. It will _____ they feel a sense of marginalization.
4 People from similar backgrounds often feel an attachment. I think Yasmin and Layla are _____ become friends.
5 Hassan has applied for a visa to study in the USA. I can't _____, but I think he'll probably be successful.
6 I _____ Ben will go to university after he leaves school. He enjoys working with his hands, so it seems _____ he'll get a job.

GS Global skills Disagreeing respectfully

When you disagree with someone in a discussion, it is important to do so respectfully, showing that you recognize their point of view. You can do this by using phrases like *I see your point*, *I get what you're saying* and *I understand your concerns*. Then, when you present your own ideas, you should support them with reasons.

10 What else could you do to show respect while disagreeing with someone in a discussion?

11 TASK Work in pairs. The council in your area has decided to redevelop a disused building in your town. Choose one of the options below or use your own idea. Make predictions about the benefits and drawbacks for the residents, and the reactions of local people.

1 a residential hostel for homeless people
2 a sports club to help rehabilitate young offenders

Assess your progress Workbook page 11

Students are engaged with a discussion task at the start of the lesson.

Global skills integrated throughout the course enabling students to learn skills for the real world beyond the classroom

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D CULTURE – Reading and vocabulary

Activities encourage students to engage with different cultural perspectives

Global skills boxes helps students to develop their intercultural awareness – drawing on issues raised in the text and allowing students to discuss its wider importance

1D CULTURE Reading and vocabulary

Reading and vocabulary

1 WHAT DO YOU THINK? Look at and describe the photo below. Think about these things.

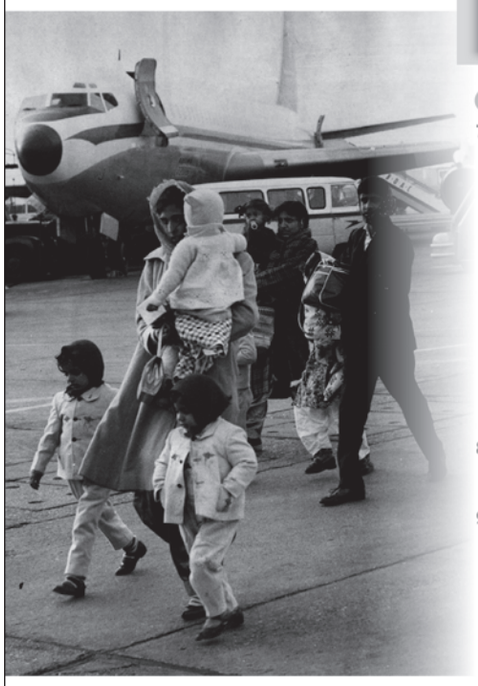
- where and when the photo was taken
- where the people are from
- why they've come to a new place
- how they're feeling
- how their lives might change

2 1.4 Listen to part of a radio programme about the poet Imtiaz Dharker and answer the questions.

1 Where were Dharker and her family originally from?
2 What themes do Dharker's poems deal with?
3 What achievements in her life show that she is less marginalized now than she used to be?
4 Why has the speaker decided to read *Minority*?

3 You are going to read the poem *Minority* by Imtiaz Dharker. Which of the themes below do you think might appear in the poem?

- anger ■ discrimination ■ empathy ■ family
- fear ■ food ■ guilt ■ isolation ■ language
- marginalization ■ nostalgia ■ regret



4 Read the poem and check your ideas from exercise 3.

5 Read the poem again and discuss the questions.

1 Which parts of the poem are about the present, the past and the future?
2 What emotion(s) do you think the writer is feeling in the opening line?
3 What emotions can you detect in other parts of the poem? Explain your answers.
4 Why do you think Dharker has chosen to make lines 13 and 28 shorter than the rest?
5 Why do you think she uses the word *infiltrate* in line 33?
6 What impact does she hope her poem will have on its readers? Find evidence in the poem for this.

GS Global skills Culture

6 Discuss the questions.

1 Do you think nationality is an important aspect of a person's identity today? Is it more or less important to people of your generation than older people?
2 Is it an advantage or a disadvantage to identify with more than one nationality? Why?
3 Do you think literature can help people recognize what different nationalities and cultures have in common? What else can help to break down prejudices about different cultures?

V Insight Literary devices

7 Match literary devices 1–5 to descriptions a–e.

1 assonance
2 repetition
3 personification
4 imagery
5 irony

a describing an object or abstract concept as having human characteristics or feelings
b using words with similar sounds – either the same vowel sounds or the same consonants
c describing objects, ideas and actions with descriptive language that appeals to our physical senses
d using the same word or phrase several times for dramatic effect
e expressing meaning by using language that normally signifies the opposite, typically for humorous effect

8 Find an example of each literary device from exercise 7 in the poem. Why has the poet used these devices? Discuss the effect they have on the reader.

9 TASK Work in groups and discuss the questions.

1 Do you have a strong connection with the place you / your family are from? How does the place make you feel? What imagery would you use to describe it?
2 Have you ever felt like an outsider? In what circumstances? How would you describe that feeling?

10

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LEARNING OBJECTIVES | Recognize general formulae and simple text features of a poem | Recognize a range of literary devices | 1D

HOME POEMS BIOS SEARCH ABOUT

Minority

Imtiaz Dharker

I was born a foreigner.
I carried on from there
to become a foreigner everywhere
I went, even in the place
5 planted with my relatives,
six-foot tubers sprouting roots,
their fingers and faces pushing up
new shoots of maize and sugar cane.

All kinds of places and groups
10 of people who have an admirable
history would, almost certainly,
distance themselves from me.

I don't fit,
like a clumsily-translated poem;
15 like food cooked in milk of coconut
where you expected ghee* or cream,
the unexpected aftertaste
of cardamom* or neem*.

There's always that point where
20 the language flips
into an unfamiliar taste;
where words tumble over
a cunning tripwire on the tongue;
where the frame slips,
25 the reception of an image
not quite tuned, ghost-outlined,
that signals, in their midst,
an alien.

And so I scratch, scratch
30 through the night, at this
growing scab on black and white.
Everyone has the right
to infiltrate a piece of paper.
A page doesn't fight back.

35 And, who knows, these lines
may scratch their way
into your head –
through all the chatter of
community,
40 family, clattering spoons,
children being fed –
immigrate into your bed,
squat* in your home,
and in a corner, eat your bread,

45 until, one day, you meet
the stranger sidling down your street,
realize you know the face
simplified to bone,
look into its outcast eyes
50 and recognize it as your own.

Glossary
* ghee = a type of butter used in cooking Indian food
* cardamom = a spice used in cooking in India and other parts of Asia
* neem = the shoots and flowers of the neem tree, eaten as a vegetable in India
* squat = live in a building or on land which is not yours, without the owner's permission

Assess your progress
Workbook page 11

Watch the video *Celebrating multiculturalism* online | 11

Culture texts provide input on the customs, traditions and history of countries around the world

Culture videos provide further input in an engaging and relevant topic

Reading

1 Why might someone choose to go and live in another country? Rate the ideas from 1 (most likely) to 5 (least likely).
____ to learn a language
____ to find a better quality of life
____ for a job
____ to become more open-minded
____ for a fresh start

2 Read the article. Are the statements from facts (F) or opinions (O) in the context of the article?
1 According to statistics, around a third of Brits living abroad choose New Zealand or Australia in which to live.
2 Speak to anyone who has experienced life in a foreign country and you're bound to find people who agree with me.
3 A recent survey showed that expats' personal identities are impacted when they move abroad.
4 Studies seem to agree that your character adapts to fit in with your chosen location.
5 There are two main influences to my mind. The first is culture.
6 It's obvious that throughout life, people go through changes to their personality.

3 Read the article again and choose the correct answers.
1 In the second paragraph, what is true of British people who decide to relocate to another country?
a Only a tiny percentage choose to go to Europe.
b Not many of them want to go to English-speaking countries.
c The majority choose to learn a second language.
d Australia and New Zealand are the most popular choice.
2 What does the writer say of her own experience?
a She didn't realize the transformation until she went home.
b She couldn't explain quite how she had changed.
c She saw a rather sudden change in her character.
d She became a lot more outgoing and confident.
3 What situation makes Nikhita's character change more evident?
a When she's walking on the noisy streets of New York.
b When she gets worried about going back to India.
c When she fails to appreciate the American way of life.
d When things are delayed in India.
4 How do people change according to a new culture?
a They feel isolated and are forced to meet new people.
b They become more aggressive when they want something.
c They watch the acceptable behaviour of those around them.
d They try to stand out and be noticed by those around them.

Unit 1

Living abroad:
a character-changing experience

Living abroad for a few years is something which is on many people's bucket list. Numerous reasons are given as to why. To broaden your horizons, to advance your career, or to learn a new language are just a few.

The chosen country is as varied as the reasons for going. As English remains widespread internationally, the popularity of English-speaking countries for Brits is perhaps unsurprising. According to statistics, around a third of Brits living abroad choose New Zealand or Australia in which to live. The second choice, at 28%, is Canada or the USA. Having said this, there are obviously some who would like to expand their linguistic skills. In fact, a quarter of the British people who go abroad settle down in European countries.

Wherever your adventure takes you, one thing that is striking about the move overseas is the unexpected influence it has on your character. From my own perspective, my personality changed and this was a surprising realization. Speak to anyone who has experienced life in a foreign country and you're bound to find people who agree with me.

When I moved to Japan in my early twenties, I initially found the lifestyle frankly bizarre. I settled in over time, and it wasn't until I returned home for a holiday after 18 months that I noticed how much I had changed to adapt to the local culture. I was unable to keep up with the banter and I made little eye-contact when speaking to others. Was it true? Had I really become more reserved, more Japanese?

It turns out I'm not the only one who has noticed this shift of character. Nikhita Mahtani, originally from the suburbs of Mumbai in India, started off hating New York. It was so different from where she had been raised: the city was just too loud, too busy, too crazy and basically just all a bit too much for her. That is, until she learned to embrace the Big Apple. Now when she goes home to India, she starts to feel anxious if things don't start on time and is prone to getting heated when a conversation becomes an argument. Needless to say, this wouldn't have been the case if she'd never lived away from her native country.

A recent survey showed that expats' personal identities are impacted when they move abroad. Of the people questioned, 15% stated that their sense of identity had been transformed, while 11% said that they felt like a better person due to their experience. Studies seem to agree that your character adapts to fit in with your chosen location. The Journal of Research in Personality studied the personality traits of people in various areas of the USA. It found that people from the Southeast and Midwest tend to be generally perceived as friendlier, whereas New Yorkers were seen as more highly strung and less agreeable.

So, what causes this change? There are two main influences to my mind. The first is culture. It is impossible that you can't immerse yourself in a culture and not be affected by it. In my case, I slowly but surely took on the norms of Japanese society. If I had been too loud and made eye contact too directly, I may well not have fitted in in social situations. Western culture focuses more on the individual rather than the group, and this doesn't sit well in a culture where the emphasis is on the good of the group and not standing out from the crowd. Likewise, Nikhita would have soon learned that in New York society, if you're late for appointments, this is unacceptable and can lead to missed opportunities and alienation. She'd also have understood that if she wanted something, she'd have to fight for it, making her more assertive in an argument.

The other influence is personal growth. It's obvious that throughout life, people go through changes to their personality. In this way who we are is a fluid concept which changes and evolves as a result of the experiences we go through. Education, relationships and career all play a part in this, but many people believe that travel in particular makes you more open-minded, as it makes people of different cultures seem less 'other' and so we become more accepting of them.

There are many rewards from moving to foreign lands, whether it be learning a new language, meeting new people or learning about another culture. Whatever your own reason for doing this is though, don't be surprised if you come back a new person!

4 Study the highlighted adjectives in the article and explain their meaning. Then use them to complete the sentences.
1 Have you noticed that Dad bears a ____ resemblance to Will Smith?
2 When they are in formal situations, people tend to be rather ____ and not show their true emotions or opinions.
3 I've learned to be more ____ as I've got older – it's important to communicate your thoughts.
4 That climate change is happening is ____ to the majority of scientists.
5 Don't tell Dan the news. He's so ____. He'll just get stressed.
6 That man's suit was ____. I've never seen anything so strange and impractical!
7 Can we meet next week? This week is so ____. I just don't have time.
8 Her ____ knowledge is exactly what you'd want in a language lecturer.

5 TASK Create a mind map to reflect the changes to your personality that you have noticed from the start of primary school until the present date, and the experiences which caused these changes to occur.
Write:
- your name in the middle of a piece of paper.
- the big changes to your personality you have noticed in separate circles which connect to the circle with your name.
- what happened to cause these changes in separate circles coming off each big change to your personality.

Unit 1

Additional reading texts and practice activities in the **Workbook**

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1E Writing An email to a newspaper

Planning for writing

1 Read the extract from a newspaper article. Do you think national identity is as important today as it was in the past? Why / why not?

Today, national identity is becoming less important and our differences are being steadily eroded. Partly, this is because of globalization. Economic superpowers such as the USA have a huge influence on our lives due to the global brands, celebrity culture and social media which originate there. Moreover, migration is increasing between countries, creating more diverse communities which inevitably bring to a host country their own cultural values and traditions.

Nationalist parties in many countries have gained more support in response to these changes, which they see as a threat to their national identity. Unfortunately, this frequently results in an increase in racism against people from other cultures. As a result, many people now think that government control of immigration is the only way to protect national identity and to stop the spread of nationalism and its consequences.

2 Read the model email on page 13 responding to the article. Answer the questions.

1 In general, is the writer's attitude to changes in national identity positive or negative?
2 Overall, is the tone of the letter:
  a formal or informal?
  b positive, negative or neutral?
3 What arguments or evidence does the writer provide to support their point of view?

3 Read the strategy. Then match sentences 1–3 to descriptions a–c.

1 National identities are becoming less important because of globalization.
2 National identities are becoming less important thanks to globalization.
3 National identities are becoming less important – a situation provoked by globalization.

a positive (You are pleased about this result.)
b negative (You are unhappy / worried about this result.)
c neutral (statement of fact)

Strategy Using evaluation language to indicate a viewpoint

When you write an email, you can indicate your point of view by using evaluation language. Your choice of verbs, adjectives, adverbs and discourse markers can imply whether you perceive an issue in a positive, neutral or negative way, or whether you are praising or criticizing.

4 Read the sentences about immigration and study the alternatives in bold. Do they make the phrases positive, negative or neutral?

1 Recently, there has been a **steady** / **worrying** rise in the number of racist posts on social media.
2 **Inevitably**, / **Unfortunately**, the new rules meant that some people couldn't enter the country.
3 A number of fans who didn't have tickets **invaded** / **gained** access to the stadium.
4 Some people think that globalization is **attacking** / **improving** our way of life.

Writing Insight with a focus on writing sub-skills and key language

Writing Insight Analyzing language and organization

5 Think about the purpose of each paragraph in the model email. Complete the organization boxes with the words and phrases below.

■ arguments ■ other viewpoints ■ point of view ■ reason for writing ■ your position

6 Study the highlighted words and phrases in the article and model email. Complete the language boxes with the words below.

■ addition ■ cause ■ contrast ■ effect

7 Match the words and phrases below to the categories in exercise 6.

■ although ■ despite ■ give rise to ■ in addition ■ in spite of ■ on account of ■ owing to ■ thanks to ■ the effect of ■ the influence of ■ therefore ■ what's more ■ whereas

12

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LEARNING OBJECTIVES	Write a formal email	Recognize evaluation language used to express a personal viewpoint	Use linking words to connect ideas	1E

Introduction
Explain your 1 _____ and state your position.

Main paragraph 1
Introduce your main 2 _____ and include supporting arguments and evidence.

Main paragraph 2
Provide additional 3 _____ and evidence to support your point of view.

Main paragraph 3
Show that you also recognize 4 _____; add a counter-argument to reinforce your main argument.

Conclusion
Summarize your ideas and re-state 5 _____.

To the Editor

I was very interested to read your article addressing the issue of national identity. While I agree with your observations about the influence of 'Americanization' and its effects, I would question the idea that migration is the main reason for the increase in nationalism in many parts of the world.

It is true that nationalism is on the rise, but I believe this is more about dissatisfaction with the government and problems in society. When people are suffering economically, they often feel powerless. As a result, they frequently look for someone to blame. Unfortunately, that is when racism against minority groups can arise. This happens even in countries like the UK, where, historically, migration has clearly been hugely beneficial.

Another reason is what I would call 'positive nationalism'. For example, even though Scotland is part of the United Kingdom, the nationalist agenda plays a major role in the government. Scottish people rightly celebrate their traditional language and culture. Furthermore, they believe that their future will be better if they govern themselves independently. Consequently, Scottish nationalists have long campaigned for their country to leave the UK.

That said, I realize that some people have genuine concerns about changes in their societies and wish things were more like the past. However, I think all societies, like everything else, inevitably evolve and change over time. To blame this on people who are perceived as outsiders, rather than all members of that society, is simply wrong.

To conclude, instead of assuming that nationalism is simply about hate based on a fear of people who are different, we should try to address the underlying problems that lead to these feelings. At the same time, we should carry on celebrating what is good about our own culture and accept that we all live in a world that is constantly evolving.

Yours faithfully,
Leanne Davies

Use *because of* and *due to* to refer to a(n) 1 _____.

Use *result in*, *as a result*, *consequently* and *lead to* to talk about a(n) 2 _____.

Use *while*, *even though*, *that said* and *however* to express 3 _____.

Use *moreover* and *furthermore* for the 4 _____ of a point or argument.

A writing model provided for students to analyse before writing their own text

Call-out boxes to draw attention to key features of the model text

Writing your email

Write an email responding to the following article.

It's unquestionably a good thing that so many migrants choose to make our country their home. It's a privilege to hear so many different languages on the street, to see different celebrations, experience different cultures and traditions, and be exposed to a different outlook on life. Migrant communities also contribute hugely to the economy, providing a workforce of both skilled and unskilled workers to fill the large number of job vacancies that currently exist in our country. They come here to work and to make a new life for themselves and their families, and we should support them in that endeavour.

PLAN Read the task and check you understand it.

Think about the information you need to include and make notes about:
- the employment situation. Are there jobs available? What types?
- the benefits of a multicultural society.
- the language barrier in work and educational settings.
- the 'brain drain' to host countries.

Think about the evaluation language and linking words you will use.

Create a plan for your email. Plan to write five paragraphs and decide what information you are going to include in each one.

WRITE Write a first draft of your email. Use the model email and your plan to help you.

REVIEW Check your email. Use the checklist to help you.

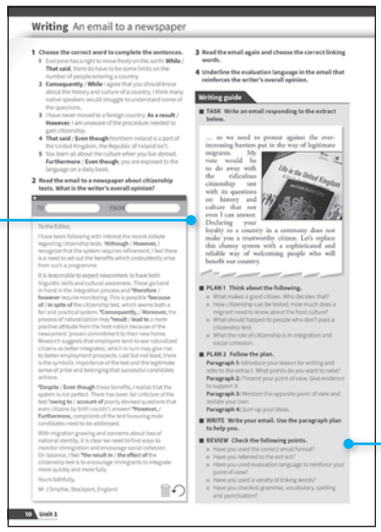
Have you:
- used the correct email format?
- referred to the article?
- used evaluation language to reinforce your point of view?
- used a variety of linking words?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 11

13

Step-by-step guide takes students through different stages of the writing process

Review checklist to encourage self-assessment



Writing tasks let students use the language taught throughout the unit in a personalized, productive and creative way

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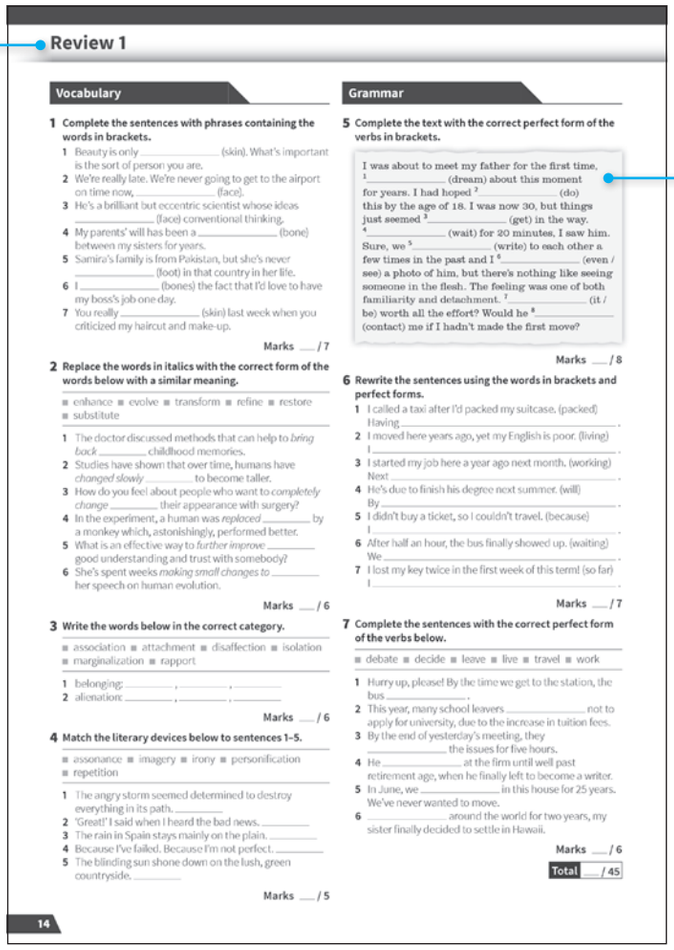
Review and self-evaluation

Vocabulary and grammar review after each unit, with a simple scoring system to help students and teachers to monitor progress through the book



Review 1

Vocabulary

1 Complete the sentences with phrases containing the words in brackets.

1 Beauty is only _____ (skin). What's important is the sort of person you are.
2 We're really late. We're never going to get to the airport on time now, _____ (face).
3 He's a brilliant but eccentric scientist whose ideas _____ (face) conventional thinking.
4 My parents' will has been a _____ (bone) between my sisters for years.
5 Samira's family is from Pakistan, but she's never _____ (foot) in that country in her life.
6 I _____ (bones) the fact that I'd love to have my boss's job one day.
7 You really _____ (skin) last week when you criticized my haircut and make-up.

Marks ___ / 7

2 Replace the words in italics with the correct form of the words below with a similar meaning.

■ enhance ■ evolve ■ transform ■ refine ■ restore ■ substitute

1 The doctor discussed methods that can help to *bring back* _____ childhood memories.
2 Studies have shown that over time, humans have *changed slowly* _____ to become taller.
3 How do you feel about people who want to *completely change* _____ their appearance with surgery?
4 In the experiment, a human was *replaced* _____ by a monkey which, astonishingly, performed better.
5 What is an effective way to *further improve* _____ good understanding and trust with somebody?
6 She's spent weeks *making small changes to* _____ her speech on human evolution.

Marks ___ / 6

3 Write the words below in the correct category.

■ association ■ attachment ■ disaffection ■ isolation ■ marginalization ■ rapport

1 belonging: _____, _____, _____
2 alienation: _____, _____, _____

Marks ___ / 6

4 Match the literary devices below to sentences 1–5.

■ assonance ■ imagery ■ irony ■ personification ■ repetition

1 The angry storm seemed determined to destroy everything in its path. _____
2 'Great!' I said when I heard the bad news. _____
3 The rain in Spain stays mainly on the plain. _____
4 Because I've failed. Because I'm not perfect. _____
5 The blinding sun shone down on the lush, green countryside. _____

Marks ___ / 5

Grammar

5 Complete the text with the correct perfect form of the verbs in brackets.

I was about to meet my father for the first time, [1] _____ (dream) about this moment for years. I had hoped [2] _____ (do) this by the age of 18. I was now 30, but things just seemed [3] _____ (get) in the way. [4] _____ (wait) for 20 minutes, I saw him. Sure, we [5] _____ (write) to each other a few times in the past and I [6] _____ (even / see) a photo of him, but there's nothing like seeing someone in the flesh. The feeling was one of both familiarity and detachment. [7] _____ (it / be) worth all the effort? Would he [8] _____ (contact) me if I hadn't made the first move?

Marks ___ / 8

6 Rewrite the sentences using the words in brackets and perfect forms.

1 I called a taxi after I'd packed my suitcase. (packed)
Having _____.
2 I moved here years ago, yet my English is poor. (living)
I _____.
3 I started my job here a year ago next month. (working)
Next _____.
4 He's due to finish his degree next summer. (will)
By _____.
5 I didn't buy a ticket, so I couldn't travel. (because)
I _____.
6 After half an hour, the bus finally showed up. (waiting)
We _____.
7 I lost my key twice in the first week of this term! (so far)
I _____.

Marks ___ / 7

7 Complete the sentences with the correct perfect form of the verbs below.

■ debate ■ decide ■ leave ■ live ■ travel ■ work

1 Hurry up, please! By the time we get to the station, the bus _____.
2 This year, many school leavers _____ not to apply for university, due to the increase in tuition fees.
3 By the end of yesterday's meeting, they _____ the issues for five hours.
4 He _____ at the firm until well past retirement age, when he finally left to become a writer.
5 In June, we _____ in this house for 25 years. We've never wanted to move.
6 _____ around the world for two years, my sister finally decided to settle in Hawaii.

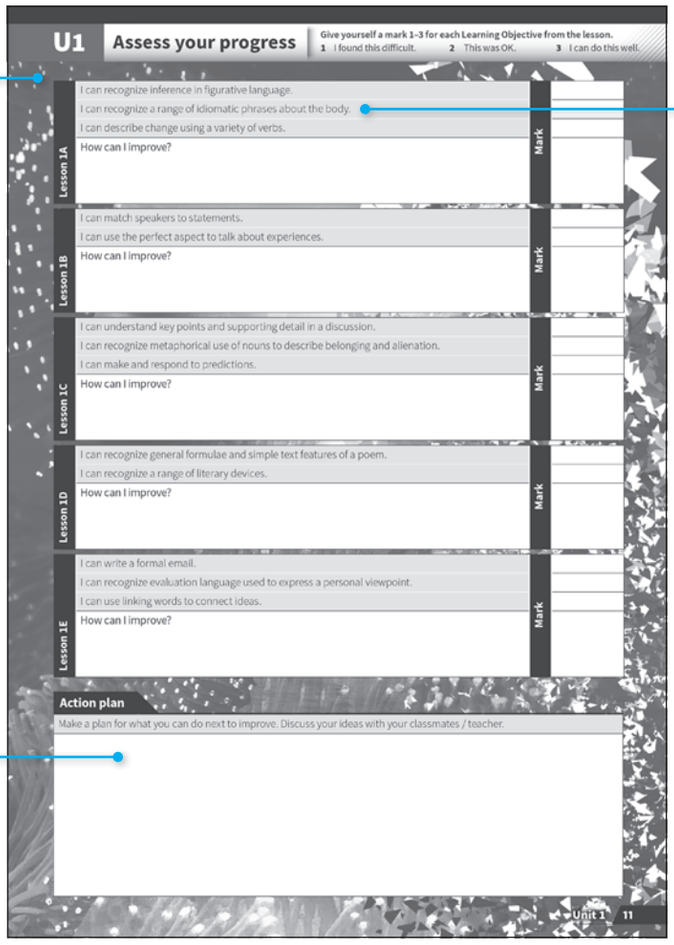
Marks ___ / 6

Total ___ / 45

14

Practice exercises don't just revise language but also teach students more about the world around them

Self-evaluation page after each unit to encourage student reflection and assessment for learning



U1 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. 2 This was OK. 3 I can do this well.

Lesson 1A
I can recognize inference in figurative language.
I can recognize a range of idiomatic phrases about the body.
I can describe change using a variety of verbs.
How can I improve?
Mark

Lesson 1B
I can match speakers to statements.
I can use the perfect aspect to talk about experiences.
How can I improve?
Mark

Lesson 1C
I can understand key points and supporting detail in a discussion.
I can recognize metaphorical use of nouns to describe belonging and alienation.
I can make and respond to predictions.
How can I improve?
Mark

Lesson 1D
I can recognize general formulae and simple text features of a poem.
I can recognize a range of literary devices.
How can I improve?
Mark

Lesson 1E
I can write a formal email.
I can recognize evaluation language used to express a personal viewpoint.
I can use linking words to connect ideas.
How can I improve?
Mark

Action plan
Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

Unit 1 11

'Can-do' statements empower students on their assessment for learning journey

Space for students to formulate a personalized improvement plan in support of their independent learning

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Cumulative review after every two units. This reviews key language and skills from the **Student Book** up to that point through a series of skills-based tasks. Each review includes listening, speaking, reading, grammar and vocabulary, and writing exercises.

Cumulative review Units 1–2

Listening

1 **2.5 Listen to an interview with a forensic artist and choose the correct answers.**

1 The main problem with e-fits is that they
   a sometimes rely heavily on colour.
   b often involve elderly witnesses.
   c appear less accurate on screen.
   d are only as good as the witness's memory.
2 Witnesses are often
   a too traumatized to produce an e-fit.
   b influenced directly by the police.
   c disturbed by the image the e-fit produces.
   d vague in their description of some details.
3 Eyewitnesses usually concentrate on
   a the eyes and nose.
   b the face shape and hair.
   c unusual hairstyles.
   d body shape.
4 EvoFIT is considered to be better than the techniques used in the past because it
   a chooses facial features separately.
   b imitates how we remember images.
   c breaks up the face into different parts.
   d has a more sophisticated colour scheme.
5 These days EvoFITs are useful because they
   a have an accuracy rate of more than 50%.
   b are taken more seriously than in the past.
   c lead to imprisonment in 60% of cases.
   d have recently solved a number of important crimes.

Speaking

2 **Work in pairs. Make a list of the different types of punishment courts can give criminals. Then discuss the advantages and disadvantages of each one.**

3 **Work in small groups. Discuss how you think each of the offenders below should be punished in a court of law. Check you've understood everyone's point of view, then decide on the offender who you think should be treated the most severely. Give reasons.**

- a homeless man who steals food from a supermarket
- an accountant who has been falsifying figures to give herself a larger salary
- a politician who hasn't been paying tax on his income for ten years
- an 18-year-old student who has stolen her mother's car to get to school
- an examiner who has been accepting bribes from students for three years to help them pass university entrance exams
- a husband who lied under oath so that his wife would avoid a prison sentence
- a petty criminal who has been caught pickpocketing 15 times

Is technology really making us safer?

Imagine the scene: sometime in the near future, you are walking down a busy city street when someone grabs your bag and runs off, taking with it your phone, laptop and bank cards. Immediately, a robot police officer is by your side – not surprising since there's one on every street. A drone is launched into the sky to track down the thief. Security cameras in the street use sophisticated recognition technology to identify the thief – for example, analysing the way he runs – and they send this information to the drone. The drone then pinpoints the thief and sends the information to another robot police officer nearby. The thief is arrested within minutes and your bag is returned to you. Of course, it will be easy to prosecute the thief because so much evidence has been recorded.

A scenario like this may well become reality within the next decade or so. Of course, robot police officers and drones on every street may not be a realistic prospect for many cities, but the technology would not be far removed from what already exists today. Dubai unveiled its first robot police officer back in 2017, along with plans for a 25% robot police force by 2030. In 2021, the city also launched a network of drone bases to help police the city from the skies.

Other technological developments may be less noticeable to the public, but appear to be making progress in preventing crime nevertheless. Dozens of US cities currently use 'predictive policing' to determine where crimes are likely to happen. Software is used to analyse large swathes of data from previous crimes and identify areas where criminal activity is likely to occur at a particular time. Another recent technology called ShotSpotter detects the sound of gunfire and sends accurate location data to the police so they can get to the crime scene quickly. Meanwhile, in the domestic sphere, security technology is evolving at a rapid pace, with a growing number of households using increasingly sophisticated smart technology that starts recording video and audio when sensors detect an intruder.

With such developments underway, it would be easy to conclude that technology is only going to continue making us safer, but of course, there is a flipside. Firstly, the same abundance of data that is making it easier to solve or prevent crimes is also making it easier for scammers to find information about their potential victims. With more and more devices in our homes connected to the internet, it's possible that even your fridge could be used by identity thieves to target you!

Another issue is that there is now so much potential digital evidence that could be used to prosecute criminals that sifting through it is an extremely time-consuming task. Further technological developments are needed to enable police forces to deal with this volume of data effectively, as it is only going to get bigger. This will undoubtedly involve artificial intelligence (AI), but its use in crime prevention has also caused concern. It appears that AI can learn unconscious biases from humans, so this could lead to the reinforcement of prejudices in the criminal justice system, most notably racial prejudices. For this reason, predictive policing has been very controversial and in 2020, the US city of Santa Cruz, California, voted to ban its use on the grounds that it perpetuated racial inequality.

Finally, there is a cost to consider in terms of individuals' freedom. Are we really happy for the police or the government to know everything about us in the name of keeping us safe? Such an invasion of privacy goes against the grain for many of us. As crime prevention technology evolves, it seems the biggest challenge of all will be to find a balance between security and privacy.

Reading

4 **Read the article. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 The future scenario described in the first paragraph involves a combination of human and technological elements to catch a criminal.
2 The writer is confident that drones and robot police officers will become a common sight around the world in the next ten years or so.
3 We can infer that predictive policing leads to more police officers being sent to particular areas.
4 The writer states that smart household devices make individuals more vulnerable to fraud.
5 In spite of some concerns, the writer believes that AI reduces the potential for human error in policing.
6 The writer believes that most people are willing to sacrifice a degree of privacy in order to be safer.

Grammar and vocabulary

5 **Choose the correct answers.**

The 300-million-yen robbery

On 10 December 1968, four Shintaku employees [1]____ 300 million yen in a company car when they were stopped by a police officer. They were told that explosives were believed [2]____ put in the boot of the car. The officer made no [3]____ about the fact that they were [4]____ get out of the car and he [5]____ have to inspect it. While he was inspecting the car, the employees [6]____ smoke and were told to run. At this point, the 'police officer' jumped into the front seat and quickly drove off with the money.

The leading suspect in the case was a 19-year-old man. However, he would never be [7]____ for the crime. Five days after the incident, he allegedly committed suicide. From the police records, he wouldn't [8]____ convicted as he was considered innocent. Today, the identity of the 'police officer' remains a mystery. Even though the time limit within which someone can press charges has passed, the person responsible [9]____ never come forward, despite the fact there would be no legal repercussions. Did he continue in a life of crime or did he [10]____ his life around to become a respectable citizen? Perhaps we will never know.

1	a transported	b were transporting	c had transported
2	a having been	b to be	c to have been
3	a bones	b skin	c hands
4	a to	b bound to	c due to
5	a should	b would	c will
6	a saw	b were seeing	c had seen
7	a testified	b prosecuted	c confessed
8	a be	b have been	c been
9	a has	b had	c would
10	a move	b switch	c turn

Writing

6 **Imagine that your town or city is going to introduce the measures below. Write an email to a newspaper giving your views.**

- facial recognition technology in all public areas
- robot police officers and police drones

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Global skills

The global skills focus in the *Global skills* spread and throughout each unit provides comprehensive coverage of all five strands of global skills

GS Global skills Presenting online

1 WHAT DO YOU THINK? How is presenting online different from presenting face-to-face? Use these ideas to help you.

a Audience interaction
b Body language
c Content and length
d Environment
e Taking questions at the end
f Technical issues

2 Read the article. Match the headings in exercise 1 to gaps 1–6 in the article.

How to give a great online presentation

If you're used to presenting face to face, you'll already have many of the skills you need to deliver a great presentation online. You'll already know how to structure a presentation, design effective slides, use data to support your points and engage your audience. Nevertheless, there are a few additional considerations to keep in mind when presenting online. Here are some of them.

1 _____

You'll usually find that you can't cover as much as you would in a face-to-face presentation. This is partly because you'll need to allow extra time to hand over from one speaker to another, to switch between activities and, of course, to deal with unexpected technical issues. Online audiences also seem to have shorter attention spans, so it's usually best not to overload them with information. Keep your presentation fairly short and build in plenty of repetition to reinforce the key points that you want to make.

2 _____

When presenting online, the location you're presenting from usually becomes your own responsibility. This means thinking carefully about the background and lighting as well as noise and possible interruptions. Ensure that your background looks professional and isn't too distracting. If possible, choose a room with plenty of natural light and sit with the light source in front of you. You'll also need to consider how to avoid or minimize noise and interruptions, such as your neighbour's guitar practice or a sudden appearance from your cat!

3 _____

Whenever an activity relies on technology, there's a risk that something will go wrong, but there are steps you can take to reduce this risk. Install all necessary updates on your computer, check and double-check your camera and microphone, and make sure you're close to your Wi-Fi router or are using an ethernet cable to ensure a stable internet connection. It's also advisable to include some 'flexi-stages' in your presentation – non-essential sections that you could skip if technical issues arise and you end up with less time than you'd anticipated.

4 _____

You'll often be sitting down when you're presenting online, which means you don't have to worry about how or where to stand. However, eye contact is still important. That means it's usually best to present with your camera switched on. You also need to remember to look into the lens of the webcam, not at the audience on your screen.

5 _____

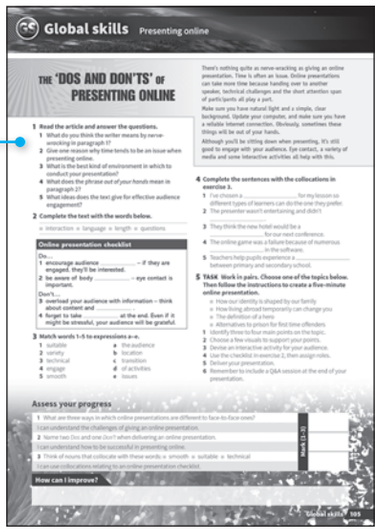
Online audiences tend to get bored and tired more quickly, so it's crucial to include plenty of variety to keep them engaged. As well as using photos, videos and other media, it's a good idea to include some interactive activities every so often. You can use online tools to create polls, quizzes and games or simply ask the audience to participate using the 'raise hand' function or via the chat box. Allow plenty of time for these activities as they can end up taking longer than you might expect.

6 _____

A Q&A (question and answer) session at the end of a presentation can be nerve-wracking in any setting and it becomes even more complicated online, when multiple people are typing questions into the chat box. If possible, ask a classmate or colleague to be a moderator for you. This involves monitoring the chat box during the presentation and copying and pasting questions into a separate document. They can then select the most interesting or useful questions for you to answer at the end. You could also offer to answer questions after the presentation – for example, via email – if you don't have time to respond to them all during the Q&A session.

16

Dedicated *Global skills* spread after every two units as an integral part of the course



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LEARNING OBJECTIVES	Compare and contrast online and face-to-face presentations	Understand tips for delivering presentations online	Plan and deliver an online presentation	GS

3 Read the article again and answer the questions.

1 Why should you aim to include less information in an online presentation than you might if you were presenting face to face?
2 What aspects of your environment do you need to consider for an online presentation?
3 What can you do to make technical problems less likely?
4 In what ways might you need to think differently about body language during an online presentation?
5 How can you give your audience opportunities to participate in your presentation?
6 What is a moderator and why is it useful to have one during your presentation?

4 Think about online presentations that you have seen or delivered yourself. What other tips would you give to online presenters to ensure that their presentations go smoothly and engage their audience?

5 1.5 Listen to six extracts from an online presentation and match them to functions a–f.

a introducing the Q&A session
b dealing with a technical problem
c displaying a slide
d opening the presentation
e 'housekeeping' (explaining how the session will be managed)
f introducing an interactive activity

6 1.5 Listen again and complete the sentences with the missing words.

1 Hello, everyone, and _____. It's great to have so many people in the audience!
2 Before we get started, _____ and make sure your video is switched off for the duration of the presentation?
3 I'm now _____ … OK, can everyone see the slide?
4 So, at this point, _____. I'm going to read out a statement and I'd like you to click on the 'raise hand' button if you agree with it.
5 Unfortunately, there seems to be an issue with the video. _____ while I try to sort this out.
6 Well, that _____. We've got about ten minutes left, so if you're able to stay, I can now answer some of the questions you've been asking in the chat box.

7 PROJECT Work in pairs or small groups. Follow the instructions to plan and record an online presentation.

1 Work together to prepare a short presentation of 5–10 minutes on a topic that interests you. Include some slides and at least one interactive activity.
2 Decide who will deliver each section of the presentation. Then practise it in your pair / group.
3 Deliver your presentation online, with another pair / group as your audience. Choose one person in the audience to record the presentation.
4 Play the recording of your presentation to the rest of the class and give other pairs / groups feedback on their presentations. Use the table below to help you.

Evaluating an online presentation

	Yes ☺	Partly 😐	No ☹	Comments
1 Was the presentation delivered from a suitable location?	☐	☐	☐	
2 Did the speaker engage the audience?	☐	☐	☐	
3 Was there a smooth transition between the sections of the presentation?	☐	☐	☐	
4 Did the presentation include a variety of activities / types of interaction?	☐	☐	☐	
5 If there were technical issues, did the speaker deal with these effectively?	☐	☐	☐	

Assess your progress Workbook page 105

Video Presenting online

Watch the video to find out how Tamika, David, Gracie and Ruaridh iron out some issues with presenting online.

Watch the video online

Collaborative projects encourage students to relate lesson themes to their own lives and foster learner agency

Video discussion in each *Global skills* spread with a dedicated video worksheet

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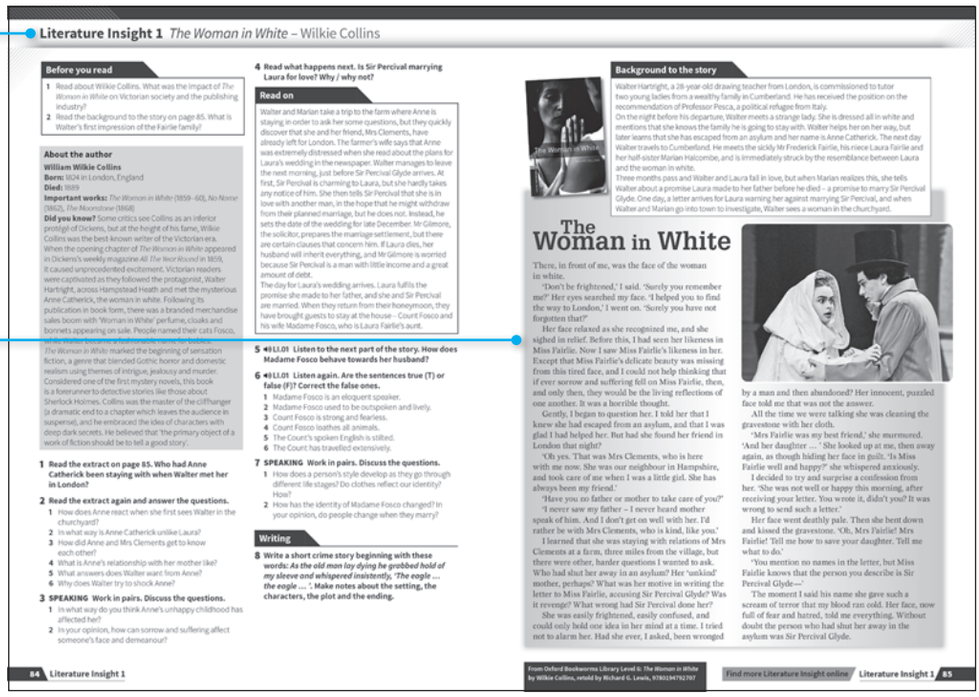
Literature Insight and Exam Insight

Five *Literature Insight* spreads in the Workbook introduce students to classic English literature and encourage reading for pleasure

Literary extracts and activities have been carefully selected to link with the topic and language covered in the Student Book



Literature Insight 1 *The Woman in White* – Wilkie Collins

Before you read

1 Read about Wilkie Collins. What was the impact of *The Woman in White* on Victorian society and the publishing industry?
2 Read the background to the story on page 85. What is Walter's first impression of the Fairlie family?

About the author

William Wilkie Collins
Born: 1824 in London, England
Died: 1889
Important works: *The Woman in White* (1859–60), *No Name* (1862), *The Moonstone* (1868)
Did you know? Some critics see Collins as an inferior protégé of Dickens, but at the height of his fame, Wilkie Collins was the best-known writer of the Victorian era. When the opening chapter of *The Woman in White* appeared in Dickens's weekly magazine *All The Year Round* in 1859, it caused unprecedented excitement. Victorian readers were captivated as they followed the protagonist, Walter Hartright, across Hampstead Heath and met the mysterious Anne Catherick, the woman in white. Following its publication in book form, there was a branded merchandise sales boom with 'Woman in White' perfume, cloaks and bonnets appearing on sale. People named their cats Fosco, and the Walter Hartright Waltz became popular. *The Woman in White* marked the beginning of sensation fiction, a genre that blended Gothic horror and domestic realism using themes of intrigue, jealousy and murder. Considered one of the first mystery novels, this book is a forerunner to detective stories like those about Sherlock Holmes. Collins was the master of the cliffhanger (a dramatic end to a chapter which leaves the audience in suspense), and he embraced the idea of characters with deep dark secrets. He believed that 'the primary object of a work of fiction should be to tell a good story'.

1 Read the extract on page 85. Who had Anne Catherick been staying with when Walter met her in London?

2 Read the extract again and answer the questions.
1 How does Anne react when she first sees Walter in the churchyard?
2 In what way is Anne Catherick unlike Laura?
3 How did Anne and Mrs Clements get to know each other?
4 What is Anne's relationship with her mother like?
5 What answers does Walter want from Anne?
6 Why does Walter try to shock Anne?

3 SPEAKING Work in pairs. Discuss the questions.
1 In what way do you think Anne's unhappy childhood has affected her?
2 In your opinion, how can sorrow and suffering affect someone's face and demeanour?

4 Read what happens next. Is Sir Percival marrying Laura for love? Why / why not?

Read on

Walter and Marian take a trip to the farm where Anne is staying in order to ask her some questions, but they quickly discover that she and her friend, Mrs Clements, have already left for London. The farmer's wife says that Anne was extremely distressed when she read about the plans for Laura's wedding in the newspaper. Walter manages to leave the next morning, just before Sir Percival Glyde arrives. At first, Sir Percival is charming to Laura, but she hardly takes any notice of him. She then tells Sir Percival that she is in love with another man, in the hope that he might withdraw from their planned marriage, but he does not. Instead, he sets the date of the wedding for late December. Mr Gilmore, the solicitor, prepares the marriage settlement, but there are certain clauses that concern him. If Laura dies, her husband will inherit everything, and Mr Gilmore is worried because Sir Percival is a man with little income and a great amount of debt.
The day for Laura's wedding arrives. Laura fulfils the promise she made to her father, and she and Sir Percival are married. When they return from their honeymoon, they have brought guests to stay at the house – Count Fosco and his wife Madame Fosco, who is Laura Fairlie's aunt.

5 LL.01 Listen to the next part of the story. How does Madame Fosco behave towards her husband?

6 LL.01 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.
1 Madame Fosco is an eloquent speaker.
2 Madame Fosco used to be outspoken and lively.
3 Count Fosco is strong and fearless.
4 Count Fosco loathes all animals.
5 The Count's spoken English is stilted.
6 The Count has travelled extensively.

7 SPEAKING Work in pairs. Discuss the questions.
1 How does a person's style develop as they go through different life stages? Do clothes reflect our identity? How?
2 How has the identity of Madame Fosco changed? In your opinion, do people change when they marry?

Writing

8 Write a short crime story beginning with these words: *As the old man lay dying he grabbed hold of my sleeve and whispered insistently, 'The eagle … the eagle …'*. Make notes about the setting, the characters, the plot and the ending.

Background to the story

Walter Hartright, a 28-year-old drawing teacher from London, is commissioned to tutor two young ladies from a wealthy family in Cumberland. He has received the position on the recommendation of Professor Pesca, a political refugee from Italy.
On the night before his departure, Walter meets a strange lady. She is dressed all in white and mentions that she knows the family he is going to stay with. Walter helps her on her way, but later learns that she has escaped from an asylum and her name is Anne Catherick. The next day Walter travels to Cumberland. He meets the sickly Mr Frederick Fairlie, his niece Laura Fairlie and her half-sister Marian Halcombe, and is immediately struck by the resemblance between Laura and the woman in white.
Three months pass and Walter and Laura fall in love, but when Marian realizes this, she tells Walter about a promise Laura made to her father before he died – a promise to marry Sir Percival Glyde. One day, a letter arrives for Laura warning her against marrying Sir Percival, and when Walter and Marian go into town to investigate, Walter sees a woman in the churchyard.

The Woman in White

There, in front of me, was the face of the woman in white.
'Don't be frightened,' I said. 'Surely you remember me?' Her eyes searched my face. 'I helped you to find the way to London,' I went on. 'Surely you have not forgotten that?'
Her face relaxed as she recognized me, and she sighed in relief. Before this, I had seen her likeness in Miss Fairlie. Now I saw Miss Fairlie's likeness in her. Except that Miss Fairlie's delicate beauty was missing from this tired face, and I could not help thinking that if ever sorrow and suffering fell on Miss Fairlie, then, and only then, they would be the living reflections of one another. It was a horrible thought.
Gently, I began to question her. I told her that I knew she had escaped from an asylum, and that I was glad I had helped her. But had she found her friend in London that night?
'Oh yes. That was Mrs Clements, who is here with me now. She was our neighbour in Hampshire, and took care of me when I was a little girl. She has always been my friend.'
'Have you no father or mother to take care of you?'
'I never saw my father – I never heard mother speak of him. And I don't get on well with her. I'd rather be with Mrs Clements, who is kind, like you.'
I learned that she was staying with relations of Mrs Clements at a farm, three miles from the village, but there were other, harder questions I wanted to ask. Who had shut her away in an asylum? Her 'unkind' mother, perhaps? What was her motive in writing the letter to Miss Fairlie, accusing Sir Percival Glyde? Was it revenge? What wrong had Sir Percival done her?
She was easily frightened, easily confused, and could only hold one idea in her mind at a time. I tried not to alarm her. Had she ever, I asked, been wronged by a man and then abandoned? Her innocent, puzzled face told me that was not the answer.
All the time we were talking she was cleaning the gravestone with her cloth.
'Mrs Fairlie was my best friend,' she murmured. 'And her daughter …' She looked up at me, then away again, as though hiding her face in guilt. 'Is Miss Fairlie well and happy?' she whispered anxiously.
I decided to try and surprise a confession from her. 'She was not well or happy this morning, after receiving your letter. You wrote it, didn't you? It was wrong to send such a letter.'
Her face went deathly pale. Then she bent down and kissed the gravestone. 'Oh, Mrs Fairlie! Mrs Fairlie! Tell me how to save your daughter. Tell me what to do.'
'You mention no names in the letter, but Miss Fairlie knows that the person you describe is Sir Percival Glyde—'
The moment I said his name she gave such a scream of terror that my blood ran cold. Her face, now full of fear and hatred, told me everything. Without doubt the person who had shut her away in the asylum was Sir Percival Glyde.

From Oxford Bookworms Library Level 6: *The Woman in White* by Wilkie Collins, retold by Richard G. Lewis, 9780194792707

Find more Literature Insight online

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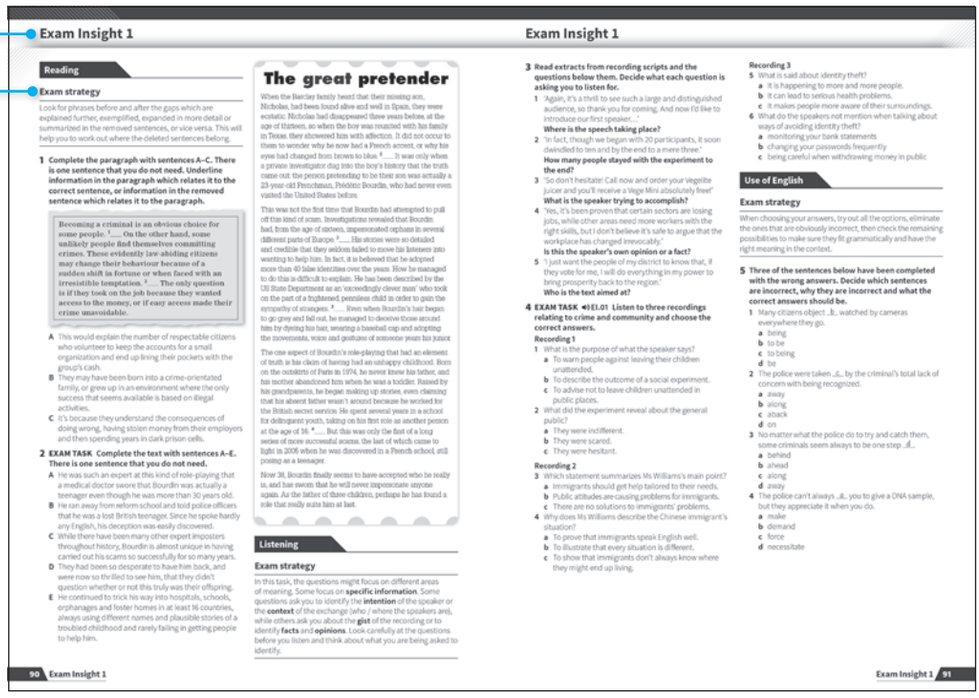
Literature Insight 1 85

Five *Exam Insight* spreads in the **Workbook** provide practice for the Oxford Test of English and other international exams

Exam strategies help students learn how to deal with the most common exam tasks



Exam Insight 1

Reading

Exam strategy

Look for phrases before and after the gaps which are explained further, exemplified, expanded in more detail or summarized in the removed sentences, or vice versa. This will help you to work out where the deleted sentences belong.

1 Complete the paragraph with sentences A–C. There is one sentence that you do not need. Underline information in the paragraph which relates it to the correct sentence, or information in the removed sentence which relates it to the paragraph.

> Becoming a criminal is an obvious choice for some people. [1] ___ On the other hand, some unlikely people find themselves committing crimes. Those evidently law-abiding citizens may change their behaviour because of a sudden shift in fortune or when faced with an irresistible temptation. [2] ___ The only question is if they took on the job because they wanted access to the money, or if easy access made their crime unavoidable.

A This would explain the number of respectable citizens who volunteer to keep the accounts for a small organization and end up lining their pockets with the group's cash.
B They may have been born into a crime-orientated family, or grew up in an environment where the only success that seems available is based on illegal activities.
C It's because they understand the consequences of doing wrong, having stolen money from their employers and then spending years in dark prison cells.

2 EXAM TASK Complete the text with sentences A–E. There is one sentence that you do not need.
A He was such an expert at this kind of role-playing that a medical doctor swore that Bourdin was actually a teenager even though he was more than 30 years old.
B He ran away from reform school and told police officers that he was a lost British teenager. Since he spoke hardly any English, his deception was easily discovered.
C While there have been many other expert imposters throughout history, Bourdin is almost unique in having carried out his scams so successfully for so many years.
D They had been so desperate to have him back, and were now so thrilled to see him, that they didn't question whether or not this truly was their offspring.
E He continued to trick his way into hospitals, schools, orphanages and foster homes in at least 16 countries, always using different names and plausible stories of a troubled childhood and rarely failing in getting people to help him.

The great pretender

When the Barclay family heard that their missing son, Nicholas, had been found alive and well in Spain, they were ecstatic. Nicholas had disappeared three years before, at the age of thirteen, so when the boy was reunited with his family in Texas, they showered him with affection. It did not occur to them to wonder why he now had a French accent, or why his eyes had changed from brown to blue. [1] ___ It was only when a private investigator dug into the boy's history that the truth came out: the person pretending to be their son was actually a 23-year-old Frenchman, Frédéric Bourdin, who had never even visited the United States before.

This was not the first time that Bourdin had attempted to pull off this kind of scam. Investigations revealed that Bourdin had, from the age of sixteen, impersonated orphans in several different parts of Europe. [2] ___ His stories were so detailed and credible that they seldom failed to move his listeners into wanting to help him. In fact, it is believed that he adopted more than 40 false identities over the years. How he managed to do this is difficult to explain. He has been described by the US State Department as an 'exceedingly clever man' who took on the part of a frightened, penniless child in order to gain the sympathy of strangers. [3] ___ Even when Bourdin's hair began to go grey and fall out, he managed to deceive those around him by dyeing his hair, wearing a baseball cap and adopting the movements, voice and gestures of someone years his junior.

The one aspect of Bourdin's role-playing that had an element of truth is his claim of having had an unhappy childhood. Born on the outskirts of Paris in 1974, he never knew his father, and his mother abandoned him when he was a toddler. Raised by his grandparents, he began making up stories, even claiming that his absent father wasn't around because he worked for the British secret service. He spent several years in a school for delinquent youth, taking on his first role as another person at the age of 16. [4] ___ But this was only the first of a long series of more successful scams, the last of which came to light in 2006 when he was discovered in a French school, still posing as a teenager.

Now 38, Bourdin finally seems to have accepted who he really is, and has sworn that he will never impersonate anyone again. As the father of three children, perhaps he has found a role that really suits him at last.

Listening

Exam strategy

In this task, the questions might focus on different areas of meaning. Some focus on **specific information**. Some questions ask you to identify the **intention** of the speaker or the **context** of the exchange (who / where the speakers are), while others ask you about the **gist** of the recording or to identify **facts** and **opinions**. Look carefully at the questions before you listen and think about what you are being asked to identify.

3 Read extracts from recording scripts and the questions below them. Decide what each question is asking you to listen for.
1 'Again, it's a thrill to see such a large and distinguished audience, so thank you for coming. And now I'd like to introduce our first speaker…'
Where is the speech taking place?
2 'In fact, though we began with 20 participants, it soon dwindled to ten and by the end to a mere three.'
How many people stayed with the experiment to the end?
3 'So don't hesitate! Call now and order your Vegelite juicer and you'll receive a Vege Mini absolutely free!'
What is the speaker trying to accomplish?
4 'Yes, it's been proven that certain sectors are losing jobs, while other areas need more workers with the right skills, but I don't believe it's safe to argue that the workplace has changed irrevocably.'
Is this the speaker's own opinion or a fact?
5 'I just want the people of my district to know that, if they vote for me, I will do everything in my power to bring prosperity back to the region.'
Who is the text aimed at?

4 EXAM TASK LL.01 Listen to three recordings relating to crime and community and choose the correct answers.

Recording 1
1 What is the purpose of what the speaker says?
a To warn people against leaving their children unattended.
b To describe the outcome of a social experiment.
c To advise not to leave children unattended in public places.
2 What did the experiment reveal about the general public?
a They were indifferent.
b They were scared.
c They were hesitant.

Recording 2
3 Which statement summarizes Ms Williams's main point?
a Immigrants should get help tailored to their needs.
b Public attitudes are causing problems for immigrants.
c There are no solutions to immigrants' problems.
4 Why does Ms Williams describe the Chinese immigrant's situation?
a To prove that immigrants speak English well.
b To illustrate that every situation is different.
c To show that immigrants don't always know where they might end up living.

Recording 3
5 What is said about identity theft?
a It is happening to more and more people.
b It can lead to serious health problems.
c It makes people more aware of their surroundings.
6 What do the speakers not mention when talking about ways of avoiding identity theft?
a monitoring your bank statements
b changing your passwords frequently
c being careful when withdrawing money in public

Use of English

Exam strategy

When choosing your answers, try out all the options, eliminate the ones that are obviously incorrect, then check the remaining possibilities to make sure they fit grammatically and have the right meaning in the context.

5 Three of the sentences below have been completed with the wrong answers. Decide which sentences are incorrect, why they are incorrect and what the correct answers should be.
1 Many citizens object ...it... watched by cameras everywhere they go.
a being
b to be
c to being
d big
2 The police were taken ...c... by the criminal's total lack of concern with being recognized.
a away
b along
c aback
d on
3 No matter what the police do to try and catch them, some criminals seem always to be one step ...d...
a behind
b ahead
c along
d away
4 The police can't always ...b... you to give a DNA sample, but they appreciate it when you do.
a make
b demand
c force
d necessitate

90 Exam Insight 1

Exam Insight 1 91

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1 Identity crisis

Unit map

Grammar
- The perfect aspect page 6

Vocabulary
- Idioms with parts of the body page 6
- Describing change page 6
- Belonging and alienation page 8
- Literary devices page 10

Skills
- Reading: Who am I? page 4
- Listening: Moving to a new country page 6
- Listening: Belonging to a group page 8
- Speaking: Making predictions page 9
- Speaking: Disagreeing respectfully page 9
- Reading: Minority page 11
- Writing: An email to a newspaper page 12
- Reading: Workbook pages 8–9

Strategies
- Reading: Making inferences: figurative language page 4
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Global Skills
- Presenting online page 16

Review
- Review 1 page 14
- Vocabulary extra 1 page 15

Video
- Online video: Celebrating multiculturalism
- Global Skills video: Presenting online

Lesson 1A: Reading and vocabulary SB pages 4–6

Learning objectives
- Recognize inference in figurative language
- Recognize a range of idiomatic phrases about the body
- Describe change using a variety of verbs

Materials
- Workbook page 4
- Communication worksheet 1A: Vocabulary
- Vocabulary Strategies worksheet 1: Advanced dictionary skills

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 5. As this is the first unit of the course, it is a good idea to make sure students understand the purpose of having the learning objectives stated. This is their main focus, and they can be encouraged to keep referring back to the objectives as they progress through the spread. See page 10 for more ideas.

Exercise 1
- Working individually, students rank the ideas. They then discuss their answers with a partner.
- Ask a few students to share their ideas with the class. Elicit what other factors shape a person's identity (e.g. economic background, health, family size, birth order).

Exercise 2
- Focus attention on the title of the article and the pictures. Ask students what they think the article is about.
- Give a time limit of a minute to make sure students scan rather than read to find which of the ideas in exercise 1 are mentioned.

ANSWERS

your thoughts, your feelings, your memories, the cells in your body, your actions

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully students use inference, which is related to a learning objective for this page and will be covered in more detail after exercise 4. See page 10 for more ideas.

Exercise 3
- Ask students to read the sentences first and underline key words.
- Students re-read the article and complete the exercise on their own before comparing their answers in pairs. Encourage them to identify the specific part of the article which answers each question.
- With a **weaker class**, tell students that three of the items are not given (NG).
- As you check answers with the class, encourage students to share a reason for their answer.

ANSWERS

1 NG 2 F 3 T 4 NG 5 T 6 NG 7 F 8 F

Exercise 4
- Put students into groups of three to four.
- While students discuss the questions, circulate and monitor, helping with language where necessary.
- Ask one student from each group to report back to the class.

Exercise 5
- Read through the strategy with the class.

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- Make sure students understand *figurative language*. Language is used figuratively when it is used in a different way from its basic (or literal) meaning, e.g. the expression *give someone a hand* has figurative meanings (to help someone or to clap for a performance) but is not usually used with its literal meaning of presenting someone with an actual hand.
- Elicit a few ideas for question 1 from the class, and then ask students to continue the discussion in groups.

ANSWERS

1–2 Students' own answers

3 Meanings of highlighted phrases in text:
let's face it = we have to accept this is true
a bone of contention = a subject of disagreement between people
skin-deep = superficial, on the surface
set foot = go to a place
fly in the face of = be the opposite of what is usual or expected
make no bones about it = be frank and open about something
get under your skin = annoy you

V Insight Idioms with parts of the body

Some idioms create an image which helps to convey their meaning, e.g. *set foot* creates the image of a person putting their foot in a new place. *Let's face it* creates the image of people turning their faces towards an issue or fact.

Idioms are fixed expressions, so the exact wording is important. Remind students to pay special attention to prepositions in idioms, such as *fly* in *the face* of, *get* under *your skin*, *make no bones* about *it*.

Exercise 6

- Ask students to read the text quickly, ignoring the gaps. Ask: *What is a coma? How was Alpha's life turned upside-down?*
- Students complete the exercise on their own.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 Make no bones about it **2** flew in the face of
3 set foot **4** bone of contention **5** Let's face it

EXTENSION

Ask students to look up the idioms online and find a further contextual example for each one. They then write their own sentences using each of the idioms.

V Insight Describing change

Many of the verbs to describe change have connotations which are positive, negative or neutral.

Transform, enhance, evolve, progress, refine, turn something around, restore generally have positive connotations.

Decay has a negative connotation.

Alter, shift, substitute have neutral connotations.

Exercise 7

- Focus attention on the underlined verbs in the article. Elicit their meanings. Encourage students to deduce meaning by looking at the words in context.
- Students work on their own or in pairs to match the verbs to the correct categories before checking as a class.

ANSWERS

decay – be destroyed gradually by natural processes
replace – be used instead of somebody/something else
alter – make something different
transform – change the form of something
substitute – use something instead of something else
evolve – develop gradually, often from a simple to a more complicated form
progress – improve or develop over a period of time
restore – bring back something that existed before
shift – move something from one position or place to another
turn (something) around – make something start being successful after it has been unsuccessful for a time
refine – improve something by making small changes to it
enhance – increase or further improve the good quality of something

1 substitute, replace **2** alter, transform **3** evolve, progress, turn around, refine, enhance **4** restore
5 decay **6** shift

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. accuracy, use of verbs to describe change, or discourse organization, e.g. giving reasons.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students time to read the questions and make a note of their own thoughts.
- In pairs, students discuss the questions. If time allows, put two pairs together to form groups of four to compare their answers.
- Circulate and monitor, helping with vocabulary, pronunciation and ideas where necessary.

Further practice

Vocabulary Strategies worksheet 1: Advanced dictionary skills
Communication worksheet 1A: Vocabulary

Vocabulary extra: Describing change SB page 15

Exercise 1

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

Exercise 2

1 make great strides, pull your socks up, turn the corner, change for the better
2 chop and change, back to square one, move the goalposts, turn (something) upside down

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Exercise 3

1 moves the goalposts **2** chopping and changing **3** made great strides **4** back to square one **5** turned the corner **6** turned (everything) upside down **7** changed for the better **8** pull their socks up

AfL: Assess your progress

The 'Assess your progress' page allows students to assess themselves and gives them a sense of ownership for their own learning.

Direct students to Workbook page 4 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Students may not be able to say how well they did, so ask: *Was the exercise easy or difficult?* If easy, then they can give themselves a 3, but probably at this stage most will go for 2.

To set up an action plan, students need to feel engaged in working outside the classroom. Ask students what they think they could do to extend their reading in English, e.g. reading online articles, social media posts or blog posts in their areas of interest. To practise the reading strategy, encourage students to find an article online on an area in the lesson. Tell them to read it and answer the questions *Who? What? How? Where?* At the start of the next lesson, in groups, they give a one-minute summary of what they read or write a short paragraph summarizing the article.

Encourage students to use effective ways to record vocabulary in their notebooks, e.g. record it as it comes up in the lesson; or under a topic, e.g. describing change; or grammatically, e.g. compound adjectives. Encourage them to note useful information, e.g. how it is pronounced, and write a sentence showing how the word is used. They could also add a translation.

'How can I improve?' suggestion: Choose ten words or phrases from the lesson to add to your vocabulary notebook, with notes. / Write a paragraph about one of the task topics in exercise 8.

Lesson 1B: Grammar and listening SB pages 6–7

Learning objectives
Match speakers to statements
Use the perfect aspect to talk about experiences

Materials
Workbook page 5
Communication worksheet 1B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 7. See page 10 for more ideas.

Grammar

Exercise 1

- As a class, look at the photos of objects A–D. Ask individual students to describe what they are.
- In pairs, students look at the objects in the photos and discuss the questions.
- Circulate and monitor, helping with vocabulary where necessary.
- For class feedback, elicit ideas and write notes on the board to refer to in exercise 2.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students have understood the main ideas in the recording, pointing out that this can help them to match the speakers to statements (in exercise 3), which is a learning objective for this page. See page 10 for more ideas.

Exercise 2 1.1

- Tell students they are going to hear three people describing some of the objects in the photos and their significance.
- Play the recording. Then ask students to what extent their ideas in exercise 1 were correct. Elicit answers to the other questions.

Audio script 1.1 page 151

ANSWERS

Speaker 1 (France) talks about a silver Moroccan/North African rice dish (photo D). The speaker inherited it from her mother, who was given it by the speaker's grandmother. The speaker uses it for special family occasions and also hangs it on the wall of the family's restaurant.

Speaker 2 (Australia) talks about his grandfather's traditional Vietnamese drum (photo C). His grandfather brought it from Vietnam to Australia. It was very important to his grandfather as a musician. Now it hangs on the wall in his apartment as a symbol of his grandparents' optimism, their courage and their desire for a better life.

Speaker 3 (UK) talks about a photo album (photo A). The speaker has always loved looking at it and hearing stories about her family and their lives in Africa. Now she shows the photos and passes on the family history to her own kids.

Exercise 3 1.1

- Before they listen, ask students to underline the key parts of the sentences and think about the information they are listening for.
- Play the recording for students to match the speakers.
- Check answers as a class.

ANSWERS

a 3 **b** 1 **c** 2 **d** 3 **e** 2 **f** 3 **g** 1 **h** 1 **i** 2 **j** 2

Exercise 4

- Students discuss the questions in small groups before whole-class feedback.

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Language note: Perfect infinitive and perfect *-ing*

The perfect infinitive is often used to describe an event that might or could have happened in the past.
I hoped to have finished all my work by the evening.
They claimed to have met a few celebrities.

The perfect *-ing* can replace a clause with the past perfect to talk about the reason for something.
Having spent all day on my feet, I was exhausted. (= *I was exhausted because I had spent all day on my feet.*)

It can also be used to talk about an event that happened before the action or event in the main clause.
Having finished breakfast, she got ready for work. (= *After she had finished breakfast, she got ready for work.*)

In the negative, *not* comes before the infinitive and the perfect *-ing*.
They pretended not to have met before.
I regret not having learned the language.

Exercise 5

- Students match the statements in exercise 3 to the forms.
- With a **weaker class**, go through the structure of each form on the board and elicit when it is used.
- Check answers as a class and, if necessary, explain any points that students struggled with.

ANSWERS

1 d, g, i **2** a, c, f **3** h, j **4** b **5** e

Further reference and practice Workbook page 110

1 **1** to have found **2** 've been cooking **3** Having visited **4** to have seen **5** will have been practising **6** to have finished

2 **1** had accumulated / had been accumulating **2** had been painting **3** had never shown **4** have / 've been clearing **5** have / 've found **6** will have spent **7** to have inherited **8** Having discovered

Exercise 6

- Students complete the sentences on their own or in pairs.
- As you check answers as a class, ask students to say which form has been used and why.

ANSWERS

1 hadn't thought **2** will have received **3** had brought **4** to have found **5** Having (just) arrived **6** will have worked / been working **7** haven't enjoyed **8** has (never) gone / been

Exercise 7

- As an example, read through the first sentence pair with the class and elicit which perfect tenses have been used and why. Ask: *What is the difference in meaning?*
- Put students into pairs or groups to discuss the remaining pairs of sentences.
- Check answers as a class.

ANSWERS

1a The future perfect continuous ('ll have been writing) describes an ongoing activity (writing my travel blog) that will have been occurring for a certain length of time (a year) by this time next week, and that will probably continue after that time.

1b The future perfect simple ('ll have written) describes an action (written over 100 blog posts) that will be completed by the time the speaker gets home.

2a The past perfect continuous (had been painting) describes a past action that occurred over an extended period of time in the past (painting the house) and was ongoing at the time of speaking (there was equipment everywhere).

2b The past perfect simple (had painted) describes a past action (painting the house) that was completed and had a particular past result (the house looked beautiful).

3a The present perfect simple ('ve made) describes a completed past action (making traditional Indian food) that has a present result (you can try some).

3b The present perfect continuous ('ve been making) describes an ongoing action that began in the past and has been occurring up to the present (making traditional Indian food) and that has a present result (the kitchen smells of spices).

4a The present perfect continuous ('ve been trying) emphasizes how long (all morning) a repeated action (trying to contact them) has occurred up to the present. It does not specify how many times the action occurred.

4b The present perfect simple ('ve tried) describes how many times (five times) a repeated action (tried to contact them) occurred up to the present.

Exercise 8

- Check students understand *shawl*.
- Tell students to read the text and look for time references (e.g. *for a long time*) and other clues (e.g. the tenses and forms of other verbs) that show when an action took place.
- Do the first gap together as a class and then ask students to complete the other gaps individually.
- Students compare their answers in pairs.
- Check answers as a class, asking students for explanations of why each tense is used for each sentence.

ANSWERS

1 had worked / had been working – the past perfect continuous emphasizes the duration of the activity
2 Having (safely) arrived
3 has never lost
4 have never dared
5 has studied / has been studying – the present perfect continuous emphasizes that the activity is ongoing up to the present
6 hadn't considered
7 will have completed
8 to have found

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. appropriate and correct use of the perfect aspect, presenting their ideas clearly.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

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- Give students time to prepare notes individually, while you circulate to assist with language and ideas where necessary. Encourage students to think about how they could include at least two perfect tenses.
- Put students into pairs with someone they haven't worked with in the lesson yet to share their stories.
- If time allows, students could pair up with another student and tell their story again, aiming for increased fluency.

AfL: Assess your progress

Direct students to Workbook page 5 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1B.

Encourage students to revise what they learned in the lesson, e.g. by writing three or four sentences with the correct use of the perfect aspect.

'How can I improve?' suggestion: Write your story from exercise 9 using at least four different perfect tenses. / Record yourself telling your story from exercise 9. Then listen back and reflect on what you did well and how you could improve.

Further practice
Communication worksheet 1B: Grammar

Lesson 1C: Listening, vocabulary and speaking SB pages 8–9

Learning objectives
Understand key points and supporting detail in a discussion
Recognize metaphorical use of nouns to describe belonging and alienation
Make and respond to predictions

Materials
Workbook page 6
Communication worksheet 1C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 9. See page 10 for more ideas.

Listening and vocabulary

AfL: Diagnostics

After students listen to the podcast in exercise 1, listen for how successfully they have understood key points and supporting detail, which is one of the learning objectives for this page. Point out that the questions in exercise 2 will help them to check. See page 10 for more ideas.

Exercise 1 1.2

- Students look at the photos on the left of the page and answer the questions in pairs. Ask them to make a note of their answers.
- Elicit a few ideas and then tell students that they are going to hear a podcast about different social groups.
- Play the recording for students to compare their ideas.
- Elicit a summary of the podcast's answers to questions 2 and 3.

Audio script 1.2 page 151

SUGGESTED ANSWERS

1 The people in photo A are playing an (online) game. They could be members of an online / virtual / gaming group. The people in photo B are a group of football fans. They could be members of a sports / fan club. The people in photo C are a music group / band.
2 Originally, people formed groups for survival. Nowadays, groups are formed by people who share the same outlook on life: groups can be defined by culture, religion, music, fashion, language, age, and so on. We are born into some of these groups, e.g. linguistic, religious or social groups.
People select groups with the same interests and backgrounds as themselves. Sometimes, people select a negative group, e.g. a gang, because they are rejected from other groups and feel isolated. Nowadays, people can find groups and like-minded communities online.
3 Benefits: feeling you are with like-minded people, gaining support and approval, a sense of identity, feeling accepted and protected, connecting with people with similar interests and backgrounds.
Drawbacks: you may need to alter your beliefs to fit in, some groups may demand absolute loyalty and be difficult or even dangerous to leave.

Exercise 2 1.2

- Ask students to read the questions and underline key words in the question stems. Remind them that incorrect options often include words from the text but the statements themselves are false.
- Play the recording again for students to choose the correct answers.
- With a **weaker class**, play the recording again before checking the answers as a class.

ANSWERS

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

Exercise 3

- Circulate and monitor during the discussion, assisting with language and ideas where necessary.
- During class feedback for the third question, draw up two columns on the board for 'good' and 'bad' points, and elicit ideas from the class to record under each heading.

V Insight Belonging and alienation

The syllabic stress in nouns ending with *-tion* generally occurs in the penultimate syllable, e.g. *alienation*, *disaffection*, *marginalization*.

Rapport is an example of a word that has come to English from French. It is stressed on the second syllable, and the final *t* is silent.

Exercise 4

- Point out that all the sentences are from the podcast in exercises 1–2.

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- Read through the first sentence as an example and elicit the correct answer. Students work through the remaining items individually or in pairs.
- As you check answers, demonstrate the correct pronunciation of each word, and encourage students to underline the stressed syllable.

ANSWERS
1 e 2 b 3 d 4 a 5 c 6 h 7 f 8 g 9 i

Exercise 5

- In groups of four to five, students discuss the questions, while you circulate and monitor.
- Be aware that discussing examples of marginalization may be a sensitive topic. Encourage students to have this sensitive discussion with respect and empathy.

Vocabulary extra: Separation SB page 15

Exercise 1

1 alienate 2 isolated 3 isolating 4 exclusion
5 exclude 6 segregation 7 segregate

Exercise 2

1 isolation 2 exclusion 3 alienation 4 isolation
5 segregation

Exercise 3

Students' own answers

Exercise 4

1 isolation 2 alienating 3 exclusion 4 excluded
5 segregation 6 alienation 7 segregated 8 isolated

Speaking

Exercise 6

- Give students a few minutes to read the news extract before discussing the questions in pairs.
- For class feedback, invite a few pairs to share their ideas for each question.

ANSWERS
1 Students' own answers
2 restoring the old hospital outside the town as a residential centre; accommodating migrants in the town centre

Exercise 7 1.3

- Tell students they are going to hear people discussing the two proposals for accommodating migrants in the town.
- Play the recording for students to make a note of argument(s) for and against each proposal. Play the recording again, if necessary.
- Check answers as a class.

Audio script 1.3 page 152

ANSWERS

Accommodating migrants in the old hospital outside the town

For: could provide job opportunities for local people; the migrants will have their own community; it will make it easier for the authorities to give them the assistance they need.

Against: it's quite isolating; there's no bus service so they'll be stuck out there with nowhere to go; it might create suspicion and disaffection among local people; it feels like treating migrants as criminals.

Accommodating migrants within the community in town

For: it will be easier for them to integrate; they will have access to shops and public services so they'll be more independent; they'll have opportunities to make friends with local people and make a contribution to the community.

Against: there's already a shortage of houses and flats for local people to buy or rent; some people might feel uncomfortable about so many foreigners suddenly arriving in their town.

Exercise 8

- Read through the first comment as an example and elicit the two phrases used for making predictions.
- Students do the activity on their own before checking in pairs.
- As you check the answers, write the phrases on the board. Check students understand that *There's bound to be* means the speaker thinks something is certain.

ANSWERS
1 'I don't imagine local residents will be happy about houses being given to migrants. There's bound to be a negative reaction from some people if we try and accommodate all of them in the town.'
2 'In all probability, many of them will have had difficult journeys to reach the UK. I think there's a good chance that they'll benefit from a safe space to find their feet before joining the community.'
3 'I can't say for certain, but I think they'll probably wait to see what the reaction is from local people. It's not going to be popular, whatever they choose – in fact, I wouldn't be surprised if they abandoned the idea altogether.'
4 'I think it's quite likely to increase their sense of isolation and marginalization. It will inevitably mean that some of them will feel unwelcome.'
5 'It's not realistic to expect this to work unless the two communities are able to build a rapport. It seems more likely that local people will respond positively if they get to know them as individuals, not just a group labelled "migrants".'

Exercise 9

- Students do the exercise on their own or in pairs before checking as a class.
- With a **weaker class**, point out that 4 and 6 have more than one possible answer.

ANSWERS
1 a good chance (that) 2 be surprised if 3 inevitably mean (that) 4 bound to / quite likely to 5 say for certain 6 don't imagine (that), more likely (that)

Exercise 10

- Read through the Global skills box with the class. Elicit ideas in a class discussion.
- Encourage students to reflect on similarities and differences with the way they normally disagree in their cultures and in the languages they know. Point out that the extent to which people openly disagree with each

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other can depend on both culture and context, as in some cultures, open disagreement is very commonplace and in others it is very unusual. It may also depend on context, such as whether you are talking to a good friend or a manager.

SUGGESTED ANSWERS

If you disagree with someone, aim to challenge their opinion rather than attacking them personally.
Use 'I' statements to communicate how you feel, rather than 'You' statements which can sound confrontational.
Don't use rude or emotive language (e.g. 'That's a stupid idea!').
Stay calm – don't shout or interrupt.

Exercise 11

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using a range of phrases accurately to make predictions.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Ensure students understand the language in the task, especially *disused* and *rehabilitate*.
- Put students into pairs and ask them to agree on one of the options or one of their own ideas.
- Ask pairs to prepare a written list of predictions about benefits and drawbacks, encouraging them to use a range of phrases from the lesson.
- Circulate and monitor while students prepare their predictions.
- For feedback, ask each pair to share their predictions with another pair in spoken form, who respond to the ideas. If they disagree, encourage students to use the strategies identified in exercise 10 to do so respectfully. Continue to circulate and monitor to assist where necessary.
- Ask a few groups to share a prediction they agreed or disagreed on with the class.

AfL: Assess your progress

Direct students to Workbook page 6 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1C.

Encourage students to revise the new phrases about belonging and alienation, and for making predictions. Point out that students will be able to use the language for making predictions in many future lessons throughout the course. Also, encourage students to remember the strategy for disagreeing respectfully in future conversations in English.

'How can I improve?' suggestion: Encourage students to start a vocabulary notebook, if they haven't already, and to record some new words about belonging and alienation from the lesson. Elicit some ideas about recording strategies students could try, such as writing translations, pronunciation notes, pictures, writing example sentences, grouping words with similar meanings.

Further practice
Communication worksheet 1C: Speaking
Functional language bank

Lesson 1D: CULTURE Reading and vocabulary

SB pages 10–11

Learning objectives
Recognize general formulae and simple text features of a poem
Recognize a range of literary devices

Materials
Workbook page 7
Video worksheet 1: Celebrating multiculturalism

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 11. See page 10 for more ideas.

Reading and vocabulary

AfL: Diagnostics

Ask students if they have read much poetry before and whether they have a favourite poet or poem. Elicit any poem features or literary devices they know, which relates to the learning objectives for this page. See page 10 for more ideas.

Exercise 1

- Focus students on the photo on page 10 and read through the things to speculate about as they describe it.
- Point out that they could use phrases they learned in Lesson 1C for making predictions about the different things.
- Students discuss in pairs. They then share their ideas in whole-class feedback.

Culture note: British Pakistanis

Today in the UK, there are over 1 million people of Pakistani descent, making up around 2% of the population. This has grown from about 10,000 in the early 1950s.

Exercise 2 1.4

- Tell students that they are going to listen to a radio programme about a British poet, Imtiaz Dharker.
- Ask students to read the questions and underline key words.
- Play the recording. With a **weaker class**, play it twice.
- Check the answers as a class.

Audio script 1.4 page 152

ANSWERS

1 Pakistan
2 migration, intercultural identities, global living, human relationships, home, gender roles, freedom, religion
3 Her work is studied in British schools, and she was asked to be Poet Laureate.

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4 Because she likes its exploration of the idea of home, and the way the ending shifts the focus away from the writer and onto the reader.

Culture note: Poet laureate

A poet laureate is a poet with an official appointment to an institution or government. Their role often includes writing poems for special occasions and encouraging the population to appreciate poetry. The word *laureate* comes from the laurel wreath, which was worn by eminent people in ancient Greece and Rome as a sign of honour or victory.

Exercise 3

- Elicit the meaning of the word in the poem title, *minority*, and elicit its opposite (*majority*).
- Ask students to discuss which themes might be included, checking any unknown words in a dictionary. Ask if there are any pronunciation questions, and check especially that students can pronounce *guilt* and *nostalgia* correctly.

Exercise 4

- Give students time to read the poem individually and check their ideas from exercise 3.
- Ask students to share their ideas in pairs as well as their general response to the poem. Elicit ideas.

SUGGESTED ANSWERS

language, marginalization, food, empathy

Exercise 5

- In groups of three or four, ask students to take turns to read stanzas (sections) of the poem aloud, encouraging them to pause and read in a tone suitable for the poem.
- Circulate to provide assistance with language and ideas as students discuss the questions.
- For feedback, go around the groups, inviting someone from each group to respond to one of the questions.

POSSIBLE ANSWERS

1 The present: lines 9–34
The past: lines 1–8
The future: lines 35–49
2 There's an element of resentment that a human can be considered an outsider as soon as they are born, but there may be an element of pride, too: being a foreigner is part of her identity, and she isn't going to hide it.
3 In lines 9–12, the tone is quite detached. It conveys a neutral attitude to the situation. But in lines 29 and 31, the use of *scratch* and *growing scab* suggest upset or anger.
4 It draws attention to the words in the short lines, both visually and when the poem is read aloud.
5 *Infiltrate* is often used about spies, and suggests people doing things secretly in places where they shouldn't be. She says that writing is something everyone has the right to do; we can infer that people have told her that, because of her culture, race or accent, she doesn't have the right to do certain other things.
6 She hopes it will help people to see the similarities between each other rather than the differences. She says that her lines may 'scratch their way into your head', until, when you see a stranger in your street with 'outcast eyes', you will look into the person's face and 'recognise it as your own'.

Exercise 6

- Tell students that the purpose of the questions is for them to reflect on culture, identity and breaking down prejudices.
- Give students time, in pairs or groups, to discuss the first question and then elicit feedback. Repeat this with the remaining questions.

V Insight Literary devices

Knowing words and phrases for specific literary devices can help raise awareness of the devices themselves. Therefore, students are more likely to recognize the literary devices, which can lead to a deeper understanding of a text. Students may also consider using literary devices themselves, which can add interest and depth to their writing and speaking.

Exercise 7

- Students match the literary devices to their descriptions.
- After checking answers, ask students to what extent literary devices are used in other languages they speak.

ANSWERS

1 b 2 d 3 a 4 c 5 e

Exercise 8

- Tell students that for the first four literary devices, there is more than one example that they could find. (Encourage **fast finishers** to find more than one example.)
- Students compare their answers in pairs before checking as a class.

SUGGESTED ANSWERS

1 Assonance: *scratch, chatter, family, clattering*
These repeated a sounds create a crescendo of noise.
2 Repetition: *And so I scratch, scratch … And, who knows, these lines / may scratch their way / into your head*
This repetition of *scratch* suggests that the poet's writing is a continuous, persistent activity, and that she's hoping her message may be internalised, may get under the skin of the reader. A scratch is a form of injury, but a minor one. Perhaps Dharker is suggesting that her poem is a form of minor aggression on the reader, that the message may be an uncomfortable one to receive. The word *scratch* also suggests that she writes with urgency, perhaps even with anger.
3 Personification: *these lines / may … immigrate into your bed, / squat in your home, / and in a corner, eat your bread*
The language used to describe how the poem might start to influence us is reminiscent of how opponents of immigration might describe the behaviour of immigrants. It is a subtle way of reminding the reader of the hostility that immigrants often face.
4 Imagery: *There's always that point where / the language flips / into an unfamiliar taste; / where words tumble over / a cunning tripwire on the tongue*

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This imagery is multi-sensory. When Dharker speaks, she's making sound, but she describes the language first as flipping – a very visual word, creating a picture in the mind of a pancake or high jumper turning over in mid-air – and the effect on her listeners as a taste. The food theme runs throughout the poem, from the reference to coconut milk in line 15 to eating bread in line 43, highlighting the strong link between food and culture. And 'tripwire on the tongue' is a highly evocative phrase for any learner of a foreign language – we have all had that physical feeling when our tongue can't move in the right way to say sentences in a foreign language correctly.

5 Irony: *I was born a foreigner.*
When we meet a foreigner, we generally assume that there's a place that they come from, where they aren't foreign, so for the writer to state that she was born a foreigner goes against expectation. This use of irony makes for a strong, attention-grabbing first line, which makes the reader want to understand why the writer has this feeling of being foreign.

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of imagery and literary devices.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Ask students to prepare for the task by reflecting on the questions individually and looking up (or checking with you) any language they will need for the following discussion.
- Circulate during the group discussion to monitor for examples of good imagery, which you could share with the class afterwards (or invite students to share).

AfL: Assess your progress

Direct students to Workbook page 7 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1D.

Encourage students to revise what they learned in the lesson and to look out for literary devices in texts they read and to try to name the device when they find one.

'How can I improve?' suggestion: Ask students to find a song in English which includes at least two examples of the literary devices from the lesson. Students could report back in pairs or groups.

Further practice
Video worksheet 1: Celebrating multiculturalism

Lesson 1E: Writing an email to a newspaper

SB pages 12–13

Learning objectives
Write a formal email
Recognize evaluation language used to express a personal viewpoint
Use linking words to connect ideas

Materials
Workbook page 10
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 13. See page 10 for more ideas.

Planning for writing

Exercise 1

Culture note

National identity is the strong sense of belonging to a nation and a shared understanding of the unique features and characteristics of people who are part of that nation. Nationalism is the strong support of your own nation's interests and identity, even when it affects other nations in a negative way. *Nationalism* can also be used to describe the feeling of a group wanting to form an independent nation.

- Ask: *What is the difference between national identity and nationalism?*
- Refer students to the newspaper article extract and give them one minute to read it.
- Students discuss the article's answer to the question and their own point of view.
- Ask a few students to share their answers in whole-class feedback.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students recognize evaluation language used to express a personal viewpoint, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Ask students why someone might write an email to a newspaper editor (e.g. to argue in support of or against ideas in an article, to highlight an issue that is important to them).
- Go through the questions with the class first. Then give students about five minutes to read the letter and answer the questions.
- Students compare their answers in pairs before checking as a class.

ANSWERS
1 positive **2a** formal **b** positive

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3 Nationalism is caused by many different reasons: when people are suffering economically, they feel powerless, and this is when racism grows. Positive nationalism: for example in Scotland, some people believe they would be better off outside the UK. Societies are constantly changing, regardless of whether 'outsiders' have arrived.

Exercise 3

- Read through the strategy as a class. Point out that evaluation language is used in many types of discourse (spoken and written).
- Point out that when learning vocabulary at this level, it's important to be aware of connotations to ensure that your language matches your intention.
- Students do the exercise on their own and then compare answers with a partner before checking as a class.

ANSWERS

1 c 2 a 3 b

Exercise 4

- Make sure students understand that both bolded words in each sentence are correct, but that they express different viewpoints.
- Students do the exercise in pairs before checking as a class.

ANSWERS

1 steady: neutral; worrying: negative
2 Inevitably: neutral; Unfortunately: negative
3 invaded: negative; gained: neutral
4 attacking: negative; improving: positive

Exercise 5

- Point out that good organization of paragraphs helps the writer's message to be made clearly.
- Ask students to read the blue organization boxes to the left of the email on page 13 first and then to complete them with the phrases.
- Check answers as a class.

ANSWERS

1 reason for writing 2 point of view 3 arguments
4 other viewpoints 5 your position

Exercise 6

- Focus students on the language boxes to the right of the email.
- Students work in pairs to add the words before checking as a class.

ANSWERS

1 cause 2 effect 3 contrast 4 addition

Exercise 7

- Divide your board into four with the words in exercise 6 as headings. Ask students to do the same in their notebooks.
- Students work in pairs to discuss.
- Ask different students to come to the board to write and have students call out their answers.
- With a **stronger class**, ask: *Can you add other words or phrases to each category?*

ANSWERS

Cause: on account of, owing to, thanks to, the influence of
Effect: give rise to, the effect of, therefore
Contrast: although, despite, in spite of, whereas
Addition: in addition, what's more

Writing your email

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. organization, linking words, evaluation language.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task together, checking that students understand they have to write an email of a similar length to the model.
- Give students ten minutes to read the article to respond to, and make notes under the headings given. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- With a **weaker class**, you could draft a plan together on the board.
- Circulate and monitor while students write the draft of their emails. Remind them to organize their paragraphs and use evaluation language and linking words. Encourage students to activate other language they learned in the unit (the perfect aspect, predictions).
- When students have finished, they can check their own work against the checklist.
- If time, students swap emails with a partner and comment on each other's work, especially on how consistent and clear their viewpoint was. They should also comment on the way their partner has used linking words.

AfL: Assess your progress

Direct students to Workbook page 10 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1E.

Encourage students to revise what they learned in the lesson and to re-read their email later and see if they can improve it further.

'How can I improve?' suggestion: Review the phrases from exercise 7 that you have used to organize your email and discuss which could be replaced by alternatives without a change in meaning.

Further practice
Writing bank

Review 1 SB page 14

Exercise 1

1 skin deep 2 let's face it 3 fly in the face of 4 bone of contention 5 set foot 6 make no bones about 7 got under my skin

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Exercise 2

1 restore **2** evolved **3** transform **4** substituted
5 enhance **6** refining

Exercise 3

1 association, attachment, rapport **2** disaffection, isolation, marginalization

Exercise 4

1 personification **2** irony **3** assonance **4** repetition
5 imagery

Exercise 5

1 having dreamed / dreamt **2** to have done **3** to have been getting **4** Having waited **5** had written **6** had even seen **7** Has / Had it been **8** have contacted

Exercise 6

1 Having packed my suitcase, I called a taxi.
2 I have been living here for years, yet my English is poor.
3 Next month, I will have been working here for a year.
4 By next summer, he will have finished his degree.
5 I couldn't travel because I hadn't bought a ticket.
6 We had been waiting for half an hour before / when the bus
finally showed up.
7 I have lost my key twice so far this term!

Exercise 7

1 will have left **2** have decided **3** had been debating
4 had worked / had been working **5** will have been living / will have lived **6** Having travelled

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Global skills: Presenting online

SB pages 16–17

Learning objectives
Compare and contrast online and face-to-face presentations
Understand tips for delivering presentations online
Plan and deliver an online presentation

Materials
Workbook page 105
Global Skills video worksheet: Presenting online

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 17. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen to the ideas students mention. Have they had much experience with presenting online? Listen also for how successfully students compare and contrast online and face-to-face presentations.

Exercise 1

- Elicit some examples of reasons people might do an online presentation, e.g. a job interview, a conference.
- Students discuss in pairs before whole-class feedback.

Exercise 2

- Explain that each idea in exercise 1 relates to one of the paragraphs in the article.
- Check answers as a class.

ANSWERS

1 Content and length (c) 2 Environment (d) 3 Technical issues (f) 4 Body language (b) 5 Audience interaction (a) 6 Taking questions at the end (e)

Exercise 3

- Encourage students to underline key words in the questions to help focus their reading.
- Put students into pairs to discuss their answers before checking as a class.

POSSIBLE ANSWERS

1 It often takes longer to hand over from one speaker to another or to switch between activities when you're presenting online, and you may also have technical issues to deal with. Online audiences also tend to find it harder to concentrate for long periods.
2 You need to consider your background, lighting, noise and possible interruptions.
3 Make sure you've installed updates and checked your equipment is working. Stay close to the Wi-Fi router or use an ethernet cable.
4 You're less likely to be standing up so you don't need to worry about where or how to stand. Making eye contact means looking into the camera.
5 You can include different kinds of activities and the 'raise hand' function or type ideas into the chat box.
6 A moderator is someone who checks the chat box for audience questions and pastes them into a separate document during the presentation. This makes it easier to identify suitable questions to answer in the Q&A section.

Exercise 4

- Students discuss in pairs. Elicit ideas and write them on the board in bullet form, grouping similar tips together.

Exercise 5 1.5

- Read through the list of items with the class first.
- Play the recording for students to match.

Audio script 1.5 page 153

ANSWERS

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

Exercise 6 1.5

- Give students time to skim the sentences before you play the recording again.

ANSWERS

1 thank you very much for joining me today 2 could I ask you to keep yourselves on mute 3 going to share my screen 4 I'd like to hear from you 5 Please bear with me for a moment 6 brings me to the end of my presentation

Exercise 7

AfL: Success criteria

Agree with students in advance what you and their peers will give feedback on.

After the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for ideas.

- In pairs or small groups, students select a topic and begin to plan their presentation.
- Read through the evaluation table criteria with the class. Groups could assess themselves against the criteria and identify any areas which need further practice or adjustment before they present to the class.
- Encourage students to use the evaluation table after the presentations have taken place to give feedback.

AfL: Assess your progress

Direct students to Workbook page 105 and ask them to do the exercises and fill in the 'Can-do' statements.

You could also encourage them to think about and make brief notes on: one future situation where you might be asked to present online; two strategies from the lesson that could help you present online in the future.

Further practice

Global Skills video worksheet: Presenting online

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2 Crime and punishment

Unit map

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Video
Online video: Forensic science

Lesson 2A: Reading and vocabulary SB pages 18–20

Learning objectives
Recognize inference and assumptions in an informative text
Recognize a range of idiomatic phrases
Identify which meaning of a word is relevant to the context

Materials
Workbook page 12
Communication worksheet 2A: Vocabulary
Vocabulary Strategies worksheet 2: Adjectives

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 19. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Check students understand and can pronounce *punishment* (n), *addiction* (n), *release* (n).
- Students discuss their answers in pairs or small groups.
- During whole-class feedback, encourage students to give reasons for their answers.

AfL: Diagnostics

Before exercise 2, focus students on the title of the article and ask students in pairs to find an idiomatic phrase (*behind bars*) and discuss the meaning (in prison). Listen for how successfully they can recognize the idiomatic phrase, which relates to a learning objective for this page. See page 10 for more ideas.

Exercise 2

- Give a time limit of five minutes for students to skim the article to answer the questions. With a **weaker class**, write the four answers out of order on the board to help students.
- Students compare their answers in pairs before whole-class feedback.

ANSWERS

1 retribution **2** deterrence **3** rehabilitation **4** incapacitation

The article pays most attention to rehabilitation.

Exercise 3

- Encourage students to read and underline key words in the question stems to help them focus on the information they need to find in the article.
- Ask students to note where in the text they found each answer.
- Students do the exercise on their own before comparing answers in pairs.
- Check answers as a class.

ANSWERS

1 c **2** a **3** b **4** a **5** d

Exercise 4

- Students discuss the questions in small groups.
- Ask one student from each group to report back to the class.

V Insight Adjective patterns

When an adjective is used in different positions, its meaning is sometimes different.

Children need to be accompanied by a ***responsible*** *adult.* (*responsible* = that you can trust and rely on)

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*The adults **responsible** for the accident were prosecuted.* (*responsible* = taking care of something so able to be blamed or credited for it)

*The **concerned** teacher left early.* (*concerned* = worried)

*The teacher **concerned** left early.* (*concerned* = involved in a situation or problem)

Exercise 5

- Look at the first highlighted adjective with the class as an example. Demonstrate reading the whole sentence to work out which of the three patterns it matches.
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

1 typical, low-security, valuable, impressive
2 possible, involved, present, responsible
3 proportionate, lacking, free, supportive, concerned

Exercise 6

- Point out that each of these five adjectives can have a different meaning depending on sentence position.
- Students work in pairs to complete the sentences.
- For whole-class feedback, ask different students to share one of their sentence pairs and explain how the meanings change.

ANSWERS

1 involved (a complicated; b taking part)
2 present (a who was there; b current, happening now)
3 responsible (a reliable and trustworthy; b in charge of)
4 possible (a that might exist; b that can be done)
5 concerned (a worried; b affected by something)

V Insight Behaviour: conformity and nonconformity

The phrases in this lesson are idiomatic, so their meaning is different from the meanings of the individual words. They are generally fixed phrases in which the individual words cannot be swapped out.

Sometimes, considering a possible story behind an idiom can help students to learn the meaning and remember it. For example:

Go against the grain is a phrase from carpentry. Wood has a grain, and it is easier to sand and work with the wood with the grain. Working against the grain is much more difficult, whether it is with wood or in life.

Toe the line is a phrase from boating where sailors all had to stand with their toes on a line to report to the captain. *Toe the line* means to follow the rules and do as you are told by authority.

It can also be useful for students when learning idiomatic phrases to compare and contrast similar idiomatic phrases in other languages they speak.

Exercise 7

- Point out that the underlined phrases are idiomatic: the meaning is different from the literal meaning of the words.
- Check students understand the difference between *conforming* and *non-conforming*.
- Students do the exercise in pairs before whole-class feedback. Elicit the meaning of each phrase.

ANSWERS

1 turn a blind eye, follow someone's lead, toe the line, bow to pressure
2 buck the trend, step up to the mark, go against the grain, spur someone into action, take the initiative

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy and use of new vocabulary, fluency or discourse organization, e.g. giving reasons for their answers.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students time to read the questions and reflect on their answers before putting them into small groups to discuss. Encourage students to use adjectives and idiomatic phrases from the lesson as appropriate.
- For class feedback, go through the questions one by one, asking each group to report back their answer.

Further practice

Communication worksheet 2A: Vocabulary
Vocabulary Strategies worksheet 2: Adjectives

Vocabulary extra: Describing reactions SB page 29

Exercise 1

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

Exercise 2

1 disorientated 2 baffled 3 unfazed 4 resentful

Exercise 3

1 dazed 2 baffled 3 disorientated 4 bewildered 5 overjoyed

AfL: Assess your progress

Direct students to Workbook page 12 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2A.

Encourage students to look for inference and assumptions in informative texts they read in the future.

'How can I improve?' suggestions: Choose one of the idioms from the lesson and look up two examples of use on the internet. Share in groups. / Add three adjectives from the lesson to your vocabulary notebook, writing two personalized example sentences with the adjectives in different positions.

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Lesson 2B: Grammar and listening SB pages 20–21

Learning objectives
Identify the order of events in a narrative
Use different narrative forms
Use *would* for past habits

Materials
Workbook page 13
Communication worksheet 2B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 21. See page 10 for more ideas.

Grammar

Exercise 1

- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students identify the order of events in a narrative, which is a learning objective for this page. See page 10 for more ideas.

Exercise 2 2.1

- Before students do the exercise, play the recording a first time for students to listen to the story and compare their ideas from exercise 1.
- Ask students to read the sentences and check they understand the words, especially *widow*, *disguised*, *wartime*. Play the recording again for students to order the events.
- Students compare their answers in pairs before checking as a class.

Audio script 2.1 page 153

ANSWERS

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

Exercise 3

- Before students discuss the questions, check that they understand who Pinkerton was (the head of a detective agency) and what Warne was arguing to him (that a woman would have advantages as a detective and that he should give her a job).
- Students discuss the questions in small groups before whole-class feedback.

ANSWERS

1 Warne argued that a woman could investigate criminals by gaining the confidence of their wives. She also argued that criminals would be more likely to boast to a woman about their crimes, revealing vital information.
2 Warne uncovered the plot to assassinate Lincoln and protected the President by disguising him as her disabled brother.

Language note: Narrative tenses

We can use a variety of past tenses to narrate a story or series of past events.

Events are not always narrated in the order they happened, so the past perfect can be used to show that an event happened before another past event.

Exercise 4

- Read the first sentence with the class as an example. Elicit the tense and the reason it is used.
- Students discuss the remaining sentences in pairs.
- Check answers as a class.

ANSWERS

1 past perfect continuous: to emphasize the duration of an action that happened before another action in the past
2 past continuous and past simple: to describe a longer action interrupted by a shorter action
3 *was / were going to*: to talk about a plan or intention in the past, or to make a prediction
4 *was / were to*: to describe a future event in the past
5 future perfect in the past: to describe an event in the past that was changed or did not occur
6 past perfect: to talk about an action that happened before another action in the past
7 past continuous: to describe an action that was in progress at a particular time in the past
8 past simple: to describe two actions, not progressive actions, that happened one after the other in the past
9 future simple in the past: to describe a future event in the past

Exercise 5

- To help explain future in the past, draw a timeline on the board and mark points for a past event, e.g. last Saturday and now. Point out how last Saturday is in the past. If you wrote a story about what happened last Saturday, events after Saturday would be in the future (even if they're now in the past).
- Elicit the answer to the first question.
- With a **weaker class**, go through each tense, eliciting or sharing the future in the past for that form with an example.

ANSWERS

Sentences 3, 4, 5 and 9 refer to the future in the past.
1 *was / were going to* + infinitive 2 *would* + infinitive
3 *was / were* + *-ing* form 4 *was / were (about) to* + infinitive 5 *was / were bound / due to* + infinitive
6 *would be* + *-ing* form 7 *would* + perfect infinitive
8 *would have been* + *-ing* form

Further reference and practice Workbook pages 111–112

1 1 witnessed 2 was to spend 3 would have finally admitted 4 was due to start 5 managed 6 had been walking
2 1 hadn't been invited 2 witnessed 3 was 4 had been studying 5 were going to fly / had been going to fly 6 was called
3 1 It would become clear that the suspects were guilty. 2 They were to admit that they had been lying the whole time.

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3 The suspects were going to assassinate the president in Chicago.
4 They were catching the last train to Chicago.
5 The train was about to depart when they got on board.
6 They realized too late that the train was due to go to Boston.

4 1 found out 2 had been haunting 3 had imprisoned / imprisoned 4 had died 5 was living 6 had received / received 7 was using / had been using 8 wanted

Exercise 6

- Ask if anyone has heard of or watched the Scandinavian TV series *The Bridge*, which this story comes from, and what they know about it.
- Ask students to read the story for gist first before completing the gaps.
- Students compare their answers in pairs, discussing reasons for their choice.
- Check as a class, eliciting a reason for each verb form.

ANSWERS

1 were moving 2 had been crossing 3 was lying 4 had gone out 5 placed / had placed 6 had arrived 7 was asking / had asked / had been asking 8 explained 9 was about to cry 10 was talking 11 drove 12 had allowed 13 had not followed / was not following 14 was going to be / would be 15 would later make

Culture note: Neurodiversity

Neuro- means 'relating to the brain or nervous system', and *diversity* means 'variety'. A neurodiverse person's brain works differently from the majority of the population, in the way that they think, learn or relate to others. Types of neurodiversity include autism and dyslexia. In the UK, 1–2% of the population are autistic, and around 10% are dyslexic.

Exercise 7

- Focus students' attention on the sentences first and read through them as a class.
- Students match sentences to uses of *would* (a–e) in pairs and then check as a class.

ANSWERS

a 5 b 4 c 1 d 3 e 2

EXTENSION

Ask pairs to write personalized example sentences for each use of *would* from exercise 7. Pairs could share their sentences in groups, and the other students need to identify the use of *would* (a–e).

Further reference and practice Workbook page 112

1 1 C 2 B 3 E 4 D 5 A

2 2, 3, 5, 8

a We would play in the fields all day.
b Would you check this report for me?
c She would become a famous actress.
d He said he would meet you at six.

3 1 The prison officer ~~used to~~ **would** spend his retirement years living in the countryside.
2 There ~~had been~~ **would have been** more damage to the building if the vandals hadn't been interrupted.
3 The victim said that he ~~will~~ **would** find the trial overwhelming and so didn't want to press charges.
4 The convict ~~would be becoming~~ **would become** a reformed character on release and go on to live an honest life.
5 In the past, courts ~~wouldn't~~ **didn't use to** be able to rely on DNA like they do now.
6 correct

Exercise 8

- Check students understand *mugger* (n), *getaway* (n), *sentence* (n), *testify* (v).
- Students rewrite the sentences in pairs before sharing their answers and reasons with the class.

SUGGESTED ANSWERS

1 The muggers would use a motorcycle to make a fast getaway.
(The new sentence indicates a habitual action in the past referring to a series of crimes they perpetuated, whereas the original sentence could refer to either one particular event in the past or repeated past actions.)
2 The suspect wouldn't tell the police who his associates were.
(The new sentence means that the suspect refused to tell them, whereas the original sentence implies that he never had any intention of telling them.)
3 Would you tell me exactly what you saw this evening?
(The new request is more polite.)
4 The lawyer explained that she would receive a shorter sentence if she pleaded guilty.
(The new sentence expresses greater certainty.)
5 If the police can't guarantee his safety, the witness would prefer not to testify.
(The new sentence expresses greater certainty.)

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accurate use of narrative tenses, range of narrative tenses, use of *would*.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Point out that there is more than one way to order the prompts to form a story.
- Give a time limit for students to practise telling their story from the prompts, emphasizing that students should practise speaking rather than writing their story down.
- With a **weaker class**, students could note down the key narrative forms that they will use to help them, but they shouldn't write full sentences.
- Put two pairs together to form groups of four to share their stories, emphasizing that both students from the original pair should participate in the retelling.

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ANSWERS

Possible order of prompts: 4, 6, 1, 8, 3, 7, 5, 2
Possible answer:
Last month, I was going on a mountain biking trip with friends. That morning, when I opened the front door, I saw that my bike wasn't in the front garden. I thought someone had stolen it. I was about to call the police when I received a text from a friend. It asked me when I was going to collect my bike from his house. Then I remembered. I had left my bike at my friend's house the previous night and taken a taxi home. I was glad hadn't called the police – I would have been so embarrassed.

AfL: Assess your progress

Direct students to Workbook page 13 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2B.

'How can I improve?' suggestions: Record yourself retelling the story from exercise 9 and then listen back and reflect on what you did well and what you could improve. / Write your story from exercise 9, using at least five structures from the lesson. / Think of something noteworthy that has happened to you or someone you know and tell the story to a partner using a range of narrative tenses.

Further practice
Communication worksheet 2B: Grammar

Lesson 2C: Listening, vocabulary and speaking

SB pages 22–23

Learning objectives
Recognize and distinguish between multiple positions in a discussion
Recognize and use verb and noun suffixes
Paraphrase and reformulate to explain or emphasize a point

Materials
Workbook page 14
Communication worksheet 2C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 23. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Students could think of real case examples or fictional cases from films, books or TV shows.
- Students discuss the items in pairs or small groups, using dictionaries for any unknown words.
- With a **stronger class**, write two more things on the board for students to discuss: *leaked information* and *police corruption*.
- When they have finished, ask one student from each group or pair to report back to the class.

POSSIBLE ANSWERS

If things go wrong during a criminal case, this can result in a miscarriage of justice: innocent people going to jail or guilty people escaping punishment.
A famous example in the USA is Maurice Franklin, who spent two years in jail for a drive-by shooting he did not commit. Because he had friends who were in a gang, police assumed he was connected to the crime and built a case around this. However, mobile phone records showed he was more than ten kilometres away from the crime scene at the crucial time. Friends and family campaigned for his conviction to be overturned and, as a result, Franklin was released from prison.

Exercise 2 2.2

- Tell students they are going to listen to a radio show discussion about a 'miscarriage of justice' and elicit the meaning of this phrase.
- With a **weaker class**, write the names of the people who were accused on the board: Alton Logan, Edgar Hope, Andrew Wilson.
- Before students read the statements, play the recording once with books closed for students to focus on listening for the main ideas, i.e. what the miscarriage of justice was.
- Students read the statements and tick any that they know the answer to. Then play the recording again for students to listen for any statements that they were unsure of.
- Check answers as a class.

Audio script 2.2 page 153

ANSWERS

1 T **2** F – They did know – Wilson admitted to them that he and Hope had committed the robbery and murder. **3** F – They didn't have a choice because of client confidentiality. **4** T **5** T **6** F – They didn't regret their decision to wait – their hands were tied.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully students can recognize and distinguish between multiple positions in a discussion, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 2.2

- Read through the strategy with the class. Play the recording again and ask students to note specific words and phrases.
- With a **weaker class**, allocate half the students to note phrases Helena uses and half the students to note phrases Jason uses. Then put students into pairs with someone who noted the opposite phrases to compare ideas.
- For class feedback, divide the board in half and elicit examples of neutral language on one half and emotive language on the other.

ANSWERS

Helena has a more objective, neutral perspective. This is suggested by her use of language. For example:
Unfortunately for Logan, three eyewitnesses identified him
The problem was that Wilson's lawyers were powerless
Actually, the system works well, but …
Rules of conduct are clear about that.
However, they did do something.

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Jason tends to use more emotive language and structures:
But the real scandal occurred a week after …
… Logan, an innocent man, was convicted and imprisoned.
Shockingly, Logan paid the penalty for …
He lost years of his life he will never get back.
But if you know a person is innocent, how can you watch them be prosecuted … ?

Exercise 4

- Students discuss the questions in pairs before whole-class feedback.

V Insight Verb and noun suffixes

Many word stems in English have both noun and verb forms, e.g. *penalty* (noun), *penalize* (verb).

Sometimes, there are multiple nouns from the same stem, e.g. *defence*, *defendant*, *defender* (nouns); *defend* (verb).

Awareness of suffixes associated with noun and verb forms can help students to expand their vocabulary.

Exercise 5

- Ask students to read the sentences and identify the words in bold as nouns or verbs. They then copy the table into their notebooks and complete it.
- For feedback, draw the columns on the board and invite two students to write while other students call out the answers.

ANSWERS

verb	noun
defend	defendant
testify	testimony
indict	indictment
plead	plea
confess	confession
penalize	penalty
prosecute	prosecution
acquit	acquittal
convict	conviction

Exercise 6

- Students use the table in exercise 5 to answer the questions.
- Elicit more noun suffixes that students have learned.

ANSWERS

verb: -ify, -ize, -y
noun: -al, -ant, -ion, -ment, -y
other noun suffixes: -ness, -ity, -ence, -ance, -ship

EXTENSION

Write the following words on the board and ask **fast finishers** to identify them as nouns or verbs and write their verb or noun counterparts. The answers are in brackets.
betray (betrayal), trial (try), imprisonment (imprison), notary (notarize), apologize (apology), confront (confrontation), interrupt (interruption), revelation (reveal), compensation (compensate), occur (occurrence), confidentiality (confide), identity (identify)

Exercise 7

- Students discuss the questions in small groups and give reasons for their answers.
- As a follow-up question, ask: *Who should be responsible for providing the compensation?*

Vocabulary extra: Crime and justice SB page 29

Exercise 1

1 implicate **2** release **3** remand **4** acquit
5 convict **6** (suggested verb: sentence) **7** exonerate
8 detain

Exercise 2

1 for **2** in **3** in **4** on **5** of **6** from

Exercise 3

(Possible answers)
1, 4, 2, 3, 6, 5

Speaking

Exercise 8

- Be aware that the topic of road accidents and deaths may be a sensitive topic for some students.
- Check students understand *manslaughter* (n) and *probation* (n). Students read the extract and decide on their answer to the question.
- Students discuss their answer in pairs before brief class feedback. Alternatively, if you think the topic may be sensitive, tell students that the question is an individual reflection question and do not elicit class feedback.

Exercise 9 2.3

- Check students understand the idea of a radio phone-in, i.e. a radio show where members of the public are invited to phone the station and give their opinions on topics.
- Play the recording for students to make a note of the points raised.
- With a **weaker class**, write the following points on the board and ask which speaker makes them:
the experience of prison, the needs of the victims, the role of money, parental responsibility.
- Check answers as a class.
- In pairs, students discuss whether they agree with the callers' opinions.

Audio script 2.3 page 154

ANSWERS

Caller 1 points out that he's just a boy and that 16-year-old boys sometimes act irresponsibly. She understands the boy comes from a family with problems, which may have contributed to his actions that night.
Caller 2 believes the sentence is better for the boy and wider society. Going to prison will result in him being influenced by other inmates and make him more likely to reoffend. He won't get the help he needs to rehabilitate him in prison.
Caller 3 thinks he didn't go to prison because he's white and his family have money. If he'd been black, and especially if he'd been black and from a poor family, the court would have sent him to prison.

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Caller 4 is worried that the sentence is too lenient and that this sends the wrong message to other offenders. She thinks we should consider the victims' families – it seems as if the offender is being treated with more compassion than his victims.

Exercise 10 2.3

- Give students time to skim the extracts before you play the recording again.
- Students compare their answers in pairs before checking as a class.

ANSWERS

Call 1
Let me check that I've got this right
What I'm trying to say is
Call 2
what you're really saying is
let's think about it like this
Call 3
Let me just check that I've understood
The point I'm trying to make is
Call 4
what I think you're saying is
Let me put it another way

Exercise 11

- Students complete the exercise on their own or in pairs.
- To check the class, write up two mind maps on the board, one for each category. Point out that this is one example of using a visual strategy to record vocabulary.
- Encourage students to practise saying the phrases quickly and fluently.

ANSWERS

a What I'm trying to say is
(OK) let's think about it like this
The point I'm trying to make is
Let me put it another way
b Let me check that I've got this right
(So, in fact) what you're really saying is
Let me just check that I've understood
(So) what I think you're saying is

Exercise 12

- Ask students to read the phrases and decide which category they belong to.
- As students give you the answers, add them to the relevant mind map on the board which you drew in exercise 11.

ANSWERS

a 2, 4, 5 **b** 1, 3

Exercise 13

- Read through the Global skills box and elicit the answer.
- Encourage students to discuss their experience of empathy in pairs. Ask: *How can people develop empathy?*

ANSWERS

Callers 1 and 2

Exercise 14

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. clearly stating their position, paraphrasing, using nouns and verbs from the lesson accurately.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Put students into pairs and have them decide who is A and who is B.
- Ask students to work in small groups of students with the same role to plan their position for the discussion.
- Put students back into their original pairs for the discussion.

AfL: Assess your progress

Direct students to Workbook page 14 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2C.

Encourage them to record the phrases for paraphrasing and reformulating (for example in their vocabulary notebook) and to use them in future class discussions.

'How can I improve?' suggestion: Work in pairs. Choose a topic you feel strongly about, and role-play a radio call-in. Practise paraphrasing and reformulating your own and the other person's ideas.

Further practice
Communication worksheet 2C: Speaking
Functional language bank

Lesson 2D: CULTURE Reading and vocabulary

SB pages 24–25

Learning objectives
Form and test predictions about a narrative text
Identify mood, atmosphere and character in a narrative text

Materials
Workbook page 15
Video worksheet 2: Forensic science

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 25. See page 10 for more ideas.

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Reading and vocabulary

Culture note: O. Henry

O. Henry (1862–1910), whose real name was William Sydney Porter, was an American writer. His stories are famous for their humour, character descriptions and unexpected endings. Most of the stories are set in the early 20th century and take place in New York City. The characters are usually ordinary people: clerks, policemen, waitresses, etc. The story in this lesson, *After twenty years*, was first published in 1906.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully students form and test predictions about a narrative text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 1

- Focus attention on the title of the story and the illustration. Ask students to describe who they think the people in the illustration might be and predict what the story might be about.
- Point out the glossary box on page 25 and that several words in the story are marked as old-fashioned and aren't normally used today.
- Students read Part 1. Ask: *Who is telling the story? Where is the story set? Who are the main characters? What is their relationship? What event is driving the story?*

Exercise 2

- Tell students to read the sentences and underline any words which will need to be referenced by surrounding sentences to make sense, e.g. *The man*, *He*, *it*.
- Students complete the activity on their own. They then compare answers in pairs before checking as a class.

ANSWER

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

Exercise 3

- Read through the Global skills box with the class. Students discuss the question in small groups or as a class.
- Ask a few students to share their ideas with the class.

Exercise 4

- Students discuss the questions in pairs.
- Alternatively, divide the class into three and allocate each group one question to discuss in detail. Then group students into new groups of three, with one student from each of the original groups.
- Have a brief class feedback.

POSSIBLE ANSWERS

1 **Creating mood and atmosphere**
weather descriptions: '… chilly gusts of wind with a taste of rain in them'; 'There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow.'
neighbourhood: The streets are 'well nigh de-peopled' and most of the shops are shut and dark.
people in the street: They 'hurried dismally and silently along with coat collars turned high and pocketed hands'.
The descriptions create a bleak, unwelcoming atmosphere and a mood of foreboding and menace.

2 **Revealing character**
The policeman: He moves 'impressively', twirling his club, with a 'stalwart form and slight swagger'. This indicates self-confidence. He is described as 'a fine picture of a guardian of the peace'. He has a 'watchful eye', checking that all the shops are locked, which suggests he takes his job seriously. He approaches Bob and investigates why he is there. We don't know what the policeman is thinking, but he appears to accept Bob's story, as he continues on his patrol.
Bob: He wears a diamond scarf pin, lights a cigar and consults a 'handsome' pocket watch, which are signs that he is affluent and ostentatious. Physically, he has 'a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow', so perhaps he has been in a fight. In the West, he 'kept hustling around over it pretty lively', so he is adventurous, and possibly involved in illicit activity. He has had to 'compete with some of the sharpest wits going' to become successful. His 'keen eyes' and articulate speech suggest a sharp mind. In spite of travelling a long distance, he arrives for the meeting punctually, so he is disciplined. His scarf pin is 'oddly set', suggesting an idiosyncratic personality. He is aware he looks suspicious and quickly offers an explanation to the police officer, which suggests he is nervous.
Jimmy: Bob calls him 'my best chum', 'the finest chap' and 'the truest, staunchest old chap in the world', so they used to be close. Bob also calls him a 'plodder' who never left New York, which hints that he may not have had the same success as Bob. He arrives twenty minutes late and in a hurry, so his character is in contrast to Bob. He is 'a tall man in a long overcoat, with collar turned up to his ears', which might be suspicious, implying that he doesn't want to be identified.

3 **Foreshadowing events**
The policeman suddenly slows his walk because he sees somebody standing in a darkened doorway. He asks Bob if he is going to 'call time on him [Jimmy] sharp' because he wants to know if Bob will be there long. He twirls his club and takes a step or two because he has decided to move on. After he leaves, the wind gets stronger, which increases tension and suggests that something may be about to happen.

Exercise 5 2.4

- In pairs, students try to predict the rest of the story.
- With a **weaker class**, guide students by asking:
  What sort of business does Bob do in the West?
  How well do you think Jimmy has done in life?
  Do you think Bob has described him truthfully?
  Do you think the man in the long overcoat is Jimmy?
  Do you think the policeman has a more important role than the story implies so far?
- Elicit ideas and write them on the board.
- Play the recording for students to check their predictions.
- Have a brief class feedback.

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Audio script 2.4 page 154

ANSWERS

The man greets Bob and leads him away. After a while, Bob notices that the man isn't Jimmy. The man explains that he is there to arrest Bob for crimes he committed in Chicago. The policeman had recognized that Bob was wanted in Chicago and tipped off his colleague. At the end of the story, the man hands Bob a note and we learn that the policeman was, in fact, Jimmy. In the note, Jimmy explains that he couldn't bring himself to arrest Bob and asked his colleague to do it instead.

Exercise 6

- Ask students to complete each gap with two to five words.
- Students compare their answers in pairs before checking as a class.

POSSIBLE ANSWERS

1 how long it has been **2** a change in Jimmy's appearance **3** his career / success **4** the man isn't Jimmy **5** under arrest **6** the policeman was Jimmy **7** recognized him / his face **8** asked his colleague

Exercise 7

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. ideas about the narrative elements, language.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students discuss the questions in groups.
- Ask a few groups to share their ideas with the class.

ANSWERS

1. Jimmy did the right thing in the eyes of the law, although Bob might think he didn't do the right thing for an old friend.
2. Students' own answers
3. The main message of the story might be that criminals can't escape justice forever. Another theme in the story is how time and experience can change our characters.
4. Students' own answers

AfL: Assess your progress

Direct students to Workbook page 15 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2D.

Encourage them to select and read more short stories in English to develop their language further and to practise the skills of forming and testing predictions and identifying mood, atmosphere and character.

'How can I improve?' suggestion: Find and read another short story by O. Henry online. Summarize it and report back in groups. How was it similar to *After 20 years*?

Further practice

Video worksheet 2: Forensic science

Lesson 2E: Writing a story SB pages 26–27

Learning objectives
Write a short story
Use appropriate sequencing to create suspense in a short story
Use a variety of adverbs to describe setting, characters and actions

Materials
Workbook page 18
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 27. See page 10 for more ideas.

Planning for writing

Exercise 1

- Check the meanings of *gripping* (adj) and *suspense* (n).
- Students make notes about the novel or film and the aspects that made it a good suspense story.
- Ask a few students to share their ideas with the class.

Exercise 2

- Read through the questions with the class.
- Ask students to read for the gist of the story rather than focusing on understanding every individual word.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1. The story is set in an art gallery in London. It's evening, dark, rainy and cold – probably autumn or winter.
2. There are three characters. The main female character, Alice, is there because she has just finished work at the gallery where there has been an exhibition. The man and woman are unidentified and have come to steal a valuable painting.
3. Alice probably feels tired ('It had been a long evening'). She probably also feels satisfied ('the exhibition had been a success'). After the lights go out, Alice is nervous ('Instinctively, her eyes went to the main exhibit'). After the man and woman arrive, she is at first cautious (Alice regarded her warily'), then disbelieving ('Alice replied, incredulously') and finally scared ('her hand shaking a little as she did so'). The man and woman are impatient to get the painting and escape ('the two of them rapidly disappeared …'). At the end, Alice feels relieved and amused.
4. Alice's goal is to resolve the situation and avoid being hurt by the thieves.
5. She achieves her goal by complying with the thieves' instructions.

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AfL: Diagnostics

While monitoring exercise 3, listen for how successfully students identify methods for creating suspense used in the story, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy together.
- Students do the exercise on their own or in pairs.
- For class feedback, ask different students to share their examples of each method.

ANSWERS

1 Alice's problem is how to resolve the situation without being hurt.
2 Alice has to deal with her feelings after the couple enter the gallery, and the threat of violence.
3 The first paragraph creates a sense of foreboding by showing that Alice is on her own and surrounded by dark, mainly empty streets. The second paragraph foreshadows the approaching robbery by emphasizing Alice's concern for the painting ('Instinctively, her eyes went to the main exhibit, a famous painting …'), its value, and the fact that a security guard is needed to transport it. The third paragraph sets up a tense situation by referring to Alice's earlier encounter with the couple ('And now they were back.').
4 Alice sees a van stop outside and hopes it is the security guard, but it isn't.
5 The twist is that the painting the couple stole was a fake, even though the one they had seen earlier was the original. The gallery leaves a copy on display overnight while the original is returned to the city museum under guard each evening.

Exercise 4

- Point out the blue organization boxes on page 27.
- Students read the story again and complete the boxes on their own before comparing their answers in pairs and checking as a class.

ANSWERS

1 setting 2 main character 3 suspense 4 events 5 increase 6 problem 7 overcome 8 Resolve

Language note: Position of adverbs

Adverbs give information about place, time, manner, cause or degree and can be used to modify verbs, adjectives and even other adverbs.

They can have a variety of positions in a sentence and can sometimes change the meaning of the sentence depending on their position.

Milla plays chess only on Friday nights. (= Friday nights are the only time that Milla plays chess.)
Only Milla plays chess on Friday nights. (= Milla is the only person who plays chess on Friday nights.)
Milla plays only chess on Friday nights. (= Chess is the only game that Milla plays on Friday nights.)

Exercise 5

- Draw up rows on the board for each of the six categories, checking students understand them.
- With a **weaker class**, elicit an example for each category before students complete the exercise in pairs.
- Check answers as a class, writing them in the appropriate row. Leave this on the board for exercises 6–7.
- With a **stronger class**, ask students if they can add any additional adverbs to the categories.

ANSWERS

1 unfortunately, luckily, hopefully 2 always, usually, normally 3 relatively, a little 4 nearby, suddenly, immediately, at that moment 5 hurriedly, instinctively, aggressively, politely, warily, impatiently, incredulously, menacingly, reluctantly, rapidly 6 even, just

Exercise 6

- Point out that there are two to six types of adverb for each category.
- Students do the activity in pairs.
- Check answers as a class. You could add the possible positions for each category to the rows on the board.

ANSWERS

a sentence adverbs, adverbs of frequency, adverbs of place and time, adverbs of manner, focus adverbs, adverbs of degree (with inversion, e.g. 'Hardly had I left the house when it started to rain.')
b adverbs of frequency, adverbs of degree, adverbs of manner, focus adverbs
c adverbs of frequency, adverbs of degree, adverbs of manner, focus adverbs
d adverbs of degree, focus adverbs

Exercise 7

- Students work on their own or in pairs to match the adverbs to types 1–6 in exercise 5.
- Check answers as a class.
- Point out the yellow language box on page 27 for students to complete. Then check as a class.

ANSWERS

1 clearly, incredibly, naturally, sadly 2 annually, daily 3 a bit, barely, clearly, hardly, incredibly, nearly 4 everywhere, recently 5 calmly, clearly, dismally, naturally, sadly 6 only

Language box: 1 manner 2 degree 3 place and time / time and place 4 frequency

Exercise 8

- Students complete the exercise in pairs.
- For class feedback, ask one pair to report back about each sentence pair.

ANSWERS

1 a degree – in both sentences it means 'it is clear'
b sentence adverb – in both sentences it means 'it is clear'
2 a manner – in a relaxed way
b sentence adverb – in a way you would expect
3 a focus – very young
b focus – the driver and no one else
4 a sentence adverb – unfortunately
b manner – in a sad way
5 a and b frequency – in both sentences it means 'not very often'

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6 **a** degree – extremely
b sentence adverb – it is difficult to believe
7 **a** degree – in a serious way
b sentence adverb – being serious

Writing your story

AfL: Success criteria

Agree with students in advance what you or their peers will give feedback on, e.g. organization, suspense, use of adverbs.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students five to ten minutes to complete the ideas stage and plan their story. Encourage them to think of narrative elements to describe mood and atmosphere, character and foreshadowing events.
- Remind students to organize their paragraphs and use adverbs. Encourage them to activate other language they learned in the unit (crime, idioms, narrative elements).
- When students have finished, they can check their own work against the checklist.
- If time, students swap stories with a partner and comment on each other's work.

EXTENSION

Students choose part of a suspenseful film, book or TV series and write a short story about it.

AfL: Assess your progress

Direct students to Workbook page 18 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2E.

Encourage students to add any new adverbs from the lesson to their vocabulary notebook with personalized examples and notes on position.

'How can I improve?' suggestions: Work in new pairs and read your crime story aloud, using expression. / Find and read a short crime story in English.

Further practice
Writing bank

Review 2 SB page 28

Exercise 1
1 person responsible 2 student concerned
3 possible remedy 4 present cutbacks in policing
5 volunteers involved

Exercise 2
Passive behaviour: bow to pressure, follow someone's lead, toe the line, turn a blind eye
Active behaviour: buck the trend, go against the grain, take the initiative

Exercise 3
1 convicted 2 penalty 3 defendant 4 pleas
5 prosecution 6 confession 7 acquitted

Exercise 4
1 revealing character 2 creating mood and atmosphere
3 revealing character 4 creating mood and atmosphere
5 foreshadowing events

Exercise 5
1 went 2 had been 3 had hindered 4 were about to
5 had been 6 would have 7 was being 8 was going to

Exercise 6
1 In 18th-century England criminals, usually thieves, would be transported to penal colonies.
2 Jack the Ripper would have been caught if the police had had access to modern forensic methods. / If the police had had access to modern forensic methods, Jack the Ripper would have been caught.
3 I wonder if you would be prepared to testify against the defendant in court. / Would you be prepared to testify against the defendant in court?
4 He told his staff (that) he would be away from his office doing jury service the next / following day.
5 In the past, they thought public humiliation would dissuade others from a life of crime.

Exercise 7
1 was (always) trying / would (always) try 2 got
3 got / would get 4 had been / were (constantly) (being) reported 5 was going to be prosecuted / was to be prosecuted 6 had got used to 7 haven't (always) received 8 was considering / had been considering / had considered

Cumulative Review Units 1–2 SB pages 30–31

Exercise 1 2.5

Audio script 2.5 page 155
1 d 2 d 3 b 4 b 5 a

Exercises 2 & 3
Students' own answers

Exercise 4
1 F – It only involves technological elements.
2 F – The writer says that robot police officers and drones on every street may not be a realistic prospect for many cities.
3 T 4 T
5 F – AI can learn unconscious biases from humans, so this could lead to the reinforcement of prejudices in the criminal justice system.
6 F – The writer says that many people are worried about an invasion of privacy and that finding the right balance will be a big challenge.

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

Exercise 6
Students' own answers

Additional materials
Literature Insight 1 WB pages 84–85 Answer key: page 146
Exam Insight 1 WB pages 90–92 Answer key: page 147

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3 For love or money

Unit map

Grammar
The passive page 34
Passive structures with *have* and *get* page 35

Vocabulary
Word analysis page 34
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Collocations: advertising page 36
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Skills
Reading: Thanks for sharing page 32
Listening: The Jungle page 34
Listening: Retail strategy page 36
Speaking: Discussing advantages and disadvantages page 37
Speaking: Responding to criticism page 37
Reading: The Wall Street crash page 38
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Strategies
Reading: Understanding cohesive language page 32
Writing: Engaging the reader page 40

Global Skills
Evaluating news sources page 44

Review
Review 3 page 42
Vocabulary extra 3 page 43

Video
Online video: The Wall Street crash
Global Skills video: Evaluating news sources

Lesson 3A: Reading and vocabulary SB pages 32–34

Learning objectives
Recognize cohesive devices used to link ideas and events
Identify anaphoric and cataphoric referencing in a paragraph
Recognize a range of idiomatic phrases about money

Materials
Workbook page 20
Communication worksheet 3A: Vocabulary
Vocabulary Strategies worksheet 3: Verb types

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 33. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- As an example, tell students about something you share with someone else (e.g. a vehicle, a garden, an email account) and the advantages and disadvantages.
- Students discuss the questions in pairs before whole-class feedback.

Exercise 2

- Give a time limit of five minutes for students to skim-read the article for the main ideas and to answer the questions.

ANSWER

The author is generally in favour of sharing.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully students recognize cohesive devices used to link ideas and events, which is a learning objective for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy together and ask: *What would a text be like without cohesive devices?* Elicit answers, e.g. repetitive, stilted, unclear, difficult to follow.
- Point out that lexical items on a theme can reappear throughout a text (the highlighted phrases to do with money are a good example of this), whereas grammatical items tend to cover smaller chunks of text (e.g. a pronoun referring to an item in the previous clause or sentence).
- Students work in pairs to decide if the underlined words are grammatical or lexical cohesive devices and look for more examples.
- Check answers as a class.

ANSWERS

so-called 'fast fashion': lexical, 'the fashion industry's production of cheap, low-quality clothes that are barely worn before being chucked out'
squandering my cash on unnecessary clothing: lexical, 'I found clothes I'd bought two years earlier, still with their tags on … I was frittering away money on stuff I didn't need.'
That: grammatical, 'putting money in a savings account every month'
the tedium: lexical, 'it was getting a bit dull wearing the same narrow selection of clothes week in, week out'
someone: grammatical, 'an ethical consumer'
that habit: grammatical, 'car insurance'
the organization: lexical, 'a local car club'
the latter: lexical, 'apps to share … dogs'
so too have: grammatical, 'has grown'
similar stories: lexical, 'landlords in tourist destinations are evicting long-term local tenants in favour of short-term rentals.'

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Another example is: It was a revelation!, grammatical, 'linked up with several people in my city that matched my build and taste in fashion'

Language note: Anaphoric and cataphoric referencing

When cohesive devices refer to previous words or ideas, it is called anaphoric referencing.

John bought a new car. ***It*** *cost a lot of money, but* ***it*** *goes a lot better than* ***his*** *old* ***one****.*

('It' and 'one' refer to the car; 'his' refers to John.)

When they refer to phrases or ideas that follow, it is called cataphoric referencing.

Perhaps I shouldn't tell you ***this****, but when I was young, I used to live in a caravan.*

('This' refers to the statement that follows.)

Exercise 4

- Tell students to look for cohesive devices in the sentences a–g and in the sentences surrounding the gaps to help them complete the exercise.
- Students work on their own before comparing their answers in pairs and checking as a class.

ANSWERS

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

Exercise 5

- Encourage students to give reasons for their answers during the discussion.
- Ask a different group to report back on each topic.

V Insight Word analysis

To work out the meaning of an unknown word, strategies can include: considering the word/phrase in context and guessing meaning, considering the word class (noun, verb, adjective, etc.), considering the parts of the word/phrase, and thinking about any similar words/phrases in other languages they know.

Exercise 6

- Encourage students to try to work out the meanings by analysing the words and context first.
- Students discuss the questions in pairs or small groups before checking as a class.

POSSIBLE ANSWERS

1 It means the labels that are on new clothes when you buy them were still on the clothes. This implies that the writer has never worn the clothes.
2 You are getting rid of things that you don't want.
3 It suggests that you're buying a lot.
4 When you 'blow it', you lose an opportunity by doing something wrong. It's implied that the writer might blow it by spending a lot of money shopping, which would stop her from saving money every month.
5 It's done regularly or all the time, for many weeks.
6 The person or thing has to be somewhere for a long time, and it must be in a place that has negative connotations.
7 It's an annoying situation that involves doing something that needs a lot of effort.
8 They really want it and would do anything to get it.

Exercise 7

- Encourage students to study the context of each phrase in the article to help them categorize the phrases.
- Check answers as a class.

ANSWERS

1 fritter away, squander, splash out on
Fritter away and *squander* mean 'to waste', whereas *splash out on* is a more neutral expression meaning 'to spend a lot of money on something'.
2 live within your means, make ends meet
If you live within your means, you live without going into debt. When you make ends meet, you have enough money to buy the things you need.
3 poverty-stricken, strapped for cash, on the breadline
If you say you're strapped for cash, it sounds less serious and less long-term than poverty-stricken and on the breadline. *On the breadline* suggests that if you had any less money, you wouldn't have enough to eat.

Exercise 8

- Tell students that more than one answer is possible for gap 4.
- Students complete the exercise on their own.
- Students compare answers in pairs before checking as a class. Check they can pronounce *squander* (rhymes with *wander / fonder*).

ANSWERS

1 splash out on 2 strapped for cash 3 live within your means 4 squander / fritter away 5 on the breadline 6 make ends meet 7 poverty-stricken

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of cohesive devices, use of idiomatic phrases, presentation of ideas.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- With the class, discuss apps that students already use, what problem they solve and why they are effective.
- Give a time limit of 10 or 15 minutes for groups to come up with an idea. They should also discuss what types of people will benefit from using the app and how it will help them.
- Groups take turns to present their ideas to the class.

Further practice

Communication worksheet 3A: Vocabulary
Vocabulary Strategies worksheet 3: Verb types

Vocabulary extra: Banking and insurance SB page 43

Exercise 1

Banking: contactless card, current account, direct debit, savings account, sort code, standing order
Insurance: comprehensive policy, no-claims bonus, premium, third-party

Exercise 2

1 current account 2 contactless card 3 savings account 4 standing order 5 direct debit

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6 sort code 7 comprehensive policy 8 third-party
9 no-claims bonus 10 premium

Exercise 3
Students' own answers

AfL: Assess your progress

Direct students to Workbook page 20 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3A.

Encourage them to reflect on how they could increasingly use cohesive devices and referencing in their own writing.

'How can I improve?' suggestions: Re-read a text from the course so far (e.g. on pages 4–5, 16, 18–19 or 30) and identify examples of cohesive devices, cataphoric and anaphoric referencing. / Add five new words or phrases from the lesson to your vocabulary notebook. Experiment with adding a picture or other visuals to help you remember the meaning.

Lesson 3B: Grammar and listening SB pages 34–35

Learning objectives

Use the passive to change the focus or create a style in a factual text

Use a range of passive constructions to focus on actions, not agents

Materials

Workbook page 21

Communication worksheet 3B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 35. See page 10 for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercises 1–4, listen for whether and how successfully students use passive constructions, which is a learning objective for this page. See page 10 for more ideas.

Exercise 1
- In pairs, students discuss the photos and try to establish the connection between them.
- Elicit ideas and write notes on the board, but do not comment on them at this point.

Exercise 2 3.1
- Tell students they are going to listen to a radio interview about a place called 'the Jungle'. Remind them that they do not have to understand every word to answer the questions.
- Play the recording for students to check their guesses.

Audio script 3.1 page 155

ANSWERS

The Jungle was a wooded area in San Jose, California, where over 200 homeless people lived in tents and shacks.

Exercise 3 3.1
- Ask students to read the sentences and to underline any key words to help them focus on the information they need to listen for.
- Play the recording again for students to answer the questions.

ANSWERS

1 F – Rents and house prices rocketed as a result of the tech boom, and poorer people could no longer afford to live in the area.
2 T
3 F – It is available for now, but in the future, this might not be the case.
4 F – Pets aren't allowed in shelters.
5 F – Some homes were destroyed multiple times.
6 T 7 T 8 T

Exercise 4
- Students discuss the questions in small groups before whole-class feedback.

Language note: The passive

The passive usually takes the structure subject + *be* + past participle (+ *by* + agent).
They were caught by the security guard.

In informal situations, the verb *be* is sometimes replaced by the verb *get*.
They got caught by the security guard.

Exercise 5
- Ask students to read the sentences in exercise 3 again and underline the passive verb forms.
- With a **weaker class**, write the answers out of order on the board and ask students to match them to their underlined examples.

ANSWERS

1 past continuous passive – were being helped
2 past simple passive – were caused
3 future simple passive – will (always) be
4 modal passive – can be kept
5 past simple passive – were destroyed
6 past perfect passive – had … been confiscated
7 present perfect passive – have been passed
8 present simple passive – are (sometimes) perceived

Exercise 6
- Go through the sentences about the passive together, eliciting the correct response for each. Check that students understand that the agent is the person or thing that does the action, and the subject is the person or thing affected by the action.

ANSWERS

a more b unknown c by d impersonal
e rules f beginning

Further reference and practice Workbook pages 113–114

1 1 is going to be used 2 are being discussed 3 had been stolen 4 have been made 5 was being questioned 6 will be 7 will have been launched 8 would have been given

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2 **1** are given / provided **2** was awarded **3** be caused **4** had been evicted **5** have been provided **6** were praised **7** will be asked **8** are carried out **9** were boosted **10** has been conducted

3 **1** The building had been occupied by homeless people seeking a place to stay.
2 Government agencies are buying disused housing.
3 The prime minister was handed a petition by anti-homelessness campaigners. / A petition was handed to the prime minister by anti-homelessness campaigners.
4 The installation of solar panels can reduce electricity costs.
5 A sharp increase in homelessness was being caused by greedy landlords.
6 The government is / are giving construction companies tax refunds. / The government is / are giving tax refunds to construction companies.
7 New problems in the high street haven't been created by the extra traffic.
8 Flooding is more likely when construction companies build houses near rivers.

Exercise 7

- Ask students to skim the film review briefly to find out what the film is about and what the reviewer thought of it.
- Students complete the exercise on their own or in pairs.
- Check answers as a class.

ANSWERS

1 is based: (a) **2** has been forced / is forced: (a) and (d) **3** has been closed down / is closed down: (c) **4** decides: active **5** is invited: (c) and (d) **6** is being held/will be held: (a) and (d) **7** are introduced: (b) **8** can be found: (b) **9** had been made / were made: (c) and (f) **10** had been devastated / were devastated: (c) and (f) **11** finds: active **12** is still being felt / is still felt: (c) and (d) **13** are played: (c) **14** will Fern be tempted: (a) and (d) **15** will she have been converted / has she been converted: (a) and (d)

Exercise 8

- Revise the structure *have something done* with some simple personalized examples, e.g. *I had my hair cut last month. My friends are having their house painted at the moment.*
- Ask students what verb can replace *have* (*get*). Point out that *get* is less formal than *have*.
- Students match the sentences to the rules.
- Check answers as a class.

ANSWERS

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

Further reference and practice Workbook page 114

1 **1** had solar panels fitted **2** clean our windows **3** got knocked down **4** cutting the grass **5** have some branches cut off **6** sweeping up **7** got burgled **8** get their house painted **9** had been having her house cleaned **10** have a new shower installed

2 **1** My friend's bike got stolen last week.
2 They need to have/get their chimney cleaned before winter.
3 Jenny is going to have/get her wedding dress designed.
4 The council had the land redeveloped (by a construction company).
5 Our roof got blown off in the storm.
6 I get/have my teeth checked every six months.
7 Sarah got hit by a car yesterday while she was cycling.
8 I will need to get/have my passport renewed before I go on holiday.

Exercise 9

- Students do the exercise on their own.
- They compare answers in pairs before checking as a class.

ANSWERS

1 had / got my hair done **2** will have had / got my film review published **3** had (or has) / got (or gets) food donations delivered **4** got paid **5** sometimes get flooded **6** Did anyone get injured, got hurt **7** had / got her van removed

EXTENSION

Ask students to study sentences 1–7 in exercise 9 and decide which rule a–c in exercise 8 applies to each one.

ANSWERS

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

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of passive constructions, presenting their ideas clearly.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students work in pairs to read the quote and write their list of ideas. Encourage students to use at least four different passive constructions from the lesson.
- When they have finished, put two pairs together to compare ideas.
- For class feedback, ask a few groups to share what their lists had in common or ask each pair to choose the best idea from the other pair's list to share with the class.

AfL: Assess your progress

Direct students to Workbook page 21 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3B.

Encourage them to think about how they could use passive structures in their own future writing to change the focus or create a style.

'How can I improve?' suggestion: Write a personalized example for each passive structure type from the lesson.

Further practice

Communication worksheet 3B: Grammar

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Lesson 3C: Listening, vocabulary and speaking

SB pages 36–37

Learning objectives
Recognize specific information in an interview
Recognize and use verb–noun collocations about advertising
Use key language to discuss and evaluate advantages and disadvantages

Materials
Workbook page 22
Communication worksheet 3C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 37. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Students study the photo and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students recognize specific information in the interview, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 3.2

- Ask students to think about how goods are displayed in a shop. Ask: *What factors might shop owners take into account?*
- Tell students they are going to listen to a radio interview about the ways retailers convince us to buy things. Check the meanings of the things in the list.
- Play the recording for students to choose the items that are mentioned. If necessary, play the recording again.
- Check answers as a class.

Audio script 3.2 page 156

ANSWERS

smells, music, store layout, flooring, shelf manipulation, price-tag strategy, special offer items

Exercise 3 3.2

- Ask students to read the questions and underline the key words that will help them focus on what to listen out for.
- Play the recording for students to answer the questions.
- Check answers as a class.

POSSIBLE ANSWERS

1 We can resist by knowing what to expect. (Also by being aware of retailer manipulation and considering the value of the product and if we really need it.)
2 Smells can stimulate the appetite and remind customers of pleasant memories, making it more likely that they will purchase something.
3 Faster music encourages impulse buys whereas slower music slows customers down so that they spend longer in the shop.
4 The furniture store makes its shop difficult to navigate, which encourages impulse buys.
5 They play slower music; they manipulate the store layout, setting up displays in the middle of pathways to distract customers and make them stop; they use small tiles on the floor to give the impression of walking faster so that customers automatically slow down.
6 'Triangular balance' is the effect whereby your eye goes to the centre of a shelf. Stores use it to manipulate customers into looking at particular products.
7 Retailers sell high price items (often at a loss) to make you feel that a lower-price item is a bargain.
8 They do this to create the sense that demand is greater than supply so that customers rush to buy things.

Exercise 4

- Students discuss the questions in pairs.
- Put two pairs together to form groups of four to compare their answers. When they have finished, ask a few groups to report back to the class.

V Insight Collocations: advertising

A collocation is a combination of words that occur together very often and more frequently than would happen by chance. Collocations are common in both formal and informal, written and spoken English.

The collocations for advertising in this lesson all follow the structure verb + noun.

Exercise 5

- Go through the verbs together and check their meanings, particularly *outstrip*.
- Students complete the collocations before checking as a class.

ANSWERS

1 set up 2 conduct 3 launch 4 make 5 gain
6 boost 7 outstrip 8 manipulate

Exercise 6

- Students do the activity on their own.
- They then compare answers in pairs before checking as a class.

ANSWERS

1 gain 2 set up 3 make 4 launches 5 outstrip
6 boost 7 conducted 8 manipulated

EXTENSION

In groups, students take turns to ask each other questions using one of the collocations from exercise 5, e.g. *What can companies do to boost sales? Are there any products where demand outstrips supply?*

Exercise 7

- Students discuss the questions in pairs, giving reasons for their answers.
- Ask a few students to share their ideas with the class.

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Speaking

Exercise 8

- Students work in pairs or groups for the discussion. Encourage them to think of at least three possible advantages and three possible disadvantages.
- Divide your board in half with two columns headed *advantages* and *disadvantages*. Elicit ideas for each column and record them in note form. Leave them up to refer to in exercise 10.

Exercise 9 3.3

- Tell students that the two people in the radio programme are called Sophie and Liam.
- Play the recording for students to listen for each person's point of view.
- Check answers as a class.

Audio script 3.3 page 157

ANSWERS

Sophie – for
Liam - against

Exercise 10 3.3

- Point out that predicting possible content before listening is a useful strategy to help improve understanding because it activates relevant vocabulary students already know and focuses their listening as they compare their ideas. Point out that they predicted advantages and disadvantages during exercise 8.
- Play the recording again for students to listen for the advantages and disadvantages, and encourage them to take notes.
- Ask students to share advantages and disadvantages in class feedback. Using your notes on the board from exercise 8, tick any of the ideas students came up with which were mentioned. Add new ideas to the board in the relevant column.
- If students did not identify all the advantages and disadvantages in class feedback, play the recording again and see if they can recognize the others.

ANSWERS

Advantages – it will provide job opportunities for local people; it could attract other employers to the town; it will lead to improvements in other services like roads and public transport; the company has sound green credentials – they try to buy from local suppliers and protect the local environment.
Disadvantages - the company is proven to be really tough on controlling costs, so a lot of those jobs could be low-paid, minimum-wage jobs with long working hours; local shops may not be able to compete on quality and price and may be driven out of business; the development will cause a lot of damage to the local environment (e.g. pollution, waste); there may be a negative effect on local producers who may be forced to cut their prices.

Exercise 11 3.4

- Ask students to skim the sentences before you play the recording for them to complete the gaps.
- Students compare their answers in pairs and discuss whether each one is used to introduce an advantage or disadvantage.
- Check answers as a class.

Audio script 3.4 page 157

ANSWERS

1 obvious advantage **2** certain problems with **3** in favour of **4** downside **5** in support of **6** major drawback **7** positive things **8** seriously concerned
Advantage – 1, 3, 5, 7 Disadvantage – 2, 4, 6, 8

Language note: The impersonal passive

The impersonal passive is used to make a statement less personal and give it more authority, or to distance the speaker from the information. It is often used when reporting what someone else said, or what you have read or heard from a reliable source, especially to give information without stating categorically that we know it to be true.

Exercise 12

- Ask different students to read each statement. After each one, elicit whether it supports an advantage or disadvantage.

ANSWERS

1 advantage **2** advantage **3** disadvantage
4 advantage **5** disadvantage **6** advantage
7 disadvantage

Exercise 13

- Read through the Global skills box with the class.
- Play the recording again for students to note down the phrases and strategies Sophie uses.
- Ask students to reflect on whether they have used these strategies before and/or which they might use in the future.

ANSWERS

In general, she depersonalizes the situation by focusing on the issue at hand, not Liam's personal comment / criticism. She maintains a positive atmosphere, sticks to the facts and ignores the emotional side of things which Liam is pushing.
Strategy 1: 'Yes, I agree that's a possibility.' (acknowledging the point he's making)
Strategy 2: 'I understand your concerns, but actually, it's rumoured that they plan to plant hundreds of trees around the site to offset the environmental impact. One of the positive things about this company is …'
Strategy 3: 'Well, maybe, but there are reasons to be optimistic. Another argument in support of the development is that it will lead to improvements in other services …', 'But surely, the advantage of that is lower prices for their customers.'

Exercise 14

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. language for discussing advantages and disadvantages, support for arguments.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Encourage students to include at least two pros and cons.
- Remind students to use phrases from exercise 11 to introduce an advantage or disadvantage, and phrases from exercise 12 to add supporting information.
- Pairs can develop the arguments together. One person then takes each side when they present their ideas to another pair.

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AfL: Assess your progress

Direct students to Workbook page 22 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3C.

Encourage them to think about possible situations where they might use language for evaluating advantages and disadvantages or responding to criticism in future.

'How can I improve?' suggestions: Review the advertising collocations and select six that stand out to you as being useful. Write a personalized example sentence for each one. / Role-play giving and receiving constructive criticism of an imaginary work project using the strategies in the Global skills box.

Further practice
Communication worksheet 3C: Speaking
Functional language bank

Vocabulary extra: Retail SB page 43

Exercise 1

1 outlet **2** point of sale **3** pop-up **4** line
5 seconds **6** loss leader **7** merchandise **8** supplier

Exercise 2

(Possible answers)
1 shop (an outlet can be a shop) **2** store (usually collocates with the product or service supplied, not the place)
3 product (merchandise is a product) **4** supermarket (unlikely that something so large would be temporary)
5 brands (usually a line of a product type) **6** product (usually something that is used or happens around the point of sale)

Exercise 3

1 seconds **2** pop-ups **3** merchandise **4** line
5 outlets **6** point of sale **7** supplier(s) **8** loss leaders

Lesson 3D: CULTURE Reading and vocabulary SB pages 38–39

Learning objectives

Use key words to identify the main ideas in an informative text

Describe trends using a variety of verbs and adjectives

Materials

Workbook page 23

Video worksheet 3: The Wall Street crash

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 39. See page 10 for more ideas.

Reading and vocabulary

AfL: Diagnostics

While monitoring exercise 1, listen for any verbs or adjectives students use to describe trends, e.g. *fall*, *crash*, *tumble*, *low*, and note these to refer to during exercise 6. See page 10 for more ideas.

Exercise 1

- Students describe the photos in pairs before a brief class feedback.
- Elicit ideas and write them on the board, but do not comment at this point.

Culture note: Wall Street

Wall Street is located in the heart of Manhattan in New York City. The world's two largest stock exchanges are on Wall Street, the New York Stock Exchange and NASDAQ. The term 'Wall Street' is often broadly used to describe the financial interests of the US economy. *Wall* refers to a Dutch defensive wooden wall which stood from 1653 to 1699 to protect their colony from the British.

Exercise 2 3.5

- Tell students they are going to listen to the opening of a documentary about the event in the photo.
- Play the recording for students to listen for gist and compare their ideas.

Audio script 3.5 page 157

EXTENSION

Copy the following numbers on the board and then play recording 3.5 again for students to listen for what each one refers to.

a 30 **b** 20,000 **c** 20 **d** 5 **e** 13

ANSWERS

a 30 billion dollars was lost in the Wall Street crash.
b 20,000 companies went bankrupt.
c 1 farmer in 20 was evicted.
d 1 bank in 5 closed.
e 13 million people were left unemployed.

Exercise 3

- Ask students if they know or can guess why the Wall Street crash happened.
- Elicit ideas and write them on the board. Students scan the article and check their ideas.

Exercise 4

- Ask students to underline key words in the questions to help focus their reading for detail.
- Students compare their answers in pairs, justifying their answers, before checking as a class.

ANSWERS

1 b **2** d **3** b **4** c **5** a

Exercise 5

- Read the Global skill box and encourage pairs to have a balanced discussion.

V Insight Describing trends

There are many near synonyms that can be used to describe the trends of rising and falling. There are often subtle differences in meaning and connotation, e.g.

soar = rise very high for a reasonably sustained period (like a high-flying bird)

surge = rise very suddenly

rocket = rise very quickly and very high (like a rocket)

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escalate = (from the Latin word for 'ladder') rise quickly, often used with a negative connotation, e.g. *problems / debt / prices escalated*

Exercise 6

- Ask students to study the highlighted words in context and try to work out their meaning. They then put them in the correct category.
- Students compare their answers in pairs before checking as a class.

ANSWER

1 soared, surged, rocketed, escalated
2 tumbled, slump, dipping, plummeted

Exercise 7

- Students match the underlined adjectives to the graphs. Students then match them to the expressions.
- After checking answers as a class, practise the pronunciation of the highlighted verbs and underlined adjectives in the text, particularly *plummet*.

ANSWERS

1 sharp, significant drop 2 gradual, moderate drop
3 stable, steady price 4 fluctuating, volatile price

Exercise 8

- Students do the exercise on their own.
- They then compare answers in pairs before checking as a class.

ANSWERS

1 slumped 2 rocketed 3 moderate 4 dipped
5 sharp 6 volatile 7 fluctuating 8 rocket

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of words to describe trends, fluently expressing ideas, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Ask students to make notes under the three categories: business, economy, people's lives, and consider how to describe trends in these areas using the language from the lesson.
- Students discuss and compare their ideas in small groups.
- Have a brief class feedback.

AfL: Assess your progress

Direct students to Workbook page 23 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3D.

Encourage them to use a variety of verbs and adjectives next time they are describing a trend.

'How can I improve?' suggestions: Write a paragraph about one of the trends you discussed in exercise 9. / Find out about some trends in an area or field that interests you and report back to the class in small groups.

Further practice

Video worksheet 3: The Wall Street crash

Lesson 3E: Writing an article

SB pages 40–41

Learning objectives
Write an article
Use a variety of techniques to engage and maintain the reader's interest
Use a variety of verb forms to refer to cause and effect

Materials
Workbook page 26
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 41. See page 10 for more ideas.

Planning for writing

Exercise 1

- Ask: *What is a food bank?* and elicit ideas.
- Students discuss the questions in pairs.
- For class feedback, ask each question to a few students.

AfL: Diagnostics

During exercise 2, after students read the task, ask them what strategies a writer could use in their article to engage the reader to see how aware they are of different techniques prior to exercise 3. See page 10 for more ideas.

Exercise 2

- Ask students to read the advert and the article on page 41.
- Check answers as a class.

ANSWERS

People use food banks when they have too little money, either because of low wages or because their benefits are insufficient for their needs. This can be addressed by improving benefits and ensuring that people have access to secure, well-paid jobs.

Exercise 3

- Read through the Strategy box with the class, checking students understand *provocative* (adj) and *thesis statement* (n).
- Students do the exercise on their own or in pairs before checking as a class.

ANSWERS

1 It begins with a description of a charity that provides food aid, supported by some surprising facts.
2 'However, food bank use is a symptom of a wider problem – poverty – and that is the real issue we need to address.' This is developed by looking at the causes of widespread poverty in the UK and some ways to address it.
3 Why are so many people in the world's sixth largest economy struggling to put food on the table?
How can we help end food poverty in the UK?
The article answers the first question. The second question is also partly answered, but mainly acts as a focusing device – the writer wants the reader to think about the issue actively and be aware of what is coming next.

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4 Statistics about the number of food parcels distributed, the number of people in poverty in the UK; information about recent global events; information based on an academic study. These are used to support the writer's argument and build trust in what he/she is saying.
5 The best title is probably b. Title a doesn't work because although food banks and hunger are a symptom of a wider situation, the main topic of the article is poverty and its recent causes.

Exercise 4

- Point out the blue organization boxes on page 41.
- Students compare their answers in pairs before checking as a class.
- Remind students that they will be able to use this organizational structure to help them write their own article later in the lesson.

ANSWERS
1 an interesting and informative title 2 a thought-provoking way 3 a thesis statement 4 involved 5 thinking 6 back up 7 trusts

V Insight Verbs expressing cause and effect

It is important for students to learn the prepositions associated with each verb.

Note the different stress in the forms of *attribute*: attribute (verb), attribute (noun).

Exercise 5

- Point out the language boxes on page 41.
- Students answer the questions on their own or in pairs. They then complete the language boxes.
- Check answers as a class.

ANSWERS
1 brought about, be attributed to; It usually introduces a cause.
2 give(n) rise to, account for, result (in / from)
3 attribute (to)
4 result; 'result in' introduces an effect; 'result from' introduces a cause
5 cause: because of, due to, owing to, the reason is; effect: gives rise to, leads to, the outcome is, one consequence is
Language box: 1 effect 2 cause

Writing your article

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. organization, verbs for cause and effect, engaging the reader.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students ten minutes to decide on a topic, make notes about their ideas and plan their article.
- Remind students to organize their paragraphs, engage the reader and use verbs for cause and effect. Encourage students to activate other language they learned in the unit (the passive, verb–noun collocations, describing trends).
- When students have finished, they can check their own work against the checklist.
- If time, students swap articles with a partner and comment on each other's work, especially on the strategies they used to engage the reader.

EXTENSION

Students choose an issue related to a topic that is important to them, e.g. climate change, sport in schools, diversity, animal rights. They outline the causes, effects and possible solutions.

AfL: Assess your progress

Direct students to Workbook page 26 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 Lesson 3E.

Encourage them to think about how they could apply the techniques for engaging the reader's interest across a wide variety of text types.

'How can I improve?' suggestion: Find and read another article about food banks online. Which of the listed strategies listed does the writer use to engage the reader?

Further practice
Writing bank

Review 3 SB page 42

Exercise 1

1 to-die-for 2 hassle 3 (had) languished 4 purge 5 blow 6 shopping spree

Exercise 2

1 within 2 for 3 on 4 out 5 meet 6 away

Exercise 3

1 data 2 a display 3 advertising 4 a company 5 public opinion 6 our minds

Exercise 4

1 stable 2 dipped 3 steady 4 significant 5 moderate 6 escalate

Exercise 5

1 is reported 2 was overtaken 3 should / ought to be put 4 was taken 5 have been taken / were taken / are being taken 6 am being told 7 has been halved / will be halved

Exercise 6

1 They got / had their money transferred to a Swiss bank account.
2 The party got arranged quite efficiently.
3 I am getting interviewed for the job tomorrow.
4 The chances of getting / having your purse stolen on the London Underground are high if you're not careful.
5 Many bankers will have / get their annual bonuses adjusted.
6 The problem got solved by the technical support team.
7 You can only get paid by bank transfer.

Exercise 7

1 It is often claimed 2 it is assumed 3 is misunderstood 4 It is known 5 are feared to be 6 It is anticipated 7 are proven / proved

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Global skills: Evaluating news sources

SB pages 44–45

Learning objectives
Identify fake news
Reflect on the causes and effects of fake news
Evaluate news sources critically

Materials
Workbook page 106
Global Skills video worksheet: Evaluating news sources

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 45. See page 10 for more ideas.

AfL: Diagnostics

While monitoring, listen to the ideas students mention. What do they already know about the causes and effects of fake news?

Exercise 1

- Read through the questions with the class. Elicit the meaning of *fake news* (n), *misinformation* (n), *motives* (n).
- Students discuss in pairs before whole-class feedback.

Exercise 2

- Check students understand *suspicious* (adj).
- For class feedback, ask different pairs to share one of their ideas and write these on the board to refer to in exercise 3.

POSSIBLE ANSWERS

not from a known / reliable publication; suspicious URL; information not credible; goes against common sense; no evidence given to support claims; sensationalist headline; contains a suspicious link; spelling, grammar and punctuation errors; no date; no photo credits

Exercise 3 3.6

- Read through the question with the class and then play the recording.

Audio script 3.6 page 157

Exercise 4 3.6

- Play the recording for students to complete the sentences.
- Elicit answers from the class and write them on the board.

ANSWERS

1 likely to be true 2 evidence; support 3 reporting this story 4 motive; inventing 5 reliable source

Exercise 5 3.7

- Read through the headings with the class and then play the recording for students to make notes.

Audio script 3.7 page 158

Exercise 6 3.7

- Students compare their ideas in pairs.
- Play the recording before checking answers as a class.

Exercise 7

- For class feedback, invite a student to share one of their ideas and then nominate another student to share, and so on.

Exercise 8

- Encourage students to use the ideas in the recording and their own ideas to write the questions.

Exercise 9

- Ask a few students to share their ideas with the class.

Exercise 10 3.8

- Students complete the exercise on their own or in pairs.
- Play the recording for students to check their answers.

Audio script 3.8 page 158

ANSWERS

1 credible 2 satirical 3 trustworthy 4 authentic 5 sensationalist 6 balanced 7 one-sided 8 outdated

Exercise 11

- Draw the table on the board. Elicit near synonyms and antonyms for *credible* as an example.
- Invite students to add a word to the table.

ANSWERS

1 credible: believable; implausible
2 satirical: humorous; serious
3 trustworthy: reliable; untrustworthy, unreliable
4 authentic: genuine, real; inauthentic, fake
5 sensationalist: dramatic, exaggerated; neutral, measured
6 balanced: impartial, objective; unbalanced, one-sided
7 one-sided: biased, subjective; balanced, objective
8 outdated: old, out-of-date; recent, up-to-date

Exercise 12

AfL: Success criteria

Agree with students in advance what you and their peers will give feedback on, e.g. choice of news sources, a balanced and accurate report.

After the task, see how well students did against their agreed successful outcome benchmark. See page 10 for ideas.

- Students decide on a topic.
- In the next lesson, view the videos and put students in different groups to discuss question 4.

AfL: Assess your progress

Direct students to Workbook page 106 and ask them to do the exercises and fill in the 'Can-do' statements.

You could also encourage them to make brief notes on two strategies from the lesson that could help you evaluate news sources.

Further practice

Global Skills video worksheet: Evaluating news sources

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4 Brainwaves

Unit map

Grammar
Verb patterns page 48
The infinitive and *-ing* form: continuous, perfect and passive page 49
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Skills
Reading: Battle of the brains page 46
Listening: Daniel Tammet page 48
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Literature Insight 2 Workbook pages 86–87 Answer key Teacher's Guide page 146
Exam Insight 2 Workbook pages 93–95 Answer key Teacher's Guide page 147

Video
Online video: Multisensory perception

Lesson 4A: Reading and vocabulary SB pages 46–48

Learning objectives
Recognize and understand paraphrasing / rephrasing of parts of a text
Recognize a range of idiomatic phrases about the brain
Recognize some phrasal verbs and their Latin synonyms

Materials
Workbook page 28
Communication worksheet 4A: Vocabulary
Vocabulary Strategies worksheet 4: Academic vocabulary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 47. See page 10 for more ideas.

Reading and vocabulary

AfL: Diagnostics

Before exercise 1, focus students on the unit title, *Brainwaves*, and ask students if they know the literal meaning (electrical signals in the brain) and the idiomatic meaning of *have a brainwave* (suddenly have a good idea). This is the first of a range of idiomatic phrases about the brain which they will encounter in this lesson. See page 10 for more ideas.

Exercise 1

- Check students understand and can pronounce *resilient* (adj).
- Students discuss in pairs, noting down their own guess for each category.

Exercise 2

- Give students a time limit of five minutes to skim-read the article for gist and check their guesses from exercise 1.
- Elicit which facts students found most surprising.

Exercise 3

- Demonstrate how to approach the activity by asking students to read the first paragraph again and then read through the descriptions to see which one matches best.
- Students do the exercise on their own before comparing answers in pairs.
- As you check the answers, elicit the parts of the text which helped students to find the answers.

ANSWERS

1 B **2** A **3** C **4** D **5** E **6** – **7** D **8** C **9** – **10** A

Exercise 4

- Encourage students to give reasons for their answers and to ask their partner follow-up questions to keep the conversation going.
- Have a brief class feedback.

V Insight **Idioms and expressions with *brain***

The idioms and expressions with *brain* in this lesson are a range of word forms:

Nouns: *braniac, brainchild, brainteaser*

Verbs: *brainwash*

Adjectives: *birdbrained, scatterbrained*

Verb + noun phrases: *rack your brains, have a brain like a sieve*

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Brainchild is used to talk about an idea, usually after it has been put into action or produced, e.g. *The project was Marta's brainchild.*

The rack was a stretching device used in medieval torture. To rack your brain is to 'stretch' your brain, i.e. think very carefully and hard. It is often used in relation to remembering information, e.g. *I'm racking my brain for her name, but it's not coming to me.*

A sieve is a wire-mesh bowl used in the kitchen, which is deliberately full of holes. To have *a brain like a sieve* means that you forget things as if they are falling through the holes in the sieve.

Exercise 5

- Focus students on the first highlighted word (*brainwashed*) and discuss its meaning with the class. Point out that it is a compound word made up of *brain* and *wash* but has an idiomatic meaning.
- Encourage students to use context, word analysis and similar idioms in other languages they know to guess the meanings.
- Do not check the answers yet as this will be done in the next exercise.

Exercise 6

- Students do the exercise on their own or in pairs before checking as a class.

ANSWERS

1 brainiacs **2** brainwash **3** brainchild
4 scatterbrained **5** rack your brains **6** birdbrained
7 brainteaser **8** have a brain like a sieve

V Insight Lexical twins

In English, words which have come from Latin are more common in more formal texts, academic and scientific writing.

Words with a Germanic root are more common in many everyday situations. Most phrasal verbs have a Germanic root.

Being aware of synonyms can help you to select the most appropriate word for the context.

Exercise 7

- Ask students to identify the first phrasal verb as an example, pointing out that in phrasal verbs, the particle (*out*) is considered part of the verb.
- Students complete the exercise on their own, then compare answers in pairs before checking as a class.

ANSWERS

1 find out **2** bear out **3** build up **4** work out
5 come up with **6** get on **7** get back **8** take up
9 team up **10** carry out **11** buy into **12** pass on

Exercise 8

- Make sure students understand that they are completing the text with two terms in each gap. Ask them to write the French / Latin verb first, followed by the phrasal verb.
- As you check answers, ask students if they have any pronunciation questions, especially about the French / Latin verbs, such as *ascertain*, *transmit*, *collaborate*.

ANSWERS

1 accept / buy into **2** confirm / bear (it) out
3 ascertained / found out **4** calculated / worked out
5 occupies / takes up **6** transmits / passes on
7 conducting / carrying out **8** collaborate / team up

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of idiomatic phrases related to the brain, use of synonyms, clear presentation of ideas.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Point out that the plural of *octopus* is *octopi*, and the plural of *carp* is *carp*. Other irregular plurals for animals include *sheep/sheep, deer/deer, fish/fish, goose /geese, mice/mouse*.
- Ask each group to report back to the class.

Further practice

Communication worksheet 4A: Vocabulary
Vocabulary Strategies worksheet 4: Academic vocabulary

Vocabulary extra: Memory SB page 57

Exercise 1

1 b **2** c **3** a **4** e **5** d **6** f **7** i **8** g **9** h

Exercise 2

1 remembering **2** reminded **3** memorize **4** recall
5 reminisce **6** recollect

AfL: Assess your progress

Direct students to Workbook page 28 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4A.

Encourage them to consider how they might select and use idioms related to the brain and Latin synonyms in their future writing or how they might learn more.

'How can I improve?' suggestion: Choose four words or phrases from exercise 7 and write examples of formal and less formal sentences using the best word for the context.

Lesson 4B: Grammar and listening SB pages 48–49

Learning objectives

Recognize specific information in a discussion
Use a variety of verb patterns to describe life events

Materials

Workbook page 29
Communication worksheet 4B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 49. See page 10 for more ideas.

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Grammar

Exercise 1

- Focus students on the definition. Point out the different features of the definition such as the word class (noun) and the pronunciation in phonemic script, with the stress mark (ˈ) coming before the stressed syllable.
- Students discuss the question in pairs. Ask students to consider different areas of life where a savant might possess special skills.
- Elicit their ideas and write them on the board.

Exercise 2 4.1

- Tell students they are going to hear about a well-known savant called Daniel Tammet.
- Play the recording for students to compare their ideas before brief class feedback.

Audio script 4.1 page 159

AfL: Diagnostics

After playing the recording once in exercise 3, ask students to indicate from 1–5 how confident they are that their answers are correct (i.e. that they successfully recognized specific information in a discussion). Depending on how confident they are, you could play the recording again and/or ask students to discuss their answers in pairs. See page 10 for more ideas.

Exercise 3 4.1

- Ask students to read the questions and underline key words before you play the recording again. Remind them that underlining key words can help focus their listening for specific information.
- Check answers as a class.

ANSWERS

1 When he was a baby; he cried much more than other babies.
2 By swinging him in a hammock.
3 They came running to find him.
4 They sat engrossed during story time.
5 Because it helped him relax.
6 He chose to teach English.
7 He successfully wrote essays, poetry and a novel.
8 Because he likes to keep to his routines.

Exercise 4

- Students discuss in pairs or small groups before whole-class feedback.
- Ask: *Has anything you heard in the discussion changed your perception of people with conditions such as autism? How could society be more inclusive of people like Daniel?*

Language note: Verb patterns

There are some verbs which can be followed by either *-ing* or infinitive with *to*. In some cases, there is no difference in meaning (e.g. *hate*, *intend*, *start*, *begin*, *commence*, *propose*, *cease*, *continue*). However, the infinitive and *-ing* have different meanings after some verbs, e.g. *remember*, *forget*, *stop*, *try*.

We use *remember* and *forget* + infinitive with *to* to talk about necessary actions and whether we do them or not. We use *remember* and *forget* + *-ing* to talk about memories.
I remembered to pick up my bag. (It was necessary to pick up the bag, and I did it.)
I remember reading this story when I was a child. (memory)
I forgot to sign the document. (I had to sign, but I didn't do it.)
I'll never forget going up on a ski slope for the first time. (memory)

After *stop*, we can use an infinitive of purpose. *Stop* + *-ing* means to end an action.
I stopped to talk to my friend. (I stopped what I was doing in order to talk to my friend.)
I stopped talking to my friend when the film started. (The talking ended when the film started.)

Try + *-ing* suggests experimenting with something to see what will happen. *Try* + infinitive with *to* describes a usually unsuccessful attempt to do something.
I tried turning the key in the lock. (I attempted to turn the key in the lock to see if the door would open.)
I tried to turn the key in the lock. (I couldn't turn the key in the lock.)

We normally use *need*, *want* and *deserve* with infinitive with *to*. The *-ing* after these verbs has a passive meaning.
I need to check these figures.
These figures need checking.

Exercise 5

- Elicit where the first bolded verb from exercise 3 goes in the table as an example (in the first row). Make sure students understand that to decide where each verb fits in the table, they need to look at the form of the verb that follows it.
- After students complete the table, check answers as a class.
- Students discuss and complete the rules in pairs before checking as a class.

ANSWERS

verb + (object) + infinitive with or without *to*: begin, try, choose
verb + (object and/or preposition) + *-ing*: hear, sit (5), succeed, appreciate
verb + past participle: sit (4)
a an active, a passive
b an *-ing* form, an infinitive without *to*
c without, with

Further reference and practice Workbook page 115

1 1 to develop 2 finish 3 completing 4 listening 5 explaining 6 to remember
2 1 learning 2 socializing; studying 3 to use 4 doing 5 to take part

Exercise 6

- Ask students to scan the text for verb patterns and elicit a few and where they go on the table.
- Students complete the exercise on their own before checking as a class.

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ANSWERS

verb + (object) + infinitive with or without *to*: encourage, help, learn, inspire, watch, continue
verb + (object / preposition) + *-ing*: begin, start, spend, sit, enjoy, stop
verb + past participle: stand, remain

Exercise 7

- Ask students to read the sentences and match them to the forms.
- Check answers as a class.

ANSWERS

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

Further reference and practice Workbook pages 115–116

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

2 **1** to have been under-represented **2** to have finished **3** to take part **4** to have been studying **5** being shown **6** having broken

3 **1** They're not here. They appear to ~~have been leaving~~ **have left** the building already.
2 The researcher refused ~~being~~ **to be** drawn into the discussion.
3 The patient recalled having ~~be~~ **been** examined by the doctor before the operation.
4 I hope to be ~~lie~~ **lying** on a beach this time next week.
5 She denied ~~being~~ **having** falsified the results.
6 We expected to have been ~~arrived~~ **arriving** around now, but we were still stuck in traffic.

Exercise 8

- Ask if anyone has heard of *Rain Man* and what they know about the person or the film.
- Ask students to skim the text once for gist and then read it again to choose the correct options.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 having **2** to have **3** having **4** to have **5** being **6** to be **7** to be

Exercise 9

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. accurate use of verb patterns, clear communication, organization of ideas.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students could also research and choose an alternative person with savant qualities, e.g. Temple Grandin, Ellen Boudreaux.
- Both students in the pair should appear on the video.
- Tell students how to make their video available, e.g. upload it to your class online environment.
- If videoing is not practical in your context, students could give a live presentation to the class.

AfL: Assess your progress

Direct students to Workbook page 29 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4B.

Encourage them to think about how they could revise and practise the verb patterns from the lesson.

'How can I improve?' suggestion: Write or record a description of your own life (or the life of someone you know) using some of the verb patterns and forms from the lesson.

Further practice
Communication worksheet 4B: Grammar

Lesson 4C: Listening, vocabulary and speaking SB pages 50–51

Learning objectives
Anticipate the content of a talk based on the introduction
Describe ability and intelligence using a variety of adjectives
Use signposting language to structure a presentation

Materials
Workbook page 30
Communication worksheet 4C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 51. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Read out the quote and elicit students' interpretations.
- Ask: *Do you agree with this?* Elicit answers.

ANSWERS

The point he's trying to make is that different people are intelligent in different ways. This has implications because it means that if people learn in different ways, teachers may need to adapt their way of teaching to how their students learn rather than the other way round, which is often the case.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students anticipate the content of a talk based on the introduction, which is one of the learning objectives for this page. Can they identify the main theme and sub-topics? Ask them to predict possible content for each of the sub-topics. See page 10 for other more ideas.

Exercise 2 4.2

- Tell students they are going to listen to the introduction of a talk and that they need to anticipate the content by listening for the theme and three sub-topics.

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- Play the recording and then ask students to discuss their answers in pairs while you monitor the discussion.
- Elicit the answers, which may be paraphrases.

Audio script 4.2 page 159

ANSWERS

The main theme of the presentation is multiple intelligences. The three sub-topics are:

1 the context in which the theory was introduced
2 the (various / eight) intelligences currently recognized
3 the way in which the intelligences can be put to use

Exercise 3 4.3

- Read through the strategy with the class, highlighting the idea of signposting. This is where the speaker gives clues about what is coming next, like signs on a road that tell you what the next places are. Tell students that recognizing signposting can help students to navigate and understand presentations.
- Ask students to skim the notes before listening.
- Play the recording for students to complete the notes. Ask them to also pay attention to the phrases used to signpost a new topic, and the verbs and other phrases used to indicate key information.

Audio script 4.3 page 159

ANSWERS

1 conventional 2 engineers, computer programmers
3 musical 4 dancers, surgeons 5 space
6 personal 7 salespeople, politicians 8 know(ing) / understand(ing) / know(ing) and understand(ing)
9 naturalistic 10 fair(er)

Exercise 4

- Students discuss the questions in pairs or small groups. Encourage them to justify their answers.
- **Fast finishers** could discuss a follow-up question: *Do you think it's possible to predict the career someone might have based on what they were good at in school?*
- Have a brief class feedback.

V Insight Adjectives describing intelligence and ability

All the adjectives have a corresponding noun form, and some also have a verb form.

articulate	articulation	articulate
dexterous	dexterity	-
discerning	discernment	discern
introspective	introspection	introspect
intuitive	intuition	intuit
methodical	method/methodology	-
observant	observation	observe
receptive	receptivity	-

Exercise 5

- Ask students to read the sentences and try to work out the meaning of the adjectives in context.
- Students could match the words to the intelligences in exercise 3.
- Check the pronunciation of the words, especially *articulate*, *dexterous*, *discerning* and *intuitive*.

POSSIBLE ANSWERS

a articulate: good at expressing ideas or feelings clearly in words
b methodical: doing things in a careful and logical way
c receptive: sensitive to
d dexterous: skilful with your hands
e discerning: able to show good judgement about the quality of somebody / something
f intuitive: able to understand something by using feelings rather than by considering the facts
g introspective: tending to think a lot about your own thoughts, feelings, etc.
h observant: good at noticing things around you

Exercise 6

- Students devise their questionnaire in pairs.
- Group pairs together to interview each other.
- Have class feedback in which students share some of their classmate's positive qualities using the adjectives from the lesson.

Vocabulary extra: Abilities and traits SB page 57

Exercise 1

1 dexterity 2 curiosity 3 agility 4 ingenuity
5 diligence 6 modesty

Exercise 2

1 agility 2 curiosity 3 diligence 4 ingenuity
5 integrity 6 dexterity 7 modesty 8 aptitude

Exercise 3

a dexterity, agility
b curiosity, ingenuity, diligence, modesty, aptitude, integrity

Exercise 4

1 dexterity 2 aptitude 3 diligence 4 integrity
5 ingenuity 6 agility 7 modesty 8 curiosity

Speaking

Exercise 7

- Students discuss the questions in pairs. For question 2, they could see if they could remember any of the intelligences before looking back at exercise 3 to check.
- Ask a few students to share their ideas with the class for questions 1 and 3. The answers for question 2 will be checked during exercise 9.

Exercise 8 4.4

- Tell students they are going to listen to the opening of a student's presentation.
- Make sure students know what they need to note down before you play the recording.
- Check answers as a class.

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Audio script 4.4 page 160

ANSWERS

1 In this presentation, I'm going to talk about …
2 So, firstly, I'd like to explain …; Then, following on from that I'll give you …; And finally, I want to discuss …

Exercise 9 4.4

- Play the recording for students to check their ideas from exercise 7.
- Check answers as a class.

ANSWERS

1 Different people learn in different ways, so we may not all be learning in the ways that are best for us. Using multiple intelligences to teach any particular point, in any subject, is more inclusive and therefore fairer.
2 **a** musical **b** interpersonal **c** bodily-kinaesthetic **d** naturalistic **e** linguistic **f** intrapersonal **g** logical-mathematical **h** visual-spatial
3 (Suggested Answer)
As a starting point. Students could research the context and the background to the quote and decide different ways to present the information they have found using different intelligences. For example:
logical-mathematical – researching statistics to explain the economic situation
musical – learning a song from the period, or making up a rap about fear
visual-spatial – creating a multimedia presentation of photos and video clips about the period.

Exercise 10 4.5

- Ask students to skim-read the sentences first so that they know what they are listening for.
- Play the recording while students complete the gaps.
- Give students time to discuss the purpose of each phrase.
- Divide your board in three columns with the headings: *introduce, transition, highlight*. As you check each answer, elicit the purpose and write it in the relevant column for students to check they have all the words correct.

Audio script 4.5 page 160

ANSWERS

1 I'm going to start by (a) 2 It's important to note that (c) 3 Moving on from (b) 4 I'd like to point out that (c) 5 Let's turn to (b) 6 my next point concerns (a) 7 Remember that (c) 8 So that was; Now I want to (b)

Exercise 11

- Read through the Global skills box together and ask students to work in pairs to identify which five strategies the speaker used.
- Ask for a show of hands for who would like to listen to the recording again, before checking answers as a class.

ANSWERS

1, 3, 4, 5 and 7

Exercise 12

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. using signposting language, using strategies to connect with the audience.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Pairs need to choose one of the broad topics listed and then narrow it down further to a specific topic.
- Make sure students understand that they are presenting about how the topic could be taught using multiple intelligences, not actually delivering the lesson.
- Give students a time limit to prepare their presentations, e.g. 20 minutes.
- Students present to another pair and give feedback.
- For class feedback, elicit some of the multiple intelligence teaching ideas students liked from other pairs.

AfL: Assess your progress

Direct students to Workbook page 30 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4C.

Encourage them to think about how they can revise and remember to use signposting language in future discussions.

'How can I improve?' suggestion: Record your presentation from exercise 12 and then listen back and reflect on how you could improve your signposting and connecting with your audience.

Further practice
Communication worksheet 4C: Speaking
Functional language bank

Lesson 4D: CULTURE Reading, vocabulary and grammar SB pages 52–53

Learning objectives
Use a range of strategies to understand new words
Contrast articles (*a/an*, *the*, zero article)

Materials
Workbook page 31
Video worksheet 4: Multisensory perception

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 53. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Focus students on the photo and ask them to guess where it is. (The University of Oxford, England. This photo is of Christ Church College, one of the university's 39 colleges.)

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- Students discuss the question in pairs before whole-class feedback.

Exercise 2

- Point out that the word *Oxbridge* in the title combines the words Oxford and Cambridge.
- Ask students to skim-read the article to find out the main problem without worrying about understanding all the details at this stage.
- Elicit the main problem outlined in the article.

ANSWERS

That the two universities are perceived as being reserved for an academic and social elite.

Exercise 3

- Ask students to read the sentences and underline key words before re-reading the article to answer them.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 F – There are 39 colleges in Oxford University. **2** T **3** T **4** F – The opposite is true: in the past, it seemed that there was less chance for those from deprived backgrounds to make it into Oxbridge. **5** T **6** T **7** F – They are a chance for underprivileged groups to develop the skills they need to succeed in the Oxbridge selection process. **8** F – It is designed to give students with lower grades in their exams a second chance.

Exercise 4

- Students discuss the questions in small groups.
- For class feedback, invite each group to share their ideas about one question.

V Insight Word analysis

Exercise 5 demonstrates some detailed word analysis strategies, such as considering:

- word meaning
- why the writer has used a certain word
- word class: noun, verb, adjective, etc.
- plural / singular forms
- suffixes
- possible synonyms
- literary devices such as metaphors and their effect

Encourage students to analyse words in other texts that they read to increase their understanding of the text to a deeper level and expand their vocabulary.

AfL: Diagnostics

While monitoring exercise 5, listen for how successfully students use a range of strategies to understand new words, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Encourage students to find the word in the article and to consider the context before attempting each question.
- Students do the exercise in pairs before checking answers as a class.

ANSWERS

1 lug; anything heavy, like a big suitcase
2 A gown is a long loose piece of clothing that is worn over other clothes by members of universities. They are not something that people wear in normal life, so they make the lifestyle in this place seem unusual.
3 portmanteau; Oxbridge (Oxford + Cambridge), brunch (breakfast + lunch), motel (motor + hotel)
4 party
5 (employers') doors will be open to them
6 alumni; alumnus; because it's a Latin word
7 affluent
8 underlying

Grammar

Language note: Articles

Encourage students to reflect on similarities and differences in articles between English and other languages they know to help identify any potential pitfalls to pay attention to.

Exercise 6

- Check students understand the words in categories a–h, and that ordinals are numbers that refer to order, e.g. *first*, *second*, *third*, *ninety-ninth*.
- Working on their own, students match the uses of articles to the examples, using context in the article to help. Check answers as a class.
- Discuss the rules for the first two items with the class as examples. Then ask students to discuss the remaining rules in pairs before class feedback.

ANSWER

1 b We don't usually use an article with an abstract noun.
2 f We use *the* in front of adjectives if we want to use them as nouns to refer to abstract ideas or groups of people, including national groups.
3 g We use *a* to mean *one* or *per* in expressions such as $3 a kilogram, 20 kilometres an hour, etc.
4 a When things are mentioned for the first time, we use *a* in front of singular countable nouns, and no article with plural countable nouns and uncountable nouns. When we refer to something we've already mentioned earlier, we use *the*.
5 h There are several fixed expressions where we use no article. Other examples include by bus, for breakfast, at night.
6 c We use *the* with rivers, oceans, and groups of mountains and islands, but no article with the names of individual mountains and islands, and with most cities and countries.
7 e We usually use *the* in front of superlative forms of adjectives and adverbs.
8 d We usually use *the* in front of ordinal numbers.

Further reference and practice Workbook page 116

1 **1** –; –; the **2** a; – / the; The; the **3** –; the **4** an; the; The; the **5** an; a; the **6** –; a; the / a

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Exercise 7

- Students complete the text on their own. They then discuss their answers in pairs before checking as a class.

ANSWERS

1 – (c) **2** – (c) **3** – (h) **4** the (f) **5** The (a) **6** a (g) **7** – (b) **8** the (c) **9** – (h) or the (a) **10** a (a) **11** the (d) **12** the (a) **13** – (b) **14** the (e)

Exercise 8

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. use of articles, answering the questions, supporting points with reasons.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students reflect on their answers to the questions and reasons, taking notes if they wish, but not writing full sentences.
- Students discuss the questions in small groups.
- Ask a volunteer from each group to report back about one of the questions in whole-class feedback.

AfL: Assess your progress

Direct students to Workbook page 31 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4D.

'How can I improve?' suggestion: Choose another paragraph from the Student Book or a text of your choice and underline the article (or absence of an article) before each noun. Then, analyse the reason for each article, referring to the rules in exercise 6.

Further practice

Video worksheet 4: Multisensory perception

Lesson 4E: Writing a for and against essay

SB pages 54–55

Learning objectives
Write a for and against essay
Use a variety of marked language to appeal to a wider audience
Describe similarity and difference using a variety of adjectives and nouns

Materials
Workbook page 34
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 55. See page 10 for more ideas.

Planning for writing

AfL: Diagnostics

Before you begin, ask students to reflect on the learning objectives and decide how much experience / confidence they have with each one, from zero (none) to 5 (a lot). Read the learning objectives in turn and ask students to show you fingers from zero to five for how confident they feel about each one. This diagnostic assessment can help you to make decisions about where to spend the most time during the lesson and where extra help or explanations might be necessary. See page 10 for more ideas.

Exercise 1

- Other assessment methods students could discuss include: online tests, multiple-choice quizzes, peer-assessed work, presentation / debate, a portfolio of work.
- Students discuss the questions in pairs.
- Have a brief class feedback.

Exercise 2

- Students read the essay on page 55 and answer the questions in pairs. Encourage them to find at least three arguments in support of and against the statement.
- Elicit answers from the class, encouraging students to paraphrase the ideas from the text in their own words.

ANSWERS

1 In support of: teacher assessment is more reliable overall, as teachers are familiar with their students' strengths and weaknesses; teacher evaluation of individual students' performance over the whole academic year is likely to be more accurate than an exam taken on a single day; young people are not homogeneous – they don't all learn the same way and can't be assessed in the same way; a student's future success or failure is determined by how good they are at doing exams.
Against: teachers may be more subjective when grading the work of students they know well, or guilty of unconscious bias, affecting the marks they award and leading to variable standards in grading across the country; national exams provide 'a level playing field' for all students, are marked anonymously and according to the same objective criteria, and provide a fair and effective way to identify the most able students.

2 Adopt a compromise solution that incorporates both methods.

Exercise 3

- Point out the blue organization boxes on page 55.
- Students complete the exercise on their own or in pairs before checking as a class.
- Remind students that they can use this organizational structure for their own essay, which they will write later in the lesson.

ANSWERS

1 paragraph 3 **2** paragraph 4 **3** paragraph 2 **4** paragraph 1

Organization boxes

1 a clear outline of the topic and stating the purpose of the essay

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2 the main argument in favour of the statement, and any counter-arguments
3 the main argument against the statement, and any counter-arguments
4 a balanced opinion of the arguments for and against the statement

Exercise 4

- Start by pointing out an example of marked language in the essay, e.g. '*thrown up*' (line 2), and then ask students to read the strategy.
- Ask students to work in pairs and paraphrase the strategy in their own words to explain it to each other.
- Point out the language boxes on page 55.
- Students match the highlighted examples in the model essay to the more formal equivalents. They then complete the first language box only.
- Have a whole-class feedback.

ANSWERS
1 axed 2 either / or 3 thrown up
4 a level playing field 5 come up against
Language box: any combination of the above is acceptable.

Exercise 5

- Read the first sentence with the class as an example and elicit which word is marked (*spot on*) and which word it can be replaced with (*accurate*).
- Students complete the exercise in pairs before checking as a class.
- Point out that students can use this two-step process to improve their own formal writing: firstly, by identifying any marked language that does not fit the register, and secondly by identifying a more formal equivalent to replace it.

ANSWERS
1 Todd Sampson's performance in one memory test was almost 100% accurate.
2 It is important not to be deceived by phishing emails trying to secure one's personal details.
3 During his five-hour recitation of pi, Daniel Tammet needed scheduled breaks to give him some respite.
4 In a courtroom, witnesses are required to state what they saw without omitting any details.
5 The idea that anyone could remember 98% of what they read seemed implausible until Kim Peek proved it could be done.
6 Recent evidence suggests that autism can be attributed to genetic factors.

Exercise 6

- Ask students to make a list of nouns that refer to similarities and a list of nouns that refer to differences.
- Check answers as a class.

ANSWERS
Similarities: analogy, correspondence, homogeneity, interchange
Differences: contradiction, disparity, divergence, variance

Exercise 7

- Students do the exercise on their own.
- As you check the answers, point out the pronunciation change between *analogy* (soft *g* as in *gem*) / *analogous* (hard *g* as in *garden*) and the syllabic stress change between homogeneity / homogeneous, variation / varied / various.

ANSWERS
1 contradictory 2 disparate 3 divergent
4 homogeneous 5 variable
Language box: any combination of the above adjectives is acceptable.

Writing your essay

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. formal language, marked language, using a variety of language to describe similarities and differences, organization.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students ten minutes to make notes about their ideas and plan their essay.
- Remind students to organize their paragraphs and use formal language. Encourage them to use other language they learned in the unit (idiomatic phrases about the brain, verb patterns, adjectives to describe intelligence).
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work.

AfL: Assess your progress

Direct students to Workbook page 34 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4E. Encourage them to think about and make brief notes on aspects of the essay they did well and aspects they need to work on.

'How can I improve?' suggestion: Swap essays with another student and check their use of articles. Also look for any marked language which could be put in quotation marks or replaced with a more formal equivalent.

Further practice
Writing bank

Review 4 SB page 56

Exercise 1
1 scatter-brained 2 brain-teasers 3 bird-brained
4 racked his brains 5 brainchild 6 brainwashed

Exercise 2
1 carry out 2 build up 3 buy into 4 work out
5 team up 6 pass on

Exercise 3
1 agile 2 receptive 3 intuitive 4 impressionable
5 introspective 6 observant

Exercise 4
1 affluent 2 alumni 3 open 4 gowns 5 lug

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Exercise 5
1 stopped to think **2** succeed in reading **3** let us connect **4** helped us (to) understand **5** enable them to work out **6** (of) sitting engaged **7** trying to read

Exercise 6
1 I never expected to speak / to be speaking / to be able to speak Chinese fluently when I grew up.
2 By the age of 12, I had already managed to acquire a working knowledge of three languages.
3 At that time, I recall being bullied / having been bullied at school for being intelligent.
4 I admit to being / having been too focused on my studies at times, but I am now proficient in six languages.
5 (By chance,) I happened to be / to have been headhunted by the Foreign Office.
6 Having been offered this dream job, there was no way I was going to turn it down.
7 She acknowledged having been at fault.

Exercise 7
1 The; the **2** a; the **3** The; an **4** The **5** an

Cumulative review Units 1–4 SB pages 58–59

Exercise 1 4.6

Audio script 4.6 page 161
1 F – The talk is about the different effects technology has on the brain.
2 F – The book was shortlisted for the Pulitzer Prize.
3 F – The experiment proved that multitasking jeopardizes / reduces our concentration.
4 T **5** T **6** T

Exercises 2 & 3
Students' own answers

Exercise 4
1 g **2** d **3** b **4** f **5** c **6** e

Exercise 5
1 Dr Sherwood's work on the human brain has been published by / in various science journals.
2 Researchers admit to being baffled by / as to why the human brain shrinks with age.
3 Many people remember having been taught about the similarity between apes and humans at school.
4 Chimpanzees are proven to be less vulnerable to age-related diseases than humans. / It has been proven that chimpanzees are less vulnerable to age-related diseases than humans.
5 A group of 80 healthy volunteers between the ages of 22 and 88 allowed scientists to examine them.
6 Older people tend to forget what somebody has told them because the 'thinking area' of the brain usually deteriorates before the 'motor area'.
7 Dr Sherwood thinks that people are living longer due to the need to help raise their grandchildren.
8 When Dr Sherwood was interviewed, his mother happened to be babysitting his daughter.

Exercise 6
Students' own answers

Additional materials
Literature Insight 2 WB pages 86–87 Answer key: page 146
Exam Insight 2 WB pages 93–95 Answer key: page 147

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5 The road less travelled

Unit map

Grammar

Emphatic structures: cleft sentences, fronting and emphatic *do* page 62

Emphatic structures: inversion page 67

Vocabulary

Phrases with *road*, *path*, *track* and *way* page 62

Verbs of movement page 62

Commonly confused adjectives page 64

Nouns formed from phrasal verbs page 66

Skills

Reading: Should we abstain from the plane? page 60

Listening: Advantages and disadvantages of methods of travelling page 62

Listening: A mission to Mars page 64

Speaking: Expressing emphasis page 65

Speaking: Turn-taking in a discussion page 65

Reading: The Pilgrim Fathers page 66

Writing: An email of complaint page 68

Reading: Workbook pages 40–41

Strategies

Reading: Critical thinking: questioning ideas page 60

Writing: Using nominalization in formal writing page 68

Global skills

Dealing with life changes page 72

Review

Review 5 page 70

Vocabulary extra 5 page 71

Video

Online video: Life afloat

Global Skills video: Dealing with life changes

Lesson 5A: Reading and vocabulary SB pages 60–62

Learning objectives

Identify bias and perspective in a series of opinion texts

Recognize a range of idiomatic phrases about roads and paths

Recognize a range of verbs of movement

Materials

Workbook page 36

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Figurative language

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 61. See page 10 for more ideas.

Exercise 1

- Students discuss the questions in pairs or small groups.
- Have a brief class feedback.

AfL: Diagnostics

While monitoring exercises 2–3, listen for how successfully students identify bias and perspective in a series of opinion texts, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Focus students on the title and check students understand *abstain* (v).
- Students compare their answers in pairs before whole-class feedback.

ANSWERS

The article mostly focuses on planes and trains.

Exercise 3

- Read through the Strategy box with the class.
- Encourage them to read questions 1–4 before reading the article again.
- Students discuss their answers in small groups before checking as a class.

SUGGESTED ANSWERS

1

A To explain what her industry has already achieved, and what it is trying to achieve in the future. She wants to defend her profession from accusations that it is responsible for climate change (What most people don't realize is …), and challenge the idea that flying cannot be part of a sustainable future (Luckily, there's a more promising alternative. / we should be able to produce it through carbon-neutral processes).

B To persuade people to stop flying (it has to stop – it just isn't sustainable) and use trains instead (Train travel is a far better choice, and not only because it causes much lower emissions…. It's a much richer cultural experience.)

C To explain and justify the changes to transport policy that might be introduced in the future (Further down the road, I think we could …). As a politician, she needs voters to support her and her policies, so she wants them to think that she is doing the right thing (that too would smooth the path towards a more sustainable future; The other thing I'm pushing to introduce is …)

2

A In the first sentence, the writer makes it clear that she is defending her industry from criticisms that she's heard. It suggests that she is a little frustrated with people's lack of knowledge and understanding. She is probably hoping that the first sentence will make people interested to learn out progress that has not been given much coverage in the media.

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B In the first sentence, the writer sets out clearly the main point of his argument. It suggests that he has a very strong opinion, but that he is trying to empathize with people who are finding it hard to change their behaviour in the way that he would like. He is probably hoping that the show of empathy in his opening sentence will help to persuade people to make changes.

C The writer's first sentence makes it clear that she thinks progress is being made. It makes her sound optimistic. I think she hopes the sentence will make readers feel confidence in politicians to solve the problems.

3

They are probably all accurate, as they are all writing on subjects that they would know about through their professions. However, their professions mean that they all have a certain bias, so it may be that they are selecting facts that support their own point of view and ignoring other facts that support views they oppose.

4

A thinks it's OK to continue flying on planes that use fossil fuels. B disagrees. That's probably because A prioritizes the continuation of the industry she works in over the immediate risk to the environment, whereas for B the environment is his top priority. B is more likely to be correct on this because he doesn't depend financially on the survival of the aviation industry. B thinks governments aren't addressing the problems caused by planes. C thinks that government action on climate change is accelerating. C might have more knowledge than B of what is actually happening inside government, or B might have higher standards of what 'taking action' on this looks like. Both people are partly right here: governments are doing more than they were, but their actions aren't enough, so they're not really 'addressing' the problem in any meaningful way.

Exercise 4

- Encourage students to read and underline key words in the questions to help them focus on the information they need to find in the article.
- Students complete the questions on their own before comparing their answers in pairs, then as a class.

ANSWERS

1 A and C **2** B **3** B **4** A **5** C **6** A and C

EXTENSION

Ask students to discuss in groups which of the three writers they agree with most and give reasons for their answers.

Exercise 5

- Students discuss the questions in pairs.
- Have a brief class feedback.

V Insight Phrases with *road*, *path*, *track* and *way*

Idiomatic phrases related to travel are common, reflecting that travel is a common metaphor for moving through life, time, issues, etc. These phrases are fixed and so must be learned word-for-word.

It may be helpful for students to compare and contrast similar idioms and phrases in other languages they know.

Exercise 6

- Focus students' attention on the first underlined phrase in the article (*come a long way*). As an example, ask students to read the sentences before and after for context, and then to guess the meaning.
- Students work in pairs to study and discuss the other underlined phrases.
- For whole-class feedback, ask different pairs to share one of the phrases, its meaning and how they worked it out.

ANSWERS

1 come a long way: made a lot of progress
2 lose track of: fail to keep fully aware or informed of something
3 the end of the road: the point at which it is not possible to continue
4 a long way off: far away, either in distance or in future time
5 make your way: go
6 stopped me dead in my tracks: made me stop suddenly
7 cross paths with: meet
8 on the right track: doing things the right way
9 further down the road: at a later time
10 smooth the path: make it easier for something / someone to develop or make progress

Exercise 7

- Ask students to skim the text for gist first.
- Point out that where phrases include a verb, students need to ensure it is in the correct form.
- After completing the exercise on their own, students compare their answers in pairs before checking as a class.

ANSWERS

1 lost track of **2** a long way off **3** make my way **4** on the right track **5** come a long way **6** smooth the path **7** further down the road

V Insight Verbs of movement

Check students can pronounce the words, especially the *u* in *chug* and *trudge* (as in *up*), *accelerate* (stress on second syllable) and *stroll* (paying attention to the triple consonant at the beginning).

Exercise 8

- Encourage students to consider the context and other knowledge to work out which highlighted verb matches each phrase.
- As you check the answers, check pronunciation.

ANSWERS

1 chug **2** accelerate **3** flash **4** zoom **5** pop (to the shops) **6** stroll **7** hop **8** trudge

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. including phrases with *road*, *path*, *track* and *way*, including verbs of movement, or fluency.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

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- Give a time limit for the discussion, e.g. 10–15 minutes.
- Ask each group to briefly describe their plan to the class.

Vocabulary extra: Climate change SB page 71

Exercise 1

1 carbon footprint 2 carbon-neutral 3 fossil fuel
4 greenhouse gases 5 renewable energy
6 zero-emission

Exercise 2

1 carbon-neutral 2 fossil fuel 3 renewable energy
4 greenhouse gases 5 mitigation 6 carbon footprint
7 sustainable 8 zero-emission

Exercise 3

1 Zero-emission 2 sustainable 3 carbon footprint
4 mitigation 5 carbon-neutral 6 renewable energy
7 Fossil fuel 8 greenhouse gases

AfL: Assess your progress

Direct students to Workbook page 36 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5A. Encourage students to be on the lookout for bias in future texts that they read.

'How can I improve?' suggestions: Choose another text from Units 1–4 of the Student Book to re-read and answer the questions from the Strategy box on Student Book page 60. Share in pairs or small groups in the next lesson. / Choose three of the phrases or verbs from the lesson and find an example of use to note in your vocabulary book by looking at an online dictionary, for example www.oxfordlearnersdictionaries.com.

Further practice

Communication worksheet 5A: Vocabulary
Vocabulary Strategies worksheet 5: Figurative language

Lesson 5B: Grammar and listening SB pages 62–63

Learning objectives
Understand key points and supporting detail in a news programme
Recognize and use cleft sentences to add emphasis in a discussion
Recognize and use fronting and inversion to add emphasis in a discussion

Materials
Workbook page 37
Communication worksheet 5B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 63. See page 10 for more ideas.

Grammar

Exercise 1

- Check students understand *hitchhiking* and *trekking*.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students understand the key points and supporting detail of the programme, which is a learning objective for this page. If students have not understood the key points or supporting details, play the recording again to support their learning. See page 10 for more ideas.

Exercise 2 5.1

- Ask students to read the questions before listening so that they know what to listen for.
- Students compare their answers in pairs before checking as a class.

Audio script 5.1 page 161

ANSWERS

1 Laura – cycling; Rob – hitchhiking
2 Laura – to support a charity called Operation South America which protects vulnerable young people in Paraguay; Rob – to demonstrate the kindness of ordinary people toward strangers
3 They both found local people were incredibly generous and helpful.

Exercise 3

- Read out the instructions and check the meaning of *emphatic* (adj).
- In pairs, students take turns to read the sentences aloud and discuss which sentence sounds more emphatic and why. Ask them to underline the thing that is emphasized in each sentence.
- Check answers as a class.

ANSWERS

b is more emphatic in all cases
1 exciting 2 the story of a guy called Paul Smith
3 discovered 4 her clothes, camping gear and bike
5 amazing 6 in America 7 Rob doesn't like cars
8 manage

Exercise 4

- Students discuss the questions in pairs for a few minutes. Encourage students to give reasons for their answers.
- For feedback, pairs could join with another pair to discuss and compare ideas.

Language note: Emphasis

In spoken language, we can use stress and intonation to emphasize a word or phrase. This is usually done to focus on the word or phrase and make it more prominent, or to contrast it with something else.

We can also add emphasis by using a cleft sentence, a complex sentence which consists of a main clause and a subordinate clause (often a kind of relative clause) connected by *that* or the verb *be*. Because there are two parts to the sentence, it is called a 'cleft' sentence: from the verb *cleave*, which means divided into two.

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Cleft sentences are more common in writing because we cannot use intonation for emphasis in written language.
Non-emphatic: *I wanted a coffee.*
Emphatic: *It was a coffee that I wanted. / What I wanted was a coffee. / All I wanted was a coffee. / The (only) thing (that) I wanted was a coffee.*

To emphasize the verb in a cleft sentence, we use *do* and the infinitive with or without *to*:
Non-emphatic: *I dream about going home.*
Emphatic: *All I do is (to) dream about going home.*

To emphasize a whole sentence, we use a cleft structure with *what* and the verb *happen*.
Non-emphatic: *Paul's car broke down.*
Emphatic: *What happened was (that) Paul's car broke down.*

Affirmative sentences most often begin with the grammatical subject, but we can begin the sentence with something else in order to emphasize it. This is called fronting. Note that inversion is sometimes necessary after fronting.

Non-emphatic: *We never found out where they got the coffee.*

Emphatic: *Where they got the coffee we never found out.*

Non-emphatic: *It may be late, but I need a coffee.*
Emphatic: *Late as it is, I need a coffee. / Late though it may be, I need a coffee.*

Do and *did* can be used to emphasize a verb.
Non-emphatic: *I enjoyed that coffee.*
Emphatic: *I did enjoy that coffee!*

Exercise 5

- Students study the sentences in exercise 3 and match them to the categories a–c.
- Check answers as a class. Point out that emphatic structures can be used with different tenses: past, present, future.

ANSWERS
1 b 2 a 3 a 4 a 5 a 6 b 7 b 8 c

Further reference and practice Workbook pages 117–118

1
1 Exciting as it sounds, I'm nervous about travelling around the world.
2 The trouble is that I'm frightened of spiders, so I can't go to Australia.
3 In the UK, fortunately there aren't any poisonous spiders.
4 The fact is that there's nowhere as safe as home.
5 That is the reason why I've never gone on holiday outside of England.
6 Strange though it may be, I prefer to watch TV programmes about travelling.

2
1 she started her journey was to raise money for charity
2 she set off on her bike ride was wet and windy
3 first was (that) she got a puncture in her tyre
4 was the worst problem (that) she encountered
5 was the support of her friends that helped her to complete the journey
6 (that) she could think about was getting home to see her family
7 (that) she wanted when she got home was a hot bath / (that) she wanted was a hot bath when she got home
8 she will do next is ride a bike across the USA

3
1 I really did visit 30 countries on my round-the-world trip! / I did really visit 30 countries on my round-the-world trip!
2 What he did first was (to) plan the route for his sponsored walk.
3 It was the rain that prevented them from seeing the view.
4 She did climb five mountains but failed to climb the sixth. / She climbed five mountains but did fail to climb the sixth.
5 What he likes most when he's travelling is meeting interesting people. / What he likes most is meeting interesting people when he's travelling.
6 The fact is that international travel is making the world a smaller place.

Exercise 6

- Rewrite the first sentence on the board with the class as an example.
- Students complete the exercise on their own or in pairs before checking as a class.

ANSWERS
1 All Laura needed was a place to put her tent.
It was a place to put her tent that Laura needed.
The problem was, Laura needed a place to put her tent.
2 What Rob did was travel 11,000 km by hitchhiking.
Hard though it is to believe, Rob travelled 11,000 km by hitchhiking.
Rob did travel 11,000 km by hitchhiking.
3 It is on their websites where / that you can read more about their stories.
On their websites, you can read more about their stories.
The place where / that you can read more about their stories is on their websites.

Exercise 7

- Give a time limit of one minute for students to skim the text for the main ideas and to answer the question.
- Check answers as a class.

ANSWERS
Hitchhiking from the UK to New Zealand. By getting Twitter users to donate travel or accommodation.

Exercise 8

- Go through the underlined sentences together and ask students to identify the parts of the sentences that need emphasis.
- Students rewrite the sentences, then compare their answers in pairs before checking as a class.

ANSWERS
1 <u>The person</u> who is also known as the Twitchhiker is a writer and blogger from Newcastle in the UK called Paul Smith.
2 <u>What</u> Paul wanted to do was (to) travel across the world from the UK to New Zealand without spending any money on travel or accommodation.
3 … <u>fortunately</u>, she / his wife (Jane) did approve of the project.
4 <u>On</u> the site, Paul changed his username to Twitchhiker and posted his intentions.

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5 It was Stephen Fry who read Paul's post and encouraged his tens of thousands of followers to support Twitchhiker.
6 All he could spend money on was food and drink …
7 The question was, what kind of trips would Twitter users offer him?
8 But hard though it is to believe, his luck ran out 600 km before his final destination.

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. adding emphasis with cleft sentences, fronting and inversion.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Point out that in this discussion, students should practise using different forms of emphasis.
- Students read the questions individually and make a few notes on their own answers. Ask them to consider what they may like to emphasize during the discussion.
- Students discuss the questions in pairs.
- For class feedback, elicit some answers to each question which use an emphatic structure.

AfL: Assess your progress

Direct students to Workbook page 37 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5B.

Encourage students to revise the ways of adding emphasis and to remember to use them in future discussions.

'How can I improve?' suggestions: Write a paragraph about a journey you have been on or would like to take and include three different types of emphasis. / Choose and listen to a news programme in English related to a topic you're interested in. Listen carefully for the main points. Listen again to see how much supporting detail you can understand.

Further practice
Communication worksheet 5B: Grammar

Lesson 5C: Listening, vocabulary and speaking SB pages 64–65

Learning objectives
Distinguish fact from stated opinion in a radio interview
Recognize the difference in meaning between commonly confused adjectives
Recognize and use a range of expressions to emphasize a point

Materials
Workbook page 38
Communication worksheet 5C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 65. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Students discuss the questions in pairs.
- Then take a poll of the students who would and wouldn't volunteer. Elicit some reasons.

Exercise 2 5.2

- Ask students to read the questions and underline key words.
- Play the recording for students to answer the questions.
- After checking answers as a class, ask if the expert's comments have changed their thoughts about the mission.

Audio script 5.2 page 162

ANSWERS

1 Its atmosphere is thin and provides very little protection against the sun's powerful ultraviolet radiation. No one knows how the radiation would affect the colonists.
2 He believes even that length of time is optimistic.
3 They would lose bone and muscle mass on the seven-month journey and these physical changes would continue once they landed because the gravitational field on Mars is much weaker than it is on Earth. After spending time on Mars, the changes would make it almost impossible for their bodies to adjust to the stronger gravity on Earth.
4 Mental health issues such as boredom, anxiety and depression, due to prolonged social isolation and long-term confinement.
5 Actually landing the colonists on the surface of Mars in the first place.
6 The most significant challenge is funding the project.

AfL: Diagnostics

Before students attempt exercise 3, check their knowledge by asking them to share ideas about phrases for expressing opinions or facts. This is related to one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Play the recording for students to decide which answers are opinion and which are fact, and to note the phrase used.
- As you check answers, write the phrases on the board for reference for the next exercise.
- Ask if anyone noted an additional phrase for giving an opinion (*Personally*).

ANSWERS

1 Fact: **We have evidence from previous unmanned missions that** its atmosphere is thin and provides very little protection against the sun's powerful ultraviolet radiation.
2 Opinion: **Personally, I think** even that length of time is optimistic.

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3 Fact: **Research suggests that** these physical changes would continue once they landed …
4 Fact: And **it's well documented that** prolonged social isolation and long-term confinement can lead to boredom, anxiety and depression.
5 Fact: **The historical background to previous Mars missions suggests that** the success rate of landing robot spaceships on the planet is little more than 50% …
6 Opinion: **In my view,** that would be the most significant challenge for the project as a whole.

Exercise 4

- Students work on their own or in pairs to complete the exercise.
- Check answers as a class.

POSSIBLE ANSWERS

1 Research suggests that; personally, I think
2 In my view; we have evidence from previous missions that
3 It's well documented that; in my view / personally, I think

Exercise 5

- Students read the questions and think about their answers briefly before discussing the questions in pairs.
- Remind students that they could use some emphatic structures from the previous lesson in their discussion.
- Put two pairs together to form groups of four to compare their ideas.
- Have a brief class feedback where a student from each group reports back an idea from their discussion.

V Insight Commonly confused adjectives

Identifying stressed syllables can help students pronounce the adjectives correctly. Ask students to underline the stressed syllable and identify three pairs where the stress is not the same between the pair (marked with*).

*definite, definitive	*alternate, alternative
compulsive, compulsory	*technical, technological
historic, historical	economic, economical
notable, noticeable	

Exercise 6

- Do the first item with the class as an example.
- Students complete the exercise in pairs, using dictionaries to assist where necessary, before checking answers as a class.

ANSWERS

1 a definitive; b definite 2 a compulsory; b compulsive
3 a historic; b historical 4 a noticeable; b notable
5 a alternate; b alternative 6 a technical; b technological
7 a economical; b economic

Exercise 7

- Encourage students to skim the text before they complete it. Tell students to use each adjective only once in the text.
- Students complete the exercise on their own. They then compare answers in pairs before checking as a class.

ANSWERS

1 notable (definitive / historic also possible)
2 historic (definitive / notable also possible) 3 economic
4 technical 5 definite (notable also possible)
6 compulsive

Exercise 8

- Students discuss the questions in pairs.
- Write an additional question on the board for **fast finishers** to discuss: *Do you think space travel is worth the money required to make it happen? Why / why not?*
- Have a brief class feedback.

Speaking

Exercise 9

- Ask students to read the advertisement, then work in pairs to discuss the criteria and decide which they think are the three most important.
- In class feedback, ask different pairs to name one of their important criteria and give a reason.

Exercise 10 5.3

- Tell students that they are going to listen to three friends: Emma, Naz and Liam.
- Play the recording for students to compare their ideas.
- Ask: *Which criteria do the friends mention? Which do they think are important?*

Audio script 5.3 page 162

ANSWERS

The friends mention all the criteria in exercise 9. They discuss in more detail: experience, personality / attitude, interests, language.

Exercise 11 5.3

- Give students time to skim the sentences so that they know what they are listening for and then play the recording again.
- As you elicit the answers, write the phrases on the board so that students can check their spelling.

ANSWERS

1 Not just anyone 2 By far 3 Without doubt
4 on end 5 No wonder 6 well and truly
7 no matter 8 ever so

Exercise 12

- Students work on their own or in pairs to complete the sentences.
- Check answers as a class.

ANSWERS

1 Not just anyone; on end 2 No wonder; ever so
3 Without doubt; well and truly 4 No matter; by far

Exercise 13

- Read through the Global skills box with the class.
- Elicit answers to the questions. Play the recording again, if necessary.

ANSWERS

By using expressions like *Just a minute, Liam, don't interrupt* and *Hang on, Liam, let me finish*.
They were quite effective as he apologizes and lets the other person continue.

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Exercise 14

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using phrases for emphasis, giving clear criteria, fluency, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give a time limit for the discussion, e.g. 10–15 minutes.
- Ask each group to tell the class which scenario they discussed and their three most important selection criteria.

AfL: Assess your progress

Direct students to Workbook page 38 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5C.

Encourage students to revise the commonly confused adjectives and expressions for emphasizing a point, which they can use in future classes.

'How can I improve?' suggestions: Find and listen to another radio interview in English on a topic of your choice and listen for how opinions and facts are expressed. / Choose three of the commonly confused adjectives from exercise 6 and write personalized sentences to help you remember the correct meanings.

Further practice
Communication worksheet 5C: Speaking
Functional language bank

Lesson 5D: CULTURE Reading, vocabulary and grammar

SB pages 66–67

Learning objectives
Recognize the features of a cohesive paragraph
Identify and use networks of phrasal verbs
Identify fronting and inversion used for emphasis in a text

Materials
Workbook page 39
Video worksheet 5: Life afloat

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 67. See page 10 for more ideas.

Reading and vocabulary

AfL: Diagnostics

Point out that the learning objective *Identify fronting and inversion used for emphasis in a text* builds on the previous lessons, which covered emphasis. Ask students whether they can remember what fronting and inversion are from Lesson 5B. If not, spend some time recapping these concepts before beginning this lesson. See page 10 for more ideas.

Exercise 1

- Go through the reasons for journeys together and make sure students understand what they mean, e.g. *trade route*.
- Students discuss the questions in pairs before whole-class feedback.

Culture note: Pilgrim Fathers

The Pilgrim Fathers is the name for 102 settlers who sailed on a ship, the *Mayflower*, to the New World (America) in 1620 to start a new life there.

Exercise 2

- Students skim the article to find out the reason(s) for the journey. Elicit the answer.

ANSWER
to be able to follow their religion as they wanted

Exercise 3

- Go through sentences a–h and check any unfamiliar vocabulary.
- Point out that in this exercise type, they should look for cohesive devices in the sentences around the gaps to help identify the correct answers. Revise the Strategy box on Student Book page 32.
- Students read the text again and complete it with the missing sentences.
- Check answers as a class, eliciting reasons for each answer.

ANSWERS
1 d 2 h 3 a 4 e 5 g 6 b

Exercise 4

- Students discuss the questions in pairs, referring back to the text for their answers.
- Have a brief class feedback.

ANSWERS
1 They faced storms, damage to their ship and disease.
2 The voyage resulted in more religious freedom and the birth of American democracy.

Exercise 5

- Ask students to discuss the questions in groups before whole-class feedback.

Culture note: The negative impact of European settlers in America

European settlers had significant negative effects on indigenous people and the land in the New World. Many indigenous people were killed or died of introduced diseases and were forced off their land. European settlers also overused environmental resources such as forests and animals.

V Insight Nouns formed from phrasal verbs

Many nouns are formed from phrasal verbs.

The particle can come before or after the verb to form a noun. Sometimes it is possible to form more than one noun with the same verb and particle, with different meanings:

lookout (a place for watching from, especially for danger or an enemy coming towards you)
outlook (the attitude to life and the world of a particular person, group or culture)

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breakout (a forcible escape, especially from prison)
outbreak (the sudden start of something unpleasant, especially violence or a disease)

Exercise 6

- Students study the highlighted nouns.
- With a **weaker class**, ask students which phrasal verb each noun is formed from before they complete the table.

ANSWER

Verb first: crackdown (crack down), run-up (run up), setback (set back), hold-up (hold up)
Particle first: outcome (come out), downpour (pour down), outbreak (break out), outlook (look out)

Exercise 7

- Students use their dictionaries to form nouns from the phrasal verbs.
- With a **stronger class**, give students additional phrasal verbs and ask them to form nouns, e.g. *put in* (input), *break down* (breakdown), *log in* (login), *take off* (take-off), etc.
- Check answers as a class.

ANSWERS

Verb first: let-down, washout
Particle first: upbringing, downfall, uprising

Exercise 8

- Ask whether students have heard of the explorer Magellan and elicit anything they know about him.
- Students read and complete the text on their own. They then compare their ideas in pairs before checking as a class.

ANSWERS

1 upbringing 2 let-down 3 outcome 4 uprising
5 setback 6 outlook

Grammar

Exercise 9

- Focus students on the sentences in exercise 3.
- Elicit the correct rule for sentences a and b as an example.
- Students match the rules to the remaining sentences in pairs before checking as a class.

ANSWERS

1 a, e, g, h 2 c, d 3 b, f

Further reference and practice Workbook page 118

1 1 was the impact 2 had the world map 3 had such an important influence 4 lies the compass 5 had the island's inhabitants 6 I feel truly alone 7 stands a pile of stones 8 have I seen

2 1 had humans reached the moon before we were planning to go to Mars
2 should we send humans to Mars until it's safe to do so
3 did we consider the environmental impact of international travel
4 were the rights of indigenous people taken into account
5 do / have I become familiar with one exotic location than I start looking for another
6 was my mother's enthusiasm for travel that we went on three holidays a year

Exercise 10

- Give a time limit of three minutes for students to find as many examples as possible and underline them.
- Have a brief class feedback.

ANSWERS

Rarely has history seen a journey of more importance than the 1620 voyage of the *Mayflower*. (1)
Such was the fierceness of one particular storm that the *Mayflower* was nearly shipwrecked … (2)
Never before had a group of common men laid down the laws of government for an area of land. (1)
Little did they know that only half of them would be alive by the following spring. (1)
… to their rescue came an English-speaking Native American called Squanto. (3)

Exercise 11

- With a **weaker class**, match the words and phrases to the sentences as a class before students rewrite the sentences.

ANSWERS

1 Never will there be a more heroic failure than Ernest Shackleton's last expedition.
2 Not only did he plan to cross the continent of Antarctica, but he also wanted a photographic record of the journey.
3 No sooner had the ship reached Antarctic waters than it got stuck in ice.
4 Such was the pressure of the ice that the ship was crushed.
5 Only after camping on the ice for many months were the men able to use the lifeboats.
6 So hungry were the men who waited for rescue that all hopes of survival were fading.
7 Over the stormy Antarctic seas sailed Shackleton's tiny lifeboat.
8 Scarcely had he landed in South Georgia when he set sail again to rescue his crew.

Exercise 12

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accurate use of inversion for emphasis, use of nouns from phrasal verbs, overall clarity of presentation.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students discuss the questions in small groups before whole-class feedback.

Vocabulary extra: Maps and navigation SB page 71

Exercise 1

1 prime meridian 2 longitude 3 hemisphere
4 equator 5 tropic 6 tropic 7 hemisphere
8 latitude

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Exercise 2
1 b 2 c 3 a

Exercise 3
1 latitude 2 equator 3 hemispheres 4 (lines of) longitude 5 the Antipodes 6 prime meridian

AfL: Success criteria

Direct students to Workbook page 39 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5D.

Encourage students to revise the networks of phrasal verbs and fronting and inversion, and to look out for them in future texts.

'How can I improve?' suggestions: Review the three rules of emphasis in exercise 9 and write a personalized sentence for each about a topic you feel strongly about. / Work in pairs. Take turns to give each other a phrasal verb from exercise 6. The other student says a noun made from it and puts it in a sentence. / Re-read one of the opinions in the article on pages 60–61 and identify four examples of cohesive devices to share with a partner.

Further practice
Video worksheet 5: Life afloat

Lesson 5E: Writing an email of complaint SB pages 68–69

Learning objectives
Write an email of complaint
Use nominalization in formal writing
Use restrictive and intensifying adjectives to add emphasis

Materials
Workbook page 42
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 69. See page 10 for more ideas.

Planning for writing

AfL: Diagnostics

During class feedback for exercise 1, ask for a show of hands of who has written an email of complaint before (in English or another language), which is a learning objective for this page. This will give you a broad indication of the level of experience within the class. See page 10 for more ideas.

Exercise 1
- Elicit some different ideas of how someone could make a complaint about a situation, e.g. write a letter / email, ask to speak to the manager, fill in a survey, etc.
- Students discuss the situations in pairs.
- Ask a few students to share their ideas or an experience with the class.

Exercise 2
- Students skim the email and match it to one of the situations in exercise 1.

ANSWER
2

Exercise 3
- Point out the blue organization boxes on page 69.
- Students complete the exercise on their own before comparing their answers in pairs and checking as a class.

ANSWERS
1 Paragraph 2
2 Paragraph 1 (*I am writing to express my concern*)
3 Paragraph 4 (*My principal recommendation is that*)
4 Paragraph 3

Organization boxes:
1 outlining 2 description 3 Relate / Narrate
4 recommendation

Exercise 4
- To demonstrate nominalization, write the following sentence on the board: *On our arrival, we discovered that the hotel was overbooked.* Underline *arrival* and elicit the corresponding verb (*arrive*).
- Ask a student to paraphrase the sentence with the verb *arrive*. (*When we arrived, we discovered that our hotel was overbooked.*)
- Ask which sentence sounds more formal (the former).
- Go through the strategy together. Students study the nominalizations in the email and match them to sentences 1–6 that have the same meaning.
- Students then match the nominalizations to the reasons in the Strategy box before checking answers as a class.

ANSWERS
1 motivation – a 2 receipt – a 3 lack – c
4 concern – a 5 description – c 6 omission – b

Exercise 5
- With a **weaker class**, first ask students to identify which verb or adjective can be replaced by a noun.
- Check answers as a class.

ANSWERS
1 Everyone agrees that your decision is absolutely correct.
2 We've decided not to stay in London overnight because of the expense.
3 Local people are unhappy about the construction of a new highway.
4 Matt showed his dissatisfaction with the service by emailing the hotel manager.
5 The maintenance of the footpaths is definitely not as good as it should be.
6 Ella thought very carefully about the arrangement of the seating at the conference.

Language note: Emphasizing adjectives

Restrictive adjectives make a description more precise.

*The incorrect information on the app is a **major** issue.*

Intensifying adjectives reinforce the meaning of the noun and are often used to emphasize a person's feelings about something.

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*The **entire** trip was a disaster.*

Many emphasizing adjectives collocate with certain nouns, e.g. *absolute pleasure / joy / disaster*

chief cause / problem / reason

exact amount / location

major factor / issue / problem / role

sheer luck / number / size / terror

Exercise 6

- Encourage students to use the context of the highlighted adjectives to help them complete the table.
- As you check answers, point out the difference in spelling between *principal* (adj) and *principle* (n).

ANSWERS

Restrictive adjectives: only, main, principal
Intensifying adjectives: real, gross, complete
Restrictive adjectives come before intensifying adjectives.

Exercise 7

- Students complete the exercise in pairs before checking as a class.
- Remind students that it is helpful to learn the adjectives in collocations (rather than individual words).

ANSWERS

1 absolute 2 entire 3 major 4 sheer 5 sole
6 specific

Exercise 8

- Point out the language boxes on page 69.
- Students complete the boxes before checking as a class.

ANSWERS

1 nominalization 2 restrictive 3 intensifying

Writing your email

AfL: Success criteria

Agree with the students in advance what you or their peers will give feedback on, e.g. organization, nominalization, emphasizing adjectives, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students five to ten minutes to complete the ideas stage and plan their email, making notes for each heading.
- Remind students to organize their paragraphs and use nominalization and intensifying adjectives. Encourage them to activate other language they learned in the unit for emphasis (cleft sentences, fronting, inversion).
- When students have finished, they can check their own work against the checklist.
- If time, students swap emails with a partner and comment on each other's work.

EXTENSION

Students write another email of complaint about one of the following situations or their own idea.

- a problem with an app or website

- a long wait for service

AfL: Assess your progress

Direct students to Workbook page 42 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5E.

Encourage students to revise nominalization and to re-read their email later and see if they can improve it further.

'How can I improve?' suggestions: Swap emails of complaint with another student and look for good use of nominalization and intensifying adjectives. / Choose one of the intensifying adjectives from exercise 6 and look up collocations in an online dictionary, for example www.oxfordlearnersdictionaries.com. Write personalized sentences to help you remember them.

Further practice
Writing bank

Review 5 SB page 70

Exercise 1

1 lose track of 2 cross paths 3 a long way off
4 on the right track 5 smoothed the path
6 make your way 7 Further down the road

Exercise 2

1 chugged 2 strolled 3 accelerating 4 popped
5 hopping

Exercise 3

1 alternative 2 compulsory 3 definite 4 economical
5 historical 6 notable

Exercise 4

crackdown, downpour, outbreak, setback, uprising, washout

Exercise 5

1 It was my friend who 2 The reason why 3 The place where 4 All I needed 5 the thing which 6 What puzzled me 7 The day when

Exercise 6

1 The fact is / was that in 1936 female flight attendants had to weigh under 118 pounds.
2 What (the) two pilots do to reduce the risk of their getting food poisoning is (to) eat a different meal.
3 The truth is (that) flight attendants must be over a certain height.
4 In the cockpit, there is an extra seat for off-duty pilots.
5 Hard though it is to believe, an air passenger can lose over a litre of water on a three-hour flight.
6 Strange as it may seem / seems to us now, many flight attendants used to be nurses.
7 What some pilots do is (to) renew their licence every two years.

Exercise 7

1 only when 2 No sooner had 3 Such was
4 a / the place where 5 Never before had
6 So modest were 7 Scarcely did

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Global skills: Dealing with life changes SB pages 72–73

Learning objectives
Reflect on different types of life changes
Understand how life changes can affect people
Evaluate strategies for dealing with change and supporting others

Materials
Workbook page 107
Global Skills video worksheet: Dealing with life changes

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 73. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully students reflect on life changes.

Exercise 1

- Elicit types of life changes and write them on the board.
- In pairs, students choose three of the life changes written on the board to discuss in relation to questions 1–3.

Exercise 2

- Ask students to read the guide. Elicit the answer.
- Check students understand *inevitable*, *universal*, *unsettling* and *uncertain* by eliciting meanings.

ANSWERS

The interview is with Lucas. He is going to talk about how his life changed when he moved from Denmark to the Republic of Ireland at the age of 15.

Exercise 3 5.4

- Read through the question and then play the recording.
- Ask students which changes were mentioned.

Audio script 5.4 page 163

ANSWERS

He had to deal with a new country, a new school, a new education system, a new home and a different language / variety of English. He also had to make new friends.

Exercise 4 5.5

- Check students understand *conscious choice*.
- Play the recording for students to complete the sentences.
- Elicit answers from the class and write them on the board.

Audio script 5.5 page 163

ANSWERS

1 stressful; ask for help 2 hobby or activity 3 think positively; overcome challenges 4 patient; new life 5 learned; support other people

Exercise 5 5.5

- Play the recording again for students to take notes.
- Students compare their answers in pairs.

POSSIBLE ANSWERS

1 Struggled at school at first; asked teachers for help.
2 Played football and computer games; re-watched favourite TV shows.
3 Worried about adapting to new education system / passing exams, but tried to think positively.
4 Took him a while to make good friends.
5 Helped a new boy from Poland settle in at school.

Exercise 6

- Students discuss the questions in groups of four or five.
- Ask who preferred each quote and elicit reasons.

Exercise 7

- Read Maryam's post to the class.
- Put students into pairs to discuss their ideas.
- Students read the tips and then work in groups of four (two pairs) to compare their advice to the tips.

Exercise 8 5.6

- Students work on their own or in pairs to complete the sentences and discuss what the idioms mean.

Audio script 5.6 page 164

ANSWERS

1 blue 2 scratch 3 comfort zone 4 toll 5 air 6 day

out of the blue = unexpectedly
from scratch = from the very beginning
comfort zone = a situation in which you feel safe or confident
take a toll on someone / something = have a bad effect
up in the air = uncertain; not yet decided
take things one day at a time = deal with things as they happen and not worry about the future

Exercise 9

AfL: Success criteria

Agree with students in advance what you and their peers will give feedback on.

After the task, see how well students did against their agreed successful outcome benchmark. See page 10 for ideas.

- Encourage students to consider how the life change could affect the person as they decide on their advice.

AfL: Assess your progress

Direct students to Workbook page 107 and ask them to do the exercises and fill in the 'Can-do' statements.

You could also encourage them to make brief notes on two strategies you could use to deal with changes in your own life.

Further practice

Global Skills video worksheet: Dealing with life changes

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6 What is love?

Unit map

Grammar
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Reading: Say it with a heart page 74
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Video
Online video: Shona faces her fear

Lesson 6A: Reading and vocabulary SB pages 74–76

Learning objectives
Recognize the main points in an informative text
Recognize compound adjectives
Recognize vocabulary related to the topic of love

Materials
Workbook page 44
Communication worksheet 6A: Vocabulary
Vocabulary Strategies worksheet 6: Evaluative language

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 75. See page 10 for more ideas.

Exercise 1

- In pairs, students discuss the questions. They could also discuss any symbols they know from other cultures.
- Ask a few students to share their ideas with the class.

AfL: Diagnostics

During feedback for exercise 2, listen for how successfully recognize the main points in an informative text, which is a learning objective for this page. See page 10 for more ideas.

Exercise 2

- Give a time limit of five minutes for students to skim-read the article for the main ideas and to answer the questions.
- Have a class feedback, inviting students to share any other main points that stood out to them from the article as well.

ANSWERS

a seed with contraceptive properties, an ivy leaf representing loyalty in marriage

Exercise 3

- Ask students to read the questions and underline key words to focus their reading.
- Students read the article again and answer the questions on their own before comparing in pairs and checking as a class.

ANSWERS

1 Shops change their colour scheme to pink and red, and there are hearts everywhere because it's Valentine's Day on the 14th.
2 It says Egyptians believed it was the seat of the soul and intellect, and where emotions came from.
3 It is the first known love poem and mentions the heart in the context of love.
4 It didn't have any effect. It continued to be used as a symbol of love.

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5 Rather than being seen as a dangerous emotion, it started to be considered something good, which gave purpose to your life and was even worth dying for.
6 A recognizable heart symbol helped artists to illustrate romantic stories so that even illiterate people could understand them.
7 It became a symbol for the verb 'love', for example in logos.
8 emojis; social media

Exercise 4

- Read through the questions with the class. For question 2, brainstorm some ideas of symbols on the board for students to discuss (e.g. people symbol for public toilets, tick and cross for correct / incorrect).
- Students discuss the questions in pairs.
- Have a brief class feedback.

V Insight Compound adjectives

Compound adjectives are made up of two or more words, which may be a variety of word types, such as:

modern-day (adjective + noun)

clear-cut (adjective + participle)

heart-shaped (noun + participle)

widely held (adverb + participle)

There is usually a hyphen between the words if the modifying adjective is followed by a noun. However, there is no hyphen if the first word is an adverb ending in *–ly*: *a happily married couple, a frequently made error*, etc.

Exercise 5

- Students match the adjectives to the noun sets in pairs.
- They then check their answers in the article before checking as a class.

ANSWERS

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

Exercise 6

- Ask students what they know about the Roman god Cupid.
- Students skim the text first before completing it.
- Students compare their answers in pairs and then check as a class.

ANSWERS

1 widely held 2 feel-good 3 long-lasting
4 clear-cut 5 love-struck 6 much-copied
7 mass-produced 8 eye-catching

V Insight Defining love

The word *love* in English is used for many types of love: romantic, with family and friends, and for things or activities.

Crush is a more informal word, similar to *infatuation*.

Exercise 7

- With a **weaker class**, write the answers out of order on the board. Encourage students to find the nouns in the text and use context to deduce the meaning.
- Students complete the exercise on their own. They then compare their ideas in pairs before checking as a class.
- Check pronunciation of *euphoria*, *distress* and *mania*.

ANSWERS

1 crush 2 affection 3 loyalty 4 euphoria
5 infatuation 6 distress 7 mania 8 devotion

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. correct use of words defining love, clear presentation of ideas, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students work in pairs. Encourage them to think of at least four examples and use the words to describe them.
- Write an additional question on the board for students to discuss: *How do these love stories end?*
- For feedback, put pairs together to form larger groups of four to six to compare ideas.

Further practice

Communication worksheet 6A: Vocabulary
Vocabulary Strategies worksheet 6: Evaluative language

Vocabulary extra: *Head* and *heart* metaphors

SB page 85

Exercise 1

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

Exercise 2

POSSIBLE ANSWERS

The *head* metaphors are to do with logic and the mind.
The *heart* metaphors are to do with emotions and love.

Exercise 3

POSSIBLE ANSWERS

1 … showed (that) she has an old head on young shoulders.
2 … he takes criticism to heart.
3 … but you have to use your head to outwit your opponent, too.
4 … but I don't have the heart to tell her that I don't like them.
5 … but he had a change of heart at the last minute and stayed in the UK.
6 … Isabelle is much more level-headed.

AfL: Assess your progress

Direct students to Workbook page 44 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6A.

'How can I improve?' suggestions: Look up some vocabulary related to love from exercise 7 in an online dictionary, for example www.oxfordlearnersdictionaries.com. / Write personalized sentences using some of the compound adjectives and noun combinations in exercise 5. Share in groups.

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Lesson 6B: Grammar and listening SB pages 76–77

Learning objectives
Understand key points and supporting detail in a podcast
Use conditionals to refer to real and unreal situations
Recognize and use conditional sentences with inversion

Materials
Workbook page 45
Communication worksheet 6B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 77. See page 10 for more ideas.

Grammar

Exercise 1

- Give students two minutes to brainstorm good films and books. They then choose their three favourites.
- Elicit students' choices and ask whether the endings of the films and books were happy or sad.
- In pairs, students discuss whether they prefer happy or sad endings and why.

AfL: Diagnostics

After playing the recording in exercise 2, ask for a show of hands of who thinks they have successfully understood the key points of the podcast, which is a learning objective for the page. If they are unsure, students could compare their ideas in pairs and then listen to the recording again before continuing with the lesson. See page 10 for more ideas.

Exercise 2 6.1

- Ask students to read the questions in the instructions and to think about possible answers to the last question.
- Play the recording. Students compare the answers in the recording with their own answers.

Audio script 6.1 page 164

ANSWERS

The podcast says that people like happy endings because they make us feel better and help us believe that problems in life can be solved. It suggests that tragic endings are valued because they are more realistic and help us to reflect on our lives and actions.

Exercise 3 6.1

- Check any unfamiliar vocabulary in the statements. Encourage students to underline key words in the statements that will help them find the correct answer.
- Play the recording for students to answer the questions.
- Check answers as a class. Point out the compound adjective *feel-good* in sentence 1.

ANSWERS

1 F – Feel-good films are an escape. They help us forget about the pressures of the real world.
2 F – Tragedies used to be more popular, for example with the Ancient Greeks.
3 F – Audiences didn't appreciate the fact that the two main characters split up.
4 T 5 NG 6 T

Exercise 4

- Students discuss the questions in small groups before whole-class feedback.

Language note: Conditionals

To choose the right conditional, we have to consider two things: 1) whether we are talking about a real or unreal / improbable situation, and 2) the time reference. Draw the table below on the board and ask students to complete it for all conditionals.

	zero	first	second	third
real / unreal	real	real	unreal	unreal
time reference	all time	present, future	present, future	past

Point out that we sometimes mix the second and the third conditional, which both refer to unreal situations / events, if one of the events happened in the past and the other one is in the present.

Exercise 5

- With a **weaker class**, work through the exercises together.
- Students answer the questions in pairs and then check as a class.

ANSWERS

1 zero conditional: *if* + present simple, present simple; refers to a real situation with a factual result; refers to the present / all time
2 second conditional: *if* + past, *would* / *might* / *could* + infinitive; refers to an unreal situation; refers to the present
3 zero conditional: *if* + present simple, present simple; refers to a real situation with a factual result; refers to the present / all time
4 mixed conditional: second conditional (wouldn't be so critical) + third conditional (had been more realistic); refers to an unreal situation; the situation is in the past, the result is in the present
5 mixed conditional: third conditional (would have been disappointed) + second conditional (had a tragic ending); refers to an unreal situation; the situation is in the present / all time (the ending of the film is tragic), the result is in the past (the person watched the film at some point in the past and felt disappointed)
6 mixed conditional: third conditional (Catherine had married Heathcliff) + second conditional (their story might be less compelling); refers to an unreal situation; the situation is in the past, the result is in the present / all time
7 third conditional: *if* + past perfect, *would* / *might* / *could* + perfect infinitive; refers to an unreal situation; refers to the past

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8 first conditional: *if* + present simple, *will* / *might* / *can* + infinitive; refers to a real situation; refers to the present and future

Second and third conditionals can be mixed.

Further reference and practice Workbook page 119

1 1 hadn't invaded 2 would we communicate 3 doesn't get 4 I'd do 5 work 6 hadn't been

2 1 had used; wouldn't be
2 would you choose; could be
3 cry; watch
4 intend; 'll need
5 hadn't written; would never have known
6 wasn't / weren't; would have invited

3 1 films that appeal to both children and adults, they do better at the box office
2 have a dark imagination, he/she wouldn't be considering an unhappy ending
3 have joined in the discussion if I had seen the film
4 usually be warned by the cinema if a film contains violent images
5 done an art degree, he wouldn't be making animated films. / If my friend hadn't done an art degree, he wouldn't have been making animated films since
6 be encouraged to become film directors if they see / saw films with female heroines

Language note: *could* and *might*

We can use *could* and *might* in the result clause of first, second and third conditional sentences.

Could expresses ability in the past or possibility in the present or future. *Might* expresses possibility.

Exercise 6

- Students read the text and decide whether each gapped sentence describes something that is generally true, a real possibility, an unreal or improbable situation, or something that did not happen.
- Students complete the text using *could* or *might* instead of *would* where possible.
- Check answers as a class.

ANSWERS

1 would you enjoy 2 ends 3 might / would think 4 might not / would not recommend 5 would / might you feel 6 Would that spoil 7 hadn't died 8 wouldn't have been 9 wouldn't / couldn't still be 10 wouldn't have

Language note: Inversion with conditionals

In formal English, we can omit *if* and put the auxiliary verb before the subject if the auxiliary verb is *were*, *had* or *should*:

If I had seen her, … = Had I seen her, …
If I was rich, … = Were I rich, …

In the case of *no matter how …* the adjective goes before the subject instead of after the verb:
No matter how hard I try, …

Exercise 7

- Go through the sentences together and elicit the sentences with inversion (2, 4, 7 and 9).
- Ask students to work in pairs and answer the questions before checking as a class.

ANSWERS

Sentences which replace *if* with an inversion: 2, 4, 7, 9
Sentences which use phrases that mean *without*: 3, 7
Sentences which use phrases that mean *if this is the case*: 6
Sentences which use phrases that mean *if not*: 5

Further reference and practice Workbook page 120

1 1 Had I realized 2 As long as 3 Should you start 4 unless 5 But for 6 no matter how

Exercise 8

- Ask students to read the sentences and identify the type of conditionals.
- With a **weaker class**, refer students back to exercise 7 and ask them to underline the words they need to replace in the sentences.
- Students rewrite the sentences while you circulate and monitor to assist where necessary.

ANSWERS

1 Supposing you'd read the reviews, would you still have gone to see the play? (third conditional)
2 We'll be able to sit in the best seats provided (that) we arrive in good time. (first conditional)
3 She wouldn't have become a writer but for her English teacher / teacher's encouragement. (third conditional)
4 No matter how slow the story seems at first, I guarantee the ending will amaze you. (first conditional)
5 I'd offer to pick you up from the concert were it any other evening, but I'm working tonight. (second conditional)
6 It wouldn't have mattered whether or not we could understand the words – the singing was fantastic! (mixed conditional)
7 Had I known you were an *Avengers* fan, I would have invited you to come with us. (third conditional)
8 Should you want a recommendation for a good book to read on holiday, just let me know. (first conditional)

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of conditionals, use of inversion, clear presentation.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Refer students back to the books and films they chose in exercise 1.
- In pairs, students first summarize the ending of their chosen story. They then prepare a new ending.
- Encourage students to use conditionals and words and phrases from the lesson.

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- Students can then present their endings to the class for the class to guess the story. With a **weaker class**, or if students are hesitant about presenting in front of the class, they could present in small groups.

AfL: Assess your progress

Direct students to Workbook page 45 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6B.

'How can I improve?' suggestions: Rewrite some of the conditional sentences in exercise 8 so that they are true for you. / Find an English podcast on a topic of your choice and listen for key points and supporting detail. Then summarize it for a partner.

Further practice

Communication worksheet 6B: Grammar

Lesson 6C: Listening, vocabulary and speaking

SB pages 78–79

Learning objectives
Recognize the use of sentence stress to compare / contrast ideas
Use a range of idioms to describe relationships
Use functional phrases to refer to hypothetical situations

Materials
Workbook page 46
Communication worksheet 6C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 79. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Check students understand and can pronounce *multigenerational household*.
- Write the following aspects on the board for students to think about as they discuss the questions in pairs: *privacy, care for the elderly, household chores, isolation, childcare, bills*.
- Have a brief class feedback.

Exercise 2 6.2

- Pre-teach *boomerang* (a curved piece of wood that returns to you when you throw it in a particular way, a tool used by some indigenous Australians for hunting).
- Ask students to listen for how the word *boomerang* is used metaphorically in the podcast (to describe the growing number of young adults who leave home and then move back in with their parents).
- Play the recording for students to note the advantages and disadvantages mentioned and compare them to the ideas they discussed in exercise 1.
- Check answers as a class.

Audio script 6.2 page 164

ANSWERS

Advantages: reduces the cost of living; allows families to save to buy a house; grandparents can provide childcare; older people are less isolated and can get help with care
Disadvantages: reduces independence and privacy; causes irritation and resentment; communal spaces are more crowded; less free time available to spend with partner / children

Exercise 3

- With a **stronger class**, ask students to try to match the speakers to the statements before listening to the recording again.
- Play the recording again for students to match the speakers or check their answers.

POSSIBLE ANSWERS

1 L **2** J **3** J **4** L **5** N **6** N

Exercise 4

- Students discuss the question in pairs.
- Have a brief class feedback.

AfL: Diagnostics

Before going through the Strategy box, find out about students' prior knowledge by asking them to discuss in pairs and share with the class what they already know about using pausing and stress in spoken English. See page 10 for more ideas.

Exercise 5 6.3

- Read through the Strategy box together.
- Play the recording, pausing after each sentence pair for students to discuss in pairs, and then eliciting answers.
- With a **stronger class**, ask students to compare the way pausing and stress are used in English with the way pausing and stress are used in other languages they speak. Elicit the main similarities and differences.

Audio script 6.3 page 165

ANSWERS

1a The stress emphasizes that the speaker is only asking about benefits that have not been mentioned / discussed already.
1b The stress implies that the speaker is asking about benefits for the mum specifically.
2a The stress emphasizes how helpful she is.
2b The stress implies that she'll help her grandchildren, but not others.
3a The pause indicates either hesitation or that an important point is going to be made. The speaker had some friends in college, all of whom lived with their parents.
3b The pauses indicate that all the speaker's friends were in college and living with their parents.

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V Insight Relationships

Idiomatic phrases are often used to describe relationships negatively and positively.

Positive: *have someone to lean on, have a soft spot for someone, get on like a house on fire*

Negative: *drive a wedge between, get on each other's nerves*

Depends on context: *wrap someone around your little finger, at someone's beck and call, live in each other's pockets*

Note: The noun *beck*, which means a gesture of command, is no longer in use and is only used in the idiom *be at someone's beck and call*.

Exercise 6

- Encourage students to try to use context and visualize each idiom to guess its meaning in pairs before checking in a dictionary.
- If time is short, allocate different idioms to different pairs to look up and share meanings with the class.

ANSWERS

1 having somebody to rely on **2** likes (him) a lot **3** persuade her to do anything he wants **4** spend too much time with each other **5** annoy each other **6** make people start to dislike each other **7** get on brilliantly with each other **8** always ready to obey his orders

Exercise 7

- In pairs, students discuss their relationships with the different people using the idioms from exercise 6.
- As relationships may be a sensitive topic, give students the option to talk about relationships in films or books such as those they discussed in the previous lesson.
- Ask a few students to share their ideas with the class.

Vocabulary extra: The property market SB page 85

Exercise 1

1 contract **2** lease **3** rent **4** tenant **5** landlord **6** deposit **7** mortgage **8** notice **9** deposit **10** estate agent **11** letting agent

Exercise 2

ANSWERS

1 deposit **2** mortgage **3** estate agents' **4** landlords / letting agents **5** rent(s) **6** contracts **7** tenants **8** letting agent / landlord **9** deposit

Speaking

Exercise 8

- Check students understand that a hypothetical situation is one that is imaginary but possible.
- Ask students to read the message from Sam to his friend Rachel and then discuss the questions in pairs.
- Have a brief class feedback.

Exercise 9 6.4

- Play the recording for students to listen for Sam's concerns and Rachel's advice.
- Check answers by eliciting ideas from the class.

Audio script 6.4 page 165

ANSWERS

Sam's concerns:
It feels as if his life is going backwards – he's worried that if he moves back, he might feel like a kid again, depending on his parents for everything.
He and his parents might get on each other's nerves and he's worried he wouldn't feel he could invite people round or have a proper social life.
It might not work out.
Rachel's points:
If he lived with his parents rather than trying to rent somewhere, he'd save quite a bit of money.
It would be more like he was their lodger.
He should give it a try before making a decision.
He should talk to them and see if they can work out an arrangement that suits them both.

Exercise 10 6.4

- Explain to students that the sentences are from the conversation they heard in exercise 9.
- Students read the sentences. Ask: *Why is Sam speaking hypothetically?* (He hasn't decided on his accommodation yet and doesn't know much about what is available.)
- With a **stronger class**, ask students to try to complete the sentences before you play the recording again.
- With a **weaker class**, write the missing words on the board. Students complete the sentences with the words.
- Play the recording for students to check their answers.
- Point out that hypothetical language is used in the conversation for a range of purposes: to express concerns, to talk about advantages, to give advice, to express preferences / wishes.

ANSWERS

1 rather than **2** as if **3** imagine **4** worried **5** much sooner **6** be better **7** What if **8** wish that **9** If only **10** if I were

Exercise 11 6.5

- Ask students to skim the conversation first. Then elicit which phrase from exercise 10 goes in the first gap as an example.
- Students complete the remaining gaps on their own. They then compare answers in pairs before listening to check.

Audio script 6.5 page 165

ANSWERS

1 much sooner **2** as if **3** if I were **4** be better **5** rather than **6** imagine **7** what if **8** worried that **9** If only **10** wish that

Exercise 12

- Read through the Global skills box with the class.
- Point out that it's a good idea to acknowledge the other person's perspective before stating your own point of view.

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- Students work in pairs to identify places in the conversation where Sam and his mother acknowledge each other's point of view and encourage them to underline the phrases used.
- Elicit the phrases and write them on the board for use as prompts during exercise 13.

ANSWERS

Sam: Yes, I appreciate that; OK, that makes sense.
Mum: I realize it's a difficult situation for you; if I were in your position, I'd probably feel the same; That's completely understandable.

Exercise 13

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. acknowledging each other's perspectives, use of hypothetical language, use of idioms to describe relationships.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task with the class.
- First, ask students to make notes of advantages and disadvantages on their own. Encourage them to think of at least two advantages and disadvantages for each situation.
- For their discussion, encourage students to acknowledge each other's perspectives using the phrases from the lesson.
- Circulate and monitor, noting down good examples of hypothetical language, acknowledgement of perspectives and relationship idioms to share with the class during feedback.

AfL: Assess your progress

Direct students to Workbook page 46 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6C.

'How can I improve?' suggestions: Think of a decision you are going to make soon and discuss advantages and disadvantages with a partner. Use hypothetical language from exercise 10 and acknowledge perspectives with suitable phrases from exercise 11. / Work in pairs. Take turns to say the beginning of one of the relationship idioms from exercise 6 for your partner to complete, e.g. *A: We get on like a house … B: on fire!*

Further practice

Communication worksheet 6C: Speaking
Functional language bank

Lesson 6D: CULTURE Reading, vocabulary and grammar

SB pages 80–81

Learning objectives
Understand the order of events in a text
Recognize vocabulary related to war
Recognize conditional and other types of clauses with *if*

Materials
Workbook page 47
Video worksheet 6: Shona faces her fear

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 81. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Students discuss the question in pairs.
- Elicit some ideas of qualities from the class, e.g. *ambition, bravery, charisma, humanity, passion, patriotism, ruthlessness, self-belief, single-mindedness*.

Exercise 2

- Give a time limit of five minutes for students to skim-read the article for gist and to answer the question.

AfL: Diagnostics

Before students attempt exercise 3, ask them to identify, underline and discuss the meaning of the vocabulary related to war in the events a–h, which is related to one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Students read the text again and order the events.

ANSWERS

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

Exercise 4

- Students discuss the questions in small groups.
- Have a brief class feedback where you invite each group to respond to one of the questions.

V Insight The language of war

Some war phrases are also used metaphorically in other contexts, e.g. *Everyone's late for the project meeting – come on, let's rally the troops.*

We need to drum up support for the fundraising campaign. Any ideas?

Exercise 5

- Remind students about the importance of learning collocations with new vocabulary.
- Students scan the text to find the collocations and complete the exercise.

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- They then try to work out the meanings of the collocations from context.
- As you check the answers, check pronunciation, especially *allegiance* (stress on second syllable) and *rout* (rhymes with *shout*).

ANSWERS
1 the country 2 allegiance 3 war 4 the people
5 support 6 the enemy 7 the building 8 his troops

Exercise 6

- Students complete the sentences on their own or in pairs before checking as a class.
- Ask students how the language of war affects the meanings of the sentences and elicit ideas.

ANSWER
1 besieged the building 2 pledge allegiance
3 is invading / has invaded the country 4 wage war
5 rally our troops 6 routed the enemy 7 drummed up support 8 subdued the people
The language of war is often used to make a sentence more vivid or spirited. Using war metaphorically can lend grandeur or nobility to a subject, or it can make a topic sound more aggressive or confrontational.

Exercise 7

- Direct students to the first highlighted phrase (*only if*) and ask students to read the sentences around it for context. Elicit which of the uses of *if* applies to it (5 – states the only situation in which something will happen.)
- Students study and match the remaining highlighted words and then check as a class.

ANSWERS
1 what if 2 even if 3 if and when 4 as if 5 only if
6 if only 7 if not

Further reference and practice Workbook page 120
1 1 If only 2 What if 3 only if 4 even if
5 if and when 6 as if 7 If not

Exercise 8

- Students complete the exercise on their own. They then compare their answers in pairs before checking as a class.

ANSWERS
1 even if 2 only if 3 If not 4 if and when
5 as if 6 If only 7 What if

Exercise 9

AfL: Success criteria
Agree with students in advance what you will give feedback on, e.g. using the language of war, accurate use of *if*, clear communication of ideas.
After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Depending on your context, this could be a sensitive topic.
- Students may need to do some brief research to supplement what they already know.

AfL: Assess your progress
Direct students to Workbook page 47 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6D.
'How can I improve?' suggestions: Write 100 words about events in a war (past or present) using language from exercise 5. / Work in pairs and think of a personalized example for each use of *if* in exercise 7.

Further practice
Video worksheet 6: Shona faces her fear

Lesson 6E: Writing an opinion essay SB pages 82–83

Learning objectives
Write an opinion essay
Identify different types of subordinate clauses
Use compound and complex sentences in formal writing

Materials
Workbook page 50
Writing bank

AfL: Learning intentions
Focus students on the learning objectives at the top of Student Book page 83. See page 10 for more ideas.

Planning for writing

Exercise 1

- Ask students to work in pairs to discuss what the quote means and whether they agree with it.
- Have a brief class feedback.

Exercise 2

- Ask students to predict what kinds of arguments the writer might give for or against.
- Give a time limit of 5–7 minutes for students to read the essay and answer the questions
- Check answers as a class.

ANSWERS
The writer mainly agrees: friendships may replace family relationships in importance when people move away from their home to work or study; research shows that strong and supportive friendships are essential for our well-being, and in that sense are at least as important as family relationships.

AfL: Diagnostics
After exercise 2, ask students how they are feeling about producing a similar opinion essay to the one on page 83. Depending on their answers, you may wish to move more quickly or slowly through the activities in the lesson. See page 10 for more ideas.

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Exercise 3

- Point out the blue organization boxes on page 83 and that each gap should be completed with a word or phrase.
- Students do the exercise on their own or in pairs before checking as a class.

ANSWERS

1 Paragraph 3 2 Paragraph 1 3 Paragraph 5
4 Paragraph 2 5 Paragraph 4

Organization boxes:

1 state your point of view 2 principal 3 supports
4 secondary 5 adds weight to 6 Outline (any)
7 summarize 8 restate

Exercise 4

- Read through the strategy as a class.
- Point out that a main clause makes sense on its own and has a subject and verb. Make sure that students understand the difference between compound and complex sentences.
- Students read the sentences from the essay and identify the subordinate clause in each sentence.

ANSWERS

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

Exercise 5

- Read through the different types of subordinate clauses.
- Refer students to the sentence in the strategy: *They met in the café in order to talk.* Ask: *What type of subordinate clause is in the sentence?* (purpose) *What conjunction is used?* (*in order to*)
- Students complete the activity on their own or in pairs before checking as a class.

ANSWERS

1 a time reference 2 a result 3 a purpose
4 a condition 5 reported speech 6 a concession
7 a relative clause

Exercise 6

- Make sure students understand that they have to identify the subordinate clause in each sentence and decide what type of clause it is.
- Point out the pink language box on page 83.
- Check answers as a class.

ANSWERS

1 She doesn't get on with her family, so she has decided to move to London. (result)
2 His mum suggested that he move back home. (reported speech)
3 Since he met a girl on holiday, he won't stop / hasn't stopped talking about her. (time reference)
4 I've just read Michelle Obama's autobiography, which was really inspiring. (relative clause)
5 Although they have only known each other for three months, they have decided to get married. (concession)
6 She avoided reading any reviews of the film so that she wouldn't find out the ending. (purpose)

Language box:

1 concession 2 result 3 purpose

Writing your essay

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. organization, using accurate and varied subordinate clauses, using compound and complex sentences.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students ten minutes to decide on a topic, make notes about their ideas and plan their essay.
- Remind students to organize their paragraphs and use a range of compound and complex sentences. Encourage students to activate other language they learned in the unit (words related to love and relationships, conditionals, hypothetical situations).
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work, especially their complex and compound sentences.

AfL: Assess your progress

Direct students to Workbook page 50 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6E. Encourage them to revise subordinate clauses and to look for opportunities to use them when writing an essay or expressing their opinion in writing in the future.

'How can I improve?' suggestions: Work in pairs with books closed. Discuss what the following are and write an example: a compound sentence, a complex sentence, a subordinate clause. Check against the Strategy box and exercise 5.

Further practice
Writing bank

Review 6 SB page 84

Exercise 1

1 widely held 2 love-struck 3 eye-catching
4 clear-cut 5 feel-good 6 long-term

Exercise 2

1 infatuation 2 affection 3 distress 4 mania
5 devotion

Exercise 3

be at someone's beck and call
drive a wedge between people
get on each other's nerves
have someone to lean on
live in each other's pockets
wrap someone round your little finger

Exercise 4

1 subdue the people 2 drummed up support
3 rally the troops 4 pledging allegiance
5 besieged the building

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Exercise 5
1 haven't understood / don't understand / didn't understand
2 will you cope / are you going to cope / would you cope
3 think 4 wouldn't be 5 would be 6 couldn't release / wouldn't release 7 hadn't created

Exercise 6
1 No matter how 2 Supposing 3 Were it not for
4 but for 5 Had I known 6 whether or not
7 Should you want 8 unless

Exercise 7
1 so, that 2 Since 3 in order 4 Although
5 After 6 said that 7 such, that 8 of which

Cumulative review Units 1–6 SB page 86–87

Exercise 1 6.6

Audio script 6.6 page 166
Speaker 1: b Speaker 2: d Speaker 3: c Speaker 4: a

Exercise 2
Student's own answers

Exercise 3
1 b 2 a 3 c 4 a

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

Exercise 5
Students' own answers

Additional materials
Literature Insight 3 WB pages 88–89 Answer key: page 146
Exam Insight 3 WB pages 96–98 Answer key: page 147

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7 State of the art

Unit map

Grammar
Speculating about the present and future page 90
Speculating about the past page 91
Modal verbs: other uses page 95

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Synonyms and antonyms describing art page 89
Expressions related to time page 90
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Skills
Reading: How to look at art page 88
Listening: An art sale page 90
Listening: Music page 92
Speaking: Speculating about possibilities page 93
Speaking: Being inclusive page 93
Reading: Frank Gehry: creative genius page 94
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Strategies
Reading: Formulating questions to identify main points page 88
Writing: Using similes page 96

Global skills
Behaving ethically at work page 100

Review
Review 7 page 98
Vocabulary extra 7 page 99

Video
Online video: The Empire State Building
Global Skills video: Behaving ethically at work

Lesson 7A: Reading and vocabulary SB pages 88–90

Learning objectives
Formulate questions to identify main points
Recognize synonyms and antonyms for adjectives
Recognize vocabulary about time

Materials
Workbook page 52
Communication worksheet 7A: Vocabulary
Vocabulary Strategies worksheet 7: Using synonyms

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 89. See page 10 for more ideas.

Exercise 1

- Students discuss the statements in pairs, giving reasons for their answers.
- Have a brief class feedback.

Exercise 2

- Give a time limit of five minutes for students to skim-read the article for gist and answer the question.
- Check as a class.

ANSWERS

Statements 2 (probably) and 3 (definitely)

AfL: Diagnostics

While monitoring exercise 3, check how successfully students are formulating questions to identify main points. If students are finding it challenging, you could refer them back to the questions about the text 'Say it with a heart' in exercise 3 on page 74 as examples. See page 10 for more ideas.

Exercise 3

- Read through the strategy as a class.
- Ask students to read the first paragraph again and elicit some possible questions from the class as examples.
- Students do the exercise on their own or in pairs.
- Don't check answers until after exercise 4.

Exercise 4

- Students work in pairs (or new pairs if they worked together in exercise 3).
- They compare their questions, answer them, and decide which questions elicit more information.
- Ask students to share any patterns they noticed about questions which elicited more information, such as specific question starters.

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POSSIBLE ANSWERS

Exercises 3 and 4

Para 1: How long does the average person spend looking at the Mona Lisa?
Para 2: What's the rationale behind the Slow Art movement?
Para 3: What parallel does the Slow Art approach have with other types of learning?
Para 4: How do you get started with the Slow Art approach?
Para 5: What should you do if you don't have any immediate thoughts or feelings about the work?
Para 6: How do you build a full picture of the work through observation?
Para 7: What should you do after you've spent time observing the work?
Para 8: Why might it be useful to see the work several times?
Para 9: How could the message of the article be summed up?

Exercise 5

- Students read the statements, check any unknown vocabulary and underline key words, before reading the article again.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 F – The average time people spend looking at the *Mona Lisa* is just 15 seconds. **2** F – 'They feel disconnected from the work they see'. It is the Slow Art movement that makes people feel energized and empowered. **3** NG **4** T **5** F – 'Don't think about what you already know about the artwork.' **6** NG **7** F – 'How do the experts' highbrow assessments of the work compare with your own?' **8** T

Exercise 6

- Elicit the meaning of 'Slow Art approach'.
- Students discuss the questions in pairs. They then compare ideas in groups of four before whole-class feedback.

V Insight Synonyms and antonyms describing art

Synonyms help to avoid repeating the same words, e.g. *'That piece is fantastical, isn't it?' 'Yes, it's dreamlike.'*

Antonyms help to make a contrasting point, e.g. *Do you prefer elaborate or plain decor?*

Exercise 7

- Students find the synonyms and antonyms in the article and complete the table.
- Check the meanings and pronunciation of the words. Stress that the words are synonyms and antonyms in this context, but they are not necessarily in other contexts.

ANSWERS

1 realistic **2** highbrow **3** enchanting **4** diminutive **5** enigmatic **6** celebrated **7** majestic **8** intricate **9** vibrant

V Insight Expressions related to time

Be pressed for time – *Pressed* in this case comes from *pressure*.

Little by little – Other similar phrases with *by* include *step by step*, *minute by minute*, *day by day*.

Overnight can be used positively, e.g. *overnight delivery*. It's also often used negatively to describe a slow process, e.g. *The changes won't happen overnight.*

Call it a day – *It* should not be replaced with any other word in this fixed phrase. It's implied that the listener knows what is being talked about.

Exercise 8

- Students study the underlined phrases in the article. They then match the phrases to the meanings.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 a race against the clock **2** down the line **3** once in a blue moon **4** all in one go **5** little by little **6** at a leisurely pace **7** overnight **8** be pressed for time **9** call it a day **10** have all the time in the world

Exercise 9

- Ask students to read the text for gist first before choosing the correct words from each pair.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 pressed for time **2** down the line **3** celebrated **4** overnight **5** a race against the clock **6** had all the time in the world **7** muted **8** fantastical **9** captivating **10** called it a day

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of synonyms and antonyms to describe art, including expressions related to time, giving reasons for answers, fluency and clear pronunciation.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Remind students that they could choose famous sculptures as well as paintings / drawings.
- If possible, students look up pictures of the art they choose for question 1 to help them in their descriptions and so that everyone in the group can see them.
- Students work in groups of three or four for the discussion.
- Finish by eliciting which artworks each group decided were the best and why.

Further practice

Communication worksheet 7A: Vocabulary
Vocabulary Strategies worksheet 7: Using synonyms

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Vocabulary extra: Describing visual art SB page 99

Exercise 1

1 perspective 2 palette 3 silhouette 4 tone
5 theme 6 genre 7 brush stroke 8 canvas
9 motif 10 medium

Exercise 2

1 motifs; palette 2 perspective; canvas 3 media; tones
4 genre; themes

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 52 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7A.

'How can I improve?' suggestions: Choose four expressions related to time from exercise 8 and write personalized sentences using them. / In pairs, take turns to say synonyms from exercise 7. Can your partner think of the antonym?

Lesson 7B: Grammar and listening SB pages 90–91

Learning objectives

Match summary statements to the information in a news broadcast

Use a range of modal verbs to speculate about the past, present and future

Materials

Workbook page 53

Communication worksheet 7B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 91. See page 10 for more ideas.

Grammar

Exercise 1

- Focus attention on the pictures. In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

AfL: Diagnostics

After students have read the story in exercise 2, ask them if they think the man sold the canvases for the right price and elicit ideas. Listen for whether and how successfully students use modal verbs to express degrees of certainty, which is a learning objective for this page. See page 10 for more ideas.

Exercise 2

- Students read the story and answer the question.

ANSWERS

Artwork B

Exercise 3 7.1

- Ask students to read the comments.
- Play the recording for students to tick the ideas that were confirmed.
- Check answers as a class.

Audio script 7.1 page 166

ANSWERS

1, 2, 3, 7

Exercise 4

- Students discuss in pairs or small groups before whole-class feedback.

Language note: Modal verbs

The modal verbs *can, can't, could, may, might, must, should* and *will* all express different degrees of certainty:

complete certainty: *will*

very high degree of certainty: *can't, must*

probability / possibility: *should, may*

weak probability: *might, could*

theoretical or habitual possibility: *can*

Exercise 5

- Students read the explanations and match them to the modal verbs in exercise 3.
- Check answers as a class.
- Highlight that when expressing degree of certainty, *must* and *can't* are antonyms (not *mustn't* / *can*).
- Ask: *Which form of the main verb do we use after a modal verb?* (infinitive without *to*).

ANSWERS

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

Exercise 6

- Students read the text and discuss the questions in pairs.
- If you have the facilities to do so, you could find the video mentioned online by searching for *Joshua Bell + subway* and play it for the class.

ANSWERS

The premise of the two experiments is similar: to present a famous artist's work anonymously. However, Banksy was not present at the experiment, whereas Joshua Bell was present but not recognized (except by one person). The experiment suggests that our appreciation of (and possibly how we value) art is connected with where and how it is presented.

Exercise 7

- Students study the underlined sentences in the text. Ask: *Which word always goes after a modal when we speculate about the past?* (*have*)
- Students match the sentences to the patterns.
- Check answers as a class.

ANSWERS

1 a 2 c 3 b

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Further reference and practice Workbook page 121

1 **1** could be **2** should have insured **3** will be waiting / will wait **4** can't be **5** might have been destroyed **6** should know **7** can't have been working / can't have been **8** may be

Exercise 8

- Ask students to read the sentences and decide if they refer to the past, present or future, and if they are active or passive.
- Students rewrite the sentences. Tell them that for some sentences more than one answer is possible, depending on whether the speaker perceives the situation as certain or probable.
- Check answers as a class.

ANSWERS

1 Professional musicians can spend many hours a day practising.
2 The audience must have enjoyed the concert as they applauded for nearly ten minutes.
3 We should sell at least 500 tickets for the concert.
4 Bell's performance may / might / could have been ignored simply because it was out of context.
5 The musician can't have been hoping to make a lot of money from busking.

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of modal verbs to speculate about present and past situations.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Focus attention on picture A in exercise 1 on page 90 and read the headline aloud.
- Students speculate about the painting in pairs. Emphasize that they are not expected to know the real answers.
- Encourage students to use a range of modal verbs in their discussion to speculate, depending on how certain they are.
- Elicit ideas and note them on the board on a spectrum, from certain to uncertain, depending on the language students use.

AfL: Assess your progress

Direct students to Workbook page 53 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7B.

'How can I improve?' suggestions: Work in pairs and take turns to choose a headline from an online news site to speculate about. Then skim the article to check your ideas. / Take turns to speculate about what you might be doing exactly this time next year and in ten years.

Further practice

Communication worksheet 7B: Grammar

Lesson 7C: Listening, vocabulary and speaking

SB pages 92–93

Learning objectives
Understand key information in a podcast
Recognize and use a range of descriptive adjectives
Use key expressions for speculating

Materials
Workbook page 54
Communication worksheet 7C: Speaking
Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 93. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Go through the comments together and elicit their meanings.
- In pairs, students discuss the comments and give examples of their own experiences.
- Elicit ideas and note them on the board.

POSSIBLE ANSWERS

1 Music has the power to affect us emotionally.
2 Music can be understood by people from all over the world.

AfL: Diagnostics

After playing the recording in exercise 2, ask students to compare their ideas in pairs and listen for how successfully they have understood key information. If needed, play the recording again before proceeding to exercise 3. See page 10 for more ideas.

Exercise 2 7.2

- Tell students that they are going to hear a podcast discussion with an expert on music and science.
- Play the recording and then ask students to compare their ideas in pairs.
- Have a brief class feedback.

Audio script 7.2 page 166

Exercise 3 7.2

- Ask students to read the statements and underline the key words that will help to lead them to the correct information.
- Play the recording for students to answer the questions.
- Check answers as a class.

ANSWERS

1 F – The response may be negative if the pace is exaggerated (e.g. a frenetic beat might make the listener feel stressed). 2 T 3 F – Mammals, birds and reptiles have a limbic system. 4 T 5 T 6 F – Birdsong has a number of parallels with human music. (They use scales,

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the intervals between the notes is the same, they practise call and response song patterns.) **7** F – Kirsty only mentions one creature (the palm cockatoo), but says that it isn't the only example. **8** T

Exercise 4

- Students discuss the questions in pairs or small groups. Encourage them to justify their answers and keep the conversation going.
- Have a brief class feedback.

V Insight **Adjectives to describe music**

Some of the words used to describe music have an onomatopoeic quality, i.e. the sound of the word itself is related to its meaning. For example, compare the sounds and meanings between the words *soothing* and *frenetic*, and *brisk* and *lilting*.

Exercise 5

- Check students understand the three categories: *tone and melody*, *speed* and *volume*.
- Ask students to work in pairs to read the phrases, try to work out the meaning of the adjectives from the context and then add them to the categories.
- Check answers as a class, demonstrating pronunciation where necessary.

ANSWERS

a soothing, ethereal, lilting **b** surging, brisk, frenetic, measured **c** surging, raucous

Exercise 6

- Demonstrate the pronunciation of the words with the class and encourage them to listen to the sounds in the words to help deduce meaning.
- Students work in pairs to complete the exercise.
- Check answers as a class.

ANSWERS

a catchy, discordant, jaunty, mellow, menacing, sentimental
b jaunty, mellow, sedate
c thundering

Exercise 7

- With a **weaker class**, tell students that items 3, 5 and 6 have more than one possible answer.
- Students complete the exercise on their own. They then compare answers in pairs before checking as a class.

ANSWERS

1 catchy **2** ethereal **3** jaunty / brisk **4** discordant **5** raucous / thundering **6** mellow / soothing **7** frenetic

Exercise 8

- Give an example, e.g. say *loud, harsh, thundering* and ask students to guess the music type (heavy metal).
- Students work in groups of four or five. Students should work together to write the different types of music so that they can ensure there are no double-ups in the box and that they know what each one is.
- Alternatively, rather than just saying the three adjectives, students could give a more detailed description of the music type including at least three adjectives from the lesson.

Speaking

Exercise 9

- Brainstorm a number of genres on the board with the class, e.g. *action, comedy, horror, romance, drama, sci-fi, thriller, Western*.
- Ask students to discuss in pairs the type of music they expect to accompany each genre using the adjectives from the lesson, e.g. *I expect music for a comedy to be catchy and jaunty.*
- Elicit ideas, re-modelling correct pronunciation where necessary, and write the adjectives next to the genres.

POSSIBLE ANSWERS

Film genres include: action (frenetic, brisk music), comedy (catchy, jaunty music), horror (menacing, discordant music), romance (lilting, sentimental music), drama (soothing, menacing, stately music), sci-fi (ethereal, surging music), thriller (menacing, strident music) and Western (surging, raucous music).

Exercise 10 7.3

- Ask students to read the assignment first and underline key words in the questions.
- Play the recording and then elicit answers.

Audio script 7.3 page 167

ANSWERS

The discussion mentions horrors, where the music makes the audience feel a sense of panic; and drama films, where music accentuates our emotions and gives us a false sense of security.

Exercise 11 7.4

- Tell students they are going to listen to a music excerpt from a film and then a discussion between students about the film.
- Play the music excerpt and pause the recording. Ask: *What film genre do you think it is?* Students share their guesses in pairs.
- Play the rest of the recording for students to find out the genre the students choose and then elicit the answer.

Audio script 7.4 page 167

ANSWERS

historical drama

Exercise 12 7.4

- Ask students to skim the phrases and complete any that they remember.
- Play the recording again for students to complete the phrases.
- Check answers as a class, writing items 1, 2 and 6 on the board for students to check their spelling. Demonstrate the pronunciation of the phrase *I'm hazarding a guess*.

ANSWERS

1 guess **2** distinct **3** no **4** likely **5** thought **6** probability **7** go for **8** has to

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Exercise 13

- Ask students to start by skimming the dialogue for gist.
- Students work on their own or in pairs to complete the exercise before checking as a class.
- For a longer activity, students could read the completed dialogue aloud in pairs.

SUGGESTED ANSWERS

1 I'm hazarding a guess (that) they could be **2** There's a distinct possibility (that) they're **3** It's more than likely (that) **4** I would have thought (that) **5** In all probability, they're **6** There's no way they're **7** I'm going to go for **8** They have to be

Exercise 14

- Ask students to close their books and in pairs discuss what *being inclusive* means.
- Ask students to open their books and read the Global skills box to check their ideas.
- Elicit answers to the question from the class.
- Play the recording again for students to notice the ways that Naz is welcomed and included in the group.

ANSWERS

They welcome Naz warmly at the start. Jess asks for her opinion to include her in the discussion. Hari responds positively to the point she makes about noticing the soundtrack. Jess recognizes her uniqueness by asking about Iranian cinema, and Hari makes a positive comment about *Persepolis*. Jess asks for further input from Naz about how music contributes to our unconscious response to a film, and Amol responds positively to the example she gives. Amol's final suggestion about 'our' music implies that Naz is now included in the group and their collaborative exercise.

Exercise 15 7.5

AfL: Success criteria

Agree with the students in advance what you and their peers will give feedback on, e.g. use of adjectives to describe music, use of phrases to speculate, overall communication of storyline.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Explain that the ten extracts are from different scenes.
- Play the recording for students to make notes individually.
- In groups, students compare their notes and describe the music extracts using adjectives from exercises 6 and 7. They then speculate about each scene using phrases from exercise 12.
- In groups, students agree on the ideas for the events which link together most logically and create a storyline.
- Students could share their storyline with another group or with the class.

AfL: Assess your progress

Direct students to Workbook page 54 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7C.

'How can I improve?' suggestions: Describe your music preferences to a partner using adjectives from exercises 5 and 6. / In groups, take turns to choose and play a piece of music for the group. The other students discuss the music using adjectives and speculate about the year it was released using phrases from exercise 12.

Further practice

Communication worksheet 7C: Speaking
Functional language bank

Lesson 7D: CULTURE Reading, vocabulary and grammar

SB pages 94–95

Learning objectives
Understand the function of paragraphs
Recognize affixation
Contrast the different uses of a range of modal verbs

Materials
Workbook page 55
Video worksheet 7: The Empire State Building

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 95. See page 10 for more ideas.

Reading and vocabulary

AfL: Diagnostics

After going through the learning objectives, ask students to reflect on what they already know about the function of paragraphs, affixation and uses of modal verbs. Ask students to give you a visual indication (e.g. raising their hand) of how confident they feel about each one, and use this to pace the lesson, concentrating most where students feel the least confident. See page 10 for more ideas.

Exercise 1

- Students discuss the questions in pairs.
- Ask students if they have ever heard of Frank Gehry. Then focus on the photo and ask them if they know the name of the building and where it is.
- Students scan the article and compare their answers.

Exercise 2

- Ask students to read the questions and underline key words to focus their reading.
- Students read the article again to answer the questions. They then compare their answers in pairs before checking as a class.

ANSWERS

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

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Exercise 3

- Students discuss the questions in the Global skills box in pairs. Ask: *Who designed / built it? Was it a local person? Were local or imported materials used?*
- Have a brief class feedback. Ask: *How important is it to you that buildings are designed / built by local people with local materials? Why?*

V Insight Prefix pairs

Affixation refers to the addition of a prefix before a word or a suffix after a word, which adjusts the meaning.

Numerous prefixes in the English language have their opposites, e.g. *extra-* meaning 'outside' or 'beyond' and *intra-* meaning 'inside' or 'within'. These prefix pairs are sometimes separated from the root word by a hyphen, but not always.

Exercise 4

- Ask students to study the highlighted words and discuss in pairs what each prefix means.
- With a **stronger class**, ask students to guess the opposite of each prefix without looking at the chart or wordpool.
- Students complete the table and then check as a class.

ANSWERS

1 over- 2 under- 3 pre- 4 post- 5 fore- 6 back- 7 mono- 8 multi- 9 pro- 10 anti- 11 sub- 12 super-

Exercise 5

- Students complete the sentences and then compare their answers in pairs.
- As you check answers as a class, point out whether a hyphen is used or not.

ANSWERS

1 multifaceted 2 underachiever 3 post-war 4 Anti-Gehry 5 subway 6 backdrop 7 overestimated 8 predates

Language note: Modal verbs: other uses

Supposed to be / do has two meanings:

1 to be expected or required to be / do something according to a rule, a custom, an arrangement, etc.
2 to be generally believed or expected to be / do something

Had better is more common in speech than in writing. It is stronger than *should / ought to*. We use it to say what is the best thing to do in a particular situation, and it often implies there will be negative consequences if we don't take action. It refers to the present or future, and it is always followed by the infinitive without *to*:

You look ill. You'd better see a doctor.

The train leaves in twenty minutes. We'd better go now or we'll miss it.

The negative form is *had better not*: *You'd better not leave your bag here – someone might steal it!*

Exercise 6

- Students find the modal verbs in the article and match them to the uses.
- Check answers as a class.
- Elicit one more modal verb for each meaning.

ANSWERS

1 can – could 2 ought to – should 3 needn't – don't have to, don't need to 4 may – can, could 5 have to – must, need to 6 may not – mustn't, cannot / can't 7 will not – would not

Exercise 7

- Students work in pairs to complete the exercise before checking as a class.

ANSWERS

be able to – 1 be allowed to – 4 be supposed to – 2 had better – 2 not be prepared to – 7

Further reference and practice Workbook pages 121–122

1 1 couldn't 2 can 3 should have 4 have to 5 don't need to 6 didn't have to 7 wouldn't 8 weren't allowed to 9 must 10 'd better

Exercise 8

- Study the first sentence with the class as an example, eliciting answers to the questions.
- Students work in pairs to choose one or both answer options in each item, bearing in mind the two meanings of *supposed to be / do*, and discuss the differences in meaning.
- Check answers as a class.

ANSWERS

1 Only *doesn't have to* is possible; it means that it is not necessary.
2 Both answers are possible; both mean that they refused to compromise.
3 Only *is supposed to* is possible; it means that Gehry is believed to be sensitive.
4 Both answers are possible; both mean that it was not necessary to attend. *Needn't have attended* means that he did attend the inauguration; *didn't need to attend* can mean either that he did or did not attend.
5 Both answers are possible; both make a request. *May* is more formal than *can*.
6 Only *were able to* is possible; *were able to* refers to ability on a specific occasion, whereas *could* talks about general ability in the past.

Exercise 9

- If you have the facilities to do so, show a picture of Heydar Aliyev Centre, which Zaha Hadid designed.
- Students complete the text. Point out that sometimes more than one answer is possible.
- Students compare their answers in pairs before checking as a class. Point out that *ought not to* is a more formal phrase.

ANSWERS

1 could ('was able to' is also correct here, but is needed for gap 4) 2 needn't have 3 wouldn't 4 was able to 5 ought not to 6 had better

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Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. task completion (answering the question), fluency, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students reflect on their own answers to the questions, taking notes if they wish, but not writing full sentences.
- Students discuss the questions in small groups.
- Ask a volunteer from each group to report back about one of the questions in whole-class feedback.

Vocabulary extra: Building metaphors SB page 99

Exercise 1

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

Exercise 2

POSSIBLE ANSWERS

1 *By the back door* is often negative and can suggest dishonesty.
2 *Glass ceiling* is usually only used in the context of women or minority groups unable to make progress in their career.
3 *Lay the foundations* emphasizes a strong basic structure, while *building blocks* is more about the composite parts.
4 A repeated or continuing action usually drives you up the wall, while you can hit the roof about a one-off event.

Exercise 3

POSSIBLE ANSWERS

floor: go through the floor; get / have / hold the floor; take (to) the floor; wipe / mop the floor with somebody
house: bring the house down; get on like a house on fire; go (all) round the houses; on the house; put / set your (own) house in order
window: a window on / into something; a window (an opportunity to do something); fly / go out (of) the window

AfL: Assess your progress

Direct students to Workbook page 55 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7D.

'How can I improve?' suggestions: Find out more about an architect who designed another beautiful or famous building and write a paragraph with a similar function to one of the paragraph functions in exercise 2 (1–6). Swap paragraphs with another student and see if your partner can correctly identify the function. / Find examples of affixation in the article 'How to look at art' on pages 88–89.

Further practice
Video worksheet 7: The Empire State Building

Lesson 7E: Writing a review SB pages 96–97

Learning objectives
Write a review
Use similes to enhance descriptions
Recognize and use a range of adverb collocations

Materials
Workbook page 58
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 97. See page 10 for more ideas.

Planning for writing

AfL: Diagnostics

Before you begin, ask students to reflect on the learning objectives and decide how much experience / confidence they have with each one from zero (none) to five (a lot). Read the learning objectives in turn and ask students to show you fingers from zero to five for how confident they feel about each one. This diagnostic assessment can help you make decisions about where to spend the most time on the lesson and where extra help or explanations might be necessary. See page 10 for more ideas.

Exercise 1

- Focus students' attention on the photo and give the title of the artwork, *Fearless Girl*.
- Check students understand that a public artwork is one for people to enjoy for free rather than being privately owned.
- Students discuss the questions in pairs. Elicit some ideas in class feedback.

Exercise 2

- Students read the model review of the artwork on page 97 and answer the question in pairs.
- Elicit answers from the class, encouraging students to paraphrase the ideas from the text in their own words.

ANSWERS

She thinks it's a significant and striking work, finds it totally inspiring and the intention behind it profoundly moving.

Exercise 3

- Point out the blue organization boxes on page 97.
- Encourage students to underline key words in the questions before they read the review again.
- Students complete the exercise on their own or in pairs before checking as a class. Remind students that they can use this organizational structure for their own review that they write later in the lesson.

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ANSWERS

1 Paragraph 2. The writer uses adjectives that describe the character of the statue: significant, striking, confident, strong, calm. They use them to create a sense of the statue's impact in the reader's mind.
2 Paragraph 1. The writer refers to the opinions as 'a claim' and 'an accusation'. There are many other words they could use, e.g. assertion, belief, complaint, view.
3 Paragraph 4. The writer presents three arguments: most people have a view about Fearless Girl; it has succeeded in highlighting an important social issue; [it] has generated discussion and debate amongst New York's residents and visitors alike.
4 Paragraph 3. As far as I'm concerned, …; Personally, …; It reminds me …

Organization boxes:

1 presenting 2 introducing 3 description 4 location 5 personal opinion 6 reminds 7 summarize / sum up 8 arguments

Language note: Similes

Like has many meanings and uses. It is often used as a preposition with the meaning 'similar to', especially with verbs of the senses such as *look*, *sound*, *feel*, *taste*, *seem*. It can be followed by a noun or a noun phrase, e.g.
Art is like food. Everyone has different tastes.
That sculpture looks like a giant mushroom!

The conjunction *as if* is always followed by a clause. It is used to talk about an imaginary situation or a situation that may not be true but that is possible. It is often used with verbs of the senses, especially *look* and *feel*, e.g.
It looked as if the artist had just thrown the paint on the canvas.

Coming to the end of the exhibition, I felt as if I had run a marathon.

Many similes have the following structure: *as* + adjective / adverb + *as* + noun / noun phrase. This structure is mainly used when the things we are comparing are equal in some way, e.g.
The colour was as dark as night.

Many idioms are based on similes, e.g. *as bright as a button, as busy as a bee, as fit as a fiddle, as good as gold, as mad as a hatter, old as the hills, as pretty as a picture, as regular as clockwork, as safe as houses, as steady as a rock.*

Exercise 4

- Read through the strategy with the class.
- Ask students to find the examples and then check as a class.
- Point out that a simile is another example of a literary device. See if students can remember any of the literary devices from Lesson 1D on page 10 (assonance, repetition, personification, imagery, irony).

ANSWERS

a '… she almost looks like a superhero from a Marvel movie'
b 'it's as clear as crystal that the statue, Fearless Girl, divided opinion …'
c 'as if she is challenging this great financial institution …'

Exercise 5

- Read the first sentence half with the class as an example and elicit which ending completes it and how.
- Students complete the exercise in pairs before checking as a class.

ANSWERS

1 b The exhibition was as boring as watching paint dry.
2 d The legs of the sculpture are like elongated tree branches.
3 f The figure is reaching up as if he is going to catch something.
4 a The angel's wings are outstretched like the sails of a windmill.
5 c The artist took a deep breath as if she was about to start singing.
6 e I find his work as impenetrable as a fog in winter.

Exercise 6

- With a **weaker class**, remind students that adverbs of manner tell us how something happens (*They walked slowly. She speaks English fluently. He listened politely.*) while intensifying adverbs increase the strength of another word in the sentence, usually an adjective (*I am absolutely certain. They were extremely excited about our decision.*).
- Students study the highlighted adverb collocations and write them in the correct categories.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 enthusiastically welcomed (the sculpture); bitterly opposed (some residents of the city); deliberately constructed (the sculpture); casually dismissed (the sculpture)
2 highly controversial (the sculpture); immediately obvious (the fact that the sculpture is significant); profoundly moving (what the sculpture seems to be saying); totally inspiring (the sculpture)

Exercise 7

- Students read and complete the sentences.
- Check answers as a class and, if necessary, demonstrate pronunciation.

ANSWERS

1 immediately obvious 2 enthusiastically welcomed 3 bitterly opposed 4 deliberately constructed 5 casually dismissed 6 totally inspiring 7 highly controversial 8 profoundly moving / totally inspiring

Exercise 8

- Point out the language boxes on page 97.
- Students complete the boxes and then check as a class.
- Remind students to use the advice in the language boxes as they write their own review.

ANSWERS

1 compare 2 descriptions 3 adverb collocations

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Writing your review

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. organization, similes, adverb collocations, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students ten minutes to make notes about their ideas and plan their review.
- Remind students to organize their paragraphs and use similes and adverb collocations. Encourage students to use other language they learned in the unit (e.g. synonyms and antonyms to describe art, expressions related to time, affixation, modal verbs to express degrees of certainty).
- When students have finished, they can check their own work against the checklist.
- If time, students swap reviews with a partner and comment on each other's work in relation to the negotiated criteria.

AfL: Assess your progress

Direct students to Workbook page 58 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7E.

'How can I improve?' suggestions: Re-read your review and look for ways to make your descriptions more emphatic and vivid. / Swap essays with another student and check each other's work against the review checklist on page 97.

Further practice
Writing bank

Review 7 SB page 98

Exercise 1

1 highbrow 2 realistic 3 intricate 4 enchanting
5 enigmatic 6 vibrant

Exercise 2

at a leisurely pace – in a relaxed way
down the line – in the future
in one go – at the same time
little by little – gradually
once in a blue moon – rarely
overnight – suddenly
pressed for time – in a hurry

Exercise 3

1 brisk, frenetic, jaunty 2 measured, sedate, soothing

Exercise 4

1 mono 2 fore 3 pre 4 sub 5 pro 6 over

Exercise 5

1 Music therapy might be helping to fight depression, say researchers in Finland.
2 The evidence suggests that music could engage people in a way that words can't.
3 People who work as music therapists must find their job very rewarding.
4 Children who find it hard to communicate can't enjoy / can't be enjoying life to the full.
5 Researchers say that music therapy alongside traditional care will lower anxiety levels.
6 If you want to be a music therapist, you should have over 1,000 hours of training.

Exercise 6

1 can't have been 2 would have struggled
3 would have been promoted 4 should have taken
5 could have competed 6 must have been
7 might not have expected

Exercise 7

1 can 2 don't need to 3 have 4 should
5 aren't supposed to 6 ought 7 could

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Global skills: Behaving ethically at work

SB pages 100–101

Learning objectives
Understand the concept of ethical / unethical behaviour
Reflect on the causes and consequences of unethical behaviour
Discuss possible ways of dealing with unethical behaviour

Materials
Workbook page 108
Global Skills video worksheet: Behaving ethically at work

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 101. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully students understand the concept of ethical / unethical behaviour, which is a learning objective for this page.

Exercise 1

- Elicit answers to the first question from the class.
- Students discuss the remaining questions in pairs, using dictionaries to check any unknown vocabulary.

POSSIBLE ANSWERS

1 acting in a way that isn't morally correct, that goes against values such as respect, honesty or fairness.
2 absenteeism: being away from work without a good reason
bullying: using strength or power to hurt or frighten someone
deception: lying; making someone believe something that isn't true
discrimination: treating someone unfairly, for example, because of their gender or ethnicity
harassment: putting pressure on someone or saying or doing unpleasant things to them
misuse of company resources: using a company's money, equipment, etc. for personal gain

Exercise 2

- Students read the forum without the responses.
- Students discuss the question in pairs. Encourage them to use the terms from exercise 1 to describe the behaviour.
- Elicit the types of unethical behaviour with examples.

ANSWERS

Ed's behaviour is a combination of absenteeism, deception and misuse of company resources.

Exercise 3

- Students read the questions and underline key words.
- Students discuss their answers in pairs and then as a class.

POSSIBLE ANSWERS

1 His job affects his immediate colleagues (Leyla and Darius) because they have to do more work as a result, are not getting recognition for their work and are not able to learn from their senior colleague. It also affects the whole company, its customers and its shareholders because Ed is being paid (and promoted) but isn't producing good-quality work.
2 Leyla thinks Ed might be under pressure to earn more money in addition to his main job because he has a big family to support and may have other financial problems. He may also be very busy in his personal life.
3 She thinks she should take action because the situation is unfair on her and also on her colleague, Darius. She feels it's her responsibility because she's his senior.
4 She's worried that the manager will believe Ed instead of her and that she'll look bad for reporting him.

Exercise 4

- Students match ideas 1–5 with the responses. Remind them to look for paraphrases rather than exact matches.
- Students compare answers in pairs before checking as a class.

ANSWERS

1 Priti 2 Maya 3 Louise 4 Syed 5 Greg

Exercise 5

- Students discuss the questions in pairs or small groups.
- Ask a few students to share who they agree with most.

Exercise 6

- Check students understand *dilemma* (n).
- Students read the tips and discuss which of the questions would be most useful for Leyla.

Exercise 7

- Ask the class to find an idiom for item 1 as an example.
- Students complete the rest of the exercise on their own. They then compare answers in pairs, then as a class.

ANSWERS

1 cut corners 2 put; on the line 3 bring; to light
4 blow; whistle 5 pull; weight 6 let; off the hook

Exercise 8

AfL: Success criteria

Agree with students in advance what you and their peers will give feedback on.

After the task, see how well students did against their agreed successful outcome benchmark. See page 10 for ideas.

- Pairs discuss and decide on a scenario.

AfL: Assess your progress

Direct students to Workbook page 108 and ask them to do the exercises and fill in the 'Can-do' statements.

You could also encourage them to think about and make brief notes on two strategies from the lesson you could use to deal with an ethical dilemma at work in the future.

Further practice

Global Skills video worksheet: Behaving ethically at work

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8 The big issues

Unit map

Grammar
Reported speech page 104

Vocabulary
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Skills
Reading: Detroit: from Motown to Growtown page 102
Listening: Environmental problems page 104
Listening: Artificial light page 106
Speaking: Discussing and responding to solutions page 107
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Writing: Summarizing page 106
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Review
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Video
Online video: A biofueled trip

Lesson 8A: Reading and vocabulary SB pages 102–104

Learning objectives
Use known words to identify the main ideas in a text
Recognize vocabulary about cities
Recognize emphatic adjectives

Materials
Workbook page 60
Communication worksheet 8A: Vocabulary
Vocabulary Strategies worksheet 8: Literary language

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 103. See page 10 for more ideas.

Exercise 1

- Read through the questions and check that students understand *proportion*.
- Students discuss the questions in pairs before brief class feedback.

AfL: Diagnostics

Before exercise 2, ask students to work in pairs to try to identify what the main ideas in the text are, which is the learning objective for this page. Then tell them that exercise 3 will help them to check their understanding. See page 10 for more ideas.

Exercise 2

- Focus students' attention on the title of the article. If you have the facilities, you could show where Detroit is on a map. Tell students that the reason for Detroit being known as Motown will be given in the article (paragraph B).
- Give a time limit of five minutes for students to skim-read the article quickly and check their ideas from exercise 1.
- Check answers as a class.

ANSWERS

Increase: the global population today, the proportion of people living in cities
Decrease: the global population after 2100

Exercise 3

- Encourage students to use the following strategy: read and underline key words in the question stem, then look for the answer in the text before reading the options. They then read the options and see which is the closest fit.
- Students discuss their answers in pairs before checking as a class.

ANSWERS

1 d 2 c 3 a 4 c 5 b

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Exercise 4

- Students discuss the questions in pairs. Encourage students to use some of the vocabulary from the article in their answers.
- For class feedback, ask one student to give their answer, and then ask that student to direct the question to another student in the class, e.g. *How about you, (Lina)?*

V Insight Idioms and phrases about cities

The first syllable of *sewage* is pronounced *soo/sue*.

Infrastructure has several consonant clusters, which may not occur in other languages students know.

Thoroughfare has three syllables.

Congested has a soft *g* (as in *gym*). The stress is on the second syllable. Note that in addition to traffic, the idea of congestion can also be used to talk about a blocked nose.

A tenement is a large apartment building, generally in a poor area.

Slum has a very negative connotation. It's a very poor area, overcrowded, with extremely poor living conditions.

Exercise 5

- To achieve the correct form, students may need to make a phrase singular or plural.
- Students do the exercise on their own. They then compare answers with a partner before checking the answers as a class.
- Point out the idioms *rush hour* and *nose-to-tail* in sentence 7.

ANSWERS

1 sewage system 2 city dweller 3 slum tenement(s) 4 drains 5 stand-alone building 6 urban infrastructure 7 congested thoroughfare(s)

V Insight Emphatic adjectives

Emphatic adjectives have a very strong meaning and can be used to emphasize the strength of a situation or point of view.

Exercise 6

- Students work on their own or in pairs.
- As you check answers, demonstrate pronunciation, especially of *chaotic*, *squalid* and *scarce*.
- To shorten the exercise, you could divide the words among the class and then ask for feedback as a class.

ANSWERS

1 unprecedented 2 chaotic 3 squalid 4 stark 5 abundant 6 scarce 7 impoverished 8 acute

Exercise 7

- Encourage students to skim the text quickly before completing the gaps.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 unprecedented 2 impoverished 3 scarce 4 squalid 5 acute 6 stark

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of vocabulary about cities, use of emphatic adjectives, solutions / ideas, fluency.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Encourage pairs to brainstorm at least four solutions.
- Put pairs together to form groups of six to present and compare their solutions, providing feedback to each other.

Further practice

Communication worksheet 8A: Vocabulary
Vocabulary Strategies worksheet 8: Literary language

Vocabulary extra: Social issues and solutions SB page 113

Exercise 1

1 f 2 a 3 h 4 d 5 b 6 i 7 c 8 g 9 e

Exercise 2

POSSIBLE ANSWERS

1 crisis 2 alleviate / tackle 3 tackle / alleviate 4 panacea / remedy 5 quick fixes 6 pitfall 7 remedies 8 resolve 9 plight

AfL: Assess your progress

Direct students to Workbook page 60 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8A. Encourage them to revise vocabulary about cities and emphatic adjectives, adding new words and phrases to their vocabulary notebook.

'How can I improve?' suggestions: Choose another city and find an article about it online, then report the main ideas to a partner. / Re-read the article on pages 102–103 and choose five words or phrases that you might use in future. Make your own sentences with these words.

Lesson 8B: Grammar and listening SB pages 104–105

Learning objectives
Identify different lines of argument in a radio programme
Recognize the key features of reported speech
Use a variety of reporting verbs in reported speech

Materials
Workbook page 61
Communication worksheet 8B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 105. See page 10 for more ideas.

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Grammar

AfL: Diagnostics

During feedback for exercise 1, ask students to report an idea that their partner had. Listen for how successfully students report each other's speech and whether they use a range of reporting verbs, which is a learning objective for this page. Note any common errors to address during exercise 5. See page 10 for more ideas.

Exercise 1

- Focus students on the photos and elicit the environmental problems the photos show.
- If they are not mentioned, introduce the terms *deforestation*, *plastic waste*, *marine pollution* and write them on the board. Check students can pronounce them with the correct syllabic stress.
- Students discuss the effects of the environmental problems in pairs.
- Have a brief class feedback.

Exercise 2 8.1

- Ask students to read the questions about the radio programme.
- Ask: *What clues do the questions give you about the content of the radio programme?* Emphasize to students that by reading the questions before a listening task, they can get useful information about what they will hear.
- Play the recording for students to answer the questions.
- Check answers as a class.

Audio script 8.1 page 168

ANSWERS

1 The problems mentioned are deforestation, loss of biodiversity, increasing greenhouse gas emissions causing sea-level rises, plastic waste in the sea, the loss of Caribbean coral reefs. The programme addresses deforestation and marine plastic waste in more detail.
2 Lesein is from Kenya, which is facing severe deforestation.
3 His solution is Trees For Goals – planting a tree / eleven trees for every goal he and his team score.
4 She lives in the Bahamas. Plastic pollution in the ocean. (1) Kristal founded the Bahamas Plastic Movement, aimed at raising awareness among young people and finding solutions to plastic pollution. (2) With the help of a lawyer, she drafted a bill to show the government what a ban on single-use plastics could do for the Bahamas.

Exercise 3

- Students discuss the question in pairs or groups of three before whole-class feedback.

EXTENSION

Students discuss an additional question in pairs or small groups:

How much of a difference can individuals make when it comes to solving global problems?

Exercise 4

- Students read the callers' reactions. In pairs, they discuss whether they agree with them, giving reasons.
- Ask a few students to share their ideas with the class.

Exercise 5

- Rewrite the first sentence as direct speech on the board with students as an example, pointing out that if direct speech occurs within a text, it usually has speech marks around it.
- Point out that students should consider the underlined verb as they decide what might have directly been said.
- Students compare their answers in pairs and check as a class before discussing questions a–d.
- Check answers with the class.

POSSIBLE ANSWERS

1 We can't do anything about global warming. / I don't accept that we can do anything about global warming. I think it's a natural rather than a man-made problem.
2 Do / Don't you agree that Lesein and Kristal's solutions are too local and won't have a big impact?
3 If we don't reduce the waste we generate, the consequences can / could be catastrophic. We / People have to change our / their lifestyles.
4 Reforestation projects are happening in many countries, but not fast enough. Governments should think of local solutions to global problems. / I recommend that governments think of local solutions to global problems.
5 Governments are to blame. They are acting too slowly to reverse climate change. / Governments are to blame for acting too slowly to reverse climate change.
6 I've read an article about using electricity to regenerate coral reefs. I think that's a good idea.
7 Kristal Ambrose has won a prestigious prize for her environmental work. I think / believe she'll continue to be a strong voice in support of protecting our oceans.

a Some modal verbs change: *can* → *could*, *will* → *would*, *must* → *had to*.
- Some pronouns change: first person pronouns change according to the subject of the reporting verb (*I* → *he/she*, *we* → *they*); second person pronouns change according to the object of the reporting verb (*you* → *he/she*).
- Questions are often reported using a reporting verb (*ask*, *enquire*, etc.).
- Tenses move back where possible: present simple → past simple, present continuous → past continuous, present perfect → past perfect, past simple → past perfect, past continuous → past perfect continuous
- Time and place references change if they differ from the time / place where they are reported: *today* → *that day*, *yesterday* → *the day before / the previous day*, *last week* → *the week before*, *tomorrow* → *the next / following day*, *next week* → *the next / following week*, *here* → *there*.
- When reporting questions, the word order changes from interrogative to affirmative.

b We add *if / whether* after the reporting verb.

c
- an infinitive: *refused*; *urged* + object
- an infinitive without *to*: *insisted* + (*that*) + object + *should*
- an *-ing* form: *blamed* + object + *for*; *mentioned*
- a question word: *described*
- a *that* clause: *added*; *predicted*; *informed* + object; *thought*; *believed*

d ask

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Further reference and practice Workbook pages 123–124

1 1 He said that growing vegetables there was an experiment. / He said that growing vegetables was an experiment there.
2 The newspapers reported that the prime minister might make an announcement the following day.
3 She asked why world governments were being so slow in dealing with the crisis.
4 She says that they are waiting for the government to pass a new law on recycling.
5 The interviewer asked if he had ever recycled his household waste.
6 Experts have said that the environment is in danger and we should work hard to save it.
7 She asked what they were intending to do about regenerating the slums.
8 The town planner declared that there was likely to be an unprecedented demand in new housing.

2 1 Jack said that he hadn't expected to find so many issues with that project.
2 The councilor declared that they were going to look at how to tackle city centre crime the following week.
3 His mother said to him/told him that he'd been studying all day and (that he) needed to take a break.
4 The minister stated that they really had to do something to resolve the crisis.
5 The police asked us if / whether we'd ever been subjected to racial abuse.
6 They were asked by the teacher what the infrastructure system was like where they lived.
7 The boy asked Mrs Baker if / whether he should help her with her bags.
8 The victim told the police office that he/she had been walking along the street when the attack happened.

3 1 European governments have agreed to do more to combat climate change.
2 The conservation group criticized MPs for not consulting / not having consulted local people.
3 We request (that) everyone work together to create a greener city. / We request (that) everyone should work together to create a greener city.
4 The company confessed to breaking the rules on waste disposal.
5 She will remind everyone to clear up their rubbish after the meeting.
6 The charity admits not acting fast enough after the earthquake.
7 The prime minister promised to update the urban infrastructure.
8 They asked that the doctors alleviate their suffering.

4 1 The company denies allowing industrial waste to leak into the river.
2 She wanted to know whether / if her friend had decided what to do yet.
3 She advised her friend to write to the council about the issue.
4 He suggested (that) I (should) organize a group of people to clean up the city centre. / He suggested organizing a group of people to clean up the city centre.
5 She blamed him for delaying the meeting for everybody (by being late).
6 I enquired (of the professor) what I should do if I didn't know the answer.
7 The environmentalist warned the city council against building a shopping centre there.

Exercise 6

- Point out that if they are unsure of the verb patterns, students can look up the reporting verbs in a dictionary.
- Students choose the correct options in the sentences and then check as a class.

ANSWERS

1 that they hadn't done / not doing **2** organizing / that they should organize **3** us that glaciers were melting / that glaciers were melting **4** that you would support / to support **5** on us recycling / that we recycle **6** her to join / her that she should join **7** why he believed / if he believed **8** that everyone plant / that everyone should plant

EXTENSION

Students work in pairs and take turns to say the sentences in exercise 6 in direct speech, e.g. 1 'We haven't done enough to reduce air pollution.'

Exercise 7

- Write *microplastics* on the board and elicit what it means (tiny pieces of plastic in the environment) and anything students know about them.
- Ask students to skim the article to find out a scientist's idea for how to reduce microplastics in the ocean.
- Ask students to work through the exercise in pairs.
- Check answers a class.

ANSWERS

1 describes, warns, insists, ask, confesses, explains, agrees, admits; They are in the present tense.

2 **a** My work is still at the development stage.
b It has the potential to remove these damaging substances from the ocean food chain.
c It wasn't my idea.
d I was attending an online science conference and came across a presentation about the ground-breaking work of a group of researchers.
e The process involves using bacteria which attach themselves to the tiny plastic particles.
f I hadn't encountered the idea before, but it intrigued me.
g If I hadn't managed to convince my supervisor to support my plan, I probably wouldn't have got started.
h I might still be looking for my next project.
i I'm confident that it has the potential to be an innovative solution to a growing problem.
The only changes made are to proper nouns and pronouns.

3 If the reporting verbs were changed to the past tense, the verb tenses in the statements would need to move back as well (with the exception of the past perfect, which stays the same). The two modal verbs (*wouldn't have*, *might*) don't change in reported speech.

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Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of a range of reporting verbs, accurate use of reported speech.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task with the class.
- Organize students into groups of two pairs to interview each other.
- Each pair could share one or two things the other pair said with the class.

AfL: Assess your progress

Direct students to Workbook page 61 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8B. Encourage them to think about how they would report various things people say to them over the day and what verbs they might use.

'How can I improve?' suggestions: Talk about a global issue you care about with a partner. Swap partners and report what was said using reported speech. / Read a magazine article or online article about a scientist or global issue and notice how direct and indirect speech is used.

Further practice
Communication worksheet 8B: Grammar

Lesson 8C: Listening, vocabulary and speaking

SB pages 106–107

Learning objectives
Understand and summarize the main ideas in a text or discussion
Recognize a range of idioms about problems and solutions
Use expressions to discuss and respond to suggestions and ideas

Materials
Workbook page 62
Communication worksheet 8C: Speaking

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 107. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Read through the questions with the class, demonstrating the pronunciation of well-lit and *artificial*.
- Students discuss the questions in pairs before whole-class feedback.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students understand and summarize the main ideas from the recording, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 8.2

- Tell students to listen for one problem and two possible solutions.
- Play the recording for students to answer the questions before checking as a class.

Audio script 8.2 page 168

ANSWERS

The speakers are discussing the problem of light pollution. The solutions discussed are stopping light from shining towards the sky and introducing laws to control urban light.

Exercise 3 8.2

- Ask students to read the sentences and try to remember who said what, checking any unknown vocabulary.
- Remind students that they may hear paraphrases of the questions rather than the exact words.
- Play the recording again for students to write *J* or *K* next to the statements. Check answers as a class.

ANSWERS

1 J **2** K **3** J **4** J **5** K **6** J **7** J **8** K

Exercise 4

- Students discuss the questions in pairs. Encourage them to give reasons for their answers.
- Ask for a show of hands of who agrees with each speaker and elicit some reasons why.

Exercise 5

- Read through the strategy together.
- For the second point, add that students should be careful not to alter the meaning or include their own interpretation.
- For the third point, give some examples of transitional language that help the listener / reader navigate the summary, e.g. *Firstly*, *secondly*, *thirdly*, *next*, *then*.
- Students identify which of Jason's statements in exercise 3 are main ideas as opposed to supporting detail.
- Check answers as a class.

ANSWERS

1, 4, 6

Exercise 6

- Students do the activity in pairs.
- Ask a few students to share their ideas with the class.

ANSWERS

1 Light pollution is damaging to nature and people's health. A lack of artificial lighting increases crime levels. Artificial lighting is costly.
2 People might want artificial lighting in cities because it makes them feel safer and because we enjoy it.
3 The solutions discussed are shielded lighting (stopping light from shining towards the sky) and introducing laws to control urban light.

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V Insight Idioms: problems and solutions

Many of the idioms for problems and solutions can be imagined visually to help understand the meaning, e.g. *a storm in a teacup*, *fight an uphill battle*, *pour cold water on something*.

Point out the word *brain* in the compound word *no-brainer*, and check students understand that it means an easy decision to make, i.e. it does not require much brain power to make the decision.

Exercise 7

- Students work on their own to match what they can. They then work in pairs to match the remainder and discuss the meaning.
- Check answers as a class and elicit the meaning of each phrase.

ANSWERS

1 d – 'have the upper hand' means 'get an advantage over somebody so that you are in control of a particular situation'
2 g – 'take the bull by the horns' means 'face a difficult or dangerous situation directly and with courage'
3 c – 'a no-brainer' means 'a decision or a problem that you do not need to think about much because it is obvious what you should do'
4 a – 'pour cold water on something' means 'give reasons for not being in favour of something; to criticize something'
5 b – 'fight an uphill battle' means 'struggle to do something that is difficult and takes a lot of effort over a long period of time'
6 h – 'a storm in a teacup' means 'a lot of anger or worry about something that is not important'
7 e – 'be up in arms against / about something' means 'be very angry about something and ready to protest strongly about it'
8 f – 'fall into the trap of (doing) something' means 'do something that is a mistake but which seems at first to be a good idea'

Exercise 8

- Read through the task with the class and brainstorm on the board some examples of things students might want to improve, e.g. *green spaces*, *access for cyclists*, *litter*, *street lighting*, *public art*, *spaces for children or teenagers*, etc.
- Give a time limit of five minutes for students to work individually to choose what to prioritize and make notes on how they would improve it.
- Students take turns to share their ideas with their partner and take notes.
- Remind students about the strategies for summarizing from exercise 5 and to put these into practice as they turn their notes into a summary.
- Students work with a new partner and take turns to summarize what their first partner said.

Speaking

Exercise 9

- Ask students to read the email in pairs and try to think of at least three possible solutions.
- Elicit some ideas from the class on the board.

Exercise 10 8.3

- Ask students to read the questions first. Then play the recording. With a **weaker class**, play the recording again.
- Check answers as a class.

Audio script 8.3 page 169

ANSWERS

1 Solution 1: Encourage parents who live close (e.g. <2km) to the school not to drive – that would reduce a lot of traffic and their kids could walk or cycle instead, so they'd be fitter.
Solution 2: Introduce a school bus service – a lot of people would use it and it would reduce the number of car journeys by people who live more than two kilometres away.
Solution 3: Ban cars from the streets around the school – make the whole area for pedestrians and cyclists only – would need to think how that affected local residents.
2 Solution 1: It's not clear how you could check if all parents were complying.
Solution 2: It would cost a lot of money and it's not clear who would pay for it.
Solution 3: It might cause a lot more problems; local residents might be up in arms about it; it could be a problem for people who have further to travel.
They decide on a combination of 2 and 3.

Exercise 11 8.3

- Ask students to skim the phrases first and see if they remember any words that fit the gaps.
- Play the recording again.
- Elicit the answers, writing them on the board to ensure students have the spelling correct. Then elicit which heading goes with each set of phrases.

ANSWERS

1 solve this issue 2 possible solution 3 any way
4 suggestion 5 observation 6 remark 7 difficulty
8 working 9 not sure

a Suggesting solutions b Referring to what someone said
c Responding to ideas

Exercise 12

- After reading through the task with the class, put students in pairs to decide which suggestion they will each make.
- Give students a few minutes on their own to plan which phrases from exercise 11 they will use to make their suggestion and additional points.
- Students take turns to make their suggestion and respond. Emphasize that they should use phrases from exercise 11 in their responses.
- For a longer activity, students could swap pairs with someone who is presenting a different suggestion.

Exercise 13

- Ask students to read the Global skills box and then work in pairs to explain the advice in their own words.
- Focus students on the question and, if necessary, play audio 8.3 again for students to consider the question.
- Have a brief class feedback.

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ANSWERS
Quite well. They refrained from discussing the ideas early on, and later evaluated them one at a time to arrive at an agreed solution.

Exercise 14

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using key expressions to make and respond to suggestions, clear and concise summary of ideas.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Put students into groups of three to five for the task.
- Remind students to use the advice for brainstorming and the phrases from the lesson.
- Encourage students to work together on their summary, taking into account the advice for summarizing in the Strategy box on page 106.
- Ask the speaker from each group to report back to the class. If you have a large class or want to shorten the activity, groups could present to one other group.

AfL: Assess your progress

Direct students to Workbook page 62 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8C. Encourage them to think about how they might use summarizing, discussion language and brainstorming in future classes, social life or work.

'How can I improve?' suggestion: Choose a problem (real or imagined) of your own choice to discuss in a small group, brainstorming solutions and responding using phrases from exercise 11.

Further practice
Communication worksheet 8C: Speaking
Functional language bank

Lesson 8D: CULTURE Reading and vocabulary

SB pages 108–109

Learning objectives
Use context to infer the meaning of unknown words
Recognize a range of vocabulary about slavery

Materials
Workbook page 63
Video worksheet 8: A biofueled trip

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 109. See page 10 for more ideas.

Reading and vocabulary

AfL: Diagnostics

During feedback for exercise 1, listen for how successfully students use and recognize vocabulary related to slavery, which is a learning objective of this page. Write any key vocabulary on the board. See page 10 for more ideas.

Exercise 1

- Warn students that this lesson involves stories about slavery and that the content may be upsetting. Point out that although discussing some aspects of history can be painful, it can help us to build understanding of the past and how it has shaped the present.
- Ask students to work in pairs to describe the picture and answer the question.
- Have class feedback and elicit anything else students know about the history of slavery in the USA.

Exercise 2 8.4

- Ask students to read the headings to learn about what the documentary will cover before listening.
- Play the recording for students to make notes.
- Students compare their notes in pairs.
- Check answers as a class, making sure students understand the words *dusk*, *miserable*, *whipped*, *shack*.

Audio script 8.4 page 169

ANSWER
1 dawn to dusk 2 no pay
3 ate small amounts of poor-quality food, lived in miserable shacks with dirt floors, were often whipped
4 produced cotton, rice, sugar and tobacco, or worked as domestic servants
5 Their children could be taken from them at any time.
6 15 states in the south of the USA

Culture note: Slavery in the USA

African people were forcibly taken from their homes to Virginia by ship in 1619, marking the beginning of the African slave trade in North America. The slaves were forced to work on farms and plantations growing crops such as tobacco, sugar and cotton. While slavery was initially practised throughout the American colonies, in the late 18th century, it became very widespread in the southern states of the USA. Meanwhile, in the northern states, an abolition movement emerged and slavery was made illegal there. Black people who were not slaves and lived in areas where slavery was not practised held free papers. These papers were meant to ensure their freedom if they travelled to states where slavery was enforced. In the 19th century, the opposing attitudes to slavery between the north and south of the country caused a deepening divide. This was amplified by the country's westward expansion, which raised the question of whether slavery should be permitted in the new territories. The growing tension resulted in the American Civil War, which lasted from 1861 to 1865. Slavery officially ended in 1865, but the rights of black people continued to be restricted until the American Civil Rights movement brought an end to segregation in the 1960s.

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Exercise 3

- Focus students on the photo of Harriet Tubman. Then ask students to read the title and speculate what the Underground Railroad might be.
- Students read the article to find out what it is (a secret escape route for slaves). They then discuss the feelings listed with a partner.
- Have a brief class feedback.

POSSIBLE ANSWERS

When she was a young girl, self-preservation, fear and a sense of powerlessness were probably the strongest feelings. But as she got older, her anger and sense of injustice grew. She would have felt fear as she left the home she knew and went on the run, and a mix of relief and loneliness when she arrived in the North. In her later life, as she helped others to escape, it was her concern for others that was her strongest feeling, and it conquered the fear that she would undoubtedly have felt every time she went back to the South.

Exercise 4

- Remind students to look for cohesive devices in the sentences and text around the gaps to help them with the matching. They can look for lexical cohesive devices (similar words / phrases) and grammatical cohesive devices (Are there pronouns, e.g. *she/it/they* in the sentences? What do they refer to?).
- As you elicit the answers, ask students to explain their reasoning.

ANSWERS

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

Culture note: Slavery in the modern world

As of 2022, it is estimated that there are around 40 million slaves, which is higher than at any other point in history. Approximately one quarter of slaves are children.

Exercise 5

- Students discuss the questions in the Global skills box in pairs before a brief class feedback.

V Insight Word analysis

The highlighted verbs are relatively formal, and there are other verbs (often phrasal) with similar meanings, which are less formal. Being aware of synonyms can help you to choose a word with appropriate formality for the situation.

inflict – cause	commence – start
fasten – do up	seize – take
yield – give up	assert – say
endeavour – try	abolish – get rid of

Exercise 6

- Direct students to the highlighted verbs in the text about Harriet Tubman and encourage them to use context to work out their meaning and discuss them in pairs.
- Students complete the text on their own. They then compare their answers in pairs before checking as a class.

ANSWER

See the V Insight box on page 109 for definitions.

1 inflict 2 fastened 3 endeavoured / endeavours 4 yield 5 seize 6 commenced 7 asserted 8 abolished

Exercise 7

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. task completion, using a range of vocabulary, fluency and accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task and brainstorm some films and books that deal with societal problems on the board.
- Give a time limit of five minutes for students to prepare their answers to the questions individually, before discussing in pairs or small groups.
- Ask students to prepare a summary of the key points from their discussion and nominate one person to report back.

Vocabulary extra: Social issues: frequently confused words SB page 113

Exercise 1

1 a (a set of) strong beliefs that you try to live according to
  b main or most significant
2 a causing harm or annoyance to people around you
  b causing disruption to your social life, especially by having to work outside normal hours
  c not wanting to spend time with other people
3 a a person who moves from one area to another to live and work
  b a person living and working in a country they were not born in, seen from the perspective of the host country
  c a person who has left their home country to live and work, seen from the perspective of their home country
4 a forbidden by law; illegal
  b to manage to get a response from somebody
5 a relating to people rather than animals, machines, etc.
  b treating people or animals in a way that causes the minimum distress or suffering

Exercise 2

POSSIBLE ANSWERS

1 a principle (noun), b principal (adj); 4 a illicit (adj), b elicit (verb)
2 principal
3 A migrant usually (but not always) moves within a country, whereas immigrants and emigrants move between countries. The same person can be described as an immigrant or an emigrant depending on the perspective they're viewed from.
4 *Unsociable* is most commonly used to describe somebody's mood.
5 *Inhuman* can only be used to describe the treatment of people. *Inhumane* can describe the cruel treatment of people or animals.

Exercise 3

1 principle 2 antisocial 3 immigrants 4 illicit 5 humane

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AfL: Assess your progress

Direct students to Workbook page 63 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8D. Encourage students to remember to use context to infer the meaning of unknown verbs when reading in the future.

'How can I improve?' suggestion: Find out more about modern-day slavery and actions that can be taken. Compare your findings in small groups.

Further practice

Video worksheet 8: A biofueled trip

Lesson 8E: Writing a problem–solution essay

SB pages 110–111

Learning objectives
Write a problem–solution essay
Use tentative language to introduce, support and evaluate ideas
Use correct punctuation in direct quotations

Materials
Workbook page 66
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 111. See page 10 for more ideas.

Planning for writing

AfL: Diagnostics

Before you begin, ask students to reflect on the learning objectives and decide how much experience / confidence they have with each one from 0 (none) to 5 (a lot). Read the learning objectives in turn and ask students to show you fingers from zero to five for how confident they feel about each one. See page 10 for more ideas.

Exercise 1

- Focus attention on the photo, checking students understand that the women are carrying water.
- Ask students to discuss the questions in pairs before whole-class feedback.

Exercise 2

- Read through the model task with the class.
- Students read the model essay to compare their ideas before a brief class feedback.

ANSWERS

Access to clean water is important for health, security and economic well-being.

Exercise 3

- Point out the blue organization boxes on page 111.
- Students do the exercise on their own and then compare answers with a partner before checking as a class.

ANSWERS

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

Organization boxes: 1 statement **2** supported **3** explanation **4** examples **5** solutions **6** evaluation **7** summary **8** recommendation

Exercise 4

- Read through the strategy together, ensuring students understand *cross-referencing*, *bias* and *tentative*.
- Students work in pairs to study the model essay and answer the questions before whole-class feedback.

ANSWERS

1 UNICEF, WaterAid, Global Citizen, the UN
2 A recent report by UNICEF reveals that …; According to the charity WaterAid: …; As a report by Global Citizen describes …; As (local) fruit seller Mercy Muiruri told the Guardian …; Data from UNICEF demonstrates that …; In 2010, the UN General Assembly declared …
3 … in 2020, three out of four people globally used a safely managed water supply.
… approximately two billion people around the world do not have access to a safe, clean source of water.
A simple device … was introduced in Cambodia, and resulted in a 50% reduction in diseases caused by dirty water.
… access to clean water means improvements in health, a reduction in poverty, and greater economic security.
4 It seems that …; It may also be the case that …; We might expect these measures to …; Perhaps the best way to ensure this is …

Exercise 5

- Students read the highlighted sentences in the model essay and match the punctuation features to their uses.
- Check answers as a class. Point out that colons can only be used with quotations which are complete sentences.

ANSWERS

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

Exercise 6

- Students do the exercise on their own. They then compare their answers in pairs before checking as a class.

ANSWERS

1 'The link between clean running water and progress is absolutely vital for us,' explained the spokesperson for WaterAid.
2 The education minister observed, (or observed:) 'Former South African president Nelson Mandela once said, (or said:) "Education is the most powerful weapon which you can use to change the world." There is no doubt that Mr Mandela was right.'
3 She went on to say, (or say:) 'According to the UNICEF website, (or website:) "In 2019, just two in three children attended either lower or upper secondary school, and only one in two (children) attended either upper secondary school or higher education." For me, that's a shocking statistic.'
4 A report on the charity's website says, (or says:) 'It seems that the problem is knowing at what point it is appropriate to take action. One local aid worker … asked, (or asked:) "How can developed countries stand by and watch this crisis happen?" '

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Exercise 7

- Point out the coloured language boxes on page 111.
- Check answers as a class.

ANSWERS

1 correct punctuation 2 tentative language

Writing your essay

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. organization, correct punctuation, referencing, use of tentative language.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students five to ten minutes to plan their essay and find some quotes to use on the internet.
- Encourage students to activate other language they learned in the unit, such as reported speech.
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work.

EXTENSION

Students write a problem–solution essay on one of the following topics from the unit:

- light pollution
- traffic congestion at peak times
- deforestation
- litter

AfL: Assess your progress

Direct students to Workbook page 66 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8E. Encourage students to revise what they learned in the lesson.

'How can I improve?' suggestion: Write five sentences using tentative language to introduce or evaluate ideas. (See the Strategy box in exercise 4, Student Book page 110.)

Further practice
Writing bank

Review 8 SB page 112

Exercise 1

1 urban infrastructure 2 city dwellers 3 stand-alone building 4 sewage system 5 slum tenements 6 congested thoroughfares

Exercise 2

1 Chaotic 2 stark 3 acute 4 scarce 5 squalid 6 impoverished

Exercise 3

be a storm in a teacup, fall into the trap, fight an uphill battle, have the upper hand, pour cold water over something, take the bull by the horns

Exercise 4

1 commenced 2 abolish 3 asserted 4 yield 5 endeavours / endeavoured 6 fastened

Exercise 5

1 He said (that) he had read about an eco-hotel in Mali that day.
2 He said (that) his family had been visiting the coral reef.
3 He said (that) we had to sort out the garden the following week.
4 He asked me / us if I / we had tried planting anything in my / our garden.
5 He said (that) he had been studying tourism in the area.
6 He said (that) he was cutting down that tree.
7 He said (that) we had to / needed to consider those options.
8 He asked when the world's first power station had been built.

Exercise 6

1 Jo insisted that renewable energy was / has to be a good thing.
2 Lisa advised that people shouldn't use / advised against using a source of energy that relies solely on wind.
3 Simran warned (people) that wind turbines weren't / aren't efficient.
4 David wondered why people thought / think wind turbines were / are ugly. Surely, factories were / are far uglier.
5 John admitted that he had thought that he would hate them, but he found wind turbines quite pleasing.
6 Daria suggested that everyone (should) have a wind turbine in their back garden.

Exercise 7

1 no; … admitted that they hadn't done / weren't doing much … 2 yes 3 no; … that they were organizing / had organized / would be organizing a protest …
4 yes 5 yes 6 no; … persuaded us to join …
7 no; … wondered why they had said …

Cumulative review units 1–8 SB pages 114–115

Exercise 1 8.5

Audio script 8.5 page 169

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

Exercise 2

Students' own answers

Exercise 3

1 C 2 D 3 A 4 B 5 C 6 A

Exercise 4

1 noticeable 2 overnight 3 loyalty 4 contradiction 5 abundant 6 outlook

Exercise 5

Students' own answers

Additional materials
Exam Insight 4 WB pages 99–101 Answer key: page 148

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9 Can't get it out of my head

Unit map

Grammar
Defining and non-defining relative clauses page 118
Pronouns and prepositions in relative clauses page 119
Question tags and reply questions page 121
Non-finite clauses page 123

Vocabulary
Synonyms: endurance sports page 118
Quantity phrases with *of* page 118
Nouns + prepositions: addictions page 120
Idioms: sport page 122

Skills
Reading: Longest continuous unassisted sea swim page 116
Listening: Dan McLaughlin's challenge page 118
Listening: Addiction study page 120
Speaking: Checking and clarifying page 121
Speaking: Active listening page 121
Reading: The Loneliness of the Long Distance Runner page 122
Writing: A report page 124
Reading: Workbook pages 72–73

Strategies
Reading: Synthesizing information from research page 116
Writing: Describing numerical information page 124

Global skills
Managing a heavy workload page 128

Review
Review 9 page 126
Vocabulary extra 9 page 127

Video
Online video: The history of football
Global Skills video: Managing a heavy workload

Lesson 9A: Reading and vocabulary SB pages 116–118

Learning objectives
Synthesize points across multiple texts
Recognize synonyms about endurance sports
Recognize expressions about quantity

Materials
Workbook page 68
Communication worksheet 9A: Vocabulary
Vocabulary Strategies worksheet 9: Noun phrases

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 117. See page 10 for more ideas.

Exercise 1

- Write a third quote on the board for students to consider and discuss: *Enthusiasm is common. Endurance is rare.* (Angela Duckworth, psychologist)
- In pairs, students discuss the three quotes and choose their preferred one, giving reasons for their choice.
- Ask a few students to share their ideas with the class and ask whether anyone knows any other similar motivational quotes.

Exercise 2

- Point out the four texts over pages 116–117, which students need to read.
- Tell students to skim-read all four for the main ideas and not to worry about understanding detail at this stage.
- Students discuss which they found most surprising in pairs before whole-class feedback.

AfL: Diagnostics

During exercise 3, monitor how successfully students synthesize information from the texts (into note form in the table), which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Direct students to the title of the Strategy box and ask: *What does it mean to synthesize information?* (to compare, combine and organize ideas from various sources in a logical way).
- Read through the strategy with the class. Encourage students to choose two colours of pen to highlight text as they re-read the article to take their notes.
- Point out that a table is one systematic way of making it easier to compare and organize ideas. Draw up a larger table on the board with rows for texts 2–4 below text 1. Encourage students to draw up the table on a full A4 page

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as there will not be sufficient room on the coursebook page to take the notes needed.

ANSWERS

Participation and achievement in ultra-endurance events

Text 1: similar number of men and women among top long-distance swimmers
Text 3: Men win endurance races more often than women. More men than women enter endurance races. Both men and women regularly win endurance races.
Text 4: Women are slower than men in short-distance races in all sports, but the disparity reduces as the distance increases. Women more likely to finish an ultra-long race. Not a big enough sample size to know if one sex is better than another at ultra-endurance sport.

Physical attributes

Text 2: Women are shorter than men. Men's muscles are more powerful. Women's muscles are better for stamina.
Text 4: Women have smaller hearts, less muscle mass and a lower capacity to get oxygen to muscles. No physical advantages for men running ultramarathons of 315km+. Women have more slow-twitch muscle fibres.

Possible explanations

Text 2: Women's lower centre of gravity compared to men may be an advantage in endurance running. Women in general have greater grit than men (writer doesn't agree). Women aren't better at withstanding pain.
Text 3: Men may win endurance races more often than women because more men take part.
Text 4: More slow-twitch muscle fibres may give women an advantage in ultra-long races. Women may be better at pacing themselves in long races. Women may be better at dealing with pain.

Exercise 4

- Point out that students could use language from point 4 in the Strategy box for their summary. You could also ask students to review the Strategy box about summarizing on Student Book page 106.
- Give a time limit for students to write their summary, e.g. for five to ten minutes.
- Students could share and compare summaries in pairs.

Exercise 5

- Students work in pairs or small groups and discuss the questions.
- Encourage students to give reasons for their answers and to try to use vocabulary related to endurance sports from the article.
- Have a brief class feedback.

V Insight Synonyms: endurance sports

The synonyms related to endurance sports are also used in other contexts, such as work, study and hobbies.

Exercise 6

- Students study the highlighted words in the four texts about endurance sports and try to work out their meanings from the context. They then read the text in exercise 6 and use the context to work out the meanings of the words in italics.
- Students complete the text using two synonyms from the article instead of each of the words in italics.
- Check answers as a class.

ANSWERS

1 incentive, motive **2** devotees, aficionados
3 feat, coup **4** tenacity, grit **5** fatigue, exhaustion
6 agony, torture **7** compulsion, preoccupation
8 imbalance, disparity

V Insight Quantity phrases with *of*

The phrases in exercise 7 are idioms.

A pinch of salt is usually used with the verb *take*: *Take everything you read on that website with a pinch of salt!*

(Somebody's) cup of tea is often used negatively as a relatively polite way to say that something isn't to your personal taste: *I admire people who do ultra-running, but it's not my cup of tea.*

A wink of sleep is almost always used negatively: *I didn't get a wink of sleep!*

Exercise 7

- Ask students to look at the underlined phrase *pinch of salt* in text 2 and to use the text / context to guess the meaning from the list of definitions 1–8.
- Students do the rest of the exercise in pairs before whole-class feedback.

ANSWERS

1 a pinch of salt **2** a piece of cake **3** a grain of truth
4 a note of caution **5** a stroke of luck **6** a wink of sleep
7 (someone's) cup of tea **8** a breath of fresh air

Exercise 8

- Students complete the sentences on their own before checking answers as a class.

ANSWERS

1 wink of sleep **2** piece of cake **3** breath of fresh air
4 stroke of luck **5** cup of tea

Exercise 9

AfL: Success criteria

- Agree with the students in advance what you will give feedback on, e.g. ideas, clear presentation, use of endurance sport synonyms, use of phrases about quantity with *of*.
- After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give a time limit of ten minutes for students to discuss and plan their event using the headings. Tell students that both students will need to be able to report the ideas to a new partner and should take their own notes.
- Organize students into new pairs or small groups to present their event ideas.
- Ask a few volunteers to share their ideas with the class.

Further practice

Communication worksheet 9A: Vocabulary
Vocabulary Strategies worksheet 9: Noun phrases

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Vocabulary extra: Obsessions SB page 127

Exercise 1

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

Exercise 2

POSSIBLE ANSWERS

a get your fix, have a weakness for, adrenaline junkie, a slave to, take a fancy to, live and breathe

b go cold turkey, kick the habit

Note: *adrenaline junkie* and *get your fix* can be used to refer to a serious addiction, or light-heartedly, to refer to a general liking.

Exercise 3

1 have a weakness for 2 live and breathe 3 slaves to 4 get their fix 5 kick the habit

AfL: Assess your progress

Direct students to Workbook page 68 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9A.

Ask students to revise the synonyms about endurance sports and expressions of quantity, for example, and choose at least five to add to their vocabulary notebook with contextual examples.

'How can I improve?' suggestions: In pairs, take turns to give a definition of one of the highlighted nouns in the texts on pages 116–117. Your partner guesses which word it is. / Re-read the text 'Creative solutions in education' on pages 114–115 and synthesize the information into a table. Then write a paragraph summary.

Lesson 9B: Grammar and listening SB pages 118–119

Learning objectives
Understand key points in a radio discussion
Contrast the use of defining and non-defining relative clauses
Understand the use of prepositions in relative clauses

Materials
Workbook page 69
Communication worksheet 9B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 63. See page 10 for more ideas.

Grammar

Exercise 1

- Read through the questions with the class and elicit the meaning of *novice* (beginner).
- Students discuss the questions in pairs before brief class feedback.

Exercise 2 9.1

- Tell students they are going to listen to a radio programme about the theoretical number of hours required to become an expert in an activity.
- Play the recording for students to compare their ideas from exercise 1.
- Students compare their answers in pairs before checking as a class.

Audio script 9.1 page 170

POSSIBLE ANSWER

According to the Canadian author Malcolm Gladwell, a person needs 10,000 hours to become an expert in a cognitively demanding task such as playing chess or the violin. However, this may not apply to sports, as physical attributes can affect a person's performance. Other variables such as personality and mental attitude are also important.

AfL: Diagnostics

Exercise 3 checks how successfully students can understand the main points of a radio programme, which is a learning objective for this page. Before checking the answers, ask students to rate how confident they are in their answers and reflect on why. Did they use a particular strategy? What could they do if listening again? Unless they are very confident of all the answers, play the recording again for them to check their answers and improve their confidence in the answers they chose. See page 10 for more ideas.

Exercise 3 9.1

- Ask students to read the sentences before you play the recording again.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 F – The concept dates back to 1973. 2 T 3 T
4 F – He performed 'staggeringly badly'.
5 F – He had no experience as a competitive athlete. 6 T
7 F – He did that about 20 months into the challenge.
8 F – The recording mentions natural ability, personality type and mental attitude, but not the place where someone is practising.

Exercise 4

- Elicit what Dan's challenge was in students' own words to check they have understood it before moving to the discussion. (Dan, a novice golfer, decided to quit his job to try to become a professional golfer through 10,000 hours of deliberate practice.)
- Students discuss in small groups before whole-class feedback.

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Language note: Defining and non-defining relative clauses

Relative clauses are clauses which contain information about a noun or noun phrase.

A defining relative clause gives us key information which defines what / who we are speaking about. There are no commas before the relative pronoun.

In defining relative clauses, the relative pronouns *who / which / when / where* can be replaced with *that* in less formal situations.

Any novice who / that commits to 10,000 hours of practice can become an expert.

A non-defining relative clause gives us additional information, but that information is not essential for defining the noun / noun phrase. A non-defining relative clause could be removed from a sentence and the sentence would still make sense. Non-defining relative clauses have a comma before the relative pronoun (and after the clause if the sentence does not end there).

According to Malcolm Gladwell, who wrote the book 'Outliers', it takes 10,000 hours to become an expert in any area.

Exercise 5

- Ask students to identify the relative clause in the first two sentences with the class as an example.
- Students then underline the remaining relative clauses on their own before checking as a class.
- Students discuss the questions in pairs or small groups before checking as a class.

ANSWERS

1 The 10,000-hour rule is a theory which was conceived in the 1990s.
2 Malcolm Gladwell is the author who popularized the rule in a book.
3 Dan McLaughlin, who decided to test the rule, used to earn his living with a camera.
4 Dan performed exceptionally well on the golf course which the brothers chose.
5 Dan, whose experience of golf was limited, had regularly competed in other sports events.
6 Dan gave up work, which allowed him more time to pursue his goal.
7 The day when Dan was able to play a whole game came after less than a year's training.
8 Critics believe the place where someone is practising is one of the variables the rule ought to consider.

1 Sentences 1, 2, 4, 7 and 8. Defining relative clauses give information that identifies the noun they refer to. The information is essential.
2 Sentences 3, 5 and 6. Non-defining relative clauses give extra information about a noun or clause. The information is not essential.
3 Sentences 1, 2, 4 and 7. The relative pronouns *which*, *who* and *when* (but not *where*) can be replaced with *that* in defining relative clauses.
4 *whose*
5 It refers to the whole of the previous clause (Dan gave up work).
6 The day on which Dan was able to play a whole game came after more than a year's training.

Critics believe that the place in which someone is practising is one of the variables the rule ought to consider.

Further reference and practice Workbook page 125

1 1 Strength, which is an important attribute for an athlete, can determine success or failure. / Strength, which can determine success or failure, is an important attribute for an athlete.
2 Every year I watch a cycle race which / that goes through my home town. / Every year I watch a cycle race, which goes through my home town.
3 He loved his new bike (which / that) he had bought for the race.
4 Her father, who sadly didn't live to see her success, had trained her. / Her father, who had trained her, sadly didn't live to see her success.
5 He trains in the area where he has been living for the past few months. / He has been living in the area where he trains for the last few months. / He has been living for the last few months in the area where he trains.
6 The winner was an athlete whose mother had also competed in the Olympics.

Exercise 6

- Students choose the correct words before checking as a class.
- Ask the class in which sentences the relative pronoun could be omitted and elicit / share the reason. Point out that it is not possible to omit relative pronouns in non-defining relative clauses.

ANSWERS

1 where 2 who(m) 3 whose 4 which
5 when 6 why

The relative pronoun / adverb could be omitted in sentences 2, 5 and 6. Relative pronouns / adverbs can be omitted when they refer to the object of the relative clause (but not when they are the subject).

Exercise 7

- Point out that some relative clauses have a preposition before the relative pronoun.
- Read through the sentences with the class, eliciting where each relative clause is, for students to underline.
- Students discuss and complete the sentences in pairs before checking as a class.

ANSWERS

1 … it may not be relevant to sports in which athletes are required to possess some particular physical attribute to take part.
2 The idea came during a visit to his brother, with whom he played a round of golf.
3 The concept dates back to a 1973 study of chess players, and is supported by a study of violin students in 1993, during which researchers made an important discovery.
4 … and then he started competing in amateur events against people who had just started out, like himself
5 Dan started with a shot that he was very bad at: putting.

a 1 beginning / start 2 *whom* 3 *during*
b 4 end 5 phrasal 6 *that*

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Further reference and practice Workbook page 125

1 1 The team (that / which) most people had bet on to win lost badly. / The team on which most people had bet to win lost badly.
2 The captain, who the president has just handed the trophy to, looks very pleased. / The captain, to whom the president has just handed the trophy, looks very pleased.
3 The match, before which there had been a thunderstorm, was played in sunshine.
4 The tennis racket (that / which) he will play the match with has a lighter design. / The tennis racket with which he will play the match has a lighter design.
5 The mountain (that / which) she began to climb up this morning is covered in snow.
6 The first runner over the line was the one (that / who) we had given our water to. / The first runner over the line was the one to whom we had given our water.

Exercise 8

- Ask students to skim the text for gist first before attempting the exercise.
- Focus students on the first gap and elicit the answer as an example, pointing out that students need to first decide which piece of information fits the gap from options a–f, and then transform it into an appropriate relative clause.
- After checking answers, ask: *Are the relative clauses in the text defining or non-defining?* (They are all non-defining relative clauses.) Point out how commas have been used before each relative clause.

ANSWERS

1 who comes from a highly successful sporting family
2 whose professional career began in 2016
3 after which she became the number one female golfer in the world
4 which had been won by her older sister Jessica seven years previously
5 where / in which he defeated the Chilean Marcelo Rios in straight sets
6 for whom her father and older sister are inspiring role models

Exercise 9

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. inclusion of a range of relative clauses, fluency, clear presentation.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the questions with the class. Write two more questions on the board for students to consider: *How would this affect your friends and family? What level of proficiency do you think you could reach?*
- Give students a few minutes on their own to reflect on their answers, find vocabulary where necessary, and make notes. Encourage them to consider how they can use relative clauses.
- Students discuss and present their ideas in pairs or small groups. Tell students that one person from each group will need to summarize their discussion for the class.
- Ask the nominated person from each group to report back a brief summary of what they discussed.

AfL: Assess your progress

Direct students to Workbook page 69 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9B.

'How can I improve?' suggestion: Write 100 words summarizing your answer to the questions in exercise 9. Include at least three different relative clauses from the lesson.

Further practice
Communication worksheet 9B: Grammar

Lesson 9C: Listening, vocabulary and speaking SB pages 120–121

Learning objectives
Recognize specific information in a radio programme
Recognize a range of noun + preposition collocations
Use question tags, reply questions and phrases to check and clarify information

Materials
Workbook page 70
Communication worksheet 9C: Speaking

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 121. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 9.2

- Tell students they are going to listen to a radio news programme about addictions.
- Play the recording for students to compare their ideas from exercise 1.

Audio script 9.2 page 171

ANSWERS

1 A person can become addicted to sugar, salt and fat as well as drugs.
2 Addiction is caused when a craving for a substance leads to a loss of control, and we need more and more of a substance to have the same effect.
3 Food addiction causes obesity. Addiction to certain supplements has caused males to experience hair loss and lowered fertility and females to acquire facial

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hair and a deepened voice. One young bodybuilder's addiction to anabolic steroids caused stroke, heart attack and death.

AfL: Diagnostics

During exercise 3, before you play the recording again, ask students to read the questions and see if they have already recognized any specific information (to answer the questions), which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 9.2

- Encourage students to underline key words in the sentence stems to help them focus on the specific information they need to listen for.
- Play the recording again for students to answer the questions.

ANSWERS

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

Exercise 4

- Students discuss the questions in pairs or small groups before a brief class feedback.

V Insight Nouns + prepositions: addictions

It is useful to learn nouns and the preposition that follows them as a chunk of language.

The nouns in this set all come from Latin, so they have many cognates (similar words) in other European languages, which will help some students understand the meanings. However, they should note that pronunciation and syllabic stress is often different.

Exercise 5 9.3

- Point out that each of the nouns is from the radio programme and each is followed by a preposition: *on*, *to*, *with*. Students check the meanings of the words in the dictionary where necessary and then add them to the table next to the correct preposition.
- Play the recording for students to check their answers and the pronunciation, especially *susceptibility*.

Audio script 9.3 page 171

ANSWERS

dependence / insistence / restriction on
addiction / susceptibility to
association / obsession with

Exercise 6

- Ask students to read the text and complete it with the nouns and prepositions from exercise 5. Point out that more than one answer may be possible in some cases.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 addiction to 2 dependence / reliance on
3 association with 4 insistence on 5 aversion to
6 obsession / fixation with 7 restrictions on

Exercise 7

- Students discuss the question in pairs and give reasons for their answers.
- If time allows, put two pairs together to form groups of four to compare ideas.
- Ask a few students to share their ideas with the class.

Vocabulary extra: Medical metaphors SB page 127

Exercise 1

1 prognosis 2 diagnosis 3 ailing 4 chronic
5 endemic 6 terminal 7 recovery 8 agonizing

Exercise 2

1 endemic 2 agonizing 3 ailing 4 chronic
5 terminal

Exercise 3

1 chronic 2 prognosis 3 agonizing 4 ailing
5 endemic 6 recovery 7 diagnosis 8 terminal

Speaking

Exercise 8

- Check students understand that an *intranet* is a closed website only available to members of a workplace, school or community.
- Students read the notice and discuss what they think the reaction will be in pairs.
- Elicit some ideas and take notes on the board for students to use in exercise 9.

Exercise 9 9.4

- Play the recording for students and elicit which of the ideas noted on the board were mentioned.

Audio script 9.4 page 172

Exercise 10 9.4

- Students work on their own to complete the exercise before comparing their answers in pairs.
- Play the recording for students to check their answers.

ANSWERS

1 understand 2 suppose 3 fact 4 meant 5 thinking
6 point 7 suggesting 8 saying 9 check 10 correct

Exercise 11

- Ask students to do the exercise in pairs, considering each phrase and whether it is for checking what the other speaker means or clarifying / confirming your own points, before checking as a class.

ANSWERS

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

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Language note: Question tags and reply questions

A question tag is a short question following a sentence, separated by a comma from the main clause, e.g. *They have started providing healthier lunch options, haven't they?*

A reply question is a short question used to reply to a speaker, which may be used to acknowledge or check what has been said. If being used to check, it usually has a rising intonation:

A: They have stopped serving chips. B: Oh, have they?

There are three main structures with question tags:

1 Positive statement + negative tag: *They played brilliantly, didn't they?*
2 Negative statement + positive tag: *They didn't play very well, did they?*
3 Positive statement + positive tag: *They always play well, do they?*

The combination negative statement + negative tag isn't possible with question tags, but it is common in reply questions tags:

A: You can't buy soft drinks from the vending machines.
B: Oh, can't you?

In tags with the imperative, we use a modal verb:
Get me a yoghurt too, will / would / can / could you?

We can use *will* or *won't* for reminders and warnings:
Drive carefully, won't you?

For suggestions with *let's*, we always use the tag *shall we*:
Let's have pasta today, shall we?

Exercise 12

- Check students know which examples are question tags (1) and which are reply questions (2, 3). Tell students to study the examples and then work in pairs to answer the questions.
- Check answers as a class.

ANSWERS

1 agreement **2** negative **3** react to **4** positive **5** negative

Further reference and practice Workbook page 126

1 **1** Did you? **2** Isn't he? **3** haven't you? **4** Should you? **5** Mustn't they? **6** didn't they?

Exercise 13

- Tell students that active listening means paying close attention to both verbal and non-verbal signals to understand fully what someone means and respond appropriately. Elicit examples of verbal signals (choice of words, speed of delivery, tone of voice) and non-verbal signals (eye contact, hand movement, body language, facial expressions).
- Ask students to read the Global skills box.
- Read the questions and elicit ideas from the class.
- Highlight that a key part of active listening is paraphrasing key things speakers have said in your own words.

Exercise 14

AfL: Success criteria

Agree with the students in advance what you will give feedback on, e.g. use of phrases to check and clarify information, use of question tags and reply questions, active listening techniques.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- After reading through the task with the class, give students a few minutes to think about advantages and disadvantages on their own and how they feel about the proposal.
- Put students into small groups of three to five to discuss the proposal. Encourage them to use phrases for checking and clarifying, and question tags and reply questions.
- Put students into new pairs or groups with people from different groups to discuss again.
- Finish with some whole-class feedback. You could also have a vote on whether the proposal is a good idea.

AfL: Assess your progress

Direct students to Workbook page 70 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9C.

'How can I improve?' suggestions: In pairs, say five sentences about what you did at the weekend. After each sentence, your partner replies with an appropriate reply question. / Take turns to say one of the nouns from exercise 5. Your partner says a sentence including the correct preposition that follows.

Further practice
Communication worksheet 9C: Speaking

Lesson 9D: CULTURE Reading, vocabulary and grammar

SB pages 122–123

Learning objectives

Find and understand relevant information in a text
Recognize and use features of a range of non-finite clauses
Recognize a range of idioms about sport

Materials

Workbook page 71
Video worksheet 9: The history of football

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 123. See page 10 for more ideas.

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Reading and vocabulary

AfL: Diagnostics

After reading through the learning objectives, ask students to reflect on and discuss in pairs what, if anything, they already know about non-finite clauses and idioms about sport, and ask them to write down what questions they have. At the end of the lesson, ask students to see if they can answer the questions they wrote. See page 10 for more ideas.

Exercise 1

- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

POSSIBLE ANSWERS

Motivation: For elite runners, the motivation might be to go down in history for their sporting achievements, or to make a living from their sport by doing well enough in races to attract sponsorship from big companies. Recreational athletes' motivation for running may be more varied, e.g. improving their health, or raising money for charity, or just to get some fresh air with a friend.
State of mind: In races, both groups will probably feel quite nervous and excited at the start of the race, but an elite athlete will probably be more focused on their performance and less distracted by their environment. When runners, both elite and recreational, are running during training, they may let their mind wander and think about all kinds of things.
Training: Elite runners will train for hours every day, both running and at the gym, whereas recreational runners will vary in their training regime, from daily exercise to just once a week or less.

Exercise 2

- Give some background information about the story to give some context for the extract: *The narrator is a teenager who was caught stealing from a bakery. He has been sent to an institution for young offenders, where students have to do a lot of hard physical labour. Being an excellent runner, he is told that if he wins an important interschool race, he will only have to do light duties at the institution instead of heavy physical work. The extract begins during the race.*
- Encourage students to read first for the main points (gist) and to use context to guess unknown words.
- Students compare their answers in pairs before checking as a class.

POSSIBLE ANSWERS

Motivation: He doesn't seem motivated by winning, although that's what the governor wants him to do, so he is more like a typical amateur runner than an elite one.
State of mind: This changes as the race progresses. He feels loneliness, fear of the woods, and confusion as he loses track of his progress on the hills. He seems to be enjoying himself by the end of the extract, as he runs effortlessly and has a good think. I think that, in this, he would be similar to many recreational runners whose minds wander as they run a race and experience a range of emotions.
Training: He seems very fit, so he must have been training a lot; but probably not as much as an elite runner, as he's not a professional athlete.

Exercise 3

- Ask students to underline key words in the questions to help focus on the specific information they need to read for.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

ANSWERS

1 Smith is found guilty of petty theft, which means he took another person's belongings without consent. His punishment was a prison sentence at borstal.
2 If he wins the race, the governor will reduce his workload for the last six months of his prison sentence.
3 Smith compares cross-country running to a dog race: 'I felt as though I came from a long line of whippets trained to run on two legs, only I couldn't see a toy rabbit in front and there wasn't a collier's cosh behind to make me keep up the pace.'
4 Smith is in second place after he passes the Gunthorpe runner.
5 He suddenly feels lonely because he can see no other runners in the race.
6 At five o'clock in the morning.
7 He doesn't like this idea; he thinks you should 'go your own way'.
8 At the end of the extract, he is in first place.
9 He's very confident in his ability as a runner. He says he knows he can win the race, even though he's only halfway through it.
10 Smith strongly implies that he has no wish to live an honest life, as he says it would be the same as dropping dead at the finish.

Exercise 4

- Read through the questions in the Global skills box together and elicit some examples of petty crimes (graffiti, minor shoplifting, minor vandalism, trespassing, disturbing the peace).
- Students discuss the questions in pairs. Remind students that they could practise the strategies and phrases for clarifying, checking and active listening from lesson 9C.
- Ask a few students to share their ideas with the class.

V Insight **Nouns + prepositions: addictions**

Across the board comes from horse racing, where bets were traditionally written on a board. A horse with a lot of bets was strong across the board (i.e. in all positions and areas).

If a jockey was far enough ahead of the other racehorses, they could relax the hands holding the reins as they crossed the finish line, which is why *win hands down* means to win easily.

Also from horse racing is the idea of two very close competitors being neck and neck, as horse's necks are next to each other when they are very close in a race.

The *par for a course* is the expected number of shots a golfer would take to complete the course. Thus, if something is par for the course, it means that it's an expected outcome.

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The idioms in the exercise can be used metaphorically in a wide range of subjects.
The new recycling scheme will be rolled out across the board next year.
My cooking is OK, but yours wins hands down!
Taking a bit of time to settle into a new job is par for the course.

Exercise 5

- Point out that although the gapped idioms use the highlighted words in the text, the idioms themselves are not in the text.
- Students need to use the sentence context (including word class) to help them work out which word fits each idiom.
- Check answers as a class, eliciting the meaning of each idiom.

ANSWERS
1 across **2** drop **3** course **4** win **5** field
6 neck **7** running **8** pace

Grammar

Exercise 6

- Remind students that each sentence has a main clause and it may also contain subordinate clauses which are dependent on the main clause and would not be complete sentences on their own. Revise types of subordinate clauses on Student Book page 82.
- Refer students to the underlined clauses in the extract and ask them to match them to categories 1–3. For categories 1 and 2, ask students to note whether it's a reduced relative clause or a reduced adverbial clause.
- Check answers as a class.

ANSWER
a 2 (reduced adverbial clause) **b** 3 (infinitive clause) **c** 2 (reduced relative clause) **d** 2 (reduced relative clause) **e** 3 (infinitive clause) **f** 1 (reduced relative clause) **g** 1 (reduced relative clause) **h** 1 (reduced adverbial clause)

Further reference and practice Workbook page 126

1
1. Many schools putting on sporting events are concerned about health and safety.
2. Concerned about potential accidents, the organizers took extra precautions. / Being concerned about potential accidents, the organizers took extra precautions.
3. Safety notices, designed by students, were put up around the sports field.
4. The Olympic champion goes round schools to encourage children to take up sports.
5. Coming around the corner, he saw the finishing line in front of him.
6. Having managed the first hill easily, she found the second one more challenging.
7. Having been told not to give up, he was determined to keep on running.
8. They arranged training sessions to prepare the children for the competition.

Exercise 7

- Check students understand that they only need to re-write clauses a, c, d, f, g, h from exercise 6.
- Point out that slight variations are possible.
- Students compare their answers in pairs before checking as a class.

ANSWERS
a Because he is / was found guilty of petty theft
c which / that was bordered by the sunken lane
d which / that were trained to run on two legs / which / that had been trained to run on two legs
f who / that was running across country
g who / that are holding mugs of water / who / that hold mugs of water
h because / while I was having the time of my life

Exercise 8

- Tell students that fewer teenagers are playing competitive sports globally. Elicit some possible ideas as to why.
- Ask students to skim the text about teenagers and competitive sport in exercise 8 to see if any of their ideas were mentioned.
- Students complete the text with the correct form of clauses a–f.
- Students compare their answers in pairs before checking as a class.

ANSWERS
1 e Worried **2** d to try **3** b feeling **4** f wanting
5 c spoilt **6** a recommended

Exercise 9

AfL: Success criteria
Agree with students in advance what you will give feedback on, e.g. fluency, giving reasons, using at least one non-finite clause, using idioms related to sport.
After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give a time limit of two minutes for students to reflect on the question and make some notes, aiming to think of at least three reasons for their answer and thinking about how to include a non-finite clause and/or sports idiom.
- Ask students to move around the classroom, forming pairs with different students and discussing their answers to the question before finding a new partner.
- During whole-class feedback, share any good examples of non-finite clauses or sports idioms that you or students heard during the discussion.

AfL: Assess your progress
Direct students to Workbook page 71 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9D.
'How can I improve?' suggestions: Find and read the full story of *The Loneliness of the Long Distance Runner* online to find out how it ends. / Work in pairs and make up another example of each type of non-finite clause in exercise 6.

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Further practice
Video worksheet 9: The history of football

Lesson 9E: Writing a report

SB pages 124–125

Learning objectives
Write a report based on numerical information
Use a range of expressions to describe numerical information
Recognize and use vague language to express uncertainty

Materials
Workbook page 74
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 125. See page 10 for more ideas.

Planning for writing

AfL: Diagnostics

Before you begin, ask students to reflect on the learning objectives and decide how much experience / confidence they have with each one from 0 (none) to 5 (a lot). Read the learning objectives in turn and ask students to show you fingers from zero to five for how confident they feel about each one. This diagnostic assessment can help you to make decisions about where to spend the most time on the lesson and where extra help or explanations might be necessary. See page 10 for more ideas.

Exercise 1

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2

- Students skim-read the report to compare their ideas.
- Elicit the percentage of students who play sports and the reasons young adults may give up.

ANSWERS

Around 75% exercise or play sport regularly.
Some reasons they give up are:
developed other interests or lack of motivation
lack of time or pressure of work / studies
health reasons / injury

Exercise 3

- Students do the exercise on their own and then compare answers with a partner before checking as a class.

ANSWERS

1 D **2** B **3** A **4** E **5** C

Exercise 4

- Point out the blue organization boxes on page 125.
- In pairs, students discuss and decide on an appropriate label for each paragraph based on what it covers.

POSSIBLE ANSWERS

A Introduction / Purpose of the report **B** The current situation **C** Strengths **D** Weaknesses **E** Conclusion and recommendations

Exercise 5

- Go through the strategy together. Explain that a pie chart is often used to show percentages, a bar chart is used to compare different sets of information, while a line graph is most useful for showing trends.
- Students study the diagrams and match them to the paragraphs.
- Check answers as a class.

ANSWERS

1 C **2** B **3** D

Language note: Fractions

A fraction is a division of a number, for example, three quarters. After most fractions, we can name the people or things to which they refer. In this case, we put *of* after the fraction, although it may be omitted after *half*:
One quarter <u>of</u> *the population disagree.*
Half <u>(of)</u> *the population agree.*

We can also use the fraction on its own without *of*:
One third are in favour.

For a whole number and a singular fraction, use *a* before the fraction:
I've been doing yoga for two and <u>a</u> *half years.*

Exercise 6

- Refer students back to the diagrams in exercise 5 and the model report on page 125 to complete this exercise.
- Point out that they are looking for six phrases for the line graph, four for the bar chart and three for the pie chart.
- Check answers as a class.

ANSWERS

1 somewhere around 600; 600 or thereabouts; in the region of 650; something like 6.5%; a small but significant minority; 18%, give or take one per cent
2 approximately 65%; a quarter of students; around 10%; slightly higher among male than female students
3 A third of students, more or less; 60% or so; About one person in 20, or 5%

Language note: Vague language

Vague language can give a fairly accurate representation of figures while sounding less precise than the figures themselves. Vague language is often used in reports and essays with a numerical element as it makes them easier to read. It is also useful when the exact figures are not known or may quickly date.

Exercise 7

- Check students understand the meaning of *vague* (an antonym of *precise*) and why it might be used in place of precise numbers.
- Draw up the three columns from the SB on the board and ask students to look at the report and call out phrases for you to write up in each column.

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ANSWERS

1 approximately; somewhere around; in the region of; something like
2 or thereabouts; give or take one per cent; or so
3 more or less

Exercise 8

- Students complete the sentences on their own. They then compare their answers in pairs before checking as a class.
- Point out the coloured language boxes on page 25.

ANSWERS

1 like 2 around 3 more 4 in 5 or

Language boxes

1 statistics 2 vague language

Writing your report

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. organization of the report, including a range of expressions to describe numerical information, use of vague language.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students time to discuss and plan their research in groups. If it is easier, you could have students write a report about the class rather than the school.
- Give students time in or outside class to conduct their survey or focus group.
- Once students have their research results, they can write their report individually or in pairs.
- Remind students to organize their paragraphs and use a range of phrases for numerical information. Encourage them to activate other language they learned in the unit, such as relative clauses and non-finite clauses.
- When students have finished, they can check their own work against the checklist.
- If time, students swap reports with a partner from a different research group and discuss and compare their findings.

AfL: Assess your progress

Direct students to Workbook page 74 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9E.

'How can I improve?' suggestion: Find at least five statistics related to a sport or hobby you are interested in. Report back to a small group using a range of expressions for the numerical information.

Further practice
Writing bank

Review 9 SB page 126

Exercise 1

aficionado – devotee; exhaustion – fatigue; feat – coup; tenacity – grit; torture – agony; preoccupation – compulsion

Exercise 2

1 pinch of salt 2 stroke of luck 3 breath of fresh air 4 cup of tea 5 grain of truth 6 piece of cake

Exercise 3

1 to 2 on 3 with 4 to 5 on 6 on

Exercise 4

1 level playing field 2 neck and neck 3 par for the course 4 in the running 5 win hands down 6 across the board

Exercise 5

POSSIBLE ANSWERS

1 The teams who / which / that are at the Formula One Grand Prix can have no more than two cars. / The teams, which / who can have no more than two cars, are at the Formula One Grand Prix.
2 Saturday is an important day when everyone must attend. / Everyone must attend on Saturday, which is an important day.
3 Bad driving, which could cause a crash, leads to a penalty.
4 The judges can disqualify (those) competitors whose combined weight of the car and driver is less than 690 kg.
5 Races cover a distance of at least 300 km, apart from Monaco, where the race distance is less.
6 Each driver must use the gearbox, which is constructed of carbon titanium, for five consecutive races.
7 Organizers introduced strict safety measures after the 24 Heures du Mans race in 1955, during which more than 80 people died.

Exercise 6

1 whom; for 2 for which 3 which; in 4 during which 5 after which 6 which; on 7 for whom

Exercise 7

1 Looking 2 can't 3 thought up 4 put 5 To fight 6 helping 7 Faced

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Global skills: Managing a heavy workload

SB pages 128–129

Learning objectives
Reflect on ways to deal with a heavy workload
Understand tips for effectively managing your workload
Use and evaluate a specific productivity tool or technique

Materials
Workbook page 109
Global Skills video worksheet: Managing a heavy workload

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 129. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how much students already know about managing a heavy workload. See page 10 for more ideas.

Exercise 1

- Read through the statements with the class, checking that they understand and can pronounce *overwhelmed*.
- Encourage students to give reasons and examples from their experience as they discuss.

Exercise 2

- Remind students that making predictions based on title / text type / images is an effective strategy for increasing understanding. Ask students to close their books and work in pairs to predict at least four tips which might be included in the article.
- Ask students to quickly read the article to check their ideas.
- Ask students, in pairs, to read through the article again, discussing the questions in relation to each section.
- Invite a few students to answer each question.

Exercise 3

- Remind students to look for paraphrases of the sentences rather than exact words.
- Students complete the exercise individually. They then compare their answers in pairs before checking as a class.

ANSWERS

1 T **2** F – It's important to keep your work plan flexible in case deadlines and priorities change. **3** F – Breaking down a big task usually makes it seem more manageable. **4** F – Doing several tasks at a time usually results in everything taking longer. It's better to focus on one task at a time. **5** T **6** F – Criticizing ourselves generally makes us feel demotivated. **7** F – You can ask a teacher or tutor for help if you're struggling with your workload. **8** F – It's important to make time for regular breaks. This will help you feel more motivated, energized and creative.

Exercise 4 9.5

- Play the recording for students to match the speakers and sections. With a **weaker class**, play the recording again.
- Check answers as a class.

Audio script 9.5

page 172

ANSWERS

1 D **2** F **3** G **4** A (E) **5** C (D, E) **6** H (F)

Exercise 5

- Encourage students to think of what a heavy workload might look like in their own lives or in the near future.
- Students discuss the questions in pairs or groups before sharing their ideas with the class.

Exercise 6

- Read the first tip with the class and elicit suggestions for both ratings (usefulness, difficulty) and reasons.
- Ask some pairs to share which was the most useful tip for them.

Exercise 7

- Encourage students to read the whole sentence first and use the context to decide what changes need to be made.
- Write the answers on the board for students to check their spelling and demonstrate syllabic stress.

ANSWERS

1 Delegation **2** unproductive **3** multitasking **4** procrastination **5** prioritize **6** demotivated / unmotivated **7** strategically **8** manageable

Exercise 8

AfL: Success criteria

Agree with students in advance what you and their peers will give feedback on, e.g. using a range of effective evaluation criteria, fluency when discussing ideas.

After the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Ask students to reflect on the first question for a minute before putting them into pairs / groups to discuss.
- Ask students to put their plan into action before the next lesson and prepare to report on how it went.
- In a future lesson, students discuss how their trial went and whether they would continue using the strategy.

AfL: Assess your progress

Direct students to Workbook page 109 and ask them to do the exercises and fill in the 'Can-do' statements.

You could also encourage them to think about and make brief notes on two strategies from the lesson that could help you manage a heavy workload over the long term.

Further practice

Global Skills video worksheet: Managing a heavy workload

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10 Back to the future

Unit map

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Video
Online video: The Great Fire of London

Lesson 10A: Reading and vocabulary SB pages 130–132

Learning objectives
Understand how paragraphs fit into the structure of a text
Recognize idioms about colour
Recognize a range of vocabulary about shapes and lines

Materials
Workbook page 76
Communication worksheet 10A: Vocabulary
Vocabulary Strategies worksheet 10: Technical prefixes

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 131. See page 10 for more ideas.

Exercise 1

- Emphasize that it doesn't matter if students don't know the answers to the questions yet, as they will be able to check them in the article. They should discuss and make predictions in pairs.
- Students read the article for gist.
- Elicit answers to the questions.

ANSWERS

1 Nanotechnology is made from pieces of material of microscopic size. **2** Yes

AfL: Diagnostics

Before students attempt exercise 2, ask them to reflect on and share strategies they could use to understand how paragraphs A–F fit within the structure of the text. Where necessary, remind students to look for cohesive devices in the paragraphs and text around the gaps to help them with the matching. They can look for lexical cohesive devices (similar words / phrases) and grammatical cohesive devices, e.g. if the paragraph begins with 'however', students consider what contrasting point is in the main text.

See page 9 for more diagnostic ideas.

Exercise 2

- Students complete the exercise on their own.
- Students compare their answers in pairs.
- As you elicit the answers, ask students to explain their reasoning.

ANSWERS

1 E **2** B **3** A **4** F **5** D

Exercise 3

- Point out that each time they read the article, they will likely increase their understanding of the text.
- Encourage students to read the sentences first and underline key words to help focus their reading for specific information.

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- Students do the exercise on their own before comparing their answers in pairs and checking as a class.

ANSWERS
1 F (some occur naturally) 2 T 3 NG 4 T 5 T
6 F (it may help us in that way in the future) 7 NG 8 F

Exercise 4

- Students discuss the questions in pairs before brief class feedback.

V Insight Colour idioms

Colour idioms occur frequently in both spoken and written English. While colour idioms and associations are cultural and may differ across linguistic traditions, there may also be similar idioms based on shared history. Share the following stories, and ask students to say if any similar idioms exist in their own languages.

A purple patch means a period of luck or success. Historically, purple dye was very expensive, so purple clothing was limited to royalty and the very rich. If you had a purple patch on a garment, it was a sign of success.

Roll out the red carpet means give a very special welcome. The earliest red carpet reference was in a play in ancient Greece. Bright red dye was also very expensive historically, which is why the first red carpets were for very important people only. Today, red carpets are put down at the entrance of glitzy ceremonies and balls for the stars to walk up and be photographed as they enter events.

Exercise 5

- Encourage students to use context of the idioms in the article to work out their meaning.
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS
1 a grey area 2 a golden opportunity 3 get the green light 4 out of the blue 5 red tape 6 rolled out the red carpet 7 a purple patch 8 in black and white

V Insight Lines, shapes and solids

Students may recognize some of these words as cognates (words from the same stem) to words in other languages they know, which can be helpful for learning them.

Point out that the *D* in *2D* and *3D* stands for *dimensional*.

Make sure students understand the difference between lines, 2D shapes (flat, having width and length but no depth) and 3D shapes (having length, width and depth).

Exercise 6

- Go through the categories with the class.
- Students complete the categories with the underlined words in the article and then check as a class.

ANSWERS
1 ray 2 hexagon, triangle 3 sphere, cube, pyramid, cylinder

Exercise 7

- Check students understand *finite* and its antonym *infinite*. Students work in pairs to match the definitions to the pictures.
- Check answers as a class, checking students pronounce the words with stress on the first syllable, and pronounce the middle consonants in *tangent* separately with a soft *g* (tan-gent / /ˈtændʒənt/).

ANSWERS
1 pyramid, E 2 crescent, F 3 radius, B 4 cylinder, D
5 ray, H 6 tangent, A 7 arc, C 8 cone, G

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy and use of a range of vocabulary, giving reasons, fluency.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task and give students time on their own to consider their answers first.
- Put students into pairs to discuss their answers, encouraging them to discuss each technology in turn.
- Put two pairs together to form groups of four to compare and discuss their answers to the questions.
- Ask each group to nominate one person to summarize their discussion in whole-class feedback.

Further practice
Communication worksheet 10A: Vocabulary
Vocabulary Strategies worksheet 10: Technical prefixes

Vocabulary extra: The universe

SB page 141

Exercise 1

1 solar 2 cosmic 3 celestial 4 planetary 5 stellar
6 atmospheric 7 gravitational 8 terrestrial
9 galactic 10 lunar

Exercise 2

a planetary b lunar c gravitational d galactic
e atmospheric f stellar g terrestrial h celestial
i cosmic j solar

Exercise 3

1 Solar 2 galactic / cosmic 3 atmospheric
4 terrestrial 5 planetary 6 lunar 7 celestial
8 stellar 9 cosmic 10 gravitational

AfL: Assess your progress

Direct students to Workbook page 76 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10A.

'How can I improve?' suggestions: Work in pairs to think of personalized sentences for each colour idiom from exercise 5 and then compare with another pair. / Take turns to call out a word from exercise 6 for your partner to draw.

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Lesson 10B: Grammar and listening SB pages 132–133

Learning objectives
Match detailed information to sub-topics
Recognize a range of structures used to express probability and uncertainty
Recognize *it* used as the introductory subject of a sentence

Materials
Workbook page 77
Communication worksheet 10B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 133. See page 10 for more ideas.

Grammar

AfL: Diagnostics

During exercise 1, listen for how successfully students use a range of structures to express probability and uncertainty, which is a learning objective for this lesson. See page 10 for more ideas.

Exercise 1

- Read through the task and then give a prediction as an example, e.g. People might have thought that robots would do household chores.
- Students discuss their ideas in pairs or small groups, making a note of their ideas. Ask a few students to share their ideas with the class.

Exercise 2 10.1

- Ask students if they have heard of Isaac Asimov. If they have not, explain who he was and tell them they are going to listen to a radio programme about his predictions.
- Play the recording for students to note his predictions and compare them to their own ideas from exercise 1.

Audio script 10.1 page 172

POSSIBLE ANSWERS

AI / Robots: Asimov predicted that robots would exist but wouldn't be either 'common or very good'. This is true of android robots that operate in houses, but not true of robots working in areas like medicine and manufacturing, which are common and effective.
Communication: Asimov predicted that phone calls would be 'a sight-sound experience'. This has come true with the advent of Zoom, FaceTime, etc.
Homes / Environment: Asimov predicted that 'Men will continue to withdraw from nature in order to create an environment that will suit them better.' While it is not true that humans have created an underground artificial world to live in, many of us arguably are more withdrawn from nature and increasingly experiencing life through digital, virtual environments.
Population: Asimov predicted that 'Population pressure will force increasing penetration of desert and polar areas.' This has not come true, although population increase has nonetheless created pressure on the environment and on resources.
Transport: Asimov predicted that 'much effort will be put into the designing of vehicles with "Robot-brains"'. It is true that a lot of effort has been put into developing driverless cars.
Work: Asimov predicted 'a society of enforced leisure' without work. While it is true that machinery has replaced workers' jobs in some sectors, greater unemployment has arguably increased unhappiness, not decreased it.

Exercise 3

- Students discuss the questions in small groups.
- Ask one student from each group to report back.

POSSIBLE ANSWERS

personal computers, the internet, social media, climate change, cheap air travel, renewable energy sources

Exercise 4

- Students answer questions a–e in pairs or small groups before whole-class feedback.

ANSWERS

a 5 ('were thought') Other reporting verbs include *believe*, *claim*, *consider*, *report*, *say*, *think*, *understand*, *assume*, *anticipate* and *rumour*.
b 4 ('might') Other modal verbs for distancing are *could*, *may* and *should*.
c 3 ('likely') Other probability adjectives include *conceivable*, *possible*, *probable* and *unlikely*.
d 2 ('possibly') Other probability adverbs include *conceivably*, *perhaps* and *probably*.
e 1 ('seem') *Seem* is more informal.

Further reference and practice Workbook page 127

1 1 Online purchases might conceivably be delivered by drones in the future. / Online purchases conceivably might be delivered by drones in the future.
2 Architects appear to be employing smart technology in their latest designs.
3 A conceivable problem with driverless cars will be deciding how to insure them.
4 Immigration is alleged to be one of the most pressing concerns of our time. / It is alleged that immigration is one of the most pressing concerns of our time.
5 Designers could enlarge television screens to an ever greater size.
6 Nuclear power is unlikely to solve the energy crisis we are facing. / Nuclear power may be unlikely to solve the energy crisis we are facing.

Exercise 5

- Students rewrite the sentences from exercise 4 in the same order using the prompts given.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 It doesn't seem that Asimov falls that wide of the mark.
2 It is possible that the car itself will be shelved at some point.
3 It is likely that the outcome of having no work would be boredom.
4 It is conceivable that overcrowding of the planet might soon come to pass.

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5 It was thought that the best areas for expansion were the deserts and the poles. / It was thought that the deserts and the poles were the best areas for expansion.

Language note: *It* as an introductory subject

Sentences often begin with *it* when the real subject is an infinitive phrase, a phrase with *-ing*, or a long clause:
To predict the future is impossible. / It's impossible to predict the future.
Making new discoveries has always been difficult. / It has always been difficult to make new discoveries.
That so few students choose to study astrophysics is a pity. / It's a pity that so few students choose to study astrophysics.

Use *high* to add emphasis to the phrase *it's time*, followed by the past simple:

It's high time we bought a new computer.

It's high time you finished that project.

Exercise 6

- Ask students to close their books.
- Tell them that they are going to read a text about an 'Iron Man Suit' which can help people. Ask them in pairs to predict its possible use and benefits.
- Students read the text on page 133 to check their predictions.
- Have a brief class feedback.

ANSWERS

Uses: supports and protects users doing a variety of jobs requiring strength and endurance; was originally used by the military and in medicine, but industry is using similar technology, and versions are being developed to help people with disabilities.
Benefits: wearing one can reduce muscle activity and fatigue by up to 50%; protects workers from injuries; makes it easier for workers to do physically demanding jobs for longer periods of time; results in lower insurance costs and higher productivity.

Exercise 7

- Students match the sentences to the rules.
- Check answers as a class.

ANSWERS

a 3, 7 **b** 5, 6 **c** 1 **d** 2 **e** 4 **f** 8

Further reference and practice Workbook pages 127–128

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

2 **1** It is going to be challenging to create new antibiotics to combat drug-resistant bacteria.
2 It was not surprising that many experimental projects failed in the early stages.
3 It is incomprehensible why we haven't been able to solve the problem of water shortages.
4 It's worth putting more resources into scientific research to create new drugs.
5 It was wonderful for us to see the students interested in their lessons.
6 It's time we encouraged parents to do more about their children's health.

Exercise 8

- Remind students to use the underlined phrases from the text as models.
- Students work on their own or in pairs to rewrite the sentences with *It* … and the words in brackets.
- Check answers as a class.

SUGGESTED ANSWERS

1 It would be wise of businesses to consider investing in this technology.
2 It will be exciting to test the new prototype.
3 It may not be easy for staff to adapt to using the new equipment.
4 It won't be so easy to find technically qualified staff when the new regulations come in.
5 It's incredible what a difference AI has made to how we live and work.
6 It will be an advantage to have all our workers using this equipment.
7 It's no good ignoring technology – you can't stop progress.
8 It's time we upgraded our security software.

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of distancing language, use of introductory *it*, range of language, accuracy.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Encourage students to discuss the different areas and then to write two predictions for each area using a range of structures from the lesson.
- Put two pairs together to form groups of four to share and compare their predictions (and peer-check language).
- Ask different groups to feed back ideas for each area.

AfL: Assess your progress

Direct students to Workbook page 77 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10B.

'How can I improve?' suggestions: Write a short paragraph about a piece of technology, using at least three statements with introductory *it*. / In small groups, discuss what language learning classes will be like in 50 years' time, using distancing language.

Further practice
Communication worksheet 10B: Grammar

Lesson 10C: Listening, vocabulary and speaking SB pages 134–135

Learning objectives
Match speakers to statements
Recognize phrases and euphemisms that express understatement
Use key expressions to express confident or tentative opinions

Materials
Workbook page 78
Communication worksheet 10C: Speaking

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AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 135. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Go through the employment sectors together, eliciting examples of jobs in each sector.
- Ask students to discuss the questions in pairs, giving reasons for their answers.
- Have a brief class feedback.

Exercise 2 10.2

- Tell students they are going to listen to five different speakers talking about five of the employment sectors from exercise 1.
- Play the recording for students to note the sectors.

Audio script 10.2 page 173

ANSWERS

Speaker 1: manufacturing Speaker 2: agriculture
Speaker 3: science and medicine Speaker 4: health and social care Speaker 5: information technology

AfL: Diagnostics

Before exercise 3, ask students to reflect on and share strategies they might use to help them to match speakers to statements, which is a learning objective for this lesson. Elicit / Share the following strategies: listen for gist first (which they have done in exercise 2), read the statements before listening, underline key words in the statements, listen for paraphrases of key words, note a tentative guess if unsure. See page 10 for more ideas.

Exercise 3 10.2

- Encourage students to read the statements and underline key words before you play the recording.
- Check answers as a class.

ANSWERS

a Speaker 3 **b** Speaker 4 **c** Speaker 2 **d** Speaker 5 **e** Speaker 1

Exercise 4

- Write an additional question on the board for students to discuss: *What other sectors might offer more job opportunities in the future? Why?*
- Students discuss the question in pairs before brief whole-class feedback.

Exercise 5 10.2

- Read through the strategy together and make sure students understand *understatement*.
- Play the recording again for students to note down the speakers' expressions next to the direct versions.
- As you go through the answers, ask students to match the phrases to techniques 1–3 in the Strategy box.

ANSWERS

Speaker 1: isn't looking terribly good (technique 2), let staff go (technique 3)
Speaker 2: rather bright (technique 1), between jobs (technique 3)
Speaker 3: downsizing (technique 3), not particularly worried (technique 2)
Speaker 4: not entirely ready (technique 2), a bit of a challenge (technique 1)
Speaker 5: not exactly slow (technique 2), a little far-fetched (technique 1)

V Insight Euphemisms

Be cautious about using euphemisms to describe people, health issues or disability. For example, telling someone they're 'getting on a bit' could potentially cause offence, depending on the person, your relationship with them and the context.

Exercise 6

- In pairs, students try to work out the meaning of the euphemisms and put them in the categories.
- Check answers as a class.

ANSWERS

Age: getting on a bit (quite old), golden years (time spent in retirement), of advanced years (old)
Health: go down with something (get a particular illness), hard of hearing (not able to hear well / somewhat deaf), visually impaired (having significant sight problems)
Wealth: in reduced circumstances (having less money than before), of limited means (not having much money), underprivileged (poor)

Exercise 7

- Students work in pairs to discuss and complete the sentences.
- Check answers as a class.

ANSWERS

1 underprivileged **2** getting on a bit / of advanced years **3** going down with something **4** hard of hearing **5** of advanced years **6** let staff go / downsize; between jobs

Exercise 8

- Students discuss the questions in pairs or in small groups, giving reasons for their answers.
- Have a brief class feedback.

Vocabulary extra: The workplace SB page 141

Exercise 1

1 recruitment agency – d **2** job application – j **3** human resources – c **4** career ladder – a **5** the public sector – h **6** holiday entitlement – i **7** sick leave – b **8** redundancy payment – e **9** zero-hours contract – f **10** pension scheme – g

Exercise 2

1 career ladder **2** job application **3** human resources **4** recruitment agency **5** public sector **6** zero-hours contract **7** holiday entitlement / sick leave **8** sick leave / holiday entitlement

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Speaking

Exercise 9

- Students discuss the questions in groups.
- Ask one student from each group to share their groups' ideas with the class.

Exercise 10 10.3

- Read through the questions with the class and then play the recording.
- Check answers as a class.

Audio script 10.3 page 174

ANSWERS

They mention: all except analytical skills and time management
Other skills: technical skills, language skills / ability to speak English

Exercise 11 10.3

- Ask students to read through the statements and complete any that they remember before you play the recording again.
- Check answers as a class.

ANSWERS

1 can't deny – C **2** wouldn't say – U **3** no way; any means – C **4** might be – U **5** bet – C **6** seems unlikely – U **7** hope – C **8** absolutely positive – C **9** doubtful – U **10** would have – U **11** possibility – U **12** There's no chance – C

Exercise 12

- Draw up four columns on the board with the four bolded phrases in a different column each.
- Students work in pairs to find phrases in exercise 11 with similar meanings to the bolded phrases.
- Elicit the answers, writing them in the relevant column.

ANSWERS

1 I wouldn't say; It seems unlikely; I think it's doubtful
2 You can't deny; I bet; I'm absolutely positive
3 It might be the case; I would have thought; I suppose there's a possibility
4 No way could you say; Not by any means; There isn't a hope; There's no chance

Exercise 13

- Ask students to read through the four tips for managing time in the Global skills box.
- Students discuss the questions in pairs or small groups before whole-class feedback.

Exercise 14

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using a range of phrases to sound confident or uncertain.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- In pairs or groups of three, students choose three of the jobs. Alternatively, they could choose jobs that have personal significance to them.
- Tell students that during the discussion, they should concentrate on using a range of phrases from exercise 11.
- Tell students to make a list of the top three skills for each job, which might, for example, be highlighted in a job advertisement.
- Ask each group to feedback one of their lists to the class and compare ideas.

AfL: Assess your progress

Direct students to Workbook page 78 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10C.

'How can I improve?' suggestion: Discuss what you might be doing in five years' time using some phrases from exercise 11 that express confident or tentative options.

Further practice
Communication worksheet 10C: Speaking

Lesson 10D: CULTURE Reading, vocabulary and grammar SB pages 136–137

Learning objectives
Understand the order of events in a text
Recognize a range of idioms with *end*
Use adverbial clauses of manner and concession

Materials
Workbook page 79
Video worksheet 10: The Great Fire of London

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 137. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Ask students to discuss the questions in pairs before brief class feedback.

AfL: Diagnostics

Before exercise 2, check students understand what chronological order is. Check students understand that events in a text are not necessarily mentioned in chronological order. See page 10 for more ideas.

Exercise 2

- Encourage students to complete the exercise in the following order: skim-read the article for gist first, read the list of chronological events and then re-read the article, numbering the events from 1 to 7 as they occur in the text.
- Check answers as a class.

ANSWER

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

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Exercise 3

- Encourage students to underline key words in the questions to focus their reading before re-reading the article.
- Students compare their answers in pairs before checking as a class.

ANSWERS

1 It was a new disease from Europe and the population had no natural immunity.
2 Smallpox caused blindness.
3 *Vacca* is Latin for 'cow', and vaccination involved using cowpox virus, which milkmaids caught from cows.
4 They both developed vaccines.
5 It can make people paralysed.
6 An effort to vaccinate more people against polio.

Exercise 4

- Be aware that vaccination may be a topic that students have strong or complex views on. Point out that this is not a question about their own views on vaccination, but about developing understanding for different factors which influence people.
- As an additional / alternative question, ask: *Which people from your country have had a major impact on human health? What did they achieve?*

V Insight Idiomatic phrases with *end*

The phrases with *end* present an opportunity to highlight some pronunciation patterns in connected speech which occur before words beginning with vowel sounds, such as *end*.

Where the final sound of the previous word is a consonant, the consonant sound moves closer to the vowel sound, e.g., *wit's end* sounds like *wit-send; on end* sounds like *o-nend*.

Where the final sound of the previous word is *a, e, i*, then a *'y'* sound is added between the words:

spell the (y)end; beginning of the (y)end

Where the final sound of the previous word is *o* or *u*, then a *'w'* sound is added between the words:

no (w)end in sight

Exercise 5

- Students study the highlighted phrases with *end* and try to work out their meanings from the context.
- Students read the text for gist, predicting the meaning needed for each gap without worrying about using specific phrases with *end* during this initial reading.
- They then match their ideas for each gap with the phrases with *end* and complete the text.
- Check answers as a class.

ANSWERS

for years on end – continuously and without stopping, for years
meeting an untimely end – dying prematurely
at their wits' end – overwhelmed and not knowing what to do next
there was no end in sight – it appeared that it was never going to end
were on the receiving end of (something) – they suffered from something unpleasant
the beginning of the end – the first sign of something ending
there was light at the end of the tunnel – there was the prospect of improvement
spell the end – signify that something is nearly at the end

1 are on the receiving end 2 meet an untimely end
3 at their wit's end 4 the beginning of the end
5 there was no end in sight 6 spelled the end
7 for years on end 8 there is light at the end of the tunnel

Grammar

Language note: Adverbial clauses

An adverbial clause is a clause which functions as an adverb, i.e. it gives information about place, time, manner, cause or degree and can be used to modify verbs, adjectives and even other adverbs.

An adverbial clause cannot be the main clause of a sentence; it must always be subordinate.

Exercise 6

- Read out the descriptions of manner clause (near the top of the box) and concession clause (after question 4) and ask students to categorize examples a–h in the article. Check answers as a class.
- Students study the clauses and discuss the questions in pairs before checking as a class.
- Ask: *What are the possible positions for a concession clause in a sentence?* (The concession clause can go before or after the clause it contrasts.)

ANSWERS

Manner clauses: a, b, c, f, g, h
Concession clauses: d, e
1 just (h) 2 the way (b) 3 as if (a) 4 like (c) 5 even though (e)

Further reference and practice Workbook page 128

1 1 as 2 as hard 3 even though / although 4 as though 5 Although / Even though 6 just

2 1 Although some diseases have been eradicated, laboratories still keep samples of them. / Some diseases have been eradicated, although laboratories still keep samples of them.
2 The safety precautions are as effective as a high security bank.
3 Animals are used in experiments as if they are / were precious commodities.
4 Even though it seems dangerous to keep deadly diseases, they may be useful for research. / It seems dangerous to keep deadly diseases, even though they may be useful for research.
5 Mice are reared in laboratories just as they have been for decades.
6 Though I don't agree with using animals for scientific research, I can understand why it's necessary. / I don't agree with using animals for scientific research, though I can understand why it's necessary.

Exercise 7

- Write an example of two clauses on the board as an example, e.g. *The ambulance arrived quickly / there was a lot*

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of traffic. Elicit how they could be connected using a word / phrase in exercise 7. (The ambulance arrived quickly although / even though there was a lot of traffic.) Point out that the order of the clauses could be reversed.

- Students do the exercise on their own and then compare answers with a partner before checking as a class.

POSSIBLE ANSWERS

1 **b** The patient's rash looked as if / as though / like it was very itchy.
2 **f** The medicine I am taking caused nausea at first, the way that / like / as / just as I was warned it would.
3 **g** Doctors sometimes prescribe antibiotics even though / although there is no sign of infection.
4 **d** Since getting polio, she hasn't been able to dance as / the way that / like she used to.
5 **a** The mortality rates for malaria are still high, as / just as / like they always have been.
6 **c** The specialists disagree with my doctor's diagnosis, even though / although the treatment seems to be working.
7 **e** Some patients refuse to admit they are ill. They act as if / as though / like nothing is wrong with them.

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. clear presentation of ideas, use of phrases for sounding certain / uncertain from Lesson 10C, including idioms with *end*, use of adverbial clauses.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the question with the class. Give students a few minutes to reflect on it individually and to think about how they might incorporate adverbial clauses and idioms with *end* into their answer.
- Ask students to move around the classroom, forming pairs with different students to discuss the question for a few minutes before swapping partners. Encourage them to respond to what their partner has said and ask follow-up questions.

AfL: Assess your progress

Direct students to Workbook page 79 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10D.

'How can I improve?' suggestions: Write six sentences on a topic of your choice with adverbial clauses using different linking words. Ask a partner to identify the adverbial clauses and whether they are of manner or concession. / Work in pairs. Take turns to allocate each other one of the highlighted idioms from the text 'Jabbed'. Your partner puts it into their own sentence, adjusting verb forms as needed.

Further practice
Video worksheet 10: The Great Fire of London

Lesson 10E: Writing a discursive essay

SB pages 138–139

Learning objectives
Write a discursive essay
Recognize misplaced or dangling modifiers
Recognize and use a range of phrases with verbs of perception

Materials
Workbook page 82
Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 139. See page 10 for more ideas.

Planning for writing

AfL: Diagnostics

Before you begin, elicit what students remember about effective essay writing from previous writing lessons in the Student Book, feedback during the course from the teacher and peers, and self-reflection. Point out that they can build on this prior knowledge and experience to help them write a discursive essay, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 1

- Students work in pairs. Ask them to divide a sheet of paper in half and brainstorm positive impacts of technology on humanity on one side, and negative impacts on the other.
- Give a time limit of four minutes to do this task.
- Ask pairs to compare their ideas with another pair before class feedback.

Exercise 2

- Ask students to read the model essay twice: firstly, for gist and to compare the author's opinion with their own ideas from exercise 1, and then secondly, to answer the questions.
- Elicit the answers from the class.

ANSWERS

They agree. They focus on communication, medicine and the environment.

Exercise 3

- Point out the blue organization boxes on page 139.
- Students complete the boxes on their own or in pairs before checking as a class.

ANSWERS

1 attention 2 thesis statement 3 argument
4 topic sentence 5 evidence 6 point of view
7 thought-provoking sentence

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Exercise 4

- Read through the strategy with the class.
- As an example, focus students on the first highlighted modifier in the model essay (*over the past 100 years*) and elicit which word is being modified (*developed*) and its word class (verb).
- Students work in pairs to complete the exercise and then check as a class.

ANSWERS

over the past 100 years – this modifies 'developed' (verb)
enabled by satellite technology – this modifies 'Smartphones' (subject)
the world over – this modifies 'people' (object)
which prevent and treat life-threatening diseases – this modifies 'new drugs' (object)
involving the use of innovative surgical techniques – this modifies 'robotics' (subject)
more closely – this modifies 'monitor' (verb)

Exercise 5

- Students work in pairs to decide whether the modifiers are misplaced or dangling.
- Check answers as a class.

ANSWERS

1 (M) The whale, which was stranded on the beach, was examined by a team of vets.
2 (D) While she was travelling to a conference, her laptop was stolen.
3 (D) Looking through my friend's telescope, I saw the International Space Station. / While I was looking through my friend's telescope, I saw the International Space Station.
4 (M) The paramedics, wearing protective equipment, transported the casualties.
5 (D) The college texted him his test results while he was walking down the road.

Exercise 6

- Students study the green highlighted sentences in the essay and identify the verbs of perception.
- They then read the rules and complete them on their own before comparing in pairs and checking as a class.

ANSWERS

1 feel **b** like **c** as if
2 seem
a It may *seem counterintuitive* to some …
b And although it might *sound like* a very simple matter …
c … it can sometimes *feel as if* it is advancing under its own momentum; … this number *looks as though* it will continue to rise in the future.

Exercise 7

- Check students understand that a stem cell is a special kind of cell which can produce other kinds of cells when it divides.
- Emphasize that each gap needs only one word.
- Students read and complete the text before checking as a class.

ANSWERS

1 if / though 2 smells 3 looks 4 as 5 feel

Exercise 8

- Point out the language boxes on page 139.
- Students complete the boxes in pairs and then check as a class.

ANSWERS

1 object 2 verbs of perception

Writing your essay

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. organization, adverbial clauses, using a range of phrases with verbs of perception, correctly placed modifiers.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task together as a class.
- Give students ten minutes to decide whether they agree with the topic, make notes about their ideas and plan their essay on their own or in pairs.
- Remind students to organize their paragraphs and use a range of modifiers and verbs of perception. Encourage students to activate other language they learned in the unit (phrases with introductory *it*, distancing language, adverbial clauses). Write these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work, especially on how students have used the language from the lesson.

AfL: Assess your progress

Direct students to Workbook page 82 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10E.

Encourage students to read each other's essays and consider different ways that their classmates have used verbs of perception.

As this is the final lesson in the book, ask students to reflect back on their progress over the course as a whole.

'How can I improve?' suggestions: Work in pairs. Take turns to briefly role-play an emotion or situation. Your partner replies with a verb of perception from exercise 6, e.g. *A: I'm so sleepy. B: You look as though you're ready to have a nap right now!* / Re-read your essay for homework and see if you can make three further improvements.

Further practice
Writing bank

Review 10 SB page 140

Exercise 1

1 sphere 2 triangle 3 cone 4 disk 5 tangent 6 ray

Exercise 2

1 a golden opportunity 2 got the green light 3 grey area 4 red tape 5 out of the blue 6 purple patch

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Exercise 3
1 golden years **2** going down with something
3 hard of hearing **4** getting on a bit **5** underprivileged
6 visually impaired

Exercise 4
1 receiving **2** tunnel **3** wit's **4** untimely **5** on
6 sight **7** beginning

Exercise 5
1 It seems that (there's a good chance that) cloned humans will have appeared by 2070.
2 It is anticipated that we will be able / have the ability to log on to the internet directly from our minds in around 2060.
3 It is probable that there will be pilotless commercial flights by 2030. / A probable result of developments in technology is that commercial flights will be pilotless by 2030.
4 Cars will perhaps be fully automated by 2037. / Perhaps cars will be fully automated by 2037.
5 By 2060, a base on Mars might have been established. / A base on Mars might have been established by 2060.
6 Sweat-powered smart watches will conceivably be on sale by 2030.

Exercise 6
1 to **2** how **3** to **4** that **5** first **6** incredible
7 worth

Exercise 7
1 though **2** just **3** Although / Though **4** if / though
5 as **6** like **7** much

Cumulative review Units 1–10 SB pages 142–143

Exercise 1 10.4

Audio script 10.4 page 174
1 T **2** T **3** F – They have all been enthusiastically received. **4** T **5** F – They are planning to start a taxi service with driverless cars. **6** T

Exercises 2 & 3
Students' own answers

Exercise 4
1 T **2** T
3 F – Bell's Law has proved to be largely accurate so far.
4 F – The writer uses the example of the smartphone versus the 1969 space computer to show how much more powerful computers have become. **5** T
6 F – She says she is a tech aficionado and has been known to queue up to buy the latest version of a device on the day it comes out.

Exercise 5
1 have **2** once **3** into **4** though **5** take **6** from
7 playing **8** worth **9** trend **10** have

Exercise 6
Students' own answers

Additional materials
Exam Insight 5 WB pages 102–104 Answer key: page 148

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Workbook answer key

The Advanced Workbook audio scripts can be found at **oxfordenglishhub.com**

Unit 1 Identity crisis

Vocabulary page 4

Exercise 1
1 a bone of contention **2** fly in the face **3** Make no bones **4** get under your skin **5** is in my hands **6** Let's face it

Exercise 2
1 refine **2** altered **3** enhanced **4** restores **5** substituted **6** evolve **7** transform **8** progresses

Exercise 3
1 socks **2** turned **3** upside **4** chopping **5** goalposts

Exercise 4
1 can evolve **2** was determined **3** at hand **4** Let's face it **5** altered **6** great strides **7** get under **8** upside down

Exercise 5 Students' own answers

Grammar page 5

Exercise 1
1 Having inherited; haven't forgiven
2 've/have moved; Having lived
3 'd/had received; 've/have been wearing / 've/have worn
4 to have settled; hasn't found
5 to have identified; 'll/will have documented
6 've/have never felt; have been

Exercise 2
1 By next summer, we'll have left our village, and we'll have been living in Canada for a whole year.
2 I've been trying to get a visa for months, but I haven't managed it yet.
3 We've been tracing our distant cousins for years and I've already met some relations on my father's side.
4 We'd been planning to move house for ages, but now we've just decided to stay here and extend.
5 You've been texting your friend all morning and that's why you haven't finished your schoolwork.

Exercise 3
Ju, China: ~~I'm glad I hadn't ever lost it.~~ I'm glad I've never lost it.
Fernando, Barcelona: ~~I've been wearing it~~ I've worn it
Albert, Hungary: ~~Before he left, I haven't realized how close we are.~~ Before he left, I hadn't realized how close we were.
Aleida, Holland: ~~Have passed it on to me~~ Having passed it on to me
Anja, Belgium: ~~By the time I'm 21, I'll be having given all of them.~~ By the time I'm 21, I'll have been given all of them.

Exercise 4
1 have visited **2** has been delighting / has delighted **3** to have detached **4** Having been analysed **5** had believed **6** has shown **7** had wanted **8** has been **9** will have touched

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 6

Exercise 1
1 associations; loyalty **2** disaffection; marginalization **3** rapport; rejection **4** attachment; isolation

Exercise 2
1 exclusion **2** isolated **3** segregation **4** alienating **5** isolating **6** alienate

Exercise 3
The first two speakers are a teacher and a class rep.
The purpose of the meeting is to discuss ways of improving community cohesion through school.
The teacher wants to encourage the three reps to discuss their ideas so that the best ones can be implemented.
The rep (Hanna) would like to persuade the people at the meeting that the idea of a food festival would be a good way to achieve community cohesion.

Exercise 4
1 A, H **2** A, D **3** A **4** A, D **5** H **6** H **7** D

Exercise 5 Students' own answers

Exercise 6
1 likely **2** imagine **3** going **4** probability **5** realistic **6** certain **7** bound

Exercise 7 Students' own answers

Vocabulary and grammar page 7

Exercise 1
1 The writers were emigrating from China to America.
2 They were on board a ship when they were writing.

Exercise 2
1 both **2** A **3** B **4** A **5** both **6** B **7** A **8** B

Exercise 3
1 took passage **2** sparing me the additional sorrow **3** stir my emotions **4** countenance **5** President Lincoln **6** the throat choked up **7** harsh **8** abuse, barbarities

Exercise 4
2 repetition: There were words of … / There were many feelings
3 assonance: – I ate wind and tasted waves
4 imagery: … a prisoner suffering in the wooden building

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Exercise 5
1 This poem talks about going back home. The others look forward to their new life in America.
2 The assonance elongates the sentence, stressing the length of time of his imprisonment.

Exercise 6 Students' own answers

Reading pages 8–9

Exercise 1 Students' own answers

Exercise 2
1 F 2 O 3 F 4 F 5 O 6 O

Exercise 3
1 d 2 a 3 d 4 c 5 b

Exercise 4
1 striking 2 reserved 3 assertive 4 undeniable
5 highly strung 6 bizarre 7 hectic 8 linguistic

Exercise 5 Students' own answers

Writing page 10

Exercise 1
1 That said 2 While 3 As a result 4 Even though
5 Furthermore

Exercise 2
(Possible answer)
The writer thinks that the citizenship test is worthwhile, but in need of some refinement in order to encourage social cohesion.

Exercise 3
1 Although 2 therefore 3 because of
4 Moreover, 5 lead to 6 Despite 7 owing to
8 Furthermore, 9 the effect of

Exercise 4
benefits; undoubtedly; a fair and practical system; more positive attitude; proven commitment; legitimate sense of pride and belonging; achieve; integrate more quickly and more fully

Unit 2 Crime and punishment

Vocabulary page 12

Exercise 1
1 At the weekend, in a classic case of bystander apathy, a man was attacked in a busy shopping centre, but nobody did anything to help the victim in the low-security environment.
2 Concerned detectives working on the case fear for the well-being of the man and are seeking the middle-aged woman responsible for the attack.
3 A spokesperson for the police said that members of the public had come forward with valuable information, but a typical arrest was going to be difficult in this case.
4 The supportive officers took every step to ensure that the woman involved was well looked after.
5 The victims of crime were free to discuss their experiences with each other and for some this was the best therapy possible after the ordeal.

Exercise 2
1 buck the trend 2 step up to the mark 3 spur someone into action 4 go against the grain 5 bow to pressure 6 turn a blind eye to 7 follow their lead

Exercise 3
1 dazed 2 distraught 3 overjoyed 4 bewildered
5 disorientated

Exercise 4
1 dazed 2 took 3 baffled 4 unfazed
5 daunting 6 mark 7 disorientated

Exercise 5 Students' own answers

Grammar page 13

Exercise 1
1 had been shot 2 had been lying
3 wouldn't have caught 4 would have killed
5 would address 6 was examining
7 would be blamed

Exercise 2
1 I would prefer to help someone in need than run away. / I prefer helping someone in need to running away.
2 She wondered whether they were going to make the crime novel into a film.
3 As a child, my brother used to dress up and imagine that he was Sherlock Holmes.
4 If someone sued you because they had fallen over in your house, could the case be heard in a civil court instead of a criminal court?
5 In 1883, the first police matrons were employed by the police. These female police officers were often the wives of serving policemen.
6 Who would have thought that he was going to join the police force when his dad had been a criminal?
Students' own answers

Exercise 3
1 were sitting 2 had explained 3 were about to enter
4 would have thought 5 were to pull out
6 had been parked / were parked 7 would have to
8 hadn't succeeded 9 had left 10 were never recovered

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 14

Exercise 1
1 acquittal 2 plea 3 conviction 4 indictment
5 defendant 6 prosecution 7 testimony 8 penalty

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Exercise 2
1 implicated 2 detained 3 convicted; exonerated
4 remanded; released

Exercise 3
1 used to 2 were forever 3 will 4 are continually
5 got 6 would

Exercise 4
1 J 2 S 3 J 4 G 5 X

Exercise 5
1 Susie
2 It sounds really challenging for all involved. / I am also sorry for the people who have to deal with … / It must be hard. / I can see how that would be difficult.

Exercise 6 Students' own answers

Vocabulary and grammar page 15

Exercise 1
A 1 B 2

Exercise 2
1 lustrous 2 twittered 3 wrought 4 unworthy
5 pull himself out 6 faltering

Exercise 3
Soapy has decided that it is time to change his life and become a kinder, better person. The verbs and adjectives contrast his current lifestyle and outlook with the positive future he wants.

Exercise 4
1 g 2 d 3 e 4 a 5 h 6 f
Students' own answers

Exercise 5
(Possible answers)
1 agree: The father was respectable and tight; a stern, upright collection-plate passer …
2 agree: The kid was in the street, throwing rocks at a kitten; The boy catches Bill neatly in the eye with a piece of brick.
3 disagree: "That will cost the old man an extra five hundred dollars," says Bill …
4 agree: He viewed with swift horror the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives that made up his existence.

Exercise 6 Students' own answers

Reading pages 16–17

Exercise 1 Students' own answers

Exercise 2
1 D 2 E 3 B 4 C 5 A

Exercise 3
1 a 2 a 3 b 4 a 5 b 6 b 7 a 8 b

Exercise 4
1 proclaimed 2 with a start 3 perched 4 array
5 heaving 6 stark 7 brisk tone 8 lingered

Exercise 5 Students' own answers

Writing page 18

Exercise 1
1 there – place and time
2 eventually – place and time
3 only – focus
4 impassively – manner
5 miraculously – manner
6 any longer – place and time
7 gently – manner

Exercise 2
a 1 b 2 c 3

Exercise 3 Students' own answers

Unit 3 For love or money

Vocabulary page 20

Exercise 1
1 languished 2 to die for 3 shopping spree
4 purged 5 blow it 6 hassle

Exercise 2
1 stricken 2 means 3 away 4 cash 5 splash
6 breadline

Exercise 3
1 order 2 account 3 debit 4 party 5 code
6 premium

Exercise 4
1 blow it 2 strapped for 3 purging 4 account
5 poverty 6 splashed out 7 within his 8 bonus

Exercise 5 Students' own answers

Grammar page 21

Exercise 1
1 More funds may be needed to build affordable housing in the future.
2 The problems faced by people living on the breadline have been highlighted by recent research.
3 A purpose-built hostel for homeless people is being planned by the local council.
4 Improvements will be made to our provision of food for struggling families.
5 A large number of hate crimes against homeless people were committed last year in the UK.

Exercise 2
1 being forced 2 were called 3 had been used
4 live 5 halted 6 were removed 7 have been made
8 has been 9 has begun / is beginning 10 is hoped

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Exercise 3
1 getting soaked 2 had their eyes opened 3 getting our clothes dried 4 have central heating installed 5 get/have the boiler fixed 6 have had their lives transformed 7 Having/Getting the Sleep Pods made 8 had their belongings stolen

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 22

Exercise 1
1 launching 2 conducting 3 manipulating 4 set up 5 boost 6 gain 7 outstrip / outstripping 8 make / making

Exercise 2
1 launch a new product 2 boost productivity 3 set up an advertising agency 4 manipulates our minds 5 conducted market research 6 making a loss 7 gain experience 8 outstripped supply

Exercise 3
1 T 2 T 3 F 4 F 5 F 6 T

Exercise 4
1 have to say; makes sense.
2 appreciate the feedback; this argument
3 but you need to look at

Exercise 5 Students' own answers

Vocabulary and grammar page 23

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

Exercise 2
1 C 2 D 3 B 4 A

Exercise 3
1 sharp 2 stable 3 fluctuating 4 significant 5 volatile 6 moderate

Exercise 4
1 soar 2 plummeted 3 dips 4 stable 5 fluctuating 6 sharp

Exercise 5 Students' own answers

Reading pages 24–25

Exercise 1
1 b 2 b 3 a

Exercise 2
1 T 2 NG 3 NG 4 T 5 T 6 F 7 T 8 F

Exercise 3
1 a Orwell is addressing his reader and society in general when he says 'You'.
b By 'them' he means the working-class poor.
c He thinks we have a duty to remember that the working-class poor exist and to acknowledge how wretched their lives are.
2 a By 'them', he means the working-class poor.
b By 'us' he means the rest of society.
c He is challenging the idea that the poor can bear the terrible conditions in which they live better than other people because they don't know any better and they are used to their lot.

Exercise 4
1 clumsy 2 labyrinthine 3 foul; vile 4 slimy 5 desolate 6 futile 7 stagnant

Exercise 5
1 slimy 2 desolate 3 labyrinthine 4 futile 5 stagnant 6 clumsy

Exercise 6 Students' own answers

Writing page 26

Exercise 1
1 resulted 2 Bringing 3 given 4 led 5 account

Exercise 2
a 3 b 2 c 1, 3 d 2 e 1, 2

Exercise 3
1 result 2 Triggered 3 given 4 led 5 perpetuates 6 attributed

Unit 4 Brainwaves

Vocabulary page 28

Exercise 1
1 brain like a sieve 2 racking my brain 3 brainchild 4 brainwashed 5 scatterbrained

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

Exercise 3
1 take up 2 has teamed up 3 come up with 4 buy into 5 get on 6 worked out / found out

Exercise 4
1 commemorates 2 reflect 3 reminisce 4 recollect 5 remind

Exercise 5
1 teamed up 2 find out 3 memorize 4 come up with 5 brainteasers 6 brainiacs 7 bear out 8 passed on 9 recollecting 10 racking their brains

Exercise 6 Students' own answers

Grammar page 29

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

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Exercise 2
1 being shocked; to have visited; having been
2 being called; having been quizzed
3 to have been revising; had to be punished

Exercise 3
1 being immersed 2 to be cared for 3 having experienced 4 to be invited 5 not yet having formed 6 have been based

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 30

Exercise 1
1 dexterous 2 receptive 3 introspective 4 discerning 5 articulate 6 methodical 7 observant 8 intuitive

Exercise 2
1 ingenuity 2 modesty 3 integrity 4 dexterity 5 diligence 6 aptitude 7 curiosity 8 agility

Exercise 3
c

Exercise 4
1 T 2 F 3 T 4 T 5 F 6 T 7 F 8 T

Exercise 5
to introduce a new point: I'm going to start by; OK, my next point concerns
to transition between points: Moving on from; So that was … Now I want to; Let's turn to
to highlight key information: It's important to note that; I'd like to point out that; Remember that

Exercise 6 Students' own answers

Vocabulary and grammar page 31

Exercise 1
1 portmanteau 2 under-represented 3 lug 4 stranglehold 5 affluent 6 party 7 alumni 8 gowns

Exercise 2
1 The; The 2 an; the 3 –; a 4 The; –; the; – 5 –; a; a; the

Exercise 3
1 A 2 The 3 a 4 the 5 a 6 the 7 the 8 the 9 the 10 – 11 a 12 the 13 a 14 the 15 the 16 – 17 – 18 the 19 – 20 – 21 the

Exercise 4 Students' own answers

Reading pages 32–33

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

Exercise 2
1 E, F 2 A, F, I, J 3 A, C, J 4 J 5 B, C 6 D, G, H

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

Exercise 4
1 c 2 b 3 c 4 c 5 b 6 c 7 a 8 a

Exercise 5
1 tone down 2 stands out 3 held back 4 pass herself off 5 tell (them) apart 6 jeered at 7 missed out on 8 stick to

Exercise 6 Students' own answers

Writing page 34

Exercise 1
1 variation 2 correspondence 3 interchangeable 4 divergence 5 disparate 6 homogeneity 7 contradictory 8 analogous

Exercise 2
1 the most popular 2 weren't better 3 is the same as 4 bigger and bigger

Exercise 3 Students' own answers

Exercise 4
1 'high-flyers' from the 'no-hopers' 2 'get the right mix' 3 'put a gloss' 4 'imperfect' than 'perfect' 5 'let their hair down' 6 'the whole picture'

Unit 5 The road less travelled

Vocabulary page 36

Exercise 1
1 path 2 track 3 way 4 road 5 tracks 6 track 7 way 8 road

Exercise 2
1 Greenhouse gases 2 Zero emission 3 Fossil fuels 4 Carbon neutral 5 Renewable energy 6 Carbon footprint

Exercise 3
1 chug 2 pop 3 accelerate 4 zoom 5 stroll 6 trudge

Exercise 4
1 zoomed 2 pop 3 trudged 4 accelerated 5 strolled 6 chugged

Exercise 5 Students' own answers

Grammar page 37

Exercise 1
1 The real-life person who/that the film *The Boy Who Harnessed The Wind* was based on was William Kamkwamba.
2 Relaxing as travelling down the Nile may seem, it is still home to the Nile crocodile, one of the world's largest reptiles!

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3 It was during the Mesozoic Era that Africa was attached to all the other continents.
4 Not everyone is a fan of the entrepreneur Elon Musk, but he *did* invest in electric vehicles.
5 The fact is that there are over 1,500 languages spoken on the African continent.
6 The problem was (that) the *Titanic* was going too fast despite the threat of icebergs.

Exercise 2
1 he had to do was to give up everything for over two years
2 was then that he realized how kind people could be
3 was the welcome he received that he'll never forget
4 was that it was Lake Malawi, the ninth largest lake in the world
5 he finished was Cairo in Egypt
6 Mario had set out to do was to inspire people

Exercise 3
1 The truth **is** that, left alone, a group of boys will become uncivilized.
2 Hard **as**/**though** it is to believe, the family members decide to stay on their desert island when help eventually arrives.
3 What the narrator, Pi, **does** is share a boat with a hungry tiger for 227 days.
4 It was a global catastrophe **that**/**which** destroyed normal life and left a father and son alone in a ruined landscape.
5 All the sailor **does** is kill an albatross, but he is cursed as a result.
6 Fascinating **as**/**though** 16th-century Japan is, Dutchman Jacob de Zoet fears being trapped there.

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 38

Exercise 1
1 alternative 2 notable 3 compulsory 4 historic 5 technical 6 economical 7 definite

Exercise 2
a, b, d, f, g

Exercise 3
1 well and truly 2 No wonder 3 By far 4 No matter what 5 Without doubt 6 ever so 7 not just

Exercise 4 Students' own answers

Exercise 5 Students' own answers

Vocabulary and grammar page 39

Exercise 1
1 upbringing 2 outlook 3 run-up 4 setback 5 downpour 6 downfall 7 hold-ups 8 washouts

Exercise 2
1 hemispheres 2 equator 3 latitude 4 prime meridian 5 longitude 6 tropics 7 equator 8 parallels

Exercise 3
1 So brave were the first settlers of Polynesia that they left South East Asia to explore the Pacific Ocean in canoes alone.
2 In this vast body of water the intrepid explorers travelled confidently.
3 So familiar were they with their environment that the Ancient Polynesians were able to use nature to steer their course.
4 Hardly had they reached the first island than they set about discovering numerous others.
5 Not only the navigators, but (also) the whole community would help to build the canoes, known as Wa'a Kaulua.
6 No sooner had they finished than the navigators took trade winds which flowed north-east or south-west.
7 Such was their understanding of the natural world that they knew small islands could be reflected in the undersides of clouds.
8 Across the sea they sailed, recognizing different types of fish that would tell them how far away from land they were.

Exercise 4 Students' own answers

Reading pages 40–41

Exercise 1
1 T 2 T 3 F 4 T 5 T

Exercise 2
1 D 2 F 3 H 4 I 5 A 6 G 7 E 8 C
(B is not needed.)

Exercise 3
1 suspend 2 withstand 3 crave 4 spell 5 outshine 6 scrutinize

Exercise 4
1 Scrutinizing 2 spell 3 outshone 4 suspended 5 craving

Exercise 5 Students' own answers

Writing page 42

Exercise 1
1 utter 2 complete 3 entire 4 sole 5 total 6 major 7 specific 8 extreme

Exercise 2
1 find a resolution to
2 receipt of
3 to make a complaint about
4 compensation
5 my expectations
6 have the responsibility to provide

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

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Unit 6 What is love?

Vocabulary page 44

Exercise 1
1 love-struck teenager 2 feel-good factor
3 eye-catching designs 4 widely held belief
5 mass-produced designs 6 clear-cut evidence

Exercise 2
1 crush; infatuation 2 euphoria; mania
3 Devotion; distress 4 affection; loyalty

Exercise 3
1 had a change of heart
2 use your head
3 has an old head on young shoulders
4 take his comments / what he said to heart
5 wear your heart on your sleeve
6 keeps her head
7 didn't have the heart to
8 level-headed

Exercise 4
1 c 2 a 3 a 4 c 5 c 6 b 7 a 8 b

Exercise 5 Students' own answers

Grammar page 45

Exercise 1
1 If you ~~expected~~ **expect** love to be like it is in the movies, sooner or later you will be disappointed.
2 Publishers ~~didn't~~ **wouldn't** produce so much romantic fiction if there wasn't a demand for it.
3 He would never **have** downloaded *Always Be My Maybe* if he'd known it was a rom-com.
4 My dad is so emotional. If he watches a sad film, he always ~~got~~ **gets** through a box of tissues.
5 If children get exposed to sad endings in films and stories, they may ~~have been~~ **be** more able to cope with disappointment and grief in real life.
6 If James Cameron ~~didn't write~~ **hadn't written** *Titanic*, modern cinemagoers wouldn't have such a powerful example of the tragedy of love.

Exercise 2
1 wanted 2 could have been 3 would be
4 had written 5 would … have paid

Exercise 3
1 But for 2 provided that you don't 3 Should you see Freia 4 No matter how hard I try 5 Unless you ask him out 6 Supposing you hadn't gone

Exercise 4
1 No matter 2 hadn't 3 wouldn't have had 4 unless 5 you'll discover 6 But for 7 hadn't been 8 wouldn't have

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 46

Exercise 1
1 drives a wedge **between**
2 **at** her beck and call
3 **wrap** my parents round her little finger
4 get on like a **house** on fire
5 have a **soft** spot for
6 get **on** each other's nerves
7 live in **each other's** pockets
8 have me to lean **on**

Exercise 2
1 estate agent; contract 2 mortgage; deposit
3 tenants; notice 4 letting agent; landlord 5 lease; rent

Exercise 3
to help students find an appropriate housemate

Exercise 4
1 T 2 T 3 NG 4 T 5 F 6 F

Exercise 5
1 imagine it wouldn't work 2 If I were 3 be better to get 4 wish I'd known 5 as if it was 6 sooner share 7 rather than rent 8 If only we/you didn't have to

Exercise 6 Students' own answers

Vocabulary and grammar page 47

Exercise 1
1 drum up 2 invaded 3 routed 4 rallied
5 besieged 6 waged 7 subdue 8 pledge

Exercise 2
1 vengefulness; ruthlessness 2 forward planning; patience 3 charisma; passion; ambition 4 bravery; single-mindedness 5 ruthlessness; humanity

Exercise 3
1 only if 2 even if 3 if and when 4 as if 5 What if 6 If not

Exercise 4
1 If not 2 as if 3 been waging war 4 pledge allegiance 5 drum up support 6 rallies the troops 7 If only 8 What if

Exercise 5 Students' own answers

Reading pages 48–49

Exercise 1
The people are King Edward VIII and his wife Wallis. Their relationship threatened the British monarchy because she was a divorcee. Edward had to make a choice whether his love for his country or for his partner was more important.

Exercise 2
1 c 2 b 3 d 4 c 5 b 6 c

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Exercise 3
1 acquire a reputation 2 be the making of you
3 decide your fate 4 forge an identity 5 hold an appeal
6 immerse yourself in something 7 regain your status
8 spark a storm

Exercise 4
1 forging an identity
2 hold; appeal
3 decide your fate
4 has … regained her status
5 be the making of you
6 acquire a reputation
7 sparked a storm
8 have/'ve been immersed

Exercise 5 Students' own answers

Writing page 50

Exercise 1
1 d – condition 2 h – contrast 3 b – time
4 e – result 5 a – reported speech 6 g – relative
7 f – reason 8 c – purpose

Exercise 2
1 b 2 c 3 a

Exercise 3
Yes, he/she does.

Exercise 4
1 which 2 when 3 Although/While/Though
4 who 5 that 6 because 7 why 8 bound
9 Despite 10 However 11 if/when 12 order
13 In 14 until

Unit 7 State of the art

Vocabulary page 52

Exercise 1
1 fantastical 2 vibrant 3 realistic 4 highbrow
5 subdued 6 repellent 7 enigmatic
8 transparent 9 plain 10 lowbrow

Exercise 2
1 ~~one time~~ **once** in a blue moon
2 ~~along~~ **down** the line 3 pressed ~~to~~ **for** time
4 ~~over the night~~ **overnight** 5 little ~~for~~ **by** little
6 all ~~on~~ **in** one go 7 a race ~~to~~ **against** the clock
8 at a leisurely ~~speed~~ **pace** 9 time in the ~~earth~~ **world**

Exercise 3
1 canvas 2 genre 3 silhouettes 4 theme 5 palettes

Exercise 4
1 awe-inspiring 2 captivating 3 overnight
4 humble 5 realistic 6 leisurely pace
7 enchanting 8 palette 9 Little by little 10 themes

Exercise 5 Students' own answers

Grammar page 53

Exercise 1
1 *The Faun* by Gauguin must be a fake.
2 This studio can produce work that is both comprehensible and enigmatic
3 The image should sell for a high price at auction.
4 Artists of fantastical paintings can't be lacking in imagination.
5 This may be the band's most successful tour to date.
6 The artist's house could be sold to a private buyer.

Exercise 2
1 must 2 might 3 can't 4 should 5 can't
6 may be looking 7 could 8 can be portrayed
9 must

Exercise 3
1 ~~mustn't~~ **can't/couldn't** have been expecting
2 won't ~~had~~ **have** been
3 will have ~~been taking~~ **taken**
4 ~~can~~ **could/might** have done
5 ~~must~~ **might/may** not have been found

Exercise 4
1 couldn't have been expecting 2 must have been told
3 might have been changed 4 must have come
5 might have been thinking / might have thought
6 should have been

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 54

Exercise 1
1 raucous 2 sedate/soothing 3 sedate/soothing
4 ethereal 5 measured 6 surging; lilting 7 brisk; frenetic

Exercise 2
3

Exercise 3
1 c, f 2 a, e 3 b, d

Exercise 4
1 has to be 2 would have thought 3 There's no way
4 distinct possibility 5 all probability 6 hazarding a guess 7 more than likely

Exercise 5 Students' own answers

Vocabulary and grammar page 55

Exercise 1
1 predestined 2 post-industrial 3 anti-establishment
4 underestimated 5 foresight 6 monochrome
7 subculture 8 superimposed

Exercise 2
1 block 2 up the wall 3 ceiling 4 by 5 lay
6 doors 7 coming

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

Exercise 4
1 ought to commission 2 was supposed to be
3 couldn't believe 4 didn't need to wait 5 should be taken down 6 could have predicted 7 were able to make 8 doesn't have to end

Exercise 5 Students' own answers

Reading pages 56–57

Exercise 1
1 d 2 a

Exercise 2
1 E 2 G 3 A 4 F 5 C 6 D
(B is not needed.)

Exercise 3
1 pin down 2 wallow 3 susceptible 4 belt out
5 stimulating 6 sentiment 7 phenomenon
8 pondered

Exercise 4
1 belt out 2 pondering 3 phenomenon
4 wallows 5 pin down 6 sentiment 7 susceptible
8 stimulating

Exercise 5 Students' own answers

Writing page 58

Exercise 1
1 totally inspiring 2 profoundly moving
3 bitterly opposed 4 immediately obvious
5 highly controversial 6 casually dismissed
7 deliberately constructed 8 enthusiastically welcomed

Exercise 2
1 as boring as 2 as if it was 3 as if you've walked
4 like excited children 5 as funny as 6 looked as if

Exercise 3
The writer saw the exhibition of Quentin Blake's drawings at The House of Illustration in London and found it very inspiring.

Exercise 4
1 hugely influential 2 intensely private
3 as vibrant as 4 beautifully painted 5 totally inspiring
6 It was like 7 casually dismissed 8 as if

Unit 8 The big issues

Vocabulary page 60

Exercise 1
1 congested thoroughfares 2 slum tenements
3 urban infrastructure 4 city dwellers

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

Exercise 3
1 quick fix 2 crisis 3 pitfalls 4 panacea
5 plight 6 resolve

Exercise 4
1 congested thoroughfares 2 city dwellers
3 unprecedented 4 stark 5 urban infrastructure
6 slum tenements 7 pitfalls 8 remedy 9 quick fix
10 resolve

Exercise 5 Students' own answers

Grammar page 61

Exercise 1
1 a 2 b 3 b 4 b 5 a 6 a 7 a 8 a

Exercise 2
1 Norm suggested taking / that they should take their protest to parliament.
2 Hanako wondered if/whether the council had plans in place to compensate residents.
3 Kim requested that the council take measures to limit noise pollution.
4 Tom refused to accept that there was nothing they could do about the situation.
5 Michael predicted that their quality of life would be undermined if the plan went ahead.
6 Mohammed blamed previous councils for consistently failing / having failed to build proper access roads.

Exercise 3
1 Jack Wilson pointed out that rush hour traffic through the town is/was terrible. He warned that children are/were suffering from health problems caused by pollution. He suggested starting / that they should start car share schemes in and around the town. He explained that that would involve drivers taking it in turns to drive a car full of passengers to work. He wondered why that hadn't been suggested previously.
2 Patricia Holmes insisted that they are/were too reliant on fossil fuels. She urged them to make a stand / recommended making a stand / that they should make a stand in their town to change things. She recommended putting / that they should put wind turbines in the surrounding fields so that their town would be self-sufficient in energy. She blamed the top five energy companies for discouraging / having discouraged them from taking that sort of action in the past. She urged them to take control of the situation.
3 Winston Neptune wondered why there isn't/wasn't a football pitch in their town. He informed them that the local area needs/needed more green spaces. He then asked why they didn't provide one for the local school. He stated that it would provide a place for children to exercise and play and (that) it would also be beneficial for dog walkers.

Exercise 4 Students' own answers

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Listening, vocabulary and speaking page 62

Exercise 1
1 horns 2 brainer 3 arms 4 battle 5 teacup 6 water

Exercise 2
The music festival Our Time was cancelled a day before opening on financial grounds. A thousand people had bought tickets to see top bands at Westland Park in Klapton. Although organizers have promised to refund tickets, fans like Karen Hardy feel let down ...

Exercise 3
1 b 2 c 3 b

Exercise 4
1 observation 2 sure 3 any way 4 remark
5 see 6 solve

Exercise 5 Students' own answers

Vocabulary and grammar page 63

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

Exercise 2
1 abolish 2 commence 3 inflict 4 seize
5 endeavour 6 fasten 7 yield

Exercise 3
1 principal 2 Antisocial 3 immigrants 4 illicit
5 humane 6 Migrant

Exercise 4
1 endeavoured 2 antisocial 3 principal 4 asserted
5 illicit 6 immigrants 7 human

Exercise 5 Students' own answers

Reading pages 64–65

Exercise 1
b

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

Exercise 3
1 cowed 2 prodigious 3 savvy 4 counter-intuitive
5 staggering 6 wacky 7 offbeat 8 viable

Exercise 4
1 viable 2 staggering/prodigious; prodigious/staggering 3 offbeat; wacky 4 cowed 5 savvy
6 counter-intuitive

Exercise 5 Students' own answers

Writing page 66

Exercise 1
Restricting the times junk food advertisements are shown.
Restricting the content of junk food advertisements.

Exercise 2
A iii B i C ii D i & ii E iii

Exercise 3
1 B 2 E 3 D 4 A 5 C

Unit 9 Can't get it out of my head

Vocabulary page 68

Exercise 1
1 aficionado; preoccupation 2 fatigue; disparity
3 tenacity/grit; incentive 4 agony; grit/tenacity

Exercise 2
1 wink 2 grain 3 pinch 4 piece 5 breath 6 cup
7 stroke 8 note

Exercise 3
1 breathes 2 junkie 3 cold 4 habit 5 fix 6 slave
7 fancy 8 weakness

Exercise 4
1 achievement 2 fatigue 3 piece 4 fix 5 wink
6 breathed 7 agony 8 habit

Exercise 5 Students' own answers

Grammar page 69

Exercise 1
1 Lipinski, who had previously been a roller-skating champion, won the US Figure Skating Championships when she was 14.
2 Cricketer Sachin Tendulkar is the cricketer who first played for India when he was only 16.
3 New Zealander Lydia Ko is a former top-ranked golfer whose career came to the media's attention when she was aged seven.
4 Lionel Messi, who had a growth hormone deficiency, moved to FC Barcelona aged 13 because they agreed to pay his medical bills.
5 Tennis player Emma Raducanu won the US Open aged 18, which is fantastic considering she was ranked 338 in the world just a few months before.
6 2003 was the year when Bekele beat Gebrselaisse in the 10,000 metres.

Exercise 2
1 at 2 during 3 whom 4 until 5 with

Exercise 3
1 who retired in 2020.
2 , which started at the age of 16,
3 when he was picked last for the football team
4 which/that he remembers well
5 , whose favourite quote is 'dive right in',
6 , who took part in the 2004 Athens Games.
7 whose career is looked up to by future athletes
8 , where he lives with his family

Exercise 4 Students' own answers

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Listening, vocabulary and speaking page 70

Exercise 1
1 to 2 with 3 on 4 to 5 on 6 on

Exercise 2
1 diagnosis 2 ailing 3 agonizing 4 terminal
5 chronic 6 endemic 7 recovery

Exercise 3
to do exercise to learn about good health
to make friends to build self-esteem

Exercise 4
1 T 2 T 3 T 4 T 5 F 6 NG 7 F

Exercise 5
1 shall we 2 doesn't it 3 can it 4 do they
5 Were they 6 Is there 7 don't you 8 won't you

Exercise 6 Students' own answers

Exercise 7 Students' own answers

Vocabulary and grammar page 71

Exercise 1
1 playing 2 par 3 neck 4 board 5 hands
6 running

Exercise 2
1 par for the course 2 level playing field 3 in the running 4 across the board 5 win hands down
6 neck and neck

Exercise 3
1 to check 2 placed 3 Driven 4 Feeling
5 to receive 6 Seen

Exercise 4
1 dressed 2 To last 3 Having played 4 watching
5 To witness 6 to check 7 meaning 8 Driven

Exercise 5 Students' own answers

Reading pages 72–73

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

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

Exercise 3
1 b 2 a 3 a 4 a 5 b 6 a 7 a 8 b

Exercise 4
1 formative 2 foster 3 camaraderie 4 reprimanded
5 trepidation 6 gruelling 7 diminished 8 repercussions

Exercise 5 Students' own answers

Writing page 74

Exercise 1
1 Twenty per cent of teachers are prepared to stay behind after school to organize team sports.
2 About one in three PE lessons take place in the gym.
3 Two in/out of five sports lessons don't involve any serious physical exertion.
4 A significant majority of students say they enjoy doing PE at school.

Exercise 2
Only one in ten schools fail to ensure that pupils have swimming lessons before leaving school.

Exercise 3
1 around 2 like 3 thereabouts 4 region 5 take
6 more

Unit 10 Back to the future

Vocabulary page 76

Exercise 1
1 grey 2 white 3 green 4 blue 5 golden 6 red
7 purple 8 red

Exercise 2
1 cube 2 sphere; rings 3 polygon 4 cylinder
5 pyramid 6 arc

Exercise 3
1 lunar; solar 2 Planetary 3 terrestrial 4 cosmic; stellar 5 celestial 6 atmospheric; gravitational

Exercise 4
1 terrestrial 2 gravitational 3 stellar 4 spheres
5 golden opportunity 6 ring 7 green light

Exercise 5 Students' own answers

Grammar page 77

Exercise 1
(Possible answers)
1 Neurotechnologies will probably/possibly enable people to interact with their environments by using thought alone.
2 Some scientists believe the average person might be connected to 25 devices.
3 It seems (that) there are no significant advances to be made in desktop technology.
4 It is likely that / Scientists consider it likely that algorithms will replace athletes in sport.
5 In the 1990s, it was understood/considered/claimed that compact discs were here to stay.

Exercise 2
1 It is likely that the solution to urban pollution will be the creation of green cities.
2 It is conceivable that robots may be found in most houses before long.

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3 It doesn't make sense to spend money on fossil fuel infrastructure.
4 It seems likely/probable that the car of the future will (be able to) function without a driver.
5 It is thought that there is life on other planets.
6 It has been suggested that notes and coins will soon be a thing of the past.

Exercise 3
1 high time 2 obvious that 3 much use 4 exactly what 5 pointless for 6 not worth

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

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 78

Exercise 1
1 golden years 2 in reduced circumstances 3 of advanced years 4 getting on a bit 5 hard of hearing 6 visually impaired 7 letting them go / letting staff go

Exercise 2
1 entitlement 2 sector 3 ladder 4 zero-hours 5 leave 6 application 7 recruitment 8 resources

Exercise 3
social care worker, nurse, political activist, doctor, marketing specialist

Exercise 4
1 T 2 NG 3 T 4 F 5 F 6 T

Exercise 5
1 no / every chance
2 dare say ✓
3 is unlikely ✓
4 no means
5 the case ✓
6 is doubtful ✓
7 no denying
8 shouldn't / don't think ✓
9 slight chance ✓
10 positive that

Exercise 6 Students' own answers

Exercise 7 Students' own answers

Vocabulary and grammar page 79

Exercise 1
1 the beginning of the end for
2 is (going to be) the light at the end of the tunnel
3 for years on end
4 no end in sight
5 on the receiving end of
6 met an untimely end
7 spell the end for

Exercise 2
1 Even though the townspeople were offered inoculations, they
2 a water-borne disease, just as cholera is.
3 like animals.
4 as many cases of the disease as there once were.
5 Although they had been vaccinated, they were soon to go down

Exercise 3
1 Although 2 spells 3 As 4 as 5 end 6 though/if 7 as 8 light

Exercise 4 Students' own answers

Reading pages 80–81

Exercise 1
A 2 B 1 C 5 D 4

Exercise 2
1 e 2 b 3 a 4 g 5 d 6 c

Exercise 3
1 aroused curiosity 2 exhibit gratitude 3 boosted research 4 face hardships 5 devoted time to 6 reaped substantial rewards 7 scrutinizing data 8 induce (the cells) to replicate

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

Exercise 5
1 scrutinized 2 reap 3 induce 4 devotes/devoted 5 were boosted 6 exhibiting

Exercise 6 Students' own answers

Writing page 82

Exercise 1
b – printing press, computer technology
e – vaccines, antibiotics, new treatments

Exercise 2
1 seems/looks/feels 2 seems 3 seemed/sounded 4 have felt 5 looks/seems

Exercise 3
1 Scientists based in Cornwall have developed sophisticated human-shaped robots.
2 Having developed the Moderna Covid-19 vaccine, Barney Graham was acclaimed by the press. / Barney Graham, who developed the Moderna Covid-19 vaccine, was acclaimed by the press.
3 Scientists seeking a cure for the illness investigated a new batch of antibodies.
4 While [subject + *was/were*] trying to record heartbeats, the pacemaker was invented.
5 The laboratory in the university building has several specimens of arachnids.
6 Bacteria were observed multiplying by specialists.

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Literature Insight

Literature Insight 1 pages 84–85

Before you read

1 *The Woman in White* caused great excitement and readers were captivated by the characters. Interest in the story caused a branded merchandise sales boom and people named their children and pets after the characters. For publishers, this book was a forerunner to the detective novel and brought about the start of sensation fiction.
2 Walter is struck by the resemblance between Laura Fairlie and the woman in white.

Exercise 1
She had been staying with Mrs Clements, an old friend.

Exercise 2
(Possible answers)
1 She is afraid. She doesn't remember him at first.
2 Anne Catherick doesn't have Laura's delicate beauty and her face looks tired.
3 Anne knew Mrs Clements when she was a child growing up in Hampshire. Mrs Clements was their neighbour.
4 Anne doesn't get on well with her mother.
5 Walter wants to know who shut her away in an asylum, why she had written a letter to Miss Fairlie and what wrong Sir Percival did to her.
6 Walter tries to shock Anne so that she will give him more information.

Exercise 3 Students' own answers

Exercise 4
He is not marrying her for love. He does not withdraw from the planned marriage when Laura tells him she is in love with another man.

Exercise 5
(Possible answer)
She is loyal to him but also subservient and seems afraid of him.

Exercise 6
1 F – Madame Fosco is not talkative.
2 T
3 F – Count Fosco is lazy and easily startled.
4 F – Count Fosco has a peculiar fondness for pet animals.
5 F – The Count's knowledge of the English language is perfect.
6 T

Exercise 7 Students' own answers

Exercise 8 Students' own answers

Literature Insight 2 pages 86–87

Before you read

1 *Vanity Fair* is a stinging satire on society in early 19th century Britain. It was popular because readers loved the character of Becky Sharp.
2 Becky Sharp's aim in life is to climb the social ladder. She seems to be trying to marry for social position and wealth. We can see this because her first attempt to marry Amelia's brother goes wrong and she quickly moves on to her rich employer's son.

Exercise 1
Old Mr Sedley invested badly and lost all his money when the money markets crashed.

Exercise 2
1 T 2 T
3 F – Money was short in the Crawley home.
4 F – Rawdon is adept (or at least better than George) at cards without cheating.
5 T 6 T

Exercise 3 Students' own answers

Exercise 4
George's father tells him to break all ties with Amelia and end their engagement.

Exercise 5
George thinks he's ruined because he listened to his friend Dobbin and has been disinherited.

Exercise 6
(Possible answers)
1 marriage 2 his soldier's pay 3 will welcome him back 4 trying to persuade 5 wasn't afraid 6 wasn't troubled by

Exercise 7 Students' own answers

Exercise 8 Students' own answers

Literature Insight 3 pages 88–89

Before you read

1 Hardy took the idea of cruel gods, the forces of nature and hostile fate from Greek tragedy.
2 John Durbeyfield can't claim any inheritance because the d'Urberville family from which he is descended died out long ago.

Exercise 1
Mrs Durbeyfield wants to ask one of the young men who was dancing with Tess the day before to deliver the bees to market.

Exercise 2
1 C 2 F 3 G 4 E 5 A 6 B (D is not used)

Exercise 3 Students' own answers

Exercise 4
The Durbeyfields' lives have become more difficult because they have lost their horse and, as a result, their income.

Exercise 5
Mrs d'Urberville has written to Tess.

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

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Exercise 7 Students' own answers

Exercise 8 Students' own answers

Exam Insight

Exam Insight 1 pages 90–92

Exercise 1
1 B – *obvious choice for some people* (paragraph); *born into a crime-orientated family* (sentence), *grew up in an environment… based on illegal activities* (sentence)
2 A – *law-abiding citizens* (paragraph); *respectable citizens* (sentence)

Exercise 2
1 D 2 C 3 A 4 B

Exercise 3
1 context 2 specific information 3 intention / purpose
4 opinion vs. fact 5 intention / audience

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

Exercise 5
1 c – *object* is followed by *to* + *-ing* or a noun
2 c (correct) – the expression is *be taken aback*
3 b – the expression is *to be one step ahead*
4 c – only *force* is followed by an object + *to* infinitive

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

Exercise 7
1 acquittal 2 imprisonment 3 remarkable 4 testify
5 disaffection 6 marginalization

Exercise 8 Students' own answers

Exercise 9
1 the car, we get there faster
2 to go abroad, we could practise speaking foreign languages
3 teach us a lot
4 go / going to the seaside as usual, we went to the lakes

Exercise 10 Students' own answers

Exam Insight 2 pages 93–95

Exercise 1
1 opinion – 'From my own observations…'
2 fact – 'Statistics indicate…'
3 fact – 'Research shows…'; 'underlining the sense…'

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

Exercise 3
(Possible answers)
1 The public areas made a poor impression on me, … . / The dark and shabby public areas failed to impress me.
2 Because of the poverty of my upbringing, I have great sympathy for the poor.
3 Some people will do anything to help less advantaged people.
4 Anyone who has experienced homelessness remains (deeply) affected by it.

Exercise 4
1 F 2 E 3 C 4 A 5 B

Exercise 5
1 enough 2 completely 3 must 4 exceptionally

Exercise 6
1 work 2 having 3 want / try 4 great 5 much
6 who 7 for

Exercise 7
1 homelessness 2 analytical 3 exceptionally
4 empathetic 5 generosity 6 alternatively
7 minimize 8 undoubtedly

Exercise 8
1 certainty: must, can't; probability: may, might, could
2 can't have, could have, may have, might have, must have

Exercise 9
1 It seems / is likely that they are waiting for the soup kitchen to open.
2 She can't have lived on the streets when she was younger.
3 It must be an organization that helps people in need.
4 She's bound to be a charity worker helping to set up accommodation for the homeless.

Exercise 10 Students' own answers

Exercise 11 Students' own answers

Exercise 12 Students' own answers

Exam Insight 3 pages 96–98

Exercise 1
1 B 2 C 3 A

Exercise 2
1 C 2 B 3 A 4 A 5 C 6 B

Exercise 3
1 informal – advertisement
2 informal – advice programme
3 formal – lecture

Exercise 4
1 c 2 a 3 c 4 b 5 d

Exercise 5
1 disrespectful 2 disorienting / disorientating
3 misinformation 4 disability

Exercise 6
1 taken 2 unfavourably 3 intensity 4 disruption
5 abnormally 6 inability 7 obsessive 8 undesirable

Exercise 7
1 must keep / bear in mind that
2 being given the prize

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3 is suspected to have been
4 taken aback by Karl's
5 come to terms with
6 felt deep / great regret

Exercise 8
1 f 2 a 3 e 4 b 5 d 6 c

Exercise 9 Students' own answers

Exercise 10
1 stupid, pain in the neck
2 good, awesome

Exercise 11 Students' own answers

Exam Insight 4 pages 99–101

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

Exercise 2
(Possible answers)
1 That they have limited but strict ideas of what art should be.
2 A great work of art that is acceptable to anti-snobs.
3 He read an article about being an art snob.
4 They dismiss it as not 'real' art.
5 Not taking other people's opinion of art seriously. / Dismissing other people's opinions of art.

Exercise 3
1 mind 2 point 3 class 4 space 5 odd

Exercise 4
1 no account may you leave
2 little chance of my painting being / getting
3 have been altered in important ways
4 has been a sharp increase in

Exercise 5 Students' own answers

Exercise 6 Students' own answers

Exam Insight 5 pages 102–104

Exercise 1
1 C 2 A 3 E 4 D
(Possible answers)
5 The narrator inspecting the 'wells' or holes in the ground.
6 That his ideas were being changed by his observations.
7 Their white colour, large eyes and distress at being in sunlight.
8 That necessary work had been hidden underground so that the 'superior' class did not have to see it, and that the workers were made to stay there as well.

Exercise 2
1 appears / operates at some time in
2 people force themselves to do a (difficult) task
3 fear of failure / of the difficulty of the task

Exercise 3
1 is often / tends to be poor
2 can achieve a lot and be / remain healthy
3 to blame themselves / feel guilty
4 being too extreme a perfectionist will lead to problems
5 unable to forgive themselves / unable to let go
6 it is balanced with reality

Exercise 4
1 particular 2 stretch 3 pack 4 culture 5 root

Exercise 5
1 inversion, *if not unless*
2 *as / though*, *not* to *against*
3 emphatic so, passive infinitive
4 *can't* + passive, *without* + *-ing*
5 passive, verb noun

Exercise 6
1 matter how carefully you
2 people doubt / question if / whether
3 will have finished the class in
4 to avoid having to sit / not to have to sit
5 you interested in coming with / accompanying
6 must be read several times to be properly

Exercise 7
1 Stating the purpose of your presentation: In today's presentation, I'm going to talk about … ; The main aim of my presentation is to … .
2 Explaining the structure of your presentation: First, I'll talk about X, then I'll move on to Y, followed by Z; My presentation is divided into three parts. First, … .
3 Sequencing / Moving between points: I'll start off with …; Let's now move on to … ; That's enough about X; let's now focus on … .
4 Concluding your presentation: I'm just going to summarize the main points; I hope my arguments have convinced you that … ; To sum up … .

Exercise 8 Students' own answers

Exercise 9 Students' own answers

Global Skills

Presenting online page 105

Exercise 1
1 scary, worrying, stressful
2 You may need to hand over to another speaker. / You may experience technical issues. / Because people have a shorter attention span when watching online presentations.
3 somewhere with a simple, clear background and natural light
4 out of your control
5 make eye contact, have a variety of media to show and include some interactive activities

Exercise 2
1 interaction 2 language 3 length 4 questions

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

Exercise 4
1 variety of activities 2 engage the audience 3 suitable location 4 technical issues 5 smooth transition

Exercise 5 Students' own answers

Assess your progress
1 Any two from: they can take more time; technical challenges; shorter attention span of participants
2 Do: encourage audience participation/be aware of body language/think about your environment.
Don't: make your presentation too long or overload your audience/forget to take questions at the end.
3 smooth transition; suitable location; technical issues

Evaluating news sources page 106

Exercise 1
1 T 2 T 3 F 4 T 5 F

Exercise 2
1 D 2 A 3 E 4 C 5 B

Exercise 3
1 C 2 B 3 D 4 A

Exercise 4
1 credible 2 balanced 3 outdated 4 authentic
5 Satirical

Exercise 5 Students' own answers

Assess your progress
1 to increase subscribers, for political purposes
2 Any two from: What is the purpose of the article?; What type of language does it use?; Who wrote and published it?; What isn't included?
3 up to date; serious; inaccurate

Dealing with life changes page 107

Exercise 1
1 resistance 2 safety 3 depletion 4 consequences
5 growth

Exercise 2
1 comfort 2 values 3 inevitable 4 grateful
5 forward 6 positive

Exercise 3
1 zone 2 air 3 of 4 take 5 on

Exercise 4
1 took a toll on
2 take things one day at a time.
3 up in the air
4 out of my comfort zone
5 out of the blue

Exercise 5 Students' own answers

Assess your progress
1 Possible answers: new job, new school, new hometown, new relationships
2 Any three from: learn how to step outside of your comfort zone; examine your values and goals; understand that change is inevitable; be grateful for what has come before; keep looking forward and stay focussed
3 start from scratch = start again; take a toll on = have a negative effect on; take things one day at a time = make changes gradually

Behaving ethically at work page 108

Exercise 1
1 They look for a good work ethic which enhances the reputation of the company
2 Integrity means personal honesty with strong moral principles.
3 Because their lack of commitment to the job means their colleagues have to pick up the slack.
4 Eventually it will lead to a toxic environment.
5 Acknowledging what you did wrong and accepting the consequences.

Exercise 2
1 values 2 motives 3 procedure 4 consequences
5 advice

Exercise 3
1 line 2 corners 3 weight 4 hook 5 light

Exercise 4
1 pulls his weight
2 brought (the issue) to light
3 putting (your job) on the line
4 lets (him) off the hook
5 cut corners

Exercise 5 Students' own answers

Assess your progress
1 Any two from: integrity, discipline, respect, fairness, responsibility, accountability
2 Any three from: Why is this behaviour unethical?; Why might this person be behaving this way?; Is there an official procedure to deal with this situation?; What consequences might different courses of action lead to?; Who would you be able to approach for advice?
3 blow the whistle = reveal information; bring an issue to light = highlight an issue to others; let someone off the hook = decide to forgive / pardon someone

Managing a heavy workload page 109

Exercise 1
1 Modern technology 2 time-poor 3 Prioritizing
4 'Flow state' 5 share information

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Exercise 2
1 procrastinating 2 failure 3 break 4 habit
5 future 6 wasted

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

Exercise 4
1 unmanageable 2 delegated 3 Multitasking
4 motivational 5 Procrastination

Exercise 5 Students' own answers

Assess your progress

1 Any two from: do less, prioritize, increase your attention on a task, limit meetings
2 Any two from: understand why you're procrastinating; start small; create your own work routine; focus on the future
3 management; motivation; productivity

Grammar reference and practice pages 110–128

These answer keys are within the main teaching notes for the relevant grammar section.

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Student Book audio scripts

Lesson 1B, track 1.1, page 6, exercises 2 and 3

Speaker 1 Well, I've had this silver rice dish for many years. It was handed down to me by my mother. It was given to her by her own mother, my grandmother.
She was only about 19 years old when she arrived in France from Morocco in the 1960s. My father was already here, having left Morocco a year earlier.
He planned to have got a well-paid job by the time she arrived, but he had only managed to find work as a waiter in a restaurant. Still, my mother came over, bringing with her all of her belongings, including this dish.
Over the years, we've used it many times on special occasions when the family all get together. This time next month, we have a big celebration, so I'll be using it to serve the main dish for the meal. It will have been in our family for almost 60 years by then, but it still looks beautiful.
We have our own restaurant now, serving wonderful North African food. We've had our ups and downs, but we are still here. And when we're not using it, my mother's silver dish has pride of place hanging on the wall.
Speaker 2 My grandfather had worked as a professional musician and music teacher in Vietnam, but in the 1970s, he and my grandmother decided to leave and start a new life in Australia. One of the few things he brought with him was this traditional Vietnamese drum. He was going to leave it behind, but having decided what to pack, he decided it was too important to him and somehow managed to get it into the last bag.
My grandfather died when I was small, but the drum has stayed in our family. My brother and I used to play with it and pretend to be rock stars. I've had it restored and now it hangs on the wall in my apartment. It has always been there as a symbol of my grandparents' optimism, their courage and their desire to find a better life.
I like to think I've inherited that adventurous spirit. I've certainly travelled just as far. I'm a musician myself now and I fly all over the world to perform. In fact, by this time next week, I'll have flown to the United States and given three concerts in New York. I think my grandfather would approve.
Speaker 3 My family came to Britain from Uganda in the 1970s. My parents hadn't wanted to leave Uganda, but because of the political situation, they moved to London with my older brother and sister.
My parents had to leave most of their possessions behind. Besides the essentials, they brought my mother's jewellery and a book of photographs that my father's brother had taken in the 1950s and 60s.
I've loved looking at it for over four decades now. The photographs are amazing. They show what my parents life was like in Africa: where they lived and all their friends and family – my grandparents, my aunts and uncles and cousins, people I've heard stories about, but never met. That life ended when my parents came to England, and they had to start again.
This book of photos is really important to me. Now I tell my children the stories my parents told me, and I make sure they know where their family came from. These photos are a reminder that you can never be sure what life has in store for you – you just have to get on and make the most of it.

Lesson 1C, track 1.2, page 8, exercises 1 and 2

Interviewer It's difficult to reflect on our lives and who we are without thinking about the groups that we belong to. We may not be aware of all the associations we have with different groups, but we're defined by the connections we make. So where does this desire to 'connect' or belong to a group come from? Social anthropologist Kate Newham is here to provide some answers. Kate?
Kate The need to belong has its roots in the very first communities of humans, and the reason was simple: if you weren't part of a group, your chances of survival were slim. Being part of a community meant that food would be shared and that people would protect each other if they were attacked by other groups or by animals. Basically, it meant a less stressful and more stable existence. There were emotional benefits, too: we know socializing is good for mental health and self-confidence. It also improved your chances of finding a partner and reproducing.
Interviewer So, in the past, being excluded from the group could be … well, catastrophic?
Kate Yes. I mean, psychologically, you would have to cope with isolation – with little or no contact with other people – and practically, you'd be more vulnerable to attack and less likely to survive.
Interviewer That's not really the case today, though, is it?
Kate No, but similar psychological problems remain. That said, nowadays, almost everyone is associated with something – from supporting a political party to loyalty to a particular football team. And now we have online communities, too.
Interviewer Yes, we'll come back to that. So, groups at school can be pretty intimidating, can't they? How do young people cope when they don't belong to a popular group, such as a football team?
Kate The important thing is to belong to something, regardless of popularity, and most people do have some sort of emotional attachment to friends who share their outlook on life – groups can be defined by culture, religion, music, fashion, language, age and so on. It doesn't really matter if a group is unfashionable or if its members are 'outsiders'. What's important is that you have a rapport with other group members – a kind of mutual appreciation; you know that other like-minded people are close at hand. The size of the group doesn't matter, either.
Interviewer That's interesting, but what if you don't belong to any group?
Kate That's when the problems start. When people find it hard to get into a group, they may experience feelings of rejection and they can become depressed or angry. This can lead to marginalization, which may evolve into feelings of powerlessness and questioning one's identity. As a result, people may try to look for approval elsewhere and alter their beliefs in

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order to fit in – they might reinvent themselves by associating themselves with negative groups.
Interviewer For example?
Kate Well, for a young person, this could be some kind of gang where they feel accepted and valued. There may be a charismatic leader who accepts the new member in return for loyalty. The gang may terrorize other social groups, so the negativity the new member feels about themselves is directed towards people outside, who are presented as a threat, but these types of groups are difficult to leave if you're no longer happy being a member or you start to feel disaffection with their ideas. Sometimes it can be dangerous to leave, so you end up staying … to save your own skin.
Interviewer So we need to carefully consider not only the benefits, but also the risks associated with belonging to a group.
Kate That's right. Beware of groups that offer 'protection' against perceived outside 'threats' – this is typical of racist groups or territorial gangs. They seem to offer a refuge, but in reality, they often increase a person's sense of alienation from society. And becoming a member is a one-way ticket.
Interviewer What about virtual groups – online communities? Good or bad?
Kate A bit of both. Obviously, the internet has provided access to all sorts of groups – there are no geographical boundaries, so you can connect with people with the same interests and backgrounds from all over the world. You can create your own groups, too, on different social media, but – and there is a big 'but' here – although they are exciting and liberating, virtual groups bring with them other issues. You don't often meet members face-to-face, so it's impossible to know who you're really talking to or what people's real motives are for belonging to the group.
Interviewer And that's another issue we'll be looking at in the next podcast. Kate, thank you for joining us today and … .

Lesson 1C, track 1.3, page 9, exercise 7

Josh So, have you seen this article about plans for a new immigration facility at the old hospital outside town?
Alex Yes, I have. It seems to me to be a very good idea.
Josh Why do you say that?
Alex Because these are people who need our help. It's important that we show them they're welcome to come and live here. Historically, immigrants have contributed so much to this country. We need to show we value them, not treat them as a problem to be solved! Also, this development could provide job opportunities for local people. And that has to be a good thing.
Josh What do you think, Sean?
Sean I agree with Alex up to a point, but I'm not convinced that shutting people away outside town is the best way to welcome them. For one thing, it's quite isolating. There's no bus service, so they'll be stuck out there with nowhere to go. And it might create suspicion and disaffection among local people, too. I think it will be easier for them to integrate if the council provides them with places of their own in town.
Josh Yes, and they'll be more independent because they will have access to shops and public services. Also, they'll have opportunities to make friends with local people and make a contribution to the community.
Alex I get what you're saying, but I just don't see that working. Apart from anything else, there's already a shortage of houses and flats for local people to buy or rent. And, you know … some people might feel uncomfortable about so many foreigners suddenly arriving in their town.
Sean You mean some people are racists?
Alex That's not what I'm saying, but apart from that, housing everyone together in the same building will mean they have their own community so they can support each other. And it will make it easier for the authorities to give them the assistance they need.
Josh That's a fair point, I suppose.
Sean That's true. Look, I understand your concerns, Alex, but it doesn't make any sense to treat immigrants like criminals – and that's what it feels like. They're already marginalized, and they deserve our sympathy and support. I really think we should try to integrate them into the community.

Lesson 1D, track 1.4, page 10, exercise 2

Presenter *On Poetry Hour* today, we're looking at the theme of immigration, which this week's poet is very familiar with – being an immigrant herself. Originally from Pakistan, her poetry is widely read in Britain, the country she moved to as a baby. Her name is Imtiaz Dharker, and here to talk about her is Professor of Literature, Badrah Sharma. Welcome, Badrah.
Badrah Thank you. Yes, Dharker was born in Lahore, Pakistan, in 1954, and moved to Glasgow before she'd had her first birthday.
Presenter Did she see herself as British, or Pakistani, or a bit of both?
Badrah Both – and neither. She had British nationality, but that didn't make her feel fully British. Her Pakistani heritage stopped her from feeling she belonged in Britain, but she also felt like a foreigner when her family went back to visit Pakistan. A lot of her work has reflected on that feeling of displacement and marginalization. Her poems are moving testaments of migration, intercultural identities and global living – and of how these affect human relationships. They challenge the reader's assumptions about home, about nationality, about gender roles, about freedom, about religion.
Presenter She's – what? – in her sixties or seventies now. Does she still have that feeling of otherness, do you think, or has she developed a sense of belonging over time?
Badrah Well, she may never stay in one place long enough to truly belong! She divides her time between Wales, where her husband came from, London, which is, of course, an important hub for British writers, and Mumbai, which inspires a lot of her work, but she's certainly not an outsider anymore, at least from a literary perspective. Not only is her work studied by British schoolchildren for their national English literature exams, but she was even invited to be our Poet Laureate – arguably, the highest honour for any British poet, as it's a royal appointment, and you're expected to write poetry to celebrate the country's most important events.
Presenter And you're going to read one of her poems today.
Badrah That's right. It's called *Minority*. I chose it because it's a clever exploration of the idea of home, and I love the way its ending shifts the focus

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away from the writer and onto the reader.

Global Skills 1, track 1.5, page 17, exercises 5 and 6

Student Hello, everyone, and thank you very much for joining me today. It's great to have so many people in the audience!

Student Before we get started, could I ask you to keep yourselves on mute and make sure your video is switched off for the duration of the presentation?

Student I'm now going to share my screen. … OK, can everyone see the slide?

Student So, at this point, I'd like to hear from you. I'm going to read out a statement and I'd like you to click on the 'raise hand' button if you agree with it.

Student Unfortunately, there seems to be an issue with the video. Please bear with me for a moment while I try to sort this out.

Student Well, that brings me to the end of my presentation. We've got about ten minutes left, so if you're able to stay, I can now answer some of the questions you've been asking in the chat box.

Lesson 2B, track 2.1, page 20, exercises 2 and 3

Narrator It was a busy day at Pinkerton's National Detective Agency; news was just in about the robbery of a Great Western train. As a result, the office was bustling and people were coming and going. In the middle of all the activity, a woman was quietly standing outside Allan Pinkerton's office. She was small and slight, with an open, honest face, and although she'd been waiting a while, she seemed calm and collected. She was there because she had recently been widowed and needed a job to support herself.

Pinkerton assumed she had come in response to an advertisement for a secretary. He was explaining that the job had already been taken when his visitor interrupted him: 'I would rather offer my services as a private investigator,' she said.

At first, Pinkerton was shocked: in 1856 there were no women in the police force or in the army, but his young visitor refused to bow down to convention and argued her case well. She claimed that a woman would gain the confidence of the wives of criminals, and learn their secrets. If a woman was present, men would brag about their exploits, and would sometimes reveal too much. The young woman made a huge impression on Pinkerton, so the following day, he offered her a job. Her name was Kate Warne and she became America's first female detective.

Pinkerton's instinct about Warne proved to be right. She was a talented detective who would often wear disguises and change her accent to get close to people. Over the next few years, Warne worked on many cases, the most famous of which was a plot to assassinate President Lincoln.

In 1861, Pinkerton, Warne and three other detectives were in Chicago, investigating a threat to the newly elected President. Warne infiltrated social gatherings of people who were angered by the president's attitude to slavery.

She disguised herself as a wealthy southern lady and soon found out that an assassin was going to shoot Lincoln in Baltimore. They were to attack him during a public address, so he would have been shot before his inauguration in Washington.

With Lincoln's permission, Pinkerton and Warne devised a plan to protect the president. After she had booked compartments on a train to Baltimore, Warne disguised Lincoln as her disabled brother. Then, while they were travelling between Baltimore and Washington, Warne, Pinkerton and several colleagues guarded the new president in much the same way as today's Secret Service.

Happily, Lincoln was sworn in as president, but civil war broke out soon afterwards and Warne became a Union spy. After the war, she continued to work for Pinkerton until she fell ill in 1868. Warne died prematurely at the age of 35, but her pioneering work cleared the way for a new generation of female detectives who would soon follow her lead.

Lesson 2C, track 2.2, page 22, exercises 2 and 3

Radio presenter People tend to assume that the justice system is pretty infallible when it comes to dealing with crime …, but imagine for a moment that you are in a courtroom. You're a defendant, sitting in the dock, waiting for the jury's verdict – which, in your case, is a unanimous 'guilty'. The judge passes a sentence of life imprisonment as your family and friends cry out. Life as you know it is over, but that's not the worst of it. The really shocking thing is that you didn't commit the crime. Two lawyers in the courtroom know who did, and that person has even confessed. And yet you still go to jail. This was 28-year-old Alton Logan's experience in 1982, when he was wrongly accused of shooting and killing a security guard during an armed robbery in Chicago. With me today to discuss the case are human rights campaigner Jason Morley and lawyer Helena Wright.

Helena So, the case was based on mistaken identity. The robbery took place on 11 January, when Logan was sleeping at home. Both his mother and brother testified to this when Logan was picked up by the police. Unfortunately for Logan, three eyewitnesses identified him. However, what was missing was evidence linking him to the scene of the crime. Still, within several weeks he was standing trial with another man called Edgar Hope, both men indicted for robbery and murder. Of course, Logan pleaded 'not guilty'.

Jason But the real scandal occurred a week after Hope and Logan were charged. Another man called Andrew Wilson was arrested, and later convicted, for killing two police officers. The arrest prompted Edgar Hope to confess to his lawyer that he had robbed the restaurant with Wilson – not Logan.

Radio pres So was Alton Logan freed?

Jason No. What happened was that Wilson's lawyers, Dale Coventry and Jamie Kunz, confronted Wilson. He admitted to them that he and Hope had carried out the robbery and killed the security guard, but Coventry and Kunz didn't give this information to the court, so Logan, an innocent man, was convicted and imprisoned.

Helena The problem was that Wilson's lawyers were powerless to disclose his confession because of client confidentiality. They couldn't reveal what he had told them unless he agreed to it, and he didn't. Attorney rules of conduct made it impossible to leak the information to a third party, such as a journalist. Anything that put their client in jeopardy was forbidden.

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Radio pres In other words, even though it was a miscarriage of justice, they had no choice.
Jason Yes. Shockingly, Logan paid the penalty for a legal system that doesn't work. He lost years of his life he will never get back.
Helena Actually, the system works well, but Logan's case was an exception. If he had been sentenced to death, the two attorneys could have acted to prevent his execution, but they could not prevent him from going to prison for life. Rules of conduct are clear about that.
Jason But if you know a person is innocent, how can you watch them be prosecuted, convicted and sent to prison?
Helena OK, what would have happened if they had betrayed their client's trust and used his confession as evidence? That evidence would have been inadmissible in court. However, they did do something. They prepared a notarized affidavit saying they had information that confirmed Logan's innocence.
Jason Although that affidavit stayed in Coventry's bedroom for a quarter of a century.
Helena Unfortunately, they couldn't do anything with it until Wilson died. After his death in 2007, the lawyers were finally able to open the box and break their long silence. They didn't regret their decision to wait – their hands were tied.
Jason But it meant that Logan was wrongly imprisoned for 26 years before he was finally released with a complete acquittal in 2008. A judge, citing the new evidence, threw out his conviction.
Helena The trial also revealed that critical evidence had been concealed from the State Attorney's office, evidence that would have proved Logan's innocence. Logan filed a wrongful conviction lawsuit and was awarded over ten million dollars in compensation.
Jason And yet no amount of money can truly compensate for what happened to Logan.

Lesson 2C, track 2.3, page 23, exercises 10 and 11

Caller 1 The media are going on about this kid walking away a 'free man', but he's not a man, he's just a boy … and a 16-year-old boy will sometimes act irresponsibly. Especially if he comes from a family who have had a lot of problems, which I understand is the case here.
Host OK … Let me check that I've got this right. You're saying that this terrible tragedy is not really his responsibility? It's because he comes from a problem family? They're really to blame?
Caller 1 What I'm trying to say is, there were things in his family life that may have contributed to his actions that night. His mother was forever buying him whatever he wanted, letting him do whatever he wanted. He constantly got everything he asked for and his father would just turn a blind eye. I say his parents should be doing time, not him.
Caller 2 You know … Would going to jail make him a better person? He spends time with other criminals, then he's released a few years later, but he's got used to being in prison and he's thinking more like a criminal. Is he in a better place? Is society any safer?
Host So, in fact, what you're really saying is prison will make him worse?
Caller 2 OK, let's think about it like this: there are rehab centres inside prisons, but, like the judge said, there isn't any space in these state-run facilities. So he won't get the help he obviously needs. He comes out, he reoffends, it all happens again. So this ten-year probation thing and the expensive rehab … it's better for everyone, I think.
Caller 3 What if it had been a Black kid? What would the sentence have been? You think he would have been treated the same way?
Host Let me just check that I've understood … You think the court would have made a different decision if he had been a person of colour?
Caller 3 The point I'm trying to make is, the colour of that boy's skin made a difference. And so did his money. Look, his parents had 450,000 dollars to spare for rehab. Normal families don't have that kind of money, so what happens to them? I'll tell you. The poor kids go to prison – that's what happens, but that rich kid didn't because his family could buy their way out of the situation.
Caller 4 What I find really worrying is the message this sends. What does this lenient sentence say to other young offenders? That they can get away with manslaughter? That they can blame their upbringing? That it doesn't matter? I think it sets a dangerous precedent.
Host So what I think you're saying is young offenders don't need to be afraid of the law? That if they commit a crime, they won't be punished. Is that right?
Caller 4 Not exactly, no. Let me put it another way. We need to think about the victims' families here. They need to feel their loss is worth something … someone has to pay a price for what has happened to them. There are consequences for every choice we make in life, but in this case it hasn't happened. It feels like the criminal is being treated with more sympathy than the young people who died.

Lesson 2D, track 2.4, page 24, exercise 5

Narrator Part 2
'Bless my heart!' exclaimed the new arrival, grasping both the other's hands with his own. 'It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! Twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?'
'Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches.'
'Oh, I grew a bit after I was twenty.'
'Doing well in New York, Jimmy?'
'Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times.'
The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.
At the corner stood a drug store, brilliant with electric lights. When they came into this glare, each of them turned simultaneously to gaze upon the other's face.
The man from the West stopped suddenly and released his arm.
'You're not Jimmy Wells,' he snapped. 'Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug.'
'It sometimes changes a good man into a bad one,' said the tall man. 'You've been under arrest for ten

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minutes, "Silky" Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station, here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells.'
The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.
'Bob, I was at the appointed place on time. When you struck the match to light your cigar, I saw it was the face of the man wanted in Chicago. Somehow, I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY.'

Cumulative Review 1–2, track 2.5, page 30, exercise 1

Radio presenter Technology has completely revolutionized how crimes are investigated and solved in the 21st century. James Thomas, a forensic artist, is with us in the studio today to tell us more about a new computer-based method of producing images of wanted criminals. James, what are e-fits and how does the technique work?
James Well, the method isn't really that new. The electronic facial identification technique, or 'e-fit', was developed in the 1980s and is now widely used in the fight against crime. As a forensic artist, I use the technique to create pictures of criminals' faces based on eyewitness descriptions.
Radio pres The e-fits have been a useful tool, but they vary greatly in accuracy. Some are, frankly, ridiculous, aren't they?
James Yes, that's right, the technique isn't perfect. When the police released an e-fit of a man who stole £60 from an elderly woman's handbag in 2010, the thief quickly became known as 'the lettuce man' because the image featured green hair resembling the vegetable.
Radio pres The problem is that the reliability of the image goes hand in hand with that of the witness. Did the victim tell the police the man had green hair?
James Of course not, it was a technical issue. She did approve the image, but let's not forget that the victim concerned was 85 years old and was obviously distressed. We're often asking witnesses to recall information about someone they've only seen for a split second. Police officers are trained not to shape the witness's image in any way, to go with the flow, however ludicrous it might seem.
Radio pres So witnesses can't recall specific details?
James The majority will not have met their attacker before and will have a tendency to focus mainly on hair and face shape. The difficulty is in trying to piece together other facial details, such as nose shape and eyes. It's not surprising that the accuracy of witnesses' memories are often challenged.
Radio pres At least recent images look more 'human' than they did 20 years ago.
James Ah, well, at that time police officers would divide the face into sections and ask the witness to choose hairstyles, eyes, a nose, and so on from a selection. You had to fit the different pieces of the puzzle together to create the face. E-fits work in a similar way, but are much more flexible and reliable because of the use of technology. An increasing number of police forces also use evolving facial composite, or EvoFIT – witnesses look at complete faces rather than individual facial features in isolation. This system works using a holistic approach as it best reflects the way our memories work. EvoFIT has reverted to black and white because colour is often a distraction. This will avoid a repeat of 'the lettuce man'!
Radio pres How about accuracy?
James So far, the suspect identification rates of EvoFIT are 60% accurate, which are pretty good odds when you consider that the accuracy rate for e-fits is only 20%. And there have been some extraordinary cases, like the Oklahoma Bomber Timothy McVeigh who was caught using …

Lesson 3B, track 3.1, page 34, exercises 2 and 3

Radio presenter Silicon Valley is one of the most famous and richest areas in the United States. It's home to thousands of tech companies, including giants like Apple and Google, but just a few years ago, if you travelled down Interstate 101 in San Jose, you would have been surprised by the view from the roadside. In the middle of 30 hectares of woodland was an area known as the Jungle: a shantytown of tents and shacks. It was one of the largest homeless encampments in the USA, with over 200 residents. It's now been shut down by local authorities, but with me in the studio today is Alma Howard, who works with homeless people and has written a book about the camp. Alma, isn't it surprising that one of the richest areas in the USA had one of the worst records for homelessness for such a long time?
Alma Yes … and no. The tech boom obviously made a lot of people very rich in Silicon Valley, but as a result of this and a housing shortage, rents and house prices in San Jose rocketed. Not everyone living in the Jungle was out of work. Some had jobs – they just couldn't afford the sky-high rents for properties in the area.
Radio pres So your book is a story of the haves and the have-nots?
Alma Yes, and it also contains quite a few bad luck stories. Homelessness is typically caused by mental health issues, addiction or bankruptcy. A good example of this is the story of one woman at the camp who became my good friend. She was sixty years old at the time. Previously, she'd owned a florist business near Santa Cruz, but when she lost that, she lost her home too. Her story was quite well-known, and she was interviewed for several different newspaper articles.
Radio pres That's a terrible situation to be in. So, would you say that most of the problems for the residents of the Jungle were a result of unaffordable housing and unfortunate life choices?
Alma Yes, and those factors are still major contributors to the problem of homelessness today, but added to this, government budgets have also been cut, leading to reduced benefits for those at the bottom of the economic pyramid. The organizations that provide emergency shelter and try to move homeless people into permanent housing are massively overstretched. For now, there is still some medical care and assistance available, but in the future, this might not be the case.
Radio pres And given these facts, it is perhaps not surprising that homelessness continues to rise at an alarming rate.
Alma That's right.

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Radio pres You say in the book that some homeless people are reluctant to use shelters, which is another reason that they end up in places like the Jungle.
Alma Yes. A problem for many homeless people is that pets and lots of personal possessions aren't allowed in shelters, but for those on the street, their pets and possessions are the only things they have left, and they're reluctant to leave them behind. They prefer to go to a place like the Jungle, where they can keep their precious things, even if life is very hard there.
Radio pres But as you say in the book, even in the Jungle, their possessions weren't always safe, were they?
Alma No, they weren't. Every year their shanties and shelters were dismantled by the authorities and their possessions confiscated by the county wrecking crews. Some people had their homes destroyed multiple times. People would often arrive back at the camp to find their shelter and belongings were gone. Despite all this, however, every time it happened, they would slowly start building their homes again. They simply had nowhere else to go.
Radio pres What about crime? Was the Jungle a safer place to live than the streets of San Jose?
Alma Well, the Jungle had its fair share of crime, but it was safer than a lot of other places: you were more likely to have your ID documents and other valuables stolen on the streets. It was also surprisingly well organized: there were peace-keepers who dealt with any problems, and most conflicts got sorted out pretty quickly. Many people felt lucky to live there and, despite their situation, they showed a lot of resourcefulness and determination, even optimism.
Radio pres Really? That's interesting.
Alma Well, I think the problem is that we live in a society that recognizes wealth as a symbol of success, so we tend to criminalize poverty. Like the authorities eventually shutting down the camp at the Jungle without finding the residents any proper alternative, and the new laws in many US cities making it illegal to sleep in a public place. People on the streets with no money become unimportant – they pretty much cease to exist. Just watch how most people react to a homeless person asking for money. They hurry past, and don't even acknowledge them.
Radio pres I suppose that's true.
Alma But the people in these situations are still human beings, and they have a story to tell. In order to find a solution, we need to empathize and help rather than criminalize and dehumanize.
Radio pres That's certainly something to reflect on. Alma Howard, thank you for joining us. OK, let's take a look at what's on next week's show …

Lesson 3C, track 3.2, page 36, exercises 2 and 3

Radio presenter Now, it's a well-known fact that retailers are thinking up ever more ingenious ways to boost their sales and get us to part with our money. James Watson is a retail strategist and he's here to advise us what to look out for when we shop, and how to avoid the traps. James, can we really avoid them?
James We can't, but if you know what to expect, you're in a better position to resist. Retailers have turned shopping into a holistic experience. After years of conducting market research, they've come up with a model that appeals to all of our senses, manipulating our minds, getting us to buy more stuff. For example, it's well known that supermarkets use the smell of freshly baked bread to stimulate our appetites – and their sales. Natural smells like pine and cinnamon make us feel nostalgic and trigger memories of Christmas – that can result in more impulse buys. The smell of baby powder reminds shoppers of childhood and relaxes them. When we feel relaxed, we're likely to spend more.
Radio pres It's not just smells that have an effect, though, is it?
James No. Music is also used to appeal to our emotions. It creates a context for the product, encouraging subconscious associations. So, faster music is known to encourage impulse buys, whereas slower music can make shoppers stay longer and spend more money.
Radio pres So keeping customers in the shop is pretty important.
James Yes. Another effective strategy is used by a well-known flat-pack furniture store. Their shops are designed like mazes, with a deliberately confusing layout so you can't find your way out. This approach results in more impulse buys because customers will put things in their trolley instead of attempting to go back and find them later.
Radio pres I find those types of shops annoying.
James Yes, and you're not alone. So most retailers try to delay your exit in other, more subtle ways.
Radio pres Such as?
James Well, setting up displays in the middle of popular pathways through the store, to distract customers and get them to stop. Or changing floor surfaces, with smaller tiles in different parts of the store to make trolley wheels click more often. The clicking wheels give the impression that you're walking faster so you automatically slow down, usually in front of more expensive items.
Radio pres That's fascinating!
James Then, when you find the product you're looking for, shelf manipulation kicks in. It's referred to as 'triangular balance': when you shop, your eye always goes to the centre of the shelf. Retailers typically put the items with the highest profit margin there, with other items arranged around them to make them look attractive. This strategy is often used to launch a new product, too.
Radio pres What about pricing? Is there anything we need to look out for there?
James Unfortunately, yes … beware of price-tag strategy, which is based on simple, but very effective consumer psychology. So, let's say there are three pairs of trainers at 70, 100 and 170 euros. The retailer doesn't expect to sell the most expensive item, so they'll probably make a loss on it, but that's not the point. Its purpose is to create demand for the middle item – with the highest profit margin – by making the buyer think it's a bargain.
Radio pres That's pretty irresistible.
James And that's the problem. Retailers know we love a bargain – regardless of whether we need the product or not – so special offer items are placed at the end of an aisle, or near the door. In fact, the idea of a good deal is so critical that certain shops deliberately mess up displays so it looks like customers have been looking for a bargain. It's a calculated deception to suggest that demand might outstrip supply, which encourages us to buy.
Radio pres Well, it seems there are a lot of traps to fall into. Any final words of advice?

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James Never shop on an empty stomach! And always be aware of retailer manipulation. Look beyond the sales pitch and think about the value of the product: do you really need it? Will you really use it? Above all, keep your wits about you – retailers are constantly fighting to gain market share. Just remember: it's a war zone out there.

Lesson 3C, track 3.3, page 37, exercises 9, 10 and 13

Radio presenter Good afternoon and welcome to *Community Matters*. Today we're talking to Sophie Hatton, Business Development Secretary for the local city council, and Liam Page an environmental campaigner. So Sophie, we've heard today that plans for the new supermarket development on the edge of town have been approved and they're believed to be starting construction work this week. Is this a good thing for our town?
Sophie Well, yes. Let's think about it. One obvious advantage is that it will provide job opportunities for local people. I mean, unemployment is a real problem round here since the factory closed. The town needs a big employer. It's anticipated that the supermarket will create up to 500 jobs. That includes part-time jobs for people like us. You know, weekend jobs shelf-stacking or in the warehouse.
Liam I think you're being too optimistic. I know they're a big employer. However, I can see certain problems with that. The company is proven to be really tough on controlling costs – so a lot of those jobs could be low paid, minimum wage jobs. And that means employees working long hours to make ends meet.
Sophie I agree that's a possibility. One reason I'm in favour of it is that it could also attract other employers to the town. Large stores moving into an area are assumed to have a positive effect on the local economy as a whole.
Liam No, no, that's wrong. The downside of this is the negative effect on local businesses – the small shops we use now. How will they be able to compete on price and quality? I mean, it's also claimed that big companies use aggressive methods to drive competitors out of business. If you ignore that, you're just being naïve.
Sophie Well, maybe, but there are reasons to be optimistic. Another argument in support of the development is that it will lead to improvements in other services – like roads and public transport. I actually think those local businesses will benefit because it will bring more people into the town.
Liam But that will just create a lot more traffic. A major drawback of this development is the damage it will cause to the environment – there'll be more pollution, more waste … Is that what you want?
Sophie I understand your concerns, but actually, it's rumoured that they plan to plant hundreds of trees around the site to offset the environmental impact. One of the positive things about this company is their green credentials. For example, their advertising campaigns explain how they try to buy from local suppliers, and protect the local environment. So, this is a farming area … local farmers can sell their produce to the supermarket.
Liam Oh, come on! Of course they want you to believe that stuff, but will they actually buy local? To be honest, I'm seriously concerned about the effect on local producers. Like I said, big supermarkets are all about keeping costs down. They're known to have forced suppliers to cut their prices in the past!
Sophie But surely the advantage of that is lower prices for their customers. And all supermarkets want to keep their customers happy …

Lesson 3C, track 3.4, page 37, exercise 11

Sophie Let's think about it. One obvious advantage is that it will provide opportunities for local people.
Liam However, I can see certain problems with that.
Sophie One reason I'm in favour of it is that it could also attract other employers to the town.
Liam No, no that's wrong. The downside of this is the *negative* effect on local businesses …
Sophie Another argument in support of the development is that it includes provision for improvements in other services …
Liam A major drawback of this development is the damage it will cause to the environment.
Sophie One of the positive things about this company is their green credentials.
Liam To be honest, I'm seriously concerned about the effect on local producers.

Lesson 3D, track 3.5, page 38, exercise 2

Narrator Tuesday 29th of October 1929. The New York Stock Exchange opened to the shouts of 'Sell! Sell! Sell!' Traders couldn't get rid of their shares fast enough, and their desperate cries drowned out the opening bell. Panic was driving prices down, and within 30 minutes, 3 million shares had been sold. As the day continued, the panic got worse. Transactions were so fast that people had no idea how much money they were losing. On the stock market floor, some traders were collapsing from exhaustion, while others started fighting.
Crowds gathered in the street outside, hoping for a miracle. Many had borrowed money to buy stocks and shares – money they would have to pay back if the market crashed, but no one came to the rescue – not the bankers, nor the government – and no one could stop the impending disaster. By the end of the day, 16.4 million shares had changed hands and 154 million dollars had been lost.
The Wall Street Crash was a complete catastrophe for the American economy. Altogether, an estimated 30 billion dollars was lost in a few days of trading – more than twice the national debt, and more than the total amount that the USA spent on World War I. It was the beginning of a period of austerity and hardship never seen before in American history, a period that saw 20,000 companies close, one in 20 farmers lose their farms, one in five banks fail, and 13 million looking for work. Suddenly, people were struggling to survive, and they were also struggling to understand why it had happened.

Global skills 2, track 3.6, page 44, exercises 3 and 4

Interviewer So, Amira, let's take a look at an example of fake news. We've got an article here which is claiming that contrary to everything we've been told, eating high-fat processed food is the secret to a long, healthy life. Now, I'd certainly like to believe that eating lots of cake is good for my health, but what questions should we be asking before we believe an article like this?

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Amira Well, the first and most obvious question to ask is: do I really think this is likely to be true? Sometimes it's tempting to believe a news story because we want it to be true, because it has shock value or because it confirms our existing ideas, but that doesn't necessarily mean that it *is* true. So it's really important to consider how credible it is.
Interviewer But it isn't always clear-cut, is it? I mean, sometimes we're just not sure.
Amira No. So we might need to ask ourselves other questions as well. For instance: What evidence does the writer provide to support their claims? In the case of this article, we're not given any specific information about the research or even the name of the doctor who supposedly carried it out. And even if this research was real, there's no way one study could provide enough evidence to support these claims.
Interviewer Also, if this was true, it would be all over the media, wouldn't it? Every newspaper and TV channel would be reporting it.

Amira Exactly. So another important question to ask is: are any other news sources reporting this story? If the answer is 'no', there's a strong chance it's fake.
Interviewer But why would someone go to the effort of making this up and creating this article?
Amira Good question. And this is something else we always need to consider. What motive might someone have for inventing this story? And, of course, there are many possible reasons. Sometimes fake articles are meant to be satirical – to make people laugh – or have just been made up for fun, but often there's a commercial or political motive – to get you to buy something or adopt a particular point of view. And they can be used for cybercrime, too.
Interviewer So if we take a look at this article, we can see there's a hyperlink here. Whoever created this article wants us to click on the link.
Amira That's right. It's what's known as 'clickbait'. So there's clearly a commercial motive here and quite possibly a criminal one, too. Now, there's another important question we haven't asked yet: is this article from a reliable source?
Interviewer *Daily World News*. I've never heard of it.
Amira No, me neither. So the publication itself could well be fake.
Interviewer And even if the news source exists and is usually trustworthy, that doesn't necessarily mean the article itself is real, does it?
Amira Absolutely not. No. It isn't too difficult for someone to create a fake article that looks like it's from an authentic and reliable source.

Global skills 2, track 3.7, page 44, exercises 5 and 6

Interviewer OK. So let's assume that *Daily World News* does exist and is generally a reliable source. We still don't know whether this article is real. How could we tell?
Amira Well, let's look at the headline, first of all. What kind of language does it use?
Interviewer It's pretty sensationalist, isn't it? It's trying to shock us and appeal to our emotions. I don't think a serious newspaper would use an exclamation mark or an adjective like 'amazing' in the headline of this type of article. It's very subjective.
Amira Exactly. Serious news websites tend to use much more neutral language.
Interviewer But some genuine newspapers and websites do use sensationalist language, don't they? After all, not all news sources are neutral and balanced. I mean, some newspapers and websites are openly biased and one-sided. And that's not the same thing as fake news.
Amira You're absolutely right, but if an article appears to be from a more serious news source, it's important to consider whether the language is typical of that source. And, of course, we need to look for other clues as well. Another one is the URL.
Interviewer You mean the internet address in the bar at the top?
Amira That's right. Take a look at it. Does it look official, like the kind of URL a news website might have?
Interviewer Not really. It looks like a random URL that anyone could have generated.
Amira So that's a clear warning sign. And what about the author of the article?
Interviewer Um … let's have a look. Grant Novak.
Amira OK. So we could do an internet search to find out if Grant Novak is a real journalist. It's quite possible that he doesn't exist.
Interviewer It's interesting that there's no date on the article.
Amira Well spotted! Fake news articles often don't have a date. That way, they can go on being circulated online for a long time without looking outdated. And what about the photos? Do you notice anything strange there?
Interviewer Well, it looks like they're from a photo library …, but real news websites use library photos, don't they?
Amira Yes, but what's missing? What would you usually see on or below a photo on a news website?
Interviewer Oh. A photo credit! The name of the photographer, news agency or photo library that supplied the photo.
Amira That's it. If there aren't any photo credits, the article could well be fake. And also, fake news websites sometimes reuse photos from different news stories. But you can find out where a photo is originally from by doing a reverse image search.
Interviewer Clever!
Amira OK, so there's one last thing you might notice about this article. About the language.
Interviewer Hmm. I've noticed a few spelling, grammar and punctuation mistakes.
Amira Precisely! Reliable news sources are usually carefully edited and checked. If an article is full of errors, be suspicious.
Interviewer Amira, thank you so much for joining us. And if you'd like to find out more …

Global skills 2, track 3.8, page 44, exercise 10

Amira So it's really important to consider how credible it is.
Amira Sometimes fake articles are meant to be satirical – to make people laugh – or have just been made up for fun.
Interviewer And even if the news source exists and is usually trustworthy, that doesn't necessarily mean the article itself is real, does it?
Amira It isn't too difficult for someone to create a fake article that looks like it's from an authentic and reliable source.
Interviewer It's pretty sensationalist, isn't it? It's trying to shock us and appeal to our emotions.

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Interviewer After all, not all news sources are neutral and balanced.
Interviewer I mean, some newspapers and websites are openly biased and one-sided.
Amira That way, they can go on being circulated online for a long time without looking outdated.

Lesson 4B, track 4.1, page 48, exercises 2 and 3

Radio presenter If you've seen the film *Rain Man*, in which Dustin Hoffman plays a character with autism who also has amazing mental capabilities, then you probably have a basic idea of what a savant is. High-functioning autistic savant syndrome is a rare condition and it's often associated with a level of neurodivergence. Savants typically excel far above average in a particular area, such as mathematical calculation, musical skills or artistic ability. Often, this ability involves exceptional feats of memory. The psychologist Dr Alice Rivers is here today to tell us about Daniel Tammet, an award-winning writer who has also been diagnosed with Asperger's syndrome, a form of autism. Daniel sees words and numbers as shapes, colours and textures, and his books draw on his condition and his experiences. Alice, were there early signs of Daniel's unusual abilities?
Alice Well, as a baby, Daniel's crying seems to have been excessive. He explains how this really worried his parents – they tried everything to soothe him, including swinging him in a hammock. At the age of three, he had an attack of epilepsy, which he survived only because the cries of his younger brother brought his parents running – he was lucky that his brother happened to have been playing in the room at the time. After his fourth birthday, he reportedly calmed down a little after receiving a counting book as a present. He says he will never forget being given that book, as the numbers transported him to a completely different world.
Radio pres And then there was school. Social interaction is something that Daniel found hard, so attending school can't have been easy. Can you give us an idea of what it was like for him?
Alice Yes, well, Daniel's behaviour was fairly typical of a child with this kind of condition. He says that he always preferred to be sitting on his own rather than playing with the rest of the children and, at story time, he would have his fingers pressed into his ears and his eyes tight shut while the others sat engrossed in the story. Apparently, he would sit and picture numbers in his mind to help him relax. Then, at break time, as soon as he heard the bell ring, he would rush out into the playground – not to play, but to count the leaves on the trees. People with Asperger's often have terrible memories of school because they tend to have been bullied quite a lot. That's very common, unfortunately. But in Daniel's case, the other children usually left him alone. He hardly ever got into trouble with the teachers, either.
Radio pres So, after leaving school with three A-levels, Daniel chose to go to Lithuania as a volunteer to teach English. He says he appreciates having been offered the opportunity to do something so adventurous. During his stay, he appears to have picked up the language with very little effort – and the same is true of the nine other languages he's able to speak! Today, Daniel is the author of numerous books, including essays, poetry and a novel. He works mainly from his home in Paris, which means he can keep to his routine. He also travels around the world to meet his many readers. Alice, it sounds as if Daniel has come a long way since he was a shy, introverted little boy counting leaves in the school playground.
Alice Yes, Daniel has been able to live independently, and I think he has even surprised himself, as he never expected to have achieved so much in his life. However, he knows that clichés around conditions like autism still sometimes cause him problems: some people assume that he lacks empathy or imagination just because of how his brain works. His writing career shows how wrong such assumptions are. Probably the most remarkable thing about Daniel is that he's able to explain to other people what he sees in his head – he's written books about it, as you mentioned before, and also given a very interesting TED talk, which you can find online. More importantly, he has agreed to be examined by researchers, both in Britain and in the United States – which has helped us move closer to understanding exactly how the mind of a savant really works.

Lesson 4C, track 4.2, page 50, exercise 2

Speaker In today's talk, I'm going to address the idea of multiple intelligences – this is a theory developed by the American psychologist Dr Howard Gardner. First, I'm going to focus briefly on the context in which the theory was introduced. Then I'll be looking at the various intelligences themselves. To be clear, that's just the eight intelligences that are currently recognized; it's not possible to deal with the other ones that are also under consideration – I'm afraid we just don't have time today. Finally, I'll give you a brief outline of one of the ways in which the multiple intelligences can be put to use. Unfortunately, a more detailed analysis of their potential applications is beyond the scope of this talk.

Lesson 4C, track 4.3, page 50, exercise 3

Speaker As I said, I'm going to start by providing some background to the theory. Until the early 1980s, most people believed that intelligence was a single thing, which could be measured by a single test – the IQ test. However, Dr Gardner was not convinced by this idea, so he analysed all of the existing data on intelligence to find an alternative theory. He proposed that all human beings actually possess a number of relatively independent intelligences. One person can have a strong preference for learning in a particular way, and this is the way they learn most successfully, but they can also learn in other ways too, just a bit less effectively. According to Dr Gardner, these innate preferences affect the way we learn, how we understand things, and how we demonstrate what we know.
So that was how the theory originated. My next point concerns the eight intelligences themselves. First, I'm going to concentrate on the conventional ones – that's linguistic intelligence and logical-mathematical intelligence. The first of these entails the capacity to use language in an articulate way to achieve certain goals. Dr Gardner cites lawyers as a case in point – like writers and journalists, they're examples of professionals with high linguistic intelligence. Logical-mathematical intelligence, on the other hand, involves scientific and

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objective thinking and it's typical of people who use a methodical approach to analyse problems rationally. So, engineers or computer programmers, for example.
Moving on from conventional intelligences to artistic intelligences, I'd like to mention musical intelligence first. This involves skill in the composition and appreciation of harmonic patterns. As you would expect, these are skills possessed by musicians and composers – individuals who are receptive to melody and rhythm. The second is bodily-kinaesthetic intelligence, which involves physical self-control and the ability to handle objects in a dexterous way to express an idea or solve a problem. Interestingly, Dr Gardner suggests that both dancers and surgeons often have strong bodily-kinaesthetic intelligence.
And finally, there is a third intelligence related to the arts, which is visual-spatial intelligence. This is characterized by the potential to recognize and use the patterns of space – that could be the wide open space occupied by pilots, or the more confined areas of a chess board where chess players operate. Strong spatial intelligence requires a discerning mind that is able to anticipate potential problems that may occur in a person's surroundings.
Let's leave the artistic intelligences now and turn to what are called the 'personal intelligences'. The first is interpersonal intelligence, which is concerned with people skills – so this enables salespeople and politicians to be intuitive enough to understand the intentions and motivations of other people. The second of these is intrapersonal intelligence: I – N – T – R – A – intrapersonal; this refers to the capacity to be introspective in order to know and understand yourself. I'd like to point out that this kind of intelligence is not typical of a specific career, but it's useful for every individual as it helps with things like making decisions or managing your reaction to events.
That brings me to the final intelligence on the list, one that has been added recently: naturalistic intelligence. This skill relates to people who are observant, who notice features and developments in the environment and are able to categorize them. One example would be a botanist, or maybe a geologist.
Now we've looked at the various intelligences, I'd like to just briefly outline a practical application for the theory. According to Dr Gardner, most education systems are unfair because they work on the assumption that all pupils have the same kind of linguistic and logical mind and that they all learn in the same way. This puts pupils who are weaker in these two particular intelligences at a disadvantage. Dr Gardner believes that it is possible to teach all subjects in more than one way so as to reach every child in a class, develop all eight of the intelligences and make the school system fairer all round.
So, that brings me to the end of my talk. Are there any questions before I hand over to the next speaker?

Lesson 4C, track 4.4, page 51, exercise 8

Speaker Good morning, everyone. My name is Laura Williams and I'm studying psychology. My particular interest is the different ways in which people learn, and how that might affect the jobs they choose.
Some of you may be familiar with this famous quote by the American psychologist Dr Howard Gardner: 'It's not how smart you are that matters, it's how you are smart'. Yes? I can see a few nods in the audience.
In this presentation, I'm going to talk about the theory of multiple intelligences, devised by Dr Gardner, and how it can be put into practice in an educational context. For me, this quote sums up the idea behind multiple intelligences. So, firstly, I'd like to explain briefly why multiple intelligence teaching makes educational sense. Then, following on from that, I'll give you a brief overview of how the different intelligences can be used in class to teach more or less any subject. And finally, I want to discuss an example of this in more detail.

Lesson 4C, track 4.5, page 51, exercises 9 and 10

Speaker As I said, I'm going to start by looking at why teaching using multiple intelligences makes sense. OK, imagine you have to explain something to someone – for example, directions to your house. Put up your hand if you'd be more likely to write the directions than to draw a map … OK, now raise your hand if you'd more naturally draw a map … Mm, interesting.
And now think about a student who struggles to write a coherent paragraph, but who's brilliant at solving any kind of puzzle. There are lots of similar examples, but this is one to start with. Why does this matter? It's important to note that different people learn in different ways, but if we all have multiple intelligences, we may not all be learning in the ways that are best for us. So Dr Gardner's idea is to use all eight of the intelligences, or as many of them as possible, to teach any particular point, in any subject. This is more inclusive for all learners, and therefore fairer.
Moving on from why teaching using multiple intelligences makes sense to how to make use of them. First, let's start with the conventional ones. There are many ways to make use of linguistic intelligence: students reading and writing about the topic they're studying is the most obvious. For logical-mathematical intelligence, students should be looking at numbers or classifying information. I'd like to point out that these strategies are typical of what happens in most classrooms.
Let's turn to the artistic intelligences. Starting with musical intelligence, students could be listening to some kind of music that is relevant to the teaching point or composing a song themselves. Bodily-kinaesthetic intelligence involves physical movement, so they could be building a model of something or acting out a scene. And to use spatial intelligence, they should be visualizing something – maybe drawing a picture or diagram, or making a chart.
OK, my next point concerns the personal intelligences. To make the best use of interpersonal intelligence, students need to work collaboratively, in groups. They could teach something to their peers if they'rewilling to. For intrapersonal intelligence, students need to relate the learning point to themselves and their own experiences, then make a choice based on their own interpretation of the topic.
Last, but not least, naturalistic intelligence. Here, the teacher has to relate the point to nature in some way. This could be by focusing on weather processes, looking at animal behaviour or by getting students to research a

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landscape. Remember that there are all kinds of ways the natural world can be exploited. I'm sure you can think of some, too.
So that was an overview of how multiple intelligences can be used. Now I want to briefly outline an example. Let's imagine a class studying history – 20th century American history. What could the teacher get the students to do? Well, maybe they could memorize a quote from a famous person. You may think students won't learn much from memorizing a quote, but they might if they have to research it. So who knows any quotes by famous Americans?
Student I know someone said, 'The only thing we have to fear is fear itself,' but I can't remember who.
Speaker Great suggestion. It was Franklin D. Roosevelt, the president who saved America from the Great Depression of the 1930s. So one approach would be to get several quotes. Put the students in groups. One group can have one quote and another group a different quote. That's the starting point. Each group could research the context and the background to the quote. Then they decide different ways to present the information they have found using different intelligences. So logical-mathematical intelligence – researching statistics to explain the economic situation. Musical intelligence – learning a song from the period, or making up a rap about fear. Spatial intelligence – creating a multimedia presentation of photos and video clips about the period. And so on.
OK, that's all I have to say about how multiple intelligences can be used in the classroom. If you'd like to contact me, here's my email address. Thank you for listening.

Cumulative review 1–4, track 4.6, page 58, exercise 1

Is technology enhancing our minds or dumbing down our cognitive processes? In today's talk, we're going to address this question and explore the different effects that technology has on the brain. We're also going to look at specific experiments that had some very interesting results, as well as a book by Nicolas Carr, called *The Shallows: How the Internet is Changing the Way We Think, Read and Remember.* In *The Shallows*, Carr argues that technology has changed the way we think, act and live, and he puts together an informative history of brain science to back up his argument. It's an extremely thought-provoking read, so it's not surprising the book was shortlisted for the Pulitzer Prize. Carr firmly believes that we are being distracted by technology continually. Interestingly, even when we don't have access to a laptop or smartphone for a brief period, we are still distracted – this time by a lack of stimulation! Most scientists seem to agree that technology has indeed altered the way our minds work, but what exactly are the effects? Have you wondered how much of an online article you actually understand if you are interrupted by adverts popping up and hyperlinks to other sites when you're trying to read? If the same article had been printed on a piece of paper, would you have understood it better? And what if you are being bombarded by emails when you are trying to concentrate on something else?
Geri Gay, a Cornell University professor, conducted an experiment to examine these issues in greater detail. She allowed half of her students to use their laptops, which were connected to Wi-Fi during a lecture. They were allowed to browse the internet and engage in social networking. The other half had to keep their laptops closed. Later, the group was tested to see how much of the lecture they could recall, and the group who used their laptops scored considerably lower. The experiment proved that our overall concentration, our ability to master difficult ideas and to think critically is being jeopardized. We aren't as good at multitasking as we like to believe.
Having said this, the use of certain technologies, namely computer games, is improving our visual-spatial intelligence, according to Patricia Greenfield, a developmental psychologist who is head of the University of California's Children's Digital Media Center. An experiment she carried out on 10- to 11-year-olds serves as a case in point. Half of the children played *Marble Madness*, a computer game in which a player guides a marble around a grid using a joystick. The second half were engaged in playing a computer word game instead. All the children then took part in a series of tests specifically designed to test spatial awareness. Those who played *Marble Madness* showed a significant increase in their spatial skills, but the ones who played the word game didn't. Greenfield sums up that 'every medium develops some cognitive skills at the expense of others'. Technology might have improved our visual-spatial ability, but it is often at the expense of deeper cognitive processes like problem solving, creativity and reflection. In short, we have become much … hmm … shallower.
So, it's not really a case of technology dumbing down our brains. We have always skimmed and scanned newspapers and books, and we do the same with online data. Rather, it's more a case of technology not allowing us the downtime we need to reflect on this information and develop deeper thought.

Lesson 5B, track 5.1, page 62, exercise 2

Radio presenter Exciting as travelling the world may be, you still need a lot of money to do it. Or do you? With me is the travel writer Melissa Watson, who's been researching stories of people who undertook journeys without money, relying on their own resources and the kindness of strangers to survive. Melissa, how did this project come about?
Melissa It was the story of a guy called Paul Smith that first got me interested. He decided to try and travel from the UK to New Zealand without spending any money on transport or accommodation. He used Twitter to ask people to donate their unused or unwanted journeys, and for places to stay. He did succeed, but it was a tough journey. I thought it was interesting and I started looking into it. What I discovered was that quite a few people have done something similar, often to raise money for a charity or awareness of a particular issue.
Radio pres Can you give us an example?
Melissa The British explorer Laura Bingham cycled across South America with no money to raise funds for a charity called Operation South America, which protects vulnerable young people in Paraguay. The journey from the coast of Ecuador to Buenos Aires in Argentina took six

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months. All she had with her were her clothes, camping gear and bike. She asked for food donations from shops or restaurants, or found it in waste bins. She camped in people's gardens by the roadside. The thing that she found amazing was the generosity of the local people. Many times, other cyclists offered her accommodation and a meal, and sometimes complete strangers would give her food, especially when they heard her story.
Radio pres Yes, it's amazing that even very poor people will share what they have with a stranger.
Melissa I think it's a very basic human impulse – to offer hospitality and help to travellers. Another example is an American called Rob Greenfield who hitchhiked from Brazil to Panama in 72 days, a distance of around 11,000 kilometres. Again with no money. Back home in America, it seemed like a great idea. Part of his aim in making the trip was to demonstrate the kindness of ordinary people toward strangers. The problem was, as an environmental activist, Rob doesn't like cars, so he didn't feel completely comfortable hitchhiking. Rob admits on his website that the journey was challenging at times, but like Laura, he found local people were incredibly generous and helpful.
Radio pres Yes, two quite similar experiences, which is encouraging. So would you say they succeeded in achieving their objectives?
Melissa Definitely. And in case you're wondering, both Laura and Rob did manage to reach their destinations safely. You can read more about their stories on their websites.
Radio pres That's good to know. Thanks, Melissa. Melissa Watson there. And now, let's find out what the weather has in store for us this weekend …

Lesson 5C, track 5.2, page 64, exercises 2 and 3

Radio presenter As far as holidays go, making a journey of 386 million kilometres to a waterless rock in outer space may not be most people's idea of fun. In 2011, the Dutch organization Mars One received several hundred thousand applications for its one-way mission to colonize the Red Planet. That plan has been abandoned, but there's still a lot of interest in a mission to Mars. With me is Daniel Weston from *Adventures In Science* magazine. Daniel, why did the Mars One project create so much interest?
Daniel I think most applicants to join a mission like this typically view it as the definitive way of realizing their dream of being an astronaut. Of course, the mission would have enabled them to be part of a historic event – but personally I don't think I would have gone for it!
Radio pres Why do you say that?
Daniel Well, Mars is a much more hostile environment than people realize – in fact, it's deadly. We have evidence from previous unmanned missions that its atmosphere is thin and provides very little protection against the sun's powerful ultraviolet radiation. No one really knows how the radiation might affect colonists. It's possible that any mission could turn into a death trap.
Radio pres Were the Mars One applicants aware of the dangers?
Daniel They seemed to be, yes. And what's notable is that they still thought the trip was worth the risk. Most of them said they would still have applied even if the mission only kept them alive for 12 months. Personally, I think even that length of time is optimistic.
Radio pres What about a possible future mission to Mars? Does it have to be a one-way trip? Is there an alternative solution?
Daniel Not at the moment. A journey to Mars would take around seven months and, during that time, the astronauts would lose bone and muscle mass. Research suggests that these physical changes would continue once they landed because the gravitational field on Mars is much weaker than it is on Earth. After spending time on Mars, the changes would be so noticeable that it would be almost impossible for the body to readjust to the much stronger gravity on Earth.
Radio pres Do you envisage the astronauts having any other health problems?
Daniel Quite possibly. It's almost certain that the colonists would face serious mental health issues in the new settlement. For the rest of their lives, they'd only be able to interact with each other and any additional colonists. And it's well documented that prolonged social isolation and long-term confinement can lead to boredom, anxiety and depression.
Radio pres So potentially, this is a disaster waiting to happen. What about the technological aspects of the mission?
Daniel Well, one problem would be maintaining all the equipment in working order, but the main technical issue would be landing the colonists on the surface of Mars in the first place. The historical background to previous Mars missions suggests that the success rate of landing robot spaceships on the planet is little more than 50%, which doesn't sound particularly hopeful to me.
Radio pres We all know that space exploration isn't exactly the most economical form of travel. How would any future project be funded?
Daniel In my view, that would be the most significant challenge for the project as a whole. The estimated cost of the first Mars mission is at least six billion dollars. If a private company didn't receive any economic help from the government, they'd have to fund the whole mission themselves. One idea was to make a kind of reality TV show, so that people back home could follow the mission's progress, and raise the money through media sponsorship and broadcasting rights.
Radio pres Hmm, that could be compulsive viewing. Well, Daniel Weston is not the only person who has doubts about the future of a mission to Mars …

Lesson 5C, track 5.3, page 65, exercises 10 and 11

Emma So this is the expedition I was telling you about. I think we should apply – all three of us.
Liam It looks fantastic – how blue is that water! – but are we the sort of people they're looking for? Not just anyone would be suitable for an expedition like this. For example, none of us has any experience of sailing.
Naz I don't think that would be a problem. I think the most important …
Liam I think it could be a problem, though. If you don't know what you're doing, it could be dangerous for everyone.
Emma Just a minute, Liam, don't interrupt, please. Sorry, Naz, carry on.
Naz Thanks, Emma. As I was saying, I don't think lack of experience is an issue. The ad says experience isn't necessary. By far the most important quality is being a team player – the ability to fit with other people and

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a willingness to work together with other people.
Emma I agree. Without doubt, they'll be looking for people with a positive attitude, who are outgoing and friendly and who can get on well with the other crew members.
Naz And they also want to know about your interests. I suppose that's quite important. If you're living on a ship for days on end with no TV and no internet, it's important to be able to make your own entertainment.
Liam Do you need any qualifications?
Emma No, but you have to be physically fit and pass a health check before you can go. And you must be able to speak English. Obviously, that's not a problem for us, but the whole point is that it's an international community.
Liam No wonder they want good English speakers. Imagine what could go wrong! If you couldn't understand the captain's instructions, you'd be well and truly stuck. Hey, that must mean that we stand a good chance of being selected.
Naz Can I just interrupt you there? There's also the small matter of the money. Each of us would need to raise 3,000 euros to …
Liam Yeah, which means it'll be the kids with rich parents who get to go.
Naz Hang on, Liam, let me finish.
Liam Sorry, Naz, go ahead.
Naz I was about to say, no matter what your background is, you have a chance of being selected if you're prepared to make the effort.
Emma Well, it sounds really exciting. I don't know about you two, but I have to admit I'm ever so tempted to apply …

Global skills 3, track 5.4, page 72, exercise 3

Radio presenter Hello and welcome to *All Change*. In today's episode, I'm pleased to have Lucas in the studio. Lucas is 18 years old and now lives in Dublin in the Republic of Ireland, after moving there from Denmark three years ago. Lucas, thanks for coming onto the programme.
Lucas Thanks for inviting me!
Radio pres So, Lucas, you experienced a pretty major life change when you moved to Dublin. How did you feel when you first found out you were moving to another country?
Lucas It was quite a shock, to be honest! Up to that point, I'd spent my whole life living in the same small town in Denmark. Then my mum got a new job and announced that we were moving to Dublin.
Radio pres Oh, OK. So you weren't expecting it?
Lucas No, I wasn't expecting it at all – the news came out of the blue. I mean, I knew that my mum worked for an international company, but I'd never actually considered that she might have to go and work in another country.
Radio pres And then pretty much everything in your life changed.
Lucas Oh, completely. At least I still had my family around me – my mum and my two younger sisters – but apart from that, I had to start from scratch and build a new life. Adapting to life in a new country is a big challenge in itself, but at the same time, we'd moved into a new house and I also had to get used to a new school and a different education system. And, of course, I had to make new friends. So I was outside of my comfort zone in lots of ways at once.
Radio pres Had you been to the Republic of Ireland before you moved there?
Lucas I'd been to Dublin once on holiday, but that's not the same as going to live there! And then there was the language. Luckily, I already spoke good English and watched quite a lot of American TV, but I wasn't really used to Irish English and there was a lot of slang that I'd never heard before. So that was something else I had to cope with.

Global skills 3, track 5.5, page 72, exercises 4 and 5

Radio presenter So based on your own experience, what tips would you give to someone who's dealing with a big change in their life?
Lucas Well, my first piece of advice would be to accept that it will be a stressful time and don't be afraid to ask for help if you need it. Obviously, some life events are harder to deal with than others, but any kind of big change can take a toll on you. When I first started my new school, I tried to pretend that everything was fine, but actually, I was struggling. It was so different from my old school and I was really stressed out. Things only started to get better when I finally told the teachers how I was feeling and let them help me.
Radio pres I can imagine it was very tough time, with so many aspects of your life changing at once. Are there any other strategies that you'd recommend to people who are going through this?
Lucas Um … I think it's helpful to have a familiar hobby or activity that creates a sense of normality in your life – something that you were already doing before and that you can turn to when you need to escape. For me, that was playing football, playing computer games and re-watching my favourite TV series. While I was doing those things, I could relax and forget about everything else for a bit.
Radio pres It must have been hard to deal with the constant feeling of uncertainty.
Lucas Oh yeah. For a while, it really felt like everything was up in the air, but I realized that you have to make a conscious choice to think positively and remind yourself that you've overcome challenges in the past. For example, I didn't know if I'd get used to the new education system in time to pass my exams, but I kept telling myself that everything would work out OK in the end. And luckily, it did!
Radio pres And how long do you think it took for you to feel you'd settled in?
Lucas It's hard to say, because it happened gradually. I think you have to be patient. Don't expect to build a new life overnight. You have to take things one day at a time. That was certainly true of my social life. It was quite a while before I really felt I belonged to a friendship group and was no longer the 'new guy'.
Radio pres So now, looking back, do you think you've benefited from this experience?
Lucas Definitely. It's made me stronger and more resilient, and that's helped me feel more confident about dealing with change again in the future. Sometimes it can be hard to see the positives in a difficult situation, but I think you have to focus on what you've learned from it and how you can use that to support other people. Last year, a new student started at our school – his family had moved here from Poland – and I was able to help him settle in. I think he really appreciated the fact that I could empathize with his situation and I found it really satisfying to be able to help him.

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Global skills 3, track 5.6, page 73, exercise 8

Lucas No, I wasn't expecting it at all – the news came out of the blue.
Lucas I had to start from scratch and build a new life.
Lucas I was outside of my comfort zone in lots of ways at once.
Lucas Obviously, some life events are harder to deal with than others, but any kind of big change can take a toll on you.
Lucas For a while, it really felt like everything was up in the air.
Lucas You have to take things one day at a time.

Lesson 6B, track 6.1, page 76, exercises 2 and 3

Radio presenter Now, it's a truth universally acknowledged – by the Hollywood film industry, at least – that if the ending isn't happy, the story hasn't ended yet. And looking at the most popular stories from the past few decades, it seems like this saying is true. In a recent poll on World Book Day, 41% of people said they preferred stories with a happy ending, compared with just 2.2% who favoured a sad outcome. So how can we explain this obsession with 'happily ever after'? I'm joined by Hollywood scriptwriter Peter Lindholm and literary critic Kendall Turner. Peter, is it important to you whether or not a film has a happy ending?
Peter Well, books and films are entertainment. They're an escape. When we read a book or watch a film, we want to forget about the pressures of the real world. We want to see life through rose-tinted glasses and believe that no matter how bad a situation seems, things will turn out OK in the end. If the ending is happy, we leave the cinema happy.
Kendall Although what's interesting about this obsession with happy endings is that it's relatively new. Tragedy used to be a lot more popular – think about the ancient Greeks. They valued tragic endings because these endings made people reflect on their own lives and the consequences of their actions. Plays such as *Prometheus Bound*, *Antigone* and *Electra* were incredibly successful at that time.
Radio pres So why is there this constant pressure for happy endings? Where does it come from?
Kendall I think it's partly because they're easier to sell than unhappy ones. Take *The Break-Up*, for example. In the original, Jennifer Aniston and Vince Vaughn split up, which was really unpopular with test audiences, so the director decided to change the ending. He wouldn't have done that but for the need to make the film more profitable.
Peter That's exactly right. If people didn't need the feel-good factor, writers wouldn't give it to them. If we watch a tragic film, we feel sad, too.
Kendall Hmm, I might disagree with that. I saw the movie *Gravity* recently, but had I known it was going to end the way it did, I might have chosen not to watch it. It just didn't seem very realistic. I wouldn't be so critical if the script had been a bit more believable – I'll happily sit through most films unless they have an unrealistic ending – but those last few moments were really disappointing. What did you think of it?
Peter Well, I enjoyed it. I think I would have been disappointed if it had a sad ending.
Radio pres So a lack of realism doesn't worry you?
Peter No. People deserve happy endings; I don't see any harm in them, provided that you remember that it's not real life. People go to the cinema for some light relief. I mean, were it not for uplifting stories, life could sometimes seem pretty hopeless!
Kendall Mm … Although I think films and books should ideally offer a reflection of society and life in general. That's why the greatest stories don't have simple, happy endings. Take Emily Brontë's *Wuthering Heights*. If Catherine had married Heathcliff, their story might be less compelling for modern readers.
Peter But what about her sister Charlotte Brontë's novel, *Jane Eyre*? Wouldn't readers have enjoyed it less if Jane hadn't married Mr Rochester in the end? Would that have made the story more of a masterpiece?
Kendall I think art should imitate life … and in life, there's rarely a 'happily ever after'. Just open a newspaper and take a look. I mean, if you can't cope with a fictional tragic ending, how well will you deal with real life?
Radio pres That's an interesting point, and, on that note, this is just a reminder that a re-release of Alfred Hitchcock's *Psycho* is showing in cinemas this week. It's a classic thriller, but be warned – should you be hoping for a cheerful ending, this definitely isn't the movie for you! Now, on next week's programme, we'll be looking at …

Lesson 6C, track 6.2, page 78, exercises 2 and 3

Radio presenter Multigenerational living tends to increase during times of economic hardship, but usually declines once the economy starts to improve. So perhaps it's unsurprising that it's becoming more common in the UK. With sky-high house prices and a shortage of affordable places to rent, many young adults – the so-called 'boomerangs' because they keep coming back – are moving back in with their parents. The question we're looking at today is: what are the benefits of this new interdependence, and what, if any, are the drawbacks? With us for today's phone-in is social scientist Dr Louisa Carey. Louisa, what's your take on the situation?
Louisa Well, the first point to make is that, in many cultures, multigenerational households have always existed. Asian households, for example, are often multigenerational – and many European and Middle Eastern ones, too. All my friends who are Asian lived with their parents for a while after they finished full-time education. One of the differences today, though, is that there are more of these types of household across all cultures. Another thing to consider is that, previously, older people would move in with their children. Now the younger generation, often with children of their own, are more likely to move in with their parents.
Radio pres OK, let's take our first call. This is Jess from London. Jess, her husband and their two children live with Jess's mother, Esther. Jess, what's your story?
Jess Well, initially we moved in with my mum purely for financial reasons. We'd had our second child, and the flat we were renting at the time just wasn't big enough. And a bigger home in a nice neighbourhood was much too expensive. So my mum offered to put us up for a while – she's got a four-bedroom house, which is the house I grew up in.
Radio pres That must feel strange.
Jess It does a bit, yeah, but it's fine. We keep her company, we contribute to the bills, and at the same time we're able to save money towards a deposit for our own place.

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Radio pres Are there any other benefits for your mum?
Jess Yes, there are. I think she finds living alone quite difficult and she appreciates having someone to lean on. She loves her grandchildren, so she really enjoys helping out with them; she'll do anything for them. She really has a soft spot for the younger one, who's three – he can wrap her round his little finger! She also looks after them when we're working – we're very lucky to have free childcare – it makes a big difference.
Radio pres Any downsides?
Jess Hmm, I suppose we're less self-reliant now and there is less privacy – we share the kitchen and bathroom, so we more or less live in each other's pockets. And we don't agree on everything – there are times when we get on each other's nerves, but in the end, the positives outweigh the negatives.
Radio pres Thank you, Jess. Louisa, what do you think?
Louisa I think Jess's experience is quite typical. There are obvious financial benefits, especially for the younger generation – they can avoid paying rent and get free childcare. Those who move in with their parents quickly save more money, but as Jess points out, there are disadvantages, such as privacy issues and sometimes receiving unwanted advice about raising children. That can sometimes drive a wedge between family members.
Radio pres Time for another call … from Nick in Manchester.
Nick Hi! I've been living with my father-in-law for three months now … and although there are benefits, especially for him, it's becoming increasingly awkward sharing communal spaces. For example, as it's my father-in-law's house, I feel we can't invite friends round for a meal – he's not a particularly gregarious man – or even watch TV programmes he doesn't like. At the moment it's extremely stressful and relations are strained … We didn't exactly get on like a house on fire before.
Louisa That's an interesting point about space. It definitely helps to have an extra room that can be converted into another living room. Families can then choose when and how often they want to spend time together.
Nick Yes, exactly. The other problem is time. We spend a lot of time looking after him, taking him to doctor's appointments and so on – my partner is basically at his beck and call, which leaves us very little free time for ourselves. To be honest, if I'd known it would turn out like this, I'd never have agreed to move in.
Radio pres Thanks for your call, Nick, and I'm sorry to hear it's not working out for you. Louisa, is that quite a common scenario?
Louisa It is. And of course, time is an important thing to consider. The time you spend with your partner or children may gradually disappear if an ageing parent or relative becomes more needy.
Radio pres Is there any solution to that?
Louisa Only if you can afford to pay for live-in help, or you have access to respite care, but the way some families look at it, it's a kind of role reversal. Parents have raised and supported their children, and they expect something in return for all the years looking after them. In many ways, it can be a win-win situation: avoiding isolation in old age, cashing in on free childcare and pooling your resources.

Lesson 6C, track 6.3, page 78, exercise 5

Radio presenter Are there any other benefits for your mum?
Radio pres Are there any other benefits for your mum?
Jess She loves her grandchildren, so she really enjoys helping out with them; she'll do anything for them.
Jess She loves her grandchildren, so she really enjoys helping out with them; she'll do anything for them.
Louisa Well, all my friends who were in college lived with their parents.
Louisa Well, all my friends, who were in college, lived with their parents.

Lesson 6C, track 6.4, page 79, exercises 9 and 10

Rachel It sounds like a good solution. If you took that option rather than trying to rent somewhere right away, you'd save quite a bit of money.
Sam I know, but it's as if the last few years never happened and my life is going backwards. I'm worried that if I move back, I might feel like a kid again – you know, depending on mum and dad for everything. If I hadn't already left home once to go to university, it might be different.
Rachel I take your point, but if you were living there as an adult, I imagine it would be more like you were their lodger. You could make it a formal arrangement, pay rent or contribute to the bills.
Sam That's true, I suppose, but wouldn't we get on each other's nerves? You know what families are like. I'm worried I wouldn't feel I could invite people round or have a proper social life. To be honest, I'd much sooner have my own place.
Rachel That's completely understandable, but wouldn't it be better to give it a try before you make a decision?
Sam What if it didn't work out, though? I love my parents, of course – I just don't know if I want to live with them. I just wish that I had more options.
Rachel If only it wasn't so expensive to rent somewhere. Look, if I were in your position, I'd talk to them and see if you can work out an arrangement that suits you both.

Lesson 6C, track 6.5, page 79, exercise 12

Sam So how do you feel about this, Mum?
Mum I realize it's a difficult situation for you, but I'd much sooner that you lived with us than struggled to pay rent elsewhere.
Sam Yes, I appreciate that. I feel quite frustrated, actually – it's as if I've worked really hard for my degree, but I still can't earn enough to live on.
Mum To be honest, if I were in your position, I'd probably feel the same.
Sam Don't get me wrong – I'd pay you rent and contribute to the household bills.
Mum But wouldn't it be better to save as much money as possible? If you did that rather than keep paying us rent, you'd be in a position to get your own place more quickly. And you could be as independent as you wanted while you were living here.
Sam OK, that makes sense. How exactly would you see that working?
Mum Well, you could have the guest room – it has its own bathroom. I imagine you'd find that easier than sharing with us.
Sam But what if I wanted to invite friends round for a meal? How would you feel? I'm worried that we'd get on each other's nerves.
Mum That's completely understandable, but honestly, it would be fine. You could take over

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the kitchen and we'd make other arrangements – maybe go out for dinner. If only you'd stop worrying – we'd be very happy to have you here!
Sam Thanks, Mum. I just wish that I didn't have to lean on you like this.

Cumulative review 1–6, track 6.6, page 86, exercise 1

Speaker 1 What is love? Well, it can't really be explained; it has to be experienced. And the experience isn't always a positive one. A break-up can leave scars. I haven't let this put me off, though. How could anyone say 'no' to love if it came along? When you first fall in love, it's as if nothing else in the world matters. Further down the road, it might not work out, but, whatever the outcome, it's worth all the ups and downs. My friends think I'm a hopeless romantic and they're probably right, but I like to think of myself as someone who looks ahead without dwelling too much on the past.
Speaker 2 Love? Well, no one forgets their first date, do they? I remember not being able to sleep or eat when I first met Tim. He was the guy at school all the girls wanted to go out with and all the boys wanted to be like. Then he asked me out … Looking back, I guess it was more like infatuation – a kind of naive obsession. These days, I think twice before I don the rose-tinted glasses and plunge into the unknown. I'd sooner commit to someone who's reliable and loyal. Don't get me wrong, everyone needs a bit of romance, but after a while, the romance wears off. What's important is that you have a strong friendship if you want it to last long term.
Speaker 3 I've never experienced it myself, although I've been out with a few people. My parents divorced when I was five. They've both remarried since, and I think they're happy, but who knows, maybe they would be happier if they'd stayed together. Love is a complicated emotion and, I guess, if you get too close to someone, you risk being hurt. This is certainly true in my parents' case. It seems that with love comes an exhilaration, a feeling of fulfilment and hope, which is fantastic, but there is also a dark side to it. Destructive feelings, like jealousy, greed and selfishness, might sometimes creep into the relationship, which can drive a wedge between a couple.
Speaker 4 As a biologist, I believe science has an explanation for everything, but love goes against all logic. Clearly, it's got to do with the human need for interaction, companionship and propagation of the species. There are three phases to falling in love and different hormones are involved at each stage. Yet no one knows exactly how this works. It can be a bit scary – the events occurring in the brain when we are in love have similarities with, well, mental illness! However, what scares me even more is the idea of being alone. My children have both left home and I don't have many relatives. The only person I can lean on is … my wife.

Lesson 7B, track 7.1, page 90, exercise 3

Interviewer It's time for us to learn the truth about the old man and his stall. Art expert Harry Simpson has agreed to tell us what was really going on here. Harry, there's more to this story than meets the eye, isn't there?
Harry That's right. This wasn't just any old art stall, and the canvases weren't just any old pictures. They were all created by the British artist Banksy.
Interviewer The famous graffiti artist?
Harry Yes. Because of the nature of his work, he keeps his identity hidden, but he's pretty big in the art world. You won't find his art in a museum or gallery, but some collectors have paid six-figure sums to possess a piece themselves.
Interviewer What was Banksy doing in New York?
Harry He was there on an 'artist's residency', as he called it. He spent a month spraying his art around the city for New Yorkers to hunt down and observe. The art stall was an added bonus.
Interviewer Can you tell us how much the pieces on the stall were actually worth?
Harry Sure. I would estimate that each canvas has a value of around 30,000 dollars. Which means that those people who did stop to buy one got a real bargain – especially the customer who haggled the price down by 50%!
Interviewer His entire takings for the day added up to $420. Of course, the real value of those canvases was $240,000, so he made quite a loss, didn't he?
Harry Well, the aim of the stall was not to make money. Banksy had something quite different in mind. He never does anything in public without a reason, and this was no exception.
Interviewer So what was the point of the art stall?
Harry Banksy's stall was a kind of experiment. He wanted to find out how many people would admire the art for what it was. There was nothing to indicate that the canvases were his: they weren't signed, they didn't have a massive price tag and the stall was being minded by a completely inconspicuous elderly gentleman. Passers-by didn't have a clue that the works on offer were genuine Banksys.
Interviewer And hardly anybody was interested.
Harry Exactly. Because there was nothing to indicate that the pictures on the stall were highly desirable artworks, most people just ignored them.

Lesson 7C, track 7.2, page 92, exercises 2 and 3

Radio presenter Of all the arts, music is probably the one that affects us the most. A surging rush of sound can drive us into action, whereas a soothing lullaby is more likely to send us to sleep. Recently, there's been quite a lot of research aimed at explaining the relationship between music and our emotions. With me is Kirsty Sharp from *Music and Science*, who has been following the researchers' progress. Kirsty, what can you tell us about the findings so far?
Kirsty Well, researchers have made some progress. For example, we now know that the tempo or speed of the music is important. Scientists at Cornell University in Ithaca, New York, have shown that music with a brisk pace tends to produce positive feelings of happiness, while a slower tempo often evokes a more serious mood, even sadness. This obviously changes if the pace is exaggerated. So for example, a frenetic beat might make the listener feel stressed, whereas a more measured pace often leads to them feeling more relaxed, even lazy.
Radio pres Mm …That all seems quite obvious. What other research has been taking place?
Kirsty Well, other experiments have been conducted to find out whether music really is a universal language. A team from the Max Planck Institute in Germany focused their research

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on a group of isolated farmers in Cameroon, called the *Mafa*. They played 42 pieces of instrumental Western music to the farmers, who had never been exposed to it before. They were then asked whether they thought each piece of music expressed happiness, sadness or fear, and to point to faces showing the relevant expressions. Their ability to identify the emotion associated with the music was far greater than would have been expected by chance, which suggests that music really is able to bridge the cultural divide.
Radio pres That's really interesting! How much do scientists know about why music affects us in this way?
Kirsty The thing that stands out most is that human emotions are centred in the most primitive part of our brain – the limbic system. It's a particularly ancient system in evolutionary terms: mammals, birds and even reptiles have a limbic system. This is why a group of researchers from the National Academy of Sciences in Washington D.C. have been studying whether animals make music – specifically whales and birds. And they've come up with the theory that music may actually predate humans.
Radio pres What evidence do they have to support that?
Kirsty So with whales … We've known for a long time that whales communicate in a way that we would describe as singing – they don't just emit a series of raucous grunts. Whale song is like human song, in that it uses repetition and the same basic range of notes. The effect is rather more ethereal than human song, but the general structure is similar. Whale music has even been said to incorporate some of the complexity and sophistication of orchestral music – Beethoven's Fifth Symphony, for example. The evolutionary paths of whales and humans separated over 60 million years ago, but the fact that whale and human music have so much in common suggests that music may have existed before humans did.
Radio pres You mentioned birds as well. What are the similarities there?
Kirsty Birdsong also has fascinating parallels with human music. For example, one particular bird, the canyon wren, has a lilting song that has been compared to the opening of a famous piece by the composer Chopin. And in general, birds use similar scales to humans: the distance, the intervals between the notes is the same, which makes it easy on the ear. Some birds also practise call and response song patterns – a technique often used in gospel music.
Radio pres What about musical instruments? Surely, it was humans who invented those?
Kirsty Well, it's true that archaeologists have found bone flutes that date back more than 40,000 years, but it isn't only humans that use instruments. For instance, there's a bird called the palm cockatoo in Northern Australia and New Guinea – it makes drumsticks out of twigs and uses a hollow log as a drum. And that isn't the only example.
Radio pres So what are the implications of these findings?
Kirsty Well, I think the research shows how long music has been around. If it's as ancient as some people believe, it could explain why we find so much meaning and emotion in music, even though we can't always explain why it makes us feel the way it does.

Lesson 7C, track 7.3, page 93, exercise 10

Tutor Everyone, this is Naz. She's just joined the course. I've explained the task, and I'd like her to be in your group today. OK?
Everyone Sure, OK. / Hi, Naz. / Hi. / Hello.
Jess This is going to be interesting. It'll be like going back to the era of silent movies, where the music was central to reflecting what was happening on the screen.
Amol And influencing the audience's response. I mean, without any dialogue the music almost told you how you were meant to be feeling, didn't it?
Jess Yeah, maybe. What do you think, Naz?
Naz Well, … I think that's still the case. When we go to the cinema, we're opening ourselves up to participate in the whole experience. We're saying, 'OK, take me on a journey.' And film-makers know this, so they use the soundtrack to manipulate our feelings as we're watching. It's just that maybe we don't notice it as much …
Hari How do you mean?
Naz Well, because we concentrate more on what we're seeing and what the actors are saying. We don't listen to the soundtrack, but we're still receptive to it.
Hari That's interesting, I hadn't thought of it like that before.
Jess What about Iranian cinema, Naz? Is music important?
Naz Yes. There's a famous animated film, *Persepolis*, which won a lot of awards. The graphics are quite simple, and a lot of the story is told without much dialogue, but the music really helps to create an atmosphere.
Hari I've seen *Persepolis* – it was brilliant. And I totally agree about the music.
Amol Do you think music is more important in some genres than others?
Hari I think it's definitely important in horror movies. What about that legendary shower scene in Alfred Hitchcock's film *Psycho*? I mean, we don't actually see the murder, but the music tells us exactly what's happening off-screen – all that frenetic screeching of the strings and the raucous brass notes. It's terrifying. When we hear that, we feel the same sense of the panic as the victim – well, to some extent, anyway.
Jess Drama is another genre where music can really influence our emotions. You know, the soothing music that lulls us into a false sense of security, so we're more affected when something dramatic happens – usually something bad. Think about the opening scenes in *Jaws*. Those menacing bass notes seem quite measured at first, but the director uses them to build up the tension. We don't see the shark, but we expect the worst … Is that what you meant, Naz?
Naz Yes, exactly, but also, some composers avoid using music in these scenes altogether. They use other sounds. Like the famous restaurant scene in *The Godfather* where Michael Corleone shoots his father's rival. The sense of tension, of rising fear … that comes from the noise of a train screeching to a stop outside.
Amol Yeah, you're right. That's a really good example, but it's not just thrillers and dramas; music affects other genres, too. Anyway, shall we listen to 'our' music and see what it suggests …?

Lesson 7C, track 7.4, page 93, exercises 11 and 12

Amol So, what do you think?
Jess It's fairly mellow at the beginning, isn't it? But then the tension builds up towards the end. I'm hazarding a guess that it comes from a drama.

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Hari Yes, but it has a kind of ethereal quality, too – it's quite dream-like and romantic. There's a distinct possibility that it's a love story. Sorry, Naz … you don't agree?
Naz Actually, no, I think we're going in the wrong direction. There's no way it's a love story. It's not sentimental enough.
Amol I agree – it's too lively for a love story. I mean, it's almost jaunty. It's more than likely an adventure film.
Naz Do you think so? I would have thought the tempo would need to pick up a bit more for it to be an adventure film. It would have to be … well, more brisk, more exhilarating. In all probability, it's some kind of drama.
Hari OK, I can live with that. What about something historical? One of those dramas that romanticizes the life of a king or a queen from the past. After all, royals fall in love just like everyone else, don't they? OK, I'm going to go for a historical drama.
Jess Yeah, I'm sure you're right. It sounds so traditional and … nostalgic. It has to be a historical drama. Do we all agree about that?

Lesson 8B, track 8.1, page 104, exercise 1

Radio presenter In a single lifetime, human beings have had a massive impact on the environment. The world's rainforests are being destroyed at a terrifying rate, impacting biodiversity and releasing more CO_2 into the atmosphere. The increase in greenhouse gases is causing glaciers to melt and sea levels to rise. The amount of waste we've produced is overwhelming, polluting land, air and sea: there's an area of plastic garbage in the Pacific Ocean estimated to cover 1.6 million square kilometres! In addition, in the Caribbean, almost 80% of the coral reefs have disappeared because of climate change and pollution.
But before we all descend into feelings of hopelessness, let's hear about how some enterprising individuals have found successful solutions to these challenging global problems.
Lesein Mutunkei is a 16-year-old student from Nairobi in Kenya. He's a keen footballer, but he's also an environmental activist. Growing up, he learned about climate change and in particular, the threat of deforestation to the planet. Kenya, he discovered, was losing 50,000 hectares of forest every year – equivalent to 164 football pitches a day! Lesein came up with a simple plan he called Trees for Goals. Knowing that trees absorb CO_2, and so are part of the solution to climate change, he decided to plant a tree for every goal he scored while playing football. This, he reasoned, would inspire him to play better and score more goals. Then he thought, 'Why not 11 trees per goal – one for every player on the team?' Soon, his whole school was involved and before long, they had planted over 1,000 trees around Nairobi. Lesein started a social media campaign to spread the idea. As a result, Kenya's Ministry of Environment asked him to help engage young people across the country. Lesein's aim is to plant a forest of Trees For Goals across Kenya, and then in other countries in Africa.
Another activist who has made an impact at a local level is Kristal Ambrose from the Bahamas. Growing up with a love of nature, and in particular of the ocean, Kristal became concerned at the extent of marine plastic pollution affecting the seas and beaches around her home. After going on an expedition to study the Western garbage patch, she realized the majority of the waste was single-use items – plastic bottles, shopping bags, drinking straws and so on. Kristal founded the Bahamas Plastic Movement, aimed at raising awareness among young people and finding solutions to plastic pollution. She set up a summer camp to educate young people about pollution and ocean conservation, and to encourage them to become more active. With the help of a lawyer, she drafted a bill to show the government what a ban on single-use plastics could do for the Bahamas. She managed to meet with the environment minister and convince him of the need for action, and within a few months, the government announced that the ban would become law.
So, as those stories show, it's not all bad news. On this morning's programme we're inviting listeners to phone in with their opinions on the idea of local solutions to global problems. Our first caller is Jeremy from Bournemouth …

Lesson 8C, track 8.2, page 106, exercises 2 and 3

Radio presenter Is light pollution in our cities really that big a deal compared to air pollution, noise pollution or waste disposal? Is the current heated debate about it merely a storm in a teacup? Today in the studio we have Jason Hathaway from the International Dark Sky Organization and Katrina Philips from the pressure group Take Back Our Nights to throw some light on this topical issue. Jason, what's all the fuss about?
Jason Well, there was a time in the not so distant past when you could look up at the night sky and see thousands of stars, but in most cities today, that's impossible. Take a look at satellite views of the Earth at night – only the remotest areas of the planet are actually black. Artificial light is being overused and misused, often directed wastefully up into the sky. This has serious consequences for many forms of life, including humans. Streetlights in public places need a complete rethink – they need to be more shielded, so the light is less aggressive.
Katrina Well, I'm sorry to pour cold water on that idea, but less lighting is not an option in many areas. We can't really discuss the question of urban lighting without considering safety. In my town, people have been up in arms against poorly lit, unsafe public areas such as parks and side streets, which have basically become no-go zones. Statistically, people are more likely to be attacked or mugged in these places because it's easier for attackers to hide, so they have the upper hand.
Jason Of course safety is an important consideration, but a lot of people fall into the trap of thinking that the solution is more light. Yes, roads should be sufficiently lit, but 'sufficiently' doesn't mean installing bright lights on every street corner. Let's think about shielded alternatives, which direct light downwards rather than up into the night sky or at someone's bedroom window.
Katrina But it's a bit of a no-brainer that you need bright, defined light in order to see someone clearly.
Jason Not necessarily; bright lights throw darker shadows which can actually make it easier for criminals to hide. But, look, it's not just a question of safety; there are other things to consider. Think about the effect on nature: we know that excess light disrupts the migration patterns of birds, as well as the breeding patterns of nocturnal animals and insects.
A study in Tobago in 2012 found

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artificial lighting was a significant threat to sea turtles. Hatchlings were following hotel lights and streetlights which directed them away from the sea, instead of the light from the moon. Many of them died of dehydration or were run over by cars.
Radio pres But we can't get away from the fact that most of us like the glow of city lights; we love interesting urban lightscapes.
Katrina Exactly. And studies have shown that lack of light, especially in the darker, winter months, can result in depression or seasonal affective disorder, known as SAD. There's a strong argument that artificial light is actually good for our health
Jason On the contrary, excessive night-time light is incredibly bad for our health. It disrupts our sleep and confuses our circadian rhythms, which can lead to an increased risk of things like obesity, diabetes and heart disease. Although it's not just outdoor lighting that's creating this problem – the blue wavelength light from electronic devices can also be damaging.
Katrina But the fact is that when local authorities reduce street lighting, outside someone's house, for example, people will generally respond by putting up their own security light, which is often more powerful than a streetlight.
Radio pres Hmm, and that costs money.
Jason Yes, lighting costs money. According to one study, inefficient lighting wastes over a billion pounds a year in the UK … and then there's the environmental cost, too. In France, they've tried to do something about it, by introducing laws controlling urban light. The government reckons they should cut annual carbon dioxide emissions by 250,000 tonnes. Although applying the new regulations hasn't been easy and local councils are fighting an uphill battle, but it's worth it – the country's energy bill could be reduced by 200 million euros a year.
Katrina Another way to save money would be to stop daylight saving time, so in winter we don't lose an hour's daylight. Let's face it, once darkness falls, people will use their security lights no matter what the cost.
Jason The point is that we need lights, but only where they're necessary – and these lights could be shielded to avoid dumping excess light into the sky. A clear night sky is one of the natural wonders of the world … we need to take the bull by the horns and do more to preserve it.

Lesson 8C, track 8.3, page 107, exercises 10 and 11

Amy It's a real problem, though, isn't it? I mean, so many parents drive their kids to school. If you walk to school, it can be a nightmare just crossing the road in the mornings.
Sam Yes, and cycling's pretty dangerous too – you take your life in your hands, the way some people drive.
Cara To be fair, though, it's not just parents. The problem is, dropping off your kids slows the traffic down and other drivers get impatient. They drive less carefully, and that's when accidents happen. And think about the air pollution too – that can't be doing us any good.
Amy So, shall we try and come up with some solutions? Let's just think of ideas to start with – we can discuss them in detail and evaluate them later. Sam, do you want to start?
Sam Well, one way to solve this issue might be to encourage parents who live close to the school not to drive. Say less than two kilometres away. That would reduce a lot of traffic. Their kids could walk or cycle instead, so they'd be fitter too.
Amy OK, thanks. Cara, any ideas?
Cara What about introducing a school bus service as a possible solution? To me, it's a no-brainer. There used to be one and it was really popular. If we did that, I think a lot of people would use it. And it would reduce the number of car journeys by people who live more than two kilometres away.
Amy OK, I'll make a note of that.
Sam Is there any way we could just ban cars from the streets around the school altogether? Then we could make the whole area for pedestrians and cyclists only. Obviously, we'd have to think how that affected local residents.
Amy OK, shall we discuss our ideas one by one?
Sam I liked your suggestion of introducing a school bus service, Cara. And I agree it would be popular. The difficulty with that is that it would cost a lot of money and I'm not sure who would pay for it.
Cara Yes, I know. I think they stopped it because it was costing too much.
Sam What about my idea of persuading parents who live near the school not to drive?
Amy Yes, I like this as a suggestion. And I thought Cara's observation about other drivers also being a problem was interesting, but it's not clear to me how you check if all parents are complying. How would you see that working?
Sam To be honest, I'm not sure it would. I hadn't really thought it through.
Cara Maybe Sam's idea of a total ban on cars around the school at peak times is the way to go.
Amy I'm not sure that's a very practical solution. I think it might cause a lot more problems.
Cara Sam's remark about the effect on local residents was absolutely right, though. I think they might be up in arms about it. And it could be a problem for people who have further to travel.
Sam Well, maybe a combination of solutions is what we need. A ban on cars and a school bus service. What do you think?
Amy That could work. Cara?
Cara Yes, we could certainly suggest it.

Lesson 8D, track 8.4, page 108, exercise 2

Speaker It was 1793, and Eli Whitney had just come up with a ground-breaking new invention: the cotton gin. This was a machine which separated raw cotton fibres from their seeds, an important process in cotton production. Suddenly, a job which used to be incredibly slow and labour-intensive could be completed quickly and easily, and this made cotton a much more profitable crop. In states in the USA where the growing conditions were right – Mississippi, Georgia, South Carolina, Louisiana and Alabama – more and more land started to be used for cotton, and the biggest landowners became very rich. But although the cotton gin helped in one aspect of cotton production, it didn't help in the fields. The work of growing and picking cotton was hard, and in the American South, it was usually done by enslaved people. These people's ancestors had been brought to the USA in slave ships, from western parts of Africa. They were forced to work in the fields from dawn to dusk, and they were given no pay for their work. Their food was barely fit

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for animals, and there was often not enough of it. They lived in miserable shacks with dirt floors and almost no furniture, and if they disobeyed their masters, they soon felt the whip on their back. It was a terrible existence. By 1850, there were 3.2 million enslaved people in the USA, and more than half of them produced cotton. Others produced crops such as rice, sugar and tobacco, while some worked as domestic servants and were given slightly better treatment, but all slaves could be bought and sold, often by masters who cared nothing about them, and their young children could be taken from them at any time. Internationally, there was considerable moral opposition to slavery, and it had already been banned in all the northern states of the USA, but 15 states in the south refused to ban it. Their whole economy depended on the labour of enslaved people, largely because of the success of the cotton industry. They were even prepared to go to war to protect their right to own slaves and make money from cotton.

Cumulative review 1–8, track 8.5, page 114, exercise 1

Newsreader … And in Houston they want residents to start putting all their trash into one bin! Now, with all the talk about recycling and separating our waste, doesn't that sound like a step back? Caitlin is in Houston and will tell us more about it.

Caitlin Thanks, Don. No, it's not a step back. In fact, this is actually a major step forward. Houston's mayor has submitted a proposal for a plant that will automatically sort all the waste into organic, valuable and genuine garbage. She believes that technology can do a far better job separating waste than people can. Optical scanners, density separators, sensors and shredders will decide what to do with the rubbish. The mining and refining industries are already using the technology. Research has indicated that this automated process will increase current recycling rates from 14% to 75% and …

Newsreader An ambitious attempt is underway in the state of Rhode Island to teach parents how to speak to their children more often. The aim is to close the 'word gap' between underprivileged children and those from wealthy families.

Research dating back to 1995 shows that by the age of four, children from less privileged backgrounds may have heard as many as 30 million fewer words than children from upper-income families. This 'word gap' frequently leads to poor performance in school and a life of academic underachievement.

The project, called Providence Talks, won a five-million-dollar grant from former New York City Mayor Michael Bloomberg's foundation. More than a third of children in this city live in poverty – a rate that vies with Detroit and New Orleans. Providence Mayor Angel Taveras hopes the project will disrupt the cycle of underachievement.

Presenter With us today is Patrick O'Brien, who has been reporting on the BMW Guggenheim Lab. Pat, thank you for joining us. So, 'Guggenheim Lab' – that sounds impressive, but what is it?

Patrick Let me start by giving you some background. The UN currently predicts that in 2030 there will be eight billion of us, and three out of five people will be living in cities. This means that city life needs to improve in order to accommodate all these people. And here's where we come in. The Guggenheim Lab is like a 'think tank' and a community centre combined into one, set up to address typical urban issues. We want people to come here and share their city-life frustrations in a safe and comforting environment. Someone might have an issue with bedbugs, someone else with cyclists. Whilst we can't get rid of bedbugs, or cyclists, we can help people to look at things from a different perspective. Most recently, we held a workshop where participants took on the roles of urban planners. They were asked if a big employer should provide transportation for their workers. Whilst the obvious answer was 'yes', we tried to show them how that could reduce liveability and sustainability. So, our role is also to educate. We hold workshops and lectures, show films and do role plays through specially designed games. We can't solve everyone's problems, but we can give people insight into laws and regulations, and help them see things from different angles.

Lesson 9B, track 9.1, page 118, exercises 2 and 3

Radio pres It takes a lot of practice to be really good at something – 10,000 hours, according to the Canadian writer Malcolm Gladwell. The concept dates back to a 1973 study of chess players, and is supported by a study of violin students in 1993, during which researchers made an important discovery. In both cases, the findings showed that it takes a minimum of ten years' intense practice to become an expert. Referring to this research in his bestseller *Outliers: The Story of Success*, Gladwell modified the figure and so the 10,000-hour rule became popular, but is it true? Our sports editor, Megan Williams, followed the progress of one man who decided to put the theory to the test. Megan, tell us about Dan McLaughlin.

Megan Dan McLaughlin is an ex-commercial photographer from Portland, Oregon. Dan's ambition was to turn himself into a professional golfer in 10,000 hours. The idea came during a visit to his brother, with whom he played a round of golf. They played a nine-hole course and Dan performed staggeringly badly – he took twice as many shots as he should have to complete the round. The two brothers began discussing what it would take to become a professional golfer – a conversation which marked the start of a project they called The Dan Plan.

Radio pres Tell us more about the man himself. What's Dan like?

Megan Prior to The Dan Plan, he had no experience as a competitive athlete and he wasn't particularly fit. Having only been to a golf course a handful of times, he wasn't even sure if he was a left- or a right-handed player.

Radio pres So he was more or less a novice, then, but 10,000 hours is an awful lot. How did he find the time to practise?

Megan The first thing he did was to quit his job. He knew there was absolutely no way he was going to be able to log in the necessary 30-plus hours of training per week if he had to hold down a day job at the same time. He used his savings and crowdsourcing to finance the venture. Quite a few people made donations.

Radio pres Right. So what was the first stage of The Dan Plan?

Megan Dan started with a shot that he was very bad at: putting. This is when a golfer is on the green and has to hit the ball gently into the hole. Dan had to master putting before he could try any of the other shots – that's all he did for the first five months of his training.

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Radio pres How much progress did he make?
Megan Actually, he did pretty well. About 20 months into the challenge, he played his first round with a full set of clubs, and then he started competing in amateur events against people who had just started out, like himself. He definitely believed he could qualify for a professional tournament by the time his 10,000 hours were up.
Radio pres So, Dan is now a successful professional golfer, right?
Megan Unfortunately not. After around 6,000 hours of training, he developed a back problem and had to stop. He didn't pick up a golf club again for six months. That was pretty much the end of the Dan Plan.
Radio pres So we don't know if the 10,000-hour rule is true.
Megan No, and there has been a lot of criticism that the rule is oversimplified, which has forced Malcolm Gladwell to amend it on several occasions. Critics say there are too many variables – natural ability, personality type, mental attitude, and so on. Gladwell's current argument is that it applies more to cognitively demanding tasks, such as playing chess or learning the violin. It may not be relevant to sports in which athletes are required to possess some particular physical attribute to take part. In the case of Dan McLaughlin, the only way we'll find out if the 10,000-hour rule is true is if we see him in the American Open at some point in the future, but it doesn't seem likely.
Radio pres Hmm, a case of 'don't watch this space'. Megan, thank you for joining us.

Lesson 9C, track 9.2, page 120, exercises 2 and 3

Newsreader And now onto health. A recent study shows that junk food can be as addictive as some drugs. Researchers at Guy's Hospital in London and The Scripps Research Unit in Florida have revealed that obesity may have more in common with drug addiction than was previously thought. Delia Owen reports.
Delia The research was based on a laboratory study involving three groups of rats. The first group were fed normal amounts of healthy food; the second were given access to restricted amounts of junk food; and the third group were offered unlimited amounts of junk food, including fatty processed meat products, cheesecake and chocolate snacks. No adverse effects were noted in the first two groups, but the third group, who were allowed to gorge themselves on carbohydrates, fat and sodium, rapidly ballooned in size because of a susceptibility to overeating. When researchers electronically stimulated the part of the brain that feels pleasure, they found that these rats needed more stimulation to register the same amount of enjoyment as the animals on nutritious diets. This led them to conclude that a junk-food diet programmes the brain into craving increasing amounts – a habit that eventually leads to loss of control. This behaviour is common to other addictions, including the abuse of hard drugs.
Newsreader Thank you, Delia. The results of this study appear to justify concern among the medical profession about the association of junk food with obesity. According to nutritionists, food manufacturers need to take more responsibility for the contents of their products, which are often manipulated to appeal more to consumers. The concern is that this manipulation appears to create dependence on the particular food item. Food technician James Woods explains.
James Food companies spend billions on market research to figure out how to engineer their products in order to keep customers buying them.
The comparatively low price and convenience of junk food attracts young and old alike, but it is the use of three key ingredients – sugar, salt and fat – that are the main causes of addiction. Regular consumers crave certain soft drinks because they're packed with sugar – up to 40 g in some cases, which is the equivalent of ten teaspoons per can. French fries often contain a perfect mix of salt and fat, which makes them irresistible to many consumers. As for other snacks, manufacturers have devised a clever trick known as 'vanishing caloric density' which makes the product melt on the tongue, disguising its high calorific content. The trouble with these marketing ploys is that they are creating a new generation where around 75% of all males in the UK will be overweight or obese by the year 2030.
Newsreader News of the similarity between addiction to hard drugs and junk food has come at a time when doctors are becoming increasingly concerned by the rate at which addictions are growing. In addition to junk food, fitness supplements have also made the headlines recently because of their disproportionate use in the world of athletics. Our sports correspondent, Samira Hussein, reports.
Samira Both amateur and professional sportsmen and women use supplements to boost their performance. Certain drugs which are said to stimulate muscle growth and improve endurance can have unwanted side effects. For example, men may experience hair loss and reduced fertility, while some female users have acquired facial hair and a deeper voice. Of course, there are very tight restrictions on the use of performance-enhancing drugs in most sports, and athletes who test positive are immediately disqualified from major competitions, but the physical effects of these drugs can also be much more serious. An inquest has recently heard how one young bodybuilder, who had an obsession with supplements, suffered two heart attacks and three strokes because of his huge intake of anabolic steroids. He eventually died at the tragically young age of 20.
Newsreader The irony of this situation is that despite recent medical advances, future generations are likely to have a shorter life expectancy than our own because of their insistence on a lifestyle replete with addictions.

Lesson 9C, track 9.3, page 120, exercise 5

Newsreader News of the similarity between addiction to hard drugs and junk food has come at a time when doctors are becoming increasingly concerned by the rate at which addictions are growing.
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Samira An inquest has recently heard how one young bodybuilder, who had an obsession with supplements,

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suffered two heart attacks and three strokes because of his huge intake of anabolic steroids.
Samira Of course, there are very tight restrictions on the use of performance-enhancing drugs in most sports, and athletes who test positive are immediately disqualified from major competitions, but the physical effects of these drugs can also be much more serious.
Delia The third group, who were allowed to gorge themselves on carbohydrates, fat and sodium, rapidly ballooned in size because of a susceptibility to overeating.

Lesson 9C, track 9.4, page 121, exercises 9 and 10

Amy So, thanks for taking the time to give me your feedback. I'd like to know what you think about this plan.
Marc At the moment, it doesn't make sense, does it? You know, we're being taught about what makes a healthy diet in food and nutrition classes, but then we can just go outside and get chocolate or a fizzy drink from the vending machine. What's that about?
Amy OK. If I understand you correctly, you think the new plan is a sensible idea. And you think the current situation isn't logical because we're taught about healthy eating, but we can buy junk food at school. Is that right?
Marc Yeah, exactly. Obviously, it's not logical. I suppose what I'm saying is, I think the school should practise what it preaches. They should have done this a long time ago.
Toby Should they? Why do you say that?
Marc Because we've known for years which foods are good for you and which aren't.
Toby But nobody's really going to choose all that healthy stuff, are they? Broccoli and carrots and salad … If you ask me, it's going to be a really unpopular decision. Most people really like burgers and chips.
Freya Yeah, that's a good point. I think a lot of kids will just stop using the school canteen at lunchtime. They'll go into town instead.
Amy So, are you in fact saying that you think it could make things worse, diet-wise?
Freya That's not exactly what I meant. I just think it will take some time for people to get used to it.
Marc No, I think they'll soon realise the food's actually much better than it used to be. Also, eating more healthily at lunchtime is useful – it helps you concentrate better in the afternoon.
Freya Yes, doesn't it? I'm completely with you on that. Whenever I eat a burger at lunchtime I feel really sluggish in the afternoon.
Amy OK … Am I right in thinking that you both support the healthy eating plan, then?
Freya Yes, in principle, I support it.
Marc Let's see … Basically, my point is that we should have a choice. At the moment, we don't – there aren't really any properly healthy options.
Toby Yeah, but it's not up to the school to say what we should or shouldn't eat, is it? I know that's what my parents think. If you're saying that we should be allowed to choose what we eat, then logically, shouldn't schools provide healthy options and junk food? Is that what you're suggesting?
Marc I'm not saying that. But schools also have a responsibility to look after our health and wellbeing, and you could argue that includes diet. My mum's really pleased – she's really against schools feeding kids junk food.
Amy Can I just check that I've got this right? Marc and Freya, you're basically in favour of the plan, but you don't agree about how long students will take to adapt to it.
Marc Yes.
Freya That's right.
Amy And Toby, you're against the plan, because you don't believe the school has the right to tell people what they should or shouldn't be eating.
Toby Hmm … You're correct up to a point, but really, I just want to be able to eat the things I like. I mean, bananas are OK, but I've got a real aversion to most fruit and vegetables. I think a lot of kids are going to be unhappy about this.
Marc You may be right, but let's give it a try and see if it works.

Global skills 5, track 9.5, page 128, exercise 4

Male 1 My top productivity tip? Don't try to revise for an exam while watching TV and scrolling through social media all at the same time. Trust me, it doesn't work! If you've got lots to do, just keep distractions to a minimum and concentrate on one thing. Complete the task and then move on to the next one.
Female 1 A big part of managing your workload is about understanding how to motivate yourself. For me, that means not being too hard on myself. I always try to imagine how I'd treat my employees if I was the manager of a company. Would I constantly criticize them for not being good enough, even when they were working really hard? Obviously not. They'd end up totally miserable and demotivated. And so I shouldn't treat myself that way either.
Male 2 In the past, my motto used to be: if you want something done right, do it yourself. If I was working in a group with other people, I'd take on far too much of the work because I didn't trust my teammates to do it properly. Of course, I ended up overworked and stressed and my teammates were pretty fed up with me. So my top tip is to learn to delegate. Don't try to do everything on your own.
Female 2 My top tip is: don't always prioritize urgent tasks over important tasks. It's easy to spend all your time on urgent tasks because they need to be done sooner, but then you end up with no time left for the things that really matter. So, for example, I'm taking a piano exam next summer. Because the exam is eight months away, practising the piano is never the most urgent thing on my to-do list, but I make time for it in my schedule every day because, in the long term, it's really important to me.
Male 3 I'm a great believer in dividing tasks up into separate steps. So instead of treating an essay as a single task, I think of it as a series of much smaller sub-tasks. Task one: research the topic; task two: select ideas to include; task three: write an outline … and so on. As I finish each step, I mark it as complete on my to-do list and that way, I feel like I'm making progress.
Female 3 I think it's always important to remember that human beings aren't machines. You can't just sit in front of a computer indefinitely and keep producing high-quality work at the same rate. You need to take breaks, get enough sleep, eat well and keep active, however busy you think you are. Not only will you be healthier and happier, but you'll also be more creative and get more done in the end.

Lesson 10B, track 10.1, page 132, exercise 2

Radio presenter There's no doubt that Isaac Asimov was one of the greatest science-fiction writers of the 20th century. Imagining the future was

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his specialism, so he spent much of his time making predictions about what he thought would happen after his death. Our science expert, Claudia Miller, joins me to assess the accuracy of the predictions he made in 1964 during the New York World's Fair exhibition. Claudia, how many of Asimov's predictions have actually come true?

Claudia Well, some of his ideas were surprisingly accurate. For example, he envisaged future phone calls as a sound *and* sight experience and today, of course, we have Zoom and FaceTime, and that's all completely normal. It's amazing how he was able to imagine this sort of thing happening so long ago.

Radio pres Especially when you consider that telecommunications at the time were in such a relatively primitive phase. So what about his other predictions? Were they as good as that one?

Claudia It depends what you read into them, really. For example, Asimov said, 'Men will continue to withdraw from nature in order to create an environment that will suit them better.' It appears that he was imagining an artificial world created underground, where we would be able to control the environment inside our windowless dwellings. Obviously, this has not become a reality, but then, if you interpret this prediction in the context of all the screens that cut us off from nature and the environment in our daily lives, then Asimov doesn't seem to fall that wide of the mark.

Radio pres Yes, I see what you mean – it's a question of interpretation.

Claudia Exactly. Asimov was also a big fan of robots and he made several predictions about them, including this one: 'Robots will neither be common nor very good, but they will be in existence.' He was probably referring to some kind of multi-purpose android that would help around the house. Right now, nobody actually owns one of these because they're far too expensive and, quite frankly, they're still very clumsy, so Asimov was right. On the other hand, we have artificial intelligence operating in all kinds of contexts, including highly specialized robots currently used in medicine and manufacturing. And obviously, these are absolutely indispensable in today's world.

Radio pres What else did he say about robots?

Claudia Another of his predictions was this: 'Much effort will be put into the designing of vehicles with "robot-brains".' Driverless cars are certainly with us, although they haven't reached widespread use yet, but obviously, current concerns over energy use mean that the car itself will possibly be shelved at some point, and instead we may be looking at other forms of driverless transport to take us to work.

Radio pres OK, talking of work, did Asimov have anything to say about that?

Claudia Yes, actually, he did. His prediction was this: 'In a society of enforced leisure, the most glorious single word in the vocabulary will have become *work*!' Asimov certainly hit the nail on the head in the sense that technology would take over much of the manual labour previously carried out by humans, but forecasting that the likely outcome of having no work would be boredom was completely erroneous, as millions of unemployed people the world over will tell you.

Radio pres Agreed. So, we have time for one more prediction. What's it to be?

Claudia This last one starts off well, but then it goes off in completely the wrong direction. Listen to this: 'Population pressure will force increasing penetration of desert and polar areas.' The prediction shows that Asimov was aware that overcrowding of the planet might soon come to pass, but he failed to pinpoint a realistic solution to the problem. At the time, the best areas for expansion were thought to be the deserts and the poles, but, as we've seen, these places remain relatively uninhabited – for reasons which are obvious.

Presenter OK, thanks, Claudia. Six predictions by the great writer and visionary, Isaac Asimov Now let's take a look at …

Lesson 10C, track 10.2, page 134, exercises 2, 3 and 5

Speaker 1 The situation isn't looking terribly good right now and many of the large multinationals have had to let staff go, but in ten years' time, things are going to be completely different. Look at composite materials, for example. This is a niche industry that develops cutting-edge materials for emerging needs – for instance, casing for the latest spacecraft. We'll probably see the end of mass production in favour of more specialized companies, which need highly skilled workers with the right knowledge to take the company forward. Jobs-wise, I think we'll be looking at positions like 'metal skin consultant' – someone who develops a brand new self-healing material for use in the aircraft construction industry.

Speaker 2 The future in my sector is looking rather bright. The demand for organic, locally-sourced food is growing all the time, and it's more than likely that this trend will continue. That means small-scale producers are going to expand, opening more than a few vacancies, which, according to the philosophy of sustainable farming, will be filled by humans, not machines. This will be great news for people between jobs, as the work does not require any specific qualifications. Once the produce reaches the shops, eco-savvy consumers will want to know all about it: where it comes from, how far it has travelled and what its nutritional value is. Supermarkets will start employing personal food shoppers who will help consumers make an informed choice about the products they buy.

Speaker 3 While companies in other sectors are downsizing, my sector is getting bigger all the time, so I'm not particularly worried about the future. Having said that, there are big changes in store, especially in NBIC – that's the area that comprises nanotechnology, biotechnology, information technology and cognitive science. As the collective term suggests, the boundaries between these individual sciences are starting to blur, leading to collaborative projects that are likely to change our lives for the better. I'm talking about advances that will allow us to reprogram our bodies, extending our lifespan and reducing mortality. New opportunities will be created for posts such as 'geomicrobiologist' – a scientist who uses their knowledge of geology, environmental science and microbiology to figure out how microorganisms might help make a new medicine.

Speaker 4 Life expectancy is rising and most countries are not entirely ready to cope with the growing number of elderly people. Some need more than a little help – looking after the aged and infirm is a full-time job, which can be a bit of a challenge. This is where my sector comes in. In the future, most of the vacancies will be where there is contact with the

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patients rather than in administration roles. They'll be looking for in-home companions or caregivers: workers who will accompany the elderly and infirm, enabling them to stay in their own homes and live out their lives with dignity. There will also be a need for experimental therapists who can advise patients on all of the new and emerging treatments so that they can decide whether to try them or not.
Speaker 5 I work in augmented reality, the technology that superimposes computer-generated images on a user's view of the real world. What can I say? Business is not exactly slow! We're experimenting with all kinds of original ideas, some of which are sure to be adopted in the near future. Imagine wearing a video visor attached to your Bluetooth earpiece so that you have a full 3D overlay of the high street in front of you. This might have sounded a little far-fetched several years ago, but the technology already exists. And of course, all kinds of new positions will be created for the labour market in general – uh, digital architects, for example – people who design virtual buildings for advertisers to market their products and services on. Basically, the virtual world is where the future is, and I, for one, am tremendously excited about it.

Lesson 10C, track 10.3, page 135, exercises 10 and 11

Zara I'm not surprised that problem-solving comes top. You can't deny that it's an important skill – in pretty much any job you care to name.
Mia Yes, that's true … I wouldn't say that it's more important than teamwork, though. Or good communication skills.
Ben Yeah. And no way could you say leadership is less important than adaptability, not by any means. It all depends on the job.
Zara Yes, but this is just a summary. It might be the case that if you asked individual managers in different companies, you'd get a very different order.
Ben Exactly. I bet that a lot of employers really just want someone who's competent, keeps their head down and does what they're told. So I guess that number ten, subject knowledge, would be nearer the top of their list.
Mia Hmm … I have to say it seems unlikely that most successful companies want staff who behave like robots. We're in the 21st century here, Ben.
Ben Well, anyway, I'm glad creativity is only number seven on the list. I'm useless at all that – art and stuff. There isn't a hope of me getting any job which involves being creative.
Zara Actually, Ben, I don't think creativity means drawing or making things. It's about being able to come up with ideas that help solve problems and create opportunities, but you're really good with people. I'm absolutely positive that any employer looking for good interpersonal skills would want to give you a job.
Ben Oh, thanks, Zara. Another interesting thing is, there's nothing about technical skills. Do they just assume everyone is computer literate?
Mia Yes, probably. I think it's doubtful that anyone our age applying for a serious job *wouldn't* have basic tech skills.
Zara Actually, I'm a bit surprised there isn't something about language skills in there. I would have thought that in a globalized economy, it's important to have multilingual employees.
Mia I suppose there's a possibility that companies just assume everyone speaks English.
Ben Yeah, that's definitely true. There's no chance that you could work for one of the big multinationals if you didn't speak good English.

Cumulative review 1–10, track 10.4, page 142, exercise 1

Radio presenter Driverless cars? Limbs operated by the mind? Glasses that detect people's emotions? No, these are not things from the script of a sci-fi film. These are, or could soon be, part of a disabled person's reality. Today, we'll be looking at how technology can help people with disabilities, and in the studio we have Nick Groves, a self-proclaimed disability-tech geek.
Nick Hi, yes, thanks for having me.
Radio pres Nick, how did your fascination with technology for the disabled start?
Nick Well, being blind myself, I've always found simple tasks a bit of a challenge, so I've tried to look for ways to make my life easier. Fortunately, there's support out there, and much of it is in the form of technology. And since the shift from desktop PCs to mobile devices, there is a vast array of devices that can help us on the go.
Radio pres Are you talking about smartphones, for example?
Nick Not really – something better than smartphones – smart glasses! Imagine you could have a mobile device constantly on your face at ear-, eye- or mouth-level. Smart glasses could be hugely influential for disabled people.
Radio pres Could you give us an example of how they would help?
Nick OK, let's take people with Asperger's syndrome. They have a problem detecting facial expressions. Supposing someone was wearing these glasses complete with facial recognition software. This would be able to identify how the person you are talking to feels and would pop up captions saying 'happy' or 'sad'. Another example is subtitles for the hard of hearing. They could get everything written down for them in real time on the smart glasses. For these people, this kind of technology could really open doors.
Radio pres Sure, I can see the definite advantage of them. What other kinds of technology are on the horizon?
Nick Well, there is already invasive technology, like the BrainGate implant, for example, which can decode a patient's brain signals and instruct a robotic arm to reach and grasp objects.
Radio pres That's incredible. We seem to be capable of things these days that were thought to be impossible not so long ago.
Nick Exactly! All of these inventions have been enthusiastically received by disability groups who tend to be the biggest critics of such technology. Finally, the driverless car might soon make an appearance.
Radio pres Sounds dangerous!
Nick Hmm. This technology might be fighting an uphill battle with lawmakers and the public alike, but once it is implemented, people will soon realize their objections were unfounded. For a start, Google Ventures has already invested a significant amount of money in driverless taxis. For those who think a disabled person using a car is not entirely safe, smart taxis will possibly be driving around without anyone in them. This should shake up the debate somewhat!
Radio pres It all sounds fascinating. Well, thanks a lot for coming to speak to us today. I'm sure this will all go a long way towards putting disabled people on a level playing field, which …

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