

OXFORD

INSIGHT

Intermediate

Teacher's Guide

with Digital Pack

Second Edition

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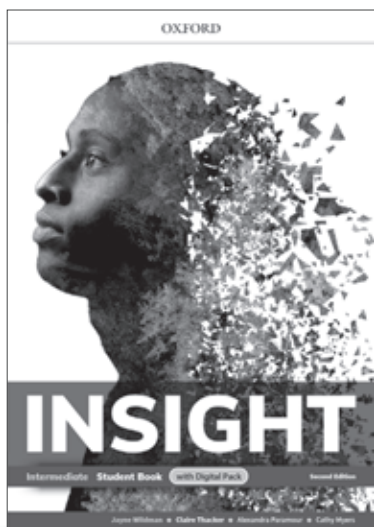
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Print components

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



Digital components

on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

FOR STUDENTS

Student e-book

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

Workbook e-book

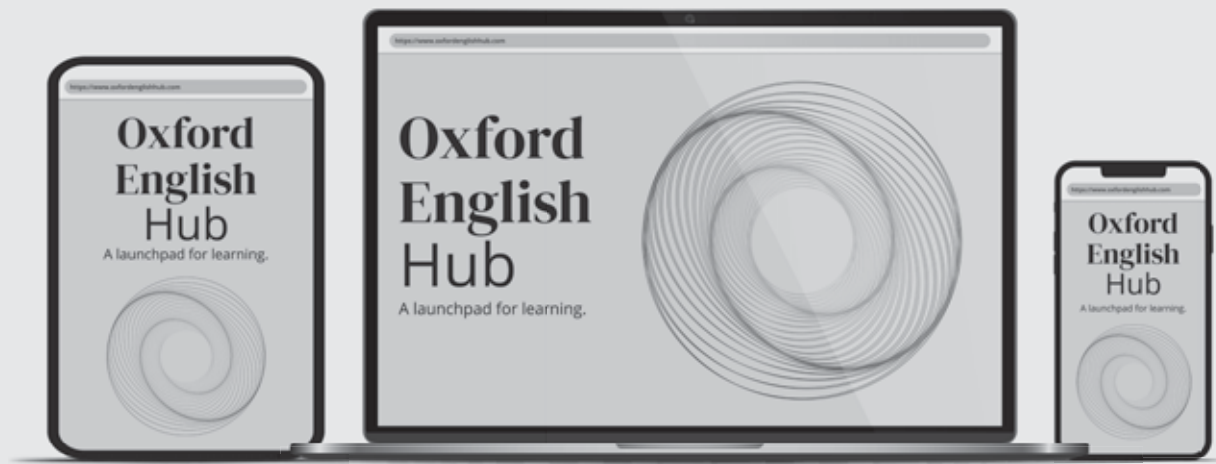
- A digital version of the Workbook with audio

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
- *Pronunciation Insight* worksheets
- *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

Introducing *Insight Second Edition*

A note from the Student Book 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

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 6).

Course assessment

Insight Second Edition assessment material is based on learning objectives from OxELF, 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. Both online and print 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

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.

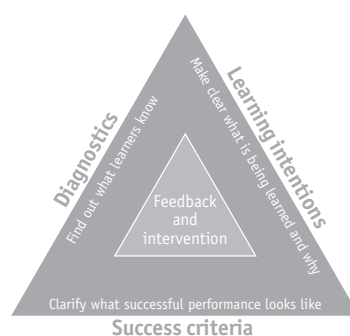
For teachers:

- **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.

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 to 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.

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 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.

LEARNING OBJECTIVES

Scan a text for specific information

Use context to understand new words

Use adjectives to describe appearance

1A



see how you change

awkward in front of a camera. But Guidotti knew how powerful the camera was as a medium, and he wanted to use it to 'present self-esteem, to present self-acceptance and to see beauty'. The photos

Guidotti took were a big success and appeared in magazines and on websites all around the world.

Guidotti went on to start the PEARLS project and also worked on the documentary *On Beauty*. For PEARLS, he asked 11 people with different

disabilities to make a video and write a blog about their lives. The videos and blogs were used in high schools as part of anti-bullying programmes. Students were able to ask questions and get to know the bloggers – they saw the people, not the

condition. One 15-year-old called Ashley was asked if she felt **embarrassed** about her wheelchair when she met people. She confidently replied that if they only saw the wheelchair, that was their problem! Then, in the documentary *On Beauty*, a mother

comments on how **handsome** her son is in Guidotti's photos. The photos show her son as she sees him: a happy, loving child. 'They were the most **beautiful** pictures of this blue-eyed baby,' she says.

Guidotti's work celebrates the beauty in difference.

It also helps us empathize and put ourselves in other people's shoes. His models are not sun-tanned or broad-shouldered. But Positive Exposure encourages us to see the person. It challenges us to accept everyone for their differences and individuality, and to be more inclusive. 'The **ultimate** goal is to see someone with a difference and not see that difference,' says Guidotti.

In other words, 'Change how you see, see how you change'.

Insight Describing appearance

6 Study the highlighted adjectives in the article. Which ones have a positive meaning and which ones have a negative meaning?

7 Choose the correct word.

- Photos of models are often airbrushed to make them look more **attractive** / **plain**.
- The dragon tattoo was detailed and colourful. It was really **plain** / **stunning**!
- You might say someone is good-looking, but another person may think they are **plain** / **attractive**. It depends on your point of view.
- High heels can make people look tall and **elegant** / **overweight**. They can be uncomfortable, too!
- Marta didn't like the photo she was tagged in. She said she had an **ugly** / **attractive** frown on her face.
- He was too small and **slim** / **overweight** for the T-shirt. It was two sizes too big!
- Everyone looks **beautiful** / **slim** when they smile.
- The boys wore suits for their graduation. They all looked very **handsome** / **beautiful**.

Insight Compound adjectives: appearance

8 Match the words below to make compound adjectives. Check your answers in the article.

fair blue
pale
broad sun

+

-shouldered
-haired -tanned
-eyed -skinned

9 How many compound adjectives can you make with the words below?

dark blonde
straight long
blue green

+

-sighted
-skinned -haired
-eyed

10 TASK Work in pairs. Use the adjectives in exercises 6-9 to make sentences about people you know.

My sister is tall, dark-haired and blue-eyed. She looks like our dad!

People say my cousin and I are very similar. We're both broad-shouldered and fair-haired.

Vocabulary extra > Describing hair > page 15

Assess your progress Workbook page 11

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

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

Vocabulary extra 1

1 Label the photos with the words below.

a) short hair in a bowl cut in a ponytail in a bun in a bob in a pixie cut in a mohawk in a crew cut in a crew cut in a crew cut

b) straight wavy curly long short

c) blonde brown black grey

d) straight wavy curly long short

e) blonde brown black grey

f) straight wavy curly long short

g) blonde brown black grey

h) straight wavy curly long short

i) blonde brown black grey

j) straight wavy curly long short

k) blonde brown black grey

l) straight wavy curly long short

m) blonde brown black grey

n) straight wavy curly long short

o) blonde brown black grey

p) straight wavy curly long short

q) blonde brown black grey

r) straight wavy curly long short

s) blonde brown black grey

t) straight wavy curly long short

u) blonde brown black grey

v) straight wavy curly long short

w) blonde brown black grey

x) straight wavy curly long short

y) blonde brown black grey

z) straight wavy curly long short

2 Complete the sentences with the words in exercise 1.

a) My hair is **short** and **straight**.

b) My hair is **long** and **wavy**.

c) My hair is **short** and **curly**.

d) My hair is **long** and **curly**.

e) My hair is **short** and **curly**.

f) My hair is **long** and **curly**.

g) My hair is **short** and **curly**.

h) My hair is **long** and **curly**.

i) My hair is **short** and **curly**.

j) My hair is **long** and **curly**.

k) My hair is **short** and **curly**.

l) My hair is **long** and **curly**.

m) My hair is **short** and **curly**.

n) My hair is **long** and **curly**.

o) My hair is **short** and **curly**.

p) My hair is **long** and **curly**.

q) My hair is **short** and **curly**.

r) My hair is **long** and **curly**.

s) My hair is **short** and **curly**.

t) My hair is **long** and **curly**.

u) My hair is **short** and **curly**.

v) My hair is **long** and **curly**.

w) My hair is **short** and **curly**.

x) My hair is **long** and **curly**.

y) My hair is **short** and **curly**.

z) My hair is **long** and **curly**.

3 Match the words below to the definitions.

a) a person who is very tall and thin

b) a person who is very short and fat

c) a person who is very tall and fat

d) a person who is very short and thin

e) a person who is very tall and thin

f) a person who is very short and fat

g) a person who is very tall and fat

h) a person who is very short and thin

i) a person who is very tall and thin

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w) a person who is very tall and fat

x) a person who is very short and thin

y) a person who is very tall and thin

z) a person who is very short and fat

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

Thought-provoking topics that capture students' interest

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

Grammar animation videos available via **Online Practice**

1B

Grammar and reading

Grammar

Present simple and present continuous

1 WHAT DO YOU THINK? Look at the photo. How can this animal's appearance help it to survive? What problems does this animal face? How is it adapting to deal with those problems?



Adapt to Survive

Today, in our photo series on endangered animals, ¹*we're looking at the polar bear*. ²*Polar bears live in the Arctic* – one of the planet's coldest environments. Their thick fur protects them from the freezing temperatures, and they even have fur on the bottom of their paws to protect them against the ice. Adult polar bears measure up to 2.5 m long and weigh about 680 kg. They have an incredible sense of smell and they can smell their favourite food – seals – up to 16 km away.

³*Every day, they walk across the ice and swim and dive in its coastal waters to look for seals*. ⁴*This polar bear is waiting patiently by an ice hole for a seal to appear*. When the seal comes to the surface for air, the polar bear stands up on its back legs to catch it and kill it.

Life for the polar bear is becoming more difficult. ⁵*Humans are always creating problems for the Earth*, it seems. ⁶*Climate change is warming up the Arctic and the sea ice is melting*, which is causing polar bears a lot of problems. Some of them are spending more time on the land, but they can't hunt seals there. Others are swimming longer distances in search of sea ice and seals, often without success and leaving them exhausted. So, polar bears are starving. ⁷*Scientists believe that as the Arctic continues to warm up*, two thirds of the world's polar bears could disappear this century.

⁸*Next week in our Adapt to Survive series, we're looking at another endangered species: the snow leopard*. Join us!

View all 362 comments

2 Read the text quickly and check your answers to exercise 1.

3 Read the text again. What do the numbers below refer to?

■ two thirds ■ 2.5 ■ 16 ■ 680

4 REACT Work in pairs. What information in the text did you find surprising? Can you think of other animals that need to adapt to survive? How are they adapting? Make a list. Then compare it with other students.

Grammar Insight

5 Study sentences 1–8 in the text. Which ones are in the present simple and which are in the present continuous? Match sentences 1–8 to rules a–h.

We use the present simple:

- a to talk about routines or habits, often with adverbs of frequency like *always, often, regularly, usually, sometimes* and time expressions like *every day, on Mondays, twice a week, etc.*
- b to talk about facts and general truths.
- c with verbs that describe states: *believe, have, know, like, need, see, seem, think, want, understand, etc.*

We use the present continuous:

- d to talk about actions happening now, often with expressions like *right now, at the moment, this week, etc.*
- e to talk about temporary, changing or developing situations.
- f to talk about planned future arrangements.
- g to talk about irritating habits, usually with *always*.
- h to describe photos.

➔ Further reference and practice > Workbook > page 84

↙ routines and habits
I usually go to school by bicycle,
but today I'm going by car.



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 WHAT DO YOU THINK? How important are the things below when you form a first impression (1 = most important)? Work in pairs and compare your answers.

- age ■ attractiveness ■ body language ■ clothes ■ eyes ■ facial expressions
- hair colour and style ■ height ■ personality ■ tone of voice

2 **1.2** Listen to an interview with a psychologist. Which of the things in exercise 1 does she say influence our first impression of someone?

3 **1.2** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 It takes a long time for the human brain to process a first impression.
- 2 What a person says has more impact than a friendly expression or gesture.
- 3 We make assumptions about a person's personality based on their physical appearance.
- 4 Handsome or attractive people always make a good first impression.
- 5 If you are happy and relaxed, you will usually create a positive first impression.
- 6 If you look happy, the negative parts of your character are not so important.
- 7 A negative first impression is not difficult to change.
- 8 You need to get to know a person better to change your first impression.

4 REACT Work in groups and discuss the questions.

- 1 How often do you judge a person based on a first impression?
- 2 Can you judge someone on a first impression without realising you are doing it?
- 3 Do you think it's possible to change your first impression of someone? Why / why not?

V Insight Words often confused: personality adjectives

5 Match the adjectives to the definitions. Which adjective in each pair has a negative meaning?

- 1 arrogant / assertive
 - a thinking you are better and more important than others
 - b expressing your opinions and feelings in a confident way
- 2 determined / stubborn
 - a not letting anything stop you doing what you've decided to do
 - b not willing to change your decision or consider anyone else's opinion
- 3 emotional / sensitive
 - a having intense feelings about things and showing them
 - b being aware of your own feelings and other people's
- 4 easy-going / lazy
 - a relaxed and happy to do whatever people want
 - b not liking to work or use energy
- 5 modest / shy
 - a not feeling confident in the company of people you don't know
 - b not wanting to talk about the things you do well

6 Complete the sentences with adjectives from exercise 5.

- 1 Max never listens to anyone's advice. He's so _____.
- 2 You've achieved so much, but you're so _____. You should tell everyone!
- 3 I don't like getting up early at the weekend, but I'm definitely not a _____ person.
- 4 You're working so hard to get good results. I didn't realize you were such a _____ person.
- 5 Sara usually knows when her friends aren't happy. She's very _____ to their feelings.
- 6 Nico thinks he's more important than the rest of us. He can be really _____.
- 7 Esther is relaxed with people she knows, but in new situations she feels _____.
- 8 We love spending time with Kevin. He's so _____ and he gets on with everyone.

7 TASK Work in groups. Prepare four tips on how to make a good first impression. Then compare your tips with another group and agree on the best three tips.

8

Listening, vocabulary and speaking

Words often confused: personality adjectives

1 Read the sentences. Tick (✓) the sentences that are correct. Replace those marked incorrect.

1. She's a very **arrogant** person. (✓)

2. He's a very **assertive** person. (✓)

3. She's a very **emotional** person. (✓)

4. He's a very **stubborn** person. (✓)

5. She's a very **modest** person. (✓)

6. He's a very **shy** person. (✓)

7. She's a very **easy-going** person. (✓)

8. He's a very **determined** person. (✓)

9. She's a very **sensitive** person. (✓)

10. He's a very **arrogant** person. (✓)

11. She's a very **assertive** person. (✓)

12. He's a very **emotional** person. (✓)

13. She's a very **stubborn** person. (✓)

14. He's a very **modest** person. (✓)

15. She's a very **shy** person. (✓)

16. He's a very **easy-going** person. (✓)

17. She's a very **determined** person. (✓)

18. He's a very **sensitive** person. (✓)

19. She's a very **arrogant** person. (✓)

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Speaking Speculating

8 Work in pairs. Look at the photos. How would you describe the people? Why?



9 1.3 Listen to two dialogues about two of the people in the photos. Which two people are they talking about?

10 1.3 Complete the phrases from the dialogues. Then listen again and check.

Speculating

Modal verbs

He ¹ be in his thirties.
He ² / could understand us better.
She ³ be nearly two metres tall.

seem

⁴ nice?
⁵ easy-going.

look / look like / look as if

He ⁶ younger
than I expected.
He ⁷ a typical
headteacher.
She ⁸ she's an
Olympic athlete.

11 1.4 Listen to the two people in the photos talking about themselves. What words do they use to describe themselves?

12 1.5 Complete the dialogue with the phrases below. Then listen and check.

■ he could definitely be useful ■ he seems nice ■ looks like a good basketball player
■ looks taller than ■ might play basketball ■ seems quite shy

Ed Have you met the new student in our class yet?

Lily Who's that?

Ed His name's Andi. Look – he's talking to Olivia at the moment.

Lily He ¹ I expected. He certainly ².

Ed Yes, I think he ³.

Lily Really?

Ed Yes, I think ⁴ for the team.

Lily Have you spoken to him? Does ⁵?

Ed Yes, I chatted to him in the corridor on the way to English. He ⁶. Why
don't I introduce you to him now?

Lily Eh ... not just now. Maybe later.

Ed Who's the shy one now, then?

GS Global skills Adverbs

We often use adverbs when we are
speculating to show how strongly we think
something is true. When we do this, we stress
the adverb in the sentence.

He could **definitely** be useful for the team.
He **certainly** looks like a good basketball
player.

13 What adverbs could we use to show that we are not sure how true something is?

14 TASK Work in pairs. Take turns to speculate about the other people in the photos in exercise 8 and discuss your first impressions. Use the dialogues in exercises 9 and 12 to help you. Remember to use adverbs and to stress them. Then compare your ideas with another pair.

Assess your progress
Workbook page 11

Students are actively involved
in the presentation of
functional language

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

Activities encourage students to engage with different cultural perspectives

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

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

1D
CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 **WHAT DO YOU THINK?** Look at the photos in the article and discuss the questions.

- Would you wear these T-shirts? Why / why not?
- What other types of T-shirt slogans do you know?
- Slogans can sometimes be 'conversation starters'. What type of questions would you ask about the slogans on these T-shirts? What answers might people give?

2 **Read the article.** According to the writer, why do people wear slogan T-shirts today?

3 **Read the article again.** Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need.

- Today the same design is used to advertise places all over the world!
- Many of these phrases promoted charities too and encouraged people to take action.
- They sold them at concerts to make extra money and promote their music.
- Photos of people in slogan T-shirts also looked great on social media.
- Stylish but pricey T-shirts by designers such as Tommy Hilfiger became incredibly popular.
- Sadly, the slogan didn't help him and he lost!

Insight Clothes and fashion

4 **Study the highlighted words in the article and in exercise 3. Then match them to definitions 1–6.**

- used by someone before _____
- using a style from the recent past _____
- completely new and different _____
- fashionable in a way that looks expensive _____
- expensive and having a famous brand name _____
- typical of a period in the past and of high quality _____

5 **Use the adjectives in exercise 4 to describe the clothes and style of people you know.**

GS Global skills Culture

6 **Work in pairs and discuss the questions.**

- Which of these quotes best describes your idea of slogan T-shirts and why?
 - 'These aren't my words. They're just words on a T-shirt.'
 - 'A slogan T-shirt can make you think, but then you have to act.'
- Can protest slogans make a difference? How?
- Some slogan T-shirts have been banned. Why might slogans be banned?
- Are slogan T-shirts bad for the environment? How often do you think people wear them compared with plain T-shirts?

Say it with a T-shirt

A slogan on a T-shirt can help you say a lot of things. Words grab people's attention; they can raise awareness of important issues and tell the world what you care about. They can make people think or simply make them smile. So how and why did we start wearing words?

1940–1950s

T-shirts were originally a symbol of youth culture. The famous Hollywood actor James Dean wore a plain white one in the movie *Rebel Without a Cause* and made T-shirts 'cool'. However, the first slogan to appear on a T-shirt was not particularly cool. 'Dew it with Dewey' asked people to vote for Thomas E. Dewey in the 1948 US Presidential elections. ¹ _____

1960s

One of the first shops to sell slogan T-shirts opened in London. It was called Mr Freedom and sold T-shirts with fun and retro designs from the 50s. People began making their own T-shirts too, using iron-on lettering to create original slogans. At the end of the 60s, slogan T-shirts became popular with pop and rock bands. ² _____ Today, we still buy band T-shirts – from good-quality vintage shirts on eBay to shirts which tell people which tours we have seen.

1970s

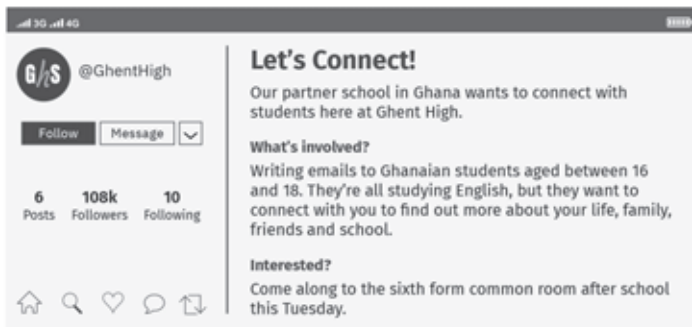
Companies such as Coca-Cola started to sell T-shirts with their logo on, as a cheap way to advertise. Slogans were also used in popular fashions such as punk, which often recycled and adapted second-hand shirts. Wearing a punk-style T-shirt with a shocking slogan showed which 'tribe' you belonged to or who you identified with. The 70s also introduced the 'I ♥ NY' slogan, which advertised New York City as a great place to visit. ³ _____

1E Writing An informal email

Planning for writing

1 Read the advert below and answer the questions.

- 1 What is the advert for?
- 2 What does the Let's Connect! project involve?
- 3 How can students learn more about it?



2 Read the model email on page 13 and answer the questions.

- 1 Does Matteo include all the information asked for in the advert?
- 2 What other information does he include?
- 3 What does he ask Kwame to do?

3 Read the strategy. Then read the model email again and underline examples of informal language and register.

Strategy Informal emails: language and register

When we write informal emails, it's important to use appropriate language and register.

- Use an informal opening greeting, e.g. *Hello, Hi there.*
- Address the sender by their first name.
- Use contractions, exclamation marks and appropriate emojis.
- Sign off with an informal greeting, e.g. *See you soon, Love from.*

4 What is the purpose of each paragraph in the model email? Complete the organization boxes with the headings below.

- Describe a photo ■ Hobbies and interests ■ Information about you ■ Reason for writing

Writing Insight Describing position

5 Study the phrases we use to identify the position of people and things in a photo. Look at the highlighted phrases in the model email and complete the gaps.

- | | |
|--|---|
| ■ ¹ _____ the back / front | ■ on the right / ⁴ _____ |
| ■ in front of | ■ in the top / bottom / right-hand / left-hand corner |
| ■ behind | ■ in the foreground / ⁵ _____ |
| ■ in the ² _____ (of) | ■ next to |
| ■ ³ _____ the left / right of | |

6 Correct the sentences.

- 1 The boy on the top left-hand corner is Felix.
- 2 Who's the boy in the middle of the photo, on the back?
- 3 Nobody can see me because you're standing right in left of me.
- 4 That's the Eiffel Tower at the background.
- 5 You can see me in this photo. I'm right at the middle of the group.
- 6 What's that on the foreground of your selfie?

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

4 _____
Talk about things you like doing and how often you do them.

Matteo



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

Writing your email

- yourself, your family and where you live.
- where your friends are in the photo.
- what your friends look like and their personalities.
- things you like doing and when you do them.

- used the correct email format and register?
- included all the information asked for in the task?
- used phrases for position to describe the photo?
- checked your spelling, grammar 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

[illegible]

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 the words below. There is one word that you do not need.
 elegant ■ handsome ■ overweight ■ plump ■ slim ■ stunning ■ unattractive

1 I think too much make-up is actually _____.
 2 Stylish and _____ clothes don't need to be expensive.
 3 Usually people use the word "_____ " to describe men.
 4 More than a billion adults globally are unhealthy _____, with many being obese.
 5 Most ballerinas are very _____ in order to be light.
 6 Wow! You look absolutely _____ in that outfit!

Marks ____ / 6

2 Complete the sentences with compound adjectives.
 Use the words in brackets.

1 I'm very _____ I never tan. (pale-)
 2 There was a photo of a fair-haired, _____ baby on the cover. (blue-)
 3 She had blonde hair when she was younger, but now she's _____ (dark-)
 4 I'm _____, so I'll need a bigger jacket. (-shouldered)
 5 You're _____. Have you been on holiday? (tanned)
 6 She wears glasses because she's _____ (-sighted)

Marks ____ / 6

3 Complete the sentences with the adjective form of the nouns below. There is one noun that you do not need.
 arrogance ■ assertiveness ■ emotion ■ laziness ■ modesty ■ shyness ■ stubbornness

1 Luke never works hard. He's _____.
 2 Katie hates meeting new people. She's _____.
 3 Mark thinks he's better than everyone else. He's _____.
 4 Jo refuses to change her mind. She's _____.
 5 Al always says what he wants. He's _____.
 6 Sofia's very quiet and _____ about her success.

Marks ____ / 6

4 Replace the words in brackets with the words below.
 chic ■ designer ■ innovative ■ retro ■ second-hand ■ stylish

Trainers are both comfortable and 1 _____. (fashionable). Converse's early black and white design has become a 2 _____. (vintage) classic, and 3 _____ (owned before) Converse sells for lots of money. Many fashion houses now sell 4 _____ (expensively branded) ranges. In 2007, Nike did something 5 _____ (new and different) they created gold trainers. They cost \$30,000 – but they do look 6 _____ (fashionable and expensive)!

Marks ____ / 6

Grammar

5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 'Look at that cheetah! How fast _____ (it / run)!' 'Over 110 km/h!'
 2 'How many hours _____ (python / sleep) every day?' 'Eighteen.'
 3 'How long _____ (flies / live)?'
 4 'Which animals eat while _____ (they / lie) on their backs?' 'Sea otters.'
 5 Look at that hummingbird! It _____ (fly) backwards!
 6 Male mosquitoes never _____ (bite) humans.
 7 Zebras normally _____ (eat) all day.
 8 'That lion _____ (not hunt). Why?'
 9 'Male lions _____ (not usually / hunt).'
 10 'Andy and I _____ (watch) a documentary about polar bears tonight. Do you want to join us?'

Marks ____ / 10

6 Complete the dialogue with the present simple or present continuous form of the verbs below and the words in brackets.

change (-2) ■ do ■ give ■ leave ■ mean ■ seem ■ think

Jake Do you see that? What 1 _____ (that chameleon)?
 Mike It 2 _____ colour. Oh wow! It was green. Now it's purple!
 Jake Why 3 _____ (chameleon) colour?
 Mike They mainly use colours to communicate.
 Jake What message 4 _____ (you) that one 5 _____ us right now?
 Mike Darker colours 6 _____ (usually) it's angry.
 Jake Well, that chameleon 7 _____ very angry. It's now black!
 Mike Oh dear! We 8 _____ now, OK?
 Sorry for bothering you!

Marks ____ / 8

7 Rewrite the sentences. Start with the words in brackets.

1 'Let's go to the concert,' she said. (She suggested)
 2 I think I might dye my hair red. (I'm considering)
 3 Buying these shoes was a mistake. (I regret)
 4 Packing a swimsuit is essential. (Don't forget)
 5 Buying designer brands isn't compulsory. (You don't need)
 6 Why don't you wear a belt with that? (Try)
 7 It looks like clothes are getting cheaper. (Clothes seem)
 8 I'm getting a piercing when I turn 18. (I decided)

Marks ____ / 8

Total ____ / 50

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	Learning Objectives	Mark
Lesson 1A	I can scan a text for specific information. I can use context to understand new words. I can use adjectives to describe appearance. How can I improve?	
Lesson 1B	I can recognize numbers and measurements. I can use the present simple to talk about routines, facts and general truths. I can use the present continuous to talk about current activities and planned future events. How can I improve?	
Lesson 1C	I can understand the main points in a radio interview. I can use personality adjectives. I can use key language to speculate. How can I improve?	
Lesson 1D	I can understand cohesion in a text. I can use clothes and fashion words to describe clothing and style. I can recognize and use different verb patterns. How can I improve?	
Lesson 1E	I can consider audience, genre and purpose to plan and write an email. I can use appropriate language and register in an informal email. I can use phrases to describe position in a photo. How can I improve?	

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

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 and match speakers 1-4 to questions a-e. There is one question that you do not need.

Which speaker?

- a did not enjoy good facilities?
- b had quite an expensive holiday?
- c did not book ahead?
- d had a relaxing time?
- e regrets taking their holiday?

Speaking

2 Work in pairs. Look at the photos of different holiday accommodation. Speculate about where these places might be, why people might choose to stay in them and what a stay might be like.



Reading

4 Read the article and match sentences a-h to gaps 1-8 in the article.

- a Firstly, there is the profile.
- b They cost a fortune!
- c Luckily, she also sounded very positive about practising her English with me.
- d By the time I had packed my suitcase, I was exhausted.
- e Well, yes and no: it isn't for everyone.
- f She hadn't studied English since she was at primary school.
- g What if I can't do it?
- h I definitely wasn't as lazy as I am at home.

Home About Destinations Gallery Blog

Culture swap

by Tara Masterton

It was the night before my first solo trip across the Atlantic and I was feeling nervous and excited. I had spent the whole day worrying about the flight, the airport and my travel visa, amongst other things. ¹ _____

Holidays are meant to be relaxing, aren't they?

I had discovered Culture2Host a few weeks before, when I'd been searching for cheap holidays online. Package holidays were out of the question. ² _____ I'm a student, so things are tight. But Culture2Host allows you to stay in someone's home in a beautiful tourist destination - for free!

So what's the catch? Well, while you're there, you also teach your host some English. ³ _____ What will my host be like? The worries don't end there. I've never done a cultural exchange before - what if I don't get on well with my host? It's important to choose your host with care and have a video call or two with them to find out about them before you go.

Culture2Host is a bit like a dating service in two respects. ⁴ _____ Every host has to write one to 'advertise' their home and the local area. Secondly, site users are often quite fussy! After all, few of us

want to travel thousands of miles and exchange a few hours of English every day with just 'anyone'. For this reason, I rejected the host who described herself as a charming 30-year-old woman who wanted four hours of intensive English lessons a day! ⁵ _____

However, Rejane in Brazil sounded easy-going and sensitive in her profile, and her São Paulo flat looked welcoming. ⁶ _____ She even offered to teach me some Portuguese while she was showing me around her city. I think the culture exchange worked out well for the two of us.

I spent the mornings chatting to Rejane in her flat and she took me out and showed me São Paulo in the afternoon. Thanks to Rejane, I visited an amazing vintage clothes shop in Rua Augusta. I also discovered Nick Cave, one of my favourite singers, used to live there. I definitely got off the beaten track and saw things you just can't find in a guidebook.

As well as all the benefits of travel, Culture2Host is a great way to learn about yourself and another culture. ⁷ _____ I did a lot of chores in Rejane's flat while I was there and I learned to cook some delicious Brazilian food.

Would I recommend it? ⁸ _____ Being open minded is a must and, yes, you do have to be prepared to work quite hard and be quite creative when you're doing activities in English with your host! But as a way to travel and experience a different culture for virtually nothing, you can't beat it.



Grammar and vocabulary

5 Read the text and choose the correct answers.

PARIS

Polyglot Picnic

Paris is a dream destination for many foreign tourists. Some love shopping in the boutiques and admiring the fashions. Parisians are famous for their ¹ _____, modern style and effortless elegance. Other tourists immediately ² _____ for the museums and art galleries, especially the amazing Louvre. Some simply enjoy relaxing and soaking ³ _____ the atmosphere.

You might ⁴ _____ it's easy to meet new people in a big, busy city like Paris but, like all big cities, it's a lonely place at times! If you'd like to meet other travellers during your stay, why not attend our Polyglot Picnic? We ⁵ _____ this free event every Sunday at 3 p.m. for visitors who ⁶ _____ for language exchange, food and fun. You can ⁷ _____ the noise and crowds in a beautiful city park near the university. It's a great way to ⁸ _____ to know people in the area and to make friends from around the world. Everyone is welcome, so there's no need to be ⁹ _____. We ¹⁰ _____ a small group, but now hundreds of people join us every summer. We hope you'll join us, too.

1 a chic	b vintage	c trim
2 a head	b journey	c travel
3 a with	b on	c up
4 a to think	b think	c thinking
5 a are holding	b held	c hold
6 a like to look	b look	c are looking
7 a listen	b escape	c join in
8 a take	b get	c become
9 a shy	b modest	c sensitive
10 a were being	b would be	c used to be

Writing

6 Imagine you are joining Culture2Host and you have read your host's profile. Write an introductory email to your host. Include this information:

- information about you (your name, where you live, your personality and interests).
- your reasons for joining Culture2Host and what you want to gain from the experience.
- ask the host some questions about their home and why they want to learn English.

30 Literature Insight 1 Workbook page 104

Exam Insight 1 Workbook page 114 31

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

Global skills

Setting goals

1 WHAT DO YOU THINK? Discuss the questions.

- Why do people set goals?
- Can you think of any possible disadvantages of setting a goal?

2 1.6 Match questions 1–5 to the SMART goals in the infographic on the right. Then listen to a talk and check your answers.

- When will you achieve your goal by?
- What is your action plan? Do you have all the resources you need?
- Can you achieve this goal in the time available?
- What exactly do you want to achieve and why?
- How will you know when you've achieved your goal?

SMART goals Make sure your goal is SMART and it's much more likely that you'll achieve it!

S Specific **M** Measurable **A** Actionable **R** Realistic **T** Time-bound

3 Read the infographic below. What should you do if you fail to achieve a goal?

From doing to reviewing

Did you achieve your goal?

YES

Well done! 😊

Think about why you were successful.

- What helped you to succeed in achieving your goal?
- How did you track your progress?
- What problems did you face? How did you overcome them?
- Will you use the same strategies again in the future?
- Will you do anything differently next time?

NO

Don't worry!

The important thing is to understand why. Here are some common reasons and some possible solutions.

- The goal was too difficult to achieve. Maybe you need to make your next goal easier or set a more realistic deadline.
- You were busy. Find ways to include your goal into your daily routine. For example, if you've planned to learn three new English words a day, you could look at them while you're brushing your teeth.
- You forgot. Setting a reminder on your phone or using a habit tracker app can help you remember what you've planned to do.
- You didn't feel motivated. There are strategies you can use to stay motivated. For example, think about ways to reward yourself.
- It was the wrong goal. Maybe you have more important things to focus on or you'd prefer to try something else. That's OK. If this isn't the right goal for you at the moment, choose a different one.

Now that you've reflected on what you've learned, you can decide what your next goal should be. Planning and reviewing our goals takes time, but it's time well spent if we want to make things happen in our lives. After all, as the saying goes, 'a goal without a plan is just a wish'.

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

Global skills

Setting goals

Setting goals is an important part of getting what we want out of life. This thing is, they need to be given the right kind of challenge, otherwise they will be too easy to reach, but demanding enough to motivate us.

On the one hand, if the goal is too easy, we won't be able to get the sense of pride we're looking for when we finally reach our target. There's almost no point in being able to do what anyone else can do. We need to set unique and different and get the best performance.

On the other hand, if we set too high, there's a chance that we'll give up too quickly. And that would leave us with a sense of failure. It's not that we're too ambitious or overconfident, it's just that we're not realistic or disappointed.

So choose your goals wisely and you'll get to where you want to be eventually!

1 Read the article. Are the sentences true (T) or false (F)?

- Goals should be extremely challenging.
- The best goals are those that are not too easy.
- It's important to achieve something many others can't.
- The best goals are those that are not too easy.
- Failure is the result of being overconfident.
- It's important to choose your goals wisely.

2 Complete the sentences with the correct form of the verbs below.

- achieve / overcome / set / reach / get
- do / ... my progress each month so that you can see how far you've got.
- Don't forget that ... at an unrealistic deadline.
- The only way they ... their goal was by having a plan and sticking to it.
- The project has already had to ... several problems the company didn't predict.
- Chen ... a final and realistic strategy for setting up a new business.

3 Look at the poster and choose the correct words.

GO FOR IT!

Motivation is the key to success, so why not just use it to help you to achieve the impossible? It's not easy, but it's worth it. You'll be a winner!

Remember! Make yourself a plan. Do it every day. It's the only way to achieve your goal.

Make it a habit. Do it every day. It's the only way to achieve your goal.

Make it a habit. Do it every day. It's the only way to achieve your goal.

4 Think about a plan for your English language study.

Use the next six months to plan your English study and the poster to review it. Write your plan. Think about it.

What are your goals? What are your goals? What are your goals?

What are your goals? What are your goals? What are your goals?

5 Assess your progress.

1. What are three important things to remember?

2. What are three important things to remember?

3. What are three important things to remember?

4. What are three important things to remember?

5. What are three important things to remember?

4 Read the infographic in exercise 3 again. Then think about a goal that you've set in the past and discuss the questions.

- 1 Was it a SMART goal? If so, how? If not, why not? How could you have improved it?
- 2 Did you achieve it? Why / why not?
- 3 What problems did you face while you were working towards your goal? Did you use any strategies to overcome these problems?

5 Read the tips on the right. Which strategies do you think are the most useful for you? How many more ideas can you add to the list?

6 Use the words in each column to make eight collocations. You can use the same words more than once. In what order might you do these things after setting a goal?

achieve
set
overcome
face
use
work towards
track

a goal
a strategy
a deadline
a problem
your progress

7 **PROJECT** Follow these steps to set a goal for the coming week.

- 1 Choose a SMART goal for the coming week and plan how you're going to achieve it. Create a diagram like the infographic in exercise 2 and make notes on each aspect of your goal.
- 2 Share your diagram with a partner and discuss your goal. How have you made sure your goal is SMART? Can your partner suggest any improvements? What problems do you think you'll face? What strategies will you use to overcome them?
- 3 Over the next week, put your plan into action. Review your success in the next lesson.

STAYING MOTIVATED

There are lots of ways to motivate yourself to achieve a goal. Different strategies work for different people, but here are some ideas that you could try.

- **Don't be too ambitious.** Don't set too many goals. If you start small, you're more likely to succeed.
- **Visualize your goal.** Imagine yourself after you've achieved your goal. How will you feel? What new opportunities will you have?
- **Reward yourself.** Track your progress using a diary, app or sticker chart. Reward your effort as well as your success.
- **Focus on your 'personal best'.** Try not to compare yourself to other people.
- **Help each other.** If you work towards a goal with a friend, you can motivate each other. Sharing your plans and your progress with another person can be very motivating.



✓ Assess your progress Workbook page 124

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

Video

Setting goals



Watch the video to find out what Emma, Madina, Harry and Adil do to make sure they achieve their goals.

Watch the video online 17

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

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

[illegible][illegible]

26

Unit map

Grammar

Present simple and present continuous page 6
Verb patterns page 11

Vocabulary

Describing appearance page 5
Compound adjectives: appearance page 5
Words often confused: personality adjectives page 8
Clothes and fashion page 10

Skills

Reading: Change how you see, see how you change page 4
Reading: Adapt to survive page 6
Listening: First impressions page 8
Speaking: Speculating page 9
Speaking: Adverbs page 9
Reading: Say it with a T-shirt page 10
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Strategies

Reading: Guessing the meaning of unknown words page 4
Writing: Informal emails: language and register page 12

Global skills

Setting goals page 16

Review

Review 1 page 14
Vocabulary extra 1 page 15

Video

Online video: Our clothes
Global skills video: Setting goals

Lesson 1A: Reading and vocabulary SB pages 4–5

Learning objectives

Scan a text for specific information
Use context to understand new words
Use adjectives to describe appearance

Materials

Workbook page 4
Communication worksheet 1A: Vocabulary
Vocabulary Strategies worksheet 1: Recording vocabulary
Pronunciation Insight worksheet 1: Vowel sounds and diphthongs

AfL: Learning intentions

Focus students on the learning objectives at the top of SB 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

- Check students understand and can pronounce *uglier* (adj) and *celebrate* (v).
- Students discuss the question in pairs before whole-class feedback.

Exercise 2

- Students discuss their answers in pairs or small groups before whole-class feedback.
- Ask students if the article has changed their mind about how they see others.

ANSWERS

People's reactions may have affected Christina's confidence and made her feel shy. Ashley remained confident and did not feel embarrassed.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students use context to understand new words, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy together. Suggest texts where students might have to guess the meaning of unknown words, e.g. restaurant menus, magazine or newspaper articles. Point out that the format of certain texts can help you guess the meaning, e.g. in a menu, there is an order of dishes, which helps us to understand what items might be.

- Before students check the words, remind them to always use context along with other strategies. This will help when a word looks similar to a word in their own language but has a different meaning (e.g. *sympathetic* (adj)).
- Students compare answers with a partner before whole-class feedback.

ANSWERS

norm (n) – a situation or a pattern of behaviour that is usual or expected

noticed (v) – see somebody; become aware of somebody

stood out from (v) – be easily seen or noticed

upsetting (adj) – making you feel unhappy, anxious or annoyed

perception (n) – an idea, belief or image you have as a

result of how you see or understand something

self-conscious (adj) – nervous or embarrassed about your appearance or what other people think of you

made fun of (v) – laugh at somebody or make other

people laugh at them, usually in an unkind way

embarrassed (adj) – shy, uncomfortable or ashamed, especially in a social situation

ultimate (adj) – happening at the end of a long process

Exercise 4

- Check students understand and can pronounce *disease* (n) and *genetic* (adj).
- Remind students to look for key words in the questions that will help them identify the right part of the text to look for the answer.
- Students check answers in pairs. In class feedback, ask them to justify their answers by saying where the information is in the article.

ANSWERS

- 1 Because he wanted to challenge the way we react to and perceive people who look different from us. He wanted to change the way we see.
- 2 He used to photograph models or people who we usually think look perfect.
- 3 He thought she looked beautiful and unique. He wanted to find out more about her.
- 4 It was presented as an illness or a medical problem, as something that is not beautiful at all.
- 5 Perhaps because she was the centre of attention, or people had made fun of her past, or she felt awkward in front of the camera.
- 6 The aim was to help young people with disabilities who were bullied at school by giving them a way to tell their story.
- 7 He achieved it through helping to create blogs and videos of the young people. High school students got to know and 'see' the people, instead of the condition.

Exercise 5

- Ask students how they can find out the meaning of *empathy* (n). Give them time to explore this and then check they all understand the meaning.
- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas where necessary.

- Ask students to work with another pair and compare their answers. When they have finished, ask one student from each group to report back to the class.

POSSIBLE ANSWERS

- 1 By helping people to a) understand how negative reactions impact people, b) understand and empathize with people.
- 2 Empathy is when you understand how other people are feeling. It is important because it helps us to understand how to respond appropriately.

EXTENSION

If there is time, extend the discussion about empathy. Teach the difference between *to feel empathy* and *to show empathy*. Ask: *In what situations can we show empathy?* (e.g. if someone fails an exam, a relative is unwell or someone hurts themselves, or to international and national news of crises). As part of self-reflection, you may want to ask students to think of a time when they felt or showed empathy.

Culture note: Differing role models

Our idea of beauty shifts from culture to culture and across time. We can look at paintings from the past in our own culture to see how what was considered beautiful or 'normal' was captured. Over recent years, our idea of beauty has become more inclusive with the promotion of a more diverse set of models in influential publications and the raising up of people who are achievers in place of simple physical appearance. Many of these people advocate for groups who feel excluded or bullied. Examples are Alex Wek (a South Sudanese–British model), Malala, Greta Thunberg, Amanda Gorman, Halima Aden, Simone Biles, Marcus Rashford.

EXTENSION

Ask: *What do we mean by the 'Western ideal of beauty'?* (The images portrayed in the media of models, celebrities, etc. who are considered to be good-looking.)

Ask: *How would a person from the past view the current Western ideal of beauty? What might a person from another culture think?*

Ask: *If ideals of beauty change so much over time, and if there are so many differences between cultures, can we say there is a reliable definition of beauty?*

V Insight Describing appearance

Following on from the points raised in the Reading text, note that words which have positive and negative meanings can differ across cultures. For example, *slim* is generally seen as positive in Western cultures but may not be in other cultures where more weight is seen to represent wealth, health and strength.

Exercise 6

- Focus attention on the highlighted words. If students do not know the meanings, ask them to apply the strategy in exercise 3.
- Practise the pronunciation.

- Ask students to read the article again. Ask:
Which adjectives have a positive meaning?
Which have a negative meaning?
Which can have both, depending on the context?
- With a **weaker class**, ask: *Does 'slim' have a positive or negative meaning? How do you know?* (Positive: the text gives *slim* as an example of 'perfect people'.)
- With a **stronger class**, students work in pairs and write + (positive), – (negative) or +/- (both) next to the words.
- Check answers as a class.

ANSWERS

Positive: elegant, slim, attractive, stunning, handsome, beautiful

Negative: overweight, plain, ugly, unattractive

Exercise 7

- Before students do the exercise, remind them to look carefully at the context of each sentence and to check the meanings of the adjectives they saw in exercise 6.
- With a **weaker class**, do the first sentence together, and elicit why *plain* cannot be used, e.g. *Plain means not beautiful or attractive, and the sentence refers to models.*
- Check answers as a class. Elicit students' reasons for their answers.

ANSWERS

1 attractive 2 stunning 3 plain 4 elegant 5 ugly
6 slim 7 beautiful 8 handsome

V Insight Compound adjectives: appearance

A compound adjective is made up of two or more words and gives more precise information about a noun. The words in compound adjectives are not always adjectives themselves. They can be adverbs, nouns, nouns + *-ed*, adjectives, present or past participles, colours or numbers, e.g. *well-fed*, *light-hearted*, *easy-going*, *two-door*, *sky-blue*. The words in compound adjectives are usually separated by a hyphen, e.g. *short-haired*.

Exercise 8

- Ask students to make five compound adjectives. Explain that all the words in the second group are nouns + *-ed*, which are frequently used to form compound adjectives.
- When they have finished, they can check their answers by finding the compound adjectives in the text.
- Check answers as a class.

ANSWERS

fair-haired, blue-eyed, pale-skinned, broad-shouldered, sun-tanned

Exercise 9

- In pairs, students make as many compound adjectives as they can. They can use dictionaries.
- Check answers as a class.

POSSIBLE ANSWERS

dark-haired, dark-skinned, blonde-haired, straight-haired, long-haired, long-sighted, blue-eyed, green-eyed

Exercise 10

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. using compound adjectives accurately, creating full descriptions of people and/or collaborating well to create the sentences.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. Highlight successful communication and good examples of the language use to add some positive feedback to the correction or learner improvement phase. See page 10 for more ideas.

- In pairs, students describe people they know (not people in the class), e.g. *She's blue-eyed, dark-haired and slim*. Allow five minutes for this activity.

Vocabulary extra: Describing hair

SB page 15

Exercise 1

1 straight hair 2 Afro hair 3 wavy hair 4 locs
5 a plait 6 spiky hair 7 a ponytail 8 dyed hair
9 a bob 10 a shaved head 11 a bun 12 curly hair

Exercise 2

1 a bob 2 spiky hair 3 a plait 4 dyed hair
5 Afro hair 6 straight hair 7 locs 8 a ponytail
9 a shaved head 10 a bun 11 curly hair
12 wavy hair

Exercise 3

Students' own answers

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 help them to do the exercises in class, then fill in the 'Can-do' statements on page 11 for Lesson 1A. Encourage them to think about and make brief 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. appearance; 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?' suggestions: 1) *prepare an article summary*; 2) *start organizing a vocabulary notebook*.

Further practice

Vocabulary Strategies worksheet 1: Recording vocabulary

Communication worksheet 1A: Vocabulary

Pronunciation Insight worksheet 1: Vowel sounds and diphthongs

Lesson 1B: Grammar and reading

SB pages 6–7

Learning objectives

Recognize numbers and measurements

Use the present simple to talk about routines, facts and general truths

Use the present continuous to talk about current activities and planned future events

Materials

Workbook page 5

Communication worksheet 1B: Grammar

AfL: Learning intentions

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

Grammar

AfL: Diagnostics

While monitoring exercise 1, listen for successful or unsuccessful use of present simple and present continuous, which is the learning objective for this page. See page 10 for more ideas.

Exercise 1

- Students discuss the questions in small groups, perhaps making short notes or a list. With a **weaker class**, give prompts, e.g. colour, size, where it lives, food supply.
- Circulate and monitor, helping with ideas where necessary.

Exercise 2

- Check students understand and can pronounce: *endangered* (adj), *Arctic* (n), *paws* (n), *leopard* (n).
- Students read and compare the information with their answers in exercise 1.
- Remind them to scan for the key words to find the information and to highlight or underline where they found the answers so they can justify their answers.
- Students compare their answers in pairs before whole-class feedback.

ANSWERS

Appearance: Thick fur protects them from the freezing temperatures; fur on the bottom of their paws protects them against the ice.

Problems: Climate change is warming up the Arctic; sea ice is melting; it's harder to find food, leaving them starving and exhausted.

Adapting to problems: Some of them are spending more time on the land; others are swimming longer distances to look for food.

Exercise 3

- Students do the exercise on their own or in pairs.
- Check answers as a class.

ANSWERS

two thirds: the number of the world's polar bears that could disappear this century

2.5: the maximum length of an adult polar bear in metres

16: the distance from which polar bears can smell (their favourite) food in kilometres

680: the average weight of an adult polar bear in kilograms

Exercise 4

- After students have done the task in pairs, ask them to group with another pair to discuss their answers.
- Circulate and monitor.
- Ask each group to give feedback on different questions, making sure they give reasons for their answers.

Language note: State verbs

Some verbs are not used in continuous tenses. They describe states rather than actions and can be divided into four categories:

emotion verbs, e.g. *hate, like, love*

I hate getting up in the mornings.

possession verbs, e.g. *belong, have, own, want* (*Have* can also describe actions.)

Jake wants some money now.

verbs of senses, e.g. *hear, see, seem*

Can you turn up the volume? I can't hear the TV.

thought verbs, e.g. *believe, doubt, understand*

I doubt they'll arrive on time. They're always late.

Exercise 5

- Do the first item as a class.
- Students do the exercise on their own or in pairs.
- Check answers as a class.
- Go through the time expressions used with the present simple and present continuous. Write the time expressions in a different order on the board. Students match them to the tenses and make example sentences.

ANSWERS

Present simple: sentences 2, 3, 7

Present continuous: sentences 1, 4, 5, 6, 8

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

EXTENSION

On the board, write some sentences using a mix of action and state verbs as well as the present simple and present continuous. Half of the sentences should be incorrect, e.g. *Lisa is wanting a bike. I clean my bedroom right now.*

Students say whether the sentences are correct or incorrect, and give reasons, e.g. *Jason has the latest smartphone.* This is correct because *has* is a state verb and describes possession.

Further reference and practice Workbook page 84

- 1 1 does 2 don't 3 doesn't 4 watch 5 goes
6 ever
- 2 1 'm sitting 5 'm not doing
2 are becoming 6 aren't staying
3 is always talking 7 's getting
4 are you listening 8 are always bombarding
- 3 1 a 2 a 3 b 4 a 5 a 6 a
- 4 1 Good morning. I'm looking for a chic scarf as a present for my sister.
4 We're planning a party at the moment.
6 Right now, I'm watching a really interesting programme about teenagers in Nigeria.
8 He usually seems very friendly and confident.

Exercise 6

- With a **weaker class**, check the meaning and pronunciation of the animals' names. Also, check the meaning of: *endangered* (adj), *enemy* (n), *confuse* (v), *warn* (v), *show off* (v).
- With a **weaker class**, revise the affirmative, negative and question forms of the present simple and continuous.
- Students do the exercise on their own. Tell them to form the questions before matching them to the answers.
- Check answers as a class. Then ask students to match the questions to the uses of the present simple and present continuous in exercise 5, e.g. *Why do leopards have spots?* (b: facts and general truths).

ANSWERS

- 1 How do a zebra's stripes help it to survive? g
- 2 Why do leopards have spots? d
- 3 What is the polar bear in the photo doing? b
- 4 Why is the mountain gorilla becoming endangered? a
- 5 How do peacocks attract a mate? e
- 6 What do Monarch butterflies do in the autumn? c
- 7 Why is a tree frog bright blue? f

Exercise 7

- Focus attention on the two photos. Ask: *Are the two insects in the photos the same species?* (no). Elicit the meaning of *mimicry*.
- Explain that animals sometimes copy the behaviour or imitate the appearance of other animals. Ask students why animals might do this (e.g. because if they copy the appearance of a dangerous animal, predators might leave them alone).
- Students complete the text.
- Students check answers in pairs and then as a class.

ANSWERS

- 1 show 2 plays 3 are sitting 4 look 5 isn't
6 is imitating 7 has 8 is 9 happens 10 copy
11 helps

Exercise 8 1.1

- Ask students for suggestions of urban wildlife (e.g. foxes, birds, bees, pigeons – depending on where students live). Try to elicit types of birds and very small creatures without giving away the answers in the recording.
- Tell students they are going to listen to an interview about urban wildlife and to focus on the question.
- Check answers as a class.

Audio script 1.1 page 160

ANSWERS

Japan – crows

The Netherlands – snails

Exercise 9 1.1

- Pre-teach *walnut* (n), *snail* (n) and *crow* (n).
- Students read the questions and underline the key words; this will help them while listening.
- Play the recording, stopping after each question to discuss answers. Give students some thinking time before discussing as a class.

ANSWERS

- 1 Animals are losing their habitat.
- 2 One of the following: more pollution; more artificial light; roads and buildings are destroying animals' natural habitats
- 3 They put a walnut in front of a slow-moving car – for example, a car approaching traffic lights – and they wait patiently for the car to drive over the walnut and open it for them.
- 4 They are taking photos of garden snails and uploading them to an app. Ecologists are studying the photos and the colour of the snails' shells.
- 5 The colour of the snails' shells is changing and its' becoming lighter. This is because the temperature in the city is increasing, so snails have a higher change of suffering in the heat. With a lighter shell, they reflect the sun's heat and so they survive.

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like, e.g. accuracy of use of present tenses or fluency, not stopping and keeping going to the end of the task, asking others for their opinion, turn taking. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. Highlight successful communication and good examples of the language use to add some positive feedback to the correction or learning improvement phase. See page 10 for ideas.

- Re-cap on what a *citizen scientist* is.
- Read through the task and examples with the class and check they all know what to do.
- Students work in pairs. Circulate and monitor, noting examples of good language as well as errors, which you can use in a feedback session later.
- Ask each pair to team up with another pair to see how many suggestions they can make.
- Have a brief class feedback.

POSSIBLE ANSWERS

- 1 Foxes usually live in rural areas. They are coming into towns more.
- 2 Butterflies usually live in parks and gardens in cities. Their numbers are declining very quickly in urban areas. There are fewer green spaces in cities now. People are building more houses without gardens; people are using more chemicals; the climate is changing.
- 3 White-tailed deer usually live in forests. More and more of them are now living under houses in winter and eating grass in gardens. They are doing this to escape their predators in the wild (wolves) and to find food more easily.

EXTENSION: APPLY TO YOUR OWN ENVIRONMENT

Students discuss other examples of changes in behaviour of animals from their own town/city. Elicit the types of areas they could think about e.g. eating habits, appearance, where they live, etc. Give students time to do some research before whole-class discussion or mini-presentations.

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 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 them to think about and make brief notes on how well they have done and to think about future learning opportunities.

To set up an action plan for listening skills, ask students to think about how they can engage with listening in English outside the classroom, e.g. listen to songs in English, watch TV or videos, or listen to podcasts.

Encourage students to start noticing how present simple and present continuous are used when they listen to English online, on TV or in songs. Ask them to make a note of when the present simple or continuous is used in a way that is different from their own language. Encourage them to bring in examples to discuss in class.

'How can I improve?' suggestion: Listen for and note three or four examples of people using the present simple and present continuous when reading or watching TV.

Further practice

Communication worksheet 1B: Grammar

Lesson 1C: Listening, vocabulary and speaking

SB pages 8–9

Learning objectives

Understand the main points in a radio interview
Use personality adjectives
Use key language to speculate

Materials

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

AfL: Learning intentions

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

Listening and vocabulary

Exercise 1

- Check students understand and can pronounce: *facial* (adj), *attractiveness* (n).
- As students discuss the question, circulate and help with vocabulary.
- Ask students to share their ideas with the class.

Exercise 2 1.2

- Ask students which of the factors they think will be mentioned on the recording.
- Discuss answers as a class.

Audio script 1.2 page 160

ANSWERS

body language, facial expressions, height, attractiveness, personality, hair colour and style, clothes

AfL: Diagnostics

While monitoring exercise 3, listen for how well students understand the main points in the radio interview, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 1.2

- Make sure students understand: *process* (v), *impact* (n), *gesture* (n), *make assumptions*.
- Ask students to work in pairs and answer any questions they can from the first time they listened.
- Play the recording again.
- Check answers as a class. Encourage students to say why the answer is true or false.

ANSWERS

- 1 F: It takes less than half a minute.
- 2 F: Non-verbal language is four times more powerful than words.
- 3 T
- 4 F: Being handsome or attractive doesn't always work in your favour.
- 5 T
- 6 T
- 7 F: Once you form an impression, it's very difficult to change it.
- 8 T

Exercise 4

- In pairs, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas where necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

V Insight Words often confused: personality adjectives

Explain that some personality adjectives may be easily confused, especially if there is no exact equivalent in the students' own language. They are sometimes given as synonyms of each other, but in fact mean somewhat different things: one may have a positive meaning, whereas another may have negative connotations.

Exercise 5

- Students do the exercise on their own or in pairs.
- With a **stronger class**, ask students what makes the negative answers negative.
- Check answers as a class.

ANSWERS

- arrogant a, assertive b
- determined a, stubborn b
- emotional a, sensitive b
- easy-going a, lazy b
- shy a, modest b

Negative adjectives: arrogant, stubborn, emotional, lazy, shy

Exercise 6

- Students work on their own to complete the sentences.
- Fast finishers** write more sentences using the adjectives.

ANSWERS

- stubborn
- modest
- lazy
- determined
- sensitive
- arrogant
- shy
- easy-going

Exercise 7

- Students work together and agree on the four best tips.
- Have a class feedback and see if the whole class can agree on the four best tips.
- Students could design a website page with tips on how to make a good first impression at a new school.

Speaking

Exercise 8

- Write *speculate* (v) on the board and elicit its meaning.
- Students do the exercise in pairs. Encourage students to use the vocabulary from Vocabulary Insight on page 5 to describe the people.
- Ask a few students to share their answers with the class.

Language note: Speculating

The following modal verbs and verbs are often used in the language of speculation.

Might shows possibility, e.g. *It might rain today.* (We can't say for sure.)

Must shows certainty or that you believe something is certain, e.g. *They must be here. The door's open.* (We are certain because they wouldn't go out of the house and not close the door.)

Seem is used to describe something that appears to be true, e.g. *She seems interesting. He seems to be working hard.*

Look is used to describe appearance, e.g. *You look excited. She looks pretty in her new dress.*

Look like is used to talk about similarities in appearance, e.g. *You look like your brother.*

Look as if is used to make an assumption about someone's appearance or mood, e.g. *She looks as if she's angry!*

Exercise 9 1.3

- If necessary, play the recording twice for students to check their answers.

Audio script 1.3 page 160

ANSWERS

Dialogue 1: B

Dialogue 2: A

Exercise 10 1.3

- With a **weaker class**, revise modal verbs. Elicit the modals that they know and check their meanings.
- Check the meaning of *seem* (v) and the differences between *look*, *look like* and *look as if*.

ANSWERS

1 might 2 might 3 must 4 Does he seem 5 He seems really 6 looks 7 doesn't look like 8 looks as if

Exercise 11 1.4

- Tell students to listen out for words that describe both personality and appearance.

Audio script 1.4 page 161

ANSWERS

Person 1: casual, long hair, beard, strict

Person 2: strong, fit, easy-going

Exercise 12 1.5

- Ask students to read the dialogue before completing it.
- Students compare answers in pairs.
- Play the recording again for students to check their answers before checking as a class.
- You could ask pairs of students to read the dialogue aloud. They could do this at their own speed, or you could play the recording again while they read along.

Audio script 1.5 page 161

ANSWERS

- looks taller than
- looks like a good basketball player
- might play basketball
- he could definitely be useful
- he seem nice
- seems quite shy

Exercise 13

- Read through the Global skills box with the class.
- Ask the class and then individual students to repeat the sentences in the box with the correct stress.
- Students answer the question in pairs and create a couple of sentences using the words. They then practise saying them, helping each other with correct stress.
- Circulate and monitor, helping with stress work.

ANSWERS

Possibly, probably

Exercise 14

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree in advance what you will give feedback on, e.g. accuracy in speculating and using adverbs.

After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. Highlight successful communication and good examples of the language use to add some positive feedback to the correction or learning improvement phase. See page 10 for ideas.

- Remind students of their answers in exercise 8. Elicit the adjectives from exercise 5 that students would use to describe each person.
- Ask students to look at photos C and D.
- Elicit a few model sentences to describe the people using the modal verbs and verbs for speculating, e.g. *She may be quite shy. He seems very easy-going.*
- In pairs, students give their first impressions of the people.
- Circulate and monitor, helping where necessary. Make a note of any errors you hear.
- When students have finished, write the errors you heard on the board, but do not say who made them. Invite the class to correct them. This is a good example of peer correction, and does not embarrass students who have made mistakes.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your conversation successful? Why / why not?
- 2 Did you speculate and exchange ideas appropriately?
- 3 What phrases did you use?
- 4 What did you find difficult to do during the dialogue?

Help students with the questions, giving them suggestions for improving content, accuracy, pronunciation and language use.

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 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 them to think about and make brief notes on how well they have done and to think about future learning opportunities.

To set up an action plan for speaking skills, ask students to think about opportunities to speak English outside the classroom, e.g. speaking in English to classmates on the bus to school for five minutes, practising with their parents or in the mirror, etc.

Encourage students to have a section in their vocabulary notebooks on words that might be confused, especially with their own language, starting with the words in exercise 5. It helps students to remember them if they write two different sentences using the confusing words. 'How can I improve?' suggestion: Find four more words that you get confused about and write a sentence for each.

Further practice

Communication worksheet 1C: Speaking
Functional language bank

Lesson 1D: Culture Reading, vocabulary and grammar

SB pages 10–11

Learning objectives

Understand cohesion in a text

Use clothes and fashion words to describe clothing and style

Recognize and use different verb patterns

Materials

Workbook page 7

Video worksheet: Our clothes

AfL: Learning intentions

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

Reading and vocabulary

Culture note: Slogans

Marlon Brando was the first Hollywood actor to popularize the T-shirt, wearing it on screen in the 1951 film *A Streetcar named Desire*. In 1955, James Dean wore one in *Rebel Without a Cause*. Both Hollywood icons helped make the T-shirt popular with young people.

In the 1980s, British designer Katharine Hamnett wore the T-shirt to a meeting with British prime minister Margaret Thatcher. 'A successful T-shirt has to make you think but then, crucially, you have to act,' Hamnett said later.

Britney Spears wore a T-shirt with the 'I am the American dream' slogan in the 2000s but replaced it with 'We are all dreamers' in 2017 to support undocumented immigrants in the USA. The two slogans caused a social media sensation, and both were signs of the times.

A recent example of a T-shirt slogan being banned is in Minnesota, USA, where T-shirts and hats with political slogans were banned at polling stations on polling day in 2018.

Exercise 1

- As students discuss the questions, circulate and help them with any useful vocabulary.
- Check students' ideas as a class. You could feed in useful vocabulary.

ANSWERS

- 1 Students' own answers
- 2 Possible answers: humorous, political, protest, tribal (saying you belong to a group)
- 3 Possible answers: Where did you buy it? What does it mean? Why are you wearing it?

AfL: Diagnostics: Effective questioning

When students are encouraged to use higher-order questions to reflect, this helps them develop learner autonomy by practising the skills of analysing and evaluating.

Ask students to read the text on SB pages 10–11. Ask: *What kind of text is it? How can you tell?*

Exercise 2

- Check students understand: *grab* (v), *awareness* (n), *youth* (n), *punk* (n), *revealed* (v).
- Focus on the photo and ask: *What do you think the slogans mean? (sister warriors = fighting for women together; cool story bro = a sarcastic phrase to show your story was very boring).* Ask for other examples of sarcasm to check understanding.
- Students read and find the answer on their own and then discuss in pairs.

ANSWER

According to the writer, we wear slogan T-shirts to express ourselves (They can make people think or simply make them smile) and get people to notice the issues that are important to us (they can raise awareness of important issues and tell the world what you care about).

AfL: Diagnostics

While monitoring exercise 3, listen for how easily students can understand cohesion in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Elicit how students can decide where each sentence goes (referencing backwards and forwards with pronouns, linking words (e.g. *also* in (d)), examples of what information is in the previous sentence).
- Encourage students to underline key words in each sentence which they think will connect with sentences either side of the gap.

ANSWERS

- 1 f (lost – the election)
- 2 c (concerts – they / bands)
- 3 a (design + place – slogan + New York)
- 4 b (slogans followed by examples in text)
- 5 e (ref to celebrity)

V Insight Clothes and fashion

Because clothes and fashion change very quickly, we also find that words that are used about clothes and fashion drop in and out of fashion.

Exercise 4

- Ask students in pairs to suggest why second-hand clothes might be popular and/or if they think slogan T-shirts will continue to be popular, giving reasons.
- Have a brief class feedback.

ANSWERS

- 1 second-hand 2 retro 3 original, innovative
- 4 stylish, chic 5 designer 6 vintage

Exercise 5

- Students do the exercise in small groups. Encourage them to help each other.
- Remind students that they can think of celebrities as well as people they know personally.
- Circulate and monitor, helping with ideas where necessary.

Exercise 6

- Read the Culture notes on page 34 with the class.
- Divide the class into groups and give one question to each group. Different groups can have the same question.
- Give students at least five minutes' discussion time.
- Circulate and monitor.
- Ask each group to present their ideas and arguments to the class.
- Vote on who presented the best arguments.

EXTENSION: DESIGN A SLOGAN

Students invent their own slogan for a T-shirt, and the class chooses the best three slogans.

Grammar

Exercise 7

- Read through the rules together and add the first underlined verb as an example.
- Students do the exercise on their own or in pairs.

ANSWERS

- a choose, want, decide b can c enjoy, consider
d start, like

Further reference and practice Workbook page 85

- 1 1 wait 2 to stay 3 do 4 to join 5 find
6 to see
- 2 1 travelling 2 going 3 to make / making
4 to buy 5 (to) taking 6 having 7 meeting
8 to walk / walking
- 3 1 mentioning 2 to lock 3 to sleep
4 working 5 to take 6 to have 7 spending
8 wearing

Exercise 8

- Students complete the exercise on their own or in pairs.
- Check answers as a class. As you go through the answers, ask students to tell you which of the uses from exercise 7 each item represents.

ANSWERS

- 1 promised to help me 2 suggested buying
- 3 loves to wear / wearing 4 seem to be 5 expected, to ban

Exercise 9

- Students read through the sentence pairs and discuss the difference in meanings with a partner.

ANSWERS

- 1 a This describes a past state: I have a memory of buying a Disney T-shirt when I was a child.
b This describes an action that was in the future: I remembered that I was supposed to buy a T-shirt for my sister, and I did.
- 2 a This describes something in the past: I have a memory of my first rock concert.
b This describes a future action: You must bring the tickets with you.
- 3 a This describes making an effort to do something, even if it isn't successful: They didn't sell many T-shirts, although they tried.

- b This describes doing something to see what will happen: They brought T-shirts to sell, to see if they could raise more money.
- 4 a He stopped because he wanted to look at the advert.
b He was looking at the advert, but then he stopped doing that.
- 5 a This describes a past action you feel sorry about: I dyed the T-shirt and I wish I hadn't.
b This describes giving bad news: I have to tell you something bad: I've dyed the T-shirt black.

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. This is a semi-controlled exercise, so remind students why they are asking and answering the questions, i.e. to use verb patterns accurately.

After the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. Ask: *Did you find the task easy or difficult? Why?* See page 10 for more ideas.

- Check that students have completed the questions correctly before they ask and answer in pairs. For extra practice, they could change partners and repeat the task.
- Have class feedback by asking each pair to report the most interesting answer they got.

ANSWERS

1 to buy 2 to wear 3 making 4 wearing 5 buying

Vocabulary extra: Clothes SB page 15

Exercise 1

1 hoody 2 mini skirt 3 vest 4 maxi dress 5 fleece
6 joggers 7 cargo pants / trousers 8 Bermudas
9 camisole top 10 polo shirt 11 leggings 12 cardigan

Exercise 2

1 maxi dress 2 camisole top 3 cardigan 4 cargo pants / trousers 5 leggings 6 hoody 7 joggers
8 vest 9 mini skirt 10 Bermudas 11 fleece
12 polo shirt

Exercise 3

Students' own answers

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 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 record the words for clothes and fashion in sentences so they remember how to use them. 'How can I improve?' suggestions: 1) record clothes and fashion words in complete sentences; 2) make a note of when you hear or read different verb patterns.

Further practice

Video worksheet: Our clothes

Lesson 1E: Writing An informal email SB pages 12–13

Learning objectives

Consider audience, genre and purpose to plan and write an email

Use appropriate language and register in an informal email

Use phrases to describe position in a photo

Materials

Workbook page 10

Writing bank

AfL: Learning intentions

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

Planning for writing

Exercise 1

- Write *partner school* on the board. Ask: *What is a partner school?* (a school which collaborates with another school in a different country to work on different curriculum projects together and to share cultural information about their respective lifestyles)
- Ask: *What are the benefits of having a partner school?* Elicit replies (e.g. knowledge of life in other countries, a greater appreciation of the education and facilities we have in our country, learning from other school systems).
- Students read the advert and discuss the questions in pairs.

ANSWERS

- 1 Inviting students to connect with their partner school in Ghana.
- 2 Writing emails to students in Ghana.
- 3 They can go to the sixth form common room on Tuesday after school.

EXTENSION

Write *pen pal* on the board. Elicit its meaning and find out if anyone in the class has got or had a pen pal or if they would like one. Ask: *What are the benefits of having a pen pal in another country?* (You can practise your English, find out about another culture and make new friends.)

Exercise 2

- Students read the email and answer the questions.

ANSWERS

- 1 Yes, he does.
- 2 He describes how he gets to school; he describes his friends' personalities and where they are in the photo.
- 3 To send him a photo of him and his friends when he replies to the email.

AfL: Diagnostics: Considering your own ability against model texts

Example texts can be a clear tool to raise self-awareness of learning needs in a reflective way.

Ask students to rate the model writing text as easy, OK or difficult for them to do in the target language. Then do the exercises in the lesson that will build their confidence and extend their mastery in doing the same task.

Exercise 3

- Read through the writing strategy together.
- Students underline the examples in the email.
- Students compare answers with a partner before whole-class feedback.
- Elicit other informal ways of starting an email and signing off (e.g. *Hey + name, Write soon, Take care*).

ANSWERS

Informal language: *Hi; Bye for now*

Register: *any of the contractions in the email; exclamation marks; emojis*

Exercise 4

- Read the writing advice boxes on the left of the model email with the class. Elicit the purpose of these (to show the order of information / organization of the email = a plan).
- Students complete the box headings in pairs.

ANSWERS

1 Reason for writing 2 Information about you
3 Describe a photo 4 Hobbies and interests

Exercise 5

- With a **weaker class**, do the first phrase together.
- Students do the exercise on their own. Circulate and monitor, helping where necessary.
- Students compare sentences with a partner before whole-class feedback.

ANSWERS

1 at 2 middle 3 to 4 left 5 background

Exercise 6

- Students do the exercise on their own, using exercise 5 to help them. Circulate and monitor, helping where necessary.
- Students compare answers with a partner.

ANSWERS

- 1 The boy in the top left-hand corner is Felix.
- 2 Who's the boy in the middle of the photo, at the back?
- 3 Nobody can see me because you're standing right in front of me.
- 4 That's the Eiffel Tower in the background.
- 5 You can see me in this photo. I'm right in the middle of the group.
- 6 What's that in the foreground of your selfie?

EXTENSION

Use any photos or pictures on the classroom wall to practise position phrases.

Writing your email

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. including all the relevant information; language and register; using phrases for position; grammar from the unit – present simple and present continuous / verb patterns.

After the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. Highlight successful communication and good examples of the language use to add some positive feedback to the correction and learner improvement phase. See page 10 for ideas.

- Read through the instructions together, checking that students understand what they have to do.
- Give students ten minutes to complete the ideas stage and plan their email.
- Circulate and monitor while students write their emails, encouraging them to use adjectives to describe appearance and personality, and phrases to describe position. Remind them to activate other language from the unit (present simple, present continuous; appearance, personality and style adjectives) and use informal English, e.g. short forms.
- When students have finished, they can swap emails with a partner and check each other's work, underlining mistakes but not correcting them. They then swap emails again and make corrections to their own work accordingly.

EXTENSION

Ask students to imagine a partner school in a country they want to visit. They write an email to a student they don't know at the school, telling them about their life and sending a photo they describe.

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.

To set up an action plan for writing skills, ask students to think about how they can engage with writing in English outside the classroom, e.g. writing a diary, writing small web posts, writing texts, writing emails / letters to imaginary friends in other countries.

With Writing, it can be useful for students to focus on how well their writing communicates the message, especially for transactional writing. Agree with students what elements might be important in an informal email in order for it to be communicative, such as tone, friendliness, asking questions, etc. Ask them to reflect on their writing and also discuss with a friend.

'How can I improve?' suggestion: What communicative elements have you included in your email?

Further practice

Writing bank

Review 1

SB page 14

Exercise 1

- 1 unattractive 2 elegant 3 handsome
4 overweight 5 slim 6 stunning

Exercise 2

- 1 pale-skinned 2 blue-eyed 3 dark-haired
4 broad-shouldered 5 sun-tanned
6 short-sighted / near-sighted / long-sighted / far-sighted

Exercise 3

- 1 lazy 2 shy 3 arrogant 4 stubborn
5 assertive 6 modest

Exercise 4

- 1 stylish 2 retro 3 second-hand 4 designer
5 innovative 6 chic

Exercise 5

- 1 is it running 2 do pythons sleep 3 do flies live
4 they are lying 5 is flying 6 bite 7 eat
8 isn't hunting; don't usually hunt 9 are watching

Exercise 6

- 1 is that chameleon doing 2 is changing
3 do chameleons change 4 do you think
5 is giving 6 usually mean 7 seems 8 are leaving

Exercise 7

- 1 She suggested going to the concert.
2 I'm considering dyeing my hair red.
3 I regret buying these shoes.
4 Don't forget to pack a swimsuit.
5 You don't need to buy designer brands.
6 Try wearing a belt with that.
7 Clothes seem to be getting cheaper.
8 I decided to get a piercing when I turn 18.

Global skills: Setting goals SB pages 16–17

Learning objectives

- Understand what motivates you
- Evaluate strategies to achieve goals
- Reflect on the process of setting and reviewing goals

Materials

- Workbook page 124
- Global Skills video worksheet: Setting goals

AfL: Learning intentions

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

AfL: Diagnostics

While monitoring exercise 1, listen to the ideas students mention. Do they think it's important to set goals? Why / why not? Listen also for successful or unsuccessful use of relevant language.

Exercise 1

- Elicit some examples of goals that people might set in different areas of their lives.
- As students discuss the questions in pairs or groups, circulate and monitor, helping with ideas and vocabulary.

POSSIBLE ANSWERS

- 1 To reflect on what they want; to give their life a purpose; to make specific plans; to motivate themselves.
- 2 You might be disappointed if you don't achieve your goal; you might put too much pressure on yourself.

Exercise 2 1.6

- Write *SMART* on the board and elicit what a *SMART goal* is. Explain that the letters represent five adjectives which describe ways to make goals clearer and easier to achieve.
- Focus on the infographic at the top of page 16 and ask students to work out what each adjective means using the pictures and their knowledge of other words.
- Explain that each question relates to one of the headings. Then match the first question as an example.
- After students have done the activity, play the recording and ask students to check their answers.

Audio script 1.6 page 161

ANSWERS

- 1 Time-bound
- 2 Actionable
- 3 Realistic
- 4 Specific
- 5 Measurable

Exercise 3

- Explain that students are now going to read about what to do after setting a goal and working towards it. Check that they understand the verb *review*.

ANSWER

You should reflect on why you didn't achieve your goal and what you can learn from the experience.

Exercise 4

- Ask students to think of an example of a goal that they have set themselves.
- As students discuss the questions, circulate and monitor, noting the ideas they mention and examples of good language as well as errors, which you can use in a feedback session.

Exercise 5

- Students discuss the questions in pairs or groups before sharing their ideas with the class.

Exercise 6

- Elicit what a collocation is and some examples of verbs and nouns that are used together, e.g. *have lunch*.
- Remind students to look for collocations in the infographic on page 16 to help them.
- Students do the exercise on their own or in pairs.
- Ask **fast finishers** to use the collocations to write their own questions about goals, then swap with a partner.

POSSIBLE ANSWERS

- 1 set a goal
- 2 set a deadline
- 3 work towards a goal
- 4 track your progress
- 5 use a strategy
- 6 overcome a problem
- 7 achieve a goal

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what they need to do before the next lesson. Agree with students in advance what you and their peers will give feedback on. See page 10 for more ideas.

- Ask students to work on their own to think of a small goal that they would like to achieve in the coming week and create a diagram like the one on page 16 to show how they will make it 'SMART'. Draw an example on the board.
- In pairs, students discuss each other's goals.
- 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 each other's goals and useful strategies that they used or could use.

AfL: Assess your progress

Direct students to Workbook page 124 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about:

- How have your ideas about setting and reviewing goals changed? Will you do anything differently next time?
- How might these ideas and strategies help you in your life, now or in the future?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Setting goals

Unit map

Grammar

Narrative tenses page 20
used to and *would* page 24

Vocabulary

Compound nouns: travel page 18
 Travel page 19
 Types of journey page 22
 Verbs + prepositions: travel page 24

Skills

Reading: Fund yourself page 18
 Reading: The world's toughest rowing race,
 the world's fastest trio page 20
 Listening: Tourist or traveller? page 22
 Speaking: Persuading and negotiating page 23
 Speaking: Being an active listener page 23
 Reading: The Mother Road page 24
 Writing: A story page 26
 Reading: Workbook pages 16–17

Strategies

Listening: Identifying purpose page 22
 Writing: Starting a story page 26

Review

Review 2 page 28
 Vocabulary extra 2 page 29
 Cumulative review Units 1–2 pages 30–31
 Literature Insight 1 Workbook pages 104–105
 Answer key Teacher's Guide page 151
 Exam Insight 1 Workbook pages 114–115
 Answer key Teacher's Guide page 154

Video

Online video: Rapa Nui

Lesson 2A: Reading and vocabulary

SB pages 18–19

Learning objectives

Recognize attitude and point of view in a text
 Scan a text for specific information
 Use compound nouns and phrases to talk about travel

Materials

Workbook page 12
 Communication activity worksheet 2A: Vocabulary
 Vocabulary Strategies worksheet 2: Using a dictionary:
 compound nouns
 Pronunciation Insight worksheet 2: Consonant sounds

AFL: Learning intentions

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

Exercise 1

- Check students understand and can pronounce: *stuff* (n), *second-hand* (adj), *fund* (v), *fundraising* (n), *donate* (v).
- Students discuss their answers in pairs or small groups before whole-class feedback.
- Take a vote on which of the options is most popular and why.

AFL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students recognize attitude and point of view in a text, which is one of the learning objectives for this page. In feedback, ask them to consider how successfully they did the task. See page 10 for more ideas.

Exercise 2

- Check students understand and can pronounce: *target* (n), *sponsor* (n), *cause* (n), *camper van* (n), *unofficial* (adj), *lodging* (n).
- Students read and discuss their answers in pairs before whole-class feedback.
- Ask students if they know anyone who has funded, or intends to fund, travel in this way.

ANSWERS

The writer would probably consider getting a part-time job and saving money for a trip, or selling old stuff online or in second-hand shops.

Exercise 3

- Remind students to look for key words in the questions that will help them identify the right part of the text to look for the answer.
- Students check answers in pairs. In class feedback, ask them to justify their answers by saying where the information is in the article.

ANSWERS

- 1 The writer talks about leisure travel like 'soul journeys', package holidays and music festivals.
- 2 In the past, explorers raised money for expeditions, which were often important for research in science and geography.
- 3 The Van Ordens stopped their campaign because people started to question and criticize it.
- 4 They provide tips about where to go and what to see.
- 5 Many travellers think that staying somewhere for free is acceptable.

Exercise 4

- Split students into groups and give each group a different question to discuss.
- Circulate and monitor, helping with ideas.
- When they have finished, ask one student from each group to report back to the class.

V Insight Compound nouns: travel

A compound noun is made up of two or more words and gives more precise information about a noun. The words in compound nouns are not always nouns themselves, e.g. in exercise 5, *national* is an adjective. The first word of a compound noun gives more information about the word following it, e.g. a *beach resort* is a resort on a beach. Some compound nouns are written as separate words, e.g. *travel destination*, some have a hyphen, e.g. *check-up*, and some are written as one word, e.g. *healthcare*.

We can usually understand compound nouns from their separate parts, but the words collocate together very strongly and may be different from L1 combinations.

Exercise 5

- Students complete the exercise on their own. They then check their answers by finding the words in the text.
- Check answers and the meaning and pronunciation of the compound nouns as a class.

ANSWERS

beach resort, national park, package holiday, public transport, tourist trap, tour guide, travel destination

EXTENSION

With a **stronger class**, ask students to prepare and give mini-presentations arguing for one of the options in exercise 1 or one of the arguments in exercise 4. Students prepare in groups and present to the class. The class votes for the strongest argument presented. This can also help you understand any issues to address before the speaking activity in Lesson 2C, exercise 14.

Exercise 6

- Focus on the title of the text and elicit the meaning of *cause* (n).
- Students do the exercise in pairs.
- Ask students if they understand why Freya did this.

ANSWERS

- 1 a beach resort
- 2 a package holiday
- 3 travel destination
- 4 a tour guide
- 5 tourist traps
- 6 national parks
- 7 public transport

V Insight Travel

Usually, each topic that we talk about has its own vocabulary, and very often these are phrasal verbs, e.g. *get off*, *soak up*. Encourage students to record their vocabulary by topic and to think about what stages or processes we go through when we are engaged in that topic, e.g. here the process of travel.

Exercise 7

- Before students do the exercise, remind them to look carefully at the context of each sentence and to think about the missing meaning as well as the grammar either side of the gap.
- Check the meanings of the verbs.
- Students complete the descriptions on their own.
- With a **weaker class**, do the first gap together and elicit why *get off the beaten track* connects with *away from* in the sentence.
- **Fast finishers** can check their answers by looking for the phrases in the text on page 18.
- Check the meaning of *time out* (phrase).

ANSWERS

- 1 get off
- 2 escape
- 3 take
- 4 soak up
- 5 take part in
- 6 see
- 7 got to know

EXTENSION

Fast finishers write more sentences using the words and phrases in exercise 7, e.g. *At weekends, I take time out by going for a walk with a friend. On my holiday last year, I got to know my Australian cousins.* Students compare their sentences with a partner.

Exercise 8

AfL: Success criteria

Ask students to look at the task in exercise 8 and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. accuracy – using the correct words to talk about travel; or fluency – giving opinions and 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.

- Tell students about your favourite type of holiday from exercise 7 and give reasons, e.g. *I prefer the first because I like quiet places without crowds of tourists.*
- In pairs, students discuss their favourite type of holiday from exercise 7 and give reasons for their answers.
- Ask a few students to share their ideas with the class. The class votes for the most popular holiday.

Vocabulary extra: Types of holiday

SB page 29

Exercise 1

- 1 backpacking holiday 2 city break 3 honeymoon
4 coach tour 5 package holiday 6 adventure holiday
7 sightseeing holiday 8 working holiday
9 DIY holiday 10 house swap 11 staycation
12 self-catering holiday

Exercise 2

- 1 package holiday 2 coach tour 3 city tour
4 backpacking holiday 5 honeymoon
6 sightseeing holiday 7 adventure holiday
8 working holiday 9 DIY holiday
10 self-catering holiday 11 house swap 12 staycation

Exercise 3

Students' own answers

AfL: Assess your progress

Remind students about the action plan suggested in this section in Lesson 1A.

Direct students to Workbook page 19 and ask them to fill in the 'Can-do' statements for Lesson 2A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Help students complete exercises 1–3 on Workbook page 12 in class for this lesson. 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.

Encourage students to do some research on the internet to find out a little about opportunities for travel.

'How can I improve?' suggestion: Write a paragraph about what kind of travel you would like to do and how you would like to fund it.

Further practice

Communication worksheet 2A: Vocabulary

Vocabulary Strategies worksheet 2: Using a dictionary: compound nouns

Pronunciation Insight worksheet 2: Consonant sounds

Lesson 2B: Grammar and reading

SB pages 20–21

Learning objectives

Use the past simple to describe completed actions or states in the past, and past habits

Use narrative tenses to describe the past

Materials

Workbook page 13

Communication worksheet 2B: Grammar

AfL: Learning intentions

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

Grammar

Exercise 1

- Focus attention on the title, the introductory paragraph and the photo. Ask: *What sport can you see in the photo?*
- Check the meaning and pronunciation of *challenge* (v, n) and *tough* (adj).
- Students discuss the questions in pairs before whole-class feedback.

SUGGESTED ANSWERS

- 1 mental strength; physical strength; perseverance; determination
2 feeling tired / ill / lonely; bad weather
3 to push themselves and to see how strong they are both physically and mentally; to achieve goals

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students use the past simple to talk about completed actions or states in the past, and past habits, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Read through the instructions with the class. Check the meanings in the glossary.
- Students read the first part of the article on page 20. Remind them that they do not have to understand every word to get the gist of the text.
- Students discuss the questions in pairs before whole-class feedback.

ANSWERS

They are brothers.

They rowed from La Gomera to Barbados, across the Atlantic Ocean.

Students' own answers

Exercise 3

- Students do the exercise in pairs or small groups.
- Ask some students or groups to share their ideas.

Exercise 4

- Go through the narrative tenses and their uses and elicit the affirmative, negative and question forms.
- Students match the sentences in the text to the rules.
- Students compare answers before whole-class feedback.
- Elicit more sentences for each tense and possible combination, e.g. *I felt really tired. Yesterday, I found some money on the pavement while I was walking to school. There was no cake left because Harriet had eaten it all.*

ANSWERS

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

Further reference and practice

Workbook page 86

- 1 1 b 2 a 3 a 4 a 5 b 6 a 7 b
2 1 had never failed 4 was taking
2 opened 5 we decided
3 was going 6 were talking

- 3 1 knew; had been (or 'had gone')
- 2 turned round; walked
- 3 were enjoying; had to
- 4 spoke; hadn't (ever) had
- 5 got / had got; felt
- 6 was leaving; managed
- 7 moved / had moved; speeded up
- 8 decided; we had eaten

EXTENSION

In pairs, students write events or actions on separate cards. They can be everyday actions, e.g. brush my teeth, eat breakfast, miss the bus, walk to school, or more unusual ones, e.g. meet a famous celebrity, see a UFO. They should think of 12 events or actions, including some with a beginning and end, and other longer, continuous ones. Students put the cards in a box or bag. They then take turns to pick out a card until they each have eight. Students make a story using the events or actions and appropriate narrative tenses. Circulate and monitor, helping where necessary. Ask a few students to tell their stories to the class

Exercise 5

- Before students do the exercise, remind them to look out for time phrases that will give them clues as to which tense to use (e.g. *before*, *after*, *once*). They should also check the tense of the verbs before and after the verb in brackets for guidance.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

1 hadn't had 2 did they do 3 began 4 arrived
5 had started 6 slept 7 ate 8 didn't lose
9 had become 9 had become 10 didn't argue
11 hadn't expected 12 had managed 13 arrived
14 was waiting 15 were cheering 16 were shaking

Exercise 6 2.1

- Explain to students that they are going to listen to a story about a woman, Mo, who has a connection with the Maclean brothers.
- Students listen and check answers in pairs before whole-class feedback.

Audio script 2.1 page 161

ANSWERS

She completed the same Atlantic rowing challenge as the MacLean brothers.
She was part of the fastest female trio and the first deaf woman to complete the Atlantic rowing challenge.

Exercise 7 2.1

- Give students time to read through the exercise.
- Students do the exercise and check answers as a class.

ANSWERS

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

AfL: Diagnostics

While monitoring exercise 8, listen for how successfully or unsuccessfully students use narrative tenses to talk about the past, which is the learning objective for this page. See page 10 for more ideas.

Exercise 8

- Check students understand the exercise and what to do. With a **weaker class**, do the first event with the class together.
- Circulate and monitor before checking answers as a class.

SUGGESTED ANSWER

After Mo had decided to row the Atlantic, her daughter and two friends agreed to do it with her. While they were training, one team member suffered from seasickness and she abandoned the challenge. By the time the challenge had started, only three team members remained. Mo's sponsor had given her special hearing equipment before the challenge. While she was rowing, Mo lost her phone and her hearing aids stopped working. In the end, the crew arrived in Antigua. Mo had become the first deaf woman to row the Atlantic.

Exercise 9

AfL: Success criteria

Ask students to look at the task in exercise 9 and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using narrative tenses 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.

- Write *memorable journey* on the board and elicit the meaning of *memorable* (adj). Explain that things can be memorable in both good and bad ways.
- Tell students about a memorable trip you have had, mentioning the points in the exercise.
- Read through the instructions with the class.
- In pairs, students take turns to ask and answer questions. Remind them to use appropriate narrative tenses. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

AfL: Assess your progress

Remind students about the action plan suggested in this section in Lesson 1B.

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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestion: Write the story you prepared for exercise 9.

Further practice

Communication worksheet 2B: Grammar

Lesson 2C: Listening, vocabulary and speaking

SB pages 22–23

Learning objectives

- Use different strategies to identify purpose in a listening text
- Use verbs and prepositions to talk about travel
- Use phrases to persuade, negotiate and agree in a discussion

Materials

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

AfL: Learning intentions

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

Listening and vocabulary

Exercise 1

- Go through the different types of traveller together and check the pronunciation of *staycationer* and *globetrotting backpacker*.
- Ask students what each type of traveller does on their holiday. Encourage them to use the photos as a guide.
- Students discuss answers in small groups before whole-class feedback.

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how successfully or unsuccessfully students can identify purpose in a listening text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 2.2

- Read through the strategy with the class. Then ask: *How do you know who a person is and where they are when they phone a radio show?* (e.g. they give their name and usually other information, such as their profession or preferred activity; they sometimes say where they are, or there is background noise that gives the listener a clue)
- How would you know what mood the speakers are in?* Elicit how we might understand feelings, e.g. low, flat intonation or the opposite, or through certain adjectives, e.g. *Great!* (rising intonation) or *Oh!* (falling intonation)
- What clues tell you why the people are speaking?* (e.g. when they are making arrangements, they mention times and dates; when they are giving an opinion, they use phrases like *I think ...*; when they are giving instructions, they use the imperative and words like *must* and *have to*; when they are making suggestions, they use expressions like *What about ...? Why don't we ...?*)
- Students use the strategy to decide which of the travellers in exercise 1 are speaking and what their reasons are for calling in.

Audio script 2.2 page 162

ANSWERS

- Luca: armchair traveller
 - Noah: adventure tourist
 - Katrina: staycationer
 - Jed: globetrotting backpacker
- They are giving their opinions on the best type of holiday and travel.

Exercise 3 2.2

- Check students understand *tale* (n).
- Students read the sentences and underline the key words to help them listen for the answers.

ANSWERS

- Speaker 3: Katrina
- Speaker 1: Luca
- Speaker 2: Noah
- Speaker 3: Katrina
- Speaker 2: Noah
- Speaker 4: Jed
- Speaker 1: Luca
- Speaker 4: Jed

Exercise 4

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas where necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

Exercise 5

- Students read sentences 1–7 and note the highlighted words. Point out that the words for different types of journey can be easily confused.
- Students look for clues in the sentences to work out the meaning of the highlighted words and then match them to the definitions.
- With a **weaker class**, do the first item together. Ask students to read the first sentence and ask: *How would you travel through a mountain range like the Alps?* Students look for the definition that mentions walking.
- Students do the exercise on their own or in pairs.

ANSWERS

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

Exercise 6

- Students discuss in pairs or small groups before brief class feedback.

Exercise 7

- Give students a few minutes to think about the type of journey they would like to go on and why. They can make notes if necessary.
- Students circulate to discuss with other students or swap pairs several times so they each speak to about five other students.
- Have a brief class feedback on who they are going to travel with and why.

Speaking

Exercise 8

- Ask: *What do you know about London? What would you visit there?* (e.g. Buckingham Palace, the Houses of Parliament, the London Eye, the Tate Modern art gallery)
If you were on a tour of London, what form of transport would you prefer to use? (e.g. I would prefer to walk / use the underground / travel by coach.)
- Ask students to read the adverts. Check the meaning of: *angle* (n), *share* (v), *scavenger hunt* (n), *solve* (v), *informative* (adj).
- Tell students which tour you would choose, giving your reasons, e.g. *I would go on the Unseen City tour because I like discovering places other tourists might not know about.*
- In pairs, students discuss which tour they would like to go on and give their reasons. Circulate and monitor, helping where necessary.
- Have a brief class feedback.

Exercise 9 2.3

- Write *persuading* (v) and *negotiating* (v) on the board and elicit the meaning. Tell students to listen to how the tour guide persuades the tourists.
- Play the recording before checking answers as a class.

ANSWERS

Tour C: Scavenger Hunt Tour

The tour guide mentions a cheaper price, and says that they will see different sights and explore the city in a different way.

Audio script 2.3 page 162

Exercise 10 2.3

- Students complete the phrases from the dialogue.
- Play the recording again for students to check their answers.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.

ANSWERS

1 nothing 2 interesting 3 sure 4 disappointed
5 persuaded 6 go

Exercise 11 2.4

- Students read the dialogue before listening and ordering.
- Play the recording a second time for students to check their answers.

Audio script 2.4 page 162

ANSWERS

- 1 Gabi We've got a free morning tomorrow. What shall we do?
2 Dan Why don't we go on a tour?
3 Gabi I'm not sure. I prefer to explore things on my own. It's more fun and you get to meet local people.
4 Dan Maybe, but we've only got the morning. We can see all the sights quickly on a tour, don't you agree? Look at this advert about tours with guides who used to be homeless.
5 Gabi That sounds interesting, but you can only do it in the afternoons and we're going to a museum then.

6 Dan OK, but I still think we should go on a tour before that. Look, here's a different one. It's called Graffiti Walk. There are local tour guides and you get to see lots of street art. What's not to like?

7 Gabi So we would get to meet an artist.

8 Dan Yes, and you can maybe even have a photo with them.

9 Gabi OK, you've persuaded me! Let's book it.

10 Dan Great! You won't regret it!

Exercise 12

- Students do the exercise on their own and then check with a partner.

ANSWERS

Persuading and negotiating: *Why don't we ...?; ... , don't you agree?; I prefer ...; Maybe, but ...*

Agreement: *Great! You won't regret it!*

EXTENSION

Write a few activities on the board, e.g. *go swimming, go for a walk, see a film.*

Students take turns to choose an activity and try to persuade their partner to do it with them. Their partner should negotiate with them and suggest another activity, e.g. *'Why don't we go to the cinema tonight?'* *'That sounds nice, but I'd prefer to go swimming.'* Students continue until they reach an agreement, e.g. *'If you come with me, I'll buy you a hot chocolate afterwards.'* *'OK, you've persuaded me!'*

Culture note: Being an active listener

How we listen varies between cultures. In many countries where English is the first language, we use backchannelling (e.g. *uh-huh, yes, OK, yup, hmmm, right*) as well as eye contact, etc. to show we are listening. Some cultures use nodding and smiling a lot, others less so. In certain cultures, it is rude to hold eye contact for too long (e.g. Japan) or to lean in too close to the speaker. It is important in a global workplace for students to be mindful that cultural differences may exist.

Exercise 13

- Write *active listening* on the board. Elicit ways of active listening in students' first language(s).
- Read through the Global skills information with the class.
- Students discuss the question in pairs.
- Circulate and monitor, helping with ideas.
- Have a brief class feedback.

Exercise 14

AfL: Success criteria

Ask students to look at the task in exercise 14 and discuss what a successful outcome would look like. Agree with the students in advance what you will give feedback on, e.g. communicative skills such as being an active listener or using positive body language, or language such as phrases for persuading and negotiating. 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 do the activity in pairs, swapping roles halfway through.
- Circulate and monitor, helping where necessary. Note examples of good language as well as any learning points.
- When students have finished, go over the learning points. Invite the class to suggest corrections or improvements. This helps illustrate to students that even though what they said may be 'correct', they can often improve it, e.g. by extending their contribution.
- With a **weaker class**, go over any general feedback and then swap pairs and repeat the exercise to give students an opportunity to improve.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your persuasion conversation successful? Why / why not?
- 2 Did you use positive body language?
- 3 What persuasive phrases did you use?
- 4 What did you find difficult to do during the conversation?

Help students with the questions, giving them suggestions for improving communication skills, pronunciation and language use.

AfL: Assess your progress

Remind students about the action plan suggested in this section in Lesson 1C.

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 think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to practise using persuasive language.

'How can I improve?' suggestion: Think of something you would like to do. Write notes about all the reasons why it's a good idea. Persuade a classmate to join you.

Further practice

Communication worksheet 2C: Speaking
Functional language bank

Lesson 2D: Culture Reading, vocabulary and grammar SB pages 24–25

Learning objectives

Find and understand relevant information in a text
Use verbs + prepositions to talk about travel
Use *used to* and *would* to talk about the past

Materials

Workbook page 15
Video worksheet: Rapa Nui

AfL: Learning intentions

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

Reading and vocabulary

Culture note: US history

The Great Depression was a global economic depression. It began in the USA in 1929, when the stock market crashed, and lasted throughout the 1930s, causing high unemployment in many countries.

World War II broke out in 1939 and ended in 1945. The USA became involved in the war in 1941.

Culture note: US attractions

The Grand Canyon is a deep canyon in Arizona. It was formed by the Colorado River and its tributaries carving their way through rock. It is 446 kilometres long, 29 kilometres wide and reaches a depth of 1,800 metres.

The giant Blue Whale was built by Hugh Davis in the 1970s as an anniversary gift for his wife.

Oklahoma is a state in South Central USA.

Missouri is a state in Midwestern USA.

A diner is a roadside restaurant with a long counter and booths serving a wide range of North American food.

Exercise 1

- Explain that Route 66 is one of the most famous roads in the USA with a lot of interesting attractions along it.
- Students discuss question 1 in pairs. Remind them to consider the title *The Mother Road*.
- For question 2, brainstorm natural geographical features and man-made attractions that might be seen along the road. Point out that man-made attractions include buildings. Elicit ideas and write them on the board.
- Pre-teach *plain* (n). Point out the words in the glossary.
- Students read the text quickly and check their ideas.
- Tick the correct ideas for question 2 on the board.

ANSWERS

- 1 It connects Midwest America with the West Coast. When it was built, it opened up the American West to people in small towns where there were no highways.
- 2 Places mentioned in text: diners, motels, service stations, natural and man-made attractions

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students find and understand relevant information in the text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Students read the text again on their own, underlining or noting the information they need to answer each question.
- Students compare answers with a partner before checking as a class.

ANSWER

- 1 F: It starts in Chicago, which is not on the coast.
- 2 F: The road made life easier for people in small towns where there were no highways.
- 3 T
- 4 F: In the 1930s, the Great Depression left millions of people unemployed.
- 5 F: In the 1940s, the road achieved a new image of freedom and fun.
- 6 T

Exercise 3

- Read through the Global skills questions with the class.
- Give students a few minutes to brainstorm as many popular tourist attractions as they can.
- Draw an outline of your country on the board or bring a map and stick it on the board. Elicit popular tourist attractions and mark them on the map.
- Ask students if they can think of any historical information associated with each tourist attraction.
- Elicit the directions north, south, east and west. Students then work in pairs to describe the routes tourists might take to visit the attractions. They can also discuss any historical events associated with them.
- Have a brief class feedback.

V Insight Verbs + prepositions: travel

Prepositions usually vary hugely between languages and can be hard to remember. Advise students to record vocabulary items with the verb + preposition as the two collocate together.

Exercise 4

- Do the first sentence with the class. Ask students what *head for* means.
- Students do the exercise on their own.
- Students check their answers by looking in the text.

ANSWERS

1 for 2 to 3 with 4 down 5 along 6 around 7 through

Grammar

Exercise 5

- Students do the exercise in pairs.

ANSWERS

People didn't use to travel much ... (line 19)
a trip to LA would usually take weeks ... (line 21)
Agricultural communities that used to be isolated started to grow ... (line 25)
Families wouldn't stay at home during holidays ... (line 48)
Instead, they would drive along Route 66 ... (line 49)

Language note: *used to* and *would*

Both *used to* and *would* are followed by the infinitive without *to*.

We used to walk to school together.

We would walk to school together every day.

Adverbs come before *used to* but after *would*.

We occasionally used to play with our neighbours.

We would occasionally play with our neighbours.

The negative forms are *didn't use to* and *wouldn't*.

The question forms are *Did I use to ...?* and *Would I ...?*

Did you use to live in London?

What games did you use to play?

How often would you help your parents?

Would you sometimes cook the dinner?

Exercise 6

- Go through rules a–c with the class. Look at sentence 1 and ask students which rule it matches. (a)
- Students match the sentences with the rules. They then complete the rules.

ANSWERS

a used to; would

b used to

c used; would; the past simple

Further reference and practice Workbook page 87

- 1 1 used to 2 didn't use to 3 would / used to
- 4 Did, use to 5 would / used to 6 would / used to
- 2 1 Fiona used to have four pairs of sunglasses.
- 2 Leo didn't use to / wouldn't use his mobile much.
- 3 Bukayo used to / would get really scared when boarding a plane.
- 4 On long car journeys, my little sister always used to / would always say 'Are we nearly there yet?'
- 5 Jack and Kim used to live in the same street.
- 6 Did you and Lisa use to know each other?

EXTENSION

Write the following questions on the board:

Why didn't people use to travel much in the Midwest?

How long would a trip from the Midwest to Los Angeles take?

What did the agricultural communities of the Midwest use to be like?

Why were so many people out of work in the 1930s?

How would people spend their holidays in the 1940s?

Students discuss the questions in pairs. Have a brief class feedback.

Exercise 7

- Tell students to look at the photo and read the first sentence of the text. Ask: *Why would tourists want to visit Seligman, Arizona? What do you think life was like there before Route 66 was built?*
- Elicit answers, reminding students to think about what they learned in the *Mother Road* text.
- Students do the exercise on their own before checking answers in pairs.

ANSWERS

1 used to be

2 used to stop / would stop

3 didn't use to stay / wouldn't stay

4 would always buy / always used to buy

5 used to work / would work

6 would often have / often used to have

7 used to use / would use

8 used to come / would come

9 didn't use to drive / wouldn't drive

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 – using *used to* and *would* and/or verbs and prepositions about travel.

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: *What was life like for many Americans a hundred years ago?* Elicit answers, e.g. *They didn't have much transport. Some people used to live in shanty towns. They didn't use to go on holiday.*
- Students use the points to brainstorm ideas about their own town/city and write brief notes.
- Students discuss their ideas in pairs before whole-class feedback.

EXTENSION

Write M1, M6 and M5 on the board and explain that they are the names of British motorways. Tell students that motorways have encouraged business growth in the UK by connecting important industrial areas and different parts of the country to London. Explain that the M5 was built for holidaymakers travelling to Devon and Cornwall, both popular holiday destinations.

Ask: *How have roads changed the lives of people in your country?*

In pairs, students discuss roads, their routes, and how they have helped society in general or the local community.

Vocabulary extra: Travel and transport

SB page 29

Exercise 1

SUGGESTED ANSWERS

plane: aisle, cabin, flight, gate, hold, overhead locker,

runway, seat belt, get on, get off, land, take off

coach: aisle, motorway, seat belt, stand, get on, get off, slow down, speed up

train: aisle, buffet car, carriage, crossing, luggage rack, platform, tracks, get on, get off, slow down, speed up

ship: cabin, crossing, cruise, deck, hold, pier, voyage, get on, get off, go ashore, set sail

Exercise 2

1 platform 2 aisle 3 carriage 4 luggage rack

5 buffet car 6 slow down 7 tracks 8 cruise

9 pier 10 deck 11 got on / set sail 12 crossing

13 get off 14 voyage 15 stand 16 luggage rack

17 hold 18 seat belt 19 motorway 20 speeded up

21 got off 22 gate 23 flight 24 cabin

25 overhead locker 26 runway 27 took off

28 landed

Exercise 3

Students' own answers

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 2D. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to do some research on the internet to find out about what their (or a favourite) town/city used to be like in the past.

'How can I improve?' suggestion: Prepare a short talk (one minute) about the town/city and what has changed to give to your group in class.

Further practice

Video worksheet: Rapa Nui

Lesson 2E: Writing A story

SB pages 26–27

Learning objectives

Write an effective opening sentence to a story

Order events in a story

Materials

Workbook page 18

Writing bank

AfL: Learning intentions

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

Planning for writing

Exercise 1

- Focus attention on the photos and ask students where they think the places are. Review the different types of traveller (e.g. *holidaymaker*, *staycationer*).
- Students discuss the questions in pairs. They then share ideas with the class.

Exercise 2

- Students do the exercise in pairs.
- When they have finished, ask students if their answers to the questions in exercise 1 were correct. Then check which words in the texts helped to give them the answers.

ANSWERS

A 2 B 1 C 3 D 4

Exercise 3

- Read through the Strategy box together.
- Students do the exercise on their own and then compare answers with a partner.
- Ask students to choose the story they think is the most interesting. Ask what features in their chosen extract make it interesting (e.g. the conversation in C puts you straight into the scene).

ANSWERS

1 a C b D c A

2 B

Exercise 4

- Students do the exercise on their own.

ANSWERS

It starts with a description of the location: 1c

AfL: Diagnostics

While monitoring exercises 5 and 6, listen for how successfully or unsuccessfully students talk about the ordering of events in the story, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Focus students on the model story. Explain or elicit that the boxes to the left of the story give information about how to organize the story, and the boxes on the right give information about what kind of language to use.
- With a **weaker class**, read the writing advice boxes on the right of the model story with the class.
- Students complete the language boxes in pairs. Point out the colour matches only if necessary.
- Check answers as a class.

ANSWERS

A at first B after a while C as D finally

Culture note: Vast spaces

The Australian Outback is an enormous, sparsely populated area of the country. It is home to a variety of wild animals, including kangaroos, dingos (a kind of dog) and emu (large flightless birds). Some areas are used for sheep and cattle farming.

Exercise 6

- Encourage students to read through the story again before completing the organization box headings.
- Explain that students need to read each paragraph to find out its purpose.
- Circulate and monitor, helping where necessary.
- Students compare answers with a partner.

ANSWERS

1 Start your story in an interesting way

2 Develop the story

3 Bring your story to an end

EXTENSION

Write the beginning of a story on the board, e.g. *It was raining heavily, but I needed to go to the bank. At first, my umbrella kept me dry, but . . .* Ask a student to continue the story by adding a sentence with a word or phrase for ordering events. Then another student adds a sentence. How many sentences can be added before the story comes to an end?

In groups, students can repeat the activity.

Circulate and monitor, helping where necessary.

Writing your story

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. using narrative tenses, phrases for ordering events or more communicative elements of telling a story, e.g. descriptions and travel 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 a travel story in 300–350 words.
- Give students ten minutes to decide on an opening sentence, complete the ideas stage and plan their story. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- With a **weaker class**, use one of the openings in exercise 2 and write the story as a whole-class activity. Students can continue the story one sentence at a time.
- Circulate and monitor while students write the draft of their stories. Remind them to organize their paragraphs and use phrases to order the events in their story. Encourage students to activate other language they learned in the unit (compound nouns, travel verbs, different types of journey and verbs + prepositions). You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist in the Review section.
- If there is time, students swap stories with a partner and comment on each other's work, especially on how interesting the story is. They should also comment on the way their partner has ordered events, their use of narrative tenses and use of unit vocabulary.

EXTENSION

Students write the next part of the story for one of the extracts B–D.

AfL: Assess your progress

Remind students about the action plan suggested in this section in Lesson 1E.

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 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 them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to read each other's stories.

'How can I improve?' suggestion: Turn your story into an oral presentation and tell your story to the group.

Further practice

Writing bank

Review 2

SB page 28

Exercise 1

1 package holiday 2 travel destination
3 public transport 4 national park 5 tour guide
6 tourist trap

Exercise 2

1 get 2 take 3 soak 4 get 5 see 6 escape

Exercise 3

1 voyage 2 tour 3 flight 4 trek 5 expedition
6 trip

Exercise 4

1 for 2 along 3 around 4 across 5 with 6 to

Exercise 5

1 became 2 hurried 3 had completed 4 had just
spent 5 was feeling 6 had celebrated
7 was travelling 8 spent 9 explained
10 were blowing

Exercise 6

1 downloaded 2 was lying 3 hadn't been / gone
4 had already left / was already leaving 5 took
6 were listening 7 was climbing 8 had lost

Exercise 7

1 would swim 2 met Alice 3 would go sailing
4 didn't use to 5 I went to 6 We would often /
regularly travel 7 didn't use to enjoy
8 Did you use to

Cumulative Review Units 1–2

SB pages 30–31

Exercise 1 2.5

Audio script 2.5

page 162

1 b 2 c 3 a 4 d (e is not needed)

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Exercise 4

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

Exercise 5

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

Exercise 6

Students' own answers

Additional materials

Literature Insight 1 WB pages 104–105 Answer key: page 151

Exam Insight 1 WB pages 114–115 Answer key: page 154

Unit map

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Past simple and present perfect page 34
Present perfect simple and present perfect continuous page 39

Vocabulary

Idioms: happiness and sadness page 33
Noun suffixes: *-ness, -ity* page 33
Values page 36
Adverbs page 38

Skills

Reading: Don't worry ... be happy? page 32
Listening: A healthy body, a healthy mind page 34
Listening: Individual and team sports page 36
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Strategies

Reading: Identifying main ideas in a paragraph page 32
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Global skills

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Review

Review 3 page 42
Vocabulary extra 3 page 43

Video

Online video: Race to the Pole
Global skills video: Creating effective presentation slides

Lesson 3A: Reading and vocabulary

SB pages 32–33

Learning objectives

Identify the main ideas in a paragraph
Use idioms to talk about happiness and sadness
Use noun suffixes

Materials

Workbook page 20
Communication worksheet 3A: Vocabulary
Vocabulary Strategies worksheet 3: Building word families through suffixes
Pronunciation Insight worksheet 3: Word stress in three- and four-syllable words

AfL: Learning intentions

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

Exercise 1

- Check students understand *letting go of* (idiom).
- In small groups, students discuss the questions and then write their quote.
- Ask groups to share their quotes with the class. The class votes for the best quote.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students find and understand the main ideas in a paragraph, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Read through the strategy with the class.
- Write the following sentences on the board:
Sarah is never happier than when she's on a train or a plane. Sarah enjoys waking up in new places. Sarah loves travelling.
Then ask: *Which is the topic sentence and which are the detail sentences?* (The third one is the topic sentence.)
- Ask a student to check the topic sentence by turning it into a question. (*Does Sarah love travelling?*) Do the other sentences answer it? (*Yes, she's never happier than when she's on a train or a plane. She enjoys waking up in new places.*)
- Students do the exercise in pairs.

ANSWERS

- A:** That's bad, but those negative feelings can prepare you for when something really does go wrong.
B: Strange but true: too much happiness can be bad for your survival.
C: Maybe anger is a necessity for innovation?
D: Feeling blue can increase our awareness of other people's needs.

E: And if that wasn't enough, we now know that not expressing feelings like sadness and anger can be bad for your health.

A 2 B 1 C 4 D 3 E 5

Heading 6 is not needed.

Exercise 3

- Check that students understand *prosperity* (n), *grumpy* (adj), *scenario* (n), *hormone* (n). Point out the glossary.
- Students do the exercise on their own and then compare answers with a partner before whole-class feedback.

ANSWERS

- 1 Examples the article gives are: inspirational quotes on social media, positive psychology lessons in schools and happiness apps.
- 2 It can help us by making us think about what could go wrong and preparing for it.
- 3 It can give us a false sense of security and make us less able to think critically.
- 4 His anger resulted in increased adrenaline in his brain, which boosted his motivation.
- 5 Happier people were less generous than grumpy people.
- 6 They acknowledged them through plays and dealt with them at the theatre.

Exercise 4

- Students work in small groups and discuss one question each. This can include the Extension activity questions below.
- Each group reports their conclusions back to the class.

EXTENSION

Students discuss some or all of the following questions: 'Money doesn't buy happiness, but it can buy a better kind of unhappiness.' Do you agree?

Do you think people were more or less happy in the past? Why are some people happier than others, even when they have harder lives?

Culture note: Happiness factors

The World Happiness Report was commissioned by the United Nations for its World Happiness conference in 2012. The 158-page report used a points system to score countries on factors such as health, family and job security, political freedom and government corruption. Based on its results, Denmark, Norway, Finland and the Netherlands were found to score highest for happiness. Chocolate contains the chemicals theobromine, anandamide and phenethylamine, which make us feel content. It also stimulates the brain to release endorphins into the body, which produce feelings of happiness.

V Insight Idioms: happiness and sadness

Most idioms cannot be translated word for word. The words in an idiom, e.g. *the last straw*, when translated individually, bear no relation to the idiom's meaning: 'the last in a series of bad things that makes you decide you cannot accept a situation any longer'.

Some idioms conjure up a vivid picture which helps put across their meaning, e.g. *Every cloud has a silver lining*. The image of the sun's light visible behind a cloud suggests the meaning: 'there is something good even in a situation that seems sad or difficult'.

Idioms are fixed expressions: *Every cloud has a bright lining* is wrong.

While it is important to learn idioms, students should not use them excessively. They are used only occasionally by native speakers, and overuse can make a person's English sound unnatural or forced.

AfL: Diagnostics

While monitoring exercises 5 and 6, listen for how successfully or unsuccessfully students use noun suffixes and idioms to describe happiness and sadness, which are the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Students do the exercise in pairs.
- Check answers as a class. Elicit sentences using the idioms, e.g. *When I passed my maths exam, I was on top of the world.* *Bad weather makes me feel down in the mouth.*

ANSWERS

Happiness: on top of the world, being on cloud nine

Sadness: down in the dumps, down in the mouth, feeling blue

V Insight Noun suffixes: -ness, -ity

The suffixes *-ness* and *-ity* are used to make nouns from adjectives. Sometimes, spelling changes are necessary:
 adjective ending in *-y*: *happy* → *happiness*
 adjective ending in *-le*: *responsible* → *responsibility*
 adjective ending in *-e*: *rare* → *rarity*

Exercise 6

- Check that students understand the meanings of the adjectives.
- Students do the exercise on their own and then check answers in the text.

ANSWERS

<i>-ness</i>	<i>-ity</i>
fairness	ability
happiness	creativity
kindness	generosity
sadness	necessity
tiredness	prosperity

Exercise 7

- Before students do the exercise, remind them to look carefully at the context of each sentence and to check the meanings of the adjectives they saw in exercise 6.
- Students do the exercise on their own before checking answers as a class.

ANSWERS

1 kind **2** ability **3** Generosity **4** tired
5 necessary **6** Prosperity **7** happy

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 – words and phrases describing happiness and sadness; noun suffixes *-ness* and *-ity*, or how collaborative they are in negotiating their list or how effectively they present their ideas and reasons to the class.

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 reading text and ask them to make notes about the things that make them happiest and the things that are less important to their happiness.
- In groups, students compare notes and agree on three things that can make you happy.
- Point out that the imperative and *will* are used in 'Tips for a happy life'. Encourage students to use them when writing their own tips.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

EXTENSION

Refer students back to exercise 2. Look at title 6, which is not linked to any paragraph.

Ask students to write an extra paragraph to be included in the text about doing well at school in order to be happy.

Encourage students to think of a topic sentence first and then detail sentences to give more information.

Have some students read their paragraphs to the class.

Vocabulary extra: Feelings SB page 43

Exercise 1

- 1 anger, furious
- 2 happiness, delighted
- 3 sadness, devastated
- 4 fear, petrified
- 5 shock, appalled
- 6 surprise, astonished

Exercise 2

a bit / very: annoyed, cross, pleased, excited, upset, unhappy, frightened, scared, shocked, surprised
absolutely: furious, delighted, devastated, petrified, appalled, disgusted, amazed, astonished

Exercise 3

- 1 devastated
- 2 shocked / surprised
- 3 amazed / astonished
- 4 petrified
- 5 upset / annoyed / cross
- 6 delighted

Exercise 4

Students' own answers

AfL: Assess your progress

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

Direct students to Workbook page 27 and ask them to fill in the 'Can-do' statements for Lesson 3A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Help students complete exercises 1–3 on Workbook page 20 in class for this lesson. 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.

Encourage students to do some research on finding other tips for a happy life.

'How can I improve?' suggestion: Write a paragraph about your favourite happiness tip and the reasons why you think it's the most effective.

Further practice

Communication worksheet 3A: Vocabulary

Vocabulary Strategies worksheet 3: Building word families through suffixes

Pronunciation Insight worksheet 3: Word stress in three- and four-syllable words

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

Learning objectives

Use the past simple and present perfect to talk about experiences

Use the past simple and present perfect with different adverbs and time words

Materials

Workbook page 21

Communication worksheet activity 3B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 35. See page 10 for more ideas.

Grammar

Exercise 1

- Say: *If I get a good night's sleep, I find it easier to concentrate on things the next day.*
- In pairs, students decide which things help them to study better and give reasons.
- Ask a few students to share their answers with the class.

Exercise 2 3.1

- Ask: *How might fitness help you to perform better at school?* Elicit ideas and write them on the board.
- Pre-teach or elicit *treadmill* (n), *workout* (n), *jog* (n).
- With a **weaker class**, write the numbers 30, 30, 40, 2.5 on the board. Tell students to listen carefully for the numbers.
- Play the recording for students to listen and make notes.

ANSWERS

- 1 Students ran on a treadmill for 30 minutes before solving a problem. Another group did physical exercise for 40 minutes each day instead of 40 minutes each week.
- 2 They work out in the gym for 30 minutes or do a 2.5 km jog.
- 3 They have to jump up and down or stand up for the whole lesson.
- 4 The results show improved behaviour, concentration and exam results.

AFL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students use the past simple and present perfect to talk about experiences, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Students discuss in small groups and then confer with another group before whole-class feedback.

Exercise 4

- Students read the comments quickly and decide.

ANSWERS

Positive: 1, 2, 5, 6, 7

Negative: 3, 4

Exercise 5

- Tell students to look at the highlighted verbs and then ask: *Which tenses are used?* (past simple and present perfect)
- Revise the form of the present perfect. (*have / has + past participle*)
- Read through the Grammar Insight with the class.
- Students do the exercise on their own and then check with a partner.

ANSWERS

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

Further reference and practice Workbook page 88

- 1 1 a 2 b 3 a 4 b 5 a 6 a
- 2 1 did, live 2 came 3 has been 4 has run
5 did, get 6 went 7 have, owned
8 haven't eaten

Exercise 6

- With a **weaker class**, do the first item together.
- Explain that we use the present perfect + a period of time to talk about a present period of time, and the past simple + a period of time to talk about the past.
- Students do the exercise in pairs before checking answers as a class.

ANSWERS

- 1 a I finished my workout in the past.
b I am still doing my daily workout.
- 2 a It is still this morning.
b It is no longer morning.
- 3 a I am no longer a gym instructor.
b I am still a gym instructor.

- 4 a I do not have the experience of playing handball.
b I did not play handball at a particular time in the past (last night).
- 5 a I am referring to a particular time in the past.
b I spoke to Olivia a long time ago, but since then I have not spoken to her.
- 6 a Have you had this experience in your life?
b Did you use an exercise ball at a specific time in the past?

Language note: Past simple and present perfect + time phrases

Some time words and expressions are used with both the past simple and the present perfect.

for:

*We lived in London **for** ten years.*

*I've known your brother **for** six months.*

ever / never:

*We didn't **ever** see that film.*

*I've **never** tried 'Wake up and shake up'.*

this morning / today:

I went shopping this morning. (It is no longer morning.)

I've been shopping this morning. (It is still morning.)

EXTENSION

Go through the time expressions used with the present perfect and past simple. Write the time expressions in a different order on the board. Students match them to the tenses and make example sentences.

Exercise 7 3.2

- Check the meaning of *muscles* (n) and *stretches* (n).
- Remind students to read the whole dialogue quickly first before completing the gaps.
- Students complete the dialogue on their own before listening to check their answers.
- With a **weaker class**, ask students to role-play the completed dialogue to help reinforce learning.

Audio script 3.2 page 163

ANSWERS

- 1 haven't seen 2 started 3 Have you joined
- 4 've made 5 did 6 walked 7 didn't get
- 8 chatted 9 exercised 10 have you been
- 11 watched 12 missed 13 Have you ever tried
- 14 've already felt 15 've slept 16 've concentrated

EXTENSION

Give students two minutes to brainstorm different ways of keeping fit, e.g. swimming, jogging, walking.

Write the following dialogue on the board:

A: *What exercise have you done this week?*

B: *I've been jogging.*

A: *When did you go jogging?*

B: *I went yesterday morning.*

Explain that we often use the present perfect to state whether something has happened and the past simple for more information about the event.

In pairs, students ask each other how they have kept fit using the present perfect and past simple.

When they have finished, ask a few students to share their ideas with the class.

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 – using past simple and present perfect appropriately, or intonation in asking questions and showing interest.

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.

- Revise the question forms of the past simple and present perfect.
- Ask students to underline the time expressions. This will help them to decide which tense to use.
- Students complete the questions on their own. Circulate and monitor, checking that students are using the correct tenses.
- In pairs, students ask and answer the questions.
- Ask a few students to report their partner's answers to the class.

ANSWERS

- 1 How much exercise did you do last week?
- 2 Have you downloaded any fitness apps this month?
- 3 Have you ever invented your own recipe?
- 4 Did you walk to and from school yesterday?
- 5 Have you ever run a 5K or a 10K race?
- 6 What did you learn / have you learned / learnt about exercise in this lesson?
- 7 Have you started revision for the exams yet?
- 8 Did you play any sport last weekend?

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 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 and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. use of the past simple and present perfect.

Tell students to research online an athlete or sportsperson they admire and find out how they started training and what they do now.

'How can I improve?' suggestion: Report back to the class about your research, using the past simple and present perfect to describe the athlete or sportsperson's life.

Further practice

Communication worksheet 3B: Grammar

Lesson 3C: Listening, vocabulary and speaking

SB pages 36–37

Learning objectives

- Understand the main points in a radio interview
- Use words relating to values
- Give and react to news

Materials

- Workbook page 22
- Communication worksheet activity 3C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 37. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Ask students to name the sports in the photos. (L to R: running / track and field / athletics, hockey, golf, football)
- Read through the statements together. Check that students understand *life skills* (n) and elicit examples, e.g. working in a team, decision-making.
- In pairs, students discuss the questions.
- Have a class vote to find out how many students agree with each statement.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students understand and recognize the main points in a radio interview, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 ① 3.3

- Students read the statements in exercise 1 again before they listen.
- Students compare answers in pairs.
- When checking answers, ask students if the people in the recording have the same opinion as them.

ANSWERS

Max: golf; individual sport; opinions 1, 4 and 5

Shannon: hockey (also mentions football); team sport; opinions 1 and 3

Audio script 3.3 page 163

Exercise 3 ① 3.3

- Ask students to read the questions. Check the meaning of *aware of* (adj) and *stamina* (n).
- Students compare answers with a partner before checking as a class.

ANSWERS

- 1 He's hoping to become a professional golfer.
- 2 On top of the world.
- 3 Physical and mental stamina.
- 4 They get angry and feel frustrated with themselves.
- 5 When she was (about) six.

- 6 She knows that her goal is the result of the whole team working together to create an opportunity for her.
- 7 She's formed strong friendships with her teammates (and also got to know other players in other teams around the country).
- 8 You need to belong to a club to play in a team.

Exercise 4

- In pairs, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas where necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

V Insight Values

We often associate values with particular roles or activities. This can be made clearer for students by thinking of examples of activities and the values we associate with them, e.g. being a leader (responsibility, service), supporting others (compassion, kindness).

How strongly values are held differs between cultures. Values also vary in how positively they are seen across cultures. For example, self-reliance is strongly admired in the UK and USA, but this may not be the case in other cultures where the group is more important. Recognizing this can help students to understand the difference between their personal values and their community's values.

Exercise 5

- Students do the activity on their own and then compare with a partner.
- Circulate and monitor, encouraging students to guess the meanings.
- Do not check answers until after exercise 6.

ANSWERS

See Answers after exercise 6.

Exercise 6

- Students do the exercise in pairs, using dictionaries if necessary.
- Check the pronunciation of the words when checking answers.
- Ask students if they want to make any changes to their decisions in exercise 5.
- Elicit whole-class feedback on exercise 5, encouraging students to give reasons for their decisions.
- With a **weaker class**, elicit examples of each value.

ANSWERS

Exercise 6

1 commitment 2 stamina 3 single-mindedness
4 team spirit 5 self-esteem 6 sportsmanship
7 discipline 8 self-reliance 9 self-sacrifice

Exercise 5

SUGGESTED ANSWERS

Team sports: team spirit

Individual sports: self-reliance; single-mindedness; self-esteem

Both: commitment; discipline; self-sacrifice; sportsmanship; stamina

Exercise 7

- Students discuss in pairs or small groups.
- Circulate and monitor before whole-class feedback.

EXTENSION

Ask students to think of famous sports stars who have the values in exercise 5. Give an example, e.g. *Michael Phelps showed enormous commitment and discipline. He spent hours training every day and also had to eat enormous amounts of food to give him energy.*

In groups, students describe their sportspeople. They then try to agree who is the best sportsperson in terms of values. A spokesperson from each group tells the class who their group has chosen. Write the names on the board.

Invite the class to give their opinions of the sportspeople. Have a class vote to find the best sportsperson.

Speaking

Exercise 8

- Tell students: *You have to give someone news they won't like. How will you prepare them for this? You are going to tell someone else something that will make them very happy. How will you introduce it?* Elicit ideas.
- Students discuss the questions in pairs before whole-class feedback.

Exercise 9 3.4

- Students listen for Clara's good news and values. Remind students they are listening for gist, not detail.
- Students compare answers in pairs.

ANSWERS

She has been chosen to represent the school in a national athletics competition.
Commitment, discipline, stamina

Audio script 3.4 page 164

Exercise 10 3.4

- Go through the phrases in the table. Ask students if they can complete any of them.
- Play the recording again for students to complete the phrases and check any answers they may already have found. Point out that there may be more than one possible answer.
- With a **weaker class**, play the recording again asking students to focus on Eva's sentence stress and intonation.
- With a **stronger class**, elicit Eva's stress and intonation.
- Check they understand that the gapped words are stressed strongly and intonation rises when we are being positive.
- Ask students to repeat the phrases with the appropriate stress and intonation.

ANSWERS

1 guess what 2 kidding 3 great 4 deserve
5 happy

Exercise 11 3.5

- Students do the exercise on their own and then listen and check.

- Elicit what is different about the intonation compared to the good news examples (more examples of falling intonation).

Audio script 3.5 page 164

ANSWERS

- 1 I've got some bad news.
- 2 I'm sorry to hear that.
- 3 That's so unfair!
- 4 You must be upset.
- 5 Try to look on the bright side.
- 6 Cheer up!

Exercise 12

- Read through the Global skills information with the class.
- Students discuss the questions in small groups.
- Elicit ideas on language, stress and intonation, and gesture.

Exercise 13

- Students role-play the dialogue in pairs.
- Circulate and monitor, helping with stress, intonation and gesture where necessary.
- With a **weaker class**, swap pairs and repeat.

Exercise 14

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. communication – appropriate intonation and body language for giving and reacting to news.

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 they can use the given ideas or their own.
- Circulate and monitor, noting any learning points.
- Swap pairs and repeat the exercise.
- Go over any learning points with the whole class.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your dialogue successful? Why / why not?
 - 2 Did you use intonation appropriately?
 - 3 What body language and facial expressions did you use?
 - 4 What did you find difficult to do during the dialogues?
- Help students with the questions, giving them suggestions for improving content, pronunciation and language use.

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 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 and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestion: Write a short paragraph about how body language and facial expressions are different in your country compared to an English-speaking country.

Further practice

Communication worksheet 3C: Speaking
Functional language bank

Lesson 3D: Culture Reading, vocabulary and grammar SB pages 38–39

Learning objectives

Scan a text for specific information

Use adverbs of manner and degree, and sentence adverbs

Use the present perfect simple and the present perfect continuous

Materials

Workbook page 23

Video worksheet: Race to the Pole

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 39. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Students discuss the questions in small groups.
- Circulate and monitor, helping with vocabulary.
- Check ideas as a class. You could feed in useful vocabulary.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students can find specific information quickly, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Students read and check ideas with a partner.

ANSWER

You find food deserts in poorer urban areas.
Poverty, crime, eating habits and prices are all factors that create food deserts.

Exercise 3

- Check students understand: *wealthy* (idiom), *soda* (n), *cereal* (n), *abandoned* (adj), *underpopulated* (adj), *access* (v, n), *processed* (v), *nutrition* (n).
- Encourage students to underline key words in each sentence which connect with the answer.

ANSWERS

- Latoya takes two buses to the supermarket because that is the nearest shop where she can buy fresh food.
- Processed or fast food is easily available in food deserts. It's popular because it's cheap and easy to get.
- They can cause heart disease.
- In wealthy areas, supermarkets with healthy food options are nearby and easy for people to get to.
- Because South Memphis is a poor, underpopulated area with a high crime rate.
- The problem is that the cost of healthy food has gone up, whereas the price of unhealthy food has gone down.
- It proved that people usually eat food that they are used to, whether it's healthy or not.
- The school has set up a community garden and a café. They are also offering classes in nutrition in order to educate people about food choices.

Exercise 4

- Read through the questions with the class.
- Students do the exercise in small groups. Circulate and monitor, helping with ideas.
- With a **stronger class**, ask students to consider what the impact of divided cities might be.

V Insight Adverbs

- Adverbs describe how, where or when an action or event happens, e.g. *She ran quickly through the crowds.* They also modify adjectives, e.g. *He is terribly handsome.*
- Adverbs of manner are often formed from adjectives by adding the suffix *-ly*, e.g. *active – actively*. Sometimes, spelling changes are required, e.g. *happy – happily*. Some adverbs have irregular forms, e.g. *good – well; fast – fast*.
- Some adjectives also end in *-ly* and should not be used as adverbs, e.g. *friendly, lovely, silly*.
- The position of adverbs in a sentence can vary. Adverbs which modify adjectives always precede the adjective, e.g. *The film was **unbelievably** boring.* They can precede the verb, e.g. *They **soon** became friends.* They can also follow the verb or the object of the sentence, e.g. *They became friends **quickly**.*
- Some adverbs begin a sentence, e.g. ***Suddenly**, we heard a loud noise. **Obviously**, you're going to need some help.*

Exercise 5

- Elicit the function of an adverb (to describe how, where or when something happens or to modify an adjective). Ask: *How are many adverbs formed?* (adjective + *-ly*)
- Go through the different types of adverb and elicit an example of each type.
- Students do the exercise in pairs before whole-class feedback.

ANSWERS

- sentence adverbs: worryingly, unsurprisingly, clearly
- adverbs of manner: cheaply, rapidly, easily, quickly
- adverbs of degree: really, incredibly, extremely

Exercise 6

- Students do the exercise on their own.
- Check answers as a class. Ask students to explain why they cannot use the adverb in each case, e.g. *Really* is an adverb of degree and doesn't introduce a whole sentence. *Clearly* is a sentence adverb and goes at the beginning of a sentence. *Extremely* is an adverb of degree and doesn't go at the beginning of a sentence.

ANSWERS

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

EXTENSION

Play a game. Prepare a set of ten cards, each with a different verb or adjective + an adverb to modify it, e.g. *extremely clever*.

A student picks a card, looks at it, but does not reveal the words. Ask them to act out the words on the card for the class, e.g. for *extremely clever*, they could write a complicated equation on the board. They then write the verb or adjective on the board. The other students have to guess the adverb. The student who guesses correctly gets a mark.

Then another student picks a card, etc. The student with the most marks is the winner.

Grammar

Exercise 7

- Students do the exercise on their own.

ANSWERS

Present perfect simple: 2, 3, 4, 5, 7
Present perfect continuous: 1, 6

Exercise 8

- Read through the rules together. Then ask students to look at sentences 1–7 and first write PPS (present perfect simple) or PPC (present perfect continuous) next to each one.
- Students do the matching exercise in pairs.

ANSWERS

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

Further reference and practice Workbook page 89

- 1 've been waiting 2 have, been doing?
- 3 's been chatting 4 hasn't been studying
- 5 've been taking 6 has been getting
- 2 1 a 2 a, b 3 a 4 a 5 a, b 6 a, b

Exercise 9

- Ask students to skim-read the text. Check they understand *protest* (n), *leaflet* (n), *banner* (n).
- Students do the exercise on their own before checking answers with a partner.

ANSWERS

- 1 has already drunk 2 has been handing out
- 3 have followed 4 haven't walked
- 5 have been carrying 6 has been living / has lived
- 7 haven't been 8 haven't been able to

Exercise 10

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 in using perfect tenses or how well they communicate the correct information in their responses.

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.

- Elicit the question forms of the present perfect simple and present perfect continuous.
- Focus attention on item 1 and point out that *ever* is used to talk about a completed action. Remind students that state verbs are not used in continuous tenses.
- Students do the exercise on their own before checking as a class.
- In pairs, students ask and answer the questions.
- Circulate and monitor, noting any errors related to the use of the present perfect, which you can use in a feedback session.

ANSWERS

- 1 Have you ever grown any fruit or vegetables?
- 2 How many times have you been shopping this month?
- 3 How long have you been living / have you lived in your town?
- 4 How many times have you eaten fresh fruit this week?
- 5 How long have you been studying English?

EXTENSION

Write the following prompts on the board:

My hair is wet – it / rain

I / know / Alex / for twenty years

they / laugh / for ages – and they can't stop!

Ask students to make sentences with the present perfect simple or present perfect continuous, e.g. *My hair is wet. It's been raining.*

When they have finished, ask some students to read out a sentence and give reasons for their choice of tense.

EXTENSION

Write the following words on the board and elicit their meaning: *over-exercising, food fads.*

Ask: *Is it possible to take exercise and healthy eating too far? If so, why do some people do this? What damage can they do to themselves?*

In pairs, students discuss the questions. If necessary, write some examples on the board, e.g. superfoods such as blueberries, vitamin supplements, excessive weight training, etc.

When they have finished, ask a few students to share their ideas with the class.

Vocabulary extra: Health problems

SB page 43

Exercise 1

I'm feeling: sick, unwell, weak

I've got: a headache, a rash, a runny nose, a stomach ache, backache

My (x) is: numb, painful, swollen (weak also possible)

Exercise 2

- 1 stomach ache 2 rash 3 itchy 4 swollen
5 painful 6 numb

Exercise 3

Students' own answers

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 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 think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to make a note of what they eat across a week or weekend.

'How can I improve?' suggestion: Write a diary of your diet over the last week or weekend. Say what you think was good or bad for you.

Further practice

Video worksheet: Race to the Pole

Lesson 3E: Writing An email to share news

SB pages 40–41

Learning objectives

Write an informal email

Use adverbs and prepositional phrases to show your attitude

Use words and phrases to express reason and purpose

Materials

Workbook page 26

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 41. See page 10 for more ideas.

Planning for writing

Exercise 1

- Students discuss the questions in pairs. Remind them they are comparing the different ways of communicating.
- Have a brief class feedback.

Exercise 2

- Students do the exercise in pairs before checking answers as a class.

ANSWERS

- She's studying and staying with a host family.
- She wants to know anything new and exciting that has been happening where Sam lives, and what he has been up to recently.

Exercise 3

- Focus students on the model email. Pre-teach or elicit: *tournament* (n), *stressed out* (adj), *playlist* (n), *concentration* (n), *exam fever*.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- How her football is going; if the other players are nice; if the players for the U18 tournament have been chosen; if she's staying in Manchester over the summer
- Studying for exams
- A bit stressed
- Running
- Going to visit Emma in Manchester

AfL: Diagnostics

While monitoring exercises 4–5, listen for how successfully or unsuccessfully students use adverbs and prepositional phrases to show attitude, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 4

- Read through the writing strategy together. Explain that adverbs for describing attitude can go at the beginning of a sentence or at the beginning of a clause within a sentence.
- Ask students to look at the prepositional phrases. Explain that they can be used in the same way as the adverbs to describe attitude.
- Students do the exercise on their own or in pairs.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

- a Surprisingly b Sadly c obviously
d to be honest e luckily

Exercise 5

- Check students understand the adverbs and phrases.
- Students do the exercise on their own.

ANSWERS

clearly – obviously
fortunately – luckily
frankly – to be honest
to my surprise – surprisingly
unfortunately – sadly

Exercise 6

- Check students understand that the boxes on the left of the email give information about organization and the ones on the right give information about language.

- Focus students on sentence 1 in the email. (*Billy suggested that ...*)
- Students consider the first question on their own before checking as a class.
- Ask students to complete the language boxes on the right.

ANSWERS

Purpose: 1, 2

Reason: 3, 4

Expressing reason: since; because

Expressing purpose: so that; in order to

Exercise 7

- Students do the exercise on their own, using exercise 6 to help them. Circulate and monitor, helping where necessary.
- Students compare answers with a partner.

EXTENSION

On a piece of paper, students write four sentence beginnings describing something they did recently, e.g. *I caught the bus to school ...*, *I did the washing up ...*

Tell students to swap sentences with a partner. They then complete their partner's sentences using *so that*, *since*, *because*, *in order to*, e.g. *I caught the bus to school because I had got up late*. *I did the washing up in order to help my mother*.

When they have finished, they read what their partner has written and comment, e.g. *Yes, you're right*, or *Actually, I caught the bus to school because it was raining*.

Exercise 8

- Students read the email again and do the exercise in pairs.
- Check they understand the information in the boxes by asking them to give examples of the summary notes.

ANSWERS

- 1 questions 2 experience 3 recent 4 results
5 information

Writing your email

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. communication – how well they have expressed reason and purpose.

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 instructions together, checking that students understand that they have to write an email in 300–350 words.
- Give students ten minutes to make notes and plan their email. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- While students write their draft emails, encourage them to think how they can use the past simple, present perfect simple and present perfect continuous and how they will start and finish their emails.

- When students have finished, they can check their own work against the checklist in the Review section.
- Ask **fast finishers** to swap emails with a partner and comment on each other's work, especially on how well they have explained reason or purpose with their news. They could also comment on the tone of the email, the use of tenses and unit vocabulary.

EXTENSION

Students write a reply to Sam's letter as if they were Emma, using the adverbs and prepositional phrases in exercises 4 and 5 as well as idioms, e.g. *Obviously, it'll be great to see you in summer. You'll be on top of the world once you've finished your exams.*

AfL: Assess your progress

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

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 for Lesson 3E. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to look at their classmates' emails.

'How can I improve?' suggestion: Decide which emails are the clearest in terms of purpose.

Further practice

Writing bank

Review 3 SB page 42

Exercise 1

1 down 2 in 3 top 4 over 5 nine 6 blue

Exercise 2

1 kindness 2 necessity 3 Laziness 4 happiness
5 prosperity 6 ability

Exercise 3

1 commitment 2 discipline 3 stamina
4 self-reliance 5 team spirit 6 self-esteem

Exercise 4

1 extremely 2 quickly 3 clearly 4 incredibly
5 really 6 Clearly

Exercise 5

1 've tried 2 wore 3 've wanted 4 watched
5 found 6 has won 7 was 8 fell
9 haven't become 10 've got

Exercise 6

1 I've never swum in the sea.
2 Did you drive or walk to school today?
3 She hasn't won any games yet.
4 They beat our team in the last match.
5 I didn't do any sport last year.
6 Have you ever ridden a mountain bike?

Exercise 7

1 've been playing 2 has been running
3 've just joined 4 've been practising
5 've always dreamed / dreamt 6 has been
7 's been encouraging 8 's been watching
9 's always believed 10 've already forgotten

Global skills: Presentation skills: creating effective slides SB pages 44–45

Learning objectives

- Reflect on good and bad presentation slides
- Evaluate and give feedback on presentation slides
- Create and present effective slides

Materials

- Workbook page 125
- Global Skills video worksheet: Presentation skills: creating effective slides

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 45. See page 10 for more ideas.

Exercise 1

- Check that students understand the word *slide* (n) and ask them where they have seen (or might see) presentations and talks with slides, e.g. at school, online or at work.
- Check that students understand the words *background*, *bullet point*, *font* and *graphics*.

AfL: Diagnostics

While monitoring exercise 2, listen to students' ideas about effective presentation slides. Listen also for successful or unsuccessful use of relevant language.

Exercise 2

- Focus on the slides on page 44 and ask: *What do you think is good and bad about each slide? What about the whole presentation?*
- Students discuss their ideas in pairs.
- As you elicit students' ideas, you could introduce vocabulary from exercise 4 such as *consistent*, *contrasting*, *legible*, *(un)cluttered*.

POSSIBLE ANSWERS

Top left: clear, simple and legible; bad choice of colour
 Top right: small font; too much text; no bullet points; distracting background; too many graphics; messy
 Bottom left: simple bullet points; not too much text; not enough contrast between the background and font colour; too many different fonts; some text is too small
 Bottom right: clear, simple bullet points; easy to read; relevant supporting image; neat, uncluttered design
 Whole presentation: The slides aren't consistent. They use different layouts, fonts, colours, etc. which looks messy.

Exercise 3 3.6

- Play the recording and ask students to compare the speaker's ideas with the ideas they discussed in exercise 2.
- Ask: *Which of your ideas did the speaker mention? Did they mention anything you hadn't thought of?*

Audio script 3.6 page 164

Exercise 4 3.6

- Check that students understand the words in the box. Then ask them to use the words to complete the notes.
- Play the recording again to check answers.

ANSWERS

1 legible 2 bullet points 3 contrasting 4 meanings
 5 purpose 6 uncluttered 7 appropriate 8 consistent

Exercise 5

- Check that students understand the adjectives and elicit whether they are positive or negative.
- With a **weaker class**, write the negative prefixes *in-*, *un-* and *il-* on the board. Tell them that for one of the adjectives, they need to think of a different word instead of using a prefix.

ANSWERS

inappropriate; unclear; inconsistent; illegible; neat; cluttered

Exercise 6

- As students discuss the questions, circulate and monitor.
- Ask **fast finishers** to write a list of improvements that they could make to the slides on page 44.

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a good presentation and effective slides would look like. Agree with students in advance what you and their peers will give feedback on – just the slides or other aspects as well. See page 10 for more ideas.

- Divide students into groups and ask them to agree on a topic for their presentation.
- Students work together to plan their presentation.
- In the next lesson, students give their presentations in groups and give feedback on other groups' slides using the table on page 45 and the agreed success criteria.

AfL: Assess your progress

Direct students to Workbook page 125 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about:

- How have your ideas about designing effective slides changed?
- When might you need to design presentation slides in your own life, now or in the future?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Presentation skills: creating effective slides

4 Stand up, speak out

Unit map

Grammar

Expressing the future page 48

Future continuous and future perfect page 53

Vocabulary

The environment page 46

Prefixes: *semi-, under-, over-, re-, co-, inter-* page 47

Verbs + prepositions page 50

Collocations: charities page 52

Skills

Reading: The angry sea will kill us all page 46

Reading: Change for good page 48

Listening: An inspiring campaign page 50

Speaking: Asking for and expressing opinions page 51

Speaking: Compromising page 51

Reading: A helping hand page 52

Writing: An opinion essay page 54

Reading: Workbook pages 32–33

Strategies

Listening: Identifying facts, opinions and speculation page 50

Writing: Organizing an opinion paragraph page 54

Review

Review 4 page 56

Vocabulary extra 4 page 57

Cumulative review Units 1–4 pages 58–59

Literature Insight 2 Workbook pages 106–107

Answer key Teacher's Guide page 151

Exam Insight 2 Workbook pages 116–117

Answer key Teacher's Guide page 155

Video

Online video: Protest

Lesson 4A: Reading and vocabulary

SB pages 46–47

Learning objectives

Find and understand relevant information in a text

Use words relating to the environment

Use prefixes to change the meaning of words

Materials

Workbook page 28

Communication worksheet 4A: Vocabulary

Vocabulary Strategies worksheet 4: Word-building: the meaning of prefixes

Pronunciation Insight worksheet 4: Word stress in word families

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 47. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students find and understand the relevant information in the article, which is the learning objective for this page. See page 10 for more ideas.

Language note

Kiribati is pronounced 'keer-uh-bas' /'kɪrəbæs/.

Exercise 1

- Ask students to look at the photos and describe what they can see. Ask: *What adjectives can you use to describe the islands?* Elicit or pre-teach *idyllic* (n).
- Give students a few minutes to discuss the questions in pairs without reading.
- Ask some pairs to share their ideas with the class.
- Students read and compare their ideas.

Language note: MC questions

In multiple-choice questions, both the correct and incorrect options (A–C or A–D) are based on the text. This can be confusing to students because all of the key words or points in the options are usually mentioned (or paraphrased) somewhere in the text. Encourage students to focus on the stem or main question, try to answer it without looking at the options and then choose the option which is closest to their answer. The options usually paraphrase the text, so warn students not to 'word spot' as this may mislead them.

Exercise 2

- Revise some vocabulary for the environment and environmental issues. Elicit or pre-teach *lyrics* (n).

Students do the exercise on their own. Warn them that answer options in multiple-choice questions often feature key words from the text but do not answer the question correctly.

ANSWERS

1 b 2 c 3 b 4 a 5 d

Exercise 3

- Elicit or pre-teach *preserve* (v).
- Students answer the questions in pairs.
- Ask: *Would you still describe the island as idyllic?*
- Students compare their answers with what they thought about the islands in exercise 1.
- Ask some pairs to share their ideas with the class.

Exercise 4

- Remind students to look carefully at the context of each word and to use the strategies covered in Unit 1 on page 4.
- Students do the exercise individually and then compare answers with a partner.

ANSWERS

1 survive 2 wash away 3 relocate 4 die out
5 evacuate 6 devastate 7 preserve
8 contaminate 9 spread

Exercise 5

- Check students understand that the Midwest is the northern central part of the USA.
- Ask students to look at the title of the text and think about why this idea is strange. (The Midwest is landlocked.)
- Ask: *How can there be islands in the Midwest?*
- Students skim-read the text to check their ideas and then do the exercise individually.

ANSWERS

1 devastated 2 preserve 3 washed away
4 evacuate 5 survive 6 contaminated 7 relocated
8 spreading 9 die out

EXTENSION

Write the environment verbs on separate cards and put them in a bag.

In pairs, students take turns to pick two cards at a time and make a sentence with them, e.g.

relocate, evacuate: People must evacuate their homes because of rising sea levels and relocate to a larger island.
wash away, survive: If our homes are washed away, how will we survive?

Circulate and monitor, helping where necessary.

When students have finished, elicit some sentences and write them on the board.

V Insight Prefixes

Prefixes are sometimes, but not always, followed by a hyphen, e.g. *co-author*, *coexist*. Students should learn which words do and don't use a hyphen as there are no rules.

Exercise 6

- Students do the exercise individually.
- Circulate and monitor, noting any difficulties.

ANSWERS

1 semi-: e
2 over-: f
3 under-: d
4 re-: a
5 co-: b
6 inter-: c

Exercise 7

- Students do the exercise in pairs.
- When checking, ask students what clues helped them to choose the correct prefix, e.g. in item 4, the idea of 'too much' indicates the prefix *over-*.

ANSWERS

1 reappear 2 co-operate 3 semi-permanent
4 overflowing 5 underpopulated 6 interact

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 – using prefixes, or communication – giving reasons or negotiating.

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.

- Tell students to imagine they are going to describe the place where they live to someone from another country. Ask: *Which things from the list would you tell them first? Which things are less important?*
- Students do the exercise in pairs.
- Circulate and monitor, helping with vocabulary and ideas.
- When they have finished, ask each pair to share their ideas with another pair.

Vocabulary extra: Global issues

SB page 57

Exercise 1

1 urbanization 2 unemployment 3 poverty
4 famine 5 pollution 6 climate change
7 volcanic eruptions 8 drought 9 deforestation
10 disease 11 earthquakes 12 floods

Exercise 2

1 floods 2 climate change 3 poverty
4 urbanization 5 volcanic eruptions 6 earthquakes
7 famine 8 unemployment 9 drought
10 pollution 11 deforestation 12 disease

AfL: Assess your progress

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

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 think about and make notes on how well they have done and to think about future learning opportunities. Encourage students to do some research on one aspect of their cultural identity.

'How can I improve?' suggestion: Write a paragraph about an important aspect of your cultural identity and why it is important (to you).

Further practice

Communication worksheet 4A: Vocabulary

Vocabulary Strategies worksheet 4: Word-building: the meaning of prefixes

Pronunciation Insight worksheet 4: Word stress in word families

Lesson 4B: Grammar and reading

SB pages 48–49

Learning objectives

Scan a text for specific information

Use present tenses, *will*, *going to* and *may / might* to express the future

Materials

Workbook page 29

Communication worksheet 4B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 49. See page 10 for more ideas.

Grammar

Exercise 1

- Students discuss the questions in small groups. Ask them to think of any examples of environmental protests that they know about from the international news or their own country.
- Circulate and monitor, helping with ideas where necessary.

Exercise 2

- Check students understand and can pronounce: *assemblies* (n), *councillors* (n).
- Students do the exercise on their own. Remind them to underline the key words in the questions and scan the text to find the answers.

ANSWERS

- 1 She is passionate about the environment and wildlife.
- 2 It encouraged her to set up her own climate change action group in her home town.

- 3 She puts up posters, speaks at assemblies and uses social media to share information about the protest.
- 4 She shares information at school (see question 3), through social media, group chats, sends messages to all her contacts, through the group's website and by giving speeches.

Exercise 3

- Students do the exercise in small groups. Circulate and monitor, helping with vocabulary where necessary.
- Ask some groups to share their ideas with the class.

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use different ways to express the future, which is the learning objective for this page. See page 10 for more ideas.

Language note: Negative sentences

When *will* is used with *think* in a negative sentence, *think* is the verb that usually takes the negative form, not *will*.

I don't think I'll go out tonight.

Exercise 4

- Go through the future forms with the class. Check that students understand the uses of the forms, e.g. arrangements are plans that have been made and agreed upon; intentions are firm ideas about something in the future, but precise plans have not been made.
- Give examples of when or where the future forms might be used, e.g. the present simple is used to talk about train and bus arrivals and departures: *The next train to London leaves at 14:32 from platform 6.*
- Students do the exercise on their own and then check with a partner.

ANSWERS

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

Further reference and practice

Workbook page 90

- 1 1 are having 2 rehearses 3 are you doing
4 Is everyone going 5 aren't holding 6 ends
- 2 1 Jan and Kim are going to Amy's party on Saturday.
2 Fatima is flying to Madrid next Tuesday.
3 The plane leaves at 9.20.
4 The summer lecture programme starts on 15th June.
5 Matt and Jamie are playing badminton later.
- 3 1 won't take 2 is going to cause 3 's going to fall
4 aren't going to go 5 will, make
6 are going to start
- 4 1 c 2 f 3 e 4 g 5 d 6 h 7 a 8 b

Exercise 5

- With a **weaker class**, find a future form as an example.
- Students do the exercise on their own or in pairs.

ANSWERS

line 8: I'm organizing a student protest in the centre of town next Friday afternoon = b
line 15: we'll probably put them up on Monday morning = d
line 18: I'm going to speak at assemblies next week = e

line 25: we're all going to walk to the town hall = e
 line 28: we will face in the future = d
 line 28: After our lie-in, I'll give a speech = d
 line 32: the impact of global climate change will be irreversible = d
 line 34: Hopefully, we will all start to see a difference soon = c

EXTENSION

Students think of one sentence for each of the future forms and their uses.

When students have written their sentences, they write a supporting sentence to show why that particular future tense is used, e.g. *It's going to rain. The sky looks very grey. We're going to Spain next year. We've booked the tickets.*

On separate cards, students write prompt words for a sentence, but write out its supporting sentence in full, e.g. *we / go / Spain / next year*
We've booked the tickets.

Students put the cards into a bag. They then take turns to pick a card and make a sentence from the prompts.

Exercise 6

- Students do the exercise in pairs.
- When you check answers, elicit students' reasons for their choices, e.g. item 1: The use of *will* shows you are not certain but you think this will happen.

ANSWERS

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

Exercise 7

- Check the meaning of *single-use* (adj) and *coral* (n).
- With a **weaker class**, do the first item together, and check that students understand why *is going to* is correct.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

1 is going to take 2 are going to send
 3 will come 4 's going to be 5 won't be able to
 6 will have 7 might join 8 is going to talk
 9 will we be

Exercise 8 4.1

- Tell students they are going to listen to a radio report about a cyclist who is taking part in a bike riding event.
- Remind students to focus on the gist, not detail, as they listen.

Audio script 4.1 page 165

ANSWERS

1 A Critical Mass bike ride is an organized bike-riding event.
 2 It shows the public that they don't need cars to travel around.

Exercise 9 4.1

- Students do the exercise on their own and then listen and check.
- Go through alternative answers students may have come up with and explain why they may be correct in isolation but not in the context of the report, e.g. *It might be very*

busy is correct on its own, but the report tells us that 500 cyclists have promised to take part. This means that we are basing the prediction on evidence, so the correct answer is *It's going to be very busy*.

ANSWERS

- 1 Melanie is joining a Critical Mass bike ride.
- 2 The ride starts at eight in the morning.
- 3 It's going to be very busy.
- 4 They'll probably cycle slowly through the streets.
- 5 People in cars and buses might get annoyed.
- 6 They won't be able to move fast.
- 7 Hopefully, more people will decide to hop on a bike.

Exercise 10

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 – expressing the future, or communication – giving reasons and/or turn taking in a discussion.

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 options with the class. Elicit some predictions from the class about the first item (food) to check that they all know what to do.
- Students work in small groups. Circulate and monitor, noting examples of good language as well as errors, which you can use in a feedback session later.
- Ask each group to share one of their ideas.

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 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 and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. ways of expressing the future.

Tell students to research an environment initiative they could start or support in their town/city, e.g. to do with rubbish or recycling, creating green areas, etc.

'How can I improve?' suggestion: Report back to the class about your research as a short presentation.

Further practice

Communication worksheet 4B: Grammar

Lesson 4C: Listening, vocabulary and speaking

SB pages 50–51

Learning objectives

Identify facts, opinions and speculation in a radio programme

Use verbs with prepositions

Ask for, express and react to opinions

Materials

Workbook page 30

Communication worksheet 4C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 51. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Students discuss the questions in small groups.
- Circulate and monitor, helping with vocabulary.
- Ask some groups to share their ideas with the class.

ANSWERS

- Students' own answers
- It means a person who campaigns and fights for clean water for everyone.
- Students' own answers

Exercise 2 4.2

- Tell students they are going to listen to a recording about a First Nations community.
- Check they understand and can pronounce *inspirational* (adj).
- Students do the exercise on their own and then compare their answers with a partner. Remind them to listen for gist, not detail.

Audio script 4.2 page 165

ANSWERS

- She is a young First Nations Canadian who is fighting for clean water for everyone, but especially for First Nations communities.
- She is inspirational because she started her campaign when she was only eight years old and she has not stopped since then. She has spoken at conferences and UN assemblies, and she confronted the Canadian prime minister, all while still a child.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students can identify facts, opinions and speculation in a radio programme, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 4.2

- Make sure students understand *rely* (v), *supply* (n), *oil pipelines* (n) and *lack* (n).

- Ask students to work in pairs and answer any questions they can before listening again.
- When you check answers, encourage students to say why the answer is true or false.

ANSWERS

- T
- F: Petra thinks Autumn should be more famous than she is.
- T
- T
- F: She was shocked that some people relied on boiled or bottled water.
- F: She met him and expressed her views.
- T
- F: They will probably all have access to clean water in the next few years.

Exercise 4

- Elicit the meaning of *fact* (n), *opinion* (n) and *speculation* (n).
- Read through the information with the class.
- Students do the exercise in pairs. Circulate and monitor, noting any errors for later.
- Ask students to compare their answers with another pair.

ANSWERS

- F
- O
- O
- O
- S
- F
- O
- S

Exercise 5

- Students do the exercise in small groups.
- Ask one student from each group to report back.

V Insight Verbs + prepositions

Some verbs are regularly used with prepositions, e.g. *look at*, *think about*, *depend on*, *campaign for*, *include in*, *worry about*, *agree with*.

There is no rule about which preposition to use with which word, so students should learn them as phrases.

Exercise 6

- Students do the exercise on their own.
- Fast finishers** write more sentences using the verbs and prepositions.

ANSWERS

- on
- against
- up
- about
- to
- in
- on

EXTENSION

Write 15 verbs and 15 prepositions on separate cards, one word on each card, e.g. *rely*, *on*, *protest*, *against*, *set*, *up*, *care*, *about*, *belong*, *to*, *believe*, *in*, *insist*, *on*, *look*, *at*, *think*, *about*, *depend*, *on*, *campaign*, *for*, *include*, *in*, *worry*, *about*, *agree*, *with*, *listen*, *to*. Make several sets or ask students to help write these. You can also include verbs + prepositions from earlier units.

Put students into groups and give each group a set of cards.

Students lay them face down in a grid of 6 x 5 cards.

They take it in turns to pick up one card and guess where the matching verb or preposition may be and pick a card. If they pick correctly, they keep the verb and preposition. If not, they must lay both cards face down again. The next student does the same.

While students are doing the activity, circulate and check that they are picking the correct verb + preposition pairs.

When all the cards have been picked, ask students to put the verb and preposition pairs down on the desk and make sentences for each one in their groups.

When students have finished, ask them to share some sentences with the class.

Exercise 7

- Students do the task in pairs.
- Circulate and monitor, noting any errors relating to vocabulary or future forms, which you can use in a feedback session later.

Speaking

Exercise 8

- Students discuss in small groups. Circulate and monitor.
- Ask a few students to share their answers with the class, giving reasons for their views.
- Ask the class to agree on the most/least important issue.

Exercise 9 4.3

- Students do the exercise on their own.

Audio script 4.3 page 165

ANSWER
B

Exercise 10 4.3

- Pre-teach *reckon* (v).
- With a **weaker class**, write the missing words on the board in a wordpool.
- Students complete as many phrases as they can before listening to check.
- Ask students to repeat some of the phrases, checking sentence stress and intonation.

ANSWERS

1 think 2 reckon 3 if you ask me 4 concerned
5 would be 6 sure 7 I was thinking 8 great idea

Exercise 11

- Students do the exercise in pairs before checking as a class.

ANSWERS

Asking for opinions: What's your view on this?

Expressing opinions: If you want my opinion, ... ; In my opinion, ...

Reacting to opinions: I agree with you about that.; To tell you the truth, ...

Exercise 12 4.4

- Students do the exercise on their own or in pairs.
- Play the recording for students to check their answers.

- With a **weaker class**, put students into pairs and ask them to role-play the completed dialogue.

Audio script 4.4 page 165

ANSWERS

1 think 2 truth 3 opinion 4 What 5 sure 6 idea

Exercise 13

- Read through the Global skills information with the class.
- Ask the class and then individual students to repeat the sentences in the box with the correct stress.
- Students answer the question in pairs and create a couple of sentences using the phrases. Students practise saying them, helping each other with correct stress.
- Circulate and monitor, helping with stress work.
- Have a brief class feedback on their ideas about situations people might need to compromise in.

EXTENSION

Ask students to read the dialogue in exercise 12 again and identify different ways that Jake and Libby compromise. Ask students what they decide to do in the end.

ANSWERS

I see what you're saying, but ...

How about organizing a protest?

Why don't we start by ...

OK. That's a great idea ...

Exercise 14

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. communication – compromising, asking for and expressing opinions.

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 instructions and the campaign price list with the class.
- Give students three minutes to brainstorm more issues. Then elicit a few ideas and write them on the board.
- In groups, students choose an issue. They then decide how to spend their budget, using opinion phrases. Encourage them to consider how much attention the different forms of publicity will attract. If necessary, write a few notes on the board, e.g. *people often throw leaflets away without looking at them; posters could attract attention if in the right places; using a local Instagrammer would attract a lot of attention online.*
- While students discuss questions 2 and 3, circulate and monitor, helping where necessary.
- Ask each group to share their ideas with the class.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your discussion successful? Why / why not?
- 2 Did you invite and respond appropriately?
- 3 What phrases for compromising did you use?
- 4 What did you find difficult to do during the discussion?

Help students with the questions, giving them suggestions for improving content, pronunciation and language use.

EXTENSION

Students give a presentation about their campaign from exercise 14. Give them time to prepare and remind them of the presentation skills covered in Unit 3. Each group gives a presentation to the rest of the class about their campaign. The class could vote for the best campaign.

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 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 and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise verbs and prepositions. 'How can I improve?' suggestion: Write six sentences giving facts or opinions. Ask a partner to identify which is which.

Further practice

Communication worksheet 4C: Speaking
Functional language bank

Lesson 4D: Culture Reading, vocabulary and grammar

SB pages 52–53

Learning objectives

- Understand cohesion in a text
- Use collocations relating to charity work
- Use the future continuous and the future perfect to talk about the future

Materials

- Workbook page 31
- Video worksheet: Protest

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 53. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Read question 1 and elicit which news websites, newspapers, radio stations, etc. students refer to. Write them on the board and ask: *Why do you prefer to find out about the latest news in this way?* Then have a class vote on the most popular media form.
- Elicit students' replies to question 2 and write them on the board, e.g. *They can raise a lot of money. They can improve healthcare, education.*

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how successfully or unsuccessfully students can understand cohesion in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Check students understand: *stick* (v), *baking* (v), *donate* (v), *car boot sale* (n), *volunteer* (v and n).
- Students read and check their ideas on their own. They then discuss in pairs.

Exercise 3

- Go through sentences a–g.
- Remind students to read the sentences before and after the gaps carefully before inserting the correct sentence. Elicit how they can decide where each sentence goes. (referencing backwards and forwards with pronouns, linking words and phrases (e.g. *Until then*, in (d)), examples of what information is in the previous sentence)
- With a **weaker class**, ask students to read the first paragraph quickly. Then ask: *What is Daniel selling?* (books) Students find a sentence that gives more information about this.
- Encourage students to underline key words in each sentence which they think will connect with sentences either side of the gap.

ANSWERS

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

Exercise 4

- Students discuss their ideas in small groups.
- Ask one student from each group to share their ideas with the class.

EXTENSION

Elicit the names of charitable organizations in the students' country and write them on the board.

In small groups, students research one of the charities online and find out what projects they are involved in. Students use their research to prepare a short presentation to give at the beginning or end of the lesson.

V Insight Collocations: charities

Specific topics not only have certain terminology but are also associated with particular collocations. It is a good idea for students to record vocabulary in notebooks under the topic heading or semantic field.

Exercise 5

- Students do the exercise on their own. Circulate and monitor.
- Students check answers in pairs.

ANSWERS

1 an event 2 money 3 lives 4 money
5 poor people 6 an issue 7 time 8 a charity

Exercise 6

- Ask students to skim-read the text and then do the exercise on their own.
- Students compare answers in pairs.

ANSWER

1 raise 2 transform 3 address 4 donate
5 take part in 6 volunteer 7 support

EXTENSION

Students work in pairs and write more sentences using the collocations. Ask students to share their sentences with another pair.

Grammar

Exercise 7

- Students do the exercise on their own or in pairs.
- Check answers as a class.

ANSWERS

Future perfect: 1

Future continuous: 2, 3

Exercise 8

- Read through the rules together.
- Students complete the exercise on their own or in pairs.
- Point out that the future perfect is used to describe an action that is completed before a definite time in the future.
- Practise the tenses by asking:
What will you have done by 8 a.m. tomorrow?
What will you be studying this time tomorrow?
What will you be doing tomorrow evening?

ANSWERS

a 3

b 2, -ing

c 1, past participle

Further reference and practice Workbook page 91

- 1 1 will have taken 2 won't have made up
3 will have swum 4 'll have written
5 Will, have received 6 'll have seen
2 1 will be finishing 2 'll have left
3 won't have arrived 4 'll be flying
5 won't have arrived 6 will have begun

Exercise 9

- Students read the interview. Then ask them to look for clues, such as time references, that will help them decide whether to use the future continuous or the future perfect.
- Students do the exercise in pairs.

ANSWERS

1 will you be doing 2 will be selling 3 will have sold
4 will you have sold 5 Will lots of people be taking
6 won't be doing 7 Will you be meeting
8 will be counting 9 will have raised

Exercise 10

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 in using the future perfect and future continuous, or how well they communicate the correct information in their responses.

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 take turns to ask and answer.
- Circulate and check that students form the questions correctly.
- With a **stronger class**, ask students to form more detailed questions using the future perfect and future continuous, e.g. *Where will you be staying during the holidays? Will you have finished your homework by Sunday evening?*

Vocabulary extra: Charities SB page 57

Exercise 1

1 campaign 2 organize 3 work 4 participate
5 compete 6 promote 7 distribute 8 sponsor
9 donate 10 support 11 raise 12 volunteer
Sponsor and volunteer have the same noun form.

Exercise 2

1 donor 2 organizer 3 charity worker 4 promoter
5 competitor 6 fundraiser 7 participant
8 sponsor 9 volunteer 10 campaigner
11 supporter 12 distributor

Exercise 3

1 (charity) workers 2 volunteers 3 Supporters
4 donate 5 organize 6 participates 7 donors
8 competitors 9 raise 10 campaign 11 promote
12 donate / distribute

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to research a charity they like or that appeals to them.

'How can I improve?' suggestion: Write a paragraph on what you think your chosen charity will achieve in the future.

Further practice

Video worksheet: Protest

Lesson 4E: Writing An opinion essay

SB pages 54–55

Learning objectives

- Write an opinion essay
- Organize an opinion paragraph
- Use different phrases for introducing arguments and giving opinions

Materials

- Workbook page 34
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 55. See page 10 for more ideas.

Planning for writing

Culture note: Charities

The WWF (World Wide Fund for Nature) is a charity concerned with the conservation of plant and animal species. It is active in over 100 countries and supports around 1,300 different conservation projects.

UNICEF (United Nations Children's Fund) is a charity run by the United Nations. It was established in 1946 to help children and mothers around the world. It provides medicines, food, shelter and educational supplies.

Exercise 1

- Pre-teach *children's rights*, *defend* (v), *exploitation* (n).
- Give students five minutes to do the exercise in pairs.
- Ask students to look at the photos and ask:
What are the two issues illustrated in the photos? (children's rights, climate change displacing animals)
Which do you think is the most urgent issue? Why?
- Elicit students' ideas and write them on the board.

ANSWERS

- Because they will support a new charity this year and they want students to choose which one.
- Students' own answers

Exercise 2

- Pre-teach *promoting* (v), *threat* (n), *restore* (v).
- Students do the exercise on their own and then check their answers in pairs.
- Circulate and monitor, helping to guide their search for information.

ANSWERS

- The future of the planet.
- Their work involves conserving the environment and protecting animals and plants.
- There used to be six trillion trees on the planet, but now there are only three trillion.

Exercise 3

- Read through 1–5 with the class.
- Students do the exercise in pairs.

- Check answers, asking students to give details about their answers, e.g. in 1, the second reason for his opinion.
- Read through the organization boxes on the left of the model essay with the class to check they understand these reflect points 1–5. In each case, ask them to identify the examples of the points in the boxes.

ANSWERS

1 C 2 A 3 E 4 B 5 D

Exercise 4

- Read through the writing strategy together.
- Students underline the examples in the essay.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

Paragraph C

Main point: ... the WWF does a lot of important work to preserve huge areas – for example, the Amazon rainforest and the Arctic.

Support: These areas are under threat because of global warming, overfishing or deforestation.

Specific example: Trees are important in the fight against climate change – there were once six trillion trees on the planet, but now there are only three trillion.

Paragraph D

Main point: ... the WWF protects a large number of endangered species, including tigers, rhinos and polar bears.

Support: All of these beautiful animals share our planet and I feel that it's our duty to look after them and to prevent their extinction.

Specific example: In Kenya, the illegal killing of rhinos decreased by 40% thanks to the WWF's work there.

AfL: Diagnostics

While monitoring exercises 5–6, listen for how successfully or unsuccessfully students use phrases for introducing arguments and giving opinions, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Read through the phrases with the class. Check the meaning of *convinced* (adj).
- With a **weaker class**, do the first phrase together.
- Students do the exercise on their own. Circulate and monitor, helping where necessary.
- Students compare answers with a partner before whole-class feedback.
- Explain that *The main / Another argument for / against* and *My first reason for* are followed by the *-ing* form and *is that*, e.g. *My reason for supporting the WWF is that climate change ...*

ANSWERS

Introducing arguments: My first reason for ...; Another argument for ...; My final point is ...
Giving opinions: In my opinion, ...; I am convinced that ...; I feel that ...; I believe that ...

Exercise 6

- Students do the exercise on their own, using exercise 5 to help them.
- Students compare answers with a partner.

ANSWERS

1 Gives an opinion 2 Introduces an argument
3 Introduces an argument 4 Introduces an argument
5 Gives an opinion

Writing your essay

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. communication – organizing opinion paragraphs. 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 the task and instructions with the class. Make sure students understand they have to write an essay in 300–350 words. Students can do online research at home.
- Give students ten minutes to complete the ideas stage using their research. While students plan their essay, encourage them to plan their introduction and conclusion, and organize their opinions and arguments into three paragraphs. They should also remember to use phrases for introducing arguments and giving opinions and appropriate future forms, environment verbs, verbs + prepositions and charity collocations.
- While students write their essays, circulate and monitor, helping with vocabulary and grammar where necessary.
- When students have finished, they check their work. Refer them to the checklist to make sure they have completed the task as well as they can.

EXTENSION

Students write an essay on the importance of supporting a charity, drawing attention to issues raised in the unit, e.g. climate change, deforestation, endangered species.

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 notes on how well they have done and to think about future learning opportunities. Encourage students to look at their classmates' essays. 'How can I improve?' suggestion: Decide which essays give the clearest arguments.

Further practice

Writing bank

Review 4

SB page 56

Exercise 1

1 died out 2 spread 3 contaminates 4 relocate
5 devastated 6 evacuated

Exercise 2

1 underdeveloped 2 overcrowded 3 international
4 rebuild 5 co-operate 6 semi-circle

Exercise 3

1 about 2 in 3 to 4 against 5 up 6 on

Exercise 4

1 take part 2 volunteer 3 raise 4 donate
5 address 6 transform

Exercise 5

1 will come 2 may be 3 's going to be 4 may join
5 'll speak 6 will be 7 'm speaking 8 starts
9 might start

Exercise 6

1 c 2 c 3 c 4 a 5 c 6 b 7 a 8 b

Exercise 7

1 will you be doing, 'll be volunteering
2 will have finished, 'll be protesting
3 'll be watching, Will you have got
4 will have grown, will be living, will have built

Cumulative review Units 1–4

SB pages 58–59

Exercise 1

4.5

Audio script 4.5

pages 166

1 B 2 A 3 A 4 E 5 B 6 A 7 B

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Exercise 4

b

Exercise 5

1 d 2 h 3 a 4 e 5 b 6 g c, f not needed

Exercise 6

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

Exercise 7

Students' own answers

Additional materials

Literature Insight 2 WB pages 106–107 Answer key: page 151

Exam Insight 2 WB pages 116–117 Answer key: page 155

Unit map

Grammar

First and second conditionals page 62

Modals of obligation, prohibition and permission page 67

Vocabulary

Influence page 60

Noun prefixes: *mis-*, *dis-* page 61Three-part phrasal verbs with *to* and *with* page 64

Synonyms: the law page 66

Skills

Reading: Ban drill? page 60

Listening: Honesty is the best policy? page 62

Listening: Why we find it hard to apologize page 64

Speaking: Apologizing and accepting apologies page 65

Speaking: Saying sorry in English page 65

Reading: Is 18 the magic number? page 66

Writing: A cause–effect essay page 68

Reading: Workbook pages 40–41

Strategies

Reading: Using referencing to understand a text page 60

Writing: Using a visual organizer page 68

Global skills

Understanding cultures page 72

Review

Review 5 page 70

Vocabulary extra 5 page 71

Video

Online video: An English education

Global skills video: Understanding cultures

Lesson 5A: Reading and vocabulary

SB pages 60–61

Learning objectives

Use referencing to understand a text

Use words relating to influence

Use the prefixes *mis-* and *dis-* to form nouns with a negative meaning**Materials**

Workbook page 36

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Using a dictionary: phrasal verbs

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 61. See page 10 for more ideas.

Exercise 1

- Check students understand and can pronounce: *rank* (v), *reflect* (v), *mood* (n).
- Students discuss their answers in pairs or small groups before whole-class feedback.
- Ask students to reflect on similarities and differences in their decisions.
- Encourage students to talk about how music can make you feel more positive when you are sad, or calm you when you are feeling angry. Once they have read the text, you can go back to this question and ask students how drill music might make people behave or feel. You could argue that it might increase aggression and anger in a gang context.

Exercise 2

- Check students understand and can pronounce: *reputation* (n), *mistreatment* (n), *show off* (v), *mugging* (n), *boast* (v), *disadvantaged* (adj), *disrespect* (v).
- Students read and discuss their answers in pairs before whole-class feedback.
- Ask students if they listen to drill music or know someone who does.

ANSWERS

The writer says drill music ‘describes the reality of their life’. In other words, people listen to drill music because it talks about their life experience.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students find and understand the referencing in the article, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy with the class.
- Remind students to read the sentences with the words, as well as the sentences preceding and following them.

ANSWERS

1 the group of young men 2 drill music
3 drill music videos 4 raps about crimes or criticizing other gangs 5 one rapper 6 Jayden

Exercise 4

- Students do the exercise on their own and then check answers in pairs.
- Circulate and monitor, helping with prompts.

ANSWERS

1 d (them = the group of young men)
2 f (them = young people from inner-city areas)
3 b (it = YouTube)
4 c (their = Hope Dealers)
5 e (there = prison)
Sentence a is not needed

Exercise 5

- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

1 Drill music has a bad reputation.
2 Because they offer protection and a way to earn money.
3 Because they felt that they were encouraging violence.
4 They make drill music that has positive lyrics and offers an alternative solution.
5 That drill music can help people escape from gangs and a life of crime.

Exercise 6

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

Exercise 7

- Ask students to look at the first highlighted word, *impressions*, and to use the text / context to guess whether it is positive or negative. Point out the use of *first* to help them.
- Students do the exercise in pairs before whole-class feedback.

ANSWERS

Positive: inspiration
Negative: bias
Neutral: impressions, reputation, control, impact

Exercise 8

- Students do the exercise on their own.

ANSWERS

1 inspiration 2 bias 3 reputation 4 impressions
5 control 6 influence

EXTENSION

In groups of three or four, students discuss people or situations that are an example of each word and the reasons why. Do the first example with them (who (or what) they find an inspiration and why). Circulate and monitor, checking they are using the vocabulary.

V Insight Noun prefixes: *mis-*, *dis-*

Most prefixes are added to words without any changes in spelling.

Exercise 9

- Students do the exercise in pairs. Remind them to use the text and context to help them.

ANSWERS

1 b 2 a

Exercise 10

- Remind students to skim-read the whole text before they try to complete the gaps.
- With a **weaker class**, go through the nouns in brackets and check their meaning before students do the exercise.
- Students do the exercise on their own and then check in pairs.

ANSWERS

1 disbelief 2 misbehaviour 3 disrespect
4 dishonesty 5 misfortune 6 mistreatment
7 disagreement

Exercise 11

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 and use of vocabulary, 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.

- Check that students understand the headlines.
- With a **weaker class**, write *cause* and *solution* on the board and elicit from the class one cause and one solution for the issue in the first headline.
- Ask students to work in small groups, and give each group a different headline to discuss.
- Circulate and monitor, helping with ideas and vocabulary.
- Ask each group to report back to the class.

Vocabulary extra: Crime and punishment

SB page 71

Exercise 1

1 gang violence 2 mugger 3 shoplifter 4 traffic offence 5 community service 6 armed robber 7 knife crime 8 speeding fine 9 prison term 10 internet fraud 11 life sentence 12 vandal

Exercise 2

Crimes: gang violence, traffic offence, knife crime, internet fraud

Criminals: mugger, shoplifter, armed robber, vandal

Punishment: community service, speeding fine, prison term, life sentence

Exercise 3

1 vandals 2 prison term 3 speeding fine 4 life sentence 5 traffic offence 6 internet fraud 7 community service 8 knife crime 9 muggers 10 armed robber 11 gang violence 12 shoplifter

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 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 them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to think about or do some research on what activities can help prevent teens getting involved in crime.

'How can I improve?' suggestion: Write a paragraph about the most effective activity to involve teens in.

Further practice

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Using a dictionary: phrasal verbs

Lesson 5B: Grammar and listening

SB pages 62–63

Learning objectives

Use the first conditional to talk about a possible future situation and probable results

Use the second conditional to talk about an unreal, unlikely or imaginary situation and its results

Materials

Workbook page 37

Communication worksheet 5B: Grammar

Pronunciation Insight worksheet 5: Contractions: *will* or *would*

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 63. See page 10 for more ideas.

Grammar

Exercise 1

- Read out the first fact about lying and ask: *Does this surprise you? Do you think it's true? Why?*
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

ANSWER

Not true: The average person will tell at least three lies in a ten-minute conversation.

Exercise 2 5.1

- Tell students they are going to listen to some teenagers talking about reasons for telling lies.
- Students discuss their answers in pairs before whole-class feedback.

Audio script 5.1 page 166

SUGGESTED ANSWERS

Charlie thinks lying is wrong, but he tells white lies to protect people's feelings. Sean knows it is wrong but tells lies because his parents ask him questions all the time. Elly thinks lying is wrong, and small children need to learn not to tell lies.

AfL: Diagnostics

While monitoring exercises 3 and 4, listen for how successfully or unsuccessfully students use the first and second conditionals, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3 5.1

- Check students understand: *furious* (adj), *upset* (adj), *compulsive* (adj).
- Ask students to read the statements and underline the key words before they listen.
- Students check their answers in pairs.

ANSWERS

1 C 2 S 3 S 4 C 5 C 6 E

Exercise 4

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

Language note: Conditionals

Conditionals are used to talk about possible situations or occurrences and their consequences.

Will and *would* are not used in the *if* clause.

If you don't leave, I'll call the police.

Would and *will* can be replaced by a modal, e.g. *could*, *should*, *might*.

*If you aren't feeling well, you **should** go home.*

*If you worked harder at school, you **might** do better.*

Unless can be used instead of *if* ... *not*. *Unless* has a negative meaning, so the verb that follows it is usually positive.

*If you **don't eat** your dinner, you won't get any pudding.*

=

*Unless you **eat** your dinner, you won't get any pudding.*

Exercise 5

- Students read the sentences in exercise 3. Ask them which are first conditional and which are second conditional sentences (based on the grammatical structure). Ask which words helped them to identify the type of conditional.
- Elicit or explain the use of *unless*.
- Students answer the questions in pairs.

ANSWERS

- 1, 5 and 6: first conditional
2, 3 and 4: second conditional
1 first conditional
2 second conditional
3 first conditional: present simple in the *if* clause, *will* / *may* / *might* + infinitive without *to* in the main clause
second conditional: past simple in the *if* clause, *would* / *might* + infinitive without *to* in the main clause
4 It means 'if not'. If she doesn't learn that lying is wrong, she might become a compulsive liar.

Further reference and practice Workbook page 92

- 1 1 b 2 b 3 a 4 a 5 b 6 a
2 1 had; 'd spend
2 would be; lived
3 worked; 'd do
4 didn't want; 'd tell
5 wouldn't accuse; had
6 would walk; wasn't / weren't
3 2 If we have time on our trip next week, we'll visit the famous castle.
3 You wouldn't like it if I told you lies.
5 It will be a great end to the event unless something goes wrong.

Exercise 6

- Students complete the questions on their own.
- After checking as a class, students ask and answer the questions in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to report their partner's answers to the class.

ANSWERS

- 1 will you do 2 saw 3 go out 4 will your parents react 5 asked 6 would you feel

Culture note: White lies

White lies are small lies, often told to protect another person's feelings, e.g. If you say you are too ill to attend someone's party when in fact you are well but don't want to go. Opinions vary on whether telling white lies is acceptable.

Exercise 7

- Check students understand: *suspect* (v), *nerves* (n), *contradictions* (n), *scratch* (v), *tone* (n).
- Students skim-read the text. Before they complete it, tell them to think how likely each situation is.
- Have a class discussion about how aware students were of each sign of lying and/or if they do any of these things.

ANSWERS

- 1 didn't lie 2 wouldn't be 3 will you look for
4 don't make 5 will suspect 6 would probably be
7 won't be 8 will have 9 would need 10 trained
11 were 12 would shout 13 were 14 would answer

Exercise 8 5.2

- Tell students they are going to listen to two stories about lying. With a **weaker class**, write some key words from the recording on the board to help them focus on the relevant information, e.g. *sixteen-year-old girl*, *West End musical*, *London*, *save up*, *shy*, *headphones*, *centre of attention*.
- Check answers as a class. Ask students to say whether or not they sympathize with Jody and Simon.

Audio script 5.2 page 166

ANSWERS

Jody lied about B
Simon lied about D

Exercise 9

- Students do the exercise on their own.

ANSWERS

- 1 would you feel; were
2 were; would you tell
3 found out; would she react
4 offered; would you take
5 would Simon do; found out
6 told; would happen

Exercise 10

- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to report their partner's answers to the class.

Exercise 11

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 – using conditionals, or discourse – 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.

- Read through the situations with the class.
- Ask students to make second conditional *if* clauses for each of the situations. e.g. *If I broke something at my friend's house, ...* Ask them to think of three different ways they would deal with each situation.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- When they have finished, put two pairs together to compare ideas and decide on the three best solutions.
- Ask a few students to share their group's ideas with the class.

EXTENSION

Ask students to work in groups of three. They take turns to say three things about themselves. Two things must be true; one must be a lie. The other students guess which is a lie, using the information they learned in exercise 7.

AfL: Assess your progress

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 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 them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. conditional structures.

Tell students to think about how they would respond if someone close to them, e.g. a friend, lied to them.

'How can I improve?' suggestion: Report back to a class group how they would feel and respond in this situation. Discuss as a group.

Further practice

Communication worksheet 5B: Grammar

Pronunciation Insight worksheet 5: Contractions: *will* or *would*

Lesson 5C: Listening, vocabulary and speaking

SB pages 64–65

Learning objectives

- Understand the main points in a radio interview
- Use three-part phrasal verbs with *to* and *with*
- Apologize and accept apologies

Materials

- Workbook page 38
- Communication worksheet 5C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 65. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Ask: *Have you had to apologize recently? How difficult was it?*
- Students discuss the statements in pairs before whole-class feedback.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students recognize the main points in a radio interview, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 5.3

- Tell students they are going to listen to a radio programme where a presenter is talking to a psychologist about apologizing.
- Students tick the statements that are mentioned.

Audio script 5.3 page 167

ANSWERS

2, 4

Exercise 3 5.4

- Ask students to read the questions and answer options.
- Students then predict the correct answers in pairs.
- After listening, check if students' predictions were correct.

Audio script 5.4 page 167

ANSWERS

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

Exercise 4

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas where necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

V Insight Three-part phrasal verbs with *to* and *with*

Three-word phrasal verbs consist of a verb, an adverb and a preposition. The object almost always comes after the preposition, e.g. *I've fallen out with my boyfriend.*

Put down to is one of the few three-word phrasal verbs where the object can come after the verb: *Jane puts her problems at work down to a lack of experience.*

Exercise 5

- Ask students to work out the meaning of the highlighted phrasal verbs from the context.
- Circulate and monitor, helping where necessary.

ANSWERS

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

Exercise 6

- Students do the activity in pairs.
- Circulate and monitor, helping with examples where necessary.
- Ask a few students to share their ideas with the class.

EXTENSION

On a piece of paper, students write a gapped sentence for each three-word phrasal verb in exercise 5. They then swap them with a partner. Students complete the gapped sentences they have been given with the correct phrasal verbs.

Speaking

Exercise 7

- Students discuss the question in pairs and give reasons for their answers.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 8 5.5

- Check students can identify the objects or situations in each photo. Tell them they are going to listen to six situations in which there is an apology.
- After checking answers as a class, ask students which situations were formal and which were informal.
- With a **weaker class**, ask students to think of formal and informal situations where they might have to apologize, e.g. you could make an informal apology to a friend, but you would make a formal apology to a customer.
- Elicit ideas and write them on the board.

Audio script 5.5 page 167

ANSWERS

1 D 2 C 3 F 4 A 5 B 6 E

Exercise 9 5.5

- Students do the exercise on their own.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.
- Point out that *do* in *I do apologize* is stressed and is used for emphasis.

ANSWERS

1 really 2 mean 3 bad 4 apologize 5 our apologies
6 apologize 7 matter 8 alright

Exercise 10 5.6

- Ask students to skim-read the dialogue. Ask: *Is the conversation formal or informal? How do you know?* (They are friends.)
- Students do the exercise on their own before listening to check answers.

Audio script 5.6 page 167

ANSWERS

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

Exercise 11

- Read through the Global skills box together.
- Students discuss the question in small groups before whole-class feedback.

Exercise 12

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. communication – apologizing and accepting apologies. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome bench mark. See page 10 for more ideas.

- In pairs, students choose a situation. They should think how each situation might have occurred, e.g. *Why did you rip the jacket? Was it an accident?* They should also think about whether the situation is formal or informal.
- Students prepare their dialogues and then take turns to act out each role.
- Circulate and monitor, helping where necessary.
- Ask a few pairs to act out their dialogues for the class.

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 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 them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise phrasal verbs

'How can I improve?' suggestion: Write six sentences or questions using three-part phrasal verbs in different situations.

Further practice

Communication worksheet 5C: Speaking

Functional language bank

Lesson 5D: Culture Reading, vocabulary and grammar SB pages 66–67

Learning objectives

Understand and identify paraphrasing in a text

Use words relating to the law

Use modal verbs to express obligation, prohibition and permission

Materials

Workbook page 39

Video worksheet: An English education

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 67. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Ask students to describe the photos (riding a moped / motorcycle, joining the army, going to college / moving into your own accommodation).
- Students discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class. Ask them why they would like to do things, e.g. *I'd like to be able to vote because political decisions affect me.*

Culture note: Criminal responsibility

When a child reaches the age of criminal responsibility, they are considered able to understand when something is a crime and its possible consequences. They can be taken to court, charged with an offence and sent to youth prison.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students can understand and identify paraphrasing in the text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Check students understand: *puberty* (n), *consequences* (n), *civic responsibility*, *slogan* (n), *milestones* (n).
- Elicit strategies for finding the things in 1–6, e.g. use the sub-headings in the text, scan the text for the relevant information.
- Students do the exercise on their own before checking with a partner.

ANSWER

1 C 2 D 3 B 4 E 5 A 6 F

V Insight Synonyms: the law

Learning synonyms is important because it allows students to paraphrase, especially when they are writing, so their writing is not repetitive. It also allows students to demonstrate a range of language in situations such as exams.

Exercise 3

- Tell students to use the context to work out the meaning of the highlighted adjectives in the text.
- Students do the exercise in pairs.
- Ask **fast finishers** to think of other ways to say the same thing as the adjectives given, e.g. 4 = *not allowed* / *permitted*.

ANSWERS

1 restrictive 2 obligatory 3 fair 4 prohibited
5 optional 6 legal

EXTENSION

On separate cards, write the synonyms in exercise 3, as well as the following synonyms: *responsible* / *trustworthy*, *harmful* / *damaging*, *appropriate* / *suitable*, *recommended* / *advisable*, *serious* / *grave*. Make several sets of cards.

Put students into small groups and give each group a set. Students shuffle the cards and share them out. One student places a card down on the table and writes a sentence with the word. The student with the matching synonym puts his/her card down and writes another sentence for that word. He/She then puts down another card and makes a sentence. The group with the most correct sentences wins.

Culture note: Working age

In the UK today, children under 13 years old are not allowed to work. When you are 13, the law lets you work part-time outside school hours. And when you are 16, you can leave school and work full-time. However, not all countries have the same rules. In Mexico, it's illegal for children under 15 to work at all, but in Bolivia the government lets 10-year-old children work as street vendors. In rural communities in other countries, young children still help their parents in the fields. Children have to contribute to the family income, but they often go to school, too.

Exercise 4

- Read through the Global skills box together. Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Grammar

Exercise 5

- Students do the exercise in pairs before checking answers as a class.
- Read through the note in the box with the class and give the following examples to demonstrate the difference between *must* and *have to*:
I must do my homework or I won't understand tomorrow's lesson.
The teacher says I have to do my homework tonight.

ANSWERS

1 must, have to 2 can, may 3 don't have to
4 may not, can't, mustn't

Further reference and practice Workbook page 93

- 1 1 can 2 mustn't 3 may 4 must 5 can
6 must not
2 1 must / have to 2 don't have to 3 have to / must
4 mustn't 5 must / has to 6 don't have to
7 mustn't 8 must / have to

Exercise 6

- Students do the exercise in pairs. Tell them they can use L1 if necessary.
- To check understanding, ask (in L1 if necessary):
1a *Who obliges the speaker to buy the football shirt?* (the school)
1b *Who obliges the speaker to buy a football shirt?* (her/himself)

ANSWER

- 1 a The club has decided that it is important for the speaker to wear a club shirt.
b The speaker has decided that it is important to buy a new shirt because they have lost the old one.
2 a We can bring books into the exam if we want to.
b We are not allowed to bring books into the exam.
3 The meanings are the same.
4 The meanings are the same.

Exercise 7

- With a **weaker class**, do the first item together.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 We have to wear a school uniform at our school.
- 2 In Spain, you can ride a moped at 15.
- 3 You mustn't use Snapchat until you're 13.
- 4 You may not talk in the exam.
- 5 In most countries, you must wear a seatbelt in a car.
- 6 You don't have to revise because the test has been cancelled.
- 7 In my country, you can't vote if you're not 18.
- 8 You may enter the exam room now.

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 in using modal verbs or how well they communicate the correct information in their responses.

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.

- Tell students to write four headings: *Necessary, Not necessary, Allowed, Not allowed*.
- Ask them to write the things under the correct heading and decide which modal(s) to use with each group. They must also think of a supporting reason, e.g. *I can't work full-time because I have to go to school*.
- Ask students to discuss their answers in pairs.
- Circulate and monitor, helping where necessary

Vocabulary extra: Law and order

SB page 71

Exercise 1

1 to 2 of 3 for 4 from

Exercise 2

- 1 rob somebody of
- 2 blame somebody for
- 3 release somebody from
- 4 approve of
- 5 be responsible for
- 6 take account of
- 7 admit to
- 8 sentence somebody to
- 9 punish somebody for
- 10 have the right to
- 11 prohibit somebody from
- 12 deter somebody from

Exercise 3

1 for 2 of 3 to 4 to 5 for 6 from
7 for 8 of 9 from 10 of 11 to 12 from

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 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 them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to research other things they are or are not allowed to do at their age.

'How can I improve?' suggestion: Write a paragraph explaining one thing you can or cannot do at your age and why.

Further practice

Video worksheet: An English education

Lesson 5E: Writing A cause-effect essay

SB pages 68–69

Learning objectives

- Write a cause and effect essay
- Use a visual organizer to structure your writing
- Use words and phrases to express cause and effect

Materials

- Workbook page 42
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 69. See page 10 for more ideas

Planning for writing

Exercise 1

- Focus attention on the photo and check students understand what CCTV is and how it works.
- Ask students to think of other contexts outside school when CCTV is used and for what reasons, e.g. catching criminals.
- Students discuss the questions in pairs and then share ideas with the class.

Exercise 2

- Check students understand: *ongoing* (adj), *lockers* (n), *invasion* (n), *strike action* (n).
- Students do the exercise on their own before whole-class feedback.
- Ask students if anything surprised them or convinced them CCTV is a good idea.

AfL: Diagnostics

While monitoring exercises 3 and 4, listen for how successfully or unsuccessfully students use the correct phrases for expressing cause and effect, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Focus students on the model essay. Explain or elicit that the box on the left gives information about how to organize the essay, and the boxes on the right give information about what kind of language to use.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

1 cause 2 effect

Exercise 4

- Students do the exercise on their own.

ANSWERS

1 result in, effect
2 mean, effect
3 that's why, cause
4 This means that, effect

Exercise 5

- Read through the strategy together and then ask students to do the activity in pairs.
- Check answers as a class. Highlight the need to connect ideas so that they 'flow' from each other.

ANSWER

Paragraph 2

Exercise 6

- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Discuss suggested flow charts as a class. Create an agreed flow chart on the board.

SUGGESTED ANSWER

people will feel safer → some students will be unhappy → possible strike action → miss lessons → negative impact on grades

Writing your essay

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. communication – using topic 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.

- Read through the task together, checking that students understand they have to write an essay in 300–350 words.
- Give students ten minutes to decide on a topic, make notes about their ideas and plan their essay. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.

- With a **weaker class**, choose one topic and elicit some ideas on the board.
- Circulate and monitor while students write the draft of their essays. Remind them to organize their paragraphs and use phrases for cause and effect. Encourage students to activate other language they learned in the unit (conditionals, influence, obligation). You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- If there is time, students swap essays with a partner and comment on each other's work, especially on how strong their arguments were. They should also comment on the way their partner has connected causes and effects.

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.

Further practice

Writing bank

Review 5

SB page 70

Exercise 1

1 inspiration 2 control 3 impressions 4 bias
5 impact 6 reputation

Exercise 2

1 disbelief 2 disrespect 3 misfortune 4 dishonesty
5 misbehaviour 6 disagreement 7 mistreatment

Exercise 3

1 out 2 to 3 round 4 with 5 up 6 up

Exercise 4

1 legal 2 prohibited 3 obligatory 4 fair
5 restrictive 6 optional

Exercise 5

1 saw 2 'll feel 3 get 4 'd introduce
5 didn't tell 6 asks 7 wouldn't send 8 won't laugh

Exercise 6

1 'd go; won
2 saw; 'd take / see; 'll take
3 saw; 'd call / see; 'll call
4 'd make; ruled
5 wouldn't be; didn't reduce / won't be; don't reduce
6 will believe me; say / would believe me; said
7 wasn't / weren't; 'd like
8 'll pay; forgive / would pay; forgave
9 didn't commit; 'd have

Exercise 7

1 must wear a tie
2 don't have to join after-school clubs
3 have to arrive on time
4 can bring in mobile phones
5 mustn't make calls in lessons
6 don't have to have school lunches
7 may not eat in class
8 can wear rings

Global skills: Understanding cultures

SB pages 72–73

Learning objectives

Reflect on the meaning of culture and cultural identity
Understand your own cultural identity
Explore cultural differences

Materials

Workbook page 126
Global Skills video worksheet: Understanding cultures

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 73. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen to students' ideas about culture and what it means. What do they think about the culture of the country or region where they live and how easy do they think it is to describe it? Listen also for successful or unsuccessful use of relevant language.

Exercise 1

- Write the word *culture* on the board and ask: *What does the word 'culture' make you think of?*
- As students discuss the questions in pairs, circulate and monitor, helping with ideas and vocabulary.
- During whole-class feedback, compare students' definitions with a dictionary definition of *culture*, such as 'the customs and beliefs, art, way of life and social organization of a particular country or group'.

Exercise 2

- Elicit who wrote the blog post, where the writer is from and where she lives at the moment.
- Ask students to find the relevant parts of the text as they do the activity.

ANSWERS

1 c 2 d 3 b 4 a

Exercise 3

- Give students time to read the blog post again and answer the questions on their own or in pairs.
- Ask **fast finishers** to write three more comprehension questions then swap them with a partner.

POSSIBLE ANSWERS

- She spent her year abroad in London, studying graphic design.
- They were from China, Brazil, Scotland and Japan.
- The way people make coffee and the time they eat meals.
- She felt that the girl only saw her nationality and didn't understand who she really was.

- She says this because cultures are changing and influencing each other all the time.

Exercise 4

- Focus on the highlighted words and phrases in the blog post before asking students to match them to the definitions.
- As you check answers, elicit the part of speech of each word or phrase (noun, verb or verb phrase).

ANSWERS

- values
- keep an open mind
- generalize (about someone)
- stereotypes
- cultural identity
- treat (people) as individuals

Exercise 5

- As students discuss the questions, note examples of good language as well as errors, which you can use in a feedback session.

Exercise 6

- After reading the tips, students answer the question in pairs or on their own, in writing.
- During whole-class feedback, ask students to share their own experiences of learning about and adapting to different cultures, and getting on with people from different cultures.
- Ask if students would add any other tips to the list.

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a good poster would look like. Agree with students in advance what you and their peers will give feedback on. See page 10 for more ideas.

- Divide students into groups and ask them to agree on an area to focus on.
- In their groups, students discuss their ideas about the topic and do some research.
- Students present their posters or share them online in a shared classroom space and give feedback on those of other groups using the agreed success criteria.

AfL: Assess your progress

Direct students to Workbook page 126 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about:

- What was the most interesting idea that you discussed in this lesson?
- In what situations might you need to show respect for or adapt to other cultures, now or in the future?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Understanding cultures

Unit map

Grammar

The passive page 76

have/get something done page 81

Vocabulary

Advertising page 74

Collocations: advertising page 75

Describing amounts page 78

Trade page 80

Skills

Reading: Screen queen page 74

Listening: The Alternative Show page 77

Reading: Crazy about chocolate, serious about people page 76

Listening: Teenagers' spending habits page 78

Speaking: Expressing contrast page 79

Speaking: Using delaying sounds page 79

Reading: The Story of the Silk Road page 80

Writing: A formal email of complaint page 82

Reading: Workbook pages 48–49

Strategies

Listening: Listening for specific information page 78

Writing: Polite language for formal emails page 82

Review

Review 6 page 84

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Cumulative review units 1–6 pages 86–87

Literature Insight 3 Workbook pages 108–109

Answer key Teacher's Guide page 152

Exam Insight 3 Workbook pages 118–119

Answer key Teacher's Guide page 156

Video

Online video: Fair trade

Lesson 6A: Reading and vocabulary

SB pages 74–75

Learning objectives

Infer information that the writer does not directly state in a text

Recognize and understand paraphrasing / rephrasing

Use words and phrases relating to advertising

Materials

Workbook page 44

Communication worksheet 6A: Vocabulary

Vocabulary Strategies worksheet 6: Using a dictionary: collocations

Pronunciation Insight worksheet 6: Silent letters

AFL: Learning intentions

Focus students on the learning objectives at the top of SB page 75. See page 10 for more ideas.

Exercise 1

- Check students understand *social influencer*. Ask students to give examples of any they know or follow. With a **stronger class**, discuss why they follow these influencers.
- Students discuss their answers in pairs or small groups before whole-class feedback.

Exercise 2

- Check students understand and can pronounce: *popularity* (n), *cool* (adj), *hang out* (v), *avatar* (n), *mimic* (v), *simulations* (n). Elicit the meaning of the title by encouraging students to think of the combined meaning of the words.
- Students discuss the question in pairs.

ANSWERS

The writer would probably agree with the statement that social media influencers can't be trusted.

AFL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students can infer information from the text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Remind students to look for key words in the questions that will help them identify the right part of the text to look for the answer.
- Students do the activity on their own before checking in pairs.
- In class feedback, ask them to justify their answers by saying where the information is in the article.

ANSWERS

1 d 2 b 3 d 4 a 5 b

Exercise 4

- Students discuss in pairs. Circulate and monitor, helping with ideas and vocabulary.
- When they have finished, ask some pairs to report back to the class.

V Insight Advertising

Many of the words we use to talk about advertising are very close in meaning, e.g. *persuade / influence, promote / display*, and used in similar contexts, e.g. *persuade / influence someone / an audience; promote / display a product*.

Exercise 5

- Students complete the exercise on their own.
- Check answers as a class, checking meaning and pronunciation.

ANSWERS

1 persuade 2 research 3 trick 4 influence
5 launch 6 display 7 promote 8 target

EXTENSION

With a **stronger class**, write the words from exercise 5 (except *trick*) on the board and ask students to try to order the words into the advertising process, e.g. *research, target, launch, display, promote, persuade / influence*. Note they may choose a different order, so make sure they give reasons for their choices.

Culture note: Influencers

A recent survey found that one in five British children wants to be a social media influencer, and 14 per cent want to be a YouTuber.

Exercise 6

- Check students understand *sponsored* (adj).
- Students do the activity on their own and then check in pairs.
- Ask students how aware they are of these 'tricks'. Ask: *Do you think anyone you follow is using these tricks? Why? / Why not?*

ANSWERS

1 display 2 promoting 3 influence 4 persuade
5 target 6 launch 7 trick 8 researches

V Insight Collocations: advertising

Many of the collocations in advertising are what we refer to as 'jargon' and are specific to the advertising / retail industry. Quite often, it is necessary to use jargon as this represents the specific activities of the industry.

Exercise 7

- Go through the highlighted collocations in the text together and model their pronunciation, especially *luxury goods* and *insider knowledge*.
- Students do the activity on their own and then check answers in pairs.

ANSWERS

1 luxury goods 2 on special offer 3 advertising campaign
4 Glossy magazines 5 insider knowledge
6 marketing agency 7 free samples 8 brand image

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 – words / phrases used in advertising; or communication skills – how persuasive they are.

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.

- Check students understand the instructions. Ask them to read lines 15–21 again in the *Screen queen* text to remind them how influencing can work.
- Students discuss the question in groups of three.
- Circulate and monitor, encouraging students to use advertising verbs and collocations.
- Ask a few students to share their group's ideas with the class.
- Students could vote for the most persuasive campaign.

Vocabulary extra: Types of advertising

SB page 85

Exercise 1

1 jingle 2 billboard 3 slogan 4 stealth marketing
5 endorsement 6 banner 7 flyer 8 commercial
9 classified ad 10 spam 11 pop-up ad 12 logo

Exercise 2

1 billboards 2 flyers 3 classified ads 4 logo
5 endorsement 6 commercials 7 jingle
8 slogan 9 banners 10 pop-up ads 11 spam
12 stealth marketing

Exercise 3

Students' own answers

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to choose a product they were influenced to buy and analyse how and why they were influenced.

'How can I improve?' suggestion: Write an approach for advertising a product on social media: which product, how could it be sold (video or photos; showing the product or showing someone using it), etc. Encourage students to give reasons for their choices.

Further practice

Communication worksheet 6A: Vocabulary

Vocabulary Strategies worksheet 6: Using a dictionary: collocations

Pronunciation Insight worksheet 6: Silent letters

Lesson 6B: Grammar and listening

SB pages 76–77

Learning objectives

Use the passive with and without *by*

Understand the key points in a radio programme

Materials

Workbook page 45

Communication worksheet 6B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 77. See page 10 for more ideas.

Grammar

Exercise 1

- Check students understand the meaning of *unethical* (adj).
- Use these questions to support their understanding:
Do you ever wonder where your food, clothes and possessions come from? Do you ever wonder whether the person who produced them was fairly paid? Which countries are most likely to receive low payments for their products? Which countries are most likely to receive high payments?
- With a **weaker class**, write the questions on the board.
- Students discuss the questions in pairs before whole-class feedback.

Exercise 2

- Ask students to look at the photos, say what products they can see, and guess in which countries the photos were taken.
- Pre-teach *supply chain* (n), *mission* (n), *co-operative* (n).
- Ask students to skim-read the article. Give them a time limit to encourage skimming.
- Students do the exercise on their own.

ANSWERS

60% = amount of world's cocoa produced in Ghana and Ivory Coast

2.5 million = number of families who produce cocoa in Ghana and Ivory Coast

2.1 million = number of children who work illegally in the cocoa industry

30,000 = number of adults and children who are not paid for their work on cocoa farms

100% = hope of Tony's Chocolonely that everyone will choose completely slave-free chocolate

Exercise 3

- Students discuss in pairs or small groups.
- Ask some students or groups to share their ideas.

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use the passive, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Focus attention on the first underlined sentence in the article and ask: *Is this sentence active or passive?*
- Elicit the structure of the passive form. (subject + *to be* + past participle)
- Read through the instructions with the class and make sure students know what they have to do.
- Students do the exercise in pairs.
- With a **stronger class**, ask students how we form the passive for each tense.

[Key: present perfect: *has / have been* + past participle; past continuous: *was / were being* + past participle; past simple: *was / were* + past participle; will future: *will be* + past participle; present simple: *am / is / are* + past participle; past perfect: *had been* + past participle; present continuous: *am / is / are being* + past participle]

ANSWERS

- a 4 (past simple)
- b 6 (future with will)
- c 3 (past continuous)
- d 5 (present continuous)
- e 1 (present perfect)
- f 2 (present simple)

Language note: The passive

An active sentence describes what the subject of a sentence does.

Timothy built a wall.

A passive sentence describes what happens to the object of the sentence.

The wall was built by Timothy.

An active sentence can be transformed into a passive sentence. The verb in a passive sentence is formed with *to be* in the appropriate tense and the past participle of the main verb.

Sarah fed the animals. → The animals were fed.

We use the passive voice:

– when it is obvious who or what performs an action.

The men were arrested.

– when we do not know who performs an action.

The letter was sent first class.

– when it is not important to know who or what performs an action.

The bananas are grown in Costa Rica.

If it is important to know the agent (an agent is a person or thing that performs an action), it is included in the sentence preceded by *by*.

Sarah fed the animals. → The animals were fed by Sarah.

Exercise 5

- Go through the questions with the class.
- Students answer the questions in groups.

- With a **weaker class**, write the following pairs of sentences on the board and ask students which sentence in each pair is more appropriate:

My shirt was made in India. They made my shirt in India.
Lisa plays the piano well. The piano is played well by Lisa.

ANSWERS

- We use the passive to describe what happens to the object of a sentence. We use it 1) when it is obvious who or what performs an action, 2) when we do not know who or what performs an action, 3) when it is not important to know who or what performs an action.
- by

Further reference and practice Workbook page 94

- 1 Am, being 2 are 3 is 4 isn't being 5 has been 6 are being 7 is being 8 are
- 1 has been asked 2 haven't been invited 3 was built 4 Was, manufactured 5 were, told 6 Have, been hurt
- 1 had been 2 had been 3 hadn't been 4 wasn't being 5 had been 6 was being
- 1 will be asked 2 will be forgotten 3 will be taken 4 won't be made 5 will, be spent 6 will be given 7 won't be started 8 will be kept
- 1 The church bells were being rung. 2 Has the cat been fed today? 3 Sunderland City have been beaten by Charleston United. 4 First, the two paints are mixed together. 5 The argument was started by Joe. 6 Kate and Archie had already been introduced.

EXTENSION

Ask students to go through the text again and find other examples of the passive and decide which tense they are in.

SUGGESTED ANSWERS

Have the cocoa farmers been paid enough?: present perfect
 at least 30,000 adults and children are not paid at all for their work: present simple
 Things are not being shared equally: present continuous
 How is that being done?: present continuous
 cocoa beans are always purchased: present simple
 they are paid enough: present simple
 their farms will be mapped by GPS: will future
 how the land will be looked after: will future
 Farmers are then supported by the co-operatives: present simple

Exercise 6

- With a **weaker class**, ask students to underline the object in each sentence and remind them that this will become the subject of the passive sentence.
- Students do the exercise on their own or in pairs.

ANSWERS

- More than 15 years ago, child labour in the cocoa industry had been investigated by a Dutch journalist.
- In 2004, Tony's Chocolonely was founded by Teun van de Keuken.

- Cocoa farmers have been forced to live in poverty by unethical practices.
- Illegal child labour was being used by some cocoa farmers.
- The cocoa farmers are paid a living wage by Tony's Chocolonely. / A living wage is paid to the cocoa farmers by Tony's Chocolonely.
- Tony's Chocolonely chocolate is being sold by more shops and supermarkets.
- Will more bars of Tony's Chocolonely be bought (by people) this year?

Exercise 7

- Remind students to skim-read the text before starting to complete gaps.
- Students do the exercise on their own and then check in pairs.

ANSWERS

- had been done 2 hadn't been made 3 was created 4 have been manufactured 5 have been sold 6 are purchased 7 is bought 8 is / has been collected 9 is grown 10 will be paid 11 have always been used / are always used 12 are given 13 Will your next pair of trainers be delivered 14 won't be influenced

Exercise 8 6.1

- Tell students they are going to listen to a radio interview about an alternative material or fabric. Check students understand *harmful* (adj).
- Ask students to read the advert and predict what the new fabric might be made of.
- Students listen and check their predictions.

Audio script 6.1 page 168

ANSWERS

Pineapple leaves are becoming an ethical alternative to leather.

Exercise 9 6.1

- Give students a minute to read 1–6 and a–f and see if they can match them.
- Play the recording again so that students can check their answers. Students listen carefully for the tenses used in each sentence.
- Students write sentences using the information.

ANSWERS

- c Piñatex was developed over a period of seven years.
- f The chemicals that are used to produce leather damage the environment.
- d Usually, pineapple leaves are thrown away with other waste during the harvest.
- a The lives of pineapple farmers have been changed by the invention of piñatex.
- b Pineapple farmers are being paid more now during the pineapple harvest.
- e More products will be made from piñatex in the near future.

Exercise 10

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 – using the passive, or interactive skills – communicating ideas in a discussion.

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 on their own to write examples of the items and think of the questions.
- Students then ask and answer the questions in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

ANSWERS

Students' own answers

Questions:

- 1 Where is / are (x) made?
- 2 How is it / are they produced?
- 3 Where is it / are they sold?
- 4 Are ethical practices used in the manufacturing process?
- 5 Have workers' lives changed / Are workers' lives changing because of this item?

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. the passive, and to research online an ethically produced product.

'How can I improve?' suggestion: Report back to the class about how your product is produced using the passive.

Further practice

Communication worksheet 6B: Grammar

Lesson 6C: Listening, vocabulary and speaking

SB pages 78–79

Learning objectives

- Listen for specific information
- Use language to describe amounts
- Use language to express contrast

Materials

- Workbook page 46
- Communication worksheet 6C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 79. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Give students a moment to read the questions. Check the meaning of *average* (v).
- Students discuss the questions in pairs.
- Elicit students' ideas and write notes on the board.

Exercise 2 6.2

- Students read the questions again and think what kind of information they need to listen for. Ask: *What kind of information do you expect to hear for question 1? (an amount of money)*
- Students listen and compare their answers to the information in the interview.
- Check answers as a class. Go through the notes on the board and tick the correct ones.

Audio script 6.2 page 168

Exercise 3

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

Exercise 4

- Read through the strategy with the class. Tell students that the notes are from part 2 of the radio programme.
- Elicit other words or phrases that indicate that important information is coming, and write them on the board, e.g. *Actually, In fact, Another important point is, I mean.*
- In pairs, students work out what type of word or information is needed to complete the notes.
- Elicit students' predictions.

ANSWERS

- 1 specific part of speech (adjective)
- 2 number
- 3 number (age)
- 4 number (percentage)
- 5 number (age)
- 6 number (percentage)
- 7 specific part of speech (noun)
- 8 specific part of speech (action, so verb or verb phrase)
- 9 number (amount)

AfL: Diagnostics

While monitoring exercises 5 and 6, listen for how successfully or unsuccessfully students understand specific information in a listening text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5 6.3

- Play the recording for students to complete the notes and check the predictions they made in exercise 4.
- Check answers as a class.

ANSWERS

1 popular 2 four / 4 3 18 4 53 5 16–19
6 83 7 phone 8 make calls 9 250

Exercise 6 6.3

- Before students listen, they predict whether the statements are true or false.
- Play part two of the recording again for students to do the exercise.

ANSWERS

1 T
2 F: She thinks everyone is influenced by advertising.
3 T
4 F: Online shopping represents a tiny minority of total sales. People spend four times more on the high street than they do online.
5 T
6 F: He pays half and his parents pay the other half.
7 T

Exercise 7

- Students do the exercise in pairs.
- Remind them to use the contexts the highlighted words appear in.

ANSWERS

1 very big 2 small 3 big 4 very small 5 very big
6 very big 7 big 8 very big

Exercise 8

- Go through the instructions with the class and make sure students know what they have to do.
- Students work in small groups. Remind them to think of more questions to add to their survey, e.g. *How long do you save your money before you go shopping? How often do you go shopping?*
- Circulate and monitor, helping where necessary.
- Students go round the class to carry out their survey.
- Ask students to work with another group to compare the results of their surveys.
- Ask one student from each group to report their group's survey results to the class. Which are the most popular shopping habits?

Speaking**Exercise 9**

- Students look at the photos and describe what they can see.
- Students do the activity in pairs. Encourage them to use the phrases for describing amounts from exercise 7, e.g. *A large proportion of my friends would go to shop ...*
- Ask a few students to share their ideas with the class. Which shop would the majority of students visit?

Exercise 10 6.4

- Play the recording for students to note down their answers.
- Check answers as a class.
- Compare Molly and Andy's answers with students' answers in exercise 9.

ANSWERS

- 1 The shop in the first photo looks expensive with good-quality items. The second shop looks cheaper and more fun and colourful. The third shop is trendy and isn't expensive. The online shop sells things cheaper than on the high street.
- 2 Molly normally goes shopping in places like in photo C.
- 3 Andy would like to go shopping somewhere like in photo B.
- 4 They are unlikely to go shopping in the shop in photo A.

Exercise 11 6.4

- Check the meaning of *contrast* (n).
- Write pairs of contrasting ideas on the board:
I feel like going for a walk. Nobody wants to go with me.
My brother spends a lot of money on home entertainment.
He works hard to earn the money.
- Ask students to think of words that can be used to link the two contrasting points (e.g. *but, however, although*).
- Play the recording again, pausing if necessary after each of the sentences in the box so that students can write the missing words.

ANSWERS

1 but 2 whereas 3 although 4 unlike
5 On the other hand 6 but

Exercise 12

- Read through the Global skills box with the class.
- Students discuss in small groups before whole-class feedback.
- If there is time, ask students to listen to the dialogue in exercise 11 again and identify the delaying sounds the speakers use.

Exercise 13 6.5

- Students read the dialogue before doing the exercise on their own.
- Play the recording for students to check their answers.
- If there is time, ask students to listen to the dialogue again and identify the delaying sounds the speakers use.

ANSWERS

1 but 2 unlike 3 Although 4 On the other hand
5 whereas 6 but

Exercise 14**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. communication – expressing contrast and/or using delaying sounds.

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.

- Go through the task with the class. Before students begin their discussion, write the following points on the board and ask students to bear them in mind:
type of clothing
price
colour
ethical considerations
speed of service
- Encourage students to express contrast and to use delaying sounds in their conversations.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- Was your dialogue successful? Why / why not?
- Did you express contrast appropriately?
- What delaying sounds did you use?
- What did you find difficult to do during the dialogue?

Help students with the questions, giving them suggestions for improving content, pronunciation and language use.

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise describing amounts.

'How can I improve?' suggestion: Write six sentences or questions using amounts to describe some shops you have visited recently.

Further practice

Communication worksheet 6C: Speaking
Functional language bank

Lesson 6D: Culture Reading, vocabulary and grammar SB pages 80–81

Learning objectives

Identifying relevant words in a text to find specific information

Using words relating to trade

Use *have / get something done* to talk about things other people do to us or for us

Materials

Workbook page 47

Video worksheet: Fair trade

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 81. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Go through the definition with the class.
- Students discuss the questions in pairs.
- Ask students to skim-read the article (timing them if necessary) and compare with their ideas.
- Ask some students to report their ideas to the class.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students can find specific information quickly, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Check students understand: *labelled* (n), *stability* (n), *network* (n), *ceremonial robes* (n), *plague* (n), *globalization* (n). Also check the words in the glossary.
- Students read the text again on their own, underlining or noting the information they need to answer each question.
- Students check answers with a partner before checking as a class.

ANSWER

1 T 2 T 3 T

4 F The Han Dynasty controlled the trade routes from China. The Roman empire controlled most of the Mediterranean coast.

5 F Merchants travelled in large groups.

6 F The Silk Road also spread knowledge, ideas, beliefs, science, literature and inventions (and disease) between countries. Slaves were also sold along the routes.

7 F He wasn't the first European to travel along the Silk Road, but he was the first to write a book about it.

Exercise 3

- Read through the Global skills box with the class.
- Students discuss the questions in small groups.
- Ask some members of each group to swap and exchange their ideas with another group.
- Ask some groups to report back to the class.

ANSWERS

1 Peace and the fact that people had more money to spend.

2 Students' own answers

V Insight Trade

Many of these words are part of a set with other forms, e.g. *industry* - *industrial*, *commerce* - *commercial*, *design* (n) - *design* (v), *designer*, etc.

Exercise 4

- Students compare their answers in pairs before whole-class feedback.

ANSWERS

1 Consumers 2 profit 3 design 4 manufacture
5 retailer 6 commercial 7 industry 8 trend
9 negotiate

Exercise 5

- Students do the exercise on their own before checking in pairs.

ANSWERS

1 consumers 2 manufacture 3 industry 4 profits
5 retailers 6 design 7 commercial 8 trend

Grammar

Language note: *have / get something done*

If you have or get something done, somebody else does it for you.

Yesterday, I had my hair cut. = *Yesterday, my hairdresser cut my hair for me.*

The tense is shown by *have* or *get*.

*I **had** my hair cut last week.*

*I'm **having** my eyes checked next Tuesday.*

As with the passive, the agent performing the action or providing the service is not always mentioned. If the agent is mentioned, it is preceded by *by*.

*I'm having some flowers delivered **by** the new florist.*

Get is more informal than *have*.

Exercise 6

- Focus attention on the two sentences from the text. Ask:
Did the Romans make their own clothes?
Does someone else deliver products to us?
Do we know who? Does it matter?
- Explain or elicit that *have / get something done* is used to show that somebody has done something for you, which is often a service as part of their job.

Further reference and practice Workbook page 95

1 1 's having 2 had 3 've had 4 had had
5 'll be having 6 Are, having

Culture note: Marco Polo Festival

The Marco Polo Festival takes place every October in New York City. It celebrates the city's Chinese- and Italian-American immigrant communities. The communities are connected through the Venetian explorer Marco Polo, who travelled across Asia. The festival features puppets and a big parade through the areas in NYC where these communities traditionally lived. There are also special dinners, music and dance.

Exercise 7

- Ask students to read the dialogue. With a **weaker class**, ask them to underline words that indicate the tenses they should use. Do the first item together.
- Students do the exercise on their own before checking in pairs.

ANSWER

1 have already had the decorations put up
2 have had posters printed / are having posters printed
3 got cultural performances organized
4 got performers booked
5 have Italian and Chinese food cooked
6 will have traditional dishes sold
7 have had / will have a giant Marco Polo made

EXTENSION

Ask: *What can you have done at the dentist's?*

Elicit more businesses that offer a service and write them on the board, e.g. *plumber, florist, painter and decorator, garage, optician, doctor's, takeaway restaurant, jeweller.*

In groups, students think of sentences with *have / get something done* for each business and write them down. The sentences should not include the name of the businesses.

When they have finished, ask students to read out their sentences. Students from other groups guess which businesses the sentences are about.

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 in using *have / get something done* or how well they negotiate what they need to take on the trip.

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 suggest a few things associated with life in 1271 and what facilities they would or would not have.
- Students do the task in small groups.
- Ask a few students to share their ideas with the class.

Vocabulary extra: Consumerism

SB page 85

Exercise 1

1 market 2 influence 3 purchase 4 refund
5 present 6 research 7 experience 8 risk
9 promise 10 display

Exercise 2

do: some research

give: (somebody) a refund; (somebody) a present

have: a bad experience; an influence

make: a purchase; a promise

put: put (something) on display; (something) on the market

take: a risk

Exercise 3

1 put the new products on display 2 give a present
3 put it on the market 4 doing (some) research
5 had a bad experience 6 made a purchase
7 gave me a refund 8 taking a risk 9 made a promise
10 often has an influence

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.

Encourage students to think of an event or trip they have planned and what they will do to prepare for it.

'How can I improve?' suggestion: Write a list of what you will have / get done before your event or trip.

Lesson 6E: Writing A formal email of complaint

SB pages 82–83

Learning objectives

- Write a formal email of complaint
- Use polite language for formal emails
- Distinguish between language for adding information and expressing contrast

Materials

- Workbook page 50
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 83. See page 10 for more ideas.

Planning for writing

Exercise 1

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

Exercise 2

- Read the writing task with the class.
- Elicit responses to the questions, asking students to give reasons for their answers, but do not give 'correct' answers yet.

Exercise 3

- Students do the exercise on their own and then compare answers with a partner.

Exercise 4

- Ask students to read the model email. They then work in pairs to do the exercise.
- Check answers with the class.

ANSWERS

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

(The email is written in formal language.)

Exercise 5

- Read through the strategy with the class.
- Ask students to read the model email again and to identify the information in the Strategy box.
- Students check their answers in pairs.

ANSWERS

- Dear Sir / Madam,
- is connected; is not switched on; was advertised
- Furthermore, when the smart speaker is connected to my Wi-Fi, the Wi-Fi disappears completely, so the smart speaker does not work and none of my other devices work either.

4 it would not connect, it would not allow, speaker is connected, does not work, this is not a problem, is not switched on, does not connect, I am extremely disappointed, it has failed, he did not even seem, I would either like

5 Although, Furthermore

6 Yours faithfully,

AfL: Diagnostics

While monitoring exercise 6, listen for how successfully or unsuccessfully students use expressions of addition and contrast, which is one of the learning objectives for this page. See page 10 for more ideas.

Language note: Addition and contrast

Although and *despite* can go at the beginning of a sentence, with the two clauses separated by a comma.

Although the camera was expensive, it was poor quality.

Despite following the instructions, I could not make the device work.

However and *but* go between the two contrasting points.
The technician tried hard to fix the problem. **However**, he was unable to do so.

The advisor was helpful, **but** I still can't use the device.

Furthermore, *in addition*, *what is more*, *however* and *to add to this* are followed by a comma.

Exercise 6

- Focus students on the model email. Explain or elicit that the boxes on the right give information about what kind of language to use.
- With a **weaker class**, read the writing advice boxes on the right of the model email with the class.
- Students complete the language boxes in pairs. Point out the colour matches only if necessary.

ANSWERS

Addition: Furthermore, In addition, To add to this, What is more

Contrast: Despite, Although, However, but

Exercise 7

- Point out that in some cases, students will have to join two sentences to make one sentence, whereas other sentence pairs will stay as two sentences.
- Students do the exercise on their own before checking in pairs.

ANSWERS

- When I received the hoodie, it looked nothing like the photo on your website. To add to this, it was completely the wrong size.
- Despite the shop giving out / Despite the fact that the shop gives out a lot of free samples, I never buy anything because everything is so expensive.
- When you shop online, you can't touch the products. In addition, you can't try anything on.
- Although I enjoy shopping in your department store, I will not be returning because the sales assistants are very rude.
- The technician explained how to connect the laptop. What is more, she was very helpful.

Writing your email

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. language – polite and formal, and/or communication – keeping the message clear and organized.

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 in 300–350 words.
- Give students ten minutes to choose a task and to complete the planning stage. Remind students to write notes, not sentences.
- With a **weaker class**, use the opening of the model as an example, adjusting it to fit the task.
- Remind students to present the information in an appropriate order and to organize their paragraphs. Encourage students to activate other language they learned in the unit (describing amounts, words relating to trade, *have / get something done* and the passive).
- When students have finished, they can check their own work against the checklist.
- Ask **fast finishers** to swap emails with a partner and comment on each other's work.

EXTENSION

Students write an email to a train company they recently travelled on. The ticket was expensive as prices have recently gone up. However, the train was over one hour late, there was no heating on it and the staff on board were rude and unhelpful.

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 students to look at their classmates' emails. 'How can I improve?' suggestion: Decide which emails would be most likely to get the desired response.

Further practice

Writing bank

Review 6 SB page 84

Exercise 1

1 target 2 promote 3 display 4 persuade
5 launched 6 trick

Exercise 2

1 luxury goods 2 marketing agency / campaign
3 brand image 4 advertising campaign / agency
5 insider knowledge 6 free samples

Exercise 3

1 proportion 2 modest 3 majority 4 significant
5 tiny 6 whopping

Exercise 4

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

Exercise 5

1 are being manufactured 2 will have been sold
3 are purchased 4 won't be forgotten
5 were produced 6 has been used 7 were seen
8 were bought 9 are worn 10 hasn't been
photographed

Exercise 6

1 will be sold in the future
2 aren't paying factory workers enough
3 promote fair-trade products
4 has been grown for centuries
5 produces most of the world's coffee
6 was started by people in Oxford
7 were still being employed by factories
8 haven't stopped unfair trade yet

Exercise 7

1 'm having my photo taken
2 got the car washed
3 has her eyes tested
4 haven't got my computer repaired
5 got their house painted
6 'm not going to have my hair dyed
7 'm having my hair cut short
8 got my exam results sent

Cumulative review Units 1–6 SB pages 86–87

Exercise 1

1 G 2 G 3 S 4 S 5 G

Exercise 2 6.6

Audio script 6.6 page 169

1 a 2 b 3 c 4 a 5 c

Exercise 3

Students' own answers

Exercise 4

Students' own answers

Exercise 5

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

Exercise 6

1 Have 2 be 3 up 4 to 5 had / got 6 will 7 have
8 Unless 9 to 10 by 11 against 12 must / should

Exercise 7

Students' own answers

Additional materials

Literature Insight 3 WB pages 108–109 Answer key: page 152

Exam Insight 3 WB pages 118–119 Answer key: page 156

Unit map

Grammar

Reported speech page 90

Reported questions and commands page 95

Vocabulary

Perception and observation page 89

Adverb–adjective collocations page 89

Noun suffixes: *-tion*, *-sion* page 92

Sight and sound page 94

Skills

Reading: See sounds, smell colours, taste words page 88

Listening: Dogs to the rescue page 90

Listening: Teenagers with sensory impairments page 92

Speaking: Complaining and asking people to do things page 93

Speaking: Effective complaints page 93

Reading: A Walk in the Woods page 94

Writing: A report on survey findings page 96

Reading: Workbook pages 56–57

Strategies

Reading: Understanding the purpose of a paragraph page 88

Writing: Making your writing flow page 96

Global Skills

Dealing with conflict page 100

Review

Review 7 page 98

Vocabulary extra 7 page 99

Video

Online video: The Blue Cross

Global Skills video: Dealing with conflict

Lesson 7A: Reading and vocabulary SB pages 88–89

Learning objectives

Understand the purpose of different paragraphs in a text

Use words relating to perception and observation

Use adverb–adjective collocations

Materials

Workbook page 52

Communication worksheet 7A: Vocabulary

Vocabulary Strategies worksheet 7: Using a dictionary: homonyms and homophones

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 89. See page 10 for more ideas.

Exercise 1

- Elicit the five senses (sight, hearing, smell, touch, taste).
- With a **weaker class**, go through an example of how you might use each sense when you are, e.g., by the seaside. Ask: *What can you see? What can you smell?* etc.
- Students discuss the questions in pairs or small groups before whole-class feedback.

Exercise 2

- Read through the box with the class.
- Students discuss their answers in pairs before checking the text.

ANSWERS

1 F 2 T 3 F 4 T 5 T

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students understand the purpose of different paragraphs in an article, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy with the class. Ask: *Why does it make sense to order paragraphs in this way?* Students can respond in L1. (The first paragraph, which gives the topic of the text, helps us to understand the more detailed content of the text. The final paragraph consolidates our understanding of what we have learned.)
- Check the meaning of: *imagery* (n), *claim* (v), *sensation* (n).
- Students do the activity on their own and then check in pairs.
- In class feedback, ask students to justify their answers by saying what information in the article helped them to decide on their answer.

ANSWERS

A 5 B 2 C 3 D 6 E 1 F 4

Exercise 4

- Students discuss the questions in pairs or groups.
- Circulate and monitor, helping with ideas.
- When they have finished, ask one student from each group to report back to the class.

ANSWERS

Students' own answers

Notes

- 2: The sound from a fire alarm, for example, could obscure part of your vision. This could be dangerous if you are trying to leave a building.
- 3: In 2005, Daniel Tammet set the European record for pi memorization by memorizing 22,514 digits. He managed to do it because he was able to associate numbers with colour, texture and sound.

Exercise 5

- Students do the exercise on their own before checking as a class.

ANSWERS

- 1 detect 2 distinguish 3 notice
4 consider, view 5 differentiate 6 realize

Exercise 6

- Students do the exercise in pairs.

ANSWERS

- 1 distinguish 2 consider 3 differentiate, detect
4 noticed, realized 5 view

Exercise 7

- Tell students not to worry if they do not understand every word. The words in *italics* will help them to work out at least some of the meanings.
- Students do the exercise in pairs before checking.
- Ask students which words they did not understand initially and how they worked out the meaning, e.g. *somewhat difficult* means 'quite difficult', which means 'not very easy'.

ANSWERS

- 1 entirely convinced 2 universally accepted
3 widely spread 4 somewhat difficult
5 fairly tasteless 6 utterly repulsive
7 highly beneficial 8 exceptionally careful

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 – verbs or collocations, or fluency – using the prompts to complete the task.

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 do the activity in small groups.
- Circulate and monitor, helping with ideas and vocabulary.
- Ask some groups to report back to the class.

Vocabulary extra: Food texture

SB page 99

Exercise 1

lumpy; smooth; runny; creamy; juicy; chewy; crunchy; oily; thick; crumbly; soft; moist

Exercise 2

- 1 crunchy 2 juicy 3 runny 4 crumbly
5 thick 6 smooth 7 lumpy 8 moist
9 soft 10 creamy 11 chewy 12 oily

Exercise 3

Students' own answers

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to do some research on different techniques for memorizing information, e.g. flashcards, mnemonics.

'How can I improve?' suggestion: Write a paragraph about a memorization technique and how it helps you to remember information.

Further practice

Communication worksheet 7A: Vocabulary

Vocabulary Strategies worksheet 7: Using a dictionary: homonyms and homophones

Lesson 7B: Grammar and listening

SB pages 90–91

Learning objectives

Identify incorrect information in a reported text

Use reported speech to report what people have said

Materials

Workbook page 53

Communication worksheet 7B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 91. See page 10 for more ideas.

Grammar

Exercise 1

- Ask students to study the photos carefully and decide what is happening in the first photo.
- Students discuss the questions in pairs before whole-class feedback.

Exercise 2 7.1

- Explain to students that they are going to listen to a news report about wildfires.
- Students do the exercise on their own.

Audio script 7.1 page 170

ANSWERS

- 1 Australia (Blue Mountains, New South Wales)
- 2 extreme weather patterns and higher temperatures
- 3 the koala

Exercise 3 7.1

- Check students understand: *battling* (v), *blazes* (n).
- Students do the exercise on their own and then check in pairs.
- Ask if any of the statistics surprised them.

ANSWERS

- 1 2,700 2 14.7 million 3 6 4 480 million 5 1/3

AfL: Diagnostics

While monitoring exercise 4, listen for how successfully or unsuccessfully students identify incorrect information in a reported text, which is the learning objective for this page. See page 10 for more ideas.

Culture note: Working dogs

Working dogs do a variety of tasks to help humans. Some are known as rescue dogs and help humans in emergency situations such as avalanches. Working dogs also work as police dogs. They can track criminals, and their sense of smell enables them to locate missing people or drugs. Other dogs are service dogs, which are trained to assist people with a disability such as blindness or deafness. Service dogs may also provide mobility assistance to the physically disabled.

Exercise 4 7.2

- Ask: *Do animals have extra senses or stronger senses than humans? Can you think of some examples?*
- Check that students understand: *detection* (n), *tracking* (v), *(dog) handler* (n), *contribution* (n), *update* (v).
- Students read the news report carefully.
- Students may need to listen twice to find all the mistakes.

Audio script 7.2 page 170

ANSWERS

- 1 ... were now helping to rescue ~~kangaroos~~ koalas and other ...
- 2 ... most of the koalas had climbed eucalyptus ~~plants~~ trees to escape ...
- 3 ... he had worked with dogs for ~~a few months~~ years but that Tracker ...
- 4 ... it was ~~an easy~~ a tough job but that Tracker ...

Exercise 5

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

Exercise 6

- Ask: *When do we use reported speech?*
- Focus attention on the sentences 1–7. Ask: *Are the sentences in direct or reported speech?*
- Check students understand the instructions. With a **weaker class**, do the first sentence with them.
- Students do the exercise on their own before checking in pairs.

ANSWERS

- 1 Chris Cairns explained that specially trained detection dogs were now helping to rescue koalas ...
- 2 Chris said that most of the koalas had climbed eucalyptus trees to escape the fires.
- 3 He admitted that the dog handlers couldn't see them, so it was really difficult to rescue them.
- 4 He pointed out that he had worked with dogs for years but that Tracker was a special dog.
- 5 Chris agreed that it was a tough job but that Tracker loved it.
- 6 He promised that he would update us on their work again soon ...
- 7 ... and that they were going to save more koalas.

Language note: Reported speech

We use reported speech to report what people have said using our own words rather than their exact words. Usually, when we use reported speech, time has passed since the actual words were spoken. Furthermore, we are no longer in the place where they were spoken; therefore, we usually change pronouns, possessive adjectives, tenses and adverbs such as *here* and *there*.
'I want to stay here,' she told me.
She told me that she wanted to stay there.

Exercise 7

- Tell students to look at the verbs in the direct speech sentences in exercise 6 and the corresponding verbs in the article. Ask them to identify their tenses. Then ask: *What happens to verb tenses when we change direct speech to reported speech?* (They 'go back' one tense, e.g. present simple – past simple, present perfect – past perfect.)
- Students complete the table on their own.
- Students then compare answers with a partner.
- When checking answers as a class, go through the other things that change when we report speech (pronouns, possessive adjectives, etc.).

ANSWERS

- 1 past simple 2 past continuous 3 past perfect
4 past perfect 5 could 6 would
7 was / were going to

Further reference and practice Workbook page 96

- 1 1 couldn't go 2 hadn't eaten 3 had finished
4 were always playing 5 would be 6 was
2 1 his 2 them / us 3 they / we 4 I, my
5 he, my 6 he, her
3 1 warned 2 pointed out 3 explained
4 admitted 5 explained 6 agreed

EXTENSION

Ask students to find two more sentences using reported speech in the summary in exercise 4. Students identify which reporting verbs are used and then write the direct speech they heard in the interview.

ANSWERS

He told me that the dogs used their amazing sense of smell and incredible tracking skills to find them. (past simple)

Interview: 'They use their amazing sense of smell and incredible tracking skills to find the koalas.'

He added that dogs like Tracker were making a huge contribution to saving koalas. (past continuous)

Interview: 'Dogs like Tracker are making a huge contribution to saving koalas.'

Exercise 8

- Check students understand all the sentences.
- Write sentence 4 of the exercise on the board. Circle the following words and annotate them: *admitted* (reporting verb), *today* (time phrase), *has been* (present perfect).
- Ask how these words and their position in the sentence need to change in reported speech.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 The rescuers told us (that) they couldn't see any koalas in the trees.
- 2 The handler told us (that) detection dogs lived with their owners.
- 3 The reporter said (that) he/she had spent a lot of time with a detection dog the day before.
- 4 The reporter admitted (that) that day had been tough out there.
- 5 They promised (that) they would find more koalas the next day.
- 6 The firefighter explained (that) they were waiting for the detection dogs to arrive.
- 7 The couple agreed (that) they had had a lucky escape from the wildfire that day.
- 8 The residents pointed out (that) they had smelled / smelt the fire before it / the fire had reached them.

Exercise 9

- Ask students to read the two stories quickly. Ask: *What do they have in common?*
- Students do the exercise on their own and then check their answers in pairs.
- Circulate and monitor, noting any errors related to use of reported speech.
- Ask students which story they found more surprising. Do they know any other stories like this?

ANSWERS

- A 1 had used 2 had got 3 couldn't find
4 were 5 hadn't meant 6 would buy
B 7 was 8 couldn't believe 9 had survived
10 had only been 11 had noticed 12 had stayed
13 would not stop 14 was planning / had planned
15 didn't like

Exercise 10

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 – using reported speech, or communication skills – reporting the story accurately and completely.

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 instructions with the class. Elicit ideas on who they could interview in each story.
- Students do the task in pairs. Give them time to plan their questions.
- Circulate and monitor, helping where necessary.
- Students report their stories to another pair. Remind students to read the summaries in exercises 4 and 9 before they report their stories to another pair. Encourage them to use a variety of reporting verbs.

Extra activity: game

Play a game. Put students into large groups and tell them to sit in circles if possible.

Begin by giving student 1 in each group the following sentence: 'I think I know who has stolen my purse,' said Maria. Tell the student to whisper it to student 2. Student 2 changes the sentence to reported speech and whispers it to student 3. Student 3 changes it back to direct speech, and so on. When the last person in each group hears the sentence, ask them to say what they heard. Is it the same as the original sentence or the reported version?

You can repeat the activity with more sentences, e.g.

'My teacher was angry with me because I had forgotten to do my homework,' said Paul.

'We've made a cake because it's our dad's birthday tomorrow,' said Helen.

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. reported speech.

Tell students to research online a rescue story where an animal helped save someone.

'How can I improve?' suggestion: Report back to the class about your story, using reported speech from the lesson.

Further practice

Communication worksheet 7B: Grammar

Lesson 7C: Listening, vocabulary and speaking

SB pages 92–93

Learning objectives

- Identify relevant information in a listening text
- Form nouns using the suffixes *-tion* and *-sion*
- Use appropriate language to make complaints and requests

Materials

- Workbook page 54
- Communication worksheet 7C: Speaking
- Pronunciation Insight worksheet 7: Intonation: being polite
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 93. 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.

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how successfully or unsuccessfully students can identify relevant information in a listening text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 7.3

- Check students understand *impairment* (n).
- Give students time to read the sentences and, if there is time, to predict what the answers might be.
- Ask students to check answers in pairs and compare the statements to the ideas they had in exercise 1.

Audio script 7.3 page 170

ANSWERS

1 can 2 can 3 can't 4 can 5 can't

Exercise 3 7.4

- Check students understand: *treat* (v), *irritating* (adj), *sensitive* (in the sense of 'responsive') (adj), *vibrations* (n), *tranquillity* (n).
- Students read the sentences and underline the key words to help them listen for the answers.

Audio script 7.4 page 170

ANSWERS

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

Exercise 4

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas where necessary.

- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

Exercise 5

- Ask students to write the verb forms of the highlighted words. They then use their answers to complete the rules.
- Check answers as a class and model the pronunciation of *reaction* (n), *situation* (n), *expression* (n) and *decision* (n).

ANSWERS

1 react 2 situate 3 express 4 decide
a -ion b -e; -ion c -ion d -de; -sion

Exercise 6

- Students do the exercise on their own and then check in pairs.

ANSWERS

action, confusion, discussion, education, invention, operation, persuasion, revision

Exercise 7

- Check students understand *beat* (n).
- Remind students to skim-read the text before they try to complete the gaps.
- Students do the exercise on their own and then check in pairs.
- After checking answers, ask students if they found anything surprising about Chris.

ANSWERS

1 complications 2 vibration(s) 3 decision
4 expression 5 communication 6 inspiration
7 competition 8 impression

Culture note: Sign languages

Groups of deaf people have used sign languages throughout history. These languages can be as complex as any spoken language, and they are distinct language systems and not simply manual versions of spoken language. Different sign languages are used in different countries or regions, and they are not mutually intelligible. For example, American sign language (ASL) is different from British sign language (BSL).

Exercise 8

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

Speaking

Exercise 9

- Ask students to think of different situations when they might complain, e.g. somebody talking in the cinema.
- Students do the exercise in pairs.
- Ask students which situations they find most irritating.

ANSWERS

1 d 2 c 3 a 4 b 5 e

Exercise 10 7.5

- Tell students they are going to listen to three different people complaining.
- Students compare answers in pairs before checking as a class.

Audio script 7.5 page 171

ANSWERS

a 4 b 3 c 2

Exercise 11

- Read through the options with the class, checking they understand *replacement* (n) and *fixed* (adj).
- Students do the exercise on their own and then check in pairs.
- With a **weaker class**, play the recording again.

ANSWERS

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

Exercise 12 7.5

- Read through the table with the class. Check they understand *bother* (v) and *slight* (adj).
- Students complete the table in pairs and then listen to check.
- Go through each phrase orally, checking students can use the correct intonation (e.g. starting high on phrases 1–6). If necessary, play the recording again for them to model.

ANSWERS

1 I'm sorry 2 I'm afraid 3 Excuse
4 Could you 5 mind 6 Can

Exercise 13

- Read through the Global skills box with the class.
- Students discuss the question in small groups before whole-class feedback.

Exercise 14 7.6

- Remind students to read the whole dialogue before completing the gaps.
- Ask students:
Does Rosie state the problem? What is it?
Does she give details of the problem? What are they?
Does she explain how the problem is affecting her? How?
Does she ask for action? What does she want?
- Students do the exercise in pairs before listening to check.
- Ask students if they think Rosie's complaint is effective.

Audio script 7.6 page 171

ANSWERS

1 complain about 2 Could you
3 wonder if you could 4 I'd be grateful
5 not happy about 6 Can you

Exercise 15

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. communication – complaining and asking people to do things.

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 do the activity in pairs.
- Remind students to explain their problems politely and use appropriate language. Refer them to the Global skills box again if necessary.
- Circulate and monitor, helping where necessary. Note examples of good language as well as any learning points.
- When students have finished, go over the learning points. Invite the class to suggest corrections or improvements. This helps illustrate to students that even though what they said may have been 'correct', they can often improve.
- With a **weaker class**, go over any general feedback and then swap pairs and repeat to give students an opportunity to improve the exercise.

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise nouns with suffixes.

'How can I improve?' suggestion: Write six sentences or questions using nouns with the suffixes *-tion* or *-sion*.

Further practice

Communication worksheet 7C: Speaking

Pronunciation Insight worksheet 7: Intonation: being polite

Functional language bank

Lesson 7D: Culture Reading, vocabulary and grammar SB pages 94–95

Learning objectives

Form and test predictions about a text

Use words relating to sight and sound

Form and use reported questions and commands

Materials

Workbook page 55

Video worksheet: The Blue Cross

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 95. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

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

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how successfully or unsuccessfully students can form and test predictions about a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Ask students to look at the cover and guess what the book is about.
- Students read the information in the white box before discussing their ideas in pairs.

ANSWER

It's about the author's adventures when he hiked along the Appalachian Trail with a friend.

Culture note: Bill Bryson

Bill Bryson (born 1951) is a prize-winning author. He has written humorous books on travel, science and the English language. Born in the USA, he has spent most of his adult life in the UK. Despite receiving worldwide acclaim for his travel literature, Bryson does not view himself as an expert traveller or explorer, and details this sense of inadequacy with self-deprecating humour.

Exercise 3

- Check students understand: *undergrowth* (n), *click* (n), *foliage* (n), *bolt upright* (phrase), *ants* (n), *nail clippers* (n), *brute* (n).
- Ask students to skim-read the text and then read it more carefully.
- Students do the activity in pairs.

ANSWERS

1 A bear was snuffling around their tent one night while they were travelling along the Appalachian Trail.

2–4 Students' own answers

Culture note: The Appalachian Trail

The Appalachian Trail is a 3,500-kilometre hiking trail following the Appalachian Mountains in the eastern USA. The mountain range itself extends from Georgia in the south of the country across the border to Canada. The trail, however, goes from Georgia to Maine in the north-eastern USA.

Exercise 4

- Read through the Global skills box with the class.
- Check they understand *protected land* (n).
- Students discuss the questions in small groups before whole-class feedback.

ANSWERS

Students' own answers

Notes

2 Protected land is important for wildlife (e.g. grizzly bear populations), plant species, natural biodiversity; it gives people a place of natural beauty to visit; some landscapes have special significance to people / countries / (indigenous) cultures.

Exercise 5

- Students do the exercise in pairs.
- Ask which words are connected to sight and which to sound.

ANSWERS

1 stare 2 peer 3 whisper 4 blink 5 snore
6 snuffle

Exercise 6

- Students read and do the exercise on their own before checking in pairs.

ANSWERS

1 snuffling 2 snoring 3 peered 4 stared
5 whispered 6 blinked

EXTENSION

Fast finishers write the next part of the story, describing the bears' return visit or something else that happened.

Grammar

Exercise 7

- Students do the exercise on their own before checking in pairs.

ANSWERS

1 RQ; '... did you pack a knife?'
2 RQ; 'Have you got anything sharp at all?'
3 RC; 'Oh, you brute, go away!'
4 RC; 'Just leave it alone ...'
5 RQ; 'How can you be so calm?'

Language note: Reporting verbs

We can use a variety of reporting verbs for commands in reported speech, e.g. *tell*, *advise*, *command*, *instruct*, *order*, *remind*, *warn*.

Mum reminded me to pack a warm jumper.

The doctor told Ben to stay in bed.

Exercise 8

- Go through instructions with the class.
- With a **weaker class**, refer students to the sentences in the extract that are in direct speech. Ask them which ones are *yes / no* questions. Then go through the sentences in reported speech in exercise 7 and identify the reporting verb, the subject and the verb.
- Students do the exercise in pairs.

ANSWER

a **whether**
b **before**
c **object**
Bill asked Stephen if / whether he was awake.
Bill asked Stephen what that was.
Bill told Stephen to try shouting at it / the bear.
Stephen asked Bill what he was doing.
Stephen asked Bill what he wanted him to do.
Bill asked Stephen what he was talking about.
Bill told Stephen not to go to sleep.

Further reference and practice Workbook page 97

- 1 1 b 2 a, b 3 a 4 a, b 5 a 6 b 7 b 8 a, b
- 2 1 Luke told me to wait there for him.
2 Mum asked (me) where Paul lived.
3 Nancy asked (me) how my toe was.
4 She told me to give her the torch.
5 Mr Carr told me not to do anything until the next / following week.
6 Soroush asked (me) if / whether I'd been ill.
7 Dad told us not to play our music so loud.
8 The man asked (me) if / whether I was Ted Fielding's nephew.

Exercise 9

- With a **weaker class**, remind students of the tense and pronoun changes they will need to make.
- Students do the exercise on their own or with a partner.

ANSWERS

- 1 The teacher asked (us) if / whether anyone was really frightened of the dark.
2 The teacher told us / warned us not to wander off alone.
3 The teacher asked (us) what sights and sounds we thought we would see.
4 The teacher told us / warned us not to speak or we would frighten the wildlife.
5 The teacher told us to switch off our torches. He/She asked (us) which sounds we could hear.
6 The teacher asked (us) if / whether we had heard the frogs in the pond.
7 The teacher asked (us) if / whether anyone recognized the smell. He/She said / told us (that) it was a type of wild flower.
8 The teacher told us / warned us to go to our tents when he/she asked us to.

Exercise 10

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 in using questions or commands or how well they report the information.

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 instructions with the class.
- Elicit words to describe sounds, e.g. *click* (n), *snuffle* (n) and *snore* (n). Then tell students to read the text again and find expressions to describe noises, e.g. *a sound of undergrowth being disturbed, a click of breaking branches, a weighty pushing through low foliage, the sound of him rolling over and a series of snuffling noises, heavy lapping noises*.
- Ask:
What strange sounds might you hear in the woods?
Who or what might make them?
What time of day or night it is when you are walking in the woods?
How might you react when you hear the noises?

- Students prepare their dialogues in pairs.
- Circulate and monitor, helping where necessary.
- Students report their conversation to another pair.
- Circulate and monitor, helping where necessary.

EXTENSION

Tell the class about something frightening that happened to you. Include a reported dialogue with questions and commands, e.g. *I was on a plane. A few minutes after take-off, the engines started making a terrible noise. The cabin crew told us not to worry. I asked whether we were going back to the airport. One crew member replied that she didn't know. After a few minutes, the pilot announced that he had decided to return to the airport. He told us to fasten our seat belts. Soon, we were safely on the ground again.*

In pairs, students tell each other about something frightening that has happened to them.

Ask a few students to share their stories with the class.

Vocabulary extra: Ways of speaking SB page 99

Exercise 1

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

Exercise 2

- 1 shout 2 whisper 3 stammer 4 whine
5 cheer 6 sigh 7 exclaim 8 argue

Exercise 3

Students' own answers

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.

Encourage students to think about an activity they are going to do with someone or a place they are going to visit. 'How can I improve?' suggestion: Write a note reporting what their parents would tell them to do or what questions they would ask.

Further practice

Video worksheet: The Blue Cross

Lesson 7E: Writing A report on survey findings SB pages 96–97

Learning objectives

- Write a report on survey findings
- Use phrases to make your writing flow
- Use approximation language to describe statistics

Materials

- Workbook page 58
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 97. See page 10 for more ideas.

Planning for writing

Exercise 1

- Students discuss the questions in pairs. They then share ideas with the class.

Exercise 2

- Students do the activity in pairs before whole-class feedback.

Exercise 3

- Ask students to read and check in pairs.
- When checking, ask which questions were different and why.

Exercise 4

- In pairs, students do the survey and then compare their results with another pair.
- Check responses to each question by show of hands and write the results on the board.

Exercise 5

- Tell students they are going to read a report based on the results of the survey in exercise 3.
- Read through the blue organization box on the right of the report with the class.
- Elicit ideas from students about why a report would have sub-headings and how this helps the reader.
- Ask students to look at the headings 1–6 and to decide what form they are in (all noun phrases) and why.
- Students do the activity in pairs.
- When checking answers, ask students how they decided on each heading.
- Ask: *Is the language in a report formal or informal? Why?*

ANSWERS

A 2 B 5 C 1 D 6 E 4

Exercise 6

- Read the strategy together with the class.
- Point out to students that these phrases are called signposts because of the way they help the reader to navigate the information.
- Students do the exercise on their own.
- If there is time, you may want to elicit from students any similar phrases in L1 and think about how and/or where they are usually used.

ANSWERS

With regard to ...; Turning to the final question, ...; In conclusion, ...; Additionally, ...

AfL: Diagnostics

While monitoring exercises 7 and 8, listen for how successfully or unsuccessfully students use approximation language, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 7

- Encourage students to read through the report again before completing the language boxes on the right.
- Students do the exercise on their own before comparing answers with a partner.

ANSWERS

1 just 2 well 3 nearly 4 approximately 5 about

Exercise 8

- Check students understand the elements of the pie chart.
- Students do the exercise in pairs using some of the highlighted phrases from the report.

ANSWERS

1 Almost
2 Approximately / About / Around / Just under / Nearly
3 Well under
4 Just over / Approximately / About / Around
5 Just over / Approximately / About / Around
6 Around / About / Approximately / Just under / Nearly

Writing your report

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. communication – using expressions to make your writing flow.

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 a report in 300–350 words.
- Give students ten minutes to choose a task and to complete the planning stage. Remind students to write notes, not sentences.
- With a **weaker class**, elicit some ideas and write them on the board.
- Remind students to organize the information under sub-headings and to use phrases to make their writing flow. Encourage students to activate other language they learned in the unit, especially reported speech, approximations and fractions.
- When students have finished, they can check their own work against the checklist.
- If there is time, students swap reports with a partner and comment on each other's work, especially on how clear the report is.

EXTENSION

In pairs, students prepare six questions for a short survey on a subject of their choice. It could concern plans, e.g. for the weekend, holiday preferences. Students should use the model survey in exercise 3 as a guide.

Students move around the classroom, asking each other the questions and making a note of the answers. One student should ask the first three questions, and the other the last three questions.

Students write a report based on their findings, using the report on page 97 as a guide. They should include reported speech, expressions for making writing flow, and approximations and fractions.

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.

Encourage students to look at their classmates' reports.

'How can I improve?' suggestion: Decide which report presented the information most clearly.

Further practice

Writing bank

Review 7

SB page 98

Exercise 1

- 1 realize 2 viewed 3 distinguish 4 detect
5 noticed 6 differentiate

Exercise 2

- 1 entirely 2 widely 3 careful 4 difficult
5 tasteless 6 utterly

Exercise 3

- 1 situation 2 reaction 3 expression 4 protection
5 conclusion 6 Vibrations

Exercise 4

- 1 snoring 2 whispering 3 snuffling 4 peered
5 blinking 6 stared

Exercise 5

- 1 felt 2 had woken 3 had smelled / smelt
4 had 5 could 6 would
7 were investigating 8 hadn't found

Exercise 6

- 1 (that) he had never been so frightened
2 (that) he was proud of his cat
3 My cat smelled / smelt the fire
4 I don't feel safe here
5 (that) he would sleep in a hotel that night
6 We are interviewing witnesses
7 I saw someone outside
8 they couldn't say if it was important yet

Exercise 7

- 1 Anna to stop
2 why they had stopped
3 Anna to look ahead
4 (Anna / her) if / whether she could see the bear
5 Ben / him not to be silly
6 (Anna / her) if / whether she would just trust him
7 Anna / her not to argue with him
8 Ben / him to let go of her arm
9 (Ben / him) why he was pulling her back
10 (Anna / her) if / whether she wanted to go ahead and get eaten

Global skills: Dealing with conflict

SB pages 100–101

Learning objectives

Analyse and consider ways of dealing with a conflict situation

Reflect on your responses to a conflict situation

Explore and evaluate strategies for resolving conflict effectively

Materials

Workbook page 127

Global Skills video worksheet: Dealing with conflict

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 101. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercises 1 and 2, listen to the ideas that students discuss. What strategies for resolving conflicts do they mention? Listen also for successful or unsuccessful use of relevant language.

Exercise 1

- Check that students understand and can pronounce *conflict* (n). Ask them to skim-read the message in exercise 1. Elicit what type of conflict Theo is writing about.
- Give students time to read the message in more detail and discuss their ideas in pairs or groups.

Exercise 2

- With a **weaker class**, check that students understand *analyse* (v), *stubborn* (adj), *clarify* (v), *profitable* (adj) and *criteria* (n) before they read the text.
- Students read the replies to Theo's message before comparing their answers in pairs.
- During whole-class feedback, ask students to explain whose advice was most similar to their own and why.

Exercise 3

- Check that students understand *principles* (n) and *win-win solution* (phrase).
- Ask students to find the relevant parts of the text as they do the activity.

ANSWERS

1 S 2 D 3 H 4 B 5 H 6 D

Exercise 4

- As students discuss their ideas in pairs or groups, note examples of good language as well as errors, which you can use in feedback after the activity.

POSSIBLE ANSWERS

You might suggest that you and Zara calmly discuss your ideas; ask Zara to explain the reasons for her opinion; suggest that you analyse the problem objectively and agree on some clear criteria to help you choose your product; suggest that you think clearly about your shared goals; suggest that you think of lots of different product ideas before trying to decide between two options; try to find a win-win solution, e.g. a different product that combines elements of both ideas.

Exercise 5

- Elicit students' initial ideas about how they deal with conflict in their own lives. Ask: *How do you usually react when you disagree with someone?*
- Give students time to read the strategies on their own and decide how true each statement is for them before comparing their answers in pairs or groups.

Exercise 6

- Students do the first part of the exercise on their own or in pairs.
- Then ask students either to role-play Theo talking to Zara in pairs or write a short dialogue using the expressions and their own ideas.

ANSWERS

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

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a good role-play would look like. Agree with students in advance what you and their peers will give feedback on. See page 10 for more ideas.

- Divide students into pairs or small groups and ask them to choose a situation and decide who will play each role.
- They discuss their ideas and imagine any additional details before starting to write their script.
- In the next lesson, students perform their role-plays (or play them if they have made videos). They give each other feedback using the agreed success criteria and discuss how the characters handled the conflict.

AfL: Assess your progress

Direct students to Workbook page 127 and ask them to do the exercises and fill in the 'Can-do' statements.

Further practice

Global Skills video worksheet: Dealing with conflict

8 Decisions, decisions

Unit map

Grammar

Third conditional; *I wish* and *if only* page 104
Speculating about the past page 109

Vocabulary

Describing jobs page 102
Idioms: work page 103
Decisions and ideas page 106
Conflict page 108

Skills

Reading: No limits page 102
Reading: Paying it forward page 104
Listening: Decisions that changed the world page 106
Speaking: Giving presentations page 107
Speaking: Addressing an audience page 107
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Strategies

Listening: Dealing with unknown words while listening page 106
Writing: Avoiding general statements page 110

Review

Review 8 page 112
Vocabulary extra 8 page 113
Cumulative review Units 1–8 pages 114–115
Literature Insight 4 Workbook pages 110–111
Answer key Teacher's Guide page 153
Exam Insight 4 Workbook pages 120–121
Answer key Teacher's Guide page 156

Video

Online video: Suffragettes

Lesson 8A: Reading and vocabulary

SB pages 102–103

Learning objectives

Identify relevant information in a reading text
Use adjectives to describe jobs
Use idioms relating to work

Materials

Workbook page 60
Communication worksheet 8A: Vocabulary
Vocabulary Strategies worksheet 8: Using a dictionary: idioms

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 103. See page 10 for more ideas.

Exercise 1

- Check students understand and can pronounce all the vocabulary items in A. Ask them to give examples of each of the qualities. If there is time, ask students to each choose two qualities which they think they have and say why.
- Students can discuss their answers in pairs or small groups before whole-class feedback.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students identify the relevant information in the article, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Ask students to look at the title of the article and elicit what it might mean, e.g. no limits to someone's ambitions.
- Ask students to skim-read the article. Give them a time limit.
- Students do the activity in pairs before checking as a class.

POSSIBLE ANSWERS

Sunita is determined (to get into NASA), cooperative (with Russian astronauts on the space station), curious (in that she is not afraid to try different jobs), creative (in that she found a creative solution to a problem with Akihiko Hoshide), flexible (in the way she changes her plans / objectives).

Exercise 3

- Check students understand: *diver* (n), *simulator* (n), *spacewalk* (n), *under pressure* (idiom), *(space) mission* (n).
- Students check answers in pairs.

ANSWERS

1 F 2 T 3 T 4 T 5 NG – Sunita's career path wasn't straight, but the text doesn't say that she didn't want that. It says that things turned out differently from her expectations, so she adapted and tried new things.

6 T 7 NG – Sunita preferred to train for the marathon instead of relaxing and looking at the stars. The text doesn't mention that she was bored. It does say that exercise in space can be boring and repetitive, though. 8 F

Exercise 4

- Students do the exercise in pairs. For question 1, give each pair a different piece of advice to discuss.
- Check ideas as a class.

ANSWERS

- Students' own answers
- Possible answers: a good education, encouragement from her family (her brother), her determination, the fact that she worked hard, her flexibility, her creativity, her ability to deal with stress, her ability to learn from different situations.

V Insight Describing jobs

Vocabulary we use to describe jobs can be categorized by different aspects of work, e.g. difficulty of task (*challenging*), experience or qualifications required (*skilled*), opportunities for advancement (*dead-end*). It may help students to remember words more readily if they categorize them in this way.

Exercise 5

- Students do the exercise on their own before checking in pairs.

ANSWERS

- dead-end
- skilled
- challenging
- high-flying
- glamorous
- repetitive
- stressful
- worthwhile
- varied

Exercise 6

- Focus on the title of the text and ask: *Do you recognize the cartoon character? What do you think the text is about?*
- Students do the exercise on their own before checking in pairs.
- Ask students what advice they think Matt would give to students about their future.

ANSWERS

- repetitive
- creative / varied
- challenging / skilled
- worthwhile
- dead-end
- high-flying
- stressful

V Insight Idioms: work

There are three points to note about idioms:

- They can rarely be understood from understanding the individual words within the phrase. The meaning is connected to the whole phrase.
- The phrase is fixed, and we cannot substitute other words, e.g. in *have a lot on your plate*, we cannot replace *plate* with *bowl*.
- Sometimes, the meaning is figurative, e.g. *put your feet up* = relax.

Exercise 7

- Before students do the exercise, remind them to look carefully at the context of each sentence.
- Check the meanings of the definitions.
- Students do the exercise in pairs.

ANSWERS

- put (your) feet up
- get the ball rolling
- show (someone) the ropes
- throw (someone) in at the deep end
- have a lot on your plate
- the bottom line
- rise to the challenge

EXTENSION

Fast finishers write more sentences using the underlined idioms in the text. Students compare their sentences with a partner.

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 – adjectives and idioms describing jobs, or interactive skills – turn-taking or active listening in a discussion.

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.

- Check students understand each of the statements.
- Students do the exercise in small groups before whole-class feedback.

Vocabulary extra: Gender-neutral job titles

SB page 113

Exercise 1

- stewardess
- headmaster
- sportswoman
- spokesman
- policewoman
- salesman
- actress
- fireman
- postman

Exercise 2

- flight attendant
- headteacher
- athlete
- spokesperson
- police officer
- shop assistant
- actor
- fire fighter
- postal worker

Exercise 3

- Police officers
- actor
- flight attendant
- headteacher
- athlete
- spokesperson
- shop assistant
- Fire fighters
- postal worker

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 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 think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to do some research on a job they would like to do.

'How can I improve?' suggestion: Write a paragraph on the qualities needed for the job you would like to do using the vocabulary from the lesson.

Further practice

Communication worksheet 8A: Vocabulary

Vocabulary Strategies worksheet 8: Using a dictionary: idioms

Lesson 8B: Grammar and reading

SB pages 104–105

Learning objectives

Use the third conditional to talk about unreal situations in the past

Use *wish* + past perfect to express regret about the past and *if only* to emphasize regret

Materials

Workbook page 61

Communication worksheet 8B: Grammar

Pronunciation Insight worksheet 8: Weak forms with present and past modals

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 105. See page 10 for more ideas.

Grammar

Exercise 1

- In pairs, students look at the photos and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2

- Check students understand *sleep-out* (n) and *fortunate* (adj).
- Students scan the text and compare their ideas from exercise 1.
- Check answers as a class.

ANSWERS

He is paying it forward by asking customers to buy food or a drink for a homeless person when they buy something for themselves in his café.

Exercise 3

- Students do the exercise in pairs or small groups.
- Ask some students or groups to share their ideas.
- If there is time, students could discuss other ways or situations in which we can pay something forward.

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use the third conditional, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Students read the text again. They then do the exercise on their own and check in pairs.
- Ask: *Do the sentences describe things that happened or things that never happened?*

ANSWERS

- a didn't have b wasn't
- a went b started
- a didn't make b weren't

Exercise 5

- Read through the grammar box with the class before students do the exercise on their own.

ANSWERS

- a past b imaginary c impossible d impossible

Further reference and practice

Workbook page 98

- 1 b 2 a 3 b 4 b 5 a 6 a 7 b 8 a
- 1 had listened; would have known
2 would have played; had brought
3 wouldn't have said; had realized
4 hadn't asked; wouldn't have arrived
5 had been; would have phoned
6 would have won; hadn't fallen
7 had wanted; would, have told
8 wouldn't have failed; had done

EXTENSION

Play a game. Say the *if* clause of a third conditional sentence, e.g. *If my parents had given me a car, ...*. Ask a student to repeat the *if* clause and add a main clause, e.g. *If my parents had given me a car, I would have driven to France on holiday*. The next student repeats the whole sentence and then adds a new *if* clause to continue, e.g. *If my parents had given me a car, I would have driven to France on holiday. If I had driven to France on holiday, ...*. The next student repeats the first sentence and the new *if* clause before adding a main clause. The activity continues in this way. If a student forgets a clause or says it incorrectly, they are out of the game.

Exercise 6

- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 hadn't wanted; wouldn't have read
- 2 hadn't read; wouldn't have met
- 3 hadn't met; wouldn't have opened
- 4 hadn't opened; wouldn't have offered
- 5 hadn't offered; wouldn't have asked

Exercise 7

8.1

- Explain to students that they are going to hear about Josh's next project. Encourage them to take brief notes while they listen.
- Students listen and do the matching exercise on their own.
- Check answers as a class to make sure they have the correct matches before they construct the sentences.
- Students make sentences on their own before checking in pairs.

Audio script 8.1

page 171

ANSWERS

- a If Steve hadn't lost his job, things wouldn't / might not have gone badly for him.

- 2 e If he had been able to find a new job, he wouldn't / might not have lost everything.
- 3 c If Steve hadn't been in (such) a difficult situation, he wouldn't / might not have ended up living on the streets.
- 4 d If he hadn't heard about the Social Bite Village, he wouldn't have got a room in one of the houses there.
- 5 b If he hadn't learned new skills in the Village, his life wouldn't / might not have changed.

Exercise 8

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

Exercise 9 8.2

- Elicit the meaning of *regret* (n).
- Tell the class about a regret you have, e.g. *One of my biggest regrets is that I never asked my grandmother to tell me about her life. She's dead now, and I'll never know how she lived. If I had asked her, I would have learned a lot more about her.*
- Tell students they are going to hear three people talking about their regrets.
- Students listen and do the exercise on their own.

Audio script 8.2 page 171

ANSWER

1 c 2 a 3 b

Exercise 10

- Students read the sentences. Ask them if they remember which speaker from exercise 9 they refer to. (Sentence 1 refers to the speaker who gave up athletics. Sentence 2 refers to the speaker who left her friend's website business.)
- Students answer the questions on their own before checking as a class.
- Then ask students to complete the rules.

ANSWERS

1 b 2 a

Sentence 1 refers to the present. Sentence 2 refers to the past.

a past simple

b past perfect

Further reference and practice Workbook page 98

- 1 1 wishes he lived
2 wishes she didn't lead
3 wish Daria was / were
4 wish we hadn't given away
5 wish they had asked me
6 wish you and Ian hadn't been
- 2 1 b 2 b 3 b 4 a 5 b 6 a
- 3 1 hadn't; wouldn't 2 hadn't 3 didn't 4 didn't
5 wouldn't; hadn't 6 hadn't 7 hadn't; wouldn't
8 didn't

Exercise 11 8.2

- Ask students to read the sentences and try to remember if they are true or false.
- Play the recording for students to check their answers. Tell them to correct the false statements.

- Students compare answers with a partner before checking as a class.
- Students re-write the statements to express wishes and regrets.

ANSWERS

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

- 1 I wish / If only I hadn't followed my teacher's advice.
- 2 I wish / If only I had decided to do more athletics.
- 3 I wish / If only I was / were still in contact with my friend.
- 4 I wish / If only I hadn't missed a great opportunity.
- 5 I wish / If only I hadn't needed to make money.
- 6 I wish / If only I was / were working with Suzi now.
- 7 I wish / If only I hadn't experienced problems at school.
- 8 I wish / If only I hadn't had a disagreement with my parents.

Exercise 12

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 – using the third conditional and/or *wish*, or communication skills – explaining their regrets 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.

- Read through the activity with the class. Give students a few minutes to think of the three decisions.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary and noting any learning points to go over with the class later.
- Ask a few students to report their partner's regrets to the class.
- Fast finishers** can continue the discussion in pairs. Ask them to write down three things they want to change about their life and write sentences using *I wish* or *If only* and the third conditional.

EXTENSION

Tell students to think of three bad things about the present and three bad events in the past, e.g. *I've got a lot of maths homework. I broke my mobile phone.*

In pairs, students take turns to tell their partner about these things using *I wish* or *If only*, e.g. *I wish I didn't have so much maths homework. If only I hadn't broken my mobile phone.*

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 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 and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. the third conditional.

Tell students to think about an important decision that their family has made, e.g. to move house or to a new area, and what would have happened if they hadn't made this decision. 'How can I improve?' suggestion: Report back to the class about your family's decision, using the grammar from the lesson.

Further practice

Communication worksheet 8B: Grammar

Pronunciation Insight worksheet 8: Weak forms with present and past modals

Lesson 8C: Listening, vocabulary and speaking

SB pages 106–107

Learning objectives

Use a range of strategies to understand new words while listening

Use phrases relating to decisions and ideas

Structure and give a presentation

Materials

Workbook page 62

Communication worksheet 8C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 107. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Write *innovator* (n) on the board and elicit or explain the meaning.
- Students do the activity in pairs.
- Have a brief class feedback, but do not confirm or correct students' answers to question 3.

Exercise 2 8.3

- Read through the strategy with the class.
- Ask students what other things can help them to understand a listening text, e.g. looking at photos, studying the title, predicting what they will hear.
- Tell students they are going to listen to an extract from a talk about four innovators.
- Read through the instructions, making sure students understand what to do.
- Students take notes as they listen and then do the exercise in pairs.
- Ask some students to report their ideas to the class.

Audio script 8.3 page 172

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully deal with unknown words while listening, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 8.3

- Ask students to read the questions. Check they understand *inspired* (adj) and *influence* (n).
- Ask students to try to guess some of the answers based on their first listening.
- Students do the exercise on their own before checking in pairs.

ANSWERS

- 1 He noticed that young people were listening to music everywhere.
- 2 Because he hadn't done any research.
- 3 Germany
- 4 He used carrier pigeons to speed up the transfer of news between countries.
- 5 1928
- 6 She persuaded him that Mickey Mouse was a better name than Mortimer Mouse.
- 7 Because it wanted to buy eight milkshake machines from the company he worked for.
- 8 The two brothers that ran the burger restaurant in California.

Exercise 4

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas where necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from two or three groups to report back to the class.

Exercise 5

- Read through the phrases and categories with the class. Check the meaning of: *come up with* (phrasal verb), *conceive* (v), *go ahead with* (phrasal verb).
- Students do the exercise on their own or in pairs.

ANSWERS

- create something: come up with a scheme; conceive an idea; dream up an idea
- decide something: go ahead with a plan; make a decision; make up your mind
- think again about something: change your mind; have second thoughts; reconsider a decision

EXTENSION

Write *Akio Morita*, *Julius Reuter*, *Walt Disney*, *Lillian*, *Ray Kroc*, and *Dick and Mac McDonald* on the board.

In pairs, students use the phrases in exercise 5 to make sentences about them, e.g. *Julius Reuter came up with a scheme to use pigeons to send information to different countries. Walt Disney decided to go ahead with the name Mickey.*

Exercise 6

- Students do the exercise on their own.

ANSWERS

- 1 made
- 2 changed
- 3 dreamed up
- 4 make up her mind
- 5 go ahead with
- 6 come up

Exercise 7

- In groups, students discuss the questions using the phrases for decisions and ideas.

- Circulate and monitor, helping where necessary.
- Ask groups to share ideas with each other and to report back to the class.

Speaking

Exercise 8 8.4

- Ask: *What makes some presentations interesting? What makes some presentations boring or difficult to understand?*
- Elicit a few answers.
- Students look at the photo and discuss the question in pairs.
- Students listen and check.

Audio script 8.4 page 172

ANSWERS

Swimming

Exercise 9 8.4

- Check students understand *passion* (n).
- Ask students for an example of a health benefit (e.g. helping you to feel fitter) and an example of a social benefit (e.g. getting to meet people) to check they all understand.
- Students do the exercise on their own and then check in pairs.

ANSWERS

Health benefits: good exercise and doesn't put too much stress on the body; helps people recovering from injuries; works all the muscles; develops general fitness and stamina

Social benefits: meet different types of new people; an enjoyable competitive activity; great way to have fun

Exercise 10 8.4

- Ask students to read the presentation plan and the phrases for making a presentation. Ask: *Why are the phrases important?*
- Play the recording again for students to listen and complete the phrases.

ANSWERS

1 to talk to you (today) 2 look 3 begin by 4 Moving 5 give you an 6 conclude

Exercise 11

- Read through the Global skills box with the class.
- Ask students to think of different groups they might talk to, e.g. other students in class, other members of a sports team, a group of teachers, a group of parents. Ask them to think about how these groups might be different as an audience.
- Check students understand *project your voice* and elicit what visuals might be useful; to accompany their presentation, e.g. photos, bulleted lists, diagrams, etc.
- Students discuss the question in pairs before whole-class feedback.

Exercise 12 8.5

- Students read through the sentences before ordering.
- Students do the exercise on their own before listening to check.

- If there is time, ask students to decide which sentences belong in each section of the presentation as outlined in exercise 10.

Audio script 8.5 page 173

ANSWERS

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

Exercise 13

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. communication – structuring the presentation or using body language and eye contact.

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 instructions with the class.
- Refer students to the presentation plan in exercise 10.
- Ask students to first think about a decision they made.
- Remind students to use the tips in exercise 11, make notes to use as prompts and use phrases for giving presentations.
- Circulate and monitor, helping where necessary.
- Students give their presentations.
- With a **weaker class**, allow students to plan their presentations and then deliver their presentation to a small group.
- At the end of each presentation, comment on its good points and suggest how other parts could be improved, e.g. by using different phrases or speaking more slowly.

AfL: Diagnostics

When students have completed the Speaking task, ask them to think about these questions for a few minutes.

- 1 Was your presentation successful? Why or why not?
- 2 Did you organize the information clearly?
- 3 What phrases did you use for addressing an audience?
- 4 What did you find difficult to do during the presentation?

Help students with the questions, giving them suggestions for improving content, pronunciation and language use.

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 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 and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestion: Write six sentences or questions using phrases for decisions or ideas.

Further practice

Communication worksheet 8C: Speaking
Functional language bank

Lesson 8D: Culture Reading, vocabulary and grammar

SB pages 108–109

Learning objectives

- Understand and identify paraphrasing in an article
- Use words and phrases relating to conflict
- Use modal verbs to speculate about the past

Materials

- Workbook page 63
- Video worksheet: Suffragettes

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 109. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Students discuss in pairs or small groups before whole-class feedback.
- Ask students how they would feel in each situation.
- Ask: *Why do you think some people or groups of people are unfairly treated?* Try to elicit different reasons, e.g. because of their race, age, gender.
- Say: *Many words ending in ‘-ism’ describe prejudices against people.* Elicit or pre-teach *racism*, *sexism* and *ageism*.
- Focus attention on the photos of Rosa Parks and Martin Luther King and ask: *Which ‘-ism’ do you think will be discussed here?*

Exercise 2

- Make sure students understand: *seamstress* (n), *segregation* (n), *boycott* (n, v), *vandalize* (v), *scare off* (phrasal verb).
- Focus attention on the photo of Rosa Parks. Ask students to skim-read the text to find out who she was, what happened to her and what she did.
- With a **stronger class**, ask: *Why do you think Rosa wouldn't move? What emotion do you think she was feeling? How might emotions make us act? Are they always a positive thing?*

ANSWER

She was a black woman living in the southern US state of Alabama. She was sitting in a bus when the bus driver shouted at her to give up her seat to a white person. She refused.

Rosa's story is an example of an ordinary event that started something extraordinary.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students can understand and identify paraphrasing, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Ask students to read the article again more carefully.
- Students do the exercise on their own before checking in pairs.

ANSWERS

1 F 2 A 3 D 4 B 5 E 6 C

Culture note: Equal rights

Racial segregation was legal in the southern USA between the 1880s and 1960s. Black people were banned from using the same services and facilities as white people, including healthcare, schooling, housing and transportation. Black people were also discouraged from voting, and intermarriage was prohibited.

The African-American civil rights movement is the term for several different movements campaigning for equal rights for black people during the 1950s and 60s. Integral to these movements were non-violent demonstrations and civil disobedience, the conscious decision to disobey laws in a non-violent manner as a form of protest. Rosa Parks' refusal to give up her seat is one of the most famous examples of civil disobedience.

Alabama and Tennessee are both states in the southern USA.

Exercise 4

- Read through the Global skills box with the class.
- Students discuss the questions in pairs.
- Ask: *What is the Black Lives Matter movement? What are people protesting about?*
- Think about your country: *does everyone have the same rights? Are there any laws that people don't agree with? How do they protest?*

V Insight Conflict

Several of the nouns we use when talking about conflict can also be used as verbs: *demonstrate* – *demonstration*; *oppose* – *opposition*; *discriminate* – *discrimination*; *segregate* – *segregation*.

Exercise 5

- Make sure students understand *civil rights* (n) and *assassinate* (v).
- Go through the instructions with the class and make sure they understand what they have to do.
- Students do the exercise on their own before checking with a partner.

ANSWERS

1 boycott 2 demonstration 3 opposition 4 threats
5 struggle 6 discrimination 7 march 8 injustice

Grammar

Exercise 6

- Focus attention on the underlined sentences in the text.
- Students do the exercise on their own.
- To check understanding, ask:
Do we know exactly how Rosa Parks felt? (no)
Do we know exactly how difficult it was for her supporters? (no)

- Explain that when we do not know the facts about something, we can speculate about it.

ANSWERS

a 1 b 2 c 3, 4

Exercise 7

- Go through rules a–c with the class. Look at sentence 1 and ask students which rule it matches. (a)
- Point out that *have* does not change when used with the third person singular.
- Students do the exercise on their own.
- As a follow-up, elicit why the sentences use the modal expressions that they do. For example, in sentence 1, we can strongly imagine how Rosa would have felt by referring to our own feelings. In sentence 2, it is a logical conclusion that travelling in the way they did would have been hard.

ANSWERS

- a must (sentence 1)
b can't (sentence 2)
c might; could (sentences 3 and 4)

Further reference and practice Workbook page 99

- 1 1 must 2 can't 3 can't 4 may 5 must
6 can't
2 1 can't have gone
2 could have invited
3 must have said
4 must have missed
5 may / might / could have seen
6 must have made

EXTENSION

Ask students to write a sentence on a piece of paper about an important past event in their lives, e.g. *I spent a week in hospital when I was twelve.*

Put students into pairs. Ask each pair to swap their sentences with another pair.

Students take turns to make speculations with *must have*, *can't have*, *might have* and *could have* about the events, e.g. *He must have been ill. He can't have enjoyed it.*

Exercise 8

- Tell students that the young people in the photo are known as the Little Rock Nine.
- Students do the exercise in pairs.
- Ask students to discuss their answers with another pair, but do not check answers as a class.

Exercise 9 8.6

- Explain that they are going to listen to a talk about the Little Rock Nine.
- Students listen and compare their answers in exercise 8.
- Ask: *How does the story make you feel? What do you think of the teenagers?*

Audio script 8.6 page 173

ANSWERS

- 1 The incident in the photo took place in 1957.
2 in the USA

- 3 Black teenagers were escorted to school by the National Guard, after having been met by an angry crowd of people who wanted to stop them from going in.
4 Suggested answer: They must have been terrified / humiliated.
5 Eight teenagers stayed in school, showing the world that black people could fight for their rights – and win.

Exercise 10

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 in using modal verbs or how well they take part in a discussion on a serious topic.

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: *What do you think everyday life must have been like for young black people in the 1950s?*
- Students discuss the questions in pairs, then as a class.

EXTENSION

Say: *Racism still occurs in society. What examples have you heard about recently?*

Students discuss the question in groups. Elicit examples of racist behaviour and write them on the board. Ask: *What would you have done if you had been present?*

Could you have stopped or prevented the situation? How?
In groups, students choose a situation to discuss.

Vocabulary extra: Conflict: phrasal verbs SB page 113

Exercise 1

taking on; stepped up; engage in; fought back; give in; throw her out; back down; stood up for; eased off; face up to

Exercise 2

1 give in 2 fight back 3 back down
4 stand up for 5 face up to 6 throw out
7 take on 8 step up 9 engage in 10 ease off

Exercise 3

Students' own answers

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 research online another peaceful protest and the outcome.

'How can I improve?' suggestion: Write a paragraph about the protest you have researched, describing what happened, why and the outcome.

Further practice

Video worksheet: Suffragettes

Lesson 8E: Writing A covering email

SB pages 110–111

Learning objectives

- Write a covering email for a job application
- Use detail and specific examples to avoid generalizing in a job application
- Use synonyms for action verbs

Materials

- Workbook page 66
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 111. See page 10 for more ideas.

Planning for writing

Exercise 1

- Students read the advert to find the relevant information.
- They then compare answers in pairs.
- Ask: *Would you be good at this job? What qualities and experience have you got?*
- Students describe their suitability for the job to a partner.

Exercise 2

- Read through the strategy with the class.
- In pairs, students think of detailed information they could give about themselves if they were applying for the job in the advert.
- Elicit ideas.
- Students do the activity in pairs before checking answers as a class.

ANSWERS

- I also received the ECDL computer certificate in May 2021.
- for the last year, I have held the role of library assistant at my school
- Last year, I worked at the Grantham Literary Festival and I advised visitors about talks and books. I assisted with storytelling events for younger children and I managed the social media feed. This experience has given me a good understanding of dealing with customers and helping to promote services.

Exercise 3

- Students do the exercise on their own before checking answers as a class.

Exercise 4

- Focus students on the model email. Explain or elicit that the boxes to the left give information about how to organize the email.
- Students complete the boxes in pairs. Make sure they write the headings in the boxes (not just the number) so they have a good record to refer to.

ANSWERS

a 2 b 5 c 1 d 3 e 4

AfL: Diagnostics

While monitoring exercises 5 and 6, listen for how successfully or unsuccessfully students use synonyms for action verbs, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Elicit the meanings of the highlighted verbs in the email.
- Students do the exercise in pairs before checking answers as a class.

ANSWERS

- advised, assisted
- developed; designed
- co-ordinated, arranged

Exercise 6

- Students do the exercise on their own.
- When checking answers, point out the structure of some of the sentences which illustrate how to give details. Sentences 1, 2, 5 and 6 explain who the activity was for. Sentence 3 explains the purpose of the activity described.

ANSWERS

- developed
- helped
- designed
- assisted
- organized
- arranged

Writing your email

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. using examples.

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 in 300–350 words.
- Give students ten minutes to decide on the details they need and to plan their email. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- Circulate and monitor while students write the draft of their emails. Remind them to organize their paragraphs and use some of the vocabulary from exercise 5. Encourage students to activate other language they learned in the unit (third conditional, *I wish / If only*) and vocabulary describing jobs, etc. You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- Ask **fast finishers** to swap emails with a partner and comment on each other's work, especially on how detailed their email is. They should also comment on the way their partner has organized the information.

EXTENSION

Give students two minutes to brainstorm jobs that they could realistically do now or straight after leaving school. Elicit their ideas and make notes on the board.

Choose two jobs and elicit the responsibilities they would entail and the experience they would require.

Using students' ideas, write two job adverts on the board, e.g. *Intern for news magazine: Responsibilities include researching photographs, news and trends; writing features; office organization, etc.*

Students write a covering email applying for the job.

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.

'How can I improve?' suggestion: Decide which students they would interview for the job and why based on their covering email.

Further practice

Writing bank

Review 8 SB page 112

Exercise 1

- 1 glamorous 2 flying 3 varied 4 challenging
5 stressful 6 repetitive

Exercise 2

- 1 deep 2 show 3 ball 4 rise 5 lot 6 put

Exercise 3

- 1 came 2 thoughts 3 mind 4 up 5 make
6 ahead

Exercise 4

- 1 discrimination 2 demonstration 3 threat
4 boycott 5 march 6 struggle

Exercise 5

- 1 Mark Zuckerberg hadn't done (so) well at school, he wouldn't have gone to
2 wouldn't have invented a social networking site if the university had had
3 the university had approved of Facemash / it, it / Facemash would have been
4 wouldn't have invented Thefacebook if he had been happy with
5 Thefacebook hadn't become so popular, thousands of Harvard students wouldn't have joined
6 Facebook hadn't opened to the public in 2006, it wouldn't have become the biggest

Exercise 6

- 1 I wish I had invented Facebook.
2 If only I had as much money as Mark.
3 If only I didn't work in a boring office job.
4 I wish I had worked hard at university.
5 If only I hadn't spent most of my time socializing.
6 I wish I was / were a computer genius.
7 If only I hadn't thought programming was boring.

8 If only I hadn't laughed at Mark.

9 I wish Mark and I were friends today.

10 If only I wasn't / weren't addicted to Facebook now!

Exercise 7

- 1 must have felt 2 might have missed
3 can't have seen 4 must have had
5 can't have known

Cumulative review Units 1–8 SB pages 114–115

Exercise 1 8.7

Audio script 8.7 page 173

Students' own answers

Exercise 2 8.7

- 1 d 2 c 3 e 4 a (b is extra)

Exercise 3

Students' own answers

Exercise 4

Students' own answers

Exercise 5

- 1 d 2 b 3 c 4 d 5 a

Exercise 6

- | | |
|----------------------------|--------------------------|
| 1 ought to welcome | 2 I could offer them |
| 3 wish I had volunteered | 4 could have given up |
| 5 The museum is visited by | 6 been a volunteer since |
| 7 I will have left | 8 me (that) I had passed |
| 9 to transform | 10 kindness by |

Exercise 7

Students' own answers

Additional materials

Literature Insight 4 WB pages 110–111 Answer key: page 153

Exam Insight 4 WB pages 120–121 Answer key: page 156

Unit map

Grammar

Defining relative clauses page 118

Non-defining relative clauses page 123

Vocabulary

Phrasal verbs: relationships page 116

Words often confused page 117

Describing gadgets page 120

Words with more than one meaning page 122

Skills

Reading: This isn't just a game page 116

Reading: Lost and found page 118

Listening: Favourite gadgets page 120

Speaking: Asking for instructions and explanations page 121

Speaking: Asking for repetition or clarification page 121

Reading: The age of the selfie page 122

Writing: A for and against essay page 124

Reading: Workbook pages 72–73

Strategies

Reading: Critical thinking: identifying pros and cons page 116

Writing: Making your writing neutral page 124

Global skills

Applying for a job page 128

Review

Review 9 page 126

Vocabulary extra 9 page 127

Video

Online video: Inventors

Global skills video: Applying for a job

Lesson 9A: Reading and vocabulary

SB pages 116–117

Learning objectives

Identify and evaluate opinions and ideas in a text

Use phrasal verbs relating to relationships

Distinguish easily confused words

Materials

Workbook page 68

Communication worksheet 9A: Vocabulary

Vocabulary Strategies worksheet 9: New words

Pronunciation Insight worksheet 9: Word linking: phrasal verbs

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 117. See page 10 for more ideas.

Exercise 1

- Students discuss their answers in pairs or small groups before whole-class feedback.
- Ask students to give reasons or examples to support their opinions.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students identify and evaluate opinions in the article, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Read through the strategy with the class.
- Check students understand: *intervention* (n), *confront* (v), *obsessive* (adj), *freebies* (n), *moderation* (n), *avatar* (n), *introverted* (adj).
- Students read and make notes. Set a time limit for this, depending on the level of the class.
- With a **weaker class**, you may want to check the list of pros and cons before students discuss the questions.
- Students discuss the questions in pairs before whole-class feedback.

ANSWERS

Pros

Playing can help you become more independent and confident.

Playing means you belong to a group and share experiences.

Online groups can be supportive.

You are not socially isolated.

Cons

You could develop a gaming disorder or obsessive playing.

Games are designed to be addictive.

The virtual world can be more attractive than the world we live in.

You might not know who you are playing with.

- 1 The writer presents a balanced argument.
- 2 Possible answers: cons: violent games can cause violent behaviour, gaming is wasting time that could be spent studying; pros: some games teach you about important issues, e.g. the environment, playing games can get you interested in coding, computer studies and game design
- 3 Students' own answers

Exercise 3

- Remind students to look carefully at the sentences and any references before and after the gaps.
- Students check answers in pairs. In class feedback, ask them to justify their answers by explaining how they connected the missing sentences to each gap.

ANSWERS

1 b 2 d 3 c 4 a 5 e
(f is not needed)

Exercise 4

- Students discuss the questions in pairs or small groups.
- Circulate and monitor, helping with ideas.
- When they have finished, ask one student from each group to report back to the class.

V Insight Phrasal verbs: relationships

Phrasal verbs are formed by a verb and one or more particles, and may or may not be followed by an object, e.g. *get over* (+ object), *run into* (+ object). Some phrasal verbs can be separated by an object, e.g. *leave someone out*.

Some phrasal verbs are formed by a verb + a particle + a preposition. They are always followed by an object. The particle and the preposition cannot be separated: *catch up with*, *open up to*, *make up with*, *stick up for*.

Exercise 5

- Students do the exercise in pairs.
- Ask them to work out the meaning of the highlighted phrasal verbs from the context before they do the exercise.

ANSWERS

1 get over 2 broke down 3 catch up with 4 ran into
5 open up to 6 hit it off 7 make up with 8 pick on
9 stick up for 10 left out

V Insight Words often confused

These words often appear in very different contexts. For example, we often use *last* to organize a text, whereas *latest* is usually part of a description. *Consequently* is used in more formal texts or speeches as a summary outcome of previous points, whereas *consistently* is a reference to time.

Exercise 6

- Students do the exercise on their own and then check in pairs.

- When checking as a class, ask students to identify what context the words might appear in.

ANSWERS

1 a actually b currently
2 a last b latest
3 a consequently b consistently
4 a friendly b sympathetic
5 a possibly b eventually

Exercise 7

- With a **weaker class**, refer students to the definitions in exercise 6.
- Students do the exercise on their own.
- Ask **fast finishers** to write their own sentences using the words often confused.

ANSWERS

1 Currently 2 actually 3 possibly 4 last
5 sympathetic 6 Eventually 7 Consequently

EXTENSION

Students tell each other about a typical day in their digital lives. They should try to include words which are often confused, e.g. *I am currently reading a great fashion blog. I find out about all the latest gossip on Twitter feeds.*

Circulate and monitor, helping where necessary.

Ask a few students to describe their partner's digital day to the class.

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 – using phrasal verbs or communication skills – giving adequate reasons for your point of view.

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 activity ideas.

- Students discuss the questions in groups.
- Ask one student from each group to summarize the group's ideas and share them with the class.

Vocabulary extra: Technology

SB page 127

Exercise 1

1 d 2 b 3 b 4 d 5 a 6 b 7 c
8 c 9 b 10 c 11 a 12 d

Exercise 2

1 delete 2 click on 3 attach 4 log into 5 update
6 post 7 undo 8 upload 9 share
10 log out of 11 download 12 install

Exercise 3

Students' own answers

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to do some research on how much time different age groups spend online or whether the amount of time teens spend online has changed over, e.g., the last five years.

'How can I improve?' suggestion: Write a paragraph about how much time people spend on social media using the vocabulary from the lesson.

Further practice

Communication worksheet 9A: Vocabulary

Vocabulary Strategies worksheet 9: New words

Pronunciation Insight worksheet 9: Word linking: phrasal verbs

Lesson 9B: Grammar and reading

SB pages 118–119

Learning objectives

Use defining relative clauses to identify who or what you are talking about

Find specific information in a text

Materials

Workbook page 69

Communication worksheet 9B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 119. See page 10 for more ideas.

Grammar

Exercise 1

- Ask: *Who is your oldest friend? How long have you known them and how did you meet? How do you stay in contact?*
- Students discuss the questions in pairs before whole-class feedback.

Exercise 2

- Ask students to skim-read the article.
- Students do the exercise in pairs or small groups.
- Ask some students or groups to share their ideas.

ANSWERS

- 1 They are twin sisters.
- 2 They met after one of them saw a video online and contacted the other through Facebook.
- 3 It helped them find each other after they had been adopted by different families when they were babies.

Exercise 3

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

Language note: Relative pronouns

Relative pronouns do not alter according to the gender or number of people and things.

That's the boy who lives next door.

Those are the girls who won the competition.

The relative pronouns *who*, *which* and *that* can be omitted if they are the object of the clause.

That's the film which I told you about.

That's the film I told you about.

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use relative clauses, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Read through the Grammar box with the class.
- If necessary, explain the role of defining clauses further: they are necessary to explain who or what you are talking about. Without them, a sentence might not give enough information.
There's the woman.
There's the woman who lives next door.
- Students do the exercise on their own and then check in pairs.

ANSWERS

a who b which; that c whose d where e when

EXTENSION

With a **weaker class**, offer extra practice by writing the following sentences on the board:

I met a woman. (who)

I found a purse. (which)

I went to a park. (where)

I spoke to a man. (whose)

I remember the day. (when)

In pairs, students practise adding relative clauses. They should think of as many sentences as they can.

When they have finished, ask a few students to share their sentences with the class.

Further reference and practice

Workbook page 100

- 1 1 There were several places where we used to meet.
2 The boy that you arrived with has left.
3 An elephant is an animal which can run quite fast.
4 Bordley is a town which has two cinemas.
5 Is that the girl who won a prize recently?
6 I'd like to show you the street where we live.
- 2 1 who 2 which 3 whose 4 where
5 when 6 whose
- 3 1 a, b 2 a 3 b 4 a, b 5 a 6 b

Exercise 5

- Point out that defining relative clauses can give information about both the subject and object of a sentence.
- Students do the exercise on their own and then check in pairs.

ANSWERS

- 1 Relative pronoun as subject: sentence 3
Relative pronoun as object: sentence 1
- 2 We can leave out the relative pronoun in sentence 1 because it is the object of the relative clause. *Who*, *which* and *that* can be omitted in this way. *Whose*, *where* and *when* cannot be omitted.

Exercise 6

- Students do the exercise in pairs.

ANSWERS

Other examples:

We live in a world where digital communication is quick and easy

She saw a dark-haired young woman whose hair and eyes were the same colour as hers.

She thought the woman who had made the video looked exactly like her.

It was a few days later when Anaïs decided to send a Facebook message to the young woman whose video she had watched.

They took a DNA test that confirmed this.

Anaïs is a fashion designer who lives and works in Paris.

Exercise 7

- Check students understand the concept of chain letters.
- Remind students to read the text first before trying to complete the gaps.
- Students do the exercise on their own and then check in pairs.

ANSWERS

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

EXTENSION

Explore the ideas in this text with the class and discuss with students the ways in which this is similar to the types of relationships and friendships people have via Facebook, Instagram, etc.

Exercise 8

- Check students understand the exercise and what to do. With a **weaker class**, do the first sentence with the class together.
- Students do the exercise on their own.
- Circulate and monitor before checking answers as a class.

ANSWERS

- 1 whose family moved to Canada
- 2 when her parents both got new jobs and the family left
- 3 is the place where we met 12 years ago
- 4 was the day when our nursery teacher introduced us
- 5 we write to each other
- 6 which / that helps us to stay in touch

Exercise 9 9.1

- Tell students they are going to listen to a radio programme about online friendship.
- Before they listen, ask students to read phrases 1–8 and a–h and try to match them.
- Students listen and compare their answers.

- Check answers as a class to make sure everyone has the correct matches.
- Students make sentences on their own and then check in pairs.

Audio script 9.1 page 173

ANSWERS

- 1 f There are a lot of people who / that use email as the main means of long-distance communication.
- 2 h The Juliet Club is an organization which / that writes letters.
- 3 a In the 1930s, a gardener answered letters (which / that) people had written to Juliet.
- 4 e Every year, we receive more than 10,000 letters and emails which / that come from all over the world.
- 5 c Verona is the city where the story of Romeo and Juliet took place.
- 6 b I'm a volunteer who / that works from home.
- 7 g The evening is the time when I sit down and reply to people.
- 8 d I'm often writing replies to people whose hearts have been broken.

Exercise 10

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 – using relative clauses or fluency – e.g. the ability to use extended 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.

- Students choose the pronouns on their own before checking as a class.
- Students discuss the topics in pairs.
- Circulate and monitor, helping where necessary and noting any learning points to go over later.
- Ask some pairs to summarize their discussion for the class.

ANSWERS

- 1 when
- 2 whose
- 3 that
- 4 where

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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. relative clauses.

Tell students to research online other situations where twins or old friends have reconnected with or found each other.

'How can I improve?' suggestion: Report back to the class about your research, using the relative clauses from the lesson.

Further practice

Communication worksheet 9B: Grammar

Lesson 9C: Listening, vocabulary and speaking

SB pages 120–121

Learning objectives

Listen for specific information

Use adjectives to describe gadgets

Ask for and give instructions, and check and confirm understanding

Materials

Workbook page 70

Communication worksheet 9C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 121. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

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

Exercise 2

- Students work on their own to order the gadgets.
- Students then work in small groups, giving reasons for their choices.
- Ask a few students to share their ideas with the class.
- Write the most and least important gadget for each group on the board. Find out which gadget the majority of students cannot live without.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students understand specific information in a listening test, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 9.2

- Tell students they are going to listen to four people talking about their favourite gadget.
- Students do the exercise on their own.

Audio script 9.2 page 174

ANSWERS

- 1 E; smartphone
2 C; wireless speaker
3 D; tablet
4 B; digital camera
A is not mentioned – earphones

Exercise 4 9.2

- Give students time to read through the options.
- Students do the exercise on their own before checking in pairs.

ANSWERS

- a 2 b 1 c 2, e 4 f not needed g 1, 3
h not needed i 1 j 1, 3, 4

Exercise 5

- Students discuss in small groups before whole-class feedback.
- Circulate and monitor, helping where necessary.

Exercise 6

- Ask students to look at the highlighted adjectives. Check the meaning of *portable* (adj) and *fragile* (adj) and model the pronunciation.
- Students do the exercise on their own.
- If necessary, play the recording again.
- Check answers as a class.
- Students discuss the question in pairs before whole-class feedback.

ANSWERS

- 1 Speaker 3: tablet
2 Speaker 1: smartphone
3 Speaker 4: digital camera
4 Speaker 2: wireless speaker
5 Speaker 3: tablet
6 Speaker 1: smartphone
7 Speaker 4: digital camera
8 Speaker 2: wireless speaker
Students' own answers

Exercise 7

- Ask students to think of a different gadget.
- Students work in pairs, describing the gadget for their partner to guess.
- In class feedback, ask one or two students to describe their gadget for the class to guess.

EXTENSION

Put students into groups of four or five.

Each student in a group must choose a different gadget from exercise 1.

Tell students to imagine they will now choose a gadget to put into a time capsule. This is a container that will be closed and opened fifty years later. Its purpose is to show future generations examples of objects that shed light on what life was like in the past. The gadget they choose must be the best representative of life in the early twenty-first century, not only for young people but for older people, too.

Students must persuade the others in their group that their gadget should go into the time capsule.

Circulate and monitor, helping where necessary.

When they have finished, ask a few students to share their ideas with the class.

Speaking

Exercise 8

- Students discuss in pairs before whole-class feedback.

Exercise 9 9.3

- Check students understand *landline* (n).
- Ask students to read through the questions.
- Students do the exercise on their own.

ANSWERS

- 1 Because his new mobile isn't working.
- 2 The 'On' button, on the side of the mobile.
- 3 In the middle at the bottom of the screen.
- 4 Select the 'Settings' option.
- 5 Because he hasn't charged the battery.

Audio script 9.3 page 174

Exercise 10 9.3

- Read through the categories with the class.
- Students complete the phrases from the dialogue.
- Play the recording again for them to check their answers.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.

ANSWERS

- 1 it work
- 2 switch it
- 3 select
- 4 what I mean
- 5 I've got that
- 6 understand

Language note: Asking for repetition

Quite can be used to make a sentence sound more polite.
I didn't quite hear your answer.

I'm afraid I don't quite understand.

I'm sorry, but I don't quite agree.

Get can be used to say whether you understand something.

Did you get that?

I'm sorry, I just don't get it.

Exercise 11

- Read through the Global skills box with the class.
- Students discuss the question in pairs before whole-class feedback.

Exercise 12 9.4

- Ask students to read through the dialogue before starting the exercise.
- Students complete the dialogue on their own.
- Play the recording again for students to check their answers.

Audio script 9.4 page 174

ANSWERS

- 1 First
- 2 Then download
- 3 Do you see what I mean?
- 4 What do I do next?
- 5 Are you following
- 6 How do I do that?
- 7 Right, I've got
- 8 Is everything clear so far

Exercise 13

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. communication – asking for repetition or clarification. 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 situation with the class.
- Students do the activity in pairs. Remind them they can also use their own idea.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few pairs to act out their dialogue for the class.

EXTENSION

Fast finishers can prepare a dialogue for another situation.

Situation 2

You have given your parents a gadget / streaming device for their TV.

Student A: Explain to your son / daughter that:

- you can't get the device to work.
- you can see the icons on the screen, but there is no sound.

Student B: Check that your parents have:

- plugged the device into the TV.
- set up an account.
- logged in to your account.

Students could prepare and read their dialogue in pairs when exercise 13 has been checked.

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestion: Write six sentences or questions using adjectives to describe gadgets.

Further practice

Communication worksheet 9C: Speaking
Functional language bank

Lesson 9D: Culture Reading, vocabulary and grammar SB pages 122–123

Learning objectives

Understand factual information in a text

Distinguish meaning between words with more than one meaning

Use non-defining relative clauses to give additional information

Materials

Workbook page 71

Video worksheet: Inventors

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 123. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Students discuss in small groups before whole-class feedback.
- Find out which students take selfies most often and why. Discuss which is the most common reason for the class.

ANSWERS

- 1 Students' own answers
- 2 Reasons mentioned in article: to keep in touch with friends, to share feelings, to make memories, to show they're important / attractive, to show where they've been
- 3 Mentioned in text: self-portraits painted on cave walls by prehistoric people; self-portraits painted by artists in the 16th century; photography

Exercise 2

- Check students understand: *vain* (adj), *time-lapse* (adj), *self-timer* (n), *compact* (adj).
- Students do the exercise on their own and then discuss in pairs.

ANSWERS

See Answers under exercise 1

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students can understand factual information in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Remind students to read through the questions before re-reading the article.
- Also remind them to read the article once through again. When they are answering the questions, ask students to identify the parts of the text which enable them to answer each question.
- Students do the exercise on their own and then check their answers in pairs.
- Ask them to also check that they have identified the correct piece of text for each answer.

ANSWERS

- 1 They wanted to have a record of themselves, where they were and what they were doing.
- 2 To appear successful and to show off their talent.
- 3 Today's version is the time-lapse selfie where people take photographs of themselves over long periods of time to show how they have changed.
- 4 It enabled everyone to have their portraits taken, rather than only the wealthy.
- 5 It made them more fun and less formal.
- 6 They made it cheaper and easier to take photos. You could take more photos and delete the ones you didn't like.
- 7 They tell them who we are, the friends we have, when we lived and the places we went.
- 8 They tell historians about our everyday lives – for example, because of the clothes we wear in them and what our homes and schools look like.

Exercise 4

- Read through the Global skills box with the class.
- Students discuss the questions in small groups before whole-class feedback.

V Insight Words with more than one meaning

Often, when words have more than one meaning, one of the meanings is literal (e.g. *appear* meaning 'become visible or noticeable') and one of the meanings is figurative (e.g. *appear* meaning 'seem to be' – a subjective judgement). Students should be able to make comparisons with their own language(s) on this point.

Exercise 5

- Do the first item with the class, explaining how the meanings are different.
- Remind students to look at the context of the words in the text carefully.
- Students do the exercise on their own and then check in pairs.

ANSWERS

- 1 a succeed in
- 2 b become visible or noticeable
- 3 a the position you have in society
- 4 a have something in common with other people

Exercise 6

- Ask students to record two meanings for each of the remaining highlighted words.
- Students do the exercise in pairs.

ANSWERS

record (n) = an account of facts or events
other meanings = the best result, as in 'a world record'
change (v) = become different
other meanings = replace something
control (v) = have power over something
other meanings = stop something from spreading, e.g. control a fire
take off (v) = become popular very quickly
other meanings = leave the ground and begin to fly
post (v) = publish something online
other meanings = send a letter to be delivered to someone

Grammar

Exercise 7

- Read through the grammar box with the class, making sure everyone understands what to do.
- Students can do the exercise in pairs.

ANSWERS

- 1 yes
- 2 extra information
- 3 They go after the person or object they describe. They can go in the middle or at the end of a sentence.
- 4 where, which, who, when and whose
- 5 no
We use a *comma* before and after a non-defining relative clause.

Further reference and practice Workbook page 101

1 1 b 2 a 3 b 4 a 5 b 6 a
7 b 8 b

- 2 1 David, who(m) I've known since we were at primary school, is a person you can trust completely.
2 That's Akari, who is in my class at school.
3 Mario got some new trainers, which were given to him for his birthday.
4 I'm meeting Charlotte Newton, whose brother Henry is the top scorer in the football team.
5 We went to Maynardale, where there's a famous waterfall, and had a picnic.
6 My mum recently bought herself an e-book reader, which is more convenient than paper books.

Exercise 8

- Students do the exercise on their own before checking in pairs.

ANSWER

- Artists like Andy Warhol, who painted many portraits, copied Polaroid photos.
- One painting, which was of Marilyn Monroe, was sold for 17 million dollars.
- We often go to London, where my grandparents live.
- I broke my phone, which had all my holiday photos on it.
- My dad, who works for a local newspaper, is a professional photographer.
- The Museum of Art, where they have / which has a Rembrandt painting, is very famous.

Exercise 9

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 in using non-defining relative clauses or interactive skills e.g. how well they collaborate with each other or offer suggestions.

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 look at the painting and elicit who the painting is of.
- Read the information below the painting with the class. Check students understand *art dealer* (n).
- Students do the exercise in pairs and then compare their sentences with another pair.
- When checking as a class, write the sentences on the board and see how many different sentences students can make.

SUGGESTED ANSWERS

Vincent Van Gogh painted a self-portrait in 1889, which was one of his final paintings.

Vincent Van Gogh, who was a Dutch artist, painted a self-portrait in 1889.

Vincent Van Gogh painted a self-portrait in 1889, which is in the Musée D'Orsay in Paris.

The painting, which is in the Musée D'Orsay in Paris, was one of his final paintings.

Vincent Van Gogh, whose brother Theo was an art dealer, was a Dutch artist.

Vocabulary extra: Poetry SB page 127

Exercise 1

1 verse 2 stanza 3 rhythm 4 rhyme 5 theme
6 symbol 7 personification 8 metaphor 9 simile
10 imagery 11 poem 12 prose

Exercise 2

1 prose 2 verse 3 poem 4 stanzas 5 rhythm
6 rhyme 7 theme 8 metaphor 9 imagery
10 personification 11 symbols 12 simile

Exercise 3

1 metaphor 2 simile 3 personification 4 rhyme
5 imagery 6 symbol

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to research another work of art, e.g. a statue, building or object.

'How can I improve?' suggestion: Write sentences using non-defining relative clauses about factual information relating to your chosen work of art.

Further practice

Video worksheet: Inventors

Lesson 9E: Writing A for and against essay SB pages 124–125

Learning objectives

Write a for and against essay

Use neutral language in a for and against essay

Materials

Workbook page 74

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 125. See page 10 for more ideas.

Planning for writing

Exercise 1

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

Exercise 2

- Read through the instructions and task with the class.
- Students discuss the advantages and disadvantages in pairs.
- Elicit ideas from some of the pairs and write notes on the board.
- Then ask students to complete the next part of the activity in their pairs.
- Check answers as a class.

ANSWERS

Holly thinks there are advantages to constant connection, but we should also have time without our devices.

Exercise 3

- Explain or elicit that the boxes on the left of the essay give information about how to organize the essay, and the box on the right gives information about what kind of language to use.
- With a **weaker class**, read through the organizational advice boxes on the left of the model essay with the class.
- Students complete the organization boxes in pairs. Ask them to actually write the headings in, not just the numbers, so they have a good record for reference.

ANSWERS

a 3 b 4 c 2 d 1

Exercise 4

- Check students understand what to do.
- Students do the exercise on their own.
- To check understanding, ask:
Do you use phrases like 'It is said' and 'It could be claimed' to express your own opinion? (No)
In the sentence 'It's clear that there are advantages to using social media', does 'it' refer to anything? (No)

ANSWERS

It + the passive: it is often said

It + the passive (with modal verbs): It could be claimed; It may also be argued

It + is / seems + adjective: It seems evident; It is true

Exercise 5

- Students do the exercise in pairs before checking answers as a class.

ANSWERS

- 1 It is said that there is no real privacy in today's world.
- 2 It could be argued that computers are getting smaller, faster and cheaper.
- 3 It may be claimed that people have forgotten how to think for themselves.
- 4 It is obvious that the internet has changed the way that we do our research.
- 5 It is clear that students are able to access more information about their subject.
- 6 It seems evident that constant connection is a normal part of our lives.

EXTENSION

On the board, write the name of gadgets that students are familiar with, e.g. a make of smartphone. Elicit different opinions about them, both positive and negative.

In pairs, students make up dialogues about gadgets using the introductory *It*, e.g.

A: *It's often said that the phone screen is very small.*

B: *Yes, but it may also be argued that it's very light.*

A: *You're right. It's clear that the phone is easy to use.*

B: *And it's true that it's very popular.*

Circulate and monitor, helping where necessary.

AfL: Diagnostics

While monitoring exercises 6 and 7, listen for how successfully or unsuccessfully students use neutral language, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 6

- Read through the strategy with the class.
- Ask: *Why is it important to be neutral in a for and against essay?* (The points need to be presented objectively so that the reader can form their own opinion about the subject.)
- Students find the impersonal structures and underline them.

ANSWERS

Introductory It

it is often said

it could be claimed

It may also be argued

it seems evident

It is true

Passive

news can be shared

shops are being closed down

Expressions

One advantage is

Another point is

some claim

Exercise 7

- Students do the exercise in pairs.
- With a **weaker class**, do the first example with the whole class.
- Circulate and monitor, helping where necessary.
- Check answers as a class. There will be many possible answers.

POSSIBLE ANSWERS

- 1 It is obvious that apps are a very important tool in language development.
- 2 Some people claim that young people should read books rather than play computer games.
- 3 It is often said that computer games develop important skills.
- 4 It could be argued that children's attention spans are getting shorter.
- 5 Other people would argue that young people's brains are developing differently.
- 6 Our teaching methods need to be changed.

Writing your essay

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. the organization of the essay.

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 essay in 300–350 words.
- Give students ten minutes to decide if they are for or against the statement and to plan their essays using the guidelines in the PLAN outline.
- Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- With a **weaker class**, go through the ideas or points with the class.
- Circulate and monitor while students write the draft of their essays. Remind them to organize their essay and use impersonal structures. Encourage students to activate other language they learned in the unit (defining and non-defining relatives clauses, phrasal verbs, etc.). You could write some examples on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- Ask **fast finishers** to swap essays with a partner and comment on each other's work, especially on how balanced their argument is. They should also comment on the way their partner has organized the information and presented the different points.

EXTENSION

Ask students to write a for and against essay using the following title:

'Modern technology has made language learning better and easier for students.' Discuss.

Ask students to make notes on these points:

- access to information
- opportunities to practise what you learn
- distractions / the ability to stay focussed

Remind them to plan their essay.

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 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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to look at their classmates' essays.

'How can I improve?' suggestion: Decide which essays have the clearest set of arguments.

Further practice

Writing bank

Review 9

SB page 126

Exercise 1

1 off 2 into 3 opened 4 down 5 got 6 catch

Exercise 2

1 currently 2 friendly 3 sympathetic 4 last
5 actually 6 latest

Exercise 3

1 durable 2 inexpensive 3 fragile 4 reliable
5 efficient 6 out-of-date

Exercise 4

1 status 2 post 3 manage 4 change
5 appear 6 record

Exercise 5

1 who 2 when 3 whose 4 who 5 where
6 which

Exercise 6

1 1, 4 and 6
2 1 and 6

Exercise 7

- 1 Melitta Bentz was the German entrepreneur who / that invented the coffee filter.
- 2 Alexander Graham Bell is the Scot whose invention connected the world.
- 3 The USA is the place where credit cards were first used.
- 4 *Space Invaders* was the computer game which / that first made gaming really popular.
- 5 1978 was the year when GPS made navigation easier.

Exercise 8

- 1 My sister, who hasn't got a mobile, hates technology.
- 2 In summer, when it's bright, I can't see my computer screen.
- 3 Life is expensive in Silicon Valley, where many software millionaires live.
- 4 My laptop, which I bought a few years ago, is quite old now.
- 5 Isla's dad, who is a games programmer, is famous.

Global skills: Applying for a job

SB pages 128–129

Learning objectives

- Evaluate answers to job application questions
- Reflect on your skills, qualities and experience
- Write an effective answer to a job application question

Materials

- Workbook page 128
- Global Skills video worksheet: Applying for a job

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 129. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercises 1 and 2, listen to the ideas that students discuss. What do they already know about writing effective job applications? Listen also for successful or unsuccessful use of relevant language.

Exercise 1

- Focus on the questions and elicit one or two ideas from the class before students discuss them in pairs.

Exercise 2

- Students read Tom's answer before comparing their ideas.
- During whole-class feedback, ask students for ideas about the strengths and weaknesses of Tom's answer.

POSSIBLE ANSWERS

It probably won't make a very good impression because: it's rather short; the question asks about one achievement, not three; it isn't very clear what Tom actually did or what he learned; it doesn't have a very clear structure; it has a negative opening, which focuses on Tom's lack of experience; it contains spelling, punctuation and grammar mistakes.

Exercise 3

- After students have read the article, elicit which points are relevant to Tom's answer and how he could improve it.

POSSIBLE ANSWERS

Tom could: choose one achievement to write about and give more details; give his answer a clearer structure; sell himself by emphasizing his skills and qualities; include a more positive opening statement; use action verbs to show exactly what he did; check the spelling, grammar and punctuation carefully.

Exercise 4

- Ask students to find the relevant parts of the text as they do the activity.

ANSWERS

- 1 F: It's important to write specific answers for each job application.

2 T

- 3 F: You should emphasize your skills, qualities and knowledge but also show that you know you have more to learn.

4 T

- 5 F: Some kinds of online content can make a good impression on employers.

Exercise 5

- Give students time to think before comparing ideas with a partner.

POSSIBLE ANSWERS

Get some relevant experience or transferable skills; research typical job application questions online; explore other useful online resources (e.g. model answers, useful language, spell-checkers and grammar-checking tools); start building a professional online presence.

Exercise 6

- Focus on the STAR structure and ask students to make notes on their own to answer the questions.
- In pairs, students describe their achievement as if they are talking to an employer in an interview.

Exercise 7

- Students complete the sentences in pairs or on their own before checking as a class.

ANSWERS

- 1 responsible 2 role 3 challenging 4 demonstrate 5 rewarding 6 experience

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a good answer would look like. Agree with students in advance what you and their peers will give feedback on. See page 10 for more ideas.

- In pairs, students read the advert and find key words which indicate what the employer is looking for.
- Students swap their answers with a partner or share them online in a shared classroom space and give each other feedback using the agreed success criteria. They can then use the feedback to edit or rewrite their answers.

AfL: Assess your progress

Direct students to Workbook page 128 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about:

- How have your ideas about answering job application questions changed?
- When might you have to answer this kind of question?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Applying for a job

Unit map

Grammar

Participle clauses page 132

Determiners page 137

Vocabulary

Abstract nouns: talent page 131

Phrases with *and* page 131

Describing art page 134

Compound adjectives: describing events page 137

Skills

Reading: What makes a genius? page 130

Reading: Do the dance! page 132

Listening: Art therapy page 134

Speaking: Debating page 135

Speaking: Inviting others to speak page 135

Reading: Famous festivals page 136

Writing: A review of an event page 138

Reading: Workbook pages 80–81

Strategies

Reading: Summarizing what you read page 130

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Review

Review 10 page 140

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Cumulative review Units 1–10 pages 142–143

Literature Insight 5 Workbook pages 112–113

Answer key Teacher's Guide page 153

Exam Insight 5 Workbook pages 122–123

Answer key Teacher's Guide page 157

Video

Online video: Farhana's Rafikis

Lesson 10A: Reading and vocabulary

SB pages 130–131

Learning objectives

Summarize a text

Scan a text for specific information

Use abstract nouns to talk about talent

Materials

Workbook page 76

Communication worksheet 10A: Vocabulary

Vocabulary Strategies worksheet 10: Fixed phrases with two key words

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 131. See page 10 for more ideas.

Exercise 1

- Check students understand *mentor* (n).
- Students discuss their answers in pairs or small groups before whole-class feedback.

Exercise 2

- Check students understand: *apprenticeship* (n), *ethic* (n), *rise through the ranks* (phrase). Remind them to check the glossary box.
- Students skim-read and discuss in pairs.
- Encourage students to make connections, e.g. the right environment can include a strong mentor (da Vinci). Ask students how far they agree with the elements mentioned in the text and why.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students can summarize a text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy box with the class. Ask students to suggest when they might need to write a summary, e.g. when preparing an essay or to remind them of information they need.
- Read through the instructions and the example and check students understand what to do.
- Students plan and write the summary on their own or in pairs. With a **weaker class**, give each pair one paragraph only to summarize. Or ask students to summarize one paragraph and then check before they complete the rest of the summary.
- Circulate and monitor, helping where necessary and noting learning points to go over later.
- Ask some students to read out their summary of individual paragraphs. Highlight good examples where they have used their own words, rather than copying.

ANSWERS

Example summary:

The article answers the question 'What is a genius?' The writer begins with the importance of environment and uses Leonardo da Vinci and Wolfgang Amadeus Mozart as examples. Leonardo da Vinci was fortunate enough to live at the right time and had financial support. Mozart was lucky to have support from his father.

Next, the writer explores hard work and how it helped Gladys West become a successful mathematician. Hard work develops talent but may not lead to financial success.

The text goes on to look at originality and how Albert Einstein thought about things in a different way. This enabled him to develop theories other scientists couldn't even imagine.

Finally, the writer looks at how curiosity drives genius. Constantly asking questions encourages people to go beyond simple solutions and answers. He concludes by saying that the things that help geniuses can help everyone else do well, too. (148 words)

Exercise 4

- Check students understand *gift* (n) and *sibling* (n).
- Students do the exercise on their own before checking in pairs.

ANSWERS

- 1 Albert Einstein
- 2 Leonardo da Vinci
- 3 Gladys West
- 4 Vincent Van Gogh
- 5 Wolfgang Amadeus Mozart
- 6 Wolfgang Amadeus Mozart
- 7 Vincent Van Gogh
- 8 Luis Alvarez and William Shockley

Exercise 5

- Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.

EXTENSION

Students discuss the following:

We often hear about child geniuses who are fantastically talented at playing an instrument, playing chess, or at subjects like maths. But what happens to them when they grow up?

If you had a child who was a genius, would you send them to university early? Would you put them on the stage and make them famous? Or would you try to give them as normal a childhood as possible?

Exercise 6

- Students do the exercise on their own before checking in pairs.
- If there is time, students work in pairs and think of an example for each word, e.g. an idea or a person that demonstrates / demonstrated originality or dedication.

ANSWERS

- 1 originality
- 2 vision
- 3 success
- 4 genius
- 5 style
- 6 maturity
- 7 beauty
- 8 dedication

Exercise 7

- Check students understand: *appreciate* (v), *grumpy* (adj), *theory of relativity* (n).
- Students do the exercise in pairs.

ANSWERS

- 1 success
- 2 maturity
- 3 style, originality
- 4 dedication
- 5 beauty
- 6 genius
- 7 vision

V Insight Phrases with *and*

Phrases with *and* are often used in spoken English. These are fixed expressions, so we cannot change the order of the words, e.g. we never say *error and trial*. They can include words with similar meanings (e.g. *far and wide*) or opposites (e.g. *ups and downs*).

Exercise 8

- Before students do the exercise, go through the words in A and B and point out that we tend to put similar concepts together, e.g. *up* and *down*.
- Students do the exercise in pairs.
- Elicit students' definitions of the phrases.

ANSWERS

- above and beyond (prepositional phrase)
- far and wide (adverb)
- pick and choose (verb)
- trial and error (noun)
- up-and-coming (adjective)
- ups and downs (noun)

Exercise 9

- Students do the exercise on their own, then check in pairs.

ANSWERS

- 1 pick and choose
- 2 trial and error
- 3 an up-and-coming
- 4 above and beyond
- 5 far and wide
- 6 ups and downs

Exercise 10

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 – using abstract nouns or communication skills – giving reasons and explanations for their choices.

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.

- Check students understand all the abilities listed.
- Give students two minutes to choose their preferred skill and to think of reasons why they would choose it.
- Students discuss in small groups by taking turns to tell each other their choices, giving reasons for them.
- Remind students to defend their choice and explain why they think it is better than the other skills.
- Find out which skill or ability most students would like to have.

Vocabulary extra: The arts SB page 141

Exercise 1

- 1 A biographer 2 A novelist 3 A playwright
4 A poet 5 A scriptwriter 6 An actor
7 A composer 8 A musician 9 A singer
10 An artist / A painter 11 A sculptor 12 A designer

Exercise 2

Possible answers

- 1 has role in play / stars
2 writes poem / poetry
3 composes / writes music
4 plays instrument / gives performance / recital
5 writes play / tragedy
6 paints portrait
7 writes biography
8 creates / does sculpture
9 writes script
10 designs dresses / furniture
11 writes novel
12 performs / sings song / aria

Exercise 3

Students' own answers

AfL: Assess your progress

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

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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to do some research about someone they admire who excels in one of the skills or abilities in the unit.

'How can I improve?' suggestion: Write a paragraph about the person you admire using the vocabulary from the lesson.

Further practice

Communication worksheet 10A: Vocabulary

Vocabulary Strategies worksheet 10: Fixed phrases with two key words

Lesson 10B: Grammar and reading SB pages 132–133

Learning objectives

- Use participle clauses to replace relative clauses
Recognize and understand paraphrasing

Materials

- Workbook page 77
Communication worksheet 10B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 133. See page 10 for more ideas.

Grammar

Exercise 1

- Students discuss the questions in pairs before whole-class feedback.
- With a **weaker class**, elicit or suggest some points to talk about, e.g. mood, fitness, discipline, etc.

Exercise 2

- Check students understand: *thrive* (v), *petition* (n), *choreographer* (n).
- Read through the instructions with the class.
- Students skim-read the article. Set a time limit for this.
- Students discuss the questions in pairs before whole-class feedback.

ANSWERS

They will realize how many people think the issue is important.

Students' own answers

Exercise 3

- Students do the exercise in pairs or small groups.
- Ask some students or groups to share their ideas.

Exercise 4

- Students do the exercise on their own before checking in pairs.

ANSWERS

- The short videos show people dancing and miming to their favourite songs.
- With ... more than 1 billion videos viewed every day, ...
- The United Nations International Fund for Agricultural Development (IFAD), teaming up with a choreographer and a singer, ...
- He has inspired young people listening to his music to make videos for the challenge.
- The videos, used as a virtual dance petition, are asking global leaders to help ...
- The thousands of #DanceforChange video clips, watched and shared by millions of people, are amazing.

Language note: Participle clauses

Participle clauses can have the same purpose as relative clauses. Such participle clauses are sometimes called reduced relative clauses.

Participle clauses are formed by omitting the relative pronoun and using the participle form of the verb. We use a present participle if the verb is active and a past participle if the verb is passive.

We helped an old lady who was crossing the road. →

We helped an old lady crossing the road.

I bought a beautiful bag which was made in Italy. →

I bought a beautiful bag made in Italy.

We do not use participle clauses with state verbs like *know*, *think* and *have*.

AfL: Diagnostics

While monitoring exercises 5 and 6, listen for how successfully or unsuccessfully students use participle clauses, which is the learning objective for this page. See page 10 for more ideas.

Exercise 5

- Read through the Grammar box with the class.
- Students do the exercise in pairs.

ANSWERS

a active b passive

Further reference and practice Workbook page 102

- 1 1 a 2 b 3 a, b 4 a, b 5 a 6 a
2 1 described 2 chosen 3 providing
4 teaching 5 spoken 6 now held
3 1 The man training my sister used to be a world-famous swimmer.
2 Some children standing nearby started laughing.
3 The event, attended by nearly 2,000 people, will be held again next year.
4 The drama company based in Shoreditch is called the Black Box company.
5 The tree cut down by the council recently was over 200 years old.

EXTENSION

In pairs, students take turns to describe other people and objects in the classroom using participle clauses.

Their partner must guess the person or object they are describing and also use participle clauses in their questions, e.g.

A: I can see a picture stuck on a wall.

B: Is it the one hanging next to the blackboard?

A: No, it's the one hanging above the light switch.

B: Is it the picture showing the River Thames?

A: Yes, it is.

Exercise 6

- Ask students to look at the photo. Ask: *What are the boys doing? Where do you think they are?*
- Remind students to read through the whole text first before completing the gaps.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 performing 2 starting 3 coming 4 working
5 encouraging 6 supporting 7 sponsored
8 made

Exercise 7 10.1

- Ask students to describe what they can see in the photo and say or guess what kind of film it is from.
- Students listen and check their answers in pairs before whole-class feedback.

Audio script 10.1 page 175

ANSWER

It is a musical.

Culture note: Singin' in the Rain

Singin' in the Rain is a musical comedy made in 1952.

It starred Gene Kelly, Donald O'Connor and Debbie Reynolds. Despite being only a modest success immediately following its release, it is now regarded as one of the greatest musicals of all time.

Exercise 8 10.1

- Students do the exercise on their own or in pairs.
- Play the recording for students to check their answers.

ANSWERS

- 1 born 50 or 60 years 2 performing the dance
3 worrying about Kelly 4 knowing that the scene
5 playing the role of 6 choreographed by Gene Kelly
7 pouring down from the sky

Exercise 9

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 – using participle clauses, or fluency – giving a connected description.

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 instructions with the class.
- Students do the exercise in pairs.
- When they have finished, ask a few students to read their examples to the class.

SUGGESTED ANSWERS

La La Land is a romantic musical made in 2017.

It was filmed in Cinemascope, making it look and feel like an older film.

The opening scene lasts six minutes. Most of the people and cars seen were created using CGI.

In the film, Emma Stone, starring as Mia, is an actress trying to get a part.

It also stars Ryan Gosling, playing the role of Sebastian, as a struggling jazz musician.

During filming, he spent two hours a day, six days a week, playing the piano.

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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. participle clauses.

Tell students to research online and find out more information about their favourite film.

'How can I improve?' suggestion: Report back to the class about your film, using the language from the lesson.

Further practice

Communication worksheet 10B: Grammar

Lesson 10C: Listening, vocabulary and speaking

SB pages 134–135

Learning objectives

- Identify specific information in a listening text
- Use adjectives to describe art
- Use a range of language in a debate

Materials

- Workbook page 78
- Communication worksheet 10C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 135. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Ask: *What can you see in each picture?*
- Before starting the discussion, elicit from students different words for personality, e.g. *energetic* (adj), *careful* (adj), *romantic* (adj), *calm* (adj), *sensible* (adj), etc.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Write notes on the board.

Exercise 2 10.2

- Elicit or explain *doodle* (v).
- Students do the exercise on their own.
- Ask: *Were any of your guesses correct?*

Audio script 10.2 page 175

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students can identify specific information in a listening text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 10.2

- Students do the exercise on their own before checking in pairs.

ANSWERS

1 D 2 B 3 A 4 C 5

Exercise 4

- Students discuss the questions in pairs.
- Ask students to get together with another pair and compare their answers. When they have finished, ask some students to report back to the class.

Exercise 5

- Students do the exercise on their own.
- Check answers as a class.
- In pairs, students use the adjectives to describe the pictures in exercise 1.
- Elicit a few descriptions of the pictures.

ANSWERS

1 elaborate 2 lifelike 3 flowing 4 dramatic
5 moving 6 comical 7 romantic 8 original
Students' own answers

Exercise 6

- Students read the sentences carefully and underline the key words in each sentence, e.g. *simpler* in sentence 2.
- Students do the exercise on their own before checking in pairs.

ANSWERS

1 comical 2 elaborate 3 original 4 Romantic
5 flowing 6 lifelike 7 moving 8 dramatic

Exercise 7 10.3

- Give students time to read through the questions and options.
- Elicit or teach the meaning of *therapist* (n).
- Students do the exercise on their own.

Audio script 10.3 page 175

ANSWERS

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

Exercise 8

- Read through the instructions with the class.
- Students do the activity in small groups.
- Ask them to first pass their drawing to one other person in the group. When they have feedback, ask them to check with another person. Do the 'reviewers' agree?

Speaking

Exercise 9

- Ask students: *Do you enjoy doing drama at school?*
- Elicit or pre-teach *debate* (n).
- Students do the exercise in pairs. Ask them to add more arguments to the list.
- Elicit students' ideas and write them on the board.

Exercise 10 10.4

- Students do the exercise on their own before checking in pairs.

Audio script 10.4 page 176

ANSWERS

1 teaches creativity
2 school isn't the place to be creative
3 favours confident students
4 builds self-confidence
5 promotes life skills
6 not useful for getting a job

Exercise 11 10.4

- Read through the categories with the class.
- Ask students to read the phrases in the box and complete as many as they can before listening again.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.

ANSWERS

- 1 absolutely 2 good point 3 the case
4 totally disagree with 5 interrupt here
6 add something

Exercise 12

- Read through the Global skills box with the class.
- Students discuss the question in small groups.

Exercises 13 10.5

- Students do the exercise on their own before checking in pairs.
- After listening to check answers, students role-play the dialogue in groups of three.
- Circulate and monitor, noting any learning points.

Audio script 10.5 page 176

ANSWERS

- 1 Sorry to interrupt. 2 Not necessarily, Esther.
3 so true 4 agree 5 I'd say the exact opposite.

Exercise 14

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. communication – inviting others to speak.

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 instructions with the class and make sure students understand what they have to do.
- Before students begin their debates, remind them to:
 - select a chairperson to introduce the debate and make sure everyone has the opportunity to speak.
 - make a list of arguments for and against the statement.
 - mention all the arguments from their list and use phrases from exercise 11 during the debate.
- Students work in small groups. Ask students to think about the following points:
 - Which subjects do you enjoy? Which don't you enjoy?*
 - Which subjects will help you get into university or find a good job?*
 - Would you learn better if you had fewer subjects?*
 - Is there time in your school timetable for more relaxing and enjoyable subjects and activities, e.g. art, music, sport?*
 - Should schools focus only on academic qualifications? Or should they also develop skills that are important in adult life?*
- With a **weaker class**, put students into groups. Half the groups will argue *for* the statement and the other half will argue *against* it. After each group has prepared a list of arguments, put each *for* group together with an *against* group. Each new group chooses a chairperson to manage the debate.
- Circulate and monitor, helping where necessary. Note examples of good language as well as any learning points.
- When students have finished, ask a few students to summarize their debate for the class.

- Go over the learning points. Invite the class to suggest corrections or improvements. This helps illustrate to students that even though what they said may be 'correct', they can often improve, e.g. by extending their contribution.

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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestion: Write six sentences using adjectives to describe art.

Further practice

Communication worksheet 10C: Speaking
Functional language bank

Lesson 10D: Culture Reading, vocabulary and grammar

SB pages 136–137

Learning objectives

- Identify specific information in a text
- Use compound adjectives to describe events
- Use determiners to talk about quantities

Materials

- Workbook page 79
- Video worksheet: Farhana's Rafikis

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 137. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

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

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students can find specific information quickly, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Ask students to look at the title of the text and the names of the two festivals. Elicit any information students know about the festivals.
- Pre-teach: *big break* (n), *retrospective* (n), *endorse* (v), *urge* (v), *controversial* (adj), *insight* (n), *zone* (n).
- Give students a time limit and remind them to skim-read the article, read the questions carefully and then read the article carefully.
- Encourage students to identify which parts of the text gave them the key information for the answers.
- Students check answers in pairs.

ANSWER

1 c 2 c 3 b 4 c 5 a

Exercise 3

- Read through the Global skills box with the class.
- Ask students to work in small groups. They should make notes of adjectives to describe festivals, festivals in their country and what they celebrate, and what they would learn by listening to musicians from many parts of the world performing in one place.
- Students use the notes to discuss the questions.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their ideas with the class.

V Insight Compound adjectives: describing events

The first word of a compound adjective gives information about the second word. These adjectives usually have a hyphen between the two words if they come before a noun. If the first word is an adverb ending in *-ly*, a hyphen is not used, e.g. *an eagerly awaited film*.

Exercise 4

- Students do the exercise on their own without referring to the article *Famous festivals*.
- After students have checked their answers, elicit the meaning of: *eagerly awaited*, *cutting-edge* (n), *family-oriented* (adj), *feature-length* (adj), *thought-provoking* (adj).

ANSWERS1 eagerly 2 open 3 world 4 little 5 talked
6 cutting 7 family 8 feature 9 thought 10 first**Grammar****Exercise 5**

- Read through the Grammar box with the class.
- With a **weaker class**, clarify the use of *of*. Draw the following table on the board:

pronoun	noun	the + noun
you	people	the bands
us	songs	the tickets
them	festivals	the tents

- Below the table write *some*, *some of*, *most*, *most of*, *many*, and *many of*.
- Ask students which of the words in the table can follow the determiners. Check that students understand that *of* is needed before a pronoun or *the*.
- Students do the exercise in pairs.

ANSWERS

- a a few of the; most of the; few; most; many of the; each; many; some; a few; some of the
b little; most of the; a little of; some; some of the
c most of the; some; some of the

Further reference and practice Workbook page 103

- 1 1 few 2 a few 3 little 4 a little 5 each
6 many
2 1 any 2 some 3 no 4 Every 5 much
6 a lot of

Exercise 6

- Elicit ideas from students about what a day at Coachella would be like. Ask them to think about the weather, the people, the noise levels, the sleeping arrangements, etc.
- Students then do the exercise on their own before checking in pairs.

ANSWERS

1 many 2 most 3 some 4 all 5 a little 6 a few

Exercise 7**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 in using compound adjectives or communication skills – how well they negotiate and reach agreement.

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 instructions with the class.
- Students work in pairs. Remind them to think about things like accommodation, the weather and the length of their stay at the festival.
- Circulate and monitor, helping where necessary.
- Ask a few pairs to share their ideas with the class.

EXTENSION:

Students discuss the following:

Imagine that you can organize a new festival. What would your dream festival celebrate?

Which people would you invite to take part in it?

Where would you hold it?

What would people do, see or hear there?

Vocabulary extra: Organizing a festival SB page 141**Exercise 1**

- 1 hold an event 2 find a venue 3 appear on stage
4 headline a festival 5 appeal to an audience
6 get a good vantage point 7 manage security
8 recruit volunteers 9 run a stall 10 attend a performance
11 take place 12 provide a catering service

Exercise 2

- 1 hold an event 2 take place 3 find a venue
4 appear on stage 5 appeal to an audience
6 headline a festival 7 attend a performance
8 get a good vantage point 9 manage security
10 provide a catering service 11 recruit volunteers
12 run a stall

Exercise 3

Students' own answers

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. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities. 'How can I improve?' suggestion: Write a short description of the event you went to using the language from the unit.

Further practice

Video worksheet: Farhana's Rafikis

Lesson 10E: Writing A review of an event

SB pages 138–139

Learning objectives

Write a review

Use a range of evaluative adjectives

Use emphasis to highlight important points in a review

Materials

Workbook page 82

Pronunciation Insight worksheet 10: Exclamations with *so* and *much*

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of SB page 139. See page 10 for more ideas.

Planning for writing

Exercise 1

- Tell students to look at the photo and ask a student to describe what they can see in it.
- Students answer the questions in pairs before whole-class feedback.

Exercise 2

- Students do the exercise in pairs before checking answers as a class.

ANSWERS

- 1 Yes; amazing; captivating; hilarious; fascinating; amusing; remarkable; unforgettable experience; organized so well; I would highly recommend ...
- 2 The fact that teenagers have priority for everything.
- 3 Any teenager who is interested in books.

Exercise 3

- Focus students on the model review. Explain or elicit that the boxes on the left give information about how to organize the review, and the box on the right gives information about what kind of language to use.
- Students complete the activity in pairs.

ANSWERS

A 4 B 3 C 1 D 5 E 2

Organization boxes:

- 1 background information and details
- 2 specific information
- 3 interesting / unusual
- 4 enjoyed most / did not enjoy
- 5 a summary and a recommendation

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use evaluative adjectives, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 4

- Focus on the highlighted words in the text. Ask students to read the sentences in which the words appear. The context will give them an idea of their meaning and who or what they describe.
- Students do the activity on their own or in pairs.
- Point out that *acclaimed* and *renowned* are generally followed by a noun, e.g. *She's a renowned actress*.

ANSWERS

- 1 amazing; remarkable
- 2 fascinating; captivating
- 3 acclaimed; renowned
- 4 hilarious; amusing

EXTENSION

Ask students to each think of eight people or things that can be described by the highlighted adjectives in the review.

In pairs, they take it in turns to describe the people and things to their partner using the adjectives, e.g. *The film 'Skyfall' was captivating.*

Their partner then elaborates on the sentence, e.g. *The film 'Skyfall' was captivating because it was full of action and excitement, and there was never a boring moment.*

When they have finished, ask a few students to share some of their ideas with the class.

Exercise 5

- Read through the strategy with the class.
- Ask students which structures the underlined sentences feature.
- Students then do the exercise on their own before checking in pairs.

ANSWERS

- 1 such a boring gig
- 2 I liked most was the fact / I really liked was the fact
- 3 were so wonderful, such
- 4 was so expensive
- 5 moved me the most was
- 6 such original paintings

EXTENSION

Write the following table on the board:

Picasso	delicious
Jim Carrey	talented
the 'Twilight' films	captivating
Usain Bolt	fast
WOMAD	hilarious
chocolate	amazing

In pairs, students practise making sentences about the people and things with the adjectives and *so* or *such*, e.g. *Picasso was so talented. Picasso was such a talented artist.*

Writing your review

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. communication – giving enough information about the event.

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 a review in 300–350 words.
- Give students ten minutes to decide on the content of the event, complete the ideas stage and plan their review.
- Encourage students to activate other language they learned in the unit (determiners, evaluative adjectives, etc.).
- When students have finished, they can check their own work against the checklist.
- Ask **fast finishers** to swap reviews with a partner and comment on the way their partner has included detail and their use of adjectives and the unit vocabulary.

EXTENSION

Students review a book, a television programme or another event for homework.

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 them to think about and make notes on how well they have done and to think about future learning opportunities.

'How can I improve?' suggestion: Decide which reviews give the clearest opinion about an event.

Further practice

Pronunciation Insight worksheet 10: Exclamations with *so* and *much*
Writing bank

Review 10

SB page 140

Exercise 1

1 success 2 beauty 3 style 4 dedication
5 maturity 6 vision

Exercise 2

1 choose 2 error 3 wide 4 up 5 downs
6 beyond

Exercise 3

1 lifelike 2 original 3 comical, moving
4 flowing, dramatic

Exercise 4

1 talked 2 world 3 little 4 cutting 5 open
6 family

Exercise 5

1 held 2 celebrating 3 shown 4 given 5 growing
6 tripling 7 arriving 8 changed 9 hoping 10 sent

Exercise 6

1 some 2 each 3 all 4 much 5 little 6 few
7 any 8 most 9 None 10 many

Cumulative review Units 1–10

SB pages 142–143

Exercise 1

10.6

Audio script 10.6

page 176

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

Exercises 2 and 3

Students' own answers

Exercise 4

1 c 2 b 3 a 4 c

Exercise 5

1 animation film studio 2 Tokyo
3 Isao Takahata, Toshio Suzuki and Hayao Miyazaki
4 20 5 *Spirited Away* 6 2001 7 170,000 8 originality

Exercise 6

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

Exercise 7

Students' own answers

Additional materials

Literature Insight 5 WB pages 112–113 Answer key: page 153

Exam Insight 5 WB pages 122–123 Answer key: page 157

Workbook answer key and audio scripts

Unit 1 First impressions

Vocabulary page 4

Exercise 1

1 plain 2 ugly 3 slim 4 handsome 5 elegant
6 overweight

Exercise 2

1 fair-haired 2 sun-tanned 3 broad-shouldered
4 short-sighted 5 pale-skinned 6 blue-eyed

Exercise 3

1 curly hair 2 ponytail 3 plaits 4 spiky 5 bob
6 bun 7 shaved head

Exercise 4

1 b 2 b 3 c 4 c 5 a 6 c 7 a 8 b

Exercise 5 Students' own answers

Grammar page 5

Exercise 1

1 PS 2 PC 3 PS 4 PC 5 PC 6 PS 7 PS 8 PS

Exercise 2

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

Exercise 3

1 Is he walking
2 'm watching
3 's
4 's playing
5 Are they making
6 're trying
7 's hiding
8 doesn't know

Exercise 4

1 learns, Students' own answers
2 are you travelling
3 believe, Students' own answers
4 watch, Students' own answers
5 am doing / 'm doing, Students' own answers
6 save up, Students' own answers
7 am eating / 'm eating, Students' own answers

Exercise 5

1 work 2 opens 3 are closing 4 am brushing / 'm
brushing 5 have 6 takes 7 love 8 are / 're
9 are trying 10 want 11 seems 12 think
13 are considering / 're considering 14 are searching /
're searching 15 leave

Exercise 6 Students' own answers

Listening, vocabulary and speaking page 6

Exercise 1

Correct answers: 1 and 3
2 lazy 4 modest 5 stubborn

Exercise 2

1 shy 2 emotional 3 assertive 4 determined
5 easy-going

Exercise 3 1.01

1 T
2 F: Dan found the website today.
3 T
4 F: Lily says the images are interesting.

Audio script 1.01

Lily Hi Dan. What are you doing?

Dan I found this website on the internet today. I'm supposed to be studying, but this looks more interesting.

Lily What's it about?

Dan Optical illusions in art. Look at this one. It's by an Italian artist called Gallieni.

Lily It looks like two children and a puppy. That's what I can see.

Dan It seems like it, doesn't it?

Lily Oh hang on. The frame is the shape of a skull. Wow! He must have a great imagination to be able to think of something like that.

Dan The girls look as if they're the eyes now and ... the dog ... the nose! And this one took me ages to get.

Lily It doesn't look that strange to me, to be honest. It could be a picture of any sad clown.

Dan That was exactly what I saw first. Then I got confused by all the lines on the forehead.

Lily Oh, it can't be one clown because when you turn it upside down there's another face.

Dan That's what I did.

Lily Of course, I get it now. It looks as if the clown is unhappy this way, and happy the other way.

Dan And this third one is the strangest of them all. I thought it might be a picture of one big cat.

Lily I agree.

Dan But there could be more cats in the image. Look! There's one here, and another here ...

Lily And more here. That's so interesting. I can see why you're not studying now!

Exercise 4 1.01

1 looks like 2 seems like 3 must have 4 look as if
5 look 6 could be 7 can't be 8 looks as if
9 might be 10 could be
See exercise 3 for audio script

Exercise 5

1 must 2 looks 3 can't 4 looks 5 might
6 could 7 looks like 8 look as if 9 could

Exercise 6 Students' own answers

Vocabulary and grammar page 7

Exercise 1

1 designer 2 innovative 3 stylish 4 second-hand
5 vintage 6 original

Exercise 2

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

Exercise 3

A camisole top B leggings / jeans C polo shirt
D vest

Exercise 4

1 wearing 2 to wear 3 stealing 4 paying
5 to ban 6 to see 7 to dress / dressing

Exercise 5

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

Exercise 6 Students' own answers

Reading pages 8–9

Exercise 1 Students' own answers

Exercise 2

1 resemble 2 freckles 3 ashamed 4 youth
5 physique 6 symmetrical 7 emphasis 8 react
9 flicking through

Exercise 3

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

Exercise 4

1 beauty 2 perfection 3 ability 4 tradition
5 confidence

Exercise 5

1 perfection 2 Beauty 3 ability 4 able, confidence
5 traditional

Exercise 6 Students' own answers

Writing page 10

Exercise 1

Punctuation: That's my ..., it's big, old and ...

Spelling: sun-tanned, beautiful

Grammar: I'm sending it to you now, we often play volleyball

Word order: I often go there, Are you studying hard?

Vocabulary: Tell me if you like it, my brother plays really well

Exercise 2

A Amber B Marsha C Zahra D Debbie

Exercise 3

1 am writing / 'm writing 2 play 3 am
sending / 'm sending 4 am standing / 'm
standing 5 blonde 6 hear

Unit 2 On the move

Vocabulary page 12

Exercise 1

1 resort 2 transport 3 trap 4 Package 5 Park
6 guide 7 destination

Exercise 2

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

Exercise 3

1 Get to know people 2 Escape the crowds 3 soak up
the sun 4 take time out 5 See the sights 6 Take part
in, guided tours 7 get off the beaten track

Exercise 4

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

Exercise 5

1 National Park 2 tour guide 3 got to know
4 coach tour 5 soak up the sun 6 self-catering
7 beach resort 8 take some time out 9 adventure
holiday 10 get off the beaten track 11 package
holiday

Exercise 6 Students' own answers

Grammar page 13

Exercise 1

2 f Did you leave your bag on the coach when you were
travelling to the airport?

3 b The coach was reversing into the entrance when it hit
a car in the hotel car park.

4 a We were having dinner in the hotel restaurant when
the fire alarm went off.

5 d Were you staying in Dubai when you went in the hot
air balloon?

6 c The sun was setting over the mountains when we
arrived at the ski resort.

Exercise 2

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

Exercise 3

1 had stopped, went 2 realized, had lost

3 had started, arrived 4 had packed, called

5 had finished, got 6 wasn't able to, had promised

Exercise 4

1 was travelling 2 was 3 had spent 4 left

5 had checked 6 didn't want 7 was relaxing

8 realized 9 had forgotten 10 decided

11 arrived 12 wasn't 13 was, shaking 14 told

Exercise 5 Students' own answers

Listening, vocabulary and speaking

page 14

Exercise 1

- 1 a voyage 2 excursion 3 expeditions
4 trip 5 flight 6 trek 7 tour

Exercise 2

- 1 expedition 2 tour 3 voyage 4 excursion 5 trek
6 flight

Exercise 3 2.01

- 1 Joe and Katie are brother and sister.
2 They are both under eighteen.
3 They are trying to decide where to go on holiday.

Audio script 2.01

Katie Dad was asking me where we'd like to go away this year. I said I fancied a camping holiday in Weston Ridge again. It's always great to get in a tent, make fires and cook for ourselves. What do you think?

Joe I'd like to try something different. Why don't we have a bit more luxury? I checked out Southford youth hostel which is near the beach and has a restaurant and real beds! It looks cool. We could try lots of water sports like water skiing, surfing and stuff like that.

Katie That sounds brilliant! But I'm not so sure about that youth hostel. Someone from school told me that it's always so busy during the holidays.

Joe Well, so is the campsite. And there's nothing to do there.

Katie Yes, there is. That climbing wall is nearby, and you loved when we got a boat on the lake. We had so much fun!

Joe That was years ago. Not now.

Katie Well, I'm just saying that there are things to do near the campsite as well.

Joe Well, maybe if you're small kids, but not for us. I feel like we've outgrown it a bit. If we go to the beach we can try lots of new things. Neither of us have been surfing or sailing. Haven't you always wanted to try? Dad would love it too. The hostel and activities have had some really good reviews. Someone said it was the best holiday they'd ever been on! Let's say we want to go there. Come on, you won't be sorry. And anyway, you've got nothing to lose – we can go to the campsite for a weekend at some point. It's only a short drive away!

Katie OK, you've convinced me. I'll agree if you promise that we can spend a weekend there another time.

Joe Deal. But I'm not promising to go on the boat. You and dad can go and I'll just go for a run or something.

Exercise 4 2.01

- 1 K 2 K 3 J 4 Not used 5 K 6 J 7 J
See exercise 3 for audio script

Exercise 5 2.02

- 1 we should 2 That sounds 3 don't we go
4 I'm not so 5 be sorry 6 nothing to lose
7 convinced me 8 go for

Audio script 2.02

Man I think we should try that new Japanese restaurant in town. They have really low tables and you sit on the floor!

Woman That sounds interesting, but I don't like Japanese food. Why don't we go for an Indian?

Man I'm not so sure about Indian food since I had that curry that was way too hot.

Woman Well, try something different then! You won't be sorry, I promise.

Man Mmmm. I'm not convinced.

Woman Look, if you come to the Indian restaurant, I'll pay, so you've got nothing to lose.

Man OK, you've convinced me. And I'll pay for ice creams in Gelato Mio's afterwards.

Woman OK, let's go for it!

Exercise 6 Students' own answers

Vocabulary and grammar

page 15

Exercise 1

- 1 drive along 2 travel down 3 connects, with
4 winds around 5 cuts through 6 lead to

Exercise 2

- 1 pier 2 gate 3 buffet car 4 stand 5 aisle
6 overhead lockers 7 motorway 8 ashore
9 cruise 10 set sail

Exercise 3

- 1 often used to drive / would often drive
2 used to run / would run
3 used to sail / would sail
4 didn't use to travel / would not travel / wouldn't travel
5 used to have
6 used to have / would have had

Exercise 4

- 1 used to have 2 didn't use to live 3 used to be
4 would travel / used to travel 5 would take / used to take
6 would stay / used to stay 7 would meet / used to meet
8 would go / used to go

Exercise 5 Students' own answers

Reading

pages 16–17

Exercise 1 Students' own answers

Exercise 2

- 2 A, C 3 B, D 4 A, D 5 A, D 6 B, C 7 A, C
8 A, D 9 B, D

Exercise 3

- 1 The Winter Park opens after sunset.
2 It is easier to cycle along the side of rivers because the roads are usually pretty flat.
3 The Riverside Ride doesn't have much environmental impact because you travel by bike / you don't use cars or motorized vehicles.
4 Angkor Wat was built quickly because it was built by thousands of unpaid slave workers.
5 It is a good idea to get to Angkor Wat early to escape the crowds.
6 In the evenings, people on the Grand Canyon holiday eat, play games and look up at the stars.

Exercise 4

1 rafts 2 slave 3 twinkling 4 pace 5 chilly
6 roots 7 soppy

Exercise 5 Students' own answers

Writing page 18

Exercise 1

a 2 b 1 d 4 e 5 f 3
c and g – not used

Exercise 2

1 ... it was beginning to get a bit cooler, I was travelling around South Africa ...
2 ... and had just finished looking around Cape Point, I hadn't eaten all day ...
3 It was around four o'clock in the afternoon., It was still hot ...

Exercise 3

Because they were looking at her strangely and they started shouting at her angrily.

Exercise 4

Because they were shouting at a monkey that was trying to take her food, not her. She was embarrassed because she thought they were shouting at her rather than helping her, and she hadn't seen the monkey.

Exercise 5

1 A few seconds later 2 At first, 3 After a while
4 eventually 5 That's when 6 just then

Exercise 6

1 d 2 c 3 a 4 e 5 b

Unit 3 Health matters

Vocabulary page 20

Exercise 1

1 b 2 d 3 e 4 c 5 a

Exercise 2

1 generous 2 laziness 3 ability 4 tiredness
5 necessary 6 kind 7 prosperous 8 happiness
a happy b kindness c generous d tired
e laziness f necessary g ability h prosperity

Exercise 3

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

Exercise 4

1 cross 2 appalled 3 necessity 4 ability
5 devastated 6 astonished 7 kind 8 happiness

Exercise 5 Students' own answers

Grammar page 21

Exercise 1

1 became 2 has played 3 taught 4 ran
5 have never beaten 6 has won

Exercise 2

1 has been, for 2 have already read 3 haven't told, yet
4 Have you worked, this week 5 has just left
6 have watched / 've watched, since 7 never travelled

Exercise 3

Correct sentences: 3, 6, 8

1 We lived ...
2 Have you watched ...
4 Have you ever seen ...
5 I didn't buy ...
7 Have you ever been ...

Exercise 4

1 Have you tried 2 Have you ever heard 3 created
4 has become 5 wanted 6 invented 7 didn't travel
8 took 9 expanded 10 opened 11 has developed
12 has played 13 have never experienced 14 didn't warn

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 22

Exercise 1

1 Commitment 2 Discipline 3 Single-mindedness
4 Self-reliance 5 Stamina 6 Team spirit
7 Sportsmanship 8 self-esteem

Exercise 2

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

Exercise 3 3.01

1, 3, 5, 7, 11, 12

Audio script 3.01

Callum Hi Fiona.

Fiona Oh hi. Hey, you'll never guess what?

Callum Let me think. You got into Oxford.

Fiona You're right. I got the email only five minutes ago.

Callum Oh, that's fantastic news, Fiona. I knew you could do it, you've worked so hard. Well done!

Fiona I can't believe it. I really thought I'd have to be interviewed.

Callum Not for all courses. You obviously impressed them. You deserve it. Think about how many times you stayed late at the library. Ha, we're so different!

Fiona I know, and I'm probably going to spend the next three years doing that!

Callum You'll love all that reading! I'm really pleased for you. Mum is going to be so happy. And you're going to move into one of the beautiful colleges. How exciting! I'll have to come and visit.

Fiona Calm down. I don't even know if I'll be allowed visitors yet!

Callum Well, even if I can't come to the college, I'm going to visit Oxford and you can show me around. It'll be fun.

Exercise 4 3.01

1 T
2 F: She didn't need to have an interview for her course.
3 F: Callum says she stayed late at the library and that they are so different.

4 T

See exercise 3 for audio script

Exercise 5 3.02

- 1 I'm afraid I've got some bad news.
- 2 Oh no! What's happened?
- 3 I'm really sorry to hear that!
- 4 You must be feeling terrible.
- 5 Oh well, try to look on the bright side.

Audio script 3.02

Joe Hi Ben! You don't look too happy. What's up?

Ben I'm afraid I've got some bad news. It's about our holiday plans.

Joe Oh no! What's happened?

Ben My granddad's really ill at the moment, so we won't be going to the beach at the same time as you now.

Joe Oh no, that's awful! I'm really sorry to hear that! Are you alright? You must be feeling terrible.

Ben Yeah, I'm worried about Granddad. He was so quiet when I saw him yesterday, and he's usually so funny, always telling jokes.

Joe Oh well, try to look on the bright side. I'm sure he'll be back to his old self soon, and maybe we'll go to the beach again this year.

Ben Maybe. We'll just have to wait and see, won't we?

Exercise 6 Students' own answers

Vocabulary and grammar

Exercise 1

- 1 Clearly, cheaply, incredibly 2 Surprisingly, slowly, extremely 3 rapidly, worryingly

Exercise 2

- a 3 b 1 c 2

Exercise 3

- 1 b 2 a 3 a 4 b

Exercise 4

- 1 have been working 2 have been buying 3 has been washing 4 has been playing 5 has been building 6 have been lying 7 has been fixing 8 have been talking

Exercise 5

- 1 have always taken 2 have run 3 hasn't changed 4 have never watched 5 have been thinking 6 has been 7 have been eating 8 have become 9 hasn't been 10 have ever considered

Exercise 6 Students' own answers

Reading

Exercise 1

a

Exercise 2

- 1 b 2 e 3 a 4 d 5 f
c not needed

Exercise 3

- 1 C 2 A 3 D 4 E 5 B

Exercise 4

- 1 NG
2 T
3 F: The text says that they might choose to watch the American Super Bowl.
4 T
5 T
6 NG
7 F: The writer believes that people may need to be convinced that it is a good idea.

Exercise 5

- 1 desire 2 rewarded 3 convince 4 visible
5 insight 6 tailor-made 7 algorithms 8 vast

Exercise 6

- 1 algorithms 2 desire 3 insight 4 visible
5 rewarded 6 convince 7 vast 8 tailor-made

Exercise 7 Students' own answers

Writing

Exercise 1

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

Exercise 2

b

Exercise 3

- 1 Luckily 2 surprisingly 3 Obviously
4 Unfortunately 5 To be honest

Exercise 4

- a since / because b in order to c so that
d because / since

Unit 4 Stand up, speak out

Vocabulary

Exercise 1

- 1 died out 2 contaminated 3 survive 4 spread
5 preserve 6 evacuated 7 washed away 8 relocate

Exercise 2

- 1 interact 2 overcrowded 3 cooperate
4 semi-detached 5 reappeared 6 overcooked

Exercise 3

- 1 rewritten 2 well-educated 3 overrated
4 interaction 5 underpaid

Exercise 4

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

Exercise 5

- 1 global issues 2 climate change 3 drought
4 famine 5 flooding 6 relocate 7 disease
8 urbanization 9 spread 10 interacting 11 survive
12 overcrowded 13 overspending 14 rethink

Exercise 6 Students' own answers

Grammar page 29

Exercise 1

- 1 a 'll see b 'm going to see
2 a is coming b comes
3 a 'm going to travel b 'm travelling
4 a are going to win b will win
5 a 'm helping b might help

Exercise 2

- 1 are getting 2 are going to start 3 is going to be
4 you'll be 5 'll have 6 're meeting
7 's going to rain 8 'll be able to

Exercise 3

- a 8 b 5 c 2, 3 d 1, 6 e 7

Exercise 4

- 1 Are, joining 2 'll be 3 're going to take
4 will understand 5 're going to explain
6 might make 7 planning to take 8 can come

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 30

Exercise 1

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

Exercise 2

Students' own answers

Exercise 3

b

Exercise 4 4.01

Diane

Audio script 4.01

Diane You're still on your computer! Are you updating your website?

Jerry No, I'm trying to get this song as my subscription to Spotify ended. It's really annoying that some of this stream-ripping software doesn't work!

Diane Stream ripping?

Jerry Yeah, you know, downloading music as it's playing on YouTube, Spotify or another site.

Diane If you ask me, it's wrong to download stuff without paying for it.

Jerry What was your view on downloading that film last week, then?

Diane Well, to tell you the truth, that was probably a wrong thing to do, too. But at least it was only once. That stream-ripping software is taking hundreds of thousands of pounds out of the music business illegally.

Jerry It's not a problem for stream-ripping software in my opinion. They're just offering a service.

Diane Hmm. I'm not so sure about that! They're making money out of it. And it's pretty obvious that it's illegal. Maybe they just don't want to know.

Jerry Well, as far as I'm concerned, it doesn't do any harm. You're not stealing something when you use the software. It's all over the internet anyway.

Diane Of course you are! It's not called digital piracy for nothing! You're stealing the profit that someone would make by charging you to copy it legally.

Jerry But, it's not as if film and music companies don't make enough profit. Look at what they pay the actors and musicians! It's ridiculous!

Diane I agree with you about that, but there are lots of people working in those industries who don't get paid much. They'll be out of a job if nobody pays for what they're making.

Jerry Hmm, I see what you're saying, but I really don't think it's a problem.

Diane Well, it could be a problem when people stop making so many films or computer games, or stop signing new bands. I read that the countries with the most illegal music downloads now have the fewest new artists appearing on the music scene. Anyway, how is your new website going?

Jerry Oh, it's beginning to look really good. I paid someone to redesign the home page. Look. What do you reckon?

Diane I think it's fantastic. But, I'm just wondering, what if I upload that design and offer it for free to anyone who wants it?

Jerry OK, OK. I take your point.

Exercise 5

- a S b S c F d O e F f O

Exercise 6

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

Exercise 7

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

Exercise 8

individual -
equality of students +
expensive -
more choice -
feeling of belonging to a place +
doesn't mean better grades -
some students can't afford designer clothes +
Students' own answers

Vocabulary and grammar page 31

Exercise 1

- 1 b 2 c 3 a 4 a 5 c 6 a 7 b 8 c

Exercise 2

- 1 competitors 2 distributors 3 promote 4 donor
5 Participants 6 organize 7 campaigns

Exercise 3

- 1 We won't have moved to other planets 100 years from now.
2 People will soon be living closer to wildlife as green spaces become smaller.
3 By 2035, more driverless cars will have been invented.
4 In 2030, almost 9 billion people will be living on Earth.

- 5 Hopefully by 2030, scientists will have found a vaccine for HIV.
- 6 By 2050, the USA will have become the largest Spanish-speaking country in the world.
- 7 In 2035, it is believed that sports programmes will be using holograms when they show sports events.

Exercise 4

- 1 will be shopping 2 'll be handing out
- 3 will be publicizing 4 'll have heard
- 5 will have arrived 6 'll be checking

Exercise 5 Students' own answers

Reading pages 32–33

Exercise 1

c

Exercise 2

A O B F C S D O E F

Exercise 3

A 4 B 3 C 5 D 1 E 2

Exercise 4

1 c 2 d 3 a 4 b 5 a

Exercise 5

- 1 extreme weather events 2 doubled
- 3 overconsumption 4 resources 5 the lion's share
- 6 vision 7 greed 8 fair share

Exercise 6

- 1 vision 2 the lion's share 3 doubled 4 resources
- 5 Extreme weather events 6 Overconsumption
- 7 fair share 8 Greed

Exercise 7 Students' own answers

Writing page 34

Exercise 1

b

Exercise 2

c

Exercise 3

- 1 in my opinion 2 The main argument against
- 3 I am convinced that 4 it's also important to note that
- 5 to my mind 6 My final point is that

Unit 5 Do the right thing

Vocabulary page 36

Exercise 1

- 1 impression 2 control 3 reputation 4 impact
- 5 bias 6 inspiration

Exercise 2

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

Exercise 3

- 1 Misbehaviour / Misbehaving in school can sometimes lead to criminality.
- 2 Knife crime is often the result of gangs disagreeing / having disagreements.
- 3 Young offenders have often had misfortune(s) in their lives.
- 4 You mustn't be dishonest in court.
- 5 Apologize for your disrespect towards your mother!
- 6 Many prisoners complain about mistreatment / being mistreated by prison officers.

Exercise 4

- 1 community service 2 life sentence 3 internet fraud
- 4 speeding fine 5 prison term 6 armed robber
- 7 traffic offence
- a prison term b internet fraud c life sentence
- d speeding fine e community service f traffic offence

Exercise 5

- 1 theft 2 fraud 3 armed robbery 4 prison sentence
- 5 disagreement 6 vandals 7 community service

Exercise 6 Students' own answers

Grammar page 37

Exercise 1

- 1 tell, c 2 will forgive, e 3 don't take, b 4 apologize, f
- 5 won't make, a 6 will age, d

Exercise 2

- 1 would be, lived 2 would work, switched
- 3 printed, would take 4 'd lie, didn't have to
- 5 knew, would you do 6 shaved, would, have

Exercise 3

- 1 call, 'll 2 wouldn't, didn't have 3 lived, would
- 4 doesn't, 'll 5 could, would 6 wants, won't
- 7 would, had, 8 don't, won't

Exercise 4

- 1 you put the chicken in the oven at the right temperature, it won't cook well
- 2 you use the correct username, you won't get onto the website
- 3 you make mistakes in life, you'll never learn from them
- 4 you don't try, you won't know if you can do it
- 5 the taxi doesn't arrive soon, we'll be late for the wedding
- 6 they allow me to finish at 2 p.m., I won't take the weekend position

Exercise 5

- 1 went 2 would spend 3 tell 4 'll be 5 would you do
- 6 did / do 7 would / will have 8 explain
- 9 'll understand 10 wouldn't be

Exercise 6 Students' own answers

Listening, vocabulary and speaking

page 38

Exercise 1

1 got round to 2 puts up with 3 fallen out with
4 came up with 5 owned up to 6 got away
with 7 put it down to 8 hasn't lived up to

Exercise 2



5.01

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

Audio script 5.01

1

Shop assistant 'We regret to inform you that the store is now closing. Please take your purchases to the nearest till.'

Dan Oh no! I haven't got time to look for a new video game now! That's your fault for being too slow!

Suzy I'm sorry! I didn't mean to take so long. I couldn't find the book that Mum wanted!

2

Dan I'm very sorry I'm late. The bus was full and I had to wait for another one.

Teacher Let's say no more about it. Just try to be on time tomorrow.

3

Suzy Oh no! I'm so sorry, Gran! I've spilt my lemonade on the floor!

Gran Don't worry about it, Suzy. It won't show on that dark brown carpet. I'll get you another glass.

4

TV announcer We'd like to apologize for the poor audio quality of that last programme.

Dad I should think so too! I was looking forward to that, and I could hardly understand parts of it.

Simon Never mind. You can watch it again on your computer. It might be better on that.

5

Sarah Oh, I'm really sorry, Anne! I've forgotten to bring your French dictionary back!

Anne That's OK. I haven't got French today, so you can give it back to me tomorrow.

6

Dan I'd like to apologize for all the noise this afternoon, Mr Tate. I had some friends round and one of them kept turning the music up really loud.

Mr Tate That's quite all right, Dan. You're pretty quiet normally, so a bit of loud music from your house every now and then isn't a problem.

Exercise 3



5.01

1 fault, mean to 2 say no more 3 so sorry
4 Never mind 5 really sorry 6 like to apologize
See exercise 2 for audio script

Exercise 4

Students' own answers

Exercise 5

Students' own answers

Vocabulary and grammar

page 39

Exercise 1

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

Exercise 2

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

Exercise 3

1 of 2 for 3 from 4 to 5 from 6 to 7 of 8 for
9 of 10 for 11 for

Exercise 4

1 mustn't / can't / may not
2 don't have to
3 can / may
4 don't have to
5 can / may
6 have to

Exercise 5

Students' own answers

Reading

pages 40–41

Exercise 1

C

Exercise 2

A 3, category D prisons B 4, prisoners C 1, the US
D 2, offenders E 5, Bastøy (Prison)

Exercise 3

1 T 2 F: It is doing jobs for the council. 3 F: There are no high fences, the prisoners live together in normal houses and there are only a few guards overnight who don't have guns. 4 T 5 T

Exercise 4

1 78,000 2 putting the 'bad guy' behind bars / putting people in prison 3 community service 4 Bastøy (Prison) 5 prisoners 6 the public

Exercise 5

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

Exercise 6

1 committed murder 2 go too far
3 a positive environment 4 have permission
5 looking at the statistics 6 break the law

Exercise 7

Students' own answers

Writing

page 42

Exercise 1

1 This means 2 why 3 because 4 results in
5 because of 6 therefore

Exercise 2

1 Outside of school hours.
2 In parks and communal areas.
3 Serious crime (like murder and armed robbery).
4 There aren't the numbers. / There aren't enough policemen and women.
5 If there are more police on the streets, then fewer people will get into crime at a young age and commit serious crimes later in life.

Exercise 3

1 E 2 C 3 E 4 E 5 C 6 E 7 E

Unit 6 At a price

Vocabulary page 44

Exercise 1

- 1 promote 2 trick 3 research 4 launch 5 target
6 display

Exercise 2

- 1 magazines 2 image 3 offer 4 samples
5 campaign 6 knowledge

Exercise 3

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

Exercise 4

- 1 marketing campaigns 2 jingles 3 flyers 4 billboard
5 slogan 6 luxury goods 7 endorsements 8 persuade
9 brand image 10 classified ads 11 displayed

Exercise 5 Students' own answers

Grammar page 45

Exercise 1

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

Exercise 2

- 1 Is this cheese made in the UK?
2 that cheese was imported from Latvia.
3 Why isn't that stated on the packet?
4 The rules are made by the Food Standards Agency.
5 shoppers are being tricked by this.

Exercise 3

- 1 will, be stung 2 were used 3 will be stopping
4 have already delivered 5 are being encouraged
6 will be provided

Exercise 4

- 1 Most of Europe's apples are grown by / on Polish farms nowadays.
2 Fair trade isn't (being) promoted enough around the world.
3 Over 20 James Bond films have been made since 1962.
4 *Frankenstein* was written by a 19-year-old woman called Mary Shelley.
5 Refunds will only be given with a receipt.
6 Small children were still being used to clean chimneys in the 1860s.

Exercise 5

- 1 being used 2 worked 3 had been used
4 were employed 5 were paid 6 lasted
7 were not permitted 8 brought
9 had been transformed 10 were seen
11 are found 12 dropped

Exercise 6 Students' own answers

Listening, vocabulary and speaking page 46

Exercise 1

- 1 significant 2 tiny minority 3 vast
4 whopping 5 A significant 6 modest

Exercise 2 6.01

Helen B Ed A

Audio script 6.01

Helen There's quite a wide range of bikes to choose from these days, but I've never seen any quite as different as these two! Bike A looks fairly normal, whereas the other bike is quite unusual.

Although I said that the first bike is more normal, it isn't the kind of bike I would choose – it's a racing bike, with drop handlebars, and I don't like those. On the other hand, I think a lot of my friends would like it, because some of them are serious cyclists.

I don't think many of my friends would choose bike B, because it's one of those folding bikes that people use when they go to work by train, so it's no good for long distances. But, it's the one I prefer from these two. I've never seen a bike like this before! It's got a very modern design, and it looks like a briefcase when it's completely folded. It looks really cool! I could use it for the short journey to school and, unlike other bikes, I could put it in my locker when I get there! People would certainly talk about it!

Ed Bike B looks brilliant. The design is really interesting. It looks very futuristic. However, I'd never choose it because it isn't really a bike, more of a gadget, and I think it's a bit ugly – it looks a bit like those exercise bikes you see in a gym. In contrast, bike A looks a bit boring, but that's definitely the bike I would go for. Although I think it must be heavier than the portable bike, it looks quite light, and I bet it goes really fast because it's a proper racing bike. It would be fine for everyday use, though. I also like the bright colour of bike A, whereas the white colour of bike B is a bit dull.

Exercise 3 6.01

- 1 F Some of them are serious cyclists.
2 T
3 T
4 F He thinks bike A looks a bit boring.
5 T
See exercise 2 for audio script

Exercise 4 6.01

- a whereas, 1 b unlike, 4 c On the other hand, 3
d However, 5 e In contrast, 6 f Although, 2
See exercise 2 for audio script

Exercise 5 Students' own answers

Vocabulary and grammar page 47

Exercise 1

- 1 manufacture 2 profit 3 design 4 trend
5 commercial 6 industry 7 consumers 8 retailer

Exercise 2

1 make 2 give 3 put on 4 have 5 have 6 put on
7 give 8 make

Exercise 3

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

Exercise 4

1 had a bad experience 2 design 3 commercial
4 profit 5 trend 6 did some research 7 take a risk
8 launching 9 had an influence 10 made a promise

Exercise 5

1 a, have, printed 2 d, have, donated 3 b, to get,
organized 4 f, to get, fixed 5 e, have, repaired
6 c, get, checked

Exercise 6 Students' own answers

Reading pages 48–49

Exercise 1 Students' own answers

Exercise 2

b

Exercise 3

A 3 B 1 C 4 E 2
D not needed

Exercise 4

(Possible answers)

- 1 Because English is seen as the language of international communication and shows that you are part of the modern global community.
- 2 Because their product names or slogans may mean something different in other languages.
- 3 No, because they changed the name before launching it in Germany.
- 4 Because 'body bag' is used in English to refer to a bag that is used for taking away dead bodies.
- 5 Languages which are very different from English.
- 6 That their slogans can't be translated perfectly.
- 7 When a campaign has been very successful in a market.

Exercise 5

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

Exercise 6

1 abroad 2 in a rush 3 executives 4 embarrassing
5 costly 6 concept 7 lick

Exercise 7 Students' own answers

Writing page 50

Exercise 1

Formal

1 I am writing to complain about 2 dissatisfied with
3 Although 4 I still have not received
5 What is more 6 While

Exercise 2

1 extremely 2 dissatisfied 3 developed several
faults 4 frequently 5 discuss 6 receiving

Exercise 3

Informal
Students' own answers

Exercise 4

1 Besides this 2 Although 3 While 4 To add to this
5 However

Unit 7 It makes sense

Vocabulary page 52

Exercise 1

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

Exercise 2

1 repulsive 2 difficult 3 careful 4 beneficial
5 spread 6 convinced 7 accepted 8 tasteless

Exercise 3

1 soft, moist 2 smooth, lumpy 3 crunchy 4 juicy
5 chewy 6 crumbly

Exercise 4

1 consider 2 notice 3 realize 4 oily
5 exceptionally careful 6 runny 7 thick 8 smooth

Exercise 5 Students' own answers

Grammar page 53

Exercise 1

- 2 'We're travelling past my old house,' the teacher pointed out.
- 3 'I'll call my mum soon,' Dimitre promised.
- 4 'We're late today, but we were early yesterday,' the twins admitted.
- 5 'I'd already left the university by the time you arrived,' Lucas explained.
- 6 'I can help you with your science homework if you're having problems with it,' Mrs Williams told me.

Exercise 2

1 were still waiting 2 had lost 3 had sent
4 didn't want 5 had already spent 6 they'd been
7 couldn't 8 would ask 9 wanted

Exercise 3

- 1 He promised he would take me to the concert if he managed to get tickets.
- 2 We agreed that the clock was running slow.
- 3 They admitted charging us too much.
- 4 She pointed out that I couldn't call Akito because my phone didn't have a signal.
- 5 He explained that my password hadn't worked because I hadn't used any capital letters.
- 6 She added that my aunt had called to ask if I was going to her house.

Exercise 4

1 had never believed 2 didn't have 3 asked
4 had felt / had been feeling 5 had been finishing / was
finishing 6 had given 7 had gone 8 was
9 was still recovering 10 couldn't

Exercise 5 Students' own answers

Listening, vocabulary and speaking

page 54

Exercise 1

1 A reaction B ✓ 2 ✓ 3 division 4 impression
5 connection 6 ✓ 7 A decision B protect 8 ✓

Exercise 2 7.01

1 B 2 A 3 A

Audioscript 7.01

A

Girl Excuse me, but when is the 9.15 train to Oxford coming?

Station official It says on the information screen – it's expected in 20 minutes.

Girl Yes, but the time on the information screen hasn't changed for over half an hour!

Station official Well, I'm sorry, but we're having problems because of the heavy rain.

Girl Fine, but can you please put on a replacement bus service when this happens? I'm really not happy about waiting here for nearly an hour in the cold.

Station official I'm afraid the replacement bus service stopped at 9 o'clock. I'll go and see if I can find out any more information on when the train will be here ...

B

Boy Excuse me!

Assistant Yes, how can I help?

Boy I'm afraid there's a slight problem. I bought these trainers here yesterday, but when I got home I noticed that you'd given me the wrong size. These ones are a size 7. I need size 9.

Assistant I'm afraid they were the last pair in that colour. A lot were sold in the sale yesterday. Would you like a different colour, or a refund?

Boy Mm, what other colours do they come in?

Assistant Red or blue?

Boy Could I exchange them for red? I really like the design.

Assistant Would you mind waiting while I see if we've got them in stock?

Boy No, of course not.

Assistant Yes, you're in luck. This is the last pair in that size.

Boy Brilliant!

C

Mrs Jenkins Hello, Eva!

Eva Hi, Mrs Jenkins. I'm sorry to bother you, but I'm afraid I've got some more of your daughter's post.

Mrs Jenkins Oh dear, not again!

Eva Yes, Mr Jenkins said he'd spoken to the postman about it, and it stopped for a while, but these two are for Eva Jenkins, not me!

Mrs Jenkins Oh, I am sorry. The postman must be confused again! I think it's quite unusual for neighbours to have

the same name. At least we haven't had any more of your parcels. But if you see the postman, could you ask him again to be more careful? We're usually all out when he comes.

Eva Yes, of course I will.

Mrs Jenkins Thanks a lot, Eva. Bye!

Eva Bye!

Exercise 3 7.01

1 c 2 b 3 c

See exercise 2 for audio script

Exercise 4 7.01

1 Excuse me 2 can you 3 there's a slight problem

4 Would you like 5 Could I 6 Would you mind waiting

7 I'm sorry to bother you 8 could you

See exercise 2 for audio script

Exercise 5 Students' own answers

Vocabulary and grammar

page 55

Exercise 1

1 snoring 2 whispering 3 blinked 4 peer
5 stared / was staring

Exercise 2

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

Exercise 3 7.02

1 whispered 2 exclaimed 3 stammered 4 whined
5 shouted 6 cheered

Audio script 7.02

1 'Shhh! Don't let my dad hear that we've come outside!' [whisper]

2 I'm *never* going to get all this work done by tomorrow! [exclaim]

3 'I'm really sorry that I'm late. It won't happen again,' [stammer]

4 'It's not fair! Why should I have to clean my room on a Saturday!' [whine]

5 'Keep out of my bedroom!' [shout]

6 'Come on Simon, you can do it!' [cheer]

Exercise 4

1 She asked me what time the bus had left.

2 Toby asked us why we were waiting there.

3 The assistant asked me if I wanted a refund.

4 Helen asked him whether she would need a password.

5 Loui asked me if I could drive.

6 My mum asked us what the reporter had said. / The reporter asked us what my mum had said.

Exercise 5

1 what film I was watching

2 not to go out alone when it was dark

3 where the nearest bank was

4 me to eat fewer sweet things

5 whether / if she could go to Tom and Sachiko's wedding

6 not to spend too much and to save for the holiday

7 whether / if I had seen Mr Matharu that morning

8 told me to forget about it

Exercise 6 Students' own answers

Reading pages 56–57

Exercise 1 Students' own answers

Exercise 2

A 2 B 3 C 1 D 5 E 6 F 4

Exercise 3

- 1 near the front
- 2 They gave the mind reader a name that started with a similar-sounding letter.
- 3 What type of pizza topping the person likes and their favourite restaurant.
- 4 So that they can look for how someone responds to information.
- 5 The writer says that if the person is wearing a wedding ring, the mind reader can see that the person is in a relationship and might have kids.
- 6 Because you can still find out a lot about a person, e.g. from a photo.

Exercise 4

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

Exercise 5

- 1 'I've been doing shows for 30 years.'
- 2 'Do you know anyone called David?'
- 3 'David is a friend from university.'
- 4 '(Please) be silent while I think.'
- 5 'How can / could you know my password?'

Exercise 6 Students' own answers

Writing page 58

Exercise 1

- (Possible answers)
- 2 Where did you do your project work?
 - 3 Where did you look for information for the project work?
 - 4 When did you do your project work?
 - 5 Did you enjoy doing the project work?

Exercise 2

1 c 2 e 3 d 4 a 5 b

Exercise 3

1 d 2 a 3 e 4 b 5 c

Exercise 4

1 c 2 b 3 a

Exercise 5

A 4 B 3 D 1 E 5 F 2
C not needed

Unit 8 Decisions, decisions

Vocabulary page 60

Exercise 1

- 1 worthwhile 2 highly skilled 3 challenging
- 4 varied 5 dead-end 6 repetitive 7 stressful

Exercise 2

- 1 managed to fix the car himself
- 2 offer my own suggestions
- 3 years
- 4 any help would be welcome
- 5 Stacey
- 6 have a nice cup of coffee

Exercise 3

- 1 head teacher 2 firefighter 3 flight attendant
- 4 police officer 5 spokesperson 6 shop assistant
- 7 actor 8 athlete

Exercise 4

- 1 glamorous 2 The bottom line 3 stressful
- 4 put your feet up 5 show you the ropes 6 varied
- 7 worthwhile 8 thrown in at the deep end
- 9 rise to the challenge 10 high-flying

Exercise 5 Students' own answers

Grammar page 61

Exercise 1

- 1 late, missed 2 didn't watch, didn't stay 3 listened, didn't make
- 4 bought, had 5 didn't have, didn't go

Exercise 2

- 1 would have stayed, hadn't won
- 2 hadn't made, would never have made
- 3 had asked, would have said
- 4 had had, would have written
- 5 hadn't done, would have gone
- 6 had observed, would never have got

Exercise 3

- 1 If only I hadn't stayed up so late last night. / If only I wasn't so tired.
- 2 I wish I hadn't bought a cheap camera. / I wish the picture quality was better.
- 3 If only Duncan's phone hadn't broken. / If only Duncan's phone could make calls.
- 4 Samira wishes she hadn't forgotten to bring her ID card. / Samara wishes she could go inside.
- 5 If only I hadn't said that to Enya. / If only Enya would forgive me.

Exercise 4

- 1 had checked 2 were 3 hadn't missed
- 4 would have got 5 would have felt 6 had booked
- 7 hadn't asked 8 would have regretted

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 62

Exercise 1

1 a2, b1 2 a1, b2 3 a1, b2 4 a2, b1 5 a2, b1

Exercise 2

1 appropriate 2 project 3 visuals 4 read 5 Make

Exercise 3

- 1 In this presentation, my subject will be
- 2 I'm going to look briefly at
- 3 Let's begin by
- 4 To illustrate this point,
- 5 Moving on to
- 6 Finally, to sum up,

Exercise 4 8.01

A 2 B – C 3 D 1

Audio script 8.01

Good afternoon. No, good morning! Today, I'd like to talk to you about mistakes! I'm going to look at why it's impossible to avoid making them, and why they are useful. I'll start by explaining why we're afraid of making mistakes, and then look at how we need to change the way we think about them. I'll end with some examples of successful mistakes.

Let's begin with a quote from Einstein. He said, 'Anyone who has never made a mistake has never tried anything new.' This shows that mistakes are an important part of learning. So why are we so afraid of getting something wrong? It's partly because we think about it so much afterwards. To give you an example, if I make one big mistake in this presentation, but get everything else right, what will I be thinking about later? Yes – I'll be thinking, 'If only I hadn't done that!'

A strong memory of a mistake can help us to avoid making it again, but we mustn't let it make us afraid of trying and failing. You have to know that it was a mistake and then let it go, remembering that you and the mistake are not the same thing.

Moving on to learning a language, it's important that you don't let the fear of making mistakes stop you from trying to speak it. You'll only learn what a mistake is by making it and having it corrected. We all know that a good way to stop worrying about our mistakes is to laugh at them, and language mistakes are a good opportunity to do this. Look at the pictures of what these two errors mean.

'You've cut your hair!'

'There were very little students in the class.'

Enjoy the mistakes, and use them to help you remember that it's 'You've had your hair cut' and 'Very few students!' Now, let's look at some successful mistakes. The inventor Thomas Edison knew that mistakes are part of finding the right answer, and said, 'I haven't failed. I've just found one thousand ways that don't work.' To illustrate this point about mistakes bringing success, look at these inventions and discoveries:

Penicillin

Chocolate chip cookies

Crisps

X-rays

Chocolate chip cookies are clearly the most important invention, but what do they all have in common? Yes, they all happened by mistake!

So, to conclude, stop being afraid of getting things wrong! It just means that you're human and trying to learn. And if possible, have a good laugh at your mistakes! Thank you for listening.

Exercise 5 8.01

- 1 Today, I'd like to talk to you about mistakes!
- 2 I'm going to look at why it's impossible to avoid making them.
- 3 I'll start by explaining why we're afraid of making mistakes.
- 4 I'll end with some examples of successful mistakes.
- 5 Let's begin with a quote from Einstein.
- 6 Now, let's look at some successful mistakes.
- 7 So, to conclude, stop being afraid of getting things wrong!

See exercise 4 for audio script

Exercise 6 Students' own answers

Vocabulary and grammar page 63

Exercise 1

- 1 injustice
- 2 discrimination
- 3 marching
- 4 struggle
- 5 opposition
- 6 boycotting

Exercise 2

- 1 FIGHT
- 2 STAND
- 3 TAKE
- 4 BACK
- 5 STEP
- 6 GIVE

Exercise 3

- 1 can't have done
- 2 must have stopped
- 3 might / could have gone
- 4 can't have been
- 5 must have forgotten

Exercise 4

- 1 must
- 2 can't
- 3 could
- 4 may
- 5 can't
- 6 must

Exercise 5

- 1 must have run out of
- 2 can't have crashed
- 3 may have been working
- 4 must have caught and killed
- 5 might have returned
- 6 must have been taken
- 7 could have crashed
- 8 may have survived
- 9 could have been
- 10 must have belonged to

Exercise 6 Students' own answers

Reading pages 64–65

Exercise 1

Baker – baked bread

Carpenter – made things out of wood

Cook – cooked food

Gardner – worked with plants

Miller – ground corn to make flour

Smith – made things out of iron and steel

Exercise 2

- 1 False
- 2 True
- 3 True

Exercise 3

- A 3 B 2 C 5 D 1 E 4

Exercise 4

- 1 F: Names were only related to jobs lower down in society.
- 2 T
- 3 F: These connections often work across languages.
- 4 NG

- 5 F: We just think that people at the top of a list are more important.
 6 T
 7 T
 8 NG

Exercise 5

- 1 headline 2 coincidences 3 Poles 4 dentist
 5 academics 6 feminine

Exercise 6

- 1 Pole, Pole 2 coincidence 3 dentist 4 feminine
 5 headlines 6 academic

Exercise 7 Students' own answers

Writing page 66

Exercise 1

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

Exercise 2

Students' own answers

Exercise 3

- 1 I am writing to apply for
 2 As you will see from my CV
 3 I believe that this will provide
 4 I have co-ordinated
 5 All this experience has confirmed that
 6 Please find attached
 7 would be available for interview

Exercise 4

assist – advise
 co-ordinate – arrange
 develop – design

Exercise 5

- 1 designed 2 advised 3 developed 4 assisted
 5 design

Unit 9 Born digital

Vocabulary page 68

Exercise 1

- 1 a 2 c 3 c 4 b 5 b 6 c 7 b 8 a

Exercise 2

- 1 latest 2 eventually 3 currently 4 actually 5 last
 6 sympathetic 7 friendly 8 possibly

Exercise 3

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

Exercise 4

- 1 consistently 2 consequently 3 undo 4 hit it off
 5 open up 6 sympathetic 7 deleted 8 Actually
 9 eventually 10 clicking on 11 picked on

Exercise 5 Students' own answers

Grammar page 69

Exercise 1

- 1 which, d 2 where, f 3 who, e 4 when, c
 5 whose, a 6 which, b

Exercise 2

- 1 who wrote *Wuthering Heights*
 2 where most Bollywood films are made
 3 who painted the Sistine Chapel ceiling
 4 when Halloween is celebrated
 5 whose, looks like a star in a circle
 6 where the Loch Ness monster was seen

Exercises 3 and 4

- 1 S
 2 O (subject = you), relative pronoun can be left out
 3 O (subject = few people), relative pronoun can be left out
 4 S
 5 S
 6 O (subject = people), relative pronoun can be left out
 7 O (subject = computers), relative pronoun can be left out
 8 S

Exercise 5

- 1 when 2 that / which 3 who / that 4 that / which
 5 when 6 – 7 – 8 – 9 whose 10 – 11 where
 12 that / which 13 – 14 that / which

Exercise 6

- 1 Maths is a subject that / which you study at school.
 2 Tokyo is a place where you watch sumo.
 3 Christmas is a time when you give presents.
 4 A laptop is a thing that / which helps with schoolwork.
 5 A best friend is a person who / that you can rely on any time.
 6 A politician is a person who / that works for government.

Listening, vocabulary and speaking page 70

Exercise 1

- 1 expensive 2 out-of-date 3 convenient
 4 inexpensive 5 fragile, waterproof 6 reliable

Exercise 2

C

Exercise 3 9.01

- 1 do I need to 2 Are you sure 3 do I do 4 First
 5 what I mean 6 I've got 7 I do next 8 clear so far
 9 following me 10 Do you see 11 that's clear

Audio script 9.01

Lara Hi, Bobby! Can you help me? I need to change a cartridge on my new printer, and I know you've got the same model as me. What do I need to do?

Bobby Are you sure it needs replacing?

Lara Yes, I'm getting a warning sign when I try to print something.

Bobby OK, but you get those ages before it actually needs replacing. You need to check it really is out of ink before you change the cartridge.

Lara How do I do that?

Bobby Try and print something. It will tell you it can't if it really needs a new cartridge.

Lara OK ... Yes, it's telling me I have to replace the cartridge.

Bobby Right. First lift the lid and the scanner. Do you see what I mean?

Lara Not really. Sorry.

Bobby It's the glass bit which you put things on for scanning and photocopying.

Lara Right, I've got that.

Bobby Great. I can hear it whirring, so a box that holds the cartridges has come out into the middle now, yes?

Lara Yep. What do I do next?

Bobby Then open the lid of the box and you'll see the cartridges.

Lara OK.

Bobby Now find the cartridge you need to replace. They're colour-coded, so it's easy to see which are which. Is everything clear so far?

Lara Well, I'm not sure.

Bobby What I mean is, they've got the colours on them, the same as the ink inside. Are you following me?

Lara Yes, that's clear ... so I need to take the black one out.

Bobby You need to push the tabs on the side of the cartridge together as you pull it out. Do you see what I mean?

Lara Yes, it's come out quite easily.

Bobby Great. Now put the new cartridge in, but first take off the yellow tape which is stuck over a hole in the bottom of the cartridge.

Lara Yes, I've done that.

Bobby OK. Then put the new cartridge in. Just push and you'll hear a click when it's in properly.

Lara Done it!

Bobby That's it then. Close the scanner and lid and press OK.

Lara Fantastic! Oh, it's making some funny noises now.

Bobby Don't worry. It takes a while for it to charge itself with the new ink. It'll be ready to print in a couple of minutes.

Lara Oh, thank you so much, Bobby. I couldn't have done it without you!

Bobby Yes, you could! But it is easier than looking in the manual when someone explains it!

Exercise 4

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

Exercise 5 Students' own answers

Vocabulary and grammar page 71

Exercise 1

1 manage 2 status 3 share 4 appear 5 manage
6 appear 7 status 8 share

Exercise 2

1 simile 2 rhythm 3 personification 4 metaphor
5 rhyme 6 prose

Exercise 3

- 1 Apple, whose profits make it one of the richest companies in the world, continues to make the most popular smartphones.
- 2 Northern Ireland, where I was born, is actually part of the United Kingdom.
- 3 Drinking coffee, which a lot of people think is unhealthy, has been found to reduce your risk of cancer and Alzheimer's.
- 4 Japan, which had been isolated for 200 years, opened its borders to foreign trade in 1854.
- 5 RJ Palacio, whose real name is Raquel Jaramillo, wrote the successful novel *Wonder*.
- 6 Chinese New Year, when many children receive money, is at the end of January or the start of February.

Exercise 4

1, 3, 5 and 6 need more information.

Exercise 5

1 who, d 2 where, f 3 which, a 4 when, c
5 where, b 6 when, g 7 which, e

Exercise 6

1 which, g 2 which, a 3 when, f 4 whose, c
5 where, b 6 who, d 7 which, e
The device is a book.

Exercise 7 Students' own answers

Reading pages 72–73

Exercise 1

c

Exercise 2

Students' own answers
(b is correct)

Exercise 3

1 b 2 c 3 a 4 d

Exercise 4

(Possible answers)

- 2 join or take part in
- 3 cheating, not following the rules
- 4 to be allowed
- 5 effect on someone or something
- 6 boundaries, points that are enough but not too much
- 7 make an effort to deal with a problem
- 8 strict, strong

Exercise 5

1 limits 2 tackle 3 widespread 4 impact
5 participated 6 severe 7 acceptable

Exercise 6

- 1 This could be by using wall hacks, which make walls invisible so that you can see where the enemy is hiding.
- 2 However, even in games like *Fall Guys*, which is a kind of race with colourful animal characters, people use speed hacks.
- 3 They want to play an online game where the only win worth having is one in which you play fairly.

- 4 Then there are those who see a difference according to how far people go with regards to cheating.
 5 The 17-year-old, who said he was sorry that he had used cheat software in the match, said he had been unaware of how severe the punishment would be ...

Exercise 7 Students' own answers

Writing page 74

Exercise 1

The essay is about fitness trackers.

A against B for C against D for E for F against
 G against

Exercise 2

1 D 2 B 3 F 4 E 5 A 6 C 7 G

Title: The advantages and disadvantages of using fitness trackers

Exercise 3 Students' own answers

Exercise 4

1 accurate 2 invest in 3 motivation 4 Nevertheless
 5 beneficial

Unit 10 Getting creative

Vocabulary page 76

Exercise 1

1 success 2 beauty 3 vision 4 originality
 5 dedication 6 style 7 genius 8 maturity

Exercise 2

1 pick and choose 2 up and coming 3 far and wide
 4 above and beyond 5 ups and downs
 6 trial and error

Exercise 3

Writing: biographer, fiction, novelist, playwright, poet

Music: recital, composer, aria, singer

Theatre: actor, playwright, singer

Art: carve, portrait, sketch, painter, draw, sculptor

Exercise 4

1 playwright 2 biographer 3 sculptor 4 composer
 5 singer

Exercise 5 Students' own answers

Grammar page 77

Exercise 1

1 filmed 2 written, called 3 painted 4 working
 5 living 6 sung

Exercise 2

2 who was obviously encouraged
 3 which was clearly written
 4 who lived
 5 who is studying
 6 which are enclosed

7 who was speaking
 8 who is often criticized

Exercise 3

1 presented 2 paired 3 ending 4 shown 5 forced
 6 swinging 7 injuring 8 performed 9 knowing

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 78

Exercise 1

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

Exercise 2

Figurative art: objects, people, recognizable, real

Abstract art: lines, colours, original, shapes

Exercise 3 10.01

Ela: abstract

Jo: figurative

Ben: figurative

Dan: abstract

Audio script 10.01

Teacher OK, today's debate is about which is the most creative type of art – abstract art, using shapes and colours rather than anything we recognize in our everyday world, or figurative art, showing people and objects in ways that make them recognizable. Who's going to get the ball rolling? Do you think abstract is the most creative type of art, Ela?

Ela Yes, I think you're absolutely right. Art isn't supposed to try and make a direct copy of the world – we can do that with photographs now. It should express a vision in a completely original way, and that's what abstract art does.

Jo Sorry to interrupt ...

Teacher That's OK, go ahead, Jo.

Jo Well, I feel quite strongly about this, and I totally disagree with Ela. It's true that art shouldn't copy the world, but it should show us the things we see in everyday life in a different way. It can't do that if it's completely abstract.

Teacher Would you like to add anything to that, Ben?

Ben Yes. I agree with Jo. I can stand in front of an abstract painting and not get anything out of it, because I have no idea what it's supposed to be about. How can that be a good thing, if someone has to explain to me what it means?

Dan Can I add something to that?

Teacher Please do. Do you agree with Ben?

Dan Well, not really. I wanted to say that that's not always the case, that you don't get anything out of it if you don't know what a painting is about. You can just enjoy shapes, lines and colours and the artist's technique. I mean, nature can be abstract. If you look at the clouds in the sky, you don't try and work out what the shapes mean, but they can be stunning to look at sometimes.

Teacher That's a good point, Dan. I hadn't thought of that.

Ela I'd say the exact opposite. You're talking about shapes, lines and techniques. The point is that abstract art isn't

about our feelings about real things, it usually ends up being all about ideas, and it's just so ... so abstract!

Teacher Well, let's look at how colours alone can create feelings, and ...

Exercise 4

a 1, 4, 7 b 3, 6, 8 c 2, 5

Exercise 5

- 1 That's so true.
- 2 I'd say the exact opposite.
- 3 I think you're absolutely right.
- 4 Could I just interrupt here?

Exercise 6 Students' own answers

Vocabulary and grammar page 79

Exercise 1

- 1 awaited, b 2 famous, h 3 edge, g 4 oriented, a 5 air, e 6 provoking, d 7 time, c 8 length, f

Exercise 2

- 1 venue 2 catering service 3 audience 4 volunteers 5 stall 6 performances 7 point 8 event

Exercise 3

- 2 few paintings, little vision
- 3 all writers, each poet
- 4 each venue, many events
- 5 all actors, every play
- 6 few designers, little originality
- 7 most volunteers, most of the audience
- 8 each time, many performances

Exercise 4

- 1 eagerly awaited 2 recruit 3 Most of 4 venue 5 catering service 6 run 7 open-air 8 a few 9 place 10 managed 11 attend 12 a little 13 appeal to

Exercise 5 Students' own answers

Reading pages 80–81

Exercise 1

- 1 c 2 a

Exercise 2

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

Exercise 3

- 1 dimension 2 illusion 3 vision 4 application 5 permission 6 exhibition 7 distortion 8 installation

Exercise 4

- 1 majority 2 free 3 beauty 4 boring 5 encourage 6 comment 7 modern 8 development 9 realistic 10 totally 11 near

Exercise 5 Students' own answers

Writing page 82

Exercise 1

- 1 such talented
- 2 so depressing that
- 3 such an interesting book that
- 4 such fascinating
- 5 such an incredible sculpture that
- 6 so crowded that

Exercise 2

- 1 such 2 such 3 so 4 so 5 such 6 What 7 so

Exercise 3

- 1 I love is the way the painting looks real
- 2 impressed me the most was the speech she gave at the end
- 3 strikes everybody first when they see the exhibition is the photographs
- 4 most people will remember is / will be the final performance of that actress

Grammar reference and practice pages 84–103

These answer keys are within the main teaching notes for the relevant grammar section.

Literature Insight

Literature Insight 1 pages 104–105

Before you read

- 1 He was inspired by a map his son drew.
- 2 Jim Hawkins lives at an inn called the *Admiral Benbow*.

Exercise 1

Jim and his mother open the chest to take the money that the sea captain owes them.

Exercise 2

- 1 The tap-tapping of the blind man's stick.
- 2 Jim takes a cloth of papers from the chest.
- 3 Jim and his mother hide under a small bridge.
- 4 When the pirates reach the door of the inn, they break it down.
- 5 The pirates are looking for the chest.
- 6 They think that the boy from the inn (Jim) has taken the papers.

Exercise 3

1, 2, 3 Students' own answers

Exercise 4 Students' own answers

Exercise 5 ① LI.01 Students' own answers

Audio script LI.01

As I ran, I heard some small stones falling from the side of a steep hill. I stopped to look round, and saw a figure jump quickly behind a tree. Frightened, I turned back towards the boats, but the figure appeared again and moved with the speed of an animal. But it was a man, I knew that now.

I remembered I had a pistol if I needed it, and turned back towards this man of the island. He was hiding behind another tree but stepped out to meet me.

'Who are you?' I asked, staring at him.

'Ben Gunn,' he answered, and his voice sounded rough and strange. His skin was burned nearly black by the sun and his clothes were made from pieces of a ship's sail.

'Poor Ben Gunn,' he went on. 'Alone for three years.'

'Were you shipwrecked?' I asked.

'No, my friend,' he said. 'Marooned.'

I had heard the word before, and knew it meant a cruel punishment often used by pirates – leaving a man alone on some distant, empty island.

'Marooned three years,' he continued, 'living on wild goats and fish. But I'm desperate for real English food. You don't have a piece of cheese, do you? Many nights I've dreamed of cheese.'

'If I can get on board ship again,' I said, 'you can have as much cheese as you want.'

'Who's going to prevent you?' he said. 'And tell me your name.'

'Jim,' I told him.

'Well, Jim,' he said, looking around and lowering his voice to a whisper, 'I'm rich.' I was now sure the poor man was crazy, but he repeated his words. 'Rich, I say! Now, Jim, that isn't Flint's ship, is it?'

I began to think that I had found a friend, and I answered him at once. 'It's not Flint's ship. Flint is dead, but there are some of Flint's men aboard, and that's bad news for us.'

'A man with one leg?' he asked, fear in his voice.

'Silver?' I asked.

'Yes, Silver,' he said, 'that was his name.'

'He's the cook, and their leader, too.' And I told him the whole story of our voyage, and the danger we were now in. 'You're in trouble, Jim,' he said when I'd finished.

Exercise 6 ④ LI.01

- 1 remembered 2 quickly 3 skin 4 alone / marooned
5 punish 6 cheese / as much cheese as he wants
7 rich 8 frightened

See exercise 5 for audio script

Exercise 7 Students' own answers

Exercise 8 Students' own answers

Literature Insight 2 pages 106–107

Before you read

- Because it was her husband's name and she was worried that people wouldn't be interested in novels written by a woman.
- Dunstan Cass wastes the money he borrows by gambling.

Exercise 1

Dunstan sits by the fire to get warm.

Exercise 2

- 1 c 2 a 3 c 4 a 5 b

Exercise 3

- Dunstan knocks at the door because he wants to ask Silas for money.

- Dunstan thinks Silas might have died by falling into the quarry while looking for firewood.

3 Students' own answers

Exercise 4 Students' own answers

Exercise 5 ④ LI.02

Molly's child

Audio script LI.02

It was already seven o'clock in the evening, and there was a freezing wind. Molly did not know she was very near Raveloe. She thought she would rest for a while, and, still holding her child, she lay down on the snow. She did not notice that the ground was cold.

In a few moments the child woke up, crying 'Mummy!' But the mother did not seem to hear.

Suddenly, as the child fell gently out of its mother's arms on to the soft snow, it noticed a bright, dancing light on the white ground. Interested, the child stood up to see where the brightness came from, and followed the light to an open door, the door of Silas Marner's cottage. The little one toddled right in through the door and sat down by the bright fire. After a few minutes the child felt pleasantly warm, and fell asleep.

But where was Silas while this was happening? In the evenings he sometimes used to open his door and look out. He had some idea that his money would come back, or that someone would come with information about the thief. Tonight was

New Year's Eve, and the villagers had told him to stay awake until midnight, because it would bring him good luck if he saw the beginning of the new year. So tonight he was more restless than usual. He opened his door several times during the evening and stared out, but he saw and heard nothing in the silent freezing night. The last time, as he was standing at the door, he had one of his fits and stood there completely unconscious, holding the door open.

When he became conscious again, he closed the door and turned back to the fire. But when his short-sighted eyes looked at the floor in front of the fire, he seemed to see gold there! Gold – his own gold – taken and then brought back to him in the same strange way! His heart beat excitedly, and for a few moments he was unable to move. At last he reached out his hand to touch the gold, but instead of hard, metal coins his fingers felt soft, warm curls.

Exercise 6 ④ LI.02

- 1 7 o'clock 2 snow 3 bright light 4 midnight
5 gold 6 hard, metal

See exercise 5 for audio script

Exercise 7 Students' own answers

Exercise 8 Students' own answers

Literature Insight 3 pages 108–109

Before you read

- People think *The Moonstone* is important because it was the first true detective novel.
- The Moonstone was stolen from the statue of a Mood God in India.

Exercise 1

The letter is a set of instructions.

Exercise 2

1 E 2 G 3 A 4 F 5 B 6 D 7 C

Exercise 3

1 Limping Lucy doesn't like Franklin because she thinks he killed Rosanna.

2, 3, 4, 5 Students' own answers

6 The letter explains how Rosanna made a new nightgown.

Exercise 4 LI.03 Students' own answers

Audio script LI.03

She turned away and began to cry.

'Rachel, please listen. Let me explain,' said Franklin gently. He wanted to tell her about his discovery of the nightgown and about Rosanna Spearman's letter.

'There is nothing to explain,' cried Rachel between her tears. 'I saw you take my diamond with my own eyes!'

'Please Rachel, you must believe me! I am innocent. I do not remember taking the diamond. You must tell me everything that happened that night.'

Rachel had kept her secret for a long time and it was hard for her to speak about what had happened.

'At about twelve o'clock, after we had said goodnight, I went to bed. But I couldn't sleep and I got up to get a book from my sitting room. I opened my bedroom door and heard a noise outside. Then I saw a light under the sitting room door, and I blew out my candle. The door opened and I saw YOU! The light from your candle clearly showed me your face. I remember your eyes – they were brighter than usual. You walked straight to the cabinet and you took the Moonstone. You held it in your right hand, you stopped to think for a few moments, and then you left the room with the diamond.'

Franklin was silent. He was indeed the person who had stolen the jewel. After a while Franklin asked, 'Why didn't you tell us about this? Why did you keep it secret?'

'What a stupid question!' said Rachel angrily. 'How can I tell everyone that the man I love is a thief? I didn't tell anyone but I wrote you a letter. I offered to help you if you needed money, and I asked you to return the diamond. But you never got that letter because I destroyed it when you went to fetch the police. You pretended to everyone that you wanted to help me find the jewel that you had stolen!'

Franklin couldn't listen any more.

'Rachel, I will prove that I am innocent. I will not see you again until I can prove my innocence.'

Franklin left, and tears filled Rachel's eyes once more when she thought of never seeing Franklin again.

Exercise 5 LI.03

1 T

2 F: Franklin does not remember when he took the Moonstone.

3 F: At about twelve o'clock, Rachel got up to get a book.

4 F: Franklin held the Moonstone in his right hand.

5 F: Rachel loves Franklin.

6 F: Rachel wrote a letter to Franklin.

See exercise 4 for audio script

Exercise 6

1, 2, 3 Students' own answers

Exercise 7 Students' own answers

Literature Insight 4 pages 110–111

Before you read

1 Frances Hodgson Burnett lived in America when she was 16.

2 Mary finds a boy, Colin Craven, in a large bedroom in the house.

Exercise 1

When Colin was born, the garden door was locked and the key was buried.

Exercise 2

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

Exercise 3

1, 2 Students' own answers

Exercise 4

Mary tells Colin to stop screaming. Then she tells him there is nothing wrong with his back.

Exercise 5 LI.04

Colin sees roses, pink and white flowers on fruit trees, birds and butterflies.

Audio script LI.04

Spring had really arrived now and it seemed very exciting to Colin, who had lived indoors for so long. He smelled the warm air from the moor, and watched the little white clouds in the blue sky. In a very short time he heard Mary say, 'This is where I found the key ... and this is the door ... and this ... this is the secret garden!'

Colin covered his eyes with his hands until he was inside the four high walls, and the door was shut again. Then he looked round at the roses climbing the old red walls, the pink and white flowers on the fruit trees, and the birds and the butterflies everywhere. The sun warmed his face, and he suddenly knew he felt different.

'Mary! Dickon!' he cried. 'I'm going to get better! I'm going to live for ever and ever and ever!'

As Dickon pushed the wheelchair all round the garden, he told Colin the names of all the plants. The sun shone, the birds sang, and in every corner of the garden there was something interesting to look at. The three children talked and laughed, and by the end of the afternoon all three were speaking Yorkshire together.

'I'll come back here every afternoon,' said Colin. 'I want to watch things growing.'

'Soon you'll be strong enough to walk and dig. You'll be able to help us with the gardening,' said Dickon kindly.

'Do you really think I'll be able to ... to walk and ... dig?' asked Colin.

'Of course you will. You've got legs, like us!'

'But they're not very strong,' answered Colin. 'They shake, and ... and I'm afraid to stand on them.'

'When you want to use them, you'll be able to,' said Dickon. The garden was quiet for a moment.

Suddenly Colin said, 'Who's that?' Mary turned her head, and noticed Ben Weatherstaff's angry face looking at her over the garden wall.
 'What are you doing in that garden, young miss?' he shouted. He had not seen Colin or Dickon.
 'The robin showed me the way, Ben,' she replied.
 'You ... you –' He stopped shouting and his mouth dropped open as he saw Dickon pushing a boy in a wheelchair over the grass towards him.

Exercise 6 ⑩ LI.04

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

See exercise 5 for audio script

Exercise 7

- 1 Colin stays inside all the time.
 2 Students' own answers
 3 Students' own answers

Exercise 8 Students' own answers

Literature Insight 5 pages 112–113

Before you read

- 1 Jane Austen couldn't marry Tom Lefroy because his family wanted him to marry someone rich. Jane never did get married.
 2 The family home was given to the girls' half-brother because only male relatives could inherit.

Exercise 1

Marianne and Margaret go for a walk on the hills.

Exercise 2

- 1 T
 2 F: At first, the sky is blue.
 3 NG
 4 T
 5 F: The gentleman is shooting.
 6 F: He carries Marianne and puts her down in the sitting room.
 7 F
 8 T

Exercise 3

- 1 They enjoy the blue sky and the wind catching at their hair and clothes.
 2 They start running because it's raining and they want to get home quickly. Marianne falls over.
 3 Mrs Dashwood admires Willoughby and is very grateful to him.
 4 Students' own answers

Exercise 4 Students' own answers

Exercise 5 ⑩ LI.05 Students' own answers

Audio script LI.05

In the next few days, Willoughby neither came nor wrote. Marianne was losing hope, becoming depressed and careless of her appearance. She took no pleasure in dressing for a party she and Elinor were to attend with Lady Middleton. When they arrived in the hot, crowded

room, she sank into a chair, not even looking at the other guests. Elinor, however, saw Willoughby standing nearby, in conversation with a very elegant young lady. She turned to Marianne, who noticed him at that moment. Her whole face shone with sudden delight, and she would have run to him at once, if the sister had not caught hold of her.

'Good heavens!' Marianne cried. 'He is there! Oh, why does he not look at me? Why cannot I speak to him?'

'I beg you, be calm,' said Elinor. 'Try to hide your feelings.' But this was impossible for Marianne. She sat there, her anxiety and impatience written clearly on her face. At last Willoughby turned round and looked at them both. Marianne jumped up and held out her hand affectionately to him. He came closer, and spoke to Elinor rather than her sister, asking in a hurried manner after Mrs Dashwood. Marianne blushed deeply and cried, 'What is the meaning of this, Willoughby? Will you not shake hands with me?' He could not avoid it then, but he held her hand only for a moment. 'I did myself the honour of calling on you last week, when you were unfortunately not at home.'
 'But have you not received my letters?' cried Marianne in the wildest anxiety. 'There must be some terrible mistake. Tell me, Willoughby, I beg you, what is the matter?' He looked ashamed, but, on catching the eye of the young lady with whom he had been talking, his expression seemed to harden. 'Yes,' he said, 'I had the pleasure of receiving information of your arrival in town, which you were so good as to send me, and turned away to join his friend. Marianne, looking horribly white, was unable to stand, and Elinor helped her to a chair. Soon Willoughby was seen to leave the party, and as Marianne was clearly unwell, Elinor asked Lady Middleton to take them home. Nothing was said between the sisters, as Marianne was suffering too much to speak. Elinor now realized that for Willoughby the attachment was over, and she felt extreme distaste for his manner of ending it.

Exercise 6 ⑩ LI.05

- 1 b 2 b 3 a 4 a 5 a 6 b
 See exercise 5 for audio script

Exercise 7

1, 2, 3 Students' own answers

Exercise 8 Students' own answers

Exam Insight

Exam Insight 1 pages 114–115

Exercise 1 ⑩ EI.01

- 1 b 2 c 3 a 4 c 5 a

Audio script EI.01

Alex Hi, Jenny. How was your trip to the Philippines? Did you have a good time?

Jenny Yeah. It was great.

Alex What did you do? See the sights? Lie on the beach?

Jenny Well, it's a bit of a long story actually. I was there a few years ago. And on that occasion I was up in the hills and just walking about and this young girl – Halina

her name was – about seven or eight years old, came and walked with me, and started chatting to me. In surprisingly good English. And she showed me round her village and took me back to meet her family and so on.

Alex Sounds great – getting to meet the locals.

Jenny Yes, it was really interesting. Anyway, I'd worked out that it wasn't school holidays there and, being a teacher, I naturally wanted to know why Halina wasn't in school.

Alex And?

Jenny Well, meeting her family, ... I mean, there was almost no furniture in the house. They slept on mats on the floor.

Alex Right. Tough life.

Jenny Very. And for Halina to go to school they needed books, paper, pencils and so on.

Alex And they couldn't afford it.

Jenny Exactly. So when I got back home. I got in touch with an organization called Aid Asia. And I told them about the village and about Halina. And they went and visited and decided it was the right sort of place for one of their development programmes ...

Alex Fantastic.

Jenny It was, really. I give them a couple of hundred pounds a year, they get money from other places too and now all the kids in the village go to school and, well, life is much better.

Alex And you went to visit them.

Jenny Yes, I was there for about half the time. Then I did a bit of sightseeing. I spent a few days in Manila, the capital, and then went to one of the islands.

Alex It sounds fantastic ...

Exercise 2

1 a 2 b 3 d 4 b

Exercise 3

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

Exercise 4 Students' own answers

Exercise 5 ④ EI.02 Students' own answers

Audio script EI.02

- 1 Talk about a time you dressed up for a special event.
- 2 Is it important for you to follow fashion? Why / why not?
- 3 Some schools require students to wear uniforms. Is this a good idea or a bad idea?
- 4 Talk about a situation when you felt dressed inappropriately for an occasion.
- 5 Have you ever thought about working in the fashion industry? Why / why not?
- 6 How will clothing and fashion change in the next ten years?

Exercise 6

airport security, check-in, delay, disappointed, lost, seasick, suitcase, ticket

Exercise 7 ④ EI.03 Students' own answers

Audio script EI.03

I'm going to ask you some questions about holidays.

- 1 Where would you like to go for your next holiday?
- 2 Do you prefer to visit the same place every year on holiday or go to a new place every year?

- 3 At what age do you think a young person could go on holiday with friends, without parents or other adults?
- 4 Tell me about a problem you had on holiday. What went wrong?

Exercise 8 Students' own answers

Exam Insight 2 pages 116–117

Exercise 1 ④ EI.04

1 B 2 A 3 C

Audio script EI.04

1 A woman is calling a bike shop. How much will she pay for her bike rental?

Man Rolling Along Bike Rentals. How may I help you?

Woman I'd like to rent a bike today. How much is it?

Man Well it depends. It's £3 per hour, but it's a better deal if you rent for a full day. That'll be £12.

Woman So if I rent today at 10 o'clock, does that mean I can return it tomorrow by 10 o'clock?

Man No, that would be a 24-hour rental. That would cost £20. The full-day rental is from when we open at 8 a.m. until we close at 5 in the evening.

Woman Well I don't plan to be cycling at midnight! I'll go with the full day rental instead.

2 Two friends are at the gym. Which class do they decide to take?

Woman Oh! I'm so excited that Stacey is teaching the dance class today. I love her energy. Let's take that one.

Man I'm not feeling too energetic today. There's a yoga class with Dawn at the same time. Why don't we do that one? It'll be relaxing. That's what I need after this long week of work.

Woman That sounds really boring. I always get distracted during yoga classes, and I think that isn't the point. What about this spinning class? I've never tried that before.

Man What's a spinning class?

Woman They have stationary bikes. You can adjust the bike so that it isn't too tiring. The people walking out of that class always look like they had a great workout.

Man Ugh. That sounds worse than the dance class. We always do what you want.

Woman All right. You win this time. But next time, I pick!

3 A friend is inviting Daniel to participate in a dance party fundraiser. What time will Daniel arrive at the event?

Woman Hey, Daniel. Have you decided if you can come tonight?

Daniel Oh, I don't know. I'm not much of a dancer. What time does it start?

Woman Well, the welcome will be at 8 o'clock. They'll announce the schedule, introduce the organizers and talk about the charity. I think the dancing will probably start around 8.30 or 9. And it doesn't matter if you're a good dancer or not – the idea is to raise money for the local children's hospital.

Daniel Umm. I have to work until half past nine. They gave me more hours at work, and I need the extra money for that bike I'm saving up for. Maybe I could get there around half past ten?

Woman Well the dancing goes on until 8 o'clock the next morning, so you'll still have plenty of time to dance.

Daniel All right. See you there!

Exercise 2

1 C 2 B 3 A 4 C 5 B

Exercise 3

1 on 2 make 3 are 4 of 5 all 6 to

Exercise 4

 Students' own answers

Exercise 5

 ⑩ EI.05 Students' own answers

Audio script EI.05

You have one minute to give a talk. First read and listen to the task, and decide what you will say.

Your after-school club will participate in two community service projects this year. Pick two projects from the photos. Explain to your club members why they should choose these two projects.

Exercise 6

 ⑩ EI.06 Students' own answers

Audio script EI.06

I'm going to ask you some questions about health and fitness.

- 1 Do you participate in sports or exercise regularly?
- 2 Many schools require a physical education class. Do you think these classes should be required or optional?
- 3 How do you think governments can encourage people to be healthy?

Now I'm going to ask you some questions about protests and charities.

- 4 What is a global issue that you care about? How have you become involved with this issue?
- 5 Which do you think is better for solving problems in our world: participating in a protest or volunteering with a charity?
- 6 What action or actions do you think are most helpful for fighting climate change?

Exercise 7

 Students' own answers

Exercise 8

 Students' own answers

Exam Insight 3

 pages 118–119

Exercise 1

 ⑩ EI.07

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

Audio script EI.07

Presenter Hello. Did you know that every year shops in the UK lose billions of pounds due to shoplifting? Today, we have Dr Marilyn Hong as our guest. Dr Hong is a psychologist and an expert in the field of shoplifting. Welcome, Dr Hong.

Dr Hong It's great to be here.

Presenter So, why do people shoplift?

Dr Hong Actually, there are quite a variety of reasons. Most people think of a teenager stealing some sweets or clothing under pressure from their friends. They walk out

of the shop, show the item to their friends, and suddenly they are 'cool'. But that's not the only reason. There are people without the money to buy what they need – like food or medicine. They shoplift because they are poor.

Presenter Interesting. Any other reasons?

Dr Hong Sure, there are also professionals, who shoplift and resell the items to make money. But the group that I work with shoplifts for a different reason than all of these others. They don't shoplift for approval from friends or because they can't afford something. In fact, they rarely tell anyone what they have done, and most of the time, they steal items they could buy without any problem. For these people, shoplifting is an illness.

Presenter Wow. What other behaviours do they show?

Dr Hong Well, they usually don't plan to steal something, but in a shop or a friend's home, they suddenly feel a strong desire to do it in the moment. It's a feeling they can't resist. It's exciting to steal, but soon afterwards, they feel an incredible amount of shame and embarrassment. They may even hate themselves.

Presenter So, how do you help people with this problem?

Dr Hong I'm going to be honest – it isn't easy. Most keep it as a deep, dark secret. They often don't get treatment until they're arrested. In addition to paying fines or going to prison, they may be required by a court or a judge to attend treatment.

Presenter So they may not be the most cooperative patients?

Dr Hong I really work with them to identify the negative thoughts they have about themselves. We try to replace those with positive ones. They also learn to recognize the impulse – the feeling that they want to shoplift – and we practice alternative actions they can take instead of giving in to the impulse. But for most, admitting that they have a problem, and talking about it openly – this is the hardest part.

Presenter I'm sure it is. Any success stories?

Dr Hong Certainly. I'll tell you about Karla – not her real name. She was arrested five times for shoplifting. Her family didn't know what to do. The fifth time, the court ordered treatment with me. We worked for over a year – meeting once a week. Now, she is able to control her impulses and live a normal life with her husband and baby.

Presenter Fantastic. Thanks for being here with us today.

Dr Hong You're welcome.

Exercise 2

1 c 2 a 3 b 4 b 5 c

Exercise 3

1 out, b 2 in, a 3 on, d 4 back, c

Exercise 4

1 on 2 to 3 up/in 4 is 5 up 6 so

Exercise 5

 ⑩ EI.08 Students' own answers

Audio script EI.08

Your school received a £10,000 donation and is asking students how they should spend it. Here are some ways they could spend the money. Talk about the advantages and disadvantages of each, and then choose one as your final suggestion.

Exercise 6

 ⑩ EI.09 Students' own answers

Audio script EI.09

- 1 How do you, or teenagers you know, earn money?
- 2 What do you usually spend your money on?
- 3 When you receive money, do you usually spend it quickly or do you save it for a while?

Exercise 7  EI.10 Students' own answers

Audio script EI.10

I'm going to ask you some questions about moral choices.

- 1 If you could change a rule in your school, or make a new rule, what would it be?
- 2 Talk about a time when someone lied to you.
- 3 Some influencers use photoshop or filters to change their appearance. Do you think this is okay?

Now I'm going to ask some questions about shopping and money.

- 4 Where do you usually buy your clothing – in shops or online?
- 5 Are you more likely to buy a product if you know it is sustainable?
- 6 Some parents pay their children for helping around the house. Do you agree or disagree with this?

Exercise 8 Students' own answers

Exam Insight 4 pages 120–121

Exercise 1  EI.11

- 1 b 2 a 3 b 4 c 5 b

Audio script EI.11

1

Oh, I got my doctorate in Physics and then I became a research scientist, a physicist. I worked in various university departments in the United States. But the thing is, the jobs are only temporary – just for as long as the project lasts. Well, I had a young family and I wanted something more settled so I rang a friend of mine who worked in the banking industry and said: 'Look! These are the skills I've got, are any of them transferable to banking?' He said: 'If you want a job, I've got just the thing for you!' So that's what I do now.

2

I left school at sixteen with no idea what I wanted to do. Then I met Tom. I can honestly say if I hadn't met Tom I don't know what I'd be doing now. He's a street entertainer. He does things like fire-eating. He has a tennis racket with no strings and he manages to push his body through it – all sorts of strange tricks. It was exciting! We spent time together and started going out. Eventually he taught me how to do some tricks and we started working together. We perform in squares and parks in major cities. It's just a great life!

3

I went to university. Studied English Literature. Had a great time – and got a good degree. But actually, you know, a friend of mine left school and went straight into a job with a big department store. And, looking back, I wish I'd done

that. I mean, she's got three years' experience, a good salary, and in a couple of years' time she'll be climbing the management ladder. Whereas I finished my degree 18 months ago and, well, you know what the job market's like. I'm still looking.

4

I've always wanted to write. Even when I was a kid I was always writing stories. But when I started to think about how I could make a career as a writer, well, you really do have to start at the bottom. I started by making tea for the editors in the local newspaper and having them make jokes and laugh at me. Eventually they put me in charge of advertisements and after about a year I was allowed to write a real article – 100 words! It took time. But I'm the one who's laughing now. I write a weekly column for a national newspaper.

5

I come from a family of educators. Everyone always assumed I would be a teacher too, especially when I studied history at university. But I was stubborn. The thought of teaching school children was not appealing to me at all. So I found a job at a law firm, working as a legal assistant. I had good writing and research skills, so I fitted in just fine. Ten years later, though, I was burnt out, had a family, and wanted to spend more time with my kids. So, I got my teaching qualification part-time and got a job at the local high school.

Exercise 2

- 1 b 2 a 3 d 4 c 5 c

Exercise 3

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

Exercise 4 Students' own answers

Exercise 5  EI.12 Students' own answers

Audio script EI.12

You want your friend to help you give a party. Leave a voicemail message for your friend. In your message you should:

- ask your friend to help you with the plans.
- describe the party, including the time and day.
- explain the specific tasks you need help with.

Exercise 6  EI.13 Students' own answers

Audio script EI.13

Listen to the message from your friend about a decision she needs to make about university. Then, leave a voicemail message for your friend. In your message you should:

- congratulate your friend.
- ask some questions about her two choices.
- give her advice about what to do.

Hey, it's me, Ana. You won't believe it. I've been accepted to the University of Southern California – in Los Angeles, California. I mean, it's a dream come true, but now I'm having second thoughts. It's so far away from home. My parents say it's okay for me to go, but I'm thinking I might want to stay here in London, close to them. I've also been accepted at King's College here. What do you think I should do?

You now have 20 seconds to think about what you want to say.

Exercise 7

Make money this summer!

Exercise 8 Students' own answers

Exam Insight 5 pages 122–123

Exercise 1 **Ⓢ** EI.14

1 man 2 both 3 woman 4 both 5 woman

Audio script EI.14

M I can't believe Professor Collins made us watch that documentary about graffiti. What a waste of time!

F Ah! I really liked it. It made me see graffiti – or should I say street art – in a totally new way.

M Art? I don't think so. More like teenagers mad at the world – or probably at their mum and dad – painting on the walls of public buildings.

F Ah, come on. You have to admit that some of the graffiti was more than that. There were beautiful and super creative images in that movie.

M Yeah, I did like the ones with bold graphic designs and shapes.

F Me, too. But my favourite was the one with the girl whose hair was covered in flowers.

M But that's different from graffiti. I mean, I bet those artists asked permission from the building owner to paint there. What about the ones who work in secret – at night – and don't ask if they can do it? That's just wrong.

F I don't know. The movie explained that that's part of the philosophy of street art. That the streets belong to all of us, not just property owners. That makes sense to me.

M Really? I think if you're going to paint on someone else's property, you shouldn't be surprised when it gets removed.

F But should citizens' taxes really go towards that? I don't want the city spending our money erasing art. I like to have something interesting or colourful to look at as I'm walking down the street.

M Well, I guess you're right. Maybe the property owners should pay for it.

F I don't know about you, but I've been inspired! I'm going to go on a street art tour this weekend. There's a lot of great street art in our own city. Want to come? It'll be fun.

M That doesn't sound too fun to me. You go ahead. But thanks for the invitation.

Exercise 2

1 B 2 F 3 E 4 G 5 A 6 C
D not needed

Exercise 3

1 can't 2 than 3 out 4 for 5 on 6 did

Exercise 4 Students' own answers

Exercise 5 **Ⓢ** EI.15 Students' own answers

Audio script EI.15

You are going to give a talk to your English class about different kinds of dance classes.

Choose two photographs of classes you would like to take.

Tell your class why you prefer taking these dance classes.

You have 30 seconds to think about what you want to say.

Exercise 6 **Ⓢ** EI.16 Students' own answers

Audio script EI.16

I'm going to ask you some questions about dancing.

1 Do you enjoy dancing? Why / why not?

2 What are the benefits of dance?

3 Should dancing be taught in PE classes?

Now I'm going to ask you some questions about video games.

4 Do you play video games? Why / why not?

5 What kind of rules about video games should parents make for their young children?

6 In your opinion, is there a connection between video games and violent crime?

Exercise 7 Students' own answers

Global Skills

Global Skills 1 Setting goals page 124

Exercise 1

- 1 F: Goals should be just the right level of challenge / achievable.
- 2 F: If a goal is too easy we don't get the sense of pride.
- 3 T
- 4 T
- 5 T
- 6 F: You'll get to where you want to be eventually.

Exercise 2

- 1 exactly 2 Measurable 3 plan 4 Realistic
- 5 complete

Exercise 3

- 1 tracking 2 set 3 achieved 4 overcome 5 used

Exercise 4

- 1 ambitious 2 Reward 3 motivating 4 Visualize
- 5 opportunities

Exercise 5 Students' own answers

Global skills 2 Presentation skills: creating effective slides page 125

Exercise 1

- 1 That people focus on what they're going to say. / That people don't think about slides.
- 2 easy
- 3 as you write the presentation
- 4 They support and add value to what you're saying.

- 5 Those who prefer visual information and those who prefer spoken information.
- 6 (very) important – they should be used to structure the presentation / make the message clear

Exercise 2

1, 2, 4, 5, 6, 8

Exercise 3

1 clear font 2 text and background 3 effects
4 Graphics 5 uncluttered 6 appearance
7 appropriate 8 consistent

Exercise 4

1 consistent 2 legible 3 neat 4 unclear

Exercise 5 Students' own answers

Global skills 3 Understanding cultures

page 126

Exercise 1

- 1 Studying abroad
- 2 Because in the countryside, most people had the same habits, language and customs.
- 3 the most direct route
- 4 eating dinner late
- 5 That there were some Italian habits he preferred.
- 6 As different, rather than better.

Exercise 2

1 respect 2 belong 3 learn 4 Look 5 Reflect
6 Try 7 Treat 8 avoid

Exercise 3

1 generalize 2 values 3 keep 4 Stereotypes
5 cultural

Exercise 4

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

Exercise 5 Students' own answers

Global skills 4 Dealing with conflict

page 127

Exercise 1

- 1 One person stays upset and angry and the other walks away or doesn't let it spoil their week.
- 2 It affects their overall health negatively.
- 3 Try to move on.
- 4 People who are over 68.
- 5 No – they say that conflict is never going to disappear.

Exercise 2

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

Exercise 3

1 feel 2 Shall 3 explain 4 both 5 main 6 How

Exercise 4 Students' own answers

Global skills 5 Applying for a job

page 128

Exercise 1

- 1 Be different / Make people take notice of you.
- 2 You can make mistakes and create a bad impression.
- 3 Dress smartly / appropriately.
- 4 Where you're going and how long it will take.
- 5 Because they are nervous.

Exercise 2

1 situation 2 task 3 goal 4 action 5 solve
6 result 7 experience

Exercise 3

1 e 2 a 3 d 4 b 5 c

Exercise 4

1 a b 3 c 4 b 5 b

Exercise 5 Students' own answers

Student Book audio scripts

Lesson 1B, track 1.1, page 7, exercises 8 and 9

P Welcome back. Today on *Urban Jungle* we're asking: how do animals adapt and survive in an urban environment? We're with urban ecologist and animal behaviour expert Dr Diane Walker. Welcome to the show.

Dr Thanks.

P We know that there are more people in our cities and the number is continuing to rise, but what problems is this causing for the urban wildlife – the animals that live in our cities?

Dr Well, the first one is urbanization – at the moment, animals are losing their habitats. We know that the urban environment is changing, and that roads and buildings are destroying their natural habitats. It's becoming difficult for animals to live in cities – there's more pollution and more artificial light, for example.

P Hmm ... So, are animals changing their behaviour to adapt to these problems?

Dr Yes, they are. Absolutely.

P So, can you give us an example?

Dr Well, a good example of survival and adaptation comes from Japan. Crows in the city of Sendai are great problem-solvers. Their favourite food is walnuts. Usually, they drop the walnuts from their mouths onto a hard surface like a road and the walnut opens. However, the crows are now using cars to open their walnuts.

P So, how does that work?

Dr Well, the crows place a walnut in front of a slow-moving vehicle – for example, a car approaching traffic lights – and they wait patiently for the car to drive over the walnut and open it for them.

P That's amazing! So, how can we help animals survive in cities?

Dr Well, in the Netherlands, for example, citizen scientists are helping us with an app called Snail Snap. In Amsterdam and other cities, people are now taking photos of garden snails and uploading them. Ecologists are studying the photos and the colour of the snails' shells. Inside the city, the colour of the snails' shells is changing and it's becoming lighter. This is because the temperature in

the city is increasing and it's getting hotter, so snails have a higher chance of suffering in the heat. With a lighter shell, they reflect the sun's heat and so they survive.

P That's so interesting. Thanks, Dr Walker.

Lesson 1C, track 1.2, page 8, exercises 2 and 3

P Time to talk about something more serious now. Psychologist Frances Willis has joined us in the studio now to talk to us about how we form our impressions of people. Frances, why are we so quick to judge people on their appearance?

F The human brain is programmed to categorize things quickly, and this is what we do when we judge people based on their appearance. Most people form a first impression in less than half a minute. This speedy judgement is part of our survival instinct. You see, for our distant ancestors, this first impression often meant the difference between life and death. When a caveman saw someone from another tribe who looked angry or aggressive, they assumed that they would get attacked, so they ran away quickly. Of course, today this whole judgement process is much more complex because we take into account many more things when we form our first impression.

P What kind of things?

F Well, body language is extremely important. In fact, experiments show that non-verbal language is four times more powerful than words. I'm referring to things like hand gestures, posture – that is the way you stand or sit – and, most importantly, facial expressions. A warm smile really helps to create a good first impression.

P What about physical features, like height or how attractive the person is?

F Yes, they play a part, but not nearly as much as most people think. If the person is tall, sun-tanned and broad-shouldered, then we tend to assume that he or she is assertive and confident and probably fit and healthy. If the person is fair-haired, pale-skinned and slim, we think he or she might be sensitive or shy.

P And if you're very handsome or attractive, like me?

F Well, that can work in your favour, but not always. More often, people are looking for clues to your personality. A person who seems genuinely happy and easy-going nearly always creates a positive impression on others. It doesn't matter if that person has some negative character traits, too – perhaps he or she is a bit stubborn. If they seem happy and relaxed, that's what counts. Hairstyle and clothes also play an important role. A person with an expensive haircut and designer clothes might appear arrogant to some people while a young man with a lip piercing and tattoo might look aggressive, especially to an older person.

P So is a first impression usually a true reflection of the person?

F That's difficult to say. The problem is, once you form an impression, it's very difficult to change it. You need new information about that person in order to change your opinion, but you'll only get that new information if you get to know the person better. And, of course, if your first impression is negative, you don't want to get to know the person better.

P Yes, that's true. Thank you, Frances. That was very interesting ...

Lesson 1C, track 1.3, page 9, exercises 9 and 10

1

A Have you seen the new school head teacher?

B You mean that man in a suit and tie, standing next to Mr Clark?

A No, that's the new school secretary.

B So what does the new head look like, then?

A Well, he looks younger than I expected. I think he might be in his thirties.

B Really? That's good. He might understand us better.

A He doesn't look like a typical head teacher.

B What do you mean?

A Well, he wears jeans and he's got an earring and a beard.

B You're kidding!

A No, I'm serious – and he's got long hair tied back in a pony tail.

B Wow! Have you spoken to him?
Does he seem nice?

A Yes, he said hello to me in the corridor. He seems really easy-going.

B Let's hope you're right.

2

A Who's that new teacher over there?

B Oh, that's Miss Rollston, the new PE teacher.

A Oh yeah? She looks very sporty. She must be nearly two metres tall. In fact, she looks as if she's an Olympic athlete!

B Yes, I know what you mean.

A She looks like she wants to turn us all into professional athletes.

B Well, I don't think she'll have much luck with me.

Lesson 1C, track 1.4, page 9, exercise 11

1 I'm the new head teacher of Broadside Secondary School. I know I don't look like a typical head teacher. I never wear a suit and tie. I like to wear casual clothes because I think it creates a better impression with the students. They feel they can talk to me. My hairstyle surprises them, too. They don't expect a head teacher to have long hair and a beard. People's first impression of me can be deceptive, though. I seem very relaxed and easy-going, but in fact, I'm very strict. I expect students to make an effort and work hard, and I don't tolerate lazy students. I think they will be surprised when they get to know me better.

2 I'm the new PE teacher at Broadside Secondary School. I was a professional athlete when I was younger. I ran the 100 and 200 metres. As you can see, I'm very strong and fit. When students first meet me, I like to create a strong impression and make them think that I'm very tough and determined to make them work hard in my classes. But when they get to know me better, they see that I'm really quite easy-going. I think it's important that they enjoy my classes so that in the future, after they leave school, they'll continue doing sport and physical exercise.

Lesson 1C, track 1.5, page 9, exercise 12

E Have you met the new student in our class yet?

L Who's that?

E His name's Andi. Look – he's talking to Olivia at the moment.

L He looks taller than I expected. He certainly looks like a good basketball player.

E Yes, I think he might play basketball.

L Really?

E Yes, I think he could definitely be useful for the team.

L Have you spoken to him? Does he seem nice?

E Yes, I chatted to him in the corridor on the way to English. He seems quite shy. Why don't I introduce you to him now?

L Eh ... not just now. Maybe later.

E Who's the shy one now, then?

Global Skills 1, track 1.6, page 16, exercise 2

Imagine yourself a year from now. What would you like to achieve before then? We all have something that we'd like to achieve, whether it's learning a musical instrument, building a website or passing an exam. But very often, these kinds of big goals can feel ... well, too big. That's why we need to break big goals down into lots of smaller goals and make sure that those goals are *SMART*. Maybe you've heard of *SMART* goals before. *SMART* is an acronym: S–M–A–R–T. These letters represent five criteria. When our goal meets these criteria, it's more likely that we'll achieve it. So what do these five letters stand for?

The 'S' stands for 'specific'. A good goal needs to be specific – we need to know exactly what we want to achieve and why. Saying 'I want to learn to play the guitar' is not specific. But if I say, 'I want to learn to play two new chords on the guitar', then I know exactly what my goal is. The 'M' stands for 'measurable'. We need to be able to measure our goal in some way by asking questions like 'How much?', 'How many?' and 'How far?'. If I say, 'I want to be able to run five kilometres in under 40 minutes', that's a measurable goal and I'll know when I've achieved it. The 'A' stands for 'actionable'. We need to know how we will put our goal into action, so we need a plan. And we have to make sure we have the necessary resources. For example, imagine I want to take up climbing. I need to make sure that I can get to a climbing wall and that I have enough money to pay for lessons, clothes and equipment. The 'R' stands for 'realistic'. Can I actually do this in the time that I have available? Imagine that I'm studying Chinese and

I want to learn 100 new characters in a week. Is that a realistic goal? Probably not. How about 20 or 30 new characters? Maybe. So, finally, what does the 'T' stand for? Well, my last example probably gave you a clue. It's 'time-bound'. That means that we need to set a deadline and decide when we'll achieve our goal by. For example, 'I'll write and publish one blog post before Saturday the 22nd of June.'

Achieving a goal is a great feeling and this feeling gives us the confidence and motivation to set more goals. So if there's something you want to achieve, my advice is to start small and think *SMART*.

Lesson 2B, track 2.1, page 21, exercises 6 and 7

So, while the MacLean brothers were making headlines, a 60-year-old woman called Mo O'Brien also completed the same challenge. She became a member of the fastest female trio to row the Atlantic Ocean and the first deaf woman to do this. 49 days after leaving La Gomera, Mo and her team arrived in Antigua, almost two weeks after the MacLean brothers. Mo had wanted to mark her 60th birthday by doing something challenging, and she felt inspired to take on the challenge after reading a book about the oldest all-female team to row across the Atlantic. After she had decided to do the Atlantic challenge, Mo's daughter, Bird, and two friends, Linda and Claire, agreed to join her. However, while they were training, Linda suffered such bad seasickness that she abandoned the challenge. But she continued to support her friends in their training, and during the challenge in different ways. While they were doing the challenge, she sent them jokes every day to make them laugh.

Mo was born deaf, but a hearing aid gives her about 30% hearing. Once she had started her training, she realized that wasn't enough hearing to complete the challenge. One of her sponsors gave her some new equipment with a microphone and an app, which she linked to two hearing aids. This not only helped her to hear her instructors during the training, but it also enabled her to take part in the challenge and, of course, to hear the other two rowers with her. However, while she was rowing, she lost her

phone and her hearing aids stopped working. Luckily, her sponsor was able to help her reconnect after a few days. When they learned they had broken the record for the fastest all-female crossing, the three women were all very surprised! They had not only set a new record, but they had also raised a lot of money for charity.

Lesson 2C, track 2.2, page 22, exercises 2 and 3

P Hello and welcome to *The Travel Show*. Today we're talking about travellers. Call in on 01856 015437 and tell us how and why you travel ... And on line 1, we have Luca. Luca, what type of traveller are you?

L Actually, I'm a bit of an armchair traveller. I like to stay at home and explore the world from the comfort of my sofa – I watch TV documentaries or go on the internet. It's a bit of escapism from everyday life.

P But don't you want to visit these places and experience the local food and culture for yourself?

L No, I'm happy to imagine all that ... travelling takes a lot of time and effort.

P Thank you, Luca. On line 3, we have Noah, who has just got back from Morocco. Noah, do you agree with Luca?

N Well, I also like to escape, but I need to experience a place. Last summer, I went on a trek through the Alps – it was a fantastic holiday, but not typical. I also went on a ten-day voyage around Antarctica, whale-watching. To be honest, I get bored sitting on a beach reading a book. I want to bring back tales of adventure, not just a suntan.

P So you're a bit of an explorer.

N Not really ... I've never been on a polar expedition! I'm more of an adventure tourist ... I like to do exciting activities in different countries.

P OK, our next caller is Katrina, who describes herself as a staycationer. What's that exactly?

K It's someone who goes on holiday in their home country. It's often to save money, but I do it because there are a lot of places here which are just as interesting as places abroad. I also prefer short three-day trips or weekends away to long holidays.

P So you've never been abroad?

K No, I haven't. And long plane journeys aren't good for the environment. A flight to Thailand

would produce a lot of CO₂ – the same amount that my car produces in one year!

P That's a worrying thought ... but our final caller is someone who rarely stays at home. Jed is a globetrotting backpacker, and he's been on holiday for three years.

J I'm travelling rather than 'being on holiday', and I think of myself as a traveller rather than a tourist ...

P Is there a difference?

J I think there is ... You see, travellers like to get off the beaten track, learn about a new place slowly. They do research before they arrive, engage with local culture, ask a lot of questions and form their own opinions.

P Don't tourists do this as well?

J Perhaps, but most tourists are on a package holiday – they're holidaymakers in a rush. They go on coach tours which stop off at popular tourist attractions or on planned excursions to crowded museums – they take a few photos, buy some souvenirs, then get back on the coach. Some hide behind their cameras, take pictures of local people and treat them like sightseeing objects. A traveller would take a phrasebook and start a conversation instead.

P Thanks, Jed, that's interesting. Well, what type of traveller are you ... and is there really a difference between a traveller and a tourist? Tune in next week and find out.

Lesson 2C, track 2.3, page 23, exercises 9 and 10

A Get tickets for today's tour here. Leaving in five minutes and there are just two places left. Excuse me, do you want to go on this tour?

B I don't think so; we haven't got enough money.

A Well, if you both go, I'll give you a good price. We've got four other people waiting. Tell you what: instead of £20 each, what about £15 each? Come on, you've got nothing to lose.

B I don't know ... What do you do on the tour?

A Well, you visit different parts of central London with the rest of your team. You have some puzzles to solve and things to look for. I will be there as a guide.

B Can we ask you questions?

A Of course you can. There's plenty of opportunity to ask questions, but

I can't tell you the answers! That's your job.

C That sounds interesting, but we don't know any of the other people.

A Oh, don't worry about that. The most important thing is to work as a team and to complete the puzzles as quickly as you can.

C Well, you've persuaded me. I enjoy doing escape rooms and I'm good at puzzles. It would be a fun way to find out more about London, too.

B I'm not so sure ... I still think it's expensive. And I'd like to do a more traditional tour, I think, and see the sights.

A Well, you will definitely see the sights! It's just a different way of exploring the city. Come on. What do you say?

C OK, let's go for it.

A That's the right answer! It's a good tour and a good deal. You won't be disappointed.

Lesson 2C, track 2.4, page 23, exercise 11

G We've got a free morning tomorrow. What shall we do?

D Why don't we go on a tour?

G I'm not sure. I prefer to explore things on my own. It's more fun and you get to meet local people.

D Maybe, but we've only got the morning. We can see all the sights quickly on a tour, don't you agree? Look at this advert about tours with guides who used to be homeless.

G That sounds interesting, but you can only do it in the afternoons and we're going to a museum then.

D OK, but I still think we should go on a tour before that. Look, here's a different one. It's called Graffiti Walk. There are local tour guides and you get to see lots of street art. What's not to like?

G So we would get to meet an artist.

D Yes, and you can maybe even have a photo with them.

G OK, you've persuaded me! Let's book it.

D Great! You won't regret it!

Cumulative review 1–2, track 2.5, page 30, exercise 1

1 We chose this campsite on a friend's recommendation, even though it was far from cheap. It's very popular – arriving without booking isn't recommended. Fortunately, we'd planned ahead. The restaurant could have been better, but overall, I don't

really have anything bad to say about the facilities – unlike the campsite I went to on my last holiday, which was terrible! It only had one shower for 50 people. Not fun! At this site, there were so many activities on offer we barely stopped. After we'd got back, university felt relaxing in comparison ... but also a lot more boring.

2 I wanted to go camping, but my boyfriend had had a bad experience once, so that was out. He can be pretty stubborn! He wanted to stay in a luxury hotel, but in the end, we compromised with an inexpensive guesthouse. We spent so long arguing we didn't book till the day before we flew! That was probably a mistake. To be fair, the guesthouse had everything we needed and the lady who ran it was really friendly. But she never left us alone! I honestly think staying at home would have been more relaxing.

3 Although it was far from relaxing, I'm not going to regret our trip any time soon. We had experiences that I'll remember for a lifetime, even though they weren't always very pleasant! We went trekking in Peru, on the Machu Picchu trail. We carried all our equipment with us and stayed in tents. I was so grateful for the airport facilities when I got back – I think it was the first time I'd had a proper shower for weeks! I'd dreamt of doing this trip for years and paid a year ahead. If you go out of season, it isn't bad value – not for what you get in return.

4 We knew we couldn't book an expensive hotel – well, not without regretting it later. We looked at a website called couchsurfing.org, which offers to let you stay in people's homes, but Matt wasn't keen. He's quite shy, really. So we booked something through a website advertising for cat-sitters. Basically, we went to Rome and looked after someone's cat for a week. I tell you, I've stayed in hotels with much worse facilities! The cat was really sweet, very easy-going, and the house and area ... both were stunning. Yes, it was 'work', but it was the total opposite of stressful.

Lesson 3B, track 3.1, page 34, exercise 2

Good morning and welcome to *The Healthy Option*. Last week, we discussed the link between a balanced diet and good health. This week, we're

looking at the link between a healthy body and a healthy mind. Let's go back 2,000 years to Ancient Rome, when the poet Juvenal said, 'A healthy body produces a healthy mind'. For years, people have linked the two, but now science has shown that Juvenal was right: keeping fit really does help the brain to work better.

Research at the Medical University in South Carolina has shown that students who did exercise before or during classes performed better in their school work. For example, a group of students ran for 30 minutes on a treadmill and then had to solve a problem. They did 10% better at solving the problem than those students who didn't go on the treadmill. In another experiment, a different group of students did physical exercise for 40 minutes each day instead of 40 minutes a week. Their overall grades improved by 14%. As a result of the scientific research, many schools across the US have changed their timetables and even their classrooms to allow more time for physical activity. So, in many schools, the first class is PE. Before students start lessons, they spend 30 minutes working out in the school gym or they complete a 2.5 km jog to wake up their brains. Students have swapped rows of desks and chairs for exercise balls and treadmills. Some schools have tried other interesting ways of activating students' brains: jumping up and down while learning maths formulae or standing up for a whole lesson! Schools using these techniques have already seen results: improved behaviour, concentration and exam results. So, come on, get up off your chairs! Have you done your daily workout yet and woken up your brains?

Lesson 3B, track 3.2, page 35, exercise 7

J Hey, Sophie. Wait for me! I haven't seen you for ages.

S Jack, hi! You sound a bit out of breath. Are you OK?

J Yes, I'm fine. You look really well. How's it going?

S Good, thanks. I started doing more exercise a few weeks ago.

J Have you joined that new gym?

S No, I haven't. I've made my own fitness routine. So, this morning, I did some stretches before getting out of bed. After school yesterday, I walked

two kilometres because I didn't get the bus home. I chatted to my sister on the phone all the way home instead.

J So you exercised your mouth muscles, too.

S Ha, ha. Very funny! What have you been up to?

J Not much. I watched a couple of episodes of *Money Heist* last night.

S You missed an opportunity there. Have you ever tried doing exercise while you're watching TV?

J No.

S I think you should start your own fitness routine. I've already felt the benefits of mine: I've slept really well and I've concentrated better in class, so hopefully, it'll help with my revision.

J Yeah, maybe.

Lesson 3C, track 3.3, page 36, exercises 2 and 3

P Today in our series about health and wellbeing, we've asked two young sportspeople to tell us about the value of team and individual sports, and what we can learn from them. First, let's hear from Max.

M I've been playing golf since I was about two years old. I'm hoping to become a professional golfer one day. Individual sports like golf or tennis help you to develop very positive values which are useful in all areas of life. I think the main advantage compared to team sports is that you develop self-reliance. You can only depend on your personal ability and skills to overcome obstacles and improve your performance. If you perform badly, you can only blame yourself. On the other hand, when you win, you feel on top of the world. It really improves your self-esteem as all the credit is yours. As for the disadvantages, well, one of the problems with individual sports is that they don't always teach people good sportsmanship. You need to be single-minded and this can turn into an obsession with results and winning, so you might get angry if you don't perform well. You need to have not only physical stamina but also mental stamina in order to put up with all the stress. You've probably seen golfers throwing their clubs around or shouting at people. It's not really bad sportsmanship; it's more like frustration with yourself, but I agree it's not very nice for your opponent. The other downside can

be a feeling of isolation. When I play in golf tournaments, I meet other players but they're all potential rivals, so I don't really form close friendships with them. I'm only talking about individual sports at a competitive level, of course. It's very different if you're just playing for fun.

P Thanks, Max. Very interesting. We'll have questions for you later on. Now let's hear from Shannon.

S Well, I've played team sports – mainly hockey but also football – since I was about six. In my experience, there are more advantages in team sports compared to individual sports. You see, when you play regularly in a team – and it doesn't matter what the sport is – you have to co-operate with other people all the time, and that helps you to develop team spirit. This can help you in other areas of your life, like working together on school projects or in work situations when you're older. Another advantage of team sports is that you learn about self-sacrifice. The whole team is more important than the individual. When I score a goal, everyone congratulates me, but I know that my goal is the result of the whole team working together to create that opportunity for me. If you play competitive team sports, you also learn discipline and commitment. You have to train hard, often in awful weather, and you can't miss training sessions or matches just because your friends have invited you to do something more exciting. But for me, one of the greatest benefits of being part of a team is the relationships you develop with the people around you. I've formed strong friendships with my teammates and also got to know a lot of other hockey players in other teams around the country. We're like a small community. The only real problem is that you need to belong to a club to play in a team, and if there isn't a club near your home, then it could be difficult. You can't just go out and play a hockey match in the same way you can go out and play golf or tennis, for example.

P That's all very interesting, Shannon, thank you. Now, we've got some questions for ...

Lesson 3C, track 3.4, page 37, exercises 9 and 10

C You'll never guess what just happened!

E What?

C I got chosen to represent the school in the national athletics competition.

E You're kidding! That's great news! When did you find out?

C They've just called. I wasn't expecting it.

E But you've been getting up at 5 a.m. every morning and training really hard. You've been so committed to your athletics, especially your running.

C I guess you're right. I still can't believe it, though.

E You deserve it. I'm really happy for you.

Lesson 3C, track 3.5, page 37, exercise 11

N You look upset. What's wrong?

A I've got some bad news. The coach has dropped me from the basketball team.

N Oh no! I'm sorry to hear that. How come?

A He just says that I'm not disciplined and committed enough.

N That's so unfair! And it isn't true. You love playing basketball.

A Well, yes, but in a way, he's right. I haven't been to all the training sessions recently. I missed one last week when I went to the cinema with Abby, and the week before I was too tired, and the week before that I had a headache ...

N But, still, I don't think it's fair to just drop you like that. You must be upset.

A Yes, I am. I'm going to miss being part of the team.

N Try to look on the bright side. You'll have more time for your friends!

A Yes, I suppose so.

N Cheer up! Come on, it's not the end of the world. Let's go and play football.

Global Skills 2, track 3.6, page 45, exercises 3 and 4

Hello and welcome! Today I'm going to talk about presentations – specifically, presentation slides. I love using slides and I enjoy watching presentations with slides, too. But only if they're good slides – and I've seen a lot of bad ones! So when we're creating slides, what should we do and what shouldn't we do? Let's start with the text. Some common questions are: 'What font should I use?', 'How big should the text be?' and 'How much text should I include on each slide?'. The really important thing is that your audience can read the text. It must be easy to

read. This means, firstly, that your font should be clear and legible. Secondly, think about the font size – is the text big enough? Can the people at the back of the room read it? And thirdly, don't put too much text on one slide. Sometimes people put whole paragraphs of text on their slides. And what happens? The audience starts reading the slide and stops listening to the speaker. Too much text is distracting. It's better to use short, simple bullet points – between three and five bullet points per slide. Colour is important, too. First, we need to think about the contrast between the font and the background. Try to use contrasting colours. If they are too similar, your text will be difficult to read. That's why black text on a white background is often a good option. So, what else do we need to consider when we're choosing colours? Well, colours have different meanings and effects on our emotions. Some meanings depend on our culture. Other meanings are more universal – like green as the colour of nature or blue as the colour of the sea. Think about what's suitable for your topic and your audience. Pictures and graphics are really useful because they're a fast and direct way of communicating an idea. Maybe you've heard the phrase 'A picture paints a thousand words'. But remember that you don't want to distract your audience. Pictures need to have a clear purpose to help your audience understand what you're saying. People sometimes use graphics for decoration – to make their slides look pretty – but this often has the opposite effect. Their slides look cluttered and unprofessional. Pictures and graphics aren't effective if you have too many, so choose a few pictures carefully and keep your slides simple. Finally, let's think about the style and appearance of our whole presentation. It needs to be appropriate for the topic, the audience and the type of presentation. The colour, the design, the font and the pictures all need to be suitable. Your presentation should also be consistent. That means using similar colours and fonts on all the slides. Why is this important? Why not make each slide look completely different? Well, it's distracting. It also makes it hard for the audience to follow the structure of

your presentation. A consistent style makes your presentation look more professional and shows that you've thought about it carefully.

Lesson 4B, track 4.1, page 49, exercises 8 and 9

My name's Melanie and I'm from London. I'm very passionate about the environment. I'm part of a global online community where we're all connected by our ideals and beliefs. We share and discuss these on the internet. We often use social media to spread information and educate people about the environment. Next weekend, I'm joining a Critical Mass bike ride. We want to show that you don't need a car to get from one place to another, and that a bike will do. The ride starts at eight in the morning and 500 cyclists have already promised to take part, so I know it's going to be very busy! We'll probably cycle slowly through the streets because there will be so many people. People in cars and buses might get annoyed because they won't be able to move fast, but that's the point of the ride. Hopefully, after this event, more people will decide to hop on a bike and become part of our cycling community.

Lesson 4C, track 4.2, page 50, exercises 2 and 3

Pr This afternoon, I have Petra Lewis in the studio with me. Petra and I are going to talk about some inspirational young people you might not have heard of before. Let's start with Autumn Peltier. Petra, tell us something about her.

P Autumn belongs to the Wikwemikong First Nations community from Northern Ontario, Canada. There are more than 634 different First Nations who live in separate communities in Canada and they speak more than 50 distinct languages.

Pr Why is she inspirational?

P Well, it's amazing that Autumn isn't more famous, really, like Greta Thunberg, for example. She should be! When she was eight, Autumn was at a traditional water ceremony near her home and she saw signs everywhere saying, 'Don't drink the water' and 'Boil water before use'. She was surprised, so she asked her mother to explain the signs. It was at this point that Autumn realized that not everyone in First Nations communities had access

to clean and safe water. She believed that clean water is an essential part of life and everyone has a right to it. She was shocked that some communities relied on boiled or bottled water because their water supply was contaminated with chemicals from oil pipelines. From this point onwards, Autumn started her fight for clean water, especially for First Nations communities.

Pr So, what did she do?

P She started to speak out about the issue and at the age of ten, she was invited to the Children's Climate Conference in Sweden. She set up a campaign for clean water for First Nations communities and she also encouraged other young Canadians to protest against the lack of safe water. *And* she met the prime minister of Canada.

Pr I'm sure that was an important moment. She did something a little unusual, didn't she?

P Yes, she did. While she was presenting the prime minister with a special gift, she insisted on taking the opportunity to confront him about protecting water and about his support for oil pipelines which cause a lot of water pollution and destruction.

Pr That was quite a brave thing to do. Since then she's spoken out in other situations too, hasn't she?

P Yes. She's spoken at the UN General Assembly in New York and at the Economic Forum in Davos, Switzerland. Her message is simple: 'We are water, we come from water and when the water is sick, we are sick. We can't eat money and we can't drink oil.'

Pr She's determined to change things, isn't she?

P Absolutely. She believes in this cause passionately, and she cares about it so much that she sometimes refers to herself as a 'water warrior'. Her own inspiration comes from her great aunt, who died a few years ago. Like her aunt, Autumn is now the Anishinabek Nation chief water commissioner, which means she works to protect Canada's Great Lakes.

Pr And will there be clean water for all First Nations peoples soon?

P Well, the government is working to reduce the number of communities who don't have access to clean water, and all First Nations communities will probably have access to clean water in the next few years.

Pr Great news! Now, let's move on to ...

Lesson 4C, track 4.3, page 51, exercises 9 and 10

J Have you heard? The government wants to shorten our summer holidays to three weeks!

M And ... what do you think?

J Well, if you ask me, I think it's crazy. We work so hard throughout the year, so we deserve a long break. I think we're going to organize a protest.

M Mmmm, I think the government is saying that a lot of students sit around doing nothing and waste time which they could spend on learning new things, so I'm not so sure it is a bad idea. And, as far as I'm concerned, I don't think organizing a protest is the right thing to do.

J But the teachers aren't happy, either, so we have to do something. Perhaps we should organize a committee and discuss this a bit more. What do you reckon?

M That's just what I was thinking. If you really want to do something about this, it would be a good idea to involve the teachers and parents.

J Maybe then we could ask people to sign a petition?

M That's a great idea.

Lesson 4C, track 4.4, page 51, exercise 12

J Did you see that post about the new skatepark earlier? They've decided not to build it after all. What do you think about it?

L To tell you the truth, it's probably a good idea. There are basketball and tennis courts and three football pitches already. We don't need another outdoor facility. In my opinion, they should build an indoor facility that isn't just for sport.

J I see what you're saying, but a skatepark is cheaper than a brand new indoor facility.

L You're probably right. What do you reckon?

J How about organizing a protest?

L I'm not so sure. That sounds very serious. Why don't we start by replying to the post and telling our friends to do the same?

J OK. That's a great idea and a good place to start.

Cumulative review 1–4, track 4.5, page 58, exercise 1

E Hey, Alice! Long time, no see. How did your volunteering go in Tanzania over the summer?

A Ethan! Hi! Good to see you. It went really well, thanks. I worked with young people in local schools to teach them sports.

E Great! You know, I've just been listening to a podcast about volunteering and now I'm not sure it's such a good thing. It mentioned that the work some volunteers do damages communities and it doesn't help. I'm inclined to agree after listening to it, but I'd be interested to hear what you think since you've actually done it.

A Well, I hear what you're saying, but in my opinion, volunteering is beneficial when it's done properly. It's about giving your time and skills to benefit others. People just need to be careful and think about the places they go to, and the people and communities they want to help.

E Hm ... So how did teaching sport in Tanzania for a month help the people there? Surely, the kids knew how to play sports like football or basketball before you arrived?

A Well, they did, but what you have to remember is that not many schools offer sports classes. So, I visited schools and gave free sports lessons. Not just to students, but also to teachers.

E So, you were teaching teachers how to play sports, too?

A Exactly. It was like a skills transfer – I gave the students more practice in sports and then I helped the teachers learn new skills to teach students. Some of those teachers might feel more enthusiastic about sport now, thanks to me. It's about empowerment.

E Hmm ... really? I'm still not convinced that sport is really an 'essential' skill worth you travelling all that way.

A Well, I know some people believe that sport is all about having fun. But it's so much more than that, and it *is* essential. It's a way to get fit, and – most importantly of all, I think – it's a way to develop personal qualities that will help students to make the most of their futures. Like, um, self-reliance or commitment.

E I guess. We do agree on that.

A That's why sport is so much more than a hobby!

E But you can develop those qualities in other ways; it doesn't have to be through sport. And what about people who don't like doing sport, like me?

A Well, maybe you just haven't found the sport that's right for you yet. Most people who say they hate sports usually mean they hate competitive sports.

E Yeah, exactly. I don't mind watching it, just don't ask me to take part.

A I know. But, remember sport isn't just about being competitive.

For example, last year the charity I volunteer for here set up a martial arts programme, which has been very popular. And next year they're thinking of organizing bike rides and trekking, too.

E Well, don't count on me to join in! I'll be watching sport from the sofa!

Lesson 5B, track 5.1, page 62, exercises 2 and 3

P 'Honesty is the best policy', claims the popular saying. In that case, why do we lie so much? We went out into the streets and asked some teenagers their opinions about lying. Here's what they said.

C I don't think it's good to lie, but on the other hand, if you tell the truth all the time, you'll offend people. I often tell white lies in order to protect someone's feelings. Some of my friends are quite sensitive and if I said what I really thought, they might get upset. I don't consider white lies to be really serious lies. For example, my best friend is having her hair cut today. If she asks me tomorrow if I like her new haircut, I'll say yes, even if it's not true. I won't feel guilty if I say that because it will make her happy.

S I've been telling more lies recently. The problem is that my parents always want to know where I am, who I'm with, what I'm doing. It drives me mad. If they didn't ask so many questions, I wouldn't tell so many lies. The worst lie I told them was a few months ago. I spent my whole month's pocket money on a ticket to a concert, so I had no money left. I told my dad that someone had stolen my wallet from my back pocket. It was a blatant lie. My dad told me to be more careful in the future and he gave me some more money. I feel really awful about lying to him like that. If he ever found out, he'd be really furious.

E I don't think I lie very much at all, but my little sister, who's four, is always telling fibs. It's quite funny, really. She told the neighbour across the road that she had ten sisters. She's only got one. Last night, she said there was a monster in her bedroom, so she couldn't go to sleep. And one day, she took some sweets from the kitchen and told my mother that her doll had eaten them! All children tell fibs, I know, but unless she learns that lying is wrong, she might become a compulsive liar!

Lesson 5B, track 5.2, page 63, exercise 8

1 Jody is a sixteen-year-old girl. She and her friends were planning an outing to London to see a West End musical last Saturday. Her mother said she could go if she saved up enough money from her babysitting job. Jody saved forty pounds for the ticket plus another ten. But then her mother changed her mind and told Jody that she's too young to go to London without an adult, and anyway, she should save the money for her summer holiday. Jody lied to her mother and said that it didn't matter because she'd only saved ten pounds, not forty. Then she bought a ticket to the musical. Then, on Saturday, she told her mother that she was going to stay at a friend's house and she went to the musical. Jody has just told her older sister, Louise, what she did. Louise is surprised at how dishonest Jody has been. Should Louise tell their mother that Jody has lied to her?

2 Simon and Jack are in the same class at school. Simon doesn't have many friends and is quite shy. Last weekend, Jack saw Simon in a shop in town. Simon put some headphones into his bag and left the shop without paying for them. On Monday at school, Jack saw Simon giving out headphones to his classmates. The classmates were all really pleased and Simon was clearly happy to be the centre of attention. Someone asked Simon where he got them from. Simon said his uncle sells them and he gave them to him because he had a lot that he hadn't sold. Simon has since offered Jack some really nice headphones. Jack really needs some as he's lost his, but he thinks he should say no. What should Jack do? Should he tell Simon that he knows he has stolen the headphones? Should he tell

anyone else? Or should he just hope that it won't happen again?

Lesson 5C, track 5.3, page 64, exercise 2

P Here on *The Human Side* today, we're talking to psychologist Dr Andrew Linn about apologizing and why we find it so hard to say we're sorry. Dr Linn, welcome to the show.

Dr Thank you for having me.

P So, Dr Linn, we all know everyone makes mistakes and that no one is perfect, but why do we find it difficult to own up to our mistakes and then apologize for them?

Dr There are different reasons for this, but perhaps the simplest one is that really no one likes to admit they're wrong. People also don't like being rejected, so they don't apologize because they're worried that the other person won't accept their apology.

P So they are just happy to put up with a situation which they know is not right rather than deal with it?

Lesson 5C, track 5.4, page 64, exercise 3

P Here on *The Human Side* today, we're talking to psychologist Dr Andrew Linn about apologizing and why we find it so hard to say we're sorry. Dr Linn, welcome to the show.

Dr Thank you for having me.

P So, Dr Linn, we all know everyone makes mistakes and that no one is perfect, but why do we find it difficult to own up to our mistakes and then apologize for them?

Dr There are different reasons for this, but perhaps the simplest one is that really no one likes to admit they're wrong. People also don't like being rejected, so they don't apologize because they're worried that the other person won't accept their apology.

P So they are just happy to put up with a situation which they know is not right rather than deal with it?

Dr That's right. So some people worry about the other person not accepting the apology, but others feel it is a sign of weakness to apologize. In both cases, people would rather not feel that way, so they just won't say sorry even to a friend or a family member if they have fallen out with them.

P What are some of the other reasons we don't like apologizing?

Dr For some people it's all about power and being in control. They think that if they apologize, they will

lose that. Sometimes issues with apologizing can be put down to experiences in a person's childhood: perhaps a child was criticized a lot by their parents while they were growing up and felt they never lived up to their parents' expectations. As they get older, they can take two approaches to this to avoid all the negative associations from childhood. One is to try and avoid situations where they may end up having to apologize at all. This is a very difficult strategy to get away with because it is completely unrealistic. The other, simpler approach is to avoid admitting they have made mistakes or come up with excuses time after time not to apologize.

P So, what is the best way to overcome issues like this?

Dr It's quite simple, really: the person who is wrong needs to ask for forgiveness from the person who is right. Apologies are difficult, but they are also a good way to build relationships and to stop relationships breaking down completely. The hardest thing for us is to admit that we've hurt someone's feelings or caused them emotional pain. We then need to take responsibility for our actions and deal with it. If we don't do this, we won't be able to go on and have good relationships.

P Isn't that easier said than done?

Dr Yes, it is, but if everyone decided they weren't going to take responsibility for things they had done wrong or find the time to get round to apologizing for their mistakes, we'd all be in a bit of a mess! There would be a lot of mistrust amongst people and we probably wouldn't have many friends.

P That doesn't sound good.

Dr No, it doesn't. Apologizing is all about showing the people you love that you really do care. Admitting your mistakes and putting things right is far more important than being right all of the time.

P Thank you, Dr Linn. Now, on that note, we'll ...

Lesson 5C, track 5.5, page 65 exercises 8 and 9

1

A Oh, Josh. I'm really sorry. I forgot to buy you a birthday present.

B Don't worry about it.

A I feel really bad. I'll try and get you something during the week.

2

A Good afternoon, Mrs Freer.

I understand that you're here to discuss George's behaviour in class yesterday.

B Yes. I do apologize for my son's behaviour. I've discussed it with him and he assures me he won't do it again.

A That's good. I hope he doesn't.

3

We regret to inform you that the 21.22 service to London King's Cross has been cancelled. The next train to London King's Cross will be at 23.00. We apologize for any inconvenience this may cause you and wish you a safe onward journey.

4

A What's happened? What's all that broken glass on the floor?

B I'm so sorry, Mum. It was an accident. I was trying to get a glass from the shelf and they all fell off. I didn't mean to break them.

A Oh, that's OK. It doesn't matter.

5

J I couldn't do my homework last night.

T Why was that?

J Well, it was really hard and I was feeling a bit tired.

T Well, don't let it happen again. You can stay behind after your last lesson today and finish it.

6

A Can I help you, sir?

B Yes, I bought this shirt here yesterday, but when I got home, I found a hole in it.

A Oh yes, I can see. I'll find you another one, sir. Please accept our apologies.

B That's quite all right. These things happen.

Lesson 5C, track 5.6, page 65, exercise 10

L Hi, Sophie. I can't wait for Saturday. Do you think you'll still be able to help me in the afternoon?

S Saturday? What's happening on Saturday?

L Don't you remember? You said you'd help me set up the hall for Oli's surprise party.

S Oh no, I'd completely forgotten, Leo. I'm really sorry. I'm going to visit my brother this weekend. I haven't seen him since he started university. Maybe I could do something before the weekend to help out?

L I don't think so. The rest of the preparation has to wait until Saturday.

S I feel really bad about it now. Oli won't be happy with me.
L Never mind. Joe and Molly are around. I'll ask them to help. It really doesn't matter.
S I can't believe I've done that, Leo. You know what I'm like! I've got an awful memory.
L Don't worry about it. I forgive you this time. I'm not going to fall out with you about it.
S Thanks for being so understanding. I don't know how you put up with me!
L Me neither sometimes!

Lesson 6B, track 6.1, page 77, exercises 8 and 9

P Good afternoon and welcome to this week's edition of *The Alternative Show*. Here with me in the studio is Minju Sun, the winner of this year's Ethical Designer Award. She's passionate about ethical fashion. What's caught your eye this week?
M Well, this week I want to tell you about a company called Ananas Anam.
P *Ananas* is the French word for 'pineapple', isn't it?
M Yes, it is. It's the same in other languages, too.
P So, tell us a bit more about the company.
M Well, they make a natural material called piñatex from pineapple waste. It was developed over a period of seven years by a Spanish consultant called Dr Carmen Hijosa. She had been involved in studying working practices in the leather export industry in the Philippines. She was so shocked when she realized that the environment was being damaged by chemicals that are used to produce leather that she was driven to research a sustainable alternative.
P So what did she do?
M She looked at the natural resources available, including plant fibres. Her aim was to develop a fabric that was produced locally, would provide a positive social and economic impact and maintain a low environmental impact throughout its life.
P What did she find?
M She found pineapples, or rather, pineapple leaves.
P And what did she do?
M She began to work with the pineapple farmers to find an alternative solution. Usually, pineapple leaves are thrown away when pineapples are harvested and most

of it is burned or wasted. However, Dr Hijosa found a way to extract the fibres at the farms during the harvest season. A machine has been developed to help do this, but it is also done by hand. The leaves are washed and then they are dried in the sun. They are then separated by machines. Once the fibres have been removed from the leaves, the rest of the leaves are used as a natural fertiliser or biofuel.

P And the farmers must benefit, too?

M Exactly. The lives of pineapple farmers in the Philippines have been changed by piñatex. They are now being paid for waste products and so they have more money to help them improve their lives and businesses.

P So nothing is wasted?

M Absolutely. Every bit of the plant is used.

P And what happens after the fibres have been removed from the leaves?

M They are pressed together and then they are transported to Spain. In Spain, they are treated to make piñatex.

The finished fabric is distributed to designers and it's used as an alternative to leather for footwear and fashion accessories, clothes, furniture and the inside of cars.

P Wow! So it's like pineapple leather.

M Yes, it is! It's great to work with and it looks and feels amazing, too.

P Exciting stuff! I think that more products will definitely be made from piñatex in the near future. You heard it here first. Now, let's ...

Lesson 6C, track 6.2, page 78, exercise 2

P In the studio today, we have market research expert Lisa Grayson. Lisa, you've recently conducted a survey of teenage spending in the UK. What have you discovered?

L Hello, Andy. Yes, that's right. Well, some of the teenagers we spoke to in the UK spend an overwhelming £2,000 per year.

P £2,000 per year! Is that all from their parents?

L No, they don't get all of it from parents – teenagers tend to get their money from more than one place. They are given pocket money or an allowance by their parents as well as extra gifts of money by other relatives. And then older teenagers get part-time jobs, such as babysitting, waitressing or working in a shop to earn more money.

P OK, so how do these young people spend their money?

L Well, for almost all teens, the number one priority is social activity. This includes going out to parties, the cinema, clubs and so on – and also using mobile phones. One interesting fact is that there's a clear difference between how boys and girls spend their money. Gadgets, technology, home entertainment like games, consoles and accessories are usually bought by boys, whereas girls tend to spend more money on books and their appearance – clothes and cosmetics. But both boys and girls love to buy big, famous brands.

P Fascinating! Now, I want to turn to ...

Lesson 6C, track 6.3, page 78, exercises 5 and 6

P Now I want to turn to Nora and Charlie. Nora is 16 years old and she's a student at Park High. Nora, what do you think? Do Lisa's statistics sound right to you?

N Yes, I suppose so. I mean, I spend a considerable part of my monthly allowance on clothes and other, you know, cosmetics. But I get a modest £25 a month; the rest comes from gifts, money that my grandparents give me and my babysitting jobs. Many of my friends get a lot more.

P Hmm ... And do you think that you're influenced by advertising? Do you go for big name brands or luxury goods?

N I think everyone's influenced by advertising – even if you think you're not. But often I'll see something I like in a magazine or in an advert and then I'll search for cheaper versions or special offers online.

P Do you do most of your clothes shopping online?

N It's a mixture of both. I usually spend a lot of time looking at things online, but then I really prefer to go to the shops and actually see what I'm buying – you know, and try stuff on. I like to know where my clothes are made and if they've been put together well. So I get my ideas and I check prices online, but no, I usually buy stuff in shops.

P Lisa, tell us about how that compares with your research.

L Yes, that's exactly what I discovered. Online shopping is getting more popular, but it still represents a tiny minority of total sales. We spend four times more on the high street than

we do online. And of course, when we look at teen spending, we should remember that in the UK, you usually can't get a credit card until you're 18 years old. So, if young teens want to spend money online, they have to use their parents' cards; or they spend cash in real shops.

P All right, that's interesting. Now, Alfie, you're a bit older than Nora.

A Yeah, I'm 17.

P So, are you a typical male teenager, Alfie? Do you spend most of your money on consoles and gaming?

A I spend a huge amount of money on socializing with my friends, actually.

P What about music?

A I love music and I use Spotify a lot on my phone. I don't pay for it though because we have a family subscription. I'm quite lucky because my parents pay for that – it's about £15.00 a month.

L Again – sorry to interrupt – that's not surprising. 53% of British teenagers aged between 16 and 19 use Spotify now. That's considerably more than any other music app.

P Lisa, I suppose all teenagers have mobile phones now?

L Well, the vast majority – actually, a massive 83% – of 12- to 15-year-olds in the UK have their own phone. But teens rarely use their phones to make calls. They send texts, check their emails, post on social networking sites and browse the internet online. And, of course, that all costs money!

P What about you, Alfie?

A Well, I pay half of my mobile phone contract each month and my parents pay the other half. But a large proportion of my money goes on my mobile contract.

P And how about shopping for other things – not technology or gadgets. What else do you spend your money on?

A Going out. I go out to gigs with my friends or the cinema.

P And clothes?

A No, I don't spend a lot of money on clothes. I sometimes buy things from second-hand websites. I've got a lot of trainers, though! I always buy brand new trainers.

L Aha. Yes, that's another interesting fact. A recent survey showed that the average UK teenager spends a whopping £250 per year on trainers!

A I try to save a little for things like holidays or a more expensive bit of

tech for my console, but it's quite hard. I don't have much left each month.

P Wow, that's a lot of money! OK, so now let's talk about another aspect of ...

Lesson 6C, track 6.4, page 79, exercises 10 and 11

M There are lots of shops like this in towns and cities, which is a good thing because shoppers have more choice. Do you agree, Andy?

A Uh-huh ... Well, shoppers do have more choice but you have to decide what you're shopping for before you go to a shop. The shop in the first photo looks like it might be quite expensive whereas the other shops look cheaper. And photo D shows a great website where you can buy things at lower prices than you can on the high street.

M Er ... although the shop in photo A probably has good-quality items, I prefer the one in photo B because it looks more fun and colourful. The things in photo B look like they'd be cheaper too, unlike the things in photo A. The vast majority of my friends and I shop in places like the one in the third photo. The things there are very trendy and they aren't expensive. I don't really like shopping online.

A On the other hand, it's good to try somewhere different, so I would like to go shopping somewhere like in photo B.

M Hmm ... But if I were buying a present for someone special, I'd never shop online. I would also buy something more expensive, so I would like to go to the shop in photo A.

A Well, you'd definitely need to save up some money first!

M Exactly. So I probably won't go there any time soon.

Lesson 6C, track 6.5, page 79, exercise 13

J Hey, Libby. What do you think of this designer T-shirt?

L Umm ... It's alright, but it's really expensive. What about looking at a vintage website instead?

J No way! Vintage clothes are awful. They've been worn by someone else, unlike brand new clothes.

L Sometimes you get brand new things that people don't want. Or you can find something really cool that's a lot cheaper and often nicer than something new.

J Hmm ... Although cheaper is better, I know I'd spend a huge amount of time looking for the right thing.

L On the other hand, it's much more environmentally friendly to buy second-hand.

J If I order something vintage online, I don't know what I'm getting until it arrives, whereas if I buy something new, I know exactly what I'm getting.

L Yes, but you can actually go into a vintage clothes shop. Then you can have a look and try things on.

J Hmm ... I hadn't thought of that.

L So, why don't we go to a vintage clothes shop tomorrow?

J Hmm ... maybe.

Cumulative review 1–6, track 6.6, page 86, exercise 2

1 Obviously, it'd be nice if they bought a few more luxury goods, but my older customers make up for that. Younger customers seem to spend the majority of their money on snacks. I sell a lot of crisps! As a businessman, I welcome customers of all ages, unlike some of my colleagues. And if I treated every teenager as a potential shoplifter, I'd lose money, and that isn't in my interest. The chat and noise doesn't bother me so much, although my wife can't stand it.

2

A And on line three it's Paul.

B Hello. I'm tired of listening to all your callers criticizing the new shopping centre. That woman who said it was crowded with teenagers buying high street brands ... Oh, how awful! Could I suggest that she tries the luxury boutiques in town instead? This centre appeals to the vast majority of people, like me, who are looking for affordable high street brands under one roof. No, it won't suit everyone, but then, it's impossible to please some people.

3

A Katie! I'm so sorry I'm late. But look! I was running and trying to eat at the same time and ...

B Oh dear, that's a big stain! Don't worry, it'll come out. Listen, Josie. I'm really sorry.

A It's not your fault!

B No, but well ... You know I wore that top of yours to the party?

A Yeah ...

B Well, I got a hole in the skirt I was wearing it with, so I went to get changed ... and now I can't find it anywhere. I'm so sorry. I'll buy you a new one!

4 Attention, shoppers! We regret to inform you that some departments today are closed for renovations, but they'll be open again as usual tomorrow. This includes technology but excludes the clothing department. If you buy any items there today, you'll receive a ten per cent discount. We'd like to apologize in advance to all fiction lovers for the long queues on the fourth floor. Famous author Suzanne Collins is currently signing copies of *The Hunger Games*!

5

A So, the advert features Max, who'd rather stay in bed than go to college ...

B When I saw this, I thought, 'Oh dear!' This kind of tired stereotyping is disrespectful to teenagers.

A Many students are quite easy-going ...

B Well, that's their reputation anyway, although I'd question the fairness of that. My point is, advertisers need to realize that shoppers are a long way from being idiots who'll laugh at anything. It takes a lot more effort to persuade us to actually make the commitment to buy something – especially young people, who know all the tricks.

Lesson 7B, track 7.1, page 90, exercises 2 and 3

P This is the midday news here on Radio Australia. As we continue to receive reports of the wildfires sweeping the country, we cross now to our reporter in the Blue Mountains in New South Wales, Kylie Morris. Kylie, can you give us the latest on the situation there?

K Thanks, Clive. More than 2,700 firefighters are battling the fires and 14.7 million acres are burning across six states. Climate change has definitely been a factor, with extreme weather patterns and higher temperatures allowing the fires to spread more quickly. Sadly, more than 480 million animals have already died. There's now a lack of food, water and shelter for them, and their future hangs in the balance. As the fires continue, there are fears for the animals' safety, particularly for some of the species which are unique to Australia like the koala. One third of koalas have died and a third of their habitat has been destroyed. Ecologists are beginning to worry about some species becoming endangered.

P Kylie, thanks. We'll talk to you again later for our special feature this evening.

Lesson 7B, track 7.2, page 90, exercise 4

P Good evening and welcome to this evening's special news feature. We're heading back to Kylie Morris for a very unique look at one aspect of the rescue work.

K Thanks again, Clive. Yes, I'm still here in the Blue Mountains and I'm with Chris Cairns. Chris is a dog handler and he's going to explain the work he's involved in.

C Thanks, Kylie. Yes, that's right. I'm here with my team and our specially trained detection dogs. This is my dog, Tracker. Our dogs are helping to rescue koalas and any other small mammals.

K So, how do they do that?

C Well, they use their amazing sense of smell and incredible tracking skills to find the koalas.

K Where are the koalas?

C Well, most of them climb the eucalyptus trees to escape the fires. But the big problem for us is that we can't see them in the trees, so it's really difficult to rescue them.

K So that's where the dogs come in.

C Exactly. I've worked with rescue dogs for years, but Tracker is special. Dogs like Tracker are making a huge contribution to saving koalas.

K OK, so what's Tracker doing now?

C Well, he's going to sniff out a koala. He doesn't look like he knows where he's going – he is literally following his nose. Suddenly, when he smells a koala in a tree, he lies down at the bottom of the tree while he waits patiently for me to come. Then we can rescue it. Today, for example, he's found four koalas and they're all now safe.

K It must be hard work for him and for you.

C Yes, it's a tough job, but he loves it. Look, he's just found another one.

K Chris, thanks for taking the time to talk to us just now. Keep us updated on your progress.

C Don't worry, I will. I'll update you on our work again soon. We're definitely going to save more koalas.

Lesson 7C, track 7.3, page 92, exercise 2

P As part of Disability Awareness Week, we're talking today to two

teenagers, Emily and Nick. Emily has a hearing impairment and Nick is visually impaired. Good evening to you both. First of all, I think our listeners would be interested to know what blind people actually see and what deaf people hear.

N Well, people think that we see total darkness, the same as sighted people see when they close their eyes, but in fact, most blind people like me can see bits of light and can distinguish shapes in black and white. But very few can see colours.

E Yes, most deaf people can hear something, depending on the situation. I can hear low sounds, but I can't hear high sounds, and many other sounds are unclear. For example, I can hear voices, but I can't understand what the people are saying.

Lesson 7C, track 7.4, page 92, exercise 3

P How do people in general react to your impairment?

E I don't give the impression that I'm deaf at first, but when people find out, because I have to ask them to repeat something maybe more than once, they sometimes try and avoid talking to me.

N I find people often want to help me, especially if I'm crossing the road or waiting in a queue. I shouldn't complain about it, I know – they're just trying to be nice – but I don't need their help or protection. When I want help, I just ask for it.

E Yes, but on the other hand, there are some basic ways to help which people forget, even friends who know me well. When they speak, I have to see their faces so that I can lip-read, but they often forget to look at me. Even teachers in class turn towards the board and carry on speaking. I always have to ask them to turn round!

N Yes, I know what you mean. It's a bit irritating when teachers do presentations in class and they forget to read out the words on the slides or describe the pictures.

P And is it true that your other senses are better than most people's?

E No, I don't think so. I think in my case, I just use them more effectively. For example, I use my eyes a lot to detect what's going on. It's hard for me to follow a conversation with a big group of people, but I can interpret their feelings from their facial

expressions even if I can't hear what they're saying.

N Yes, I use touch to identify things and to read Braille, and I think blind people have more sensitive hearing. That's why we find it easier to learn foreign languages, sing in tune and play instruments. I actually play the piano and the saxophone. Music is something I really enjoy and I would like to be a successful musician in the future.

P That's interesting. Emily, do you know what you want to do after school?

E No, I haven't made a decision about my future yet, but deaf people can enjoy music, too. People don't realize that. We can hear – or at least feel – the beat and the vibrations of the music, whether it's watching a video on TV or at a music festival. Watching musicians perform is very entertaining and I love dancing, too. It allows me to express myself. But I've had some negative reactions from people, like, 'Er, this is a music festival, why are deaf people here?' I find that quite insulting.

N I've had similar reactions. Once, I was sitting on the beach at sunset and a sighted friend said, 'It's a pity you can't enjoy the view – it's so beautiful.' I explained that I could enjoy it – I could hear the waves, I could sense the tranquillity and the light disappearing. My sensations were different from his, but not any less enjoyable.

E Well, what most people forget is that deaf people can do anything that hearing people can, except ... hear.

N And the same goes for blind people.

P That's a great place to end our programme. Emily and Nick, thank you very much for joining us and sharing ...

Lesson 7C, track 7.5, page 93, exercises 10 and 12

A

A I'm sorry to bother you, but I've just bought this hamburger and chips and I'm afraid there's a slight problem.

B OK, what is it?

A Well, the chips are cold and some of them are burnt and the burger has got mustard in it – I asked for no mustard.

B OK, let me change this for you.

A Thank you. Could you possibly put ketchup in the burger and not mustard, please?

B No problem. It will only be a moment.

B

A Excuse me, I've been waiting here for nearly an hour.

B What time is your appointment?

A It was supposed to be at twelve o'clock and it's now nearly one.

B I'm afraid we're a bit behind schedule today.

A I need to get back to school. Do you mind asking the dentist how long he's going to be?

B Yes, of course. I don't think he'll be much longer.

A OK, but I can only wait another five minutes.

B I'll see what I can do. I'm very sorry about this.

C

A Martin! Would you mind turning down the telly?

B What did you say?

A The telly. Can you turn it down, please? It's so loud! I can hear every single thing they're saying and I'm trying to get some sleep.

B Oh, yes, sorry about that.

Lesson 7C, track 7.6, page 93, exercise 14

M Yes, can I help you?

R I'd like to complain about the people sitting near me. Could you possibly do something?

M Where are they sitting?

R They're further along the same row as me – row H.

M What's the problem?

R They're talking and laughing, and they're checking their phones. I wonder if you could ask them to stop.

M Oh dear! I'll go and speak to them now.

R I'd be grateful if you could tell them to leave if they don't stop. I'm really not happy about the noise they're making. I can't watch the film and I paid £10 for my ticket.

M I'm sorry. Can you show me who they are? I'll come and see what I can do.

R OK. That sounds good. Thanks.

Lesson 8B, track 8.1, page 105, exercise 7

After giving away more than 100,000 items of food and hot drinks and employing more than 100 people through Social Bite, Josh Littlejohn started his next project: the Social Bite Village. The aim of his new project is to break the cycle of homelessness by providing short-term homes for homeless people and to help them

find employment and, eventually, a permanent home.

Steve Black is someone who knows how the scheme can do just that. This is his story.

A few years ago, Steve's life was very different: he had a job, a wife and a family. But Steve lost his job and things went badly for him after that. If he hadn't lost his job, things wouldn't have gone so badly for him. If he'd been able to find a new job, he might not have lost everything. After losing his job, he lost his house and family, and things became very difficult for him. If he hadn't been in such a difficult situation, he wouldn't have ended up homeless and living on the streets.

Then Steve heard about the Social Bite Village and he managed to get a room in one of their houses. If Steve hadn't heard about the village, he wouldn't have got the room. Living there meant he had his own room, learned new skills and gained confidence. For Steve, one of the most important things was that his family could visit him there. He knows that if he hadn't moved to the village, he might not have seen his family again.

Steve now lives in his own home and has a job. He believes that if he hadn't had the opportunity to live for 18 months in the Social Bite Village, he could have remained homeless for years. He also knows that if he hadn't learned new skills, his life would have stayed the same. He wouldn't have found a new job and a home of his own. In his spare time now, Steve works as a volunteer in the village helping other homeless people.

Lesson 8B, track 8.2, page 105, exercises 9 and 11

1 I was always good at running, so when I was chosen for the local athletics team, I was thrilled. My best friend Tok was in the team too, and we would often train together. Then I started having problems at school. I wasn't doing well in other subjects because I was training a lot. My teacher talked to me and explained that if I wanted to pass my exams, I'd have to do less athletics. It was one or the other, he said. It was a stressful time and I had a lot on my plate and in the end, I left the club and lost contact with Tok, but I passed my exams. Now, three years later, I see Tok again, but this time on TV. He's representing

England in the World Athletics Championships. I watch him run and I wish I was there with him. If only I'd carried on training ...

2 Sometimes I wish I could travel back in time. When I finished school two years ago, I had no idea what I wanted to do. But my friend Suzi had this idea for a website, and for a while I worked on it with her, just to start the ball rolling. The trouble was, we weren't making any money. Then I was offered a job as a lifeguard at the local swimming pool. It was five days a week, which meant I couldn't help Suzi with the website any more. I felt bad, but I needed the money and at the time, I thought the website was a bit of a dead-end project. How wrong I was! Today, the website is a big success and Suzi is now a high-flying young businesswoman, who's just made her first million. If only I hadn't left Suzi. That could have been me ...

3 I played drums in a band at school. We were pretty good and we played at youth clubs at the weekends. Then we started to become more and more popular – it was a challenging time because I'd play concerts in the week, get home quite late, then go to school in the morning. I was starting to fall asleep in class. Finally, my parents told me I couldn't be in the band any more. Unfortunately for me, a year after I left, the band got a contract with a record company. I couldn't believe it! I had a massive argument with my mum and dad, and went to live with my aunt for a while. I wish I hadn't listened to my parents. If only I was in the band ...

Lesson 8C, track 8.3, page 106, exercises 2 and 3

T Right, it's time for our Friday afternoon three-minute lecture. Last week, Josh was talking about four people who made a difference, and you voted Rosa Parks top of the list. Today, it's Gina's turn and she'll be looking at four decisions that have changed the world.

G Hello. In this presentation, I'm going to talk about four ideas and decisions that perhaps seemed unimportant at the time but have had a huge impact on the world.

Let's start with Akio Morita – he was the chairman of the Japanese technology company Sony. In 1978, Morita noticed that young people were passionate about listening to music wherever they were. He conceived the idea of the Walkman –

a small portable tape player. People could carry it around in their pockets or bags and listen to music on headphones. He decided to develop and sell the product without doing any market research. Perhaps if he'd made a different decision and asked the public for their opinion, he wouldn't have gone ahead with the plan. In fact, he famously said, 'The public does not know what is possible. We do.' The first Walkman was sold in 1979, and by 1995, Sony had sold over 150 million units. It was a massive success and, of course, the forerunner of our iPod shuffles and MP3 players. Now, here's another example of a small decision that's had a very big impact. Julius Reuter was born in Germany in 1816 but moved to England in 1845. He was an entrepreneur and also a journalist. In the 1840s there was no really fast way to get news from one country to another. This was before the age of the telegraph, of course. So Reuter came up with a scheme to use carrier pigeons. He got carrier pigeons to transport messages from Belgium to Germany – mainly news about the financial markets. By 1851, the pigeons had been replaced by the telegraph, but Reuter's decision was the beginning of the idea of international news agencies. Sometimes it's also important to reconsider your initial decision – to have second thoughts about something. We've all heard of the cartoon character Mickey Mouse, one of the most famous creations of film producer Walt Disney. But in 1928, when Disney first dreamed up the character of a cartoon mouse, he wanted to call him Mortimer Mouse! It was Walt Disney's wife, Lillian, who suggested that Mickey would be a better name. If Walt hadn't changed his mind ... if he had ignored Lillian and used the name Mortimer, would the character have been as popular as Mickey Mouse is? We'll never know! For my final example, I want to talk about Ray Kroc. Ray had many different jobs – he started out as an ambulance driver at the age of 15. Then he became a piano player, and a paper cup salesman. In the 1950s, he was working as an agent for a milkshake machine company. One day, in 1954, he was astonished to receive an order for eight milkshake machines from a small burger restaurant in California. 'Why does such a small place need so many machines?' he wondered. So, he made

up his mind to go there in person and investigate. Well, that restaurant was run by two brothers: Dick and Mac McDonald, and they sold cheap fast food – burgers, fries and milkshakes. Kroc was impressed by the operation and he went into partnership with Dick and Mac. Together, they created McDonald's restaurants. By 1968, they were high-flying businessmen – there were 1,000 McDonald's restaurants and they'd sold over five billion burgers. So, I think we can say that Kroc's decision to visit the small burger restaurant in California was an excellent one!

To sum up, I've talked about four decisions that have had an impact on our modern world. Which one do you think was the most important: the portable music player, the international news agency, the loveable cartoon Mickey Mouse or the fast food restaurant McDonald's?

T Thank you, Gina. Now we have time for questions and then the class vote.

Lesson 8C, track 8.4, page 107, exercises 8, 9 and 10

Hello. I'd like to talk to you today about one of my biggest passions, and that's swimming. I'm going to look briefly at my own personal experience and then I'll cover the physical as well as the social benefits of swimming.

I'll begin by telling you about my experience. I started swimming lessons when I was five, and three years later, I joined a local swimming club. Now I go swimming six days a week and regularly take part in competitions. I work in the holidays as a swimming coach at my local pool and next year, I plan to train as a lifeguard. Swimming is not only my leisure activity now, but I hope that it will be my career.

Now I'd like to talk to you about how swimming can benefit you.

It's a great way to exercise without putting too much stress on your body because you are supported by the water. To give you an example, when you are standing in a pool with the water coming all the way up to your neck, you only have to bear 10% of your weight! So it's an excellent form of exercise for people who are recovering from injuries. It works nearly all the muscles in the body and it also develops your general fitness and stamina.

Moving on to the social benefits, it can be a great experience to join a

swimming club and take part in races. You get the chance to meet people from different backgrounds who all share a love of the sport. But even if you don't enjoy competitive activities, swimming is also just a great way to have fun – either at your local pool or on holiday at the beach.

So, to conclude, there are huge social and health benefits to swimming. Why don't you visit your local pool tomorrow and find out about lessons? Now, I've got a few minutes if anyone has any questions?

Lesson 8C, track 8.5, page 107, exercise 12

In this presentation, my subject will be my hobby – scavenger hunts. I'm going to explain what a hunt is and how it works. Then I'm going to tell you how I made my hobby into a business.

Let's begin by explaining what a scavenger hunt is, in case you don't know. A scavenger hunt is like a team game – there's a list of clues and each team has to find the answers.

Now let's look at how it works. I write and plan clues for each team. Each team has to find all the answers and the winner is the team who gets all the answers correct in the shortest time.

To give you an example of the different types of clues, teams might have to take a photo of themselves inside or outside a certain place, like a train station, or maybe a team has to find a specific object and bring it back with them.

Finally, to sum up, I'd like to say that if you think you have a hobby that you could turn into a small business, like cooking, making videos or taking photos, don't be shy! I started organizing scavenger hunts for school events and now I organize them every weekend. Try and find a way to share your hobby with other people. Does anybody have any questions?

Lesson 8D, track 8.6, page 109, exercise 9

Segregation in US state schools became illegal in the year 1954, but it wasn't until September 1957 that nine black teenagers enrolled for Central High School in Little Rock, in the state of Arkansas. Unfortunately, the state governor and many other white people wanted to stop them going into the school. As a result,

when the teenagers arrived for their first day, they were met by an angry crowd of people and the National Guard, who stopped them from going in. A judge ordered the governor to withdraw the National Guard, and the nine returned to the school. This time, police officers went with them, but the crowd outside became so angry and violent that they had to enter and leave the school through a side door. The teenagers must have been terrified. But two days later, they were back – this time, with the army. The situation had become so dangerous for the nine that the US president sent the army to protect them. Only one of the nine left before the end of the school year, showing the world that black people could fight for their rights – and win.

Cumulative review 1–8, track 8.7, page 114, exercises 1 and 2

1 When I got your telephone message inviting me for an interview, I was really excited. Working for Scope would be a dream for me. I'd like to do paid work in the charity sector as a career, so this would be very valuable experience. Last year, I took part in a marathon to raise money for cancer research. I remember being overtaken by some competitors in wheelchairs! It made me realize that disabilities are no barrier to ability. On that day, I made the decision that charity work was what I wanted to do. My parents have tried to change my mind since then – in fact, they've been quite boringly repetitive about it! But they haven't been able to persuade me.

2 I briefly reconsidered coming in today because I knew you'd have lots of candidates. But then I thought you won't have anyone else like me! I'm someone you can rely on 110%. I like to do things well and I don't mind doing the same things over and over – repetition is the best way to learn. Moving on to my CV ... well, as you can see, I've done challenging work before. Answering calls all day at the call centre was pretty stressful, and it was so badly paid I was practically volunteering my time for free anyway. But this was all to help a business, not people with disabilities! What I enjoyed the most was the satisfaction that comes from helping people. That makes everything else worthwhile.

3 As two of my relatives are wheelchair users, I understand very

well what life with disabilities can be like. I would describe my key strength as passion. I'm a very active person – I like to be out of the office as much as possible. Sitting at a desk answering calls all day isn't really for me, although I don't mind doing it if the rest of the work is sufficiently varied. My cousin answers calls for a charity up in Scotland, and she says she absolutely loves it. So, who knows, maybe I'll change my mind! I'm the kind of person who always rises to a challenge. A good example of this is the time I came third in a bike race despite spraining my ankle!

4 I'd like to start by telling you about my personal qualities. My previous employer told me that I was one of the most committed and determined employees she'd ever had. She said she'd had second thoughts about giving me a reference because she didn't want to lose me! I know it seems strange to leave a paid job for a voluntary one, but this is a cause I feel very strongly about. I've experienced discrimination first-hand because of my hearing difficulties, so I'm in an excellent position to understand the problems that other people with disabilities face. I find making and taking calls somewhat difficult, but I really enjoy rising to the challenge of all other kinds of work. To sum up, I'm a hard worker!

Lesson 9B, track 9.1, page 119, exercise 9

P We all know there are a lot of people who use email as the main means of long-distance communication, but we also know some people still write letters. Will Hatton is here with me in the studio today to tell me about a special letter-writing organization. So, what is it all about?

W Well, it's an organization that writes letters. It's called the Juliet Club. It started in the 1930s, when a gardener answered letters that people had written to Juliet.

P So you mean Juliet from *Romeo and Juliet*?

W Exactly.

P How does it work?

W Well, people write to Juliet about friendships, family or relationship problems. Every year, we receive more than 10,000 letters and emails which come from all over the world. The

Juliet Club secretaries write replies to all the letters or emails that we receive.

P We live in a digital world where messages and replies are instant. Why do you think people write letters by hand?

W I think handwritten letters allow us to express our feelings in a different way.

P Where do people send the letters?

W Most of them go to the main office in Verona – that's the city where the story of Romeo and Juliet took place. The emails are sent to our email address.

P And do you work in the main office?

W No, I don't. I'm a volunteer who works from home here in London. I usually deal with the emails. I have a full-time job which I do during the day, so the evening is the time when I sit down and reply to people.

P How did you get involved in the work?

W Well, I actually wrote to the Juliet Club myself after I fell out with my best friend. I was so inspired by the reply that I decided to volunteer.

P How does being a Juliet Club volunteer make you feel?

W Well, I'm often writing replies to people whose hearts have been broken. I definitely feel like a better person when I'm writing Juliet letters or emails.

Lesson 9C, track 9.2, page 120, exercises 3 and 4

1 This is definitely my favourite gadget. It's obviously the kind of thing which I take absolutely everywhere. It's extremely convenient and so easy to use. I use it as a watch, a camera, a calculator, a calendar, a dictionary. I post stuff, I message people, I check emails, listen to music on it, pay for stuff with it and, oh yes, now and again I even make calls on it. I bought some cheap headphones recently so that I can watch videos and listen to music or podcasts – you know, stuff like that – without disturbing other people on the bus or train or wherever I am. It was very expensive, actually, so I'm super careful with it. A few weeks ago, a friend of mine left his in his jeans pocket and then his mum put the jeans into the wash. He lost everything and it wouldn't work at all after that. It was awful for him. I can't imagine that – it would be like losing a part of me. I'd be so upset ...

2 My friends tease me because they say that I need a soundtrack for my life. But it's true! I mean, everywhere I go, I really have to listen to music, and I've got over 4,000 songs on my phone. I'm very organized, so I have them all sorted into different genres. I bought this so that I can listen to music anywhere – from the pool, to the beach, to the kitchen. The sound quality is SO much better than on a phone. It's small, portable and waterproof. The sound quality is amazing anywhere. It's great for holidays too. It's an inexpensive way of feeling like I'm at a live gig or having a party whenever or wherever my friends and I feel like it! It also doubles up as a voice assistant. What's not to like?

3 Well, my favourite gadget is so efficient – it does everything and it's really fast. I mainly use it for college work – I'm doing a design course at the moment and I'm learning how to use some new software. Nowadays, I think if you want to work in illustration, graphic design, anything like that, you really have to know how the major software packages work. Obviously, I can use it for loads of other things, too – emailing friends, downloading music and films, even watching TV on it. As long as I've got Wi-Fi, I can use it anywhere. It's got a lot of memory because my files are huge, and I also store loads of photos on it. The other thing I use it for is making calls. I've got a cousin who lives in Australia, and I can use it to make video calls to him. It's great because I can see him and he's given me a tour of his house, which makes it much easier to get an idea of his life out there. It's a bit fragile, but I've got a good cover for it, so I'm not worried that something will happen to it.

4 It's quite big and heavy and it probably looks a bit out-of-date now, but I don't mind. I take it everywhere with me. I know you can get much smaller and lighter ones nowadays – I've had this for years – but I love this model and I've taken some fantastic images with it. It's not very reliable, actually, and there are all sorts of problems with it. The battery runs out very quickly, I have problems connecting it to my laptop – but I don't want to replace it. Not yet. It's not completely automatic – a lot of the features are manual, and it doesn't switch off automatically – but I like

that because then I have control over what I'm doing. I've got a lot of accessories to go with it, too – a tripod, extra lenses, filters, a special flashgun – I need a suitcase to carry everything around with me!

Lesson 9C, track 9.3, page 121, exercises 9 and 10

G Hi, Jake. How's your new mobile phone?

J Don't ask. It isn't working – that's why I'm ringing you on the landline. How does it work?

G OK, have you got it there? First, switch it on.

J Sorry, Grandpa. Could you say that again, please?

G Sure. Switch it on. Press the 'On' button – it's on the side.

J OK, yes. Right, I've got that. I've pressed the 'On' button.

G Great. Now select the 'Settings' option.

J 'Settings' ... What's that? How do I do that?

G Press the 'Home' button. That's the button in the middle, at the bottom of the screen. Now select 'Settings' from the icons on the screen. Do you see what I mean?

J I understand, but there's nothing on the screen.

G Are you sure it's got enough power?

J I don't quite follow you.

G Let me put it another way for you, Jake. Have you charged the battery?

J Ah. Oh dear. No, I haven't. Sorry! I'll ring you back later.

Lesson 9C, track 9.4, page 121, exercise 12

A So, how are you finding the new smart speaker?

B Well, it was a great present, but how do I get it to work?

A It's simple. First, plug it in.

B Yes, I've done that.

A Great. Then download the app onto your phone.

B Download the app ... But it's a smart speaker.

A Yes, but you need the app to get the speaker to work. Do you see what I mean?

B Sort of. Umm ... OK, I've done that and I've managed to log in. What do I do next?

A There should be a message that says something like 'New device detected' or 'Set up device'. Are you following me so far?

B I think so.

A Good. Now select the message on the screen.
B I don't quite follow you. How do I do that?
A Just touch the message on your phone screen, Molly.
B Oh, yes. Right, I've got that. Now there are some more instructions.
A Great. Just follow those and then it should work. Is everything clear so far, Molly?
B Yes, it's all fine. That was easy. Thanks, Mum.
A No problem. Any time.

Lesson 10B, track 10.1, page 133, exercises 7 and 8

P In a recent poll, the *Singin' in the Rain* song and dance routine, from the 1952 film of the same title, was voted the most popular dance scene from any movie. In the studio with us today, we have Sarah Williams, movie historian, to tell us something about the history of that famous scene.
S Yes, well, I think even people born 50 or 60 years after this film was made, would probably recognize the music from this iconic scene. The actor performing the dance is, of course, Gene Kelly, and he actually had a temperature of 39 degrees on the day they shot this scene. Apparently, the director, worrying about Kelly's health, wanted to send him home, but Kelly, knowing that there had been a huge amount of preparation for the scene, insisted on filming. In the scene we see Kelly, playing the role of Don Lockwood, singing and dancing in the rain because he is so happy. The dance, choreographed by Kelly himself, is joyful and funny and still amazes the viewer today, over 60 years after the film was first released. The rain, pouring down from the sky throughout the scene, was actually a mixture of milk and water. Poor Gene Kelly got so wet that his wool suit shrank!
P Well, that's fascinating! Imagine doing a dance like that in the pouring rain when you've got a temperature of 39 degrees ...

Lesson 10C, track 10.2, page 134, exercises 2 and 3

1 If your doodles have lots of square shapes or flat surfaces, you may be the kind of person who likes to feel secure and in control of events. You're likely to be sensible and realistic rather than imaginative.

2 If you often draw animals, the type of animal can show how you feel or how you'd like to be. So, for instance, a small or weak animal may indicate you're quite gentle; a dramatic, dangerous one, such as a tiger, shows that you like power; and a comical or playful one, like a kitten or puppy, indicates that you enjoy playing and amusing yourself.
3 Trees are about growing, so drawing an elaborate one with lots of branches and leaves may show you have a strong will to live and become stronger in the future.
4 Drawing lifelike figures doing active things like running or cycling may indicate that you're energetic, with a strong wish and ability to do things that need actual strength, or that you want to find a way to create new things.
5 Lots of flowing, rounded shapes or romantic images like hearts indicate that you're somebody who has strong feelings about things, and possibly also towards people. You may prefer life to be calm rather than stressful, and you might have a need to love and to be loved.

Lesson 10C, track 10.3, page 134, exercise 7

P Today I'm talking to Frank Herschel, art therapist and author of *Doodles of Happiness*. Frank, before we talk about the book, could you tell us briefly what an art therapist does?
F Yes, of course. Well, art therapy is a form of psychotherapy, in which the therapist uses art to help people.
P And these are people with some kind of mental health problem.
F I'm not keen on the word 'problem', John. We help people in all sorts of places – we work with the elderly, we work with children, we work with people in prisons, we go into hospitals. Art therapy is useful in two key ways. Firstly, by looking at the pictures and doodles that people draw, we can learn an enormous amount about what they are thinking and feeling.
P So ... if someone draws a picture of a sandwich, that means they're hungry, right?
F Ha ha! It's not quite as straightforward as that, John. What does the sandwich look like? Does it look delicious or does it look disgusting? Is it drawn with straight lines or curvy lines? Is it on a plate or

in a box or on the floor? There are all sorts of interesting little details.

P OK. So, you look at a drawing or a doodle and that can tell you something about the artist's state of mind.

F Yes. And we also talk to patients about their art, too. So maybe a child, an eight-year-old, for example, has drawn a picture of a house. I will then ask, 'Whose house is this? Who lives here? Do they like living here?' The answers to those questions can tell me a lot about what that drawing symbolizes for the child. And then we move on to the actual therapy. We can use art to encourage people to express things that may be too scary or too difficult to talk about. Art allows people to release their emotions. One of the reasons for this is that when we draw, we're using the right side of the brain. It's this side which deals with emotions and feelings, whereas the left side is the analytical side.

P And does an art therapist actually help people to be better at art?

F That's not really the point of art therapy. We will teach techniques so that patients can use different art forms to express themselves. So, in an art therapy session, the patient might use sculpture, drawing, painting and collage. But it's not our job to say, 'You've done it wrong,' or 'That doesn't look good, you need to improve it.' Quite the opposite. Really, our job is to make people feel comfortable about expressing themselves and their emotions through art.

P Now tell us a bit about *Doodles of Happiness*, your new book.

F Yes, the book really looks at how you can analyse your doodles and what you can learn from them. So, for example, you may notice that when you doodle, you often use lots of thick, dark, straight lines. Perhaps this means that you feel trapped or unhappy. Can you remember where you were and what you were doing when you drew your doodle? This information might give you another clue about your feelings and the reasons behind them.

P Well, I must say, that all sounds fascinating. Now, of course, I've been doodling away while you've been talking. Here's my doodle ... Can you analyse it?

F Ah, well, look at that. The first thing I notice about this doodle is that you've used ...

Lesson 10C, track 10.4, page 135, exercises 10 and 11

T Right, well, today we're going to have a debate about drama. Only some of you have chosen to study it for the next two years, but should it be a compulsory subject in every school? Who would like to give their opinion first?, Ellie.

E Well, I think that drama is really important for lots of different reasons. To start with, it teaches creativity. By performing and acting, we have to use our imagination and think in a different way – you know, try and become someone else's character and imagine their thoughts and feelings.

E Could, er, could I just interrupt here?

T Yes, Ed. What do you want to say?

E Ellie's made a good point, but I don't think that you can teach creativity. Some people just aren't creative and never will be. Using your imagination is important, but not at school. School is a place for learning – there are other places where you can be creative or do drama.

E That's not always the case. Some students don't have the opportunity to do creative things outside school.

T Nina – would you like to add anything?

N I think Ellie is absolutely right that not everyone can do creative things outside of school, but is drama really a useful subject for school? I think it only favours confident students and that's why they choose it. If you're not very confident, then you're probably not going to choose it as a subject.

S Can I add something here?

T Yes, Sam.

S I totally disagree with Nina about it favouring confident students. I think some students choose it even if they aren't confident and by doing it they build their self-confidence. People who do drama develop all sorts of life skills that will be valuable in different situations, like interviews, speaking to people you don't know, giving a presentation, understanding how other people feel, to name a few.

N Yes, but you don't get qualifications in those things, do you? And I don't see how that can help you get a job, for example.

E That's a good point. But isn't education about more than getting qualifications?

T OK, I'm going to stop you there. An excellent debate. Now for the class vote. Who thinks that drama should be a compulsory subject?

Lesson 10C, track 10.5, page 135, exercise 13

L Well, I think that art is important because we learn how other people see the world and how to show our view of the world.

E Sorry to interrupt. Lucy's made a good point, but I don't think that these are things we can learn at school. You can't get wrong or right answers with art. It's too personal for the classroom.

L Not necessarily, Esther. Some people might not have the space or the money to do art at home or maybe their family is just not interested in it. Everyone has the chance to participate at school. How do you feel about it, Dan?

D Yes, you're right. That's so true. I agree with Lucy on that point. Not everyone can study art at home. But is it really a useful subject for school? Art supplies cost a lot of money. I think we should spend that money on subjects that will help us get a job when we leave school. Art's not very useful.

E No way. I'd say the exact opposite. Art is useful. It develops all sorts of skills – perception, coordination, creativity, teamwork, planning ...

Cumulative review 1–10, track 10.6, page 142, exercise 1

Civilization is in crisis. There's a growing threat of crime and war, and technology is getting out of control. We need help – and we need it fast! Does this sound familiar?

The original comic book superheroes of the early 20th century may have looked a little different, and some of the science now seems rather out-of-date. Yet they still represented hope to a troubled world – even though by 'world', we now mean something rather larger than the USA.

By the 1930s, the American dream of prosperity and freedom for all had become a nightmare, and many people were struggling to survive. And yet, some still spent money on comic books, which eventually made a healthy profit for companies like Marvel and DC. When life is hard, people turn to fantasy, and comics offered the most glamorous kind. Comics allowed readers to escape into a world where problems and responsibilities could be handed over to muscular, virtuous superheroes, rather than unreliable politicians. Today, superheroes dominate at the box office, although their 2D

predecessors are still going strong in graphic novels. Comedy remains the biggest-selling film genre, but adventure and action follow close behind. The superhero film Marvel's *The Avengers* is the third best-selling film of all time. No longer the preserve of teenagers, many superhero films are now much more adult in tone. Comical films which make fun of superheroes, like *Superhero Movie* and *The Specials*, have not performed well, which suggests that we treat heroes with respect.

We also want to humanize them. Today, most superhero fans would argue that Batman is better than Superman, although I'd question both heroes' tastes with respect to costumes! We relate to Batman's 'dark side' even more than to his strengths. His mistakes make us feel we have something in common. It gives us a message that even imperfect people can rise to challenges and achieve amazing things, despite their faults. Cutting-edge technology also plays an important part in the current trend for superhero films. Whether or not you feel that there's too much violence in films, you can't argue with the fact that computer-generated images, or CGI, have made action sequences considerably more lifelike. Indeed, sometimes more captivating than reality! As these effects are relatively inexpensive when compared to previous animation techniques, designers are able to use more of them – to the extent, in fact, that we are no longer moved or shocked by them. Will extraordinary superheroes one day come to seem just, well, ordinary?

This could be the biggest challenge yet for superheroes. While the film industry hopes that the profitability of superheroes will carry on expanding forever, teenagers today get bored easily. OK, maybe that's unfair, we all do. Superheroes faded away for a while in the past, before returning, more popular than ever. While it's unlikely that they'll die out this time, I imagine we'll see fewer blockbuster superhero films in the near future – although it's my prediction that these will be the most original ones yet. Whatever happens, though, the formula will stay the same: men and women of strength, dedication and genius, changing the world for the better.

