

OXFORD

INSIGHT

Pre-Intermediate Teacher's Guide

with Digital Pack

Second Edition

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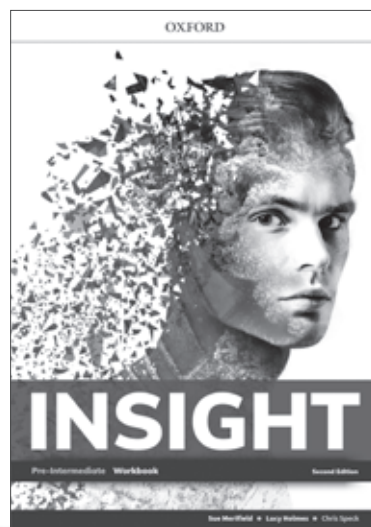
Print components

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

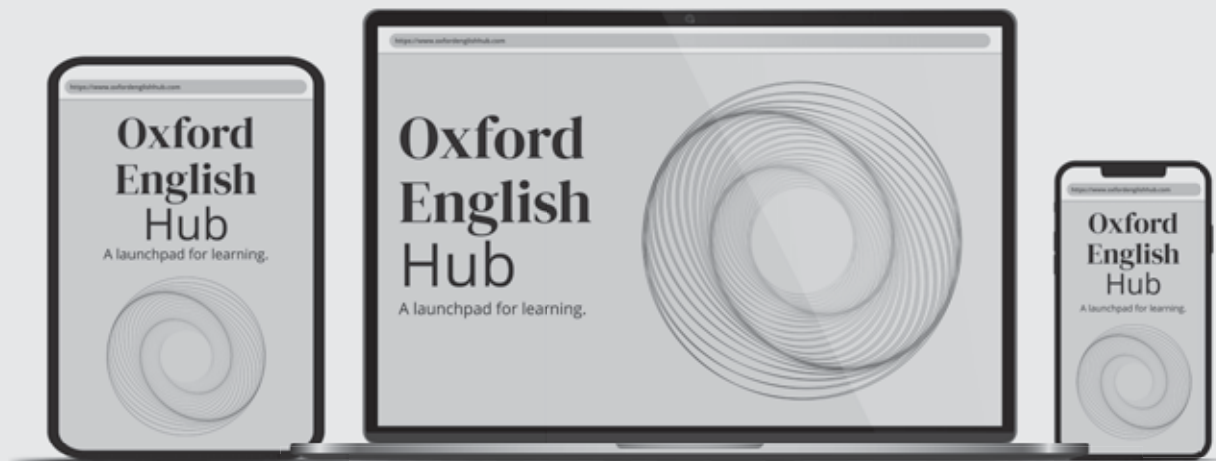
- A digital version of the Workbook with audio

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 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. 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.

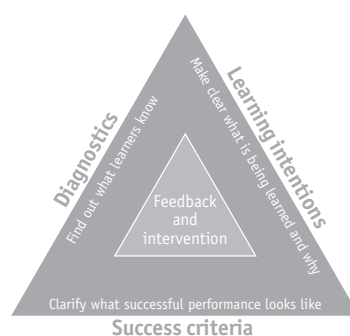
For teachers:

- **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.

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

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

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

REACT activities get students discussing the issues in the text

1 Welcome to my world

Reading and vocabulary

- 1 WHAT DO YOU THINK?** Look at the photos and the title of the article. How do you feel about climate change? What are the biggest issues facing the environment?
- 2 Read the article and discuss the questions.**
 - What did Greta protest about?
 - How did she protest?
 - Do you think it made a difference? What other ways can people make a difference?

Strategy Scanning for specific information

If you need to find specific information in a text, like a name or a number, you do not need to read every word. You can quickly scan the text for key words.

To scan a text:

- decide what information you want to find: a number, a date, a time, a name.
- move your eyes quickly down the page until you find the information.
- do not read whole sentences until you have found your answer.

3 Read the strategy. Scan the article and complete sentences 1-7.

- When she was in school, Greta Thunberg got up at _____ on Fridays.
- Greta's first protest was in the city of _____.
- Her school strike for climate began in _____.
- In 2019, _____ million people supported her protest.
- The people who supported her protest were from _____ different countries.
- Greta first heard about climate change when she was _____.
- Greta almost won a _____ prize.

4 Read the article again and answer the questions.

- How often did Greta go to the parliament building? How did she get there?
- How did her strike become well known?
- What did she think about climate change when she was eight?
- Why did she stop talking to people?
- What helped her start talking again?
- What changes did Greta persuade her family to make?
- What quality do Greta's parents admire in her?
- Why don't some people support Greta?

5 REACT Discuss the questions.

- Do you think Greta is right not to go to school? What other ways can we raise awareness about climate change?
- Do you think teenagers care more about environmental issues than adults? Why / why not?

NEWS TODAY

CLIMATE CHANGE SUPERSTAR



Every Friday, Greta got up at 6 a.m. and had breakfast. After breakfast, she got on her bike, but she didn't go to school. Instead, she cycled to the parliament building in Stockholm and started her protest. Meet Greta Thunberg – superstar of the climate change movement.

Greta's 'school strike* for climate' began in 2018 and quickly went viral*. Millions of young people shared her photo on mobile phones and laptops. The hashtag #FridaysforFuture* was typed into keyboards all over the world. A year after her first strike, Greta spoke at the UN climate summit in New York and led one of the biggest environmental protests ever – over 3 million people in 169 countries joined her. 'Now I am speaking to the whole world,' she wrote on Twitter. Not even the pandemic stopped the movement – Greta organised weekly climate strikes on the internet. People posted photos of themselves with their protest signs and the hashtag #ClimateStrikeOnline*.

So how did it all begin? Greta first heard about climate change when she was eight years old. Back then she didn't believe it was true because people weren't doing anything about it. Then she watched films about the environment at school and saw plastic in the ocean and starving polar bears. 'My classmates were concerned when they watched the film, but when it stopped, they started thinking about other things. I couldn't do that,' she says. Greta was interested in why climate change was happening and keen on finding out more. She realized that the problem had reached such an alarming level that everyone had to do something. She felt that those who didn't, as well as governments who refused to help, should be ashamed of their inaction. But the more she read about the problem, the more she worried. In fact,

Vocabulary practice activities in the **Workbook**

1 Welcome to my world

Vocabulary

1 Choose the correct preposition.

1 I was born **in** 1995. (at / on / in)

2 He is from **the** Netherlands. (at / on / in)

3 The car was damaged **by** a tree. (at / on / in)

4 I was surprised **at** his reaction. (at / on / in)

5 She was born **in** the hospital. (at / on / in)

6 I was born **in** the city. (at / on / in)

7 I was born **in** the year 2000. (at / on / in)

8 I was born **in** the month of January. (at / on / in)

9 I was born **in** the day of the week. (at / on / in)

10 I was born **in** the time of the day. (at / on / in)

11 I was born **in** the place of the world. (at / on / in)

12 I was born **in** the country of the world. (at / on / in)

13 I was born **in** the city of the world. (at / on / in)

14 I was born **in** the town of the world. (at / on / in)

15 I was born **in** the village of the world. (at / on / in)

16 I was born **in** the hamlet of the world. (at / on / in)

17 I was born **in** the farm of the world. (at / on / in)

18 I was born **in** the estate of the world. (at / on / in)

19 I was born **in** the manor of the world. (at / on / in)

20 I was born **in** the palace of the world. (at / on / in)

2 Match the words to the definitions.

1 a person who is very famous and has a lot of followers

2 a person who is very famous and has a lot of followers

3 a person who is very famous and has a lot of followers

4 a person who is very famous and has a lot of followers

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17 a person who is very famous and has a lot of followers

18 a person who is very famous and has a lot of followers

19 a person who is very famous and has a lot of followers

20 a person who is very famous and has a lot of followers

1B

Grammar and reading

Grammar

Present simple and present continuous

1 WHAT DO YOU THINK? Read the definition and discuss the questions.

- 1 Why do some young people work as volunteers in other countries?
- 2 Would you like to be a volunteer? Why / why not?

volunteer /ˌvɒlənˈtɪə(r)/ noun a person who works for no payment

2 Read the interview and answer the questions.

- 1 How does Dean describe: Nepal? the people? the work? the weather? learning Nepali?
- 2 What does Dean do: in the mornings? in the afternoons? in the evenings?
- 3 What is Dean doing: right now? this afternoon? later this week?

A day in the life of a volunteer

Dean Williams is 18 years old. He is working as a volunteer in Nepal for a month. He's helping to build a new water system in a village in the mountains with five other volunteers. ¹At the moment, he's talking to us about the project.

What do you think of Nepal?

It's an amazing place! ²I love it here, and I really like the people – they are so friendly! The village doesn't have a clean water system yet, and there's no electricity. Everyone cooks over a wood fire and uses torches or candles at night. Life isn't easy, but everyone seems happy.

³What do you do every day?

I get up at 6.00 a.m. because I always start work at 7.00 a.m. The work is hard, so we often finish at 1.00 p.m. ⁴It's quite hot in the daytime, so we don't usually work in the afternoons. However, I sometimes teach English to the children in the village. It gets dark at about 5.30 p.m., so in the evenings we usually read or play games. I'm never bored.



⁵Are you working on the water system today?

Well, I'm not working right now because it's lunchtime. I'm sitting in my room and trying to keep cool. This afternoon I'm learning Nepali – it's a very difficult language!

What are you doing this week?

⁶We're laying some new water pipes tomorrow and on Thursday, but we aren't working this Friday because the village is having a festival. We're planning a trip to Kathmandu at the weekend and we're very excited!

3 REACT Work in groups and discuss the questions.

- 1 How is Dean's life in Nepal different from your life at home?
- 2 What do you think Dean is learning from his experience as a volunteer?
- 3 What do you think you would learn from being a volunteer?

Grammar Insight

4 Read the interview again. Match sentences 1–6 in the interview to rules a–f.

We use the present simple:

- a to talk about routines or habits, especially with adverbs of frequency such as *always*, *never*, *often*, *sometimes*, *usually*, and with time expressions such as *every day*.
- b to talk about facts and general truths.
- c with verbs that describe states: *believe*, *hate*, *know*, *like*, *love*, *need*, *prefer*, *understand*, *want*.

We use the present continuous:

- d to talk about actions that are happening now.
- e to talk about actions that are happening around now.
- f to talk about planned future arrangements.

➔ Further reference and practice > Workbook > page 84

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**

↙ 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? Discuss the questions.

- When you go on holiday, where do you usually stay?
☐ Airbnb ☐ in a hostel ☐ in a hotel ☐ on a campsite ☐ with family or friends
- Where is the best place to stay if you want to meet people when you are travelling?
- Would you stay at a stranger's home if it was very cheap? Why / why not?

2 1.2 Read the definitions. Then listen to the introduction to a radio interview. What do you think a 'couch surfer' is?

couch /kaʊtʃ/ noun
a long seat, often with a back and arms, for sitting or lying on

surfer /sɜːfə(r)/ noun
1 a person who rides on waves, standing on a special board
2 (informal) a person who spends a lot of time using the internet

3 1.3 Listen to the complete radio interview and choose the correct answers.

- What is the speaker's main purpose?
 a to say thank you to couch surfers
 b to warn people about staying with strangers
 c to explain the benefits of couch surfing
 - How do couch surfers usually thank people?
 a They pay for their accommodation.
 b They give people a small gift.
 c They pay for meals.
 - How does Lucas describe most couch surfers?
 a They are mostly older people.
 b They are mostly younger people.
 c They are mostly people with families.
 - Where are the members of www.couchsurfing.com from?
 a Europe and South America b the USA and Canada c all over the world
 - What is the most important thing for couch surfers?
 a to volunteer for local projects b to experience new cultures c travel cheaply
 - Where is Mika staying right now?
 a Canada b Alaska c Australia
 - What are couch surfers not doing?
 a changing people b changing the world c changing cultures
- 4 REACT Work in pairs and discuss the questions.
- What are the benefits of couch surfing for:
 a the couch surfer? b the people they stay with?
 - Which do you think is better?
 a to travel cheaply and experience more b to travel comfortably and experience less



V Insight Collocations with make and do

5 A collocation is a group of words that are often used together. Study the examples in the table. Then add these words from the radio interview to the table.

■ a choice ■ a difference ■ a meal ■ a sport ■ friends ■ good (in) ■ the housework ■ your best

make	do
a mistake	homework
a phone call	a crossword
an excuse	well
a journey	your hair
a mess	(someone) a favour

6 Complete the sentences with the correct form of collocations from exercise 5.

- Anya's a great cook. Last Sunday, she _____ for the whole family.
- Can you _____ and lend me ten euros? I left my money at home.
- Sorry I'm late - I _____, I thought we were meeting at 7.30 p.m.
- Tom is volunteering at a school in Nepal. He wants to _____ to children's lives.
- Everyone at my school _____ usually football, basketball or hockey.
- There's no mobile signal here, so you can't _____.
- It doesn't matter if you didn't win the football game - I know you _____.
- Are you shy when you meet someone new or do you find it easy to _____?

Vocabulary extra > Free-time activities > page 15

Listening, vocabulary and speaking

Collocations with make and do

1 Complete the sentences with the correct form of make or do. Then match sentences 1-7 to responses a-g.

- I usually _____ a glass of wine with my meal.
- We often _____ a trip to the beach on our holiday.
- I always _____ my homework before I go to bed.
- I usually _____ my hair every day.
- I don't usually _____ my car.
- I usually _____ a shower every day.
- I usually _____ a call to my mother every week.

Responses:

- have a shower
- have a drink
- have a car wash
- have a haircut
- have a holiday
- have a phone call
- have a trip

2 Complete the sentences with the correct form of make or do.

- I usually _____ a glass of wine with my meal.
- We often _____ a trip to the beach on our holiday.
- I always _____ my homework before I go to bed.
- I usually _____ my hair every day.
- I don't usually _____ my car.
- I usually _____ a shower every day.
- I usually _____ a call to my mother every week.

3 Complete the sentences with the correct form of make or do.

- I usually _____ a glass of wine with my meal.
- We often _____ a trip to the beach on our holiday.
- I always _____ my homework before I go to bed.
- I usually _____ my hair every day.
- I don't usually _____ my car.
- I usually _____ a shower every day.
- I usually _____ a call to my mother every week.

4 1.3 Listen again. Tick (✓) the phrases that you hear.

Phrases:

- have a shower
- have a drink
- have a car wash
- have a haircut
- have a holiday
- have a phone call
- have a trip

5 1.3 Listen again. Tick (✓) the phrases that you hear.

Phrases:

- have a shower
- have a drink
- have a car wash
- have a haircut
- have a holiday
- have a phone call
- have a trip

6 1.3 Listen again. Tick (✓) the phrases that you hear.

Phrases:

- have a shower
- have a drink
- have a car wash
- have a haircut
- have a holiday
- have a phone call
- have a trip

7 1.3 Listen again. Tick (✓) the phrases that you hear.

Phrases:

- have a shower
- have a drink
- have a car wash
- have a haircut
- have a holiday
- have a phone call
- have a trip

Speaking

Asking for personal information

7 Look at the photo and discuss the questions.

- Where are the two people?
- Do you think they know each other?
- What do you think they are talking about?
- How do you think they feel?

8 1.4 Listen to a dialogue. Where is Ella from? Does she like London? What does Max suggest doing?

9 1.4 Complete the phrases from the dialogue. Then listen again and check.

Asking for personal information	Responding
How do you ¹ _____?	Me neither.
² _____ are you from?	Really?
What's it ³ _____ there?	It's very different from
What do you think ⁴ _____?	Actually, I love it.
So what do you do ⁵ _____?	I usually
Are you ⁶ _____ running?	Yes, I am. That sounds great.



Students are actively involved in the presentation of functional language

10 1.5 Complete the dialogue with the phrases below. Then listen and check.

- I'm not bad. ■ I've got one brother. ■ Me too! ■ No, he doesn't.
■ play basketball ■ She's my neighbour.

Tom Are you enjoying the party?
Mary Yes, I'm glad Jade invited me.
Tom So, how do you know Jade?
Mary ¹ _____ What about you?
Tom I'm in the same class as her brother, Chris.
Mary Right. Have you got any brothers or sisters?
Tom ² _____ He's older than me.
Mary Does he go to our school, too?
Tom ³ _____ He works at the museum.
Mary That's interesting. I sometimes go there with my friends. What do you do after school?
Tom I usually hang out with friends, listen to music or ⁴ _____.
Mary Really? Are you good at basketball?
Tom ⁵ _____ Why don't you come along?
Mary No, thanks - I'm not keen on it, but I'm good at tennis.
Tom ⁶ _____ Why don't we play tennis on Saturday?

11 Read the dialogue again. Underline two questions which ask about free-time activities and two questions which ask about family and friends.



Global skills Showing interest

We can show interest in what someone says by responding positively using expressions like *Really?*, *Great!* or *That's interesting*. We can also ask a follow-up question.

A What do you do at the weekend?

B I play the saxophone in a band.

A That's interesting. What kind of music do you play?

12 Why is it important to show interest and ask follow-up questions?

13 TASK Work in pairs. Choose one of these situations or use your own idea. Prepare a dialogue following steps 1-3 below. Use the dialogue in exercise 10 to help you.

Situation 1: You are at a wedding. You both know the people getting married.

Situation 2: You are at a summer barbecue. You both know the person giving the party.

Situation 3: You are at a sports competition. You both know one of the competitors.

- One of you should introduce yourself and ask a question.
- Ask more questions to find out personal information about each other.
- Find an activity you both enjoy and suggest meeting later.

Assess your progress
Workbook page 11

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

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

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

1D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

- Which languages and cultures can you find in your country?
- How are they similar or different to each other?

2 Read the article. How is Manuela's journey similar to your own journey to school? How is it different?

3 Read the article again and complete the sentences. Use three words in each sentence.

- Manuela is on the train because she is _____.
- The train is special because every station is like _____.
- In 1917, people moved to Queens because there _____.
- People came to New York because they wanted to find _____.
- Tomas Garcia worked hard, started saving and _____.
- The people in Tomas's bakery are from Mexico, _____.

Global skills Culture

4 Work in pairs and discuss the questions.

- Are there any stops on the Number 7 route you'd like to get off at and explore? Why / why not?
- What benefits might there be when different cultures live together?

V Insight Phrasal verbs with get

5 Study the highlighted phrasal verbs in the article. Read the sentences and replace the words in *italics* with the correct form of a phrasal verb.

- The train was crowded when it *arrived at* Flushing station.
- We need to *leave the train at* Corona – that's the next stop.
- We often *escape from* the city at the weekend. It's far too crowded.
- It's difficult to *survive your first year in* a new country, especially if you have to learn a new language!
- Hurry up! *Climb onto* the bus. It's leaving in a minute.
- I have a good *relationship with* my cousin. We have a lot in common.

The International Express

It's 8.15 in the morning and Manuela Garcia is on her way to college in New York City. She's sitting on the Number 7 train and she's doing her homework, but she hasn't got much space. Two Chinese women are sitting next to her – they're laughing and chatting in Cantonese. A young man is on the other side – he's eating some tacos. Then an old woman **gets on** the train and sits down nearby – she's wearing a sari and she's reading a book in Hindi. At Jackson Heights, the old woman **gets off**. It's raining outside and Manuela can see Indian and Pakistani shops in the street below.

Welcome to the International Express, the most international train journey in the world. Every day, some of New York's three million immigrants take the Number 7 train from Queens to Manhattan and each stop is like a different country. Get off at Flushing station and experience China, go to Corona and you're in Mexico; the next stop is India at Jackson Heights. Many immigrants are from Latin America, Eastern Europe, Africa or Asia. If you listen carefully, you can hear more than 100 different languages.

So why is this train so popular? 100 years ago, most immigrants lived in Manhattan, but by 1910 Manhattan was overcrowded and life was very difficult. Then, in 1917, things improved, thanks to a new train to a suburb called Queens. Immigrants moved out of the city because there was more space in Queens, but they could still **get to** work in Manhattan.

These first immigrants came to New York to escape poverty and war, and to have a better life. Today, people come for similar reasons. Manuela Garcia's father, Tomas, came from Mexico in 1986 and sold tacos from a small food stall next to Corona station. Tomas **got through** hard times, saved his money and bought a bakery. Today the jukebox there plays Mexican songs and a satellite TV shows Mexican TV programmes. 'We're proud of our culture, but the bakery is not just for Mexicans,' says Tomas. 'We have Polish and Turkish customers, too. We all **get on with** each other.'

The train speeds past LaGuardia airport as the rain stops and the sun comes out. Manuela looks out of the window and watches the planes take off. People are **getting away** to experience the world. Manuela smiles. She doesn't need to go to faraway countries – the world is right there on the Number 7 train.

10

[illegible]



FAST FACTS

New York City population: about 8.4 million
Number of immigrants: over 3.1 million

Grammar Articles

6 Find examples of *a*, *an* and *the* in the text. What type of word follows an article?

Grammar Insight

7 Match sentences 1–6 to rules a–f. Then find more examples in the article.

- I got on a train at Queens.
- I got on a train at Queens. The train went to Manhattan.
- It was the Number 7 train.
- There are 8.2 million people in New York.
- Immigrants come from many different countries.
- Tomas Garcia is a baker. He's also an immigrant.

We use *a* / *an* when:

- we talk about something or someone for the first time.
- we say what someone's job is, or when we describe what someone or something is.

We use *the* when:

- we talk about a person or thing that was mentioned before.
- there is only one person or thing.

We use *no* article when:

- we talk about something in general.
- we use names of people, continents, countries or cities.

Further reference and practice > Workbook > page 85

8 Read the text and choose *a* / *an*, *the* or – (= no article).

Ellis Island is ¹an / the island in ²the / – New York Harbour. It's ³the / a tiny place, but between 1892 and 1954, more than 12 million people arrived at ⁴a / the island.

⁵The / – people were immigrants and they came to the United States from all over ⁶the / – world. 15-year-old Annie Moore and her two younger brothers, Anthony and Phillip, were the first immigrants to go there on 1 January 1892. ⁷– / The children were from Ireland and, after ⁸a / – long journey across ⁹the / – Atlantic Ocean, they all hoped for ¹⁰the / a better future.

Today, ¹¹the / – visitors come to Ellis Island to learn about ¹²the / a history of America and find out about their families. Over 40% of all US citizens have ancestors who first arrived in America at ¹³the / – island!

9 TASK Complete the questions with *a* / *an*, *the* or – (= no article). Then work in pairs and answer the questions.

- Do you enjoy _____ holidays abroad?
- Are you interested in _____ other cultures?
- Have you got _____ penfriend in another country?
- Do you think it's difficult to live in _____ new place?
- What do you think are _____ difficulties?
- Is immigration _____ important issue in your country? Why / why not?

Assess your progress Workbook page 11

Watch the video Welcome refugees online 11

Culture videos provide further input in an engaging and relevant topic

Reading

1 Read Benjamin's blog and quickly. How is school in South Korea different to or different from school in your country?

School life in South Korea

Benjamin

Dear friends,

Well, it's time to go home now. I've been in South Korea for about a month now. I'm having a great time, but I miss my friends and family back home. I'm going to write a blog about my experience here.

First, let's talk about school. In South Korea, school starts at 8 a.m. and ends at 3 p.m. It's very different from what I'm used to at home. The teachers are very strict, and the students are very hardworking. I like the discipline, but I miss the more relaxed atmosphere at home.

One of the things I like about South Korea is the food. It's so delicious! I've tried so many different dishes, and I love them all. I'm going to try to cook some of the recipes when I get home.

I'm also enjoying the culture. The people are very friendly, and I've made some great friends here. I'm looking forward to coming back home soon.

That's all for now. I'll be back soon with more photos and stories.

Benjamin

2 Read the blog and again and put a ✓ or ✗ in the box.

3 Study the highlighted phrasal verbs in the blog. Then match them to definitions 1–6.

4 Complete Benjamin's email to his parents with phrasal verbs from exercise 3. Use a different verb in each gap.

5 Complete Benjamin's email to his parents with phrasal verbs from exercise 3. Use a different verb in each gap.

6 Think: imagine that you have a friend in another country. Write a letter to your friend. Tell them about your school.

Additional reading texts and practice activities in the Workbook

1E Writing An informal email

Planning for writing

1 Read the website extract. Would you like to go on an exchange programme?

Are you on an exchange with Changing Places? Tell us about it!

Every year, thousands of school students around the world go on Changing Places exchange programmes. We hope you are having an amazing time and we want everyone to hear about it. Send us an email describing your exchange experience. Click [here](#) to contact us.



Strategy Preparing to write

Before you write, think carefully about the task.

- What are you writing? Make sure you know what kind of text you have to write.
- Why are you writing? What is the purpose of your text?
- Who are you writing for? Who will read your text and what do they want to know?
- What information do you want to include?

2 Read the strategy and answer the questions.

- 1 What kind of text do Changing Places want students to write?
- 2 What is the purpose of writing it?
- 3 Who do you think will read it?
- 4 Which topics would the readers want to know about?

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

- 1 Where is Connor from? Where is he staying?
- 2 Does he like his host family?
- 3 Which things are similar to his life at home? Which are different?
- 4 What activities is he doing today?
- 5 What does he think of the Changing Places programme?

Writing Insight Similarities and differences

4 Study the highlighted words and phrases in the model email. Add one more word or phrase to each language box.

5 Make sentences using the words in brackets.

- 1 Toni and I both like English / likes sport (neither of us)
Toni and I both like English and neither of us likes sport.
- 2 the food in Brazil / other South American food (similar to)
- 3 the subjects in school / the subjects we study in England (the same as)
- 4 the weather in Brazil / the weather in England (different from)
- 5 my home town is quite small / the big city of São Paulo (nothing like)
- 6 everyone eats dinner very early / my family (unlike)

6 What is the purpose of each paragraph in the model email? Complete the organization boxes with the headings. Which two paragraphs could go in a different order?

■ Differences ■ Introduction ■ Plans and opinions ■ Similarities

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

LEARNING OBJECTIVES

Write an informal email

Use phrases to describe similarities and differences

1E

1

Start by saying who you are. Say where you are staying and describe the host family.

2

Describe the things that are the same between where you are staying and where you come from.

3

Describe the things that are different between where you are staying and where you come from.

4

Say what your plans are for today / the weekend and give your opinion about the Changing Places programme.

Hi Changing Places,

My name's Connor. I'm from Cork in Ireland, and I'm on an exchange programme in Barcelona. I'm having a great time! My host family is lovely and their son, Felipe, is a **really** nice guy. We have a lot in common: we **both** love football and **neither** of us likes maths!

A lot of things here are **similar to** Ireland. School starts at **more or less** the same time and the subjects are **just like** the subjects I study at home. The teachers are **the same as** teachers in Ireland, too – some are **OK** and some aren't. But I don't feel homesick because everyone's **really** friendly.

Other things are different from home. It's warm and sunny all the time – **nothing like** Ireland, where it often rains in summer! **Unlike** at home, we always eat dinner late, at 9.00, and we eat delicious Spanish food. Of course, the language isn't the same. I'm sometimes a **bit** embarrassed about my terrible Spanish, but Felipe helps me.

It's Saturday today, so I'm not going to school. I'm going to the beach with Felipe, then I'm watching Barcelona FC play at Camp Nou stadium – that's **kind of** cool. I think Changing Places is a great way to see the world, make new friends and learn a new language!

Thanks,

Connor

Talking about similarities

Use *both/neither, similar to, the same as* and _____ to talk about similarities.

Talking about differences

Use *different from, nothing like, isn't the same* and _____ to talk about differences.

Informal expressions

Use expressions like *a bit, kind of, more or less, OK* and _____ to sound more informal.

Contractions

Use contractions like *'m, 's, aren't*, and _____ to make your writing less formal.

Writing your email

Imagine you are a student on a school exchange programme with Changing Places. You are staying with a family and going to school in a different country. Write an informal email describing your exchange experience. Include information about the similarities and differences between the experience and your life at home.

PLAN Read the task and check you understand it. Then read the strategy on page 12 again.

Think of ideas for what to include in your email. Decide:

which country and city you are visiting,

the family you are staying with,

what information to include – choose at least four of the topics below and make notes about the similarities and differences.

everyday routines ■ free-time activities ■ school life

the food ■ the language ■ the people ■ the weather

Create a plan for your email. Plan to write four paragraphs and decide what information to include in each one.

Think about the language you will use to:

describe similarities and differences.

make your email sound informal.

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

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

Have you:

organized your email into four paragraphs?

included all the information asked for in the task?

used a variety of words and phrases to describe similarities and differences?

used the correct informal phrases?

checked your spelling, grammar and punctuation?

Assess your progress

Workbook page 11

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

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

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

Writing an informal email

1 Read Peggy's email to Peggy and choose the correct answers.

1 What is Peggy writing to?

her friend

her mother

her teacher

2 What is the purpose of the email?

to tell her about her trip

to tell her about her school

to tell her about her family

3 What does the word 'similar' mean in the email?

different

the same

the opposite

4 What does the word 'neither' mean in the email?

both

neither

neither

2 Read Peggy's email and answer the questions. Write 1 (True) or 2 (False).

1 Which person is writing the email?

Connor

Peggy

2 Which person is the email written to?

Connor

Peggy

3 Which person is the email written from?

Connor

Peggy

4 Which person is the email written about?

Connor

Peggy

3 Read Peggy's email and answer the questions. Write 1 (True) or 2 (False).

1 Which person is writing the email?

Connor

Peggy

2 Which person is the email written to?

Connor

Peggy

3 Which person is the email written from?

Connor

Peggy

4 Which person is the email written about?

Connor

Peggy

Unit walkthrough 21

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.

1 I'm _____ on football. I'm in the school team.
2 They're _____ of their son. He's at Oxford University.
3 Do you get _____ about going to rock concerts?
4 Are you _____ about the exam tomorrow?
5 Emma is _____ of making her little sister cry.

Marks _____ / 5

2 Match the words in A to the words in B to make compound nouns. Then complete the sentences.

A a bus a car a credit a parking a shopping
B a card a keys a list a ticket (x2)

1 You can buy a _____ from the driver.
2 You can pay in cash or by _____.
3 We'll have to wait if you can't find the _____.
4 Do you write a _____ before you go to the supermarket to buy food?
5 You'll get a _____ if you leave your car there.

Marks _____ / 5

3 Complete the text with the correct form of make or do.

One family, six continents, twelve good deeds

Jackson Lewis came home one day last year and asked his father, "Why aren't we doing more to _____ a difference in the world?" His father's answer was to take Jackson and his brother on a trip to _____ good in the world. Right now, they're on a journey through 12 different countries. In every place they visit, they _____ their best to help people in need. Sometimes they look after children, sometimes they _____ meals and sometimes they teach English. Wherever they go, they _____ friends with a lot of different people.

Marks _____ / 5

4 Complete the sentences with one word in each space.

1 We went by taxi, so we got _____ the station on time.
2 I'm really stressed and I need to get _____, so I'm going on holiday next week.
3 She got _____ the train and walked home.
4 It's going to be difficult to get _____ tomorrow - I've got exams all day.
5 She paid the driver when she got _____ the bus.

Marks _____ / 5

Grammar

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

Profile: Volunteer Asia

22-year-old Ben Greenberg is working for Volunteer Asia for a month. _____ (he / help) to look after old and sick animals at an elephant camp in Thailand. We asked him about the project.

What _____ (you / do) every day?
I _____ (get up) very early to give the elephants breakfast. _____ (elephants / need) a lot of food, so this can take quite a long time.

How much food _____ (an elephant / eat)?
Elephants eat at least 100 kg a day. But _____ (one elephant / not have) all that for breakfast! Our elephants have three meals a day. _____ (they / eat) lunch at the moment.

_____ (the elephants / go out) today?
Yes, _____ (we / take) them to the river this afternoon. _____ (it / get) very hot after lunch and _____ (they / love) playing in the water.

Marks _____ / 11

6 Complete the text with a / an, the or - (no article).

_____ New York City is located at the mouth of _____ Hudson River on _____ east coast of _____ USA. But there was a time when _____ city did not exist. The Italian explorer Da Verrazzano was the first European to visit the area, but it was _____ Englishman who first landed there. Henry Hudson was _____ English sailor, but he was working for _____ Dutch East India Company at the time. He brought _____ animal skins from the Native Americans there and he took _____ skins back to Holland. Soon after that, the Dutch built _____ town in the area. They called it New Amsterdam. In 1664, the British took _____ town and gave it _____ new name: New York. Since then, _____ town has become one of the most important cities in the world.

Marks _____ / 14
Total _____ / 45

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 Objective	Mark
Lesson 1A	I can scan a text to find specific information.	
	I can use adjectives + prepositions to talk about feelings.	
	I can combine words to make compound nouns.	
	How can I improve?	
Lesson 1B	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 opinions and main points in a radio interview.	
	I can use collocations with make and do.	
	I can ask for personal information and respond appropriately.	
	How can I improve?	
Lesson 1D	I can find and understand relevant information in an article.	
	I can understand and use phrasal verbs with get.	
	I can use articles before nouns.	
	How can I improve?	
Lesson 1E	I can write an informal email.	
	I can use phrases to describe similarities and differences.	
		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 **2.7** Listen to four people talking about places they visited. Match speakers 1-4 to sentences a-e. There is one sentence that you do not need.

- a Many people didn't know this place existed until the beginning of the 20th century.
- b There are some unanswered questions connected to this place.
- c This place was the site of the last battle fought by its ancient rulers.
- d This place changed experts' beliefs about the past.
- e This place shows how much the builders knew about science at the time.

Speaking

2 Work in pairs. You are sightseeing on holiday when you see a person from your hotel. Follow these steps to prepare a dialogue.

- 1 Attract their attention and explain how you know them.
- 2 Find out how long they are staying at the hotel.
- 3 Ask about the activities they are doing on holiday.
- 4 Find something you both enjoy doing.

Reading

3 Read the travel blog and choose the correct answers.

- 1 The writer doesn't usually like visiting famous historic places because
 - a he thinks they're boring and often difficult to get to.
 - b there are too many people and you don't see anything new.
 - c there are too many books telling you that you have to visit them.
 - d they don't look as good in real life as in photos.
- 2 What surprised the writer most about Petra?
 - a A film they like was made there.
 - b The age of the buildings.
 - c We don't know much about the people who built it.
 - d It was much larger than he expected.
- 3 What does the writer suggest about the Nabataeans?
 - a We don't know when they lived in Petra.
 - b They were the only people who lived in Petra.
 - c They made a lot of money from buying and selling.
 - d They arrived after Petra was built.
- 4 What was Petra like when the writer visited?
 - a dry and quiet
 - b cold and deserted
 - c hot and crowded
 - d rainy and quiet
- 5 Why was the writer interested in what Sami said?
 - a They both loved the same film.
 - b Sami described the sounds, smells and tastes of the city in the past.
 - c Sami was from Petra and knew interesting things about it.
 - d Sami was in the Indiana Jones film in the 1980s.

Home About Destinations Gallery Blog

I was wrong. Petra is amazing!

I love travelling, but I'm not usually interested in visiting famous historic sights - you know, places like Stonehenge or the Taj Mahal. You see a lot of articles saying, 'You must see these places before you die!' But when you get there, it's so crowded and everyone is just taking selfies. You look at the place and it looks just like all the pictures. It's not very exciting because you already know what it looks like.

So when I went to Jordan last week, I wasn't very excited about visiting the ancient city of Petra. OK, I was a little bit interested because it's in Indiana Jones and the Last Crusade, which is one of my favourite 1980s films. But still, there isn't much to see, right? Well, that's what I thought, but I was very wrong!

Firstly, it's really big! The famous buildings you see in the photos are only a small part of it. Around 30,000 people lived there 2,000 years ago. Even if you walk around it for two days, you still won't see everything. The buildings, which are cut out of beautiful pink rock, are amazing. They were built by the Nabataeans. We don't know much about them, but we know that they were good at business and became very rich. That's how they made such incredible buildings in the desert.

Although Petra is a very popular tourist attraction, it wasn't crowded when I visited because it was winter. The weather was nice - not hot or cold, and not rainy either. Because it's so big, some parts of it were completely deserted. So I pretended I was the first person to see them for hundreds of years! I closed my eyes and tried to imagine it as a living city - the sounds, the smells and even the tastes. When I opened my eyes, a man was smiling at me, and we started talking. He was called Sami, and he grew up in Petra. He told me some fascinating stories about its history, and also about the time when Indiana Jones was filmed there. He and his friends weren't happy because they couldn't play there anymore!

So that's Petra: incredible ancient city, '80s film set and the best playground in the world!



Grammar and vocabulary

Captain Cook

In 1769, while he was '.....' the ocean, the famous British explorer Captain James Cook '.....' a secret letter from the British government and read the instructions. Cook was excited '.....' the letter because it told him to '.....' a journey across the South Pacific Ocean to find the unexplored continent of Terra Australis.

When Cook reached the islands of what is now New Zealand, he travelled '.....' the coast to make maps of the new islands. He also recorded a lot '.....' information about the island's plants, animals and native people, the Māori. Then, in April 1770, he sailed west to the south-east coast of Australia. As his ship '.....' along the coast, Cook gave names to the strange new places.

One day, when his men '.....' off the ship at a beautiful bay, they found many '.....' animals and plants, so Cook called the place Botany Bay. And while they '.....' repairing the ship near a river, Cook named the river after his ship, the *Endeavour*.

Today, the Endeavour River reaches the Australian coast at a town called Cooktown, which is named after the explorer himself.

4 Read the text and choose the correct answers.

1 a sail	b sailed	c sailing
2 a opens	b opening	c opened
3 a in	b about	c of
4 a make	b do	c get
5 a across	b along	c around
6 a of	b on	c at
7 a travels	b travelled	c travelling
8 a made	b got	c did
9 a bring	b polite	c fascinating
10 a are	b was	c were

Writing

5 Imagine you visited one of the places below last month, but don't choose a place you've been to before. Find out about it online and write a travel blog to describe your visit. Include this information:

- Chichen Itza, Mexico ■ Easter Island, Pacific Ocean
- Machu Picchu, Peru ■ the Colosseum, Rome, Italy
- the Great Wall of China ■ the Taj Mahal, India

- if you usually enjoy visiting historic places.
- where you went and how you got there.
- what was interesting about it.
- your overall opinion of the place.

30 Literature Insight 1 Workbook page 104

Exam Insight 1 Workbook page 114 31

Unit walkthrough 23

1 **WHAT DO YOU THINK?** What does it mean to be a 'global citizen'?

2 Read the article. Does it include any of your ideas from exercise 1?

In the 21st century, people around the world are all connected – by technology, by economic and political relationships and by the climate change crisis. That's why we all need to become global citizens. But what exactly is a global citizen?

1 try to understand global issues.

Global citizens make an effort to ask questions and learn about global events, even when they're happening very far away. We can't solve all of the world's problems, but we can take responsibility for our actions and their possible consequences.

What can I do?

- ➊ Follow the news. Spend some time every day reading, watching or listening to the news. Choose good-quality news sources – if possible, more than one.
- ➋ Consider the effects of your actions. For example, what kinds of companies do you give your money to? How ethical are they? How can you find out?

2 want to create a fair society.

Global citizens want to live in a world where all people are treated equally and have the same rights and opportunities. They try to understand the causes of poverty and inequality and they aren't afraid to **speak out** against prejudice and discrimination.

What can I do?

- ☹ Understand the issues. Social issues are complicated and take lots of different forms. You can find lots of information online to help you understand how they affect different people in different ways.
- ☹ Don't accept prejudice. Speak out, but do it in a safe, sensible way – don't put yourself or other people in danger. For example, talk to someone at school.

3 respect and value differences.

Global citizens understand that people are different and celebrate those differences. They try to see the world through other people's eyes and imagine how they might feel. They're curious about different cultures, ideas and ways of life, including their own.

What can I do?

- Talk to different people.** Do you always hang out with friends who are similar to you? Try talking to people who are older or younger than you, or from other countries or cultures.
- Practise active listening.** The next time you talk to someone, make an effort to really listen and understand that person's thoughts and feelings.

4 consider the environment.

Global citizens think about the effects of their actions on the planet and do their best to live in sustainable, environmentally friendly ways.

What can I do?

- ☹️ Avoid waste. Don't buy more food than you can eat or clothes that you aren't going to wear. Only use the water and electricity that you really need.
- ☹️ Think about your everyday life. What simple changes can you make? Can you carry a reusable water bottle, eat less meat or walk more often?

5 contribute to the community - both local and global.

Global citizens believe that small actions can make a difference. They take part in projects that help to create a better world, by contributing to their local community or supporting international causes.

What can I do?

- ☹ Volunteer your time. Find out about local community projects. How can you take part? Volunteering doesn't only help the community – it's also a great way to meet people and learn new skills.
- ☹ Help to **raise money**. Can you and your friends do something to raise money for projects and organizations that you believe in?

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

[illegible]

3 In what ways are these people global citizens? Match the comments (A-E) to the ideas (1-5) in the article. Sometimes more than one answer is possible.



A I try to only buy clothes from companies that treat their workers well and pay them fairly. I think it's better to buy fewer clothes and maybe spend more on them. Fast fashion is bad for the planet anyway.



B I try to read or watch the news regularly. Some of the issues are very complicated and I don't understand everything, but I think it's really important to know what's happening in the world.



C I help to run an after-school club in a local primary school, teaching children to code and create their own websites. At the moment, I'm trying to encourage more girls to join. I think it's important that there are more women working in the tech industry in the future.



D I'm learning Mandarin Chinese and I've got a penfriend who lives in Shanghai. We message each other every week. Our lives are different in some ways, but similar in others. We both love sport, although he plays tennis and I like football.



E At the weekend, I volunteer at the local community centre. I really enjoy it because I meet all kinds of people – of different ages, with different jobs, from different cultural backgrounds. I've learned so much from talking to them.

4 Work in pairs and discuss the questions.

- 1 In what other ways can you be a global citizen? Can you add three more ideas to the article?
- 2 What do you already do in your everyday life to be a global citizen? Can you find three things that you both do?
- 3 What could you do more often to become a better global citizen? Write down three things. Then compare your ideas with your partner.

5 Study the highlighted phrases in the article. Complete Maya's diary entry with the correct verbs.

1 January

This year, I will:

- 1 _____ an effort to read the news every day.
- 2 _____ money for animals by organizing an event.
- 3 _____ part in a local project.
- 4 _____ a difference to the community.
- 5 _____ more responsibility for the things I buy and use.
- 6 _____ out against inequality and prejudice.

6 Read the checklist. Then choose a social or environmental issue that you think is important and answer the questions.

Being a GLOBAL CITIZEN

- 1 **Think.** Why is this issue important? Who or what does it affect? How?
- 2 **Learn.** Where can you find more information about this issue? Why is it complicated?
- 3 **Open your mind.** What might different people think and feel about this issue? Why?
- 4 **Explore solutions.** What are people and organizations doing to try to solve the problem?
- 5 **Take action.** What can you do to make a difference?

7 **PROJECT** Work in groups. Find out about an issue or problem that affects people or the environment in other parts of the world. Prepare a presentation for the rest of the class, answering the questions below.

- Why is this issue important? Who or what does it affect?
- What are some different points of view on the issue?
- How are people and organizations trying to solve the problem or improve the situation?
- Can people in your country make a difference? If so, how?

Assess your progress Workbook page 124

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

Video Being a global citizen



Watch the video to find out what Ruaridh, Valentina, Harry and Gracie are doing to increase their global awareness and how they are becoming global citizens.

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]

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Unit map

Grammar

Present simple and present continuous page 6
Articles page 11

Vocabulary

Adjectives + prepositions: feelings page 5
Compound nouns: everyday objects page 5
Collocations with *make* and *do* page 8
Phrasal verbs with *get* page 10
Similarities and differences page 12

Skills

Reading: Climate change superstar page 4
Reading: A day in the life of a volunteer page 6
Listening: Couch surfers page 8
Speaking: Asking for personal information page 9
Speaking: Showing interest page 9
Reading: The International Express page 10
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Strategies

Reading: Scanning for specific information page 4
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Global skills

Being a global citizen page 16

Review

Review 1 page 14
Vocabulary extra 1 page 15

Video

Online video: Welcome refugees
Global Skills video: Being a global citizen

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

Learning objectives

Scan a text to find specific information
Use adjectives + prepositions to talk about feelings
Combine words to make compound nouns

Materials

Workbook page 4
Communication worksheet 1A: Vocabulary
Vocabulary Strategies worksheet 1: Using a dictionary: parts of speech

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 5. See page 10 for more ideas.

Exercise 1

- Check students understand and can pronounce: *climate change* (n), *environment* (n). Ask if students recognize the person in the photos and what they know about her.

Exercise 2

- Students can discuss their answers in pairs or small groups before whole-class feedback.
- Ask if students have changed their behaviour in any way to make a difference.

ANSWERS

- 1 She protested about climate change.
- 2 She didn't go to school on Fridays. She went to the parliament building in Stockholm to protest.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students scan the text for the specific information required, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy together. Give two or three situations where it is appropriate to scan rather than read a text, e.g. looking for a name on a list, looking at a bus timetable for a time and destination, looking at instructions on food packaging to see how long something needs to be cooked. Elicit some more examples.
- Before students scan the article, ask them to underline key words in the sentences, e.g. 1 *got up / Fridays*; 2 *first protest / city*; 3 *school strike / began*; 4 *million*; 5 *people who supported / different countries*; 6 *first heard*; 7 *prize*.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

- 1 6 a.m.
- 2 Stockholm
- 3 2018
- 4 over three
- 5 169
- 6 eight
- 7 Nobel (peace)

Exercise 4

- Check students understand and can pronounce: *concerned* (adj), *persuade* (v), *determination* (n).
- Remind students to look for key words in the sentences that will help them identify the right part of the text to look for the answer.
- Ask them to underline the part of the text that gives them 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 She cycled to the parliament building every Friday.
- 2 People shared a photo of her protest and the hashtag #FridaysforFuture.
- 3 She didn't believe climate change was true.
- 4 Because she was worried about climate change.
- 5 She realized she could do something about climate change.
- 6 She persuaded her mother to stop flying and her family to stop eating meat, buy an electric car and use bikes and buses for travel.
- 7 They admire her determination.
- 8 Because they think she is too young to know much about climate change.

Exercise 5

- 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.

Culture note: Climate change activists

Greta Thunberg has used the media to great effect in getting her message across. There are several videos, a Ted talk and interviews with world leaders and activists available online. Among the most influential are the *I am Greta* and *A Year to Change the World* BBC videos and the Financial Times interview in March 2021 where Greta demanded we *treat climate change like a real crisis*. She has also talked online with famous activists and conservationists, e.g. George Monbiot and Sir David Attenborough.

Other young activists from across the world have spoken out and organized events to highlight climate change and its effects. These include **Leah Namugerawa** in Uganda, **Artemisa Yakriabá** in Brazil and **Ridhima Pandey** in India. There are now a number of podcasts dedicated to fighting climate change around the world.

V Insight Adjectives + prepositions: feelings

After an adjective and preposition, we need a noun or a verb + *-ing*:

He's good at sport. He's bad at playing football.

There are no rules about which preposition follows an adjective. It is, therefore, important that students record and learn the complete collocation rather than just the adjective. Encourage them to pay particular attention to adjective + preposition combinations that are different in their language.

If you are *keen on* something, you are very interested and excited about it. We often use *keen on* to talk about hobbies, sports and interests: *She's keen on horse riding.*

It is often used in the negative: *They're not keen on spicy food.*

If you are *fed up* with something, you are bored or unhappy, especially with a situation that has continued for too long: *Sam's fed up with this bad weather.*

Exercise 6

- Give a time limit of a minute to make sure students scan rather than read. Check answers as a class and practise the pronunciation of *afraid*, *anxious* and *ashamed*.
- Check the meaning of the words by giving a definition or acting a word out and eliciting its meaning, e.g. put your head in your hands and sigh deeply to elicit *fed up*. You could also show students a picture depicting *fed up*.
- While students ask and answer the questions in pairs, circulate and monitor, noting any errors related to the use of adjectives and prepositions for a short feedback session at the end of the activity.

ANSWERS

- 1 in 2 on 3 of 4 about 5 of 6 with
7 of 8 about

V Insight Compound nouns: everyday objects

A compound noun is made up of two or more words. Some compound words are written as one word, e.g. *keyboard*, *laptop*, and some are written as two words, e.g. *bus ticket*, *credit card*.

The stress is usually on the first word, e.g. *shopping list*, *computer game*, but occasionally it is on the second, e.g. *mobile phone*.

Encourage students to check the spelling and pronunciation of compound nouns in a dictionary.

Exercise 7

- Read through the definition of a compound noun together.
- After finding the nouns in the article, students could check in pairs before whole-class feedback.
- Model and drill the pronunciation. Ask students to listen and work out where the stress is on most of the compound words (*the first word*). Ask them to find the one exception where the stress is on the second word, (*mobile phone*).

ANSWERS

- 1 mobile phone 2 laptop 3 keyboard
4 shopping list 5 bus ticket 6 ID card

Exercise 8

- Refer students to a dictionary to check whether the words they have made are written as one word or two. Point out the difference between a *programme* and a *program*. Ask: *What is a computer program?* (a set of instructions (written in code) that control the operations or functions of a computer, e.g. Microsoft Word, Google Chrome, Skype).

- Ask **fast finishers** to think of as many other common compound nouns (e.g. *homework, text book, football*) as they can in one minute. The winner is the student who thinks of the most. If there is time, have a whole-class feedback to share answers.

ANSWERS

computer game, computer program, parking ticket, credit card, shopping centre, shopping bag, concert ticket, birthday card, key ring, car keys

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. language: accurate use of compound nouns, or communicative achievement: expressing ideas about how the changes they make could help stop climate change clearly, or both. 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 phase. See page 10 for more ideas.

- Write two columns *What? How?* on the board as prompts. Circulate and monitor, helping students with vocabulary and ideas where necessary.
- Ask a student from each group to report back their ideas to the class.

POSSIBLE ANSWERS

stop eating meat, travel by bike or public transport, use less water, buy second-hand clothes, write to politicians, start a blog about climate change, reduce flying, use an electric car, recycle, use reusable products, etc.

Further practice

Vocabulary Strategies worksheet 1: Using a dictionary: parts of speech

Communication worksheet 1A: Vocabulary

Vocabulary extra: Routines SB page 15

Exercise 1

go out; make a drink / breakfast; have a drink / breakfast; brush your teeth; get ready; take the bus; comb your hair; check your phone; have a sandwich; get home

Exercise 2

1 makes 2 gets 3 brushes 4 combs 5 checks
6 goes 7 takes 8 has 9 has 10 gets

Exercise 3

1 take the bus 2 check your phone 3 have a sandwich
4 get home 5 have a drink 6 get ready 7 comb your hair
8 go out 9 brush your teeth 10 make breakfast

Exercise 4

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 ask them to do the exercises, 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, e.g. listen to songs in English, watch TV or videos in English, listen to podcasts in English or have times when they speak English outside the classroom.

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. the environment / climate change; or grammatically, e.g. adjectives / verbs. Encourage them to note useful information – *Is it a noun, verb, adjective? How is it 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.

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

Learning objectives

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

Pronunciation Insight worksheet 1: Present simple -s endings

AfL: Learning intentions

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

Grammar

Exercise 1

- Students discuss the questions in small groups, giving any examples of volunteering at home or abroad they know of.
- Ask: *Is it difficult to volunteer in other countries? Why?*

AfL: Diagnostics

While monitoring exercise 2, 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 2

- Check students understand and can pronounce: *village* (n), *bored* (adj), *water system* (n), *festival* (n).
- Give students time to read the interview and answer the questions. 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

1

Nepal: an amazing place

The people: friendly; they seem happy

The work: hard

The weather: quite hot (in the daytime)

Learning Nepali: very difficult

2

In the mornings: gets up at 6.00 a.m. and starts work at 7.00 a.m.

In the afternoons: doesn't usually work, but sometimes teaches English

In the evenings: usually reads or plays games

3

Right now: sitting in his room and trying to keep cool; talking to the interviewer

This afternoon: learning Nepali

Later this week: laying new water pipes tomorrow and

On Thursday; having a day off for a festival on Friday;

planning a trip to Kathmandu at the weekend

Exercise 3

- In groups, students discuss their responses and compare ideas. Ask: *Which country would you like to volunteer in? Why?*

Exercise 4

- After students have done the task, ask them to explain why they chose their answers.

ANSWERS

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

Further reference and practice

Workbook pages 84-85

1 1 goes 2 flies 3 washes 4 live 5 Does
6 doesn't

2 1 I don't usually have breakfast.
2 Does your brother buy a new car every year?
3 We never go to bed before eleven o'clock.
4 Paula is often late for class.
5 We sometimes have our lunch at home.
6 Simon's parents always watch TV in the evening.
7 They rarely have lessons in the afternoon.
8 Do you often go to the cinema?

3 1 's snowing
2 'm not doing
3 are trying
4 Are (you) writing

5 aren't opening

6 are (we) leaving

4 1 Are (you) getting 2 's making 3 'm brushing

4 aren't organizing 5 's doing 6 are playing

5 1 'm looking

2 's getting

3 chat

4 Are (Sally and Naomi) coming

5 don't have

6 need

7 're meeting

8 Do you prefer

Language note: State verbs

Help students to understand what a state verb is by explaining that it means a 'non-action' verb. Say a number of verbs, some state verbs (e.g. thoughts and opinions: *know*, *understand*; feelings and emotions: *like*, *want*; senses and perceptions: *hear*, *see*) and some action verbs, and ask students to identify whether they are state or action verbs. Students will eventually develop an instinctive recognition of what is a state verb and what is not. Meanwhile, encourage them to learn a list of state verbs.

In recent years, how people use state verbs has changed in the UK. It started with the McDonalds ad slogan in 2003 (*I'm lovin' it*), which sounded very strange to British people. It is now relatively common to hear people say *I'm liking ...*, or *I'm loving ...*. Explain to students that it is usually only these state verbs that people use in the continuous form when they are speaking or on social media.

Exercise 5

- With a **weaker class**, elicit the affirmative, negative and question forms of the present simple and continuous and write them on the board. Highlight the differences, e.g. the use of *do/does* in the present simple, the use of *-s* in the third person singular.
- Students work individually. Check the questions are correctly formed before students answer them. Encourage students to give short answers where possible, e.g. *No*, *he isn't*.
- Check answers as a class. As you go through the answers, ask students which of the uses in exercise 3 each verb represents, e.g. *Are the volunteers working at the moment?* is use *e* (actions happening around now). *Does he always work in the mornings?* is use *a* (routines and habits).

ANSWERS

- 1 What is Dean doing at the moment?
He's sitting in his room and trying to keep cool.
- 2 Does he always work in the mornings?
Yes, he does. (He always starts work at 7.00 a.m.)
- 3 Are the volunteers working at the moment?
No, they aren't (because it's lunchtime).
- 4 What does Dean like about Nepal?
He (really) likes the people.
- 5 Is he studying this afternoon?
Yes, he is. (He's learning Nepali.)
- 6 What are the volunteers doing this weekend?
They're planning a trip to Kathmandu.

Culture note: Volunteering

Voluntourism is a word which has entered the English language in recent years. It describes a growing trend. More and more people are combining leisure and sightseeing with the opportunity to work for a charity.

BUNAC (British Universities North America Club) is an organization which offers a range of programmes for young people from different countries who want to work or volunteer abroad. Popular destinations are the USA, Canada, New Zealand, Ghana, Australia, the UK and China.

Raleigh International is a UK-based charity that organizes volunteer projects in Costa Rica, Nicaragua, Tanzania, Malaysia and India. The projects comprise three parts: adventure, community work and environment work.

Exercise 6

- Essential vocabulary for the text *Voluntourism: abroad* (adv), *survey* (n), *healthcare* (n), *destination* (n), *experience* (n).
- Focus attention on the title and ask students what they think the article is about. Encourage them to break down the word into its component parts: *volunt(eer)* and *tourism*.
- Students complete the exercise on their own or in pairs before whole-class feedback.

ANSWERS

1 take 2 don't stay 3 don't sunbathe 4 help
5 match 6 make 7 don't go 8 don't have
9 build 10 are working 11 's teaching 12 'm flying
13 are arriving 14 want

Exercise 7 1.1

- Essential vocabulary for the podcast: *trail* (n), *rubbish* (n), *turtle* (n).
- Focus attention on the photos. In pairs, students speculate about what is happening in the photos and what kind of projects the people are working on.
- Elicit suggestions from the class, but don't tell students whether they are right or wrong. Play the recording for students to check. With a **weaker class**, pause between the podcasts and correct separately.

Audio script 1.1 page 163

ANSWERS

1 Environment Project, Costa Rica. The people are collecting rubbish.
2 Sea Turtle Project, Mexico. The people are checking turtle eggs on the beach.

Exercise 8 1.1

- Give students time to read through the table to familiarize themselves with the type of information they will be listening out for. Point out that there may be more than one answer for the later parts of the table.
- Students check answers in pairs before whole-class feedback. Make sure students are clear about the information required in each section as they will complete the table in the Task in exercise 9.

ANSWERS

1 Environment Project
2 twenty
3 8.00 a.m. – 2.00 p.m.
4 collecting rubbish

5 Mexico

6 two weeks

7 walking on a wet beach; finding the eggs

8 working with animals; being on the beach

9 having lunch and learning Spanish

Exercise 9

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.

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 phase. See page 10 for ideas.

- Focus students on the projects in the advertisement and choose one to work on. Explain they will be recording a short podcast as volunteers from the project.
- Students complete the information on their project in pairs.
- Students decide whether their podcast is an interview or a monologue. If it is an interview, divide students into interviewers to write the questions, and interviewees to think of answers to these questions. If it is a monologue, students will do half of the podcast each. They need to work out who says what and when.
- Help students with ideas and vocabulary, and check their questions. Allow a few minutes for this stage.
- Allow students to practise the interview once or twice before they record their podcast.
- Circulate and monitor, noting examples of good language as well as errors, which you can use in a feedback session later.
- Divide large classes into groups with three or four pairs, who will present their podcast. Ask students to say which projects were the most interesting, or most useful.

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.

Encourage students to revise what they learned in the lesson and to start noticing how the 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 present 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

Pronunciation Insight worksheet 1: Present simple -s endings

Lesson 1C: Listening, vocabulary and speaking

SB pages 8–9

Learning objectives

Understand opinions and main points in a radio interview

Use collocations with *make* and *do*

Ask for personal information and respond appropriately

Materials

Workbook page 6

Communication worksheet 1C: Speaking

Functional language bank

AfL: Learning intentions

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

Listening and vocabulary

Exercise 1

- As students discuss the questions, circulate and help with vocabulary. Check students understand and can pronounce: *explore* (v), *stay* (v), *cheaply* (adv).
- Ask two or three students to report their partner's answers back to the class.

Culture note: Couch surfing

Couch surfing is the activity of travelling on a low budget, and using social network contacts to get free accommodation. Couch surfers join special social network travel websites and provide as much information about themselves as possible to make others feel comfortable about hosting them or using them as a host.

The term *couch surfing* first appeared in 2004 with the launch of www.couchsurfing.org, a website founded by a traveller from Boston. By 2012, four million couch surfers from 86,000 cities were using the website.

Exercise 2

- Tell students to look at the photo and focus on the definitions. Model and drill the pronunciation of *couch*, *surfer* and *couch surfer*.
- In pairs, students compare their understanding of what a *couch surfer* is before listening to check.

Audio script 1.2

page 163

SUGGESTED ANSWER

Someone who travels cheaply by sleeping on another person's couch for free

AfL: Diagnostics

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

Exercise 3

1.3

- Give students a few moments to read through the questions and answers.
- Play the recording for students to answer the questions. If necessary, play the recording again. Check answers as a class.
- Ask: *Would you like to be a couch surfer? Would you like to welcome a couch surfer to your home?*

Audio script 1.3

page 163

ANSWERS

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

Exercise 4

- In pairs, students discuss the questions. 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 two or three groups to report back to the class.

V Insight Collocations with *make* and *do*

Collocations are words that are often used together. They can be adjective + preposition collocations (e.g. *anxious about*, *keen on*), verb + preposition collocations (e.g. *depend on*, *talk about*) or verb + noun collocations (e.g. *make friends*, *have breakfast*).

There are many collocations with *make* and *do*. As with adjective + preposition collocations, there are few rules to help students decide which verb to choose. Therefore, it is important for them to record and learn complete collocations.

Exercise 5

- Focus on the definition and the collocations in the table. Deal with any vocabulary questions that arise.
- Students do the exercise on their own or in pairs.
- Check understanding of the more challenging collocations by giving definitions or example situations and eliciting the collocation.

ANSWERS

make: friends, a meal, a choice, a difference
do: a sport, your best, good, the housework

Exercise 6

- Students complete the sentences on their own or in pairs before checking answers as a class.

ANSWERS

1 made a meal 2 do me a favour 3 made a mistake
4 make a difference 5 does a sport 6 make a phone call
7 did your best 8 make friends

Vocabulary extra: Free-time activities

SB page 15

Exercise 1

1 hang out with friends 2 learn a language 3 organize a party
4 watch films 5 bake cakes 6 do water sports
7 make jewellery 8 support a team 9 read a novel
10 play video games 11 check out new bands
12 use social networking sites

Exercise 2

1 do water sports 2 support a team 3 play video games 4 learn a language 5 hang out with friends 6 bake cakes 7 organize a party 8 check out new bands 9 read a novel 10 watch films 11 make jewellery 12 use social networking sites

Exercise 3

Students' own answers

Speaking

Exercise 7

- Focus on the photo and ask students to answer the questions in pairs.
- Elicit suggestions for each question.

Exercise 8 1.4

- If necessary, play the recording twice for students to check their answers.
- Check answers as a class.

Audio script 1.4 page 163

ANSWERS

Ella is from Brisbane, Australia. She loves London. Max suggests going to a fun run at the weekend.

Exercise 9 1.4

- Students complete the phrases on their own or in pairs.
- Play the recording for students to check their answers. Then check answers as a class.
- Highlight the following points:
 - Me neither* is a more informal way of saying *Neither do I*.
- *What's it like?* means the same as *What do you think of it?* but is more informal.
- We use *actually* to signal that we are going to say something surprising, e.g. *'What do you think of London?' 'Actually, I love it.'*
- *Are you into running?* means the same as *Do you like running?* but is more informal.

ANSWERS

1 know Carla 2 Where 3 like 4 of London 5 at the weekend 6 into

Exercises 10–11 1.5

- Students complete the dialogue on their own or in pairs.
- Play the recording for students to check their answers.
- 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 163

ANSWERS

10

1 She's my neighbour. 2 I've got one brother. 3 No, he doesn't. 4 play basketball 5 I'm not bad. 6 Me too!

11

Free-time activities: What do you do after school?, Are you good at basketball?

Family and friends: Have you got any brothers or sisters?, Does he go to our school, too?

Exercise 12

- Read through the Global skills box together. Ask students what communication strategies keep a conversation moving (asking follow-up questions and reacting to what you hear) and how they can show interest when talking to people they have just met (expressions, eye contact and body language, etc.).

POSSIBLE ANSWERS

It's important to show interest in what someone is saying so that they know you are engaged and listening. Asking follow-up questions helps the conversation to flow.

Exercise 13

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 using the appropriate phrases asking for personal information and their responses, 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. Highlight successful communication and good examples of the language use to add some positive feedback to the correction phase. See page 10 for ideas.

- Remind students to use the dialogue in exercise 10 as a model and to include language from exercise 9.
- Allow students to practise reading their dialogues aloud and then act them out to 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 dialogue successful? Why / why not?
- 2 Did you ask for personal information and respond 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.

Encourage students to revise what they learned in the lesson and to have a section in their vocabulary notebooks on collocations, starting with *make* and *do*. Tell students that many commonly used verbs are used in collocations, e.g. *come, go, get, have*. Tell students to make a note of any other *make / do* collocations they come across when listening to songs, reading things online, etc. It helps students remember them if they write a sentence using the collocation.

'How can I improve?' suggestion: Find four more *make* and *do* collocations 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

- Find and understand relevant information in an article
- Understand and use phrasal verbs with *get*
- Use articles before nouns

Materials

- Workbook page 7
- Video worksheet 1: Welcome refugees

AfL: Learning intentions

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

Reading and vocabulary

Exercise 1

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

Culture note: New York

The **Number 7** train is actually a subway train in New York City, but most of the line is elevated above the city, giving great views of the city below. Because it travels through so many multicultural neighbourhoods on its nine-kilometre route, it has been nicknamed 'The International Express'. The line was originally built so that people from crowded Manhattan could live in the more spacious suburb of Queens. However, many people then chose to settle along the route of the train.

Queens is now the most diverse borough in the USA. People from approximately 150 countries have settled there.

Exercise 2

- Check students understand: *immigrant* (n), *overcrowded* (adj), *suburb* (n), *poverty* (n), *bakery* (n), *jukebox* (n), *faraway* (adj).
- Focus on the photo and ask: *Where are the people? What do you think the city is like? How are the travellers feeling?*
- When students have answered the questions, ask two or three students to tell the class about their partner's journey to school.
- Ask: *Is Manuela's journey to school more interesting than yours? Why / why not?*

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how easily students can find and understand relevant information in an article, which is one of the learning objectives for this page. See page 10 for more ideas.

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 Student Book page 10. Ask: *What kind of text is it?* (an article); *How can you tell?* (layout, photos, informal language, using real people as examples).

Exercise 3

- Make sure students understand that they need to complete the sentences with exactly three words. Answer the first question together.
- Encourage students to underline key words in the sentence to help them look out for the same or similar words in the text.

ANSWERS

1 going to college 2 a different country 3 was more space 4 a better life 5 bought a bakery 6 Poland and Turkey

Exercise 4

- Students discuss the questions in pairs or groups. If students are short of ideas, feed in ideas about trying different food (*Do you like food from other countries – India, China, South America?*), hearing different languages (*Does it make you want to learn other languages?*), learning about different cultures (*Do you want to visit other countries to find out about people live?*), hearing different music (*Have you heard music from other countries? Do you know of any musicians from other countries?*), playing different sports (*Would you like to play other sports?*) and seeing people dressed in different clothes.
- Have a brief class feedback.

ANSWERS

- Students' own answers
- Possible answers: Benefits could include learning different languages, finding out about different traditions and ways of life, trying new foods and learning to be more tolerant.

V Insight Phrasal verbs with *get*

The verb *get* has many meanings and uses in English, and the dictionary entry for this word is very long. It also forms many phrasal verbs. It is possible to guess the meaning of many of these because it is related to the meaning of the particle, e.g. if you *get on* a train, you step onto a train.

Exercise 5

- If necessary, remind students that a phrasal verb is made up of a verb and one or two particles (a particle is a preposition or an adverb), and that phrasal verbs are very common in English.

- In pairs, students study the highlighted phrasal verbs and try to guess their meaning. Point out that for some, e.g. *get on* and *get off*, this is easy as the meaning is literal, but for others, e.g. *get through* and *get on with*, they will need to use the context to help them.

ANSWERS

1 got to 2 get off 3 get away 4 get through
5 Get on 6 get on with

Grammar

Exercise 6

- Ask students to scan the text quickly to find examples of articles.
- Students compare answers with a partner before whole-class feedback.

POSSIBLE ANSWERS

the morning; the number 7 train; a young man; the other side; an old woman; the train; a sari; a book; the old woman; the International Express; the most international train journey; the world; the Number 7 train; a different country; a hundred years; a new train; a suburb; the city; a better life; the same reasons; a small food stall; a bakery; the bakery; the rain; the sun; the window; the world; the world; the Number 7 train. *A/an/the* are followed by a noun.

Exercise 7

- Explain the task and match the first sentence with a rule as an example.
- Students do the exercise on their own or in pairs before whole-class feedback.

ANSWERS

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

(Examples from the article – possible answers)

- a a sari; a book in Hindi; a suburb; a bakery
- b a young man; an old woman; a different country; a new train; a better life; a small food stall
- c the train; the old woman; the next stop; the city; the bakery
- d the world; the jukebox there; the rain; the sun
- e life; things; Immigrants; poverty; war people; hard times; Mexican songs; Mexican TV programmes
- f Manuela Garcia; Queens; Manhattan; Latin America; Eastern Europe; Africa; Asia; New York; Tomas; Mexico

Further reference and practice Workbook page 85

- 1 1 an 2 the 3 The 4 a 5 an 6 The
- 2 1 It rains a lot in the UK.
- 2 When was the last time you saw Aunt Carla?
- 3 It's been very wet recently. The rain is damaging the flowers in our garden.
- 4 We're spending some time in France. We're staying in an apartment near the river Seine.
- 5 We got to the airport very early, and had to wait a long time for the flight.
- 6 You can't eat in here. Look at the signs on the walls.
- 7 The dog looked very thirsty, so we went to look for water.
- 8 Don't ever look directly at the sun.

Exercise 8

- Focus on the text. Ask: *What do you know about Ellis Island? Why is it famous?*
- 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 an 2 – 3 a 4 the 5 The 6 the 7 The 8 a
9 the 10 a 11 – 12 the 13 the

Exercise 9

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 articles 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 – 2 – 3 a 4 a 5 the 6 an

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

Encourage students to revise what they learned in the lesson and to record the phrasal verbs in sentences so they remember how to use them. Remind them that all these phrasal verbs with *get* are related to travel and that learning topic-related phrasal verbs can be an easier way to remember them.

The use of articles can be a tricky area for students. Some languages don't use them at all. It's a good idea for students to make a note of the uses of articles as they come up in English songs, books, articles, podcasts, etc. They could then bring them in and present them in class. 'How can I improve?' suggestions: 1) record phrasal verbs in complete sentences; 2) make a note of people using articles.

Further practice

Video worksheet 1: Welcome refugees

Lesson 1E: Writing An informal email

SB pages 12–13

Learning objectives

Write an informal email

Use phrases to describe similarities and differences

Materials

Workbook page 10

Writing bank

AfL: Learning intentions

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

Planning for writing

Exercise 1

- Focus on the photo and the website. Ask: *Who are the people? Are they friends? Where are they?*
- Students discuss in pairs.

EXTENSION

Write *exchange student* on the board. Elicit its meaning and find out if anyone in the class has been to another country on an exchange programme or had a student from another country stay in their home. Ask: *What are the benefits of going on an exchange programme?* (You learn a language, you find out about another culture, you make new friends, you experience the independence of being away from home, etc.)

Exercise 2

- Read through the strategy together and then ask students to discuss questions 1–4 in pairs.
- Check answers as a class. Highlight the importance of thinking about who will read the letter as this will help students decide whether it should be informal or formal, and how much the reader knows or does not know about the subject.
- Ask students to underline the words in the website extract that tell them what general information to include.

ANSWERS

- an email
- to tell people about their experiences
- Changing Places staff and other students
- Students' own answers

Exercise 3

- Remind students to keep the questions in the strategy in mind as they read.
- Check answers as a class.

ANSWERS

- Cork in Ireland; Barcelona
- Yes, he does.
- Similar: school times, subjects and teachers; Different: the weather, dinner time, the food, the language

- Going to the beach, then going to watch Barcelona FC play
- It's a great way to see the world, make new friends and learn a new language.

Exercise 4

- Students do the exercise on their own or in pairs. Explain that they put language into the boxes in the right column of the email. Tell students the colour of the highlighted language corresponds to the colour of the box, e.g. *both* is orange and goes into the orange box, *Talking about similarities*.
- Check answers as a class, drawing attention to the prepositions that go with each item, e.g. *similar to*, *different from*.

ANSWERS

Talking about similarities: just like

Talking about differences: unlike

Informal expressions: really

Contractions: don't

Language note: Similarities and differences

Highlight the different prepositions: *the same as*, *different from*, *in contrast to*, *similar to*.

Explain that *unlike* is the opposite of *like*. They are both prepositions and are followed by nouns or pronouns. It is also possible in informal English to say *not like*: *He's shy – unlike me / not like me*.

Point out that after *neither of us* the verb is singular: *Neither of us likes maths*.

However, *Neither of us like maths* is an error that even native speakers make!

AfL: Diagnostics: Considering your own ability against exemplars

Example texts can be a useful 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 5

- With a **weaker class**, do the first sentence 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

- The food in Brazil is similar to other South American food.
- The subjects in school are the same as the subjects we study in England.
- The weather in Brazil is different from the weather in England.
- My home town is quite small, nothing like the big city of São Paulo.
- Everyone eats dinner very early, unlike my family.

EXTENSION

In pairs, students ask each other questions (e.g. about their family, their likes and dislikes, the place where they live) to find two things they have in common and one that is different. They then write three sentences, e.g.:

Neither of us has a cat.

We both live in a big city.

Sara is keen on football – unlike me.

Exercise 6

- Students look at the boxes in the column on the left of the email and complete the exercise on their own. Explain that they need to read each paragraph to find out its purpose. Circulate and monitor, helping where necessary.
- Students compare answers with a partner. Ask: *Does it make a difference if you change the order of paragraphs 2 and 3? We usually put what we think is more important first.*

ANSWERS

1 Introduction

2 Similarities

3 Differences

4 Plans and opinions

Paragraphs 2 and 3 could go in a different order.

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; ways of expressing similarities and differences; grammar from the unit – present tenses / articles.

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 phase. See page 10 for ideas.

- Read the task together, making sure students are clear that they have to write an email similar to Connor's model.
- Give students five to ten minutes to complete the Plan stage for their email. Circulate and monitor, helping with language and ideas where necessary. Remind students to write notes, not full sentences.
- When students have written their notes, encourage them to spend a few minutes making sure they have organized them in a logical order. Remind them that each paragraph has a different point.
- Circulate and monitor while students write their emails, encouraging them to use a range of phrases for describing similarities and differences. Remind them to activate the language they learned earlier in the unit (present tenses and adjectives that describe feelings).
- When students have finished, they check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can. Remind them to check how they organized the email paragraphs. Tell them to look at the plan and see if they have included all the information they need.

- Tell students to check the words and phrases they used. Ask: *Have you used a range of phrases to talk about similarities and differences?; Have you used informal phrases to make the email friendly?; Have you used the grammar and vocabulary from the unit correctly?*
- Ask **fast finishers** to swap emails with another student to read and check the Review checklists to help improve their partner's email.

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

With Writing, it can be more useful for students to work out what their mistakes are rather than the teacher telling them. When correcting written work, you could underline the mistake, not correct it, and then get students to work out what the error is. With weaker students, you could write G= grammar, V= Vocabulary, etc. for each mistake. After two or three written tasks, ask students to go through their mistakes/corrections and pick out their most common mistakes, which they can start to work on. 'How can I improve?' suggestion: Make a note of three mistakes you made and write the correct sentences.

Further practice

Writing bank

Review 1

SB page 14

Exercise 1

1 keen 2 proud 3 excited 4 anxious 5 ashamed

Exercise 2

bus ticket, car keys, credit card, parking ticket, shopping list

1 bus ticket 2 credit card 3 car keys 4 shopping list
5 parking ticket

Exercise 3

1 make 2 do 3 do 4 make 5 make

Exercise 4

1 to 2 away 3 off 4 out 5 on

Exercise 5

1 He is helping 2 do you do 3 I get up 4 Elephants need
5 does an elephant eat 6 one elephant doesn't have
7 They're eating 8 Are the elephants going out
9 we're taking 10 It gets 11 they love

Exercise 6

1 – 2 the 3 the 4 the 5 the 6 an 7 an
8 the 9 – 10 the 11 a 12 the 13 a 14 the

Global skills: Being a global citizen

SB pages 16–17

Learning objectives

- Understand what it means to be a global citizen
- Reflect on how to take action to address a social or environmental problem
- Prepare and give a presentation about a global issue

Materials

- Workbook page 124
- Global Skills video worksheet: Being a global citizen

AfL: Learning intentions

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

Exercise 1

- Write *global citizen* on the board and ask students what they think it means. Ask: *What values / knowledge / skills / actions make someone a global citizen?* Then elicit one or two examples from the class.

EXTENSION

Ask students to consider the benefits of being a global citizen. Ask: *How might being a global citizen be good for other people / the planet / you?*

AfL: Diagnostics

While monitoring exercise 2, listen to the ideas students mention. What kinds of issues do they discuss (social, cultural, environmental, etc.)? Listen also for successful or unsuccessful use of relevant language.

Exercise 2

- Check students understand and can pronounce: *ethical* (adj), *prejudice* (n), *discrimination* (n), *sustainable* (adj).
- After students have compared their ideas in pairs or groups, elicit examples from the class. Ask: *Which of your ideas did the article mention?*

Exercise 3

- Before students do the activity, remind them that there is usually more than one possible answer.
- Check answers with the class, asking students to explain how each comment relates to the ideas in the article.

POSSIBLE ANSWERS

A 1, 2, 4 B 1, 2 C 2, 3, 5 D 3 E 3, 5

Exercise 4

- 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 later.

Exercise 5

- Students do the exercise on their own or in pairs.
- With a **stronger class**, ask students to do the activity without looking at the article and then check their answers.
- Ask **fast finishers** to use the vocabulary to write their own sentences describing things they have done or could do to become a global citizen.
- As you check answers, elicit whether the missing verbs form part of a collocation (1–5) or phrasal verb (6) and what these mean. Focus on any dependent prepositions and particles (e.g. *take responsibility for*, *speak out against*).

ANSWERS

1 make 2 raise 3 take 4 make 5 take 6 speak

Exercise 6

- Elicit some examples of social or environmental issues.
- Ask students to choose one of these and answer the questions with that issue in mind.

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a successful presentation would look like. Agree with the students in advance what you and their peers will give feedback on.

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

- Divide students into small groups and ask them to agree on a topic for their presentation.
- Depending on what is appropriate for your class, you may prefer to ask students to either focus on or avoid specific topics, such as the environment or social inequality.
- Ask them to research their chosen topic online, reminding them to use reliable websites and news sources.
- In the next lesson, students watch and give feedback on each other's presentations.

AfL: Assess your progress

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

Direct students to Workbook page 124 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: You could encourage students to think about and make brief notes on the following questions:

- Have your ideas about being a global citizen changed? If so, how?
- What aspect of this topic would you like to understand better or learn more about? How could you do this?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Being a global citizen

2 Going places

Unit map

Grammar

Past simple page 20
Past simple and past continuous page 21
while, as and *when* page 25

Vocabulary

Antonyms: describing places page 18
Places in town page 19
The senses page 22
Verbs + prepositions page 24
Descriptive adjectives page 26

Skills

Reading: Strange towns page 18
Reading: World Kindness Day page 21
Listening: Terri's travels page 22
Speaking: Asking for and giving directions page 23
Speaking: Getting someone's attention page 23
Reading: Naming places page 24
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Reading: Workbook pages 16–17

Strategies

Reading: Identifying paraphrasing page 18
Writing: Avoiding repetition 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 157
Exam Insight 1 Workbook pages 114–115
Answer key Teacher's Guide page 160

Video

Online video: Hannah's van

Lesson 2A: Reading and vocabulary SB pages 18–19

Learning objectives

Understand and identify paraphrasing in an article
Use adjectives to describe a town
Talk about different places in a town

Materials

Workbook page 12
Communication worksheet 2A: Vocabulary
Vocabulary Strategies worksheet 2: Using a dictionary: synonyms and antonyms

AfL: Learning intentions

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

Reading and vocabulary

Exercise 1

- Focus on the photos and the questions. Get feedback by asking each pair for their opinions.

POSSIBLE ANSWERS

3 community facilities, e.g. sports centres; good architecture; a good location; good local transport; plenty of industry; plenty of housing; low crime

Exercise 2

- Check understanding and model and practise the pronunciation of *jungle*, *mine*, *rubber*, *opal* and *resort*.
- Give students two or three minutes to read the texts and compare their ideas. Get feedback from a few students.

ANSWERS

Coober Pedy is a success thanks to tourism, mining, the style of its homes and its unusual location.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students understand and identify paraphrasing in the article, which is one of the learning objectives for this page. In feedback, ask them to consider how successful they did the task. See page 10 for more ideas.

Exercise 3

- Read the strategy together. Point out that people paraphrase to express the same thing in different ways, and that it is important to be able to recognize it. Ask: *Why do people paraphrase when they are speaking or writing?* (To make things clearer for the listener or reader; to reinforce an idea without repeating the same words)

- Ask students to underline *Fordlandia had American-style houses with pretty gardens and tidy streets*. (lines 6–7 of the article) and then find a sentence that means a similar thing (line 1). Elicit or explain that *American-style houses with pretty gardens and tidy streets* expresses and reinforces the same idea as *American-style town*.
- Demonstrate that antonyms can also be used to paraphrase, e.g. ... *man-made rubber became cheaper* ... *Rubber from trees was expensive* (lines 11–12).
- Students do the exercise on their own. Set a time limit of about four minutes.
- Students compare their answers in pairs before feedback.

ANSWERS

- 1 '... the plantation closed and people started to leave ...' a (line 13)
- 2 'Temperatures can be 47°C, and underground homes are safe and cool.' b (lines 24–25)
- 3 'It became a popular holiday resort when a railway station was built there in 1875.' c (lines 41–42)
- 4 '... tourists often come and stay in the unusual underground houses.' b (lines 30–31)
- 5 '... he bought a plantation there and built a town for the workers.' a (lines 5–6)
- 6 'During the summer holidays factories in the north of England shut down, and workers visited the town.' c (lines 43–45)
- 7 'Fordlandia had American-style houses with pretty gardens and tidy streets.' a (lines 7–8)
- 8 '... the arcades are run down and dirty.' c (line 52): The amusement park is old-fashioned and looks sad and deserted. (lines 53–54)
- 9 'After this discovery, people started to arrive ...' b (lines 18–19)

Exercise 4

- While students discuss the questions, circulate and monitor, helping with vocabulary and ideas as necessary.
- Have a brief class feedback. Ask students to give their answers in their own words and not to quote exactly from the text, i.e. paraphrase the text.

ANSWERS

- 1 Fordlandia and Skegness failed for economic reasons.

V Insight Antonyms: describing places

Antonyms are words that have the opposite, or nearly opposite, meaning, e.g. *messy* – *tidy*. Some antonyms have a negative prefix, e.g. *unusual* is an antonym for *usual* and is formed with the negative prefix *un-*. (See Unit 6 for more about using negative prefixes to form antonyms.)

Exercise 5

- Students work on their own to find the antonyms. They then compare their answers in pairs.
- Check answers as a class. Model and practise the pronunciation of the three- and four-syllable adjectives *deserted*, *unpopular* and *dangerous*.

ANSWERS

- 1 tidy (line 8)
- 2 modern (line 9)
- 3 safe (line 25)
- 4 popular (line 31)
- 5 lively (line 45)
- 6 wide (line 51)
- 7 dirty (line 53)
- 8 deserted (line 54)

Pronunciation note: Word stress

In words with more than one syllable, it is important to stress the correct syllable, e.g. *deserted* has three syllables and the stress is on the second syllable. *Popular* also has three syllables; however, the stress is on the first syllable. A good dictionary will tell you the correct syllable to stress: look for the ' symbol before the stressed syllable.

Exercise 6

- Remind students to read each sentence for meaning before they choose a word.
- Check answers as a class, highlighting the pronunciation of the adjectives.

ANSWERS

- 1 crowded
- 2 dirty / messy
- 3 Modern
- 4 deserted
- 5 popular
- 6 narrow
- 7 dangerous

V Insight Places in town

These places can be found in a large town or city.

In the UK, an underground railway system in a city is *the underground* or in London *the Tube*. However, in the USA, an underground railway system in a city is called the *subway*, e.g. the New York subway. In the UK, *subway* has a different meaning, i.e. a path under a road, a bridge that people can use to cross to the other side.

Exercise 7

- Ask students which places can be found in a village, in a town or only in a city.
- Focus on the highlighted words in the text. You could check understanding by giving translations and eliciting the English words.
- Students do the exercise in pairs. Check answers as a class. Write students' ideas on the board. Explain that some places could belong to more than one category.

ANSWERS

- a Entertainment: dance hall, cinema, amusement park, theatre, art gallery, concert hall
- b Shopping: street market, shopping centre
- c Transport: railway station, bus station, taxi rank, underground station
- d Education: school, library, university
- e Sports: swimming pool, football stadium, skatepark, sports centre
- f Services: hospital, church, fire station, police station, prison

Exercise 8

- While students match the places and activities individually, circulate and monitor, helping weaker students as necessary.
- Students check their answers in pairs before checking answers as a class.

POSSIBLE ANSWERS

borrow books – library
 catch a train – railway station, underground station
 do a sport – sports centre, skate park, swimming pool
 listen to music – concert hall, dance hall
 report a crime – police station
 see a play – theatre

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 the correct words to talk about places in a town or city; or fluency – giving a presentation 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.

- Read through the instructions together and make sure students understand what they have to do.
- Encourage students to make brief notes for each of the points they have to consider. Remind them to think of reasons for their choices.
- Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask one student from each group to present their new town to the class. Encourage the other students to ask questions, e.g. *Why do you want to have a ... in your town? Why did you decide not to have a ... ?*
- Have a class vote for the best plan.

Further practice

Communication worksheet 2A: Vocabulary

Vocabulary Strategies worksheet 2: Using a dictionary: synonyms and antonyms

Vocabulary extra: Geographical features

SB page 29

Exercise 1

1 lake 2 valley 3 forest 4 hill 5 waterfall
6 mountain 7 cliff 8 cave 9 desert 10 sea

Exercise 2

1 lake 2 hill 3 cliff 4 valley 5 waterfall
6 forest 7 desert 8 cave 9 mountain 10 sea

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 12 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Students may not be able to say how well they did, so ask: *Was the exercise easy or difficult?* If easy, then they can give themselves a 3, but probably at this stage most will go for 2. Encourage students to do some research on the internet to find out a little about the history of their town.

'How can I improve?' suggestion: Write a paragraph about your town/city for someone who is coming to visit.

Lesson 2B: Grammar and reading

SB pages 20–21

Learning objectives

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

Use the past continuous to give background descriptions and talk about actions in progress at a specific time in the past

Materials

Workbook page 13

Communication worksheet 2B: Grammar

Pronunciation Insight worksheet 2: Past simple -ed endings

AfL: Learning intentions

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

Grammar

AfL: Diagnostics

While monitoring exercises 1–3, 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 the learning objective for this page. See page 10 for more ideas.

Exercises 1–3

- Focus on the photo and the questions. Check students understand: *experienced* (adj), *introduce (yourself)* (v).
- For exercise 2, give students time to read the blog and answer the question. Then ask: *Why / why not?*
- In groups, students discuss their responses in exercise 3 and compare ideas. Ask: *How would you feel in Anna's situation? Anxious, afraid, excited?*

Exercise 4

- Students do the task in pairs.
- In class feedback, highlight the pronunciation of the -ed endings in regular verbs.

ANSWERS

Regular: wanted – want; introduced – introduce; lived – live; asked – ask; suggested – suggest
Irregular: was – be; made – make; took – take; got – get; saw – see; sat – sit; said – say; thought – think

Exercise 5

- With a **weaker class**, write the affirmative, negative and question forms of the past simple on the board. Highlight the use of *was / did* and *wasn't / didn't* in the question and negative forms. With a **stronger class**, ask students to find the examples themselves.
- In pairs, students answer the questions based on the examples in the blog. Check answers as a class.

ANSWERS

Past simple forms: wasn't; did; learn; happened; was; was; was; didn't want; was; started; had to; was; didn't know; was; was

- 1 We make the negative forms of the verb *be* by adding *not* to *was* and *were*: *was not / wasn't* and *were not / weren't*. We make the question forms of the verb *be* by inverting the subject with *was* or *were*, e.g. *I was / They were = Was I? / Were they?*
- 2 We make the negative forms of other verbs with *didn't* and the infinitive (without *to*): subject + *didn't* + verb. We make the question forms by inverting the subject and *did*: *did* + subject + verb. *She didn't go. Did you go?*

Further reference and practice Workbook page 86

- 1 1 buy 2 stopped 3 like 4 wasn't 5 catch 6 studied
- 2 1 didn't have 2 Did your mum and dad buy 3 spent 4 went 5 weren't 6 did you learn 7 ran 8 Did they travel 9 didn't come 10 Did she forget

Exercise 6

- Remind students about the story in exercise 2 and ask: *What do you think Anna thought about Carly?* Elicit that she probably thought Carly was friendly.
- Ask students to read the next part of the story quickly, ignoring the gaps, to find out if Anna changed her mind about Carly. Elicit that she probably did because Carly had taken her bag.
- Students complete the exercise on their own. They compare answers with a partner before whole-class feedback.

ANSWERS

- 1 found 2 put 3 closed 4 woke up 5 wasn't 6 didn't wait 7 ran 8 didn't see 9 realized 10 were 11 had 12 tried 13 left 14 didn't know 15 began 16 turned 17 saw

Exercise 7

- Students complete the exercise on their own. With a **weaker class**, form the first question together as an example. Check answers as a class.
- In pairs, students ask and answer the questions. Circulate and monitor, listening for the correct use of the past simple. Encourage students to answer using full sentences.

ANSWERS

- 1 Where did Anna want to go? She wanted to go to Oaxaca.
- 2 What did Carly suggest? She suggested they find a café to wait in.
- 3 What mistake did Anna make? She fell asleep in the café.
- 4 Why did Anna begin to cry? Because she didn't know what to do.
- 5 Were the boys wearing headphones friendly? Yes, they were.
- 6 Was Carly a good person? Students' own answers

Exercise 8

- Check students understand and can pronounce the verbs in the list and check they can make the past simple forms.

- Students do the exercise in pairs. Circulate and monitor, helping with ideas as necessary. Make a note of any common errors to discuss at a later feedback session.
- Ask a few students to tell the class their ending.

Exercise 9 2.1

- Check students understand and can pronounce: *asleep* (adj), *chase* (v), *borrow* (v).
- Encourage students to make notes as they listen.
- With a **weaker class**, ask students what the boys did and play the recording until *They watched her jump onto the bus to Oaxaca just as it left the bus station*. Elicit that they helped her by chasing Carly and picking up her bag.
- Ask if any students predicted the ending correctly.

Audio script 2.1 page 164

Grammar

AfL: Diagnostics

While monitoring exercises 10 and 11, listen for how successfully or unsuccessfully students use the past continuous to talk about background descriptions and to talk about actions in progress at a specific time in the past, which is the learning objective for this page. See page 10 for more ideas.

Exercise 10

- Write *World Kindness Day* on the board and ask students what they think it means.
- Allow students a minute to read the text quickly to check their ideas. Get brief feedback from the class.
- Students answer the questions on their own. They compare answers with a partner before whole-class feedback.

ANSWERS

- 1 He was from Tokyo, Japan.
- 2 He took the train to work.
- 3 A man stole his bag as he was getting on the train.
- 4 He started it to encourage more people to be kind to each other.
- 5 The first World Kindness Day was on 13 November, 1997.

Culture note: World Kindness Day

World Kindness Day, introduced in 1997, is celebrated in Australia, Canada, Japan, Nigeria, the UK and the United Arab Emirates. It is celebrated internationally on 13 November. It is a day to highlight good deeds in the community. People are encouraged to forget about religious, racial and political differences and treat each other with kindness and as equals.

Exercise 11

- Write *past continuous* on the board and elicit how it is formed: *was/were* + verb + *-ing*.
- Ask students to find three examples of the past continuous in the text (*he was waiting*, *It was snowing*, *Mr Kaya was getting*).
- Refer students to the rules and ask them to match each one to the examples 1–6 in the text. With a **weaker class**, read the rules together and do the first one as an example.

- Students compare answers with a partner before whole-class feedback.

ANSWERS

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

Further reference and practice Workbook page 87

- 1 were having 2 wasn't listening 3 were (you) sending 4 was hoping 5 Was (Tim) calling 6 weren't sitting 7 was watching 8 were (you) talking
- 1 were you dreaming 2 weren't swimming 3 was lying 4 were getting 5 was Fred running 6 was helping 7 were talking 8 were waiting
- 1 Maya was walking to school when she met Lola. 2 We were sitting by the pool when it started to rain. 3 When the bus came, Joe was buying a magazine. 4 When you phoned me, I was baking a cake. 5 Carla wasn't smiling when I looked at her. 6 The children weren't playing outside when the accident happened. 7 When the police stopped him, he was driving home. 8 I was reading your email when they arrived.

Exercise 12 2.2

- Students read the stories, ignoring the gaps. Ask: *Which story do you think shows the most kindness?*
- Students complete the stories on their own or in pairs. Encourage them to think about the meaning of each sentence before they decide which tense is needed. Circulate and monitor, helping as necessary.
- Play the recording, pausing after each speaker has finished to allow students time to check.

Audio script 2.2 page 164

ANSWERS

1 was standing 2 asked 3 paid 4 walked 5 didn't eat 6 gave 7 was sitting 8 took 9 were driving 10 was getting 11 was raining 12 stopped 13 didn't know 14 appeared 15 fixed 16 got 17 was travelling 18 lost 19 didn't have 20 bought 21 didn't want 22 wanted

Exercise 13

AfL: Success criteria

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

- Make sure students understand the instructions. If necessary, prompt them by giving them a few situations, e.g. helping an elderly person cross the street, helping another student with a difficult task.
- Encourage students to make brief notes for each of the questions. Circulate and monitor, helping with vocabulary and ideas as necessary.

- When students have finished, they present their story to the class. Write some useful phrases on the board to help them, e.g. *One day, I was ... when ...; When I was a child, ...; A long time ago, ...*.
- Encourage other students to ask questions as they listen. Listen for the correct use of the past simple and past continuous, making a note of any common errors to discuss at a later feedback session.
- Have a class vote for the most generous act of kindness.

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 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 13.

Further practice

Communication worksheet 2B: Grammar

Pronunciation Insight worksheet 2: Past simple -ed endings

Lesson 2C: Listening, vocabulary and speaking SB pages 22–23

Learning objectives

Understand the main points and important details in a narrative

Use vocabulary relating to the senses to talk about a place

Ask for, follow and give directions

Materials

Workbook page 14

Communication worksheet 2C: Speaking

Functional language bank

AfL: Learning intentions

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

Listening and vocabulary

Exercise 1

- Elicit the meaning of *sense*. Point to your eyes, ears, nose, tongue and hands. Do the first question together as a class. Elicit the five senses and write them on the board: *sight, hearing, smell, taste and touch*.
- With a **stronger class**, ask: *Which part of the body do you use for each sense?* (eyes, ears, nose, mouth/tongue, hands/fingers).
- In pairs, students discuss the questions. Tell them that more than one sense is usually involved.
- In feedback, check spelling and pronunciation of *senses*.

ANSWERS

- 1 sight, hearing, smell, taste, touch
- 2 (Possible answers)
 - an animal – sight, touch, hearing, smell
 - a baby – sight, hearing, touch, smell
 - a cake – taste, sight, smell
 - a film – hearing, sight
 - flowers – smell, touch, sight
 - traffic – sight, hearing, smell
 - wind – sight, touch, hearing

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how successfully or unsuccessfully students understand the main points and important details in a narrative, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 2.3

- Read the task together and play the recording.
- Students check their answers in pairs.
- As you check answers as a class, write *blind* on the board and check understanding.

Audio script 2.3 page 164

ANSWERS

Hearing, smell and touch help Terri when he travels.

Exercise 3 2.3

- Give students a few minutes to read the questions. Tell them to underline the key words as this will help them answer the questions.
- Play the recording. With a **weaker class**, play the recording until *Well, I often use public transport or walk, but some cities don't have pavements, so it's a bit dangerous.* and do the first question together.
- Students check answers in pairs before whole-class feedback.

ANSWERS

- 1 He uses public transport or walks.
- 2 He didn't know where the roads started and the pavements ended; streets changed name halfway and he often got lost; sometimes people didn't want to give directions because they didn't have time; nobody queued at bus stops, so it was difficult to get on the bus.
- 3 He could feel fresh air on his face and smell salt (in the air).
- 4 Train stations – there are lots of sounds that tell you where you are.
- 5 He listens to the sounds in the street and listens to the hotel radio.
- 6 Listen more.

Exercise 4

- Help students to think of the answers by asking them to close their eyes and imagine trying to do everyday activities.
- Ask: *What could create a problem for blind people: in a classroom; at home; in the street; on a bus or train?* Ask: *Can you think of what you could do to help blind people in these places?*

- Check students can use: *You could ...; you should ...* to give advice. Ask each group to come up with some advice.

V Insight The senses

We often use *see, hear, smell, taste, touch* with *can*:

I can hear somebody outside.

Can you smell the flowers?

We rarely use these verbs in continuous tenses even when we are describing an action in progress. However, some of the verbs can be used in continuous tenses when their meaning changes. Compare these sentences:

see (sense): I'm looking for the word in the text, but I can't see it.

see (meet): I'm seeing my friend this afternoon.

taste (have a flavour): This soup tastes delicious!

taste (test a flavour): She's tasting the soup. It needs more salt.

Exercise 5

- Focus on the table and give students a minute to look at it. With a **weaker class**, go through it with them.
- Students complete the table on their own. They then compare their answers in pairs.
- Check answers as a class. Point out that the adjectives, while related to the senses, refer to different things. *Sighted* describes a person who can see (i.e. a person who is not blind). *Tasty* describes something that tastes good and *smelly* means that something has a bad smell.

ANSWERS

- 1 sight 2 see 3 saw 4 ears 5 heard 6 nose
- 7 smelled / smelt 8 tongue 9 taste 10 tasted
- 11 touch 12 feel 13 felt

Exercise 6 2.4

- Focus on the photos and ask: *Where is this?* (a spice market). Students listen to the sounds and imagine the place. They make a short note for each sense.
- Play the recording again if necessary. In feedback, ask: *What would you like or dislike about the market?*

Audio script 2.4 page 164

Exercise 7

- Tell students to give as much information as they can about the place they visited.

Speaking

Culture note: Newcastle

Newcastle, or Newcastle-upon-Tyne, is a city in the north-east of England. It gets its name from its castle (built in 1080) and the river on which it is built (the River Tyne). It is one of the most important cities in the north of England. It is also home to one of the UK's most famous football teams, Newcastle United. People who come from Newcastle are often called Geordies. Many Geordies speak a dialect called Geordie, which even native English speakers can sometimes find difficult to understand.

Exercise 8

- Students do the exercise in pairs. Point out that we use in with street names, e.g. *The market is in Clayton Street.* Circulate and monitor, helping as necessary before whole-class feedback.

ANSWERS

The cathedral is in St Nicholas Street.
The market is between Grainger Street and Clayton Street.
The metro station is in Pilgrim Street.
The railway station is in Neville Street.
The art gallery is in John Dobson Street.
The river is in the bottom right-hand side of the map.
Empire Cinema is in Percy Street and the other cinema is in Dean Street.

Exercise 9 2.5

- Play the recording, then ask students to check answers in pairs.
- As you check answers, ask students to find Blackett Street and the cathedral on the map.

Audio 2.5 page 164

ANSWERS

They are in Blackett Street. They want to go to the cathedral.

Exercise 10 2.5

- Students complete the phrases on their own or in pairs.
- Play the recording again for students to check their answers, if necessary. Check answers as a class.

ANSWERS

1 way 2 tell 3 along 4 past 5 Turn 6 get

Exercise 11 2.6

- Students work on their own or in pairs to put the dialogue in the correct order.
- Play the recording to check answers as a class.

Audio script 2.6 page 164

ANSWERS

Sue Excuse me. Can you help us? We're looking for the nearest metro station.
Teo Yes, it's very near here. Go straight on, along John Dobson Street towards the river. Walk past Durant Road and Saville Row towards Market Street. When you get to New Bridge Street, turn right.
Sue Sorry, I'm not sure I understood. Could you repeat that, please?
Teo Sure, go along John Dobson Street, and then turn right on to New Bridge Street. The metro station is there, but at the moment it's closed.
Sue Oh, I see. So I go down New Bridge Street.
Teo That's right.
Sue OK, and then?
Teo Well, when you reach the end of New Bridge Street, you'll see Grey's Monument, and there's a metro station right next to it.
Sue Thank you!

Exercise 12

- Students complete the task on their own or in pairs before checking answers as a class.

ANSWERS

Giving directions: Go straight on ...; When you get to ..., turn ...; When you reach ..., you'll see ...
Asking for repetition: Sorry, I'm not sure I understood; Could you repeat that please?

Exercise 13

- Read through the Global skills box together. Ask students to think of how they get different people's attention in different situations, e.g. your teacher in class; your brother or sister at home; a stranger in the street; a waiter in a café.
- In pairs, students could act out getting and giving someone attention in these different situations.

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. asking for and giving directions and asking for repetition. 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 instructions together and make sure that students understand what they have to do. Encourage them to use full sentences and a variety of phrases from exercises 10 and 12.
- Circulate and monitor, making a note of any errors to discuss at a later feedback session.
- Ask **fast finishers** to work in pairs and choose other locations on the map and ask for and give directions.
- Ask a few pairs to act out their dialogues for 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 ask for and give directions, and ask for repetition appropriately?
- What phrases did you use?
- What did you find difficult to do during the dialogues?

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

Vocabulary extra: Prepositions of movement SB page 29

Exercise 1

1 along 2 across 3 over 4 under 5 up
6 down 7 towards 8 away from 9 out of
10 into 11 through 12 past

Exercise 2

1 out of 2 towards 3 along 4 away from / past
5 under 6 through 7 up 8 down 9 along
10 past 11 over 12 into

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 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 asking for and giving directions.

'How can I improve?' suggestion: Get a map of your own town/city and practise asking for and giving directions, as in exercise 14.

Further practice

Communication worksheet 2C: Speaking
Functional language bank

Lesson 2D: CULTURE Reading, vocabulary and grammar

SB pages 24–25

Learning objectives

Understand factual information in a text

Use verb and preposition combinations

Use *while*, *as* and *when* to talk about events in the past

Materials

Workbook page 15

Video worksheet 2: Hannah's van

AfL: Learning intentions

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

Reading and vocabulary

Exercise 1

- Students ask and answer the questions in pairs. Circulate and monitor, feeding in vocabulary if necessary.
- Ask: *Can you think of any unusual names in your family or in your local area? Why did people choose those names?*

ANSWERS

- Possible reasons: family name passed down, cultural significance, popular name, after a character or celebrity

Culture note: America

It is widely believed that America was named after the Italian explorer Amerigo Vespucci who explored South America in the 1490s. Other have suggested it is named after a mountain range in Nicaragua (the Amerrisque Mountains) or the British merchant Richard Amerike, who funded voyages of exploration by John Cabot in 1497. The earliest use of the name America was on a map in 1507, in which it referred to South America.

AfL: Diagnostics

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

Exercise 2

- Focus on the place names. Ask: *Do the names look like English words?*
- In pairs, students discuss the questions. Point out that in order to answer the second question, they do not have to read the text in detail. They should scan it until they find a place name. Once they have done so, they can read the text around it to find the answer.

ANSWERS

USA

Fayetteville: after a French statesman, the Marquis de Lafayette

Malibu: from the Native American word *maliwu* (place where the surf is very loud)

Michigan: from the Native American word *michigana* (large lake)

New York: after an English nobleman, the Duke of York

Oxford: after a city in England

Exercise 3

- Check students understand: *in the middle of nowhere* (idiom); *monument* (n).
- Students answer the questions on their own. With a **weaker class**, go through the questions together and encourage students to underline key words that will help them find the answers in the text.
- Students compare answers in pairs before checking answers as a class. Encourage students to use and pronounce past forms correctly.

ANSWERS

- The writer says Surprise is a small town in the middle of nowhere. It's a pretty place and there's a beautiful park, but there's nothing surprising about it.
 - Native American names can tell us what we can find near a place.
 - The Europeans wanted to show who founded the places or who they belonged to.
 - Kidd's Hammock warned people about an outlaw who used to stay there. It also described a type of tree you could find nearby.
 - People called their town Dinosaur after a nearby monument. They wanted to attract dinosaur-loving tourists to their town.
 - The founder of the town said she would be surprised if it ever became important. It has surprised everyone by becoming one of the fastest-growing towns in the USA.
- Note: Over 150,000 people now live in Surprise and it's becoming more and more popular.

V Insight Verbs + prepositions

Certain verbs are always followed by a preposition before the object of the verb:

I listen to music every evening after school.

We can wait for Francesca in the café.

The word that follows a preposition is either a noun, a pronoun or the *-ing* form of a verb.

The teacher warned Peter about touching the chemicals in class.
Students need to learn verb + preposition combinations.

Exercise 4

- Students do the exercise on their own. Point out that the prepositions may not always be immediately next to the verb, and that there may be a word between them.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

1 from 2 to 3 about 4 to 5 for 6 for 7 from
8 about

Exercise 5

- Make sure students understand that they have to use both a verb and a preposition to complete each sentence. Remind them to think about the tense as well.
- Students complete the sentences on their own. They then compare answers in pairs.
- In feedback, tell students it is easier to remember the prepositions if they learn them with the verb, e.g. *borrow X; borrow something from someone ✓*. Tell them to write an example sentence to help them remember the preposition and how to use it when they record their vocabulary, e.g. *John borrowed the dictionary from Michael in class.*

ANSWERS

1 think about 2 belonged to 3 warned (people) about
4 happened to 5 learn (a lot) from 6 hoped for
7 borrowed (a book) from 8 waited for

Exercise 6

- Students discuss the questions in small groups. Circulate and monitor, helping where necessary.
- Ask a student to report back one interesting fact from each group.

EXTENSION: RESEARCH INTO A PLACE NAME

Ask students to research and write a short presentation about a place's past, e.g. when it was built, who built it, how it got its name, what it's like now. Students give their presentations. Give students some examples of unusual or memorable place names, e.g. Washington D.C., USA (named after the first President of the USA); Dull, Scotland (sounds amusing).

Grammar

Exercise 7

- Students underline the examples in the text.
- Quickly check answers as a class. Highlight which past form is used after *while*, *as* (past continuous) and *when* (past simple).

ANSWERS

... **while** I was visiting the USA, I came across some unusual places.

As I was driving through Arizona, I saw a sign for 'Surprise'.
When European settlers arrived in the 17th century, they built their own towns and borrowed names from people or places that they knew.

I was sitting in a diner in Colorado, **when** I noticed a sign for 'Dinosaur'.

I was wondering about where the name came from **while** I was waiting for my food.

While I was staying in Surprise, I asked about the origins of the name.

Exercise 8

- After students complete the rules, ask them which examples they found in the text correspond to which rules.

ANSWERS

a longer b same c shorter d after e beginning
As I was driving through Arizona, I saw a sign for 'Surprise'. (a, e)

When European settlers arrived in the 17th century, they built their own towns and borrowed names from people or places that they knew. (d, e)

I was sitting in a diner in Colorado, **when** I noticed a sign for 'Dinosaur'. (c, e)

While I was staying in Surprise, I asked about the origins of the name. (b, e)

Further reference and practice Workbook page 87

1 1 b 2 a 3 a 4 b 5 b 6 b 7 a
2 1 while / as 2 when 3 While / As 4 When
5 while / as 6 when

Exercise 9

- Ask students to read the text quickly to understand the main idea.
- Check understanding by asking: *What's special about Boring? Why does the writer think the town isn't boring after all?*, etc.
- Focus on the options in bold and explain the exercise.
- Students do the exercise on their own. They then compare answers in pairs.
- Check answers as a class. Elicit which rules in exercise 8 each answer corresponds to.
- The TV show *Everything Sucks!* was about the life of high school students in a town called Boring. It parodied teen culture in 1990s USA. It was released on Netflix in February 2018.

ANSWERS

1 when 2 **While** 3 **As** 4 when 5 **While**

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 *as*, *while* and *when* with past simple and past continuous.

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 work in pairs to prepare the endings for five of the sentences.
- Circulate and monitor, listening for the correct use of *while*, *as* and *when* and making a note of any errors.

- Ask **fast finishers** to prepare endings for the remaining five sentences.

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 15 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2D. Encourage them to 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 a place with an unusual name, e.g. Dull, Scotland; Accident, Maryland, USA; Bath, England; Fussy, France.

'How can I improve?' suggestion: Prepare a short talk (one minute) about the town/city and how it got its name to give to your group in class.

Further practice

Video worksheet 2: Hannah's van

Lesson 2E: Writing A travel blog

SB pages 26–27

Learning objectives

Write a blog post

Use a variety of adjectives to describe travel experiences

Use a variety of words and phrases to avoid repetition

Materials

Workbook page 18

Writing bank

AfL: Learning intentions

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

Planning for writing

Exercise 1

- Focus on the photos. Students discuss the questions in pairs before class feedback.

Exercise 2

- Elicit students' suggestions and write them on the board.

POSSIBLE ANSWERS

the cost of your trip; a description of the location; what the weather was like; information about the history of the place; what clothes you wore; what the people were like; what activities you did; how and when you travelled there, why you travelled there

Exercise 3

- Check students understand and can pronounce: *backpacker* (n), *settlement* (n), *scary* (adj).

- Students read and see if their ideas from exercise 2 were correct. In pairs, they list what the travel blog actually covered. This will be useful when they come to write their own travel blog.

POSSIBLE ANSWERS

It includes all the information except the cost and what clothes he wore.

Culture note: The Maori

The Maori people are the native inhabitants of New Zealand. They themselves call their country by a different name – Aotearoa. Before European explorers arrived in the 17th century, the Maori had developed their own unique culture and way of life. Today, about fifteen per cent of New Zealanders are Maori. Their language (also called Maori) is taught in schools, and about twenty-five per cent of New Zealanders can speak it.

Exercise 4

- Ask students why there are so many adjectives in the travel blog. Elicit that adjectives help to make a text more interesting for the reader. Point out that these adjectives collocate with different topics: some of them describe the weather, some describe people and some describe places.
- Students work on their own to complete the table.
- Students then check their answers in pairs. Check answers as a class, highlighting pronunciation.

ANSWERS

The journey: long, tiring

The weather: cold, sunny, bright

The people: friendly, helpful

The place: peaceful, historic, beautiful, popular, crowded, fantastic, lively, expensive

AfL: Diagnostics

While monitoring exercises 5 and 6, listen for how successfully or unsuccessfully students use adjectives to describe travel experiences and use a variety of words and phrases to avoid repetition, which are the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Focus on the example. Students do the exercise in pairs, taking turns to read out sentences and respond.
- For extra practice, ask pairs to say their sentences to another pair, who guess the adjective.

ANSWERS

2 expensive 3 dangerous 4 friendly 5 awful

6 popular 7 sunny / bright 8 helpful

Exercise 6

- Read the strategy together. Point out that by not repeating the same words and using different adjectives and vocabulary, we can make our writing more interesting for the reader.
- Students do the exercise in pairs before checking answers.

ANSWERS

there – Christchurch; She – Kate; This – the information about the town; It – Queenstown; her – Queen Victoria; them – adventure sports; They – bungee-jumping and rock-climbing; that activity – snowboarding; It – music festival; there – Queenstown

Other examples:

That was when / At that time – in the 1860s; those people – the European settlers; the town – Queenstown

Exercise 7

- With a **weaker class**, do the first sentence as an example. Point out why it is *them* and not *it*.
- Check answers by asking students what each answer refers to.

ANSWERS

1 them (two holidays) 2 there (New York)
3 She (Kate) 4 It (Barcelona) 5 this (the bad traffic)
6 her (Antonio's mother)

Exercise 8

- Check students understand *sum up* (phr v). Remind them that they need to read each paragraph to find out its purpose. Circulate and monitor, helping where necessary.

ANSWERS

1 Paragraph B 2 Paragraph D 3 Paragraph A
4 Paragraph C

Writing your blog post

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 the past simple and past continuous and/or using the conjunctions *as*, *while*, *when* and/or using adjectives to make the description more interesting.

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 together. Ask: *What do you have to write?*
- Give students five to ten minutes to plan.
- Circulate and monitor while students write their travel blogs, making sure they organize their paragraphs according to their plan and include four of the ideas. Remind them to use a variety of adjectives that collocate correctly.
- When students have finished, tell them to check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can.
- Ask **fast finishers** to swap emails and check the Review checklists to help improve their partner's blog post.

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 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 their classmates' travel blogs. 'How can I improve?' suggestion: Pick out three things you think your classmate did well and compare them to what you wrote in your blog.

Further practice

Writing bank

Review 2

SB page 28

Exercise 1

POSSIBLE ANSWERS

1 old 2 narrow 3 crowded 4 tidy 5 dirty
6 dangerous

Exercise 2

1 art gallery 2 hospital 3 library 4 university
5 police station

Exercise 3

1 skin 2 smell 3 sight 4 hear 5 tongue

Exercise 4

1 learn many things 2 borrowed this book 3 waited for a
4 belongs to my 5 warned us about

Exercise 5

1 went 2 took 3 didn't have 4 called 5 didn't hear
6 answered 7 spoke 8 had 9 arranged 10 gave

Exercise 6

1 were 2 wasn't studying 3 did (the train) leave
4 had 5 Were (you) sleeping 6 didn't write 7 was shining
8 started

Exercise 7

1 while / as 2 when 3 when 4 While / As
5 while / as 6 when

Cumulative review

Units 1–2

SB pages 30–31

Exercise 1

2.7

Audio 2.7

page 167

ANSWERS

1 b 2 d 3 a 4 e

Exercise 2

Students' own answers

Exercise 3

1 b 2 d 3 c 4 a 5 c

Exercise 4

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

Exercise 5

Students' own answers

Additional materials

Literature Insight 1 WB pages 104–105 Answer key: page 157

Exam Insight 1 WB pages 114–115 Answer key: page 160

3 Spoiled for choice

Unit map

Grammar

Determiners page 34

Indefinite pronouns and adverbs: *some-, any-, no-, every-* page 36

Relative pronouns and adverbs page 39

Vocabulary

Life cycle of food page 33

Compound nouns and adjectives page 33

Containers page 38

Abbreviations and ellipsis page 40

Skills

Reading: The real cost of food page 32

Reading: Food for thought page 34

Listening: Vending machines page 36

Speaking: Inviting and responding page 37

Reading: Junk food heaven page 38

Speaking: Keeping a conversation going page 37

Writing: Short texts page 41

Reading: Workbook pages 24–25

Strategies

Listening: Listening for key words and phrases page 36

Writing: Thinking about purpose page 40

Global skills

Making healthy choices page 44

Review

Review 3 page 42

Vocabulary extra 3 page 43

Video

Online video: Food in the UK

Global Skills video: Making healthy choices

Lesson 3A: Reading and vocabulary

SB pages 32–33

Learning objectives

Find and understand relevant information in an article

Describe the life cycle of food

Combine words to form compound nouns and adjectives

Materials

Workbook page 20

Communication worksheet 3A: Vocabulary

Vocabulary Strategies worksheet 3: Recording vocabulary

AfL: Learning intentions

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

Exercise 1

- Ask students to look at the title of the article and suggest what it may be about. Ask: *What cost could there be, other than money?*
- Focus on the photo. Students answer the questions in pairs.
- Give students two minutes to read the text and then have a class feedback.

AfL: Diagnostics

While monitoring exercise 2, 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.

Exercise 2

- Check students understand and can pronounce: *rubbish* (n), *thought-provoking* (adj), *greenhouse gases* (pl n).
- Tell students to read the questions carefully and note the key words. While reading the text, they can highlight where the answers are.
- Give students five minutes to answer the questions on their own. Emphasize the importance, when answering multiple-choice questions, of reading each option carefully, and not jumping to conclusions about the correct answer.
- Check answers as a class. Encourage students to say why the other options are wrong.

ANSWERS

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

Exercise 3

- Circulate and monitor as students answer the question. For bullet point 1, encourage them to think in terms of food miles, packaging and production, as well as simply money.

- Ask students to think of their favourite food and decide what effect it has on the things on the list. Ask: *Which food costs most? Which is the healthiest? Which has the biggest impact on the environment or animals?*

V Insight Life cycle of food

Linking words topically is a useful way for students to learn vocabulary. It is helpful if words can be grouped into stages of an action or process (*produce, transport*), or have a connection (*rubbish dump, recycling centre*), or are synonyms or antonyms (*recycle, throw away*).

Recording vocabulary in a lexical set, e.g. *Life cycle of food*, helps students when they come to talk or write about the topic.

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use words to describe the life cycle of food and compound nouns and adjectives, which are the learning objectives for this page. See page 10 for more ideas.

Exercise 4

- Students do the exercise on their own or in pairs.
- Check answers as a class. Model and practise the pronunciation of *produce, transport, package, recycle* and *refrigerate*.
- Ask students if any of the information surprised them.

ANSWERS

1 packaged 2 recycle 3 throw away 4 produce
5 transport 6 refrigerate 7 grow 8 eat

Pronunciation note: Nouns and verbs

Some words, like *transport* and *produce*, can be used as a noun or a verb. The nouns often have the stress on the first syllable. However, when they are verbs, the stress is often on the second syllable.

Culture note: Food production and global warming

New findings show that around 34% of all man-made greenhouse gas emissions are generated by food systems. They also show that food generates an average of two tons of CO₂ emissions (carbon dioxide equivalent) per person annually. Cows emit a large amount of methane gas when they belch. The gas is a result of digestion. The average cow is said to belch between 100 and 500 litres of methane a day. Methane gas has a much greater effect on global warming than carbon dioxide.

Food systems also contribute significantly to deforestation, biodiversity loss and declining water tables.

V Insight Compound nouns and adjectives

Students met compound nouns in Lesson 1A. Here, compounds include adjectives alongside nouns. Many everyday objects and inventions are compound nouns, as are many aspects of the modern world, e.g. *global warming, recycling centre*.

A compound adjective is made up of two parts. It is usually written with a hyphen, e.g. *eco-friendly, long-haired, open-minded*. The meaning of a compound adjective is usually clear from the words it is made of.

Exercise 5

- Elicit examples of some common compound nouns (e.g. *homework, toothbrush, laptop*).
- Explain or elicit the meaning of *compound adjective*.
- Do the first item together. Students then do the exercise on their own or in pairs. Refer them to the wordlist on Workbook page 130 if necessary.
- Check answers as a class. Model and practise the pronunciation of *eco-friendly, recycling centres* and *energy-efficient*.

ANSWERS

1 rubbish dump 2 eco-friendly 3 global warming
4 recycling centre 5 food miles 6 energy-efficient
7 greenhouse gases

Eco-friendly and *energy-efficient* are adjectives.

Extra activity: Fast finishers

Write the following words in three columns on the board:

A	B	C
solar-	free	lorry driver
sugar-	distance	drink
long-	powered	light

Ask **fast finishers** to match words from A with words from B to make compound adjectives, and then match them with nouns from C.

ANSWERS

solar-powered light, sugar-free drink, long-distance lorry driver

Exercise 6

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 describing the life cycle of food; compound nouns and adjectives, 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.

- Give students time to think about their answers to the questions for all of the food choices.
- Divide the class into six groups and ask each to concentrate on one of the choices. Ask them to prepare a one-minute presentation on their choice.
- Students give their presentations and then decide which food choice is the most and least eco-friendly.

EXTENSION

In groups, students think of a new eco-friendly snack and design an online ad to promote it. They should consider 1) what it is made of; 2) where the ingredients come from; 3) production and transport; 4) packaging; 5) why it is eco-friendly.

Ask a student from each group to present their ideas to the class. The whole class decides which snack has the smallest and largest carbon footprint.

Have a class vote on which snack students would most like to buy.

Further practice

Communication worksheet 3A: Vocabulary

Vocabulary Strategies worksheet 3: Recording vocabulary

Vocabulary extra: Food and nutrition

SB page 43

Exercise 1

1 calorie 2 nutrient 3 additive 4 sugar 5 minerals
6 carbohydrates 7 protein 8 fat 9 vitamins 10 salt

Exercise 2

1 carbohydrates 2 vitamins 3 fat 4 protein

Exercise 3

1 calories 2 protein 3 nutrient 4 vitamins 5 minerals
6 carbohydrates 7 fat 8 sugar 9 salt 10 additives

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 20 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

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

Encourage students to do some research on how nutritious their favourite snack is.

'How can I improve?' suggestion: Write a paragraph about how nutritious your favourite snack is using the vocabulary from the lesson.

Lesson 3B: Grammar and reading

SB pages 34–35

Learning objectives

Use determiners to talk about quantity with countable and uncountable nouns

Ask and answer questions about quantity using determiners

Materials

Workbook page 21

Communication worksheet 3B: Grammar

Pronunciation Insight worksheet 3: Word linking

AfL: Learning intentions

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

Grammar

Language note: *food for thought*

The title of the magazine article, *Food for thought*, is a play on words. The idiom *food for thought* means 'an idea that makes you think seriously and carefully':

The lesson was really interesting. It gave me food for thought.

Exercise 1

- Check students understand that *diet* (n/v/adj) can have several meanings. N = *the food that you eat and drink regularly; a limited variety of food you eat for medical reasons or to lose weight*. V = *to eat a limited variety / amount of food in order to lose weight*. Adj = *describing food that is low fat and/or low sugar that you eat to lose weight*.
- Students discuss the questions. In feedback, ask them to rate how healthy they think their diet is.

Exercise 2

- Check students understand: *vegan* (n), *dairy* (adj), *train* (v).
- Give students time to read the three typical diets and answer the questions in pairs.
- Check answers as a class. Ask students to say which diet is closest to their own.

ANSWERS

- 1 He starts work early and doesn't have much time in the mornings.
- 2 He wasn't hungry.
- 3 She usually has some porridge with soya milk and fruit, and a few nuts.
- 4 She needs a lot of energy and that comes from carbohydrates.
- 5 He thinks the school canteen food is rubbish.
- 6 They work in the evening, so they don't have much time to cook.

Exercise 3

- In groups, students justify their choice, using information from the article. Have a brief class feedback.

POSSIBLE ANSWER

Jess has the best diet because she has three regular meals every day. She has a balanced diet covering different food groups and keeps sugary foods as a treat.

AfL: Diagnostics

While monitoring exercises 4 and 5, listen for how successfully or unsuccessfully students use determiners to talk about quantity with countable and uncountable nouns, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- With a **weaker class**, remind students that countable nouns are objects, people, etc. that can be counted, and generally have a plural -s or -es, e.g. *meals, boxes*. Uncountable nouns are materials, liquids, abstract things, etc. that cannot be counted. Uncountable nouns don't have a plural form. Choose examples from the classroom to illustrate the concept. Ask: *Can we count books, pens and dictionaries? What about air and homework?*
- Students do the exercise on their own or in pairs.

ANSWERS

Countable nouns: biscuits, vegetables, people, nuts, friends, cakes, sports

Uncountable nouns: food, meat, breakfast, pasta, porridge, energy, sugar, chocolate, fruit

Exercise 5

- Students do the exercise on their own or in pairs.
- Check answers as a class.
- Check understanding by asking: *Do we use 'much' and 'many' in affirmative sentences? (not usually) Do we use 'a lot of' in negative sentences? (yes, sometimes), e.g. I haven't got a lot of time to eat my lunch. / I haven't got much time to complete the exercise.*

ANSWERS

1 a few 2 some 3 any 4 many 5 any (/ some)
6 many 7 a little 8 some 9 any 10 much
11 any (/ some) 12 much

Further reference and practice Workbook page 88

1 1 a 2 b 3 b 4 a 5 b 6 b 7 b 8 a
2 1 additives 2 mushrooms 3 meat 4 food
5 biscuits 6 fruit
3 1 a lot of 2 many 3 few 4 little 5 any
6 much

Exercise 6

- Students complete the dialogue on their own or in pairs before checking answers as a class.
- You could ask students to read the dialogue aloud. Remind them that the determiner is not usually stressed in a question or sentences, e.g. *Do you want some pasta?*

ANSWERS

1 some 2 some 3 any 4 any 5 some 6 some
7 any 8 any

Exercise 7

- Give students a few minutes to read the health expert's opinion, ignoring the alternatives. Ask: *Which diet does the expert think is the healthiest?* (Jess's)
- Students complete the text on their own or in pairs.
- Check answers as a class.

ANSWERS

1 many 2 a lot of 3 a lot of 4 much 5 a lot of
6 much 7 any 8 a little 9 a few 10 some

Exercise 8 3.1

- Give students time to read through the table to familiarize themselves with the type of information they will be listening for. Teach or elicit the meaning of *junk food* (food that is quick or easy to prepare, or take-away food, that is considered bad for your health).
- Students compare answers with a partner before whole-class feedback.

Audio script 3.1 page 165

ANSWERS

1 Yes 2 Yes 3 No 4 No 5 Yes

Exercise 9 3.1

- Check that students' questions are correctly formed before playing the recording a second time. Encourage students to write short answers, e.g. *a lot, a little*.
- Alternatively, you could pause the recording between questions so that students can answer them with a partner.

ANSWERS

- 1 How much junk food do some British teenagers eat? A lot.
- 2 How much sugar and fat do they have in their diet? A lot.
- 3 How many meals do some teenagers miss? One.
- 4 How many times a week do they go out with friends? Once or twice a week.
- 5 How much homework do teenagers have? A lot.
- 6 How many times a week do they eat with their family? Once a week.
- 7 How much fruit do they have every week? A little.

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 determiners, *a/an, the, some/any, a lot of, much/many, a little/a few*, or fluency – carrying out the survey and reporting the findings.

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 write a list of foods they eat for breakfast, lunch and dinner. Ask them to include a determiner before each item (e.g. *a lot of vegetables, a little bread*).
- Focus on the example questions. Circulate as students interview their partners and monitor their use of determiners. Make a note of any common errors for a feedback session at the end of the activity.

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 2B. 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. determiners: *some, any, much/many, a few, a lot of*.

Tell students to research an athlete / sportsman they admire online and find out what they eat in a typical day when they are training. Alternatively, they could research the typical diet of schoolchildren / teenagers in their country.

'How can I improve?' suggestion: Report back to the class about your research, using the determiners from the lesson.

Further practice

Communication worksheet 3B: Grammar

Pronunciation Insight worksheet 3: Word linking

Lesson 3C: Listening, grammar and speaking

SB pages 36–37

Learning objectives

Understand and recognize key words in a radio programme

Use indefinite pronouns and adverbs to talk about people, things and places

Make and respond to invitations

Materials

Workbook page 22

Communication worksheet 3C: Speaking

Functional language bank

AfL: Learning intentions

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

Listening

Exercise 1

- Students discuss the questions in pairs. Have a brief class feedback and ask: *Where can you see vending machines? What are the advantages and disadvantages of using vending machines?*

AfL: Diagnostics

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

Exercise 2 3.2

- Read the strategy together and explain that key words are the words which express the main meaning of a sentence. These are usually the stressed words in a sentence. Contrast these with some grammar words, e.g. articles, auxiliary verbs, pronouns and prepositions, which don't usually express the main meaning and are not usually stressed.
- Give students a few moments to familiarize themselves with the words before playing the recording.
- Check answers as a class and ask: *Which of the objects in the photos do the people mention?* (Jake mentions (fizzy) drinks. Hannah mentions Japan and pizza.)

Audio script 3.2 page 165

ANSWERS

A postcard, snack, junk food

B healthy food, school, apples

C Japan, umbrellas, refrigerator

D December, mobile phone charger, airport, forgot

Exercise 3 3.2

- To help students understand the radio programme, you may wish to pre-teach: *temple* (n), *holy water* (n), *chewing gum* (n), *refrigerate* (v).

- Give students time to read through the sentences.
- Play the recording and check answers as a class.
- Ask: *Would you buy shoes from a vending machine? What about a camera? Eggs? Why / why not?*

ANSWERS

1 Sentence not needed 2 Hannah 3 Dexter 4 Mia
5 Hannah 6 Jake

Extra activity: Compound nouns

Write the following words in two columns, A and B, on the board:

A	B
fizzy	gum
chewing	station
junk	centre
bus	food
shopping	drink
post	card
sports	machine
vending	club

Ask students to match the words in A with the words in B to make compound nouns. They check their answers in the audio script.

With a **stronger class**, write the words in column A only and ask students to come up with the second word in the compound nouns.

ANSWERS

fizzy drink, chewing gum, junk food, bus station, shopping centre, postcard, sports club, vending machine

Exercise 4

- Students discuss the questions. Have a brief class feedback.

Grammar

Exercise 5 3.3

- With a **weaker class**, ask students to look at the boxes and make as many words as possible (e.g. *someone / somebody, something, somewhere*) and write them on the board before students do the exercise.
- Students complete the sentences on their own or in pairs.
- Play the recording for students to check their answers.
- Point out that all the words are written as one word (*someone, everything*), with the exception of *no one*.

Audio script 3.3 page 166

ANSWERS

1 some, every 2 every 3 No, Every 4 any

Further reference and practice Workbook page 89

1 1 no 2 every 3 Some 4 any 5 any 6 no
7 any 8 Every
2 1 anywhere 2 everywhere 3 no one
4 somewhere 5 anything 6 Someone
7 nothing 8 anything

Exercise 6

- Students do the exercise on their own or in pairs.
- In feedback, highlight the singular verb forms.

ANSWERS

1 Everyone 2 nothing 3 somewhere 4 anything
5 anyone 6 everywhere 7 No one 8 Someone

Exercise 7

- Students prepare their proposal in groups. Circulate and monitor, helping with vocabulary and ideas as necessary. Students think of interesting or unusual things their vending machine will sell. Remind them that what they sell will be influenced by where the vending machine will be.
- Students present their proposals to the class. They can then vote for the most popular, the healthiest and the most useful item to sell from the vending machine.

Speaking

Exercise 8

- Students discuss the questions briefly in pairs. Ask: *Who do you see at the weekend? Where do you go? When was the last time you invited someone to do something with you? What was it?*

Exercise 9 3.4

- Play the recording. Students can check answers in pairs.
- As you check answers, ask: *Why does Anna choose fruit? (It's the only vegetarian thing they have.) Why can't she go to Harry's cousin's party? (She's going away with her parents.)*

Audio script 3.4 page 166

ANSWERS

1 a come to the school café b come to his cousin's party
c go to the cinema
2 She accepts a and c; she refuses b.

Exercise 10 3.4

- Students complete the phrases on their own or in pairs.
- Play the recording again for students to check their answers, if necessary. Check answers as a class.

ANSWERS

1 want to come 2 Would you 3 How about
4 idea 5 I'd love to 6 busy

Language note: ... right?

It is very common in modern English, particularly among young people, to end a sentence with *right?* when eliciting confirmation about something we already know or are almost sure about. This has the same function as a question tag, e.g. *So, you're a vegetarian, right?* is the same as *You're a vegetarian, aren't you?*

Exercise 11 3.5

- Students work on their own or in pairs to complete the dialogue.
- Play the recording for them to check their answers before checking answers as a class.

Audio script 3.5 page 166

ANSWERS

1 c 2 a 3 e 4 b 5 d

Exercise 12

- Students complete the task on their own or in pairs.
- Check answers as a class. Ask students to practise the dialogue, swapping roles so that both get a chance to invite and respond.

ANSWERS

Inviting: *Why don't you come with us on Saturday?*

Responding: *Thanks, I'd like that., Sorry, I can't make it at 12.00.*

Exercise 13

- Read through the Global skills box. Ask students to think of different situations where they want to keep a conversation going (e.g. when they want to get to know a new person, when they want to find out about something).
- Point out that here Harry listened carefully to what Anna said and then paraphrased it to check, using *right?*
- In pairs, students could act out trying to keep a conversation going, responding and checking, and taking turns to be A or B.

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, accepting or refusing the invitation.

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

- In pairs, students choose a situation and take turns to invite their partner. Tell them they need to decide on a time and place.
- With a **weaker class**, ask students to script their dialogue first. Students could practise reading their dialogues aloud and then act them out to the class.
- Circulate and monitor, making a note of any errors to discuss at a later feedback session.
- Ask **fast finishers** to choose another situation and have another conversation.
- Ask a few pairs to act out their dialogues for 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 invite and respond appropriately?
 - What phrases did you use?
 - What did you find difficult to do during the dialogues?
- 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 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.

Encourage students to revise indefinite pronouns and adverbs.

'How can I improve?' suggestion: Write six sentences or questions using *some/any/every/no + one/body/thing/where* about your school.

Further practice

Communication worksheet 3C: Speaking
Functional language bank

Lesson 3D: CULTURE Reading, vocabulary and grammar

SB pages 38–39

Learning objectives

- Understand the main points of a book extract
- Use container words to talk about quantities
- Use relative pronouns and adverbs to give more information

Materials

- Workbook page 23
- Video worksheet 3: Food in the UK

AfL: Learning intentions

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

Reading and vocabulary

Exercise 1

- Focus on the task and check that students understand and can pronounce *nutritious* (adj).
- Students answer the questions in pairs. Have a brief class feedback.

Culture: Junk food

Food that is high in calories from sugar or fat, but with little nutritional value, is described as *junk food*. It is thought of as unhealthy food because it is high in fat, salt and sugar. It contains few vitamins or minerals and little protein or fibre and is often highly processed.

Sometimes, it is not clear which food is junk food. Hamburgers, pizza and tacos are often given as examples, but it depends on how they are made. If they are made with fresh ingredients and not processed, then they can be quite healthy. Some foods claim to be healthy, but still contain sugar, processed grains, e.g. some breakfast cereals and yogurts.

Exercise 2

- Check students understand *junk food* (n).
- Focus on the title of the extract. Ask: *What country is the writer in? (USA), What do you think junk food heaven is? (somewhere there is a very wide range of snacks, foods like crisps, sweets, etc. that are easily available).*
- Students read the text and answer the questions in pairs.
- Check answers as a class and ask students to tell you which words in the text tell you that the writer likes junk food: *I longed for bacon bits, cheese in a shade of yellow unknown to nature, ... (lines 10–11), I made for the junk food section (lines 14–15) ... Well, it was heaven ... (lines 15–16), chocolate chip cookies (lines 19–20) ... Brilliant (line 20).*
- Ask: *Does he still like junk food? Why / why not? (Probably not. He says he ate all the junk food and it was awful.) Why do you think his wife made him eat all of the junk food? (to teach him how bad it was for him).*

ANSWERS

The type of food the writer likes is American junk food. His wife prefers healthy, less processed food.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students understand the main points of the book extract, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Focus on the instructions and sentences. Explain or elicit the meaning of: *paradise* (n), *greasiness* (n), *pretend* (v).
- Students read the extract again and check their answers in pairs, justifying their opinions and correcting the sentences that are false. Tell students to highlight the parts of the text that contain the information. If they cannot find the information, then the answer is *not given* (NG).

ANSWERS

- 1 F (The writer doesn't always go to the supermarket with his wife.)
- 2 F (His wife doesn't approve of his 'American' diet.)
- 3 T
- 4 NG
- 5 F (Breakfast pizza doesn't remain in the trolley.)
- 6 T
- 7 F (His wife didn't eat any of the junk food.)
- 8 T

Exercise 4

- Ask students to discuss the questions in pairs. Get feedback from some pairs.
- Ask: *Do you look at the ingredients when you buy something, for example, the amount of sugar or salt? Is it important to know what's in your food? Why? Have you stopped eating / drinking something because you think it isn't good for you?*

V Insight Containers

We buy everyday foodstuff and household goods in a range of containers. While these are the same in most countries, there are some used in the UK that might be different:
a packet of crisps, tea, ground coffee, coffee beans, biscuits

a bottle of milk, water, cola, oil, vinegar, sauce
 a carton of milk, yogurt, cream, fruit juice, eggs
 a box of chocolates, matches, breakfast cereal
 a tube of toothpaste, sunscreen, (in the USA cheese)
 a bag of sugar, flour, sweets, vegetables
 a jar of jam, honey, instant coffee
 a can of cola, beans, soup, tuna

Exercise 5

- Focus on the photos and check students know and can pronounce the foodstuffs and containers.
- In feedback, focus on the pronunciation of the containers and items, asking students to note which words are stressed, *packet/crisps, jar/jam, carton/juice*, etc.

ANSWERS

- 1 B packet of crisps
- 2 C jar of jam
- 3 D carton of apple juice
- 4 H box of cereal
- 5 G tube of tomato paste
- 6 A can of soda / cola
- 7 E bottle of (brown) sauce
- 8 F bag of potatoes

The three containers in the text are:

a **spray can** of cheese (line 6)

a **box** of breakfast cereal (line 21), a **box** of breakfast pizza (line 28)

a **packet** of microwave pancakes (line 33)

Pronunciation note: *the schwa* /ə/

Short grammar words like articles (*a, an*) and prepositions (*of*) are usually not stressed. These words often include the sound /ə/, which is an unstressed vowel, i.e. the schwa. So *a* becomes /ə/ and *of* becomes /əv/ or sometimes just /ə/, e.g. /əkænən'kəʊlə/ (a can of cola), /əpækɪtəv'krɪspz/ (a packet of crisps). Encourage students to practise saying the containers phrases as if they are one word.

Exercise 6

- Students complete the table in pairs. Tell them to add as many items as they can to each container.
- Check answers by saying containers, e.g. *carton* for students to answer with the food item – *milk, juice*. Then tell students to practise in pairs. This time, one student says an item, e.g. *toothpaste* and his/her partner says *tube*.

ANSWERS

- 2 a carton
- 3 a jar
- 4 a bottle
- 5 a tube
- 6 a bag
- 7 a packet
- 8 a can

Vocabulary extra: Food adjectives

SB page 43

Exercise 1

- 1 good
- 2 Everyone
- 3 hard
- 4 long
- 5 a lot of
- 6 natural
- 7 best
- 8 difficult

Exercise 2

- 1 Unhealthy, bad
- 2 No one / Nobody, disgusting
- 3 Cooked, soft
- 4 fresh, short
- 5 Plain, little
- 6 Processed, artificial
- 7 worst, sour
- 8 easy, tender

Exercise 3

- 1 raw
- 2 spicy
- 3 sweet
- 4 fresh
- 5 unhealthy
- 6 tough
- 7 organic
- 8 disgusting
- 9 sour
- 10 delicious

Grammar

Exercise 7

- Ask students to read the text quickly to understand the main idea. Check comprehension by asking questions, e.g. *Where is Bill Bryson from?* (America), *What is 'Notes from a Small Island' about?* (life in England).
- Focus on the highlighted words and explain that they are relative pronouns and adverbs.
- Students find examples in the extract.
- Check answers. Point out that relative pronouns refer to the word before.

ANSWERS

... the country **that** gave the world cheese in a spray can ... (line 5)

... possibilities for greasiness **that** the American diet offers. (line 10)

... junk food section – **which** was the rest of the store. (line 15)

... Cookie Crisp, **which** tried to pretend ... (line 18)

... chocolate chip cookies **that** you put in a bowl ... (line 20)

... in the special tone of voice with **which** she often addresses me ... (line 23)

It was the breakfast pizza **that** finally made my wife snap. (line 27)

... Every bit of everything **that** you don't put back ... (line 40)

Exercise 8

- Students complete the rules. Do the first one together.
- Check answers as a class and then read through the rules about when we can and cannot leave out *who*, *that* and *which*. Write the following sentences on the board to illustrate the point:
He's the man who/that wrote the book.
This is the book (which/that) he wrote.

ANSWERS

- a who
- b which, that
- c whose
- d where
- e when

Further reference and practice Workbook page 89

- 1 1 where
- 2 that
- 3 whose
- 4 who
- 5 when
- 6 that
- 7 when
- 8 where
- 9 when
- 10 where
- 2 2 Mrs Taylor isn't a person I know very well.
- 4 The cinema we go to every week is closing down.
- 5 Our teacher is a person everyone respects.

Exercise 9

- Students do the exercise on their own or in pairs.
- With a **weaker class**, get students to underline the word before the gap as this will help them focus on the correct relative pronoun for the gap, i.e. person, place, thing.

ANSWERS

- 1 who / that
- 2 whose
- 3 which / that
- 4 when
- 5 where
- 6 that
- 7 which / that

We can leave out the pronoun in sentences 3 and 6.

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 correct relative pronouns.

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.

- Do some examples together before students begin.
- Circulate and monitor to check that students are using the relative pronouns correctly.

EXTENSION: RELATIVE PRONOUNS

Students test each other on the words in exercise 6 using relative pronouns to define them, e.g. *It's stuff which you put in coffee. It's a liquid that you put on salad.* You could use the following two activities in future lessons.

- 1 Put students in groups. Write out the words you want to revise on sets of cards. Give a set of cards to each group of students. They place the cards face downwards on the desk. They then take turns to pick a card and define the word on it using a relative pronoun, e.g. *It's a place where ...*. The first person to guess the word wins the card. The person with the most cards at the end is the winner.
- 2 Put students in groups. Hand out five small pieces of blank paper to each student. They think of words or phrases they have recently learned and write one word or phrase on each piece of paper. Collect the pieces of paper, shuffle them and distribute them to different groups. The groups then use the cards to define the words and phrases in the same way as in the first activity.

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 revise what they learned in the lesson and to note the containers they come across the next time they go shopping.

'How can I improve?' suggestion: Write a list of what containers you can use to buy everyday foodstuffs in your local supermarket.

Further practice

Video worksheet 3: Food in the UK

Lesson 3E: Writing Short texts

SB pages 40–41

Learning objectives

- Write notes that give clear information
- Identify the purpose of a text before writing it
- Use abbreviations and ellipsis in short texts

Materials

- Workbook page 26
- Writing bank

AfL: Learning intentions

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

Planning for writing

Exercise 1

- Check or elicit students know and can pronounce: *noticeboard* (n), *notice* (n).
- Focus on the pictures. Ask: *Where do you see these notices?* (at school / work, at home, on my phone, in an ad)
- Check answers as a class.

Exercise 2

- Students work in pairs. Encourage them to use speculation words like *maybe* or *perhaps*, e.g. *Maybe you can read a notice about a school trip on a school noticeboard.*

ANSWERS

A 2 B 1 C 3 D 4

Exercise 3

- Read through the strategy together. Make sure students are clear about the meaning of *remind*, *make a request*, *advertise* and *announce*.
- Students discuss the purpose of the short texts. Do the first one together and point out that the texts may have more than one purpose.

ANSWERS

A to remind B to advertise / announce C to thank
D to invite

Language note: Abbreviations

A few abbreviations are only used in writing: *tel*, *esp.*, *St* and *etc.* If you read the note aloud, you would say *telephone*, *especially*, *street* and *et cetera*. Others, such as *e.g.*, *RSVP*, *asap*, *PS* and *NB* can be spoken as well as written.

AfL: Diagnostics

While monitoring exercises 4–6, listen for how successfully or unsuccessfully students use the correct abbreviations, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 4

- Students do the exercise on their own or in pairs.
- Check answers as a class and make sure students can say the abbreviations correctly (See Language note above.).

- Highlight the fact that some abbreviations are written in capitals, while others are lower case. Point out, also, that *e.g.* and *etc.* must be written with full stops.

ANSWERS

1 St. 2 RSVP 3 asap 4 etc. 5 BTW 6 FYI
7 Tel. 8 e.g. 9 esp.

Exercise 5

- Give students a minute to read the invitation and underline the important information.
- Students read invitation D. In pairs, they compare the two texts and underline differences.
- In feedback, ask: *What is happening here? What sort of words are left out? What happens to the invitation?*

ANSWERS

Let's party!

It's Kiera's birthday on Friday. Holly is planning a surprise party. ~~Do you want to come? We need to know numbers~~ asap.

~~The party is at~~ Gusto Pizza, Baker St. at 7.30 p.m.

FYI, I'll be there from 7.00. ~~I'm helping with the~~ decorations, lights, etc.

RSVP ~~to Holly~~ if you can make it.

Words left out are grammar words: pronouns, verbs and/or auxiliaries, articles, repeated nouns, prepositions. Only key words are kept.

Exercise 6

- Students look at the other texts and find examples of ellipsis. They check answers in pairs.
- In feedback, focus on where the writers used abbreviations and how to say the abbreviations.

ANSWERS

A Don't forget your lunch box.

On third shelf, above cheese, butter, etc.

Working late tonight so can't cook dinner.

Pizza in fridge and some fruit, e.g. bananas and apples.

See you later. Do your homework!

Mum x

B –

C Evie

Just wanted to say thanks for flowers!

Lovely surprise to find them on doorstep – really beautiful, esp. yellow roses.

Lily xx

BTW – have a great weekend in London!

Exercise 7

- Students follow the instructions. They compare their sentences in pairs.
- In feedback, focus on students' pronunciation of the abbreviations, especially, *e.g.*, *etc.*

SUGGESTED ANSWERS

1 Sorry I didn't come to party – was ill. Had headache, fever, etc.

2 End of exams Friday. Meeting at Big Burger, George St., 7.00 p.m. to celebrate. Want to join? Let me know asap. Tel. 07660 988704.

3 Bake sale to raise money for local children's charity. Bring baked goods – e.g. cakes, biscuits. – to library on 3rd floor 12.00 Friday.

4 Thank you for book. Lovely present and complete surprise, esp. as I forgot your birthday. BTW, good luck for exams.

Writing a short text

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 – keeping the message clear while using abbreviations and ellipsis.

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 tasks together. Ask: *How many texts do you have to write? What kinds of texts?*
- Give students five to ten minutes to plan their texts.
- Circulate while students write their short texts, making sure they use ellipsis, imperatives and abbreviations.
- When students have finished, ask them to check their work. Refer them to the checklist.

AfL: Assess your progress

Direct students to Workbook page 26 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 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 revise what they learned in the lesson and look at their classmates' texts.

'How can I improve?' suggestion: Decide which texts are the easiest to understand.

Further practice

Writing bank

Review 3

SB page 42

Exercise 1

1 grow 2 produces 3 refrigerate 4 transport
5 package 6 eat 7 recycle 8 throw away

Exercise 2

1 warming 2 rubbish 3 recycling 4 Greenhouse
5 efficient 6 friendly

Exercise 3

1 bag of potatoes 2 jar of jam 3 tube of toothpaste
4 box of chocolates 5 packet of biscuits 6 carton of eggs

Exercise 4

1 many 2 a lot of 3 a lot of 4 some 5 many
6 much 7 much 8 a little 9 any 10 a few

Exercise 5

1 Nobody / No one 2 anybody / anyone 3 something
4 everything 5 anywhere 6 nothing 7 anything
8 Everybody / Everyone

Exercise 6

1 who 2 where 3 which 4 when 5 where
6 whose 7 who

Global skills: Making healthy choices

SB pages 44–45

Learning objectives

- Understand a text about health and wellbeing
- Reflect on your diet, lifestyle, physical activity and habits
- Prepare an information poster for other students

Materials

- Workbook page 125
- Global Skills video worksheet: Making healthy choices

AfL: Learning intentions

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

Exercise 1

- Write these prompts on the board for question 1: *Diet, Physical activity, Rest and sleep, Mental health, Other.*
- You could assign one question to each group and ask students to record their ideas in a mind map before moving around the room and adding ideas to other groups' mind maps.

AfL: Diagnostics

While monitoring exercises 2 and 3, listen to the ideas students mention. Do they focus on one area (diet, exercise, etc.) or a range of areas? Listen also for their successful or unsuccessful use of language relevant to the topic.

Exercises 2 and 3

- Check that students understand and can pronounce: *habit* (n), *awareness* (n), *treat* (n).
- Give students time to look at the title and subheadings and discuss their predictions before they read the whole text.

Exercise 4

- With a **weaker class**, complete the first sentence as an example, pointing out that they can use the words from the text. With a **stronger class**, you could encourage them to use some of their own words.
- Ask **fast finishers** to think of more tips to add to the poster.

POSSIBLE ANSWERS

- repeat the new action lots of times and use effective strategies
- focus on the benefits
- discover how your feelings and behaviour are related
- books, websites and documentaries
- have them in small amounts and not too often
- feel more positive
- copy or compare yourself to other people

Exercise 5

- As students discuss the questions, note examples of good language as well as errors, which you can use in a feedback session later.

Exercise 6

- Students answer the questions in pairs or on their own, in writing.

Exercise 7

- Before students do the activity, focus on the highlighted nouns in the text and their pronunciation.
- With a **stronger class**, elicit whether the nouns are countable or uncountable, what words they collocate with (e.g. *good / bad habits, mental / physical wellbeing*) and what words they are related to (e.g. *behaviour / behave*).
- Ask **fast finishers** to write their own questions using the nouns and then swap them with a partner.

ANSWERS

- 1 wellbeing 2 behaviour 3 habits 4 strategies
5 treats 6 stress

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a successful poster would look like. Agree with students in advance what you and their peers will give feedback on. After the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for ideas.

- Put students into groups and ask them to agree on a topic.
- Encourage them to do some online research using reliable sources.
- In the next lesson, display students' posters or share them online and ask them to give each other feedback.

AfL: Assess your progress

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

Direct students to Workbook page 125 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: You could encourage students to think about and make brief notes on the following questions:

- What aspect of this topic do you find the most interesting and why?
- What would you like to learn more about and how could you do this?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Making healthy choices

4 Personal space

Unit map

Grammar

Comparative and superlative adjectives page 48

(not) as ... as, too, enough page 49

Verbs + infinitive or -ing form page 53

Vocabulary

Adverbs of manner and comment page 46

Compound adjectives page 47

Collocations: household chores page 50

Phrasal verbs page 52

Adverbs of degree page 54

Skills

Reading: Life in a Victorian slum house page 46

Listening: The best room in the house page 48

Listening: Whose house is it anyway? page 50

Speaking: Asking for permission page 51

Speaking: Using indirect language page 51

Reading: Changing homes, changing lives page 52

Writing: A description of a room page 54

Reading: Workbook pages 8–9

Strategies

Reading: Previewing page 46

Writing: Writing opening sentences 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 158

Exam Insight 2 Workbook pages 116–117

Answer key Teacher's Guide page 160

Video

Online video: Homes in the UK

Lesson 4A: Reading and vocabulary

SB pages 46–47

Learning objectives

Make predictions about a text from headings, titles, pictures or headlines

Use adverbs of manner and comment

Use compound adjectives to describe places and things

Materials

Workbook page 28

Communication worksheet 4A: Vocabulary

Vocabulary Strategies worksheet 4: Phrasal verbs: literal and non-literal meanings

Pronunciation Insight worksheet 4: Word stress and syllables: compound nouns and adjectives

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 47. See page 10 for more ideas.

Exercise 1

- Students discuss the questions. In feedback, check students understand: *poverty* (n), *overcrowded* (adj). Ask: *What do you think you would see, hear, smell and feel if you lived in a Victorian slum?*

Culture note: The Victorians and the Industrial Revolution

We describe the people who lived during the reign of Queen Victoria (1837–1901) as the Victorians. The Industrial Revolution started in England around 1760. Manufacturing moved from handmade goods to mass production in factories, creating population movement from the country to cities like Manchester, where the factories were located. The development of coal-mining and steam and water power led to a huge expansion of industries in the UK. By the time of Queen Victoria, the UK produced and exported goods all over the world.

The downside of this was the growth of the inner-city slum in Victorian cities, where factory workers lived on very low wages in unhealthy conditions. The city population increased rapidly, e.g. Manchester had a population of 25,000 in the 1770s, but by 1850 it had a population of around 250,000 and was the UK's third largest city. Working people lived in dark and dingy tenements, with no inside sanitation, and families crowded into cold, damp rooms.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students make predictions about the text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Read through the strategy together.
- Focus on the photos and title. Ask: *Do you think the people had a comfortable life in their house?* Elicit some feedback (e.g. *Maybe, but their kitchen looks very simple.*)
- Check students understand: *leaflet* (n), *advertisement* (n), *article* (n). Ask: *Can you think of an example of each that you've seen recently?* Elicit the differences between *fact*, *opinion* and *fiction*.
- When students have made their choices, get feedback and ask: *What do you think the article is about?*
- Discuss the questions as a class and encourage students to give reasons for their answers, e.g. *I think life was very difficult in the 1800s because people didn't have electric light or cookers.*

ANSWERS

1 c 2 b 3 b

Exercise 3

- Read through the instructions and emphasize that there is one extra sentence.
- Ask students to read the descriptions carefully and underline key words that will help them find answers. With a **weaker class**, do the first one together as an example: *a morning routine in the slum.*
- Ask students to skim-read each paragraph and work in pairs to summarize it. When they have finished, they match their paragraph summaries to one of the descriptions.
- Check answers as a class. Ask: *Which words in the article helped you decide?* (one morning, cook breakfast, etc.).

ANSWERS

1 D 2 A 3 C 4 B 5 – 6 E

Exercise 4

- Check students understand the experiment and its aims. Encourage students to refer to the text for ideas to support their answers. Circulate and monitor, helping with vocabulary or ideas, as necessary.
- Ask: *Which modern devices couldn't you live without?*

V Insight Adverbs of manner and comment

We use adverbs of manner to modify verbs. In other words, we use them to say *how* something is done:

He drove slowly along the country roads.

We also use adverbs of manner to modify adjectives. In other words, they increase or decrease the strength of the adjective:

She's got an extremely fast car.

We can use adverbs of comment to give our opinion:

Luckily, I found my keys behind the sofa. (= I think it was lucky that I found my keys.)

Unfortunately, it began to rain when we were setting up the picnic. (I think it was unfortunate that it began to rain.)

Exercise 5

- Focus on the table. Ask: *What words are in the left-hand column?* (adjectives) *Why do we use adjectives?* (to describe people or things).

- With a **weaker class**, check that students know the meaning of the adjectives and model and practise pronunciation.
- Ask: *What is an adverb?* Explain or elicit that adverbs are similar to adjectives because they also describe and give more information, but adverbs usually give information about verbs and adjectives, not nouns. In other words, they describe how something is done. Point out that many adverbs of manner are formed from adjectives.
- In pairs, students find the adverbs and complete the table. Check answers as a class. If they have a problem finding the adverbs, you could give the line reference.
- Refer students to the spelling rules and ask them to complete them based on the adverbs in the table. Check answers as a class. Point out the spelling of *carefully*, double l, and tell them adverbs made from adjectives ending in *-ful* end in *-fully*.

ANSWERS

1 (un)fortunately (line 54) 2 (un)luckily (line 33)
3 quickly (line 25) 4 easily (line 10) 5 (un)surprisingly (line 34) 6 carefully (line 43) 7 (un)happily (line 48)
Spelling rules: a -ly b i; -ly.

Exercise 6

- Read the instructions together. With a **stronger class**, ask students to do the activity in pairs. With a **weaker class**, look at two adverbs together to demonstrate the difference. *Unfortunately* refers to the fact that living in a slum is still a way of life for many people today; the writer thinks the situation is unfortunate, so it's an opinion. *Quickly* refers to the verb *work*; it describes how they worked.
- Students do the exercise in pairs.
- Check answers as a class. Ask students to tell you what each adverb refers to when they tell you 1 or 2.

ANSWERS

1 easily, quickly, carefully, happily
2 unfortunately, surprisingly, luckily

Exercise 7

- Remind students to think carefully about the missing word: whether it describes a noun, how an action is done, or expresses an opinion.
- Students do the exercise on their own. Circulate and monitor, helping as necessary. Check answers as a class.

ANSWERS

1 easy 2 quickly 3 carefully 4 Unfortunately
5 fortunately 6 happily 7 surprising

V Insight Compound adjectives

Compound adjectives allow us to give more specific information about nouns, e.g. instead of saying *They live in a big house*, we can say *They live in a three-storey house*. The stress is generally on the second word: *full-time*, *old-fashioned*. The words in compound adjectives are usually separated by a hyphen.

Exercise 8

- Focus on the highlighted words in the article and ask students what they notice about them. Elicit that they all have a hyphen.

- Ask: *What kind of words are they?* (adjectives) *How do you know they are adjectives?* (They describe nouns.)
- Point out that they are compound adjectives because they consist of two words joined together.
- Ask students to read the text quickly, ignoring the gaps. Ask: *Is the family living in the 19th century or the 21st century?* (the 21st century), *How do you know?* (they have modern devices, e.g. a TV and a fridge).
- With a **weaker class**, check the meaning of the individual words in the compound adjectives. With a **stronger class**, encourage students to use the context to guess their meaning.
- Students complete the exercise in pairs.
- Check answers as a class, highlighting the pronunciation of the compound adjectives. Ask: *Can you think of something else you could describe as modern-day* (transport, America), *old-fashioned* (clothes, sweets), *full-time* (education, writer)?

ANSWERS

1 modern-day 2 two-storey 3 labour-saving 4 full-time

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. using adverbs of manner and comment and/or using compound adjectives correctly.

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

- In groups, students choose a period of history they would be interested in learning more about (e.g. Ancient Greece, the 16th century, the 1920s, the 1960s).
- Explain the activity. Circulate and monitor, helping as necessary. Encourage students to use some language for making suggestions, agreeing or disagreeing, e.g. *I think we really need ...*; *How about taking ... ?*; *I think that ... would be more useful*; *I'm not sure. What about ... instead?*
- At the end of the activity, one student presents the group's ideas to the class. Have a class vote on which group chose the most useful devices.

Further practice

Communication worksheet 4A: Vocabulary

Vocabulary Strategies worksheet 4: Phrasal verbs: literal and non-literal meanings

Pronunciation Insight worksheet 4: Word stress and syllables: compound nouns and adjectives

Vocabulary extra: Houses and homes

SB page 57

Exercise 1

1 terraced house 2 cottage 3 block of flats
4 semi-detached house 5 tent 6 bungalow
7 detached house 8 caravan 9 castle 10 mansion

Exercise 2

1 castle 2 terraced house 3 caravan 4 tent
5 cottage 6 mansions 7 detached house
8 bungalow 9 block of flats 10 semi-detached house

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 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 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.

Encourage students to do some research into the history of different areas in their town/city.

'How can I improve?' suggestion: Write a short history on an area in your town/city.

Lesson 4B: Grammar and listening

SB pages 48–49

Learning objectives

Use comparative and superlative adjectives and (*not*) *as ... as*, to compare people, places and things

Use *too* and *enough* to talk about degree

Materials

Workbook page 29

Communication worksheet 4B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 49. See page 10 for more ideas.

Grammar

AfL: Diagnostics

While monitoring exercise 1, listen for how successfully or unsuccessfully students use comparative and superlative adjectives, which is the learning objective of this page. See page 10 for more ideas.

Exercise 1

- Focus on the questions. With a **weaker class**, check that students understand the qualities in question 1. Elicit or explain: *privacy* (n – having the freedom to do things without other people watching or knowing), *comfort* (n – being comfortable). Model and practise the pronunciation.
- Give students two or three minutes to discuss in pairs and then open up the discussion to the class. Write any new vocabulary, e.g. rooms, furniture, on the board and check for pronunciation by modelling the word and asking students to repeat.

Exercise 2 4.1

- Teach or elicit: *football kit* (n), *sofa* (n), *open-plan* (adj), *get away from* (someone) (phr v).
- Explain the exercise. Ask students to read the sentences.

- With a **weaker class**, play the recording until *football kit and bits of pizza all over the floor*. Ask: *Does Maya have a brother?* (yes), *Does she like his room?* (no), *Why?* (football kit and pizza on the floor). Elicit that the correct answer for number 1 is *her brother's bedroom*.
- Play the recording for students. Play it again for them to check their answers, if necessary.
- Check answers as a class. Ask students to give reasons for their answers: Maya (the living room has a big old-fashioned sofa), Adrian (it's warm and friendly), Yasmin (she can get away from her little brother).

Audio script 4.1 page 166

ANSWERS

1 her brother's bedroom 2 The living room
3 the kitchen 4 bedroom 5 the kitchen

Exercise 3

- In groups, students discuss their responses and compare ideas. Ask: *What do you like to do in your personal space?* *Who do you allow to come into it?*

Exercise 4

- Focus on the table. Explain that we use comparative forms to compare two things, and superlative forms to compare more than two things.
- Point out the different ways we form comparative and superlative forms, and highlight the spelling changes in some words. Explain that there aren't many irregular adjectives, but that they must be learned.
- Ask students to find and underline the comparative and superlative adjectives in exercise 2. Tell **weaker students** that these adjectives look similar to the adjectives in the left-hand column.
- In pairs, students complete the table. Check answers as a class, focusing on spelling changes and pronunciation of the comparative form, any changes in spelling and irregular forms.

ANSWERS

1 the biggest 2 quieter 3 smaller 4 the busiest
5 more comfortable 6 the most interesting
7 the worst 8 the best

Further reference and practice Workbook page 90

- 1 more beautiful – the most beautiful
2 funnier – the funniest
3 nicer – the nicest
4 farther / further – the farthest / furthest
5 more dangerous – the most dangerous
6 sadder – the saddest
7 more interesting – the most interesting
8 worse – the worst
9 wider – the widest
10 cleaner – the cleanest
11 dirtier – the dirtiest
12 more famous – the most famous
- 1 noisier than 2 more modern than 3 bigger than 4 quieter than 5 older than 6 smaller than
- 1 the laziest 2 The largest 3 the most expensive 4 the best 5 the tidiest 6 The hottest

Exercise 5

- Tell students to read the text, ignoring the gaps. Check comprehension by asking: *Whose house is described?* (the writer's grandmother's) *Where is it?* (in India) *What problems did grandmother describe?* (heat, dust) *Where does she live now?* (in a small, light and comfortable house)
- Students complete the text and compare answers in pairs.
- Check answers in class. Ask: *Which house do you think the writer's grandmother prefers? Why?*

ANSWERS

1 most beautiful 2 biggest 3 more important
4 busiest 5 (the) noisiest 6 cooler 7 dirtier
8 darker 9 smaller 10 lighter 11 more comfortable

Exercise 6

- Focus on the prompts and explain the exercise.
- With a **weaker class**, make the first question together as an example.
- Students make the questions. Circulate and monitor helping where necessary and encouraging students to self-correct.
- Check questions in class feedback. Write the correct questions on the board to make sure students have a good model to check against.
- Give students a few minutes to ask and answer the questions in pairs.
- Monitor as students do the task. For feedback, choose one or two pairs whose responses were interesting to ask and answer in front of the class.

ANSWERS

- 1 Which is the quietest room in your house?
- 2 Is a laptop more expensive than a smartphone?
- 3 Which is the most unusual object in your bedroom?
- 4 Which is the oldest building in your town?
- 5 Are one-bedroomed flats in the city more expensive than houses?
- 6 What is the quickest way to get to your best friend's house?

Grammar

Exercise 7

- Focus on the online posts. Ask: *What sort of website is it?* *What is a problem page?* Elicit that a problem page is a page with messages about readers' problems and advice about how to solve them.
- Students do the exercise on their own. They then check ideas in pairs before whole-class feedback.

Exercise 8

- Go through the rules together and explain that *(not) as + adjective + as* is another way of comparing two things.
- Point out that *too* means 'more than necessary' and *enough* means 'as much as is necessary'. In other words, *too* has a negative meaning and *enough* has a positive one.
- Students do the exercise in pairs before checking answers as a class.

ANSWERS

1 a 2 e 3 c 4 d 5 b

Further reference and practice Workbook page 91

- 1 1 A cottage isn't as big as a mansion.
- 2 Buckingham Palace is as well-known as the Tower of London.
- 3 Bicycles aren't as expensive as sports cars.
- 4 Musicians are as popular as actors.
- 5 A 10,000-metre race isn't as fast as a 100-metre race.
- 6 A lake isn't as deep as an ocean.
- 7 The Sahara Desert in Africa is as dry as the Gobi in Asia.
- 8 Mount Fuji is not as high as Mount Everest.
- 9 Skiing is as dangerous as skating.
- 10 The moon is not as far from Earth as the sun.
- 2 1 too crowded 2 big enough 3 too 4 tender enough 5 too 6 too much 7 too long 8 not tall enough 9 too 10 too early

Exercise 9

- Focus on the sentences and explain the exercise. With a **weaker class**, do the first one together.
- Students do the exercise on their own. They then check answers in pairs.
- Check answers as a class. In feedback, help students with sentence stress to make them sound natural. Sentence stress is marked in the answer key.

ANSWERS

- 1 My bedroom isn't big enough for all my stuff!
- 2 It's too noisy to do my homework!
- 3 You aren't old enough to ride a motorcycle.
- 4 This bed is too uncomfortable to sleep in.
- 5 The room wasn't tidy enough to work in.
- 6 I can't read in this room – it's too dark.

Extra activity: Fast finishers

Ask **fast finishers** to write four sentences about their home using *too* and *enough*. When they have finished, ask them to read out their sentences to the class, e.g. *My bedroom isn't very big, but it's big enough for me.*

Exercise 10

- Students read the extract quickly, ignoring the gaps. Ask: *What is it about?* Elicit that the extract compares children who share a room with children who do not share a room.
- Read through the instructions together. With a **weaker class**, remind students to look carefully at the words on either side of the gap before deciding on their answer. For example, the word before the first gap is an adjective, so the missing word must be *enough*.
- Stronger students can do the exercise on their own, while weaker students do it in pairs.
- Check answers as a class.

ANSWERS

- 1 enough 2 as 3 lonely 4 more 5 quiet
- 6 cleaner 7 than 8 enough

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 comparative and superlative adjectives with (*not*) *as ... as*, *too* and *enough*.

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

- Focus on the photos and the questions. With a **weaker class**, write some adjectives on the board to help students discuss the questions: *bright, well-lit, spacious, organized, modern, colourful*.
- Circulate and monitor, checking that students are using comparative forms, *too* and *enough* correctly. Make a note of any common errors to address in a later feedback session.
- Get brief feedback from each pair about their partner's opinions.

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

Encourage students to apply some of the lesson language to their own home.

'How can I improve?' suggestion: Tell your partner about something you'd like to have in your room but don't have at the moment.

Further practice

Communication worksheet 4B: Grammar

Lesson 4C: Listening, vocabulary and speaking SB pages 50–51

Learning objectives

- Understand the main points of a talk
- Use collocations to describe household chores
- Ask for permission

Materials

- Workbook page 30
- Communication worksheet 4C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 51. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Check students understand and can pronounce *chore* (n). Then focus on the photos.
- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary as necessary and writing any new words on the board, e.g. *dusting*, *load the dishwasher*.
- Get feedback by briefly discussing each question as a class, e.g. *Children shouldn't help with household chores because they are too boring*.
- Ask students to brainstorm other chores and write their ideas on the board.

V Insight Collocations: household chores

We often talk about household chores using collocations, e.g. we say *do the dishes* (= wash the dishes) not *make the dishes* (= create the dishes). Generally speaking, we use *do* about work that does not involve creating something, e.g. *do the laundry*, *do the cleaning*. We tend to use *make* when we are creating something, e.g. *make the dinner*, *make a cake*.

Exercise 2

- Read through the instructions together. Ask **weaker students** to read the sentence beginnings and endings and underline any new vocabulary. Write any new words on the board and model the pronunciation, especially for *ironing* (n).
- Students compare answers with a partner before whole-class feedback.
- In pairs, students discuss the questions. Get feedback by asking them to share their ideas with the class.

ANSWERS

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

Exercise 3 ④ 4.2

- Focus on the factfile and ask: *What is this factfile about?* Elicit that it is about the number of children who do chores.
- Read the instructions together and play the recording.
- Play the recording again for students to check their answers.
- Check answers as a class.
- In pairs, students discuss the facts briefly, comparing themselves with the children in the survey. Get feedback from a few pairs.

ANSWERS

1 11 2 35% 3 the ironing 4 the bathroom
5 make their bed

Audio script 4.2 page 166

AfL: Diagnostics

While monitoring exercise 4, listen for how successfully or unsuccessfully students understand the main points of the talk, which is the learning objective of this page. See page 10 for more ideas.

Exercise 4 ④ 4.3

- Ask students to read the sentences and underline key words that will help them focus as they listen. Encourage

them to guess which sentences they are going to hear and to mark them. Point out that they may not hear every idea, so they should move on to the next sentence if they do not hear anything.

- Play the recording. Students compare answers in pairs.
- Give students a few minutes to decide whether they agree with the ideas. Write some expressions on the board to help them, e.g. *I completely disagree with the fact that ...*; *In my opinion, ...*; *I couldn't agree more that ...*.
- Have a class feedback.

Audio script 4.3 page 166

ANSWERS

Students hear 3, 4, 5, 8.

Exercise 5

- Focus on the questions.
- Students discuss their ideas in pairs. Then they get together with another pair and compare their ideas.
- In feedback, ask a spokesperson from each group to report their ideas. Find out which tasks most students do at home.

Exercise 6

- Ask: *Do you have any rules in your own house?* and elicit responses, e.g. *I can use the internet for only one hour in the evening. I have to do my homework before I can watch TV.*
- Focus on the eight rules. Then read through the instructions together. Write some useful language for negotiating on the board, e.g. *How about ... ? I'd prefer to ...*; *What do you think about ... ? I think it would be fairer to ...*.
- In groups, students discuss the rules that they can agree with their parents.
- Students do the exercise. Circulate and monitor, and interrupt only to prompt them with ideas, if necessary. Make a note of any errors you would like to address later.
- When students have finished, ask a student from each group to present their rules to the class and give reasons why they chose them.

Speaking

Exercise 7

- Focus on the situations and explain the exercise.
- Students do the exercise in pairs.
- Check answers as a class. Ask students if they have ever had to ask for permission in any of these situations and elicit responses, e.g. *I asked my parents to give me money for a new mobile phone. They said that my old phone is working fine. They didn't give me money for a new one.*

SUGGESTED ANSWERS

1 parent / teacher 2 parent / friend 3 parent
4 parent / teacher 5 parent / friend 6 parent

Exercise 8 ④ 4.4

- Explain the exercise. With a **weaker class**, play the first dialogue and pause the recording to ask which of the situations the dialogue matches. Elicit that it matches situation 5.
- Play the rest of the dialogues.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

a 5 b 3 c 2 d 1

Exercise 9 4.4

- Ask students what the people in the dialogues were doing. Elicit that they were asking for permission to do something.
- Explain that there are several ways of asking permission politely. Point out the incomplete phrases. Give students time to look through them and ask **stronger students** if they can remember any phrases from the recording.
- Play the recording again. Students complete the phrases.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

1 Here 2 all right 3 depends 4 Can 5 problem
6 please

Exercise 10 4.5

- Ask students to read the dialogue. Ask: *What is Lisa asking for?* (permission to go to Rachel's party on Saturday and stay out late)
- Students order the dialogue on their own or in pairs.
- Play the recording for students to check their answers.
- 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.

ANSWERS

Lisa Hi, Dad. Shall I clean the bathroom? I can vacuum the floor, too if you like.
Dad Thanks, Lisa, that's helpful.
Lisa Er, Dad, Rachel's invited me to a party this Saturday. It's her birthday. Do you mind if I go?
Dad Hmm ... That depends. What time does it finish?
Lisa Around midnight.
Dad Then I'm afraid not. We're going to visit your aunt's on Sunday, remember?
Lisa I can come back earlier, Dad.
Dad Hmm, I'll think about it.
Lisa Thanks, Dad. Oh, there's just one more thing. Could I please have my pocket money today? I need to buy something to wear.

Exercise 11

- Explain the activity. Students read the examples and then do the task. With a **weaker class**, find one of the phrases together.
- Students do the activity in pairs. Ask: *What differences are there between indirect and direct questions?* (word order after the phrases *Do you mind if ... ?* and *Is it all right if ... ?*).
- Write some direct questions to ask permission on the board and ask students to make them more polite, e.g. *Can I open the window? Can I borrow your dictionary? Can I ask you a question?*
- Tell students to make them more polite by using indirect language, e.g. *Do you mind if I ... ? / Could I please ... ? / Is it all right if I ... ?*
- Check answers as a class.

ANSWERS

Permission: Could I please have ... ?; Do you mind if I ... ?
Responding: I'll think about it; I'm afraid not.

Exercise 12

- Read through the Global skills box. Ask students to think of three more situations where they need to ask for permission politely, e.g. talking to someone they don't know very well, talking to someone older, asking for something the other person might not want to give permission for.
- Ask students in pairs to ask for permission and respond. Elicit how to give or refuse permission politely by asking them to find answers in the dialogue, e.g. *That depends. / I'm afraid not. / I'll have to think about it. / Certainly. / Of course, you can.* (to give permission).

Exercise 13

AfL: Success criteria: Monitoring feedback

Make success criteria clear in the classroom so that students know where they are going in their learning. Before students start the final speaking task, decide with them whether you will be focusing on language, e.g. accuracy– use of household chore collocations or the task achievement (fluency / communication – asking for permission and responding, using indirect 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 the instructions together. Then put students in pairs and refer them to the role cards.
- Ask A students to read their options and choose one. Encourage them to think of ways they can persuade their parents to agree and write some useful language on the board: *I promise I'll tidy my room more often. I can come home early. I really want to go!*
- Ask B students to decide if they will give permission or not. Encourage them to think of different ways they can refuse permission or negotiate with their 'child', e.g. *I'm afraid you're too young for ...; I don't think that's a good idea because ...; I'm not so sure about ...; Well, if you promise to ... , you can ...*
- Give students time to think and make notes if they wish before they do the role-play. Circulate and monitor, helping with ideas or vocabulary as necessary. Ask **fast finishers** to swap roles and repeat the exercise.
- Ask a few pairs to perform their role-play for the class. Have a vote on which role-play was the most entertaining.

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 ask for permission and respond 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 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 brief notes on how well they have done and to think about future learning opportunities.

Encourage students to listen to podcasts and blogs in English and note how people use indirect language.

'How can I improve?' suggestion: Find and write down three examples of native speakers using indirect / polite language.

Further practice

Communication worksheet 4C: Speaking
Functional language bank

Lesson 4D: CULTURE Reading, vocabulary and grammar

SB pages 52–53

Learning objectives

Skim-read to find relevant information in a text

Use phrasal verbs to talk about life styles

Recognize and use different verb patterns

Materials

Workbook page 31

Video worksheet 4: Homes in the UK

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 53. See page 10 for more ideas.

Exercise 1

- Focus on the questions and ask students to ask and answer them in pairs. Circulate and monitor, helping as necessary.
- Get feedback from a few pairs. Ask: *Which student has the most interesting home?*
- Write a list of the advantages and disadvantages the students come up with on the board.

ANSWERS

1 Possible answers: traditional, rural, portable, isolated

Culture note: Mongolia

Mongolia is a landlocked country in Asia, sandwiched between China and Russia. It's a huge country of over 1.5 million square kilometres, but it has a small population of around 3.3 million people. Almost half of the population live in the capital city, Ulaanbaatar. It is the world's most sparsely populated nation.

It is mostly covered by grassy land with very few trees, with little good land for growing crops. About a third of the population is nomadic or semi-nomadic. Horses play a huge role in Mongol culture. The main religion is Buddhism, which arrived from Tibet in the 16th century. Islam is the second religion of Mongolia.

Famous Mongols from history include Genghis Khan, who ruled the largest land empire in history. At its height, it stretched from Eastern Europe to the Sea of Japan. His grandson, Kublai Khan, conquered China and established the Yuan dynasty (1271–1368). According to Marco Polo's account of his travels, he met Kublai Khan in 1269 and stayed at his court for over twenty years. In 1816, Samuel Taylor Coleridge, the English Romantic poet, published a visionary poem about him and his empire, *Kublai Khan*.

Exercise 2

- Check students understand: *cosy* (adj), *stove* (n), *sewerage system* (n).
- Ask: *How is Khulan's life different from yours?*

ANSWERS

Khulan likes her home because it's colourful and cosy. She loves the freedom of living in a ger.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students skim-read to find relevant information in the text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Read the six headings together, checking for understanding as you do so.
- Make sure students understand that they need to skim-read each paragraph to find its main point and then match that to a heading.
- Encourage students to underline key words in the paragraphs to help them work out the relevant information in each.
- Students check answers in pairs. In feedback, ask: *Which words and phrases contained the relevant information and helped you to match the headings?*

ANSWERS

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

Exercise 4

- Students discuss the questions in pairs.
- Get feedback from a few pairs.

ANSWERS

- 1 Khulan is like other teens because she watches movies, listens to music and checks social media.
- 2 Nomadic families move their gers to find food for their animals.
- 3 People are moving to the city because the climate is changing and it is difficult to feed their animals.
- 4 In the city there are not enough permanent homes for everyone, and nomadic people find it hard to make enough money. There is no sewerage system in the city and a lot of air pollution from cooking fires.
- 5 Khulan wants to stay on the grasslands because she loves the freedom and being outside. It's also the only home she knows.

Exercise 5

- Check students understand and can pronounce: *climate change* (n), *urbanization* (n).

- Students discuss the questions. Circulate and monitor, helping with vocabulary where necessary.

ANSWERS

- 1 Climate change has meant nomads have had to move to the city. This urbanization means that nomadic people have to learn new skills to survive city life. Nomadic children have to start going to school in the cities to gain an education so that they can get jobs in the future.

Culture note: Nomads in the 21st century

'Classic' nomads. This group is like the Mongol people in the article. They are nomads by culture and tradition and can be found in many areas in the world, e.g. South America, Spain, Kenya, etc. There are about 40 million people who live this lifestyle. They are generally hunters, shepherds, part-time farm workers, etc. who have an organized society, share cultural values, and move to look for food and other resources.

Nomads by choice. This group wants to break free from routine, have adventures and 'find themselves'. They are often young professionals who reject the values of modern society. They are dynamic and want to innovate and change society. They try to adapt to new places and situations.

V Insight Phrasal verbs

Phrasal verbs are formed of two parts (verb + particle). The meaning of a phrasal verb is different from that of the verb from which it is formed. The meaning depends on the particle, e.g. *get up in the morning*, *get on or get off a train*, *get away for the weekend*.

Exercise 6

- With a **stronger class**, tell students to do the task on their own. With a **weaker class**, help students by finding the first phrasal verb together.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

- 1 get up (line 2) 2 go down (line 3) 3 tire (someone) out (line 5) 4 grow up (line 10) 5 look after (line 12) 6 show off (line 13) 7 bring (something) about (line 28) 8 find out (line 32)

Extra activity: Fast finishers

Tell **fast finishers** to choose three of the phrasal verbs from exercise 6 and make their own sentences with them.

Exercise 7

- Students read the text quickly, ignoring the gaps. Ask: *How did Peter's life change when he was 12?* (Choi Hung was built and it was the end of his rural lifestyle).
- Students complete the text on their own.
- Check answers as a class. Ask: *What do you know about Hong Kong? Ask students to find the answers: Where is it? (China), What size is it? (1,106 km²), What's its population? (7.5 million).*

ANSWERS

- 1 grew up 2 got up 3 look after 4 went down 5 tired out 6 brought about

Grammar

Exercise 8

- Students discuss the questions.
- Write some of their answers on the board which contain verbs + infinitive or *-ing* form. Ask: *What is the difference?*

Exercise 9

- Refer students to the questions. Ask: *How many verbs are there in each sentence?* (two: enjoy, live; want, live).
- Ask students to look at the form of the second verb and at rules a and b. Students do the task.
- Focus on the highlighted words in the text and ask students to complete the table. They should look at the verb that comes after the highlighted verb.
- Check answers as a class.

ANSWERS

- 1 b 2 a

Verb + infinitive: manage, try, want

Verb + *-ing* form: love, carry on, imagine, enjoy

Further reference and practice Workbook page 91

- 1 1 g 2 d 3 f 4 h 5 e 6 a 7 c 8 b
2 1 going 2 to become 3 studying 4 to be
5 relaxing 6 getting 7 to work 8 waiting

Exercise 10

- Students do the exercise, then compare answers with a partner before whole-class feedback.

ANSWERS

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

Exercise 11

AfL: Success criteria: Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning. Ask students to look at the task and discuss what a successful outcome would look like. Agree with students whether you will be focusing on language, e.g. accuracy – using phrasal verbs and or using verbs + infinitive or *-ing* form accurately) or the task achievement (fluency – interviewing a partner using the prompts). 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 to the sentence beginnings in exercise 10 again. Ask them to work on their own to complete the sentences with their own ideas.
- Circulate and monitor, helping as necessary and making sure students are using the correct form of the verb.
- When students have finished, they can interview their partner about the sentences, e.g. *'What do you hope to do when you grow up?'* *'I hope to be a scientist when I grow up.'*
- Get feedback from a few pairs.

Vocabulary extra: Parts of a house

SB page 57

Exercise 1

1 roof 2 chimney 3 attic 4 skylight 5 upstairs
6 balcony 7 garage 8 front door 9 stairs
10 downstairs 11 step 12 cellar

Exercise 2

1 garage 2 balcony 3 step 4 chimney 5 front door
6 downstairs 7 attic 8 roof 9 skylight
10 stairs 11 cellar 12 upstairs

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

Encourage students to research people with different lifestyle to theirs, e.g. the Sámi in Scandinavia, the Tuareg or the Bedouin in the Sahara Desert.

'How can I improve?' suggestion: Write a short factfile on one of the groups.

Further practice

Video worksheet 4: Homes in the UK

Lesson 4E: Writing A description of a room

SB pages 54–55

Learning objectives

Write a description of a room

Use different types of opening sentences to make your descriptions interesting

Use adverbs of degree to make the meaning of an adjective stronger or weaker

Materials

Workbook page 34

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 55. See page 10 for more ideas.

Planning for writing

Exercise 1

- Focus on the photos and the extract from a website on page 54. Ask students to work in pairs and name all the objects as fast as they can.
- Get feedback and write the words on the board: *teddy bear, acoustic guitar, wardrobe, desk and chair, notebook and pen, lamp, books, games console*.
- Students discuss the questions in pairs.

- Get feedback from a few students about the contents of their rooms.

Exercise 2

- Explain that the extracts are all from descriptions of people's rooms.
- Students match the photos to the extracts before checking answers as a class.

ANSWERS

desk, books, guitar, wardrobe

Exercise 3

- Read the strategy together. Stress how important it is to get the reader's attention by starting their writing in an interesting way. Go through the different ways of starting a piece of writing giving a description.
- Students do the exercise in pairs. Check answers as a class.
- Give students one or two minutes to discuss the question.
- Get feedback about which description they think will be most interesting.

ANSWERS

A 3 B 4 C 1 D 2

Exercise 4

- Give students one or two minutes to read the description. Ask them how many items from exercise 1 are mentioned (wardrobe, guitar, books, desk, pens and paper).
- Students do the exercise before you check answers as a class.

ANSWERS

1 an opinion

2 describe the most important things 1

sum up the description 3

describe other things in the room 2

Exercise 5

- Students read the text again and answer the questions.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

1 Room: tidy, small, light, neat, comfortable, safe, tidy.

Things: huge, big, valuable, small, wooden, modern, old, comfortable

2 on, next to, on top of, opposite, beside

V Insight Adverbs of degree

Adverbs of degree give us information about how something is done or what something is like, e.g. *My house is big* describes my house. But *My house is incredibly big* expresses how big it is.

Adverbs of degree can also describe adverbs of manner. *He drove to work* expresses what he did.

He drove to work fast uses the adverb of manner (*fast*) to describe how he drove.

He drove to work extremely fast uses both an adverb of manner (*fast*) and an adverb of degree (*extremely*) to describe how fast he drove.

Exercise 6

- Focus on the highlighted words in the description. Write the following words on the board: *incredibly, really,*

extremely and *slightly*. Ask students what they have in common. Elicit that they all end in *-ly* and they are all adverbs.

- Ask students to tell you what these adverbs describe and elicit that they describe adjectives.
- Students do the exercise on their own or in pairs before checking answers as a class.

ANSWERS

1 a lot 2 a little

Exercise 7

- Students do the exercise on their own and then compare answers with a partner.
- In feedback, remind students that the adverb of degree is often stressed when speaking, e.g. ... *but extremely comfortable*. *It's a bit difficult* ...

Writing your description

AfL: Success criteria: Link feedback to the learning intention

It's a good idea to relate any feedback to the original learning intentions and success criteria to give students consistency, i.e. writing an interesting opening sentence and/or using adverbs of degree to make the meaning of an adjective stronger or weaker. Agree with students before they do the task what you will give feedback on, e.g. content, communicative achievement, organization, and language in a writing task. Next time, choose different criteria and again discuss beforehand. See page 10 for more ideas.

- Read the task together, making sure students are clear that they have to write a description similar to Molly's model.
- Give students five to ten minutes to plan.
- When students have written their notes, encourage them to spend a few minutes making sure they have organized them in a logical order. Molly's description was like a tour of her room, so that is a good model to follow. Remind them that the opening sentence should get the reader's attention and to activate the language they learned earlier in the unit (comparatives, superlatives, parts of a house, adjectives and adverbs, etc.).
- When students have finished their first draft, they check their work. Refer them to the Review checklist.
- Tell students to check the words and phrases they used. Ask: *Did you start the description in an interesting way? Did you include all of the relevant information? Have you used adjectives and adverbs correctly? Have you checked any comparatives and superlatives?*
- Ask **fast finishers** to compare their emails with a partner. Tell them to discuss whose is the most interesting.

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 34 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

Encourage students to find photos of rooms they like online or in magazine.

'How can I improve?' suggestion: Describe the room you've chosen.

Further practice

Writing bank

Review 4 SB page 56

Exercise 1

1 quickly 2 Unfortunately 3 easily 4 Luckily
5 carefully 6 Surprisingly

Exercise 2

1 two-bedroomed 2 Modern-day 3 full-time
4 old-fashioned 5 semi-detached

Exercise 3

1 lay 2 made 3 take out 4 does 5 loaded 6 clean

Exercise 4

1 show off (to) 2 tires (visitors) out 3 grew up
4 looks after 5 found out 6 brings about

Exercise 5

1 more expensive than 2 the biggest city 3 is worse than
4 is quieter than 5 is warmer than
6 The easiest way

Exercise 6

1 too small 2 not as fast as 3 warm enough
4 big enough 5 as tall as 6 not as comfortable as

Exercise 7

1 watching 2 to see 3 to go 4 to build 5 living
6 having 7 to open 8 visiting 9 walking 10 being

Cumulative review 1–4 SB pages 58–59

Exercise 1 4.6

Audio script 4.6 page 167

d

Exercise 2 4.6

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

Exercise 3

Students' own answers

Exercise 4

1 d 2 f 3 b 4 a 5 e

Exercise 5

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

Exercise 6

Students' own answers

Additional materials

Literature Insight 2 WB pages 106–107 Answer key: page 158

Exam Insight 2 WB pages 116–117 Answer key: page 160

5 No limits

Unit map

Grammar

Present perfect and past simple page 62

Present perfect with *already, just* and *yet* page 63

Present perfect with *for* and *since* page 67

Vocabulary

Adjective suffixes: *-ing* and *-ed* page 60

Noun suffixes: *-ment* and *-ion* page 61

Base and strong adjectives page 64

Phrasal verbs: stages in a journey page 66

Linkers of addition page 68

Skills

Reading: The science behind the teenage brain page 60

Listening: Young achievers page 62

Listening: Phobias page 64

Speaking: Describing a photo page 65

Speaking: Cultural sensitivity page 65

Reading: A great leader and explorer page 66

Writing: A description of a person page 68

Reading: Workbook pages 40–41

Strategies

Reading: Understanding the role of pronouns page 60

Writing: Paragraphs and topic sentences page 68

Global skills

Structuring a presentation page 72

Review

Review 5 page 70

Vocabulary extra 5 page 71

Video

Online video: Stormchasers

Global Skills video: Structuring a presentation

Lesson 5A: Reading and vocabulary

SB pages 60–61

Learning objectives

Identify and understand reference items in a text

Use *-ed* and *-ing* adjectives to describe feelings and situations

Form nouns from verbs using suffixes

Materials

Workbook page 36

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Phrasal verbs: understanding the particle

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 61. See page 10 for more ideas.

Exercise 1

- Check students understand: *risk* (n & v), *evolve* (v), *fit in* (phr v). Ask if students recognize what the drawing shows.
- Students can discuss their answers in pairs or small groups before whole-class feedback.
- Ask students if they have any personal experience of themselves or someone they know taking risks.

Exercise 2

- Give students three minutes to read the article. Tell them to note the key words in the statements in exercise 1 to help them decide their answers.
- Have a quick class feedback.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students identify and understand reference items in the text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Check students understand *encourage* (v), *evolution* (n), *impress (someone)* (v), *blame* (v).
- Tell students to read the sentences carefully. Remind them there is one extra sentence.
- Tell students that when they do this kind of reading task, it is a good idea to follow this procedure:
 - 1 Read the text very quickly to get the general meaning.
 - 2 Read the text before and after the gap carefully and try to predict the missing information.
 - 3 Look for a sentence in a–f that fits the topic.
 - 4 Look for any grammar or vocabulary links, e.g. pronouns.
 - 5 If students are not sure of an answer, they should go on to the next gap. They can come back to it later and complete the gap by a process of elimination.

- Give students ten minutes to do the task. They can compare their answers in pairs.
- In class feedback, check answers and ask: *Did any of the information surprise you?*

ANSWERS

1 f 2 c 3 a 4 d 5 b

Exercise 4

- Read through the information in the strategy together. Check students are clear about what pronouns are. Ask: *Why do we use pronouns?* (to refer to something you don't want to repeat word-for-word).
- Ask students to look at the first paragraph and underline the pronouns (*this, it*, etc.). With a **weaker class**, do these first pronouns together.
- Students read the article, working out the references for the pronouns. Remind them it can be a whole phrase, idea or sentence, not just one word.
- In class feedback, make sure students are clear what the answers refer to.

ANSWERS

- 1 feeling amazed and excited
- 2 dopamine
- 3 teenagers
- 4 the idea that risk-taking helps you learn and survive
- 5 taking more risks when in a group
- 6 adolescent mice
- 7 the reason

Exercise 5

- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from each group to report back to the class.

EXTENSION

Ask students to work in groups to find out how old you have to be to do the things mentioned in exercise 5 in different countries in the world, e.g. the USA, the UK, Japan, etc. Let each group choose two or three countries and compare the ages you can drive, etc. They give a short presentation to the class comparing the countries they researched.

Vocabulary extra: Generations

SB page 71

Exercise 1

1 E 2 B 3 F 4 C 5 A 6 G 7 D

Exercise 2

A a man in his twenties B a toddler C a teenager
D an elderly woman E a baby F a child G a middle-aged woman

Exercise 3

1 T 2 F 3 T 4 T 5 F

Exercise 4

Possible answers:

go to university: when you are an adolescent or a young adult

become a grandparent: when you are middle-aged / elderly
get married: when you are an adult
leave school: when you are an adolescent / a young adult
have children: when you are an adult
be born: when you are a baby
retire: when you are elderly
start work: when you are an adolescent / a young adult
learn to walk: when you are a toddler
learn how to drive: when you are an adolescent / a young adult

V Insight Adjective suffixes: -ing and -ed

Suffixes are used at the end of words. They can often tell you if a word is a noun, verb, adjective or adverb.

Many adjectives have an -ing and/or an -ed suffix. The -ing suffix is often used in adjectives that describe a person, thing or situation; the -ed suffix is often used in adjectives that describe the effect on someone of this person, thing or situation.

This is a language area which can cause a lot of confusion, and mistakes can be unintentionally rude, e.g. *You look very boring*, instead of *You look very bored*.

Exercise 6

- Students do the exercise on their own or in pairs.
- Check answers as a class. Model and practise the pronunciation of *excited*, *frightening* and *embarrassed*.

ANSWERS

amaze: amazed
embarrass: embarrassing
excite: excited
frighten: frightening
surprise: surprising
1 amazed, excited
2 frightening, surprising, embarrassing

Exercise 7

- Students complete the sentences on their own or in pairs before checking answers as a class.

ANSWERS

1 exciting, excited
2 frightening, frightened
3 amazing, amazed
4 surprised, surprising
5 embarrassed, embarrassing

V Insight Noun suffixes: -ment and -ion

We can add the suffixes -ment and -ion to the end of a verb to make it into a noun, e.g. *enjoy* – *enjoyment*, *translate* – *translation*. They are very common noun suffixes.

Sometimes the root word changes when the suffix is added, e.g. *decide* – *decision*, *solve* – *solution*.

Exercise 8

- Elicit what a suffix is (a letter or group of letters added to the end of a word to make another word). Explain that -ment and -ion are common suffixes to make nouns from verbs.

- Students complete the table before checking answers as a class. Model and practise the pronunciation of the nouns. Make sure students pronounce *-ment* and *-ion* with a schwa sound, *encouragement*, *impression*.
- Ask students to tell you which words change their spelling when a noun suffix is added (*decide*, *intend*, *solve*).

ANSWERS

1 enjoy 2 encourage 3 argument 4 impress
5 develop 6 solution 7 decision 8 intend

Exercise 9

- Tell students to read the text quickly to get the meaning. Ask: *Why was Taylor in big trouble?* (she had a party while her parents were away and lots of people turned up).
- Students work on their own to complete the news story with nouns and verbs from the table in exercise 8.
- With a **weaker class**, go through the first few gaps together, helping students to work out whether a noun or verb is required before they decide which one fits the context.

POSSIBLE ANSWERS

1 encouraged 2 impress 3 decided 4 developed
5 intention 6 argument 7 solution 8 enjoyed

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 suffixes: adjectives *-ed* and *-ing* and nouns *-ment* and *-ion*.

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

- Check students understand *predictable* (adj).
- In pairs, students take turns to interview their partner. Tell students when they're answering the questions to share examples to demonstrate their answers.
- Circulate and monitor, encouraging students to ask follow-up questions.
- Students analyse the results. Ask: *Do you agree with the results?*
- In feedback, ask some pairs to describe the most unusual answers their partner gave.

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 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.

Encourage students to concentrate on the lesson strategy. 'How can I improve?' suggestion: Note how pronouns are used when you read texts in English.

Further practice

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Phrasal verbs: understanding the particle

Lesson 5B: Grammar and listening

SB pages 62–63

Learning objectives

Use the past simple and the present perfect to talk about experiences

Use the present perfect with *already*, *just* and *yet*

Materials

Workbook page 37

Communication worksheet 5B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 63. See page 10 for more ideas.

Grammar

Exercise 1

- Check students understand: *realize* (your) *potential*.
- Focus on the profile. Students discuss the questions and Jade's achievements.
- Ask: *What problems might Jade have faced at the North and South Poles?*

Exercise 2 5.1

- Check students understand and can pronounce: *expedition* (n), *adventurous* (adj), *ambitious* (adj), *adventurer* (n).
- Tell students that they should focus only on answering the questions. Suggest that they take brief notes as they listen.
- Play the recording.
- Students compare their answers in pairs before whole-class feedback.

Audio script 5.1 page 167

ANSWERS

People are becoming adventurers at a young age because all the 'firsts' have already been achieved, so it's a race to be the youngest. Jade comes from an adventurous family and she's ambitious.

Exercise 3 5.1

- Give students time to read the questions before playing the recording again.
- Check answers as a class and ask: *Do you think Jade was too young to go to the North and South Poles? Why / why not?*

ANSWERS

1 b 2 a 3 a 4 a 5 b

Culture note: Jade Hameister: Adventurer and explorer

In 2016, Jade Hameister became the youngest person in history to achieve the 'polar hat trick', i.e. ski to the North and South Poles and across Greenland, the largest polar icecap in the world. She spent four months on the ice, travelling 1,300 kms in total. A documentary about her was released in 2018 by *National Geographic* that followed her Greenland and South Pole expeditions.

She was born in 2001 in Melbourne, Australia. Since her expeditions, she has published a book on her adventures, *My Polar Dream*. In 2019, she was awarded the Medal of the Order of Australia in the Queen's Birthday Honours for her 'services to polar exploration'. She has also given a TEDx Talk on her expedition. She can be seen on YouTube talking about the impact of climate change and the importance of inspiring young women to make change. She encourages women and girls to be brave enough to follow their dreams.

Exercise 4

- Students work in groups. Circulate and monitor, helping with vocabulary where necessary.
- Ask: *How do you think Jade's parents felt when she decided to go to the Poles? How do you think she prepared for the expedition? What help do you think her family gave her?*

Exercise 5

- With a **weaker class**, ask students to identify which of the verbs in exercise 3 are in the present perfect and which are in the past simple (present perfect: 1, 4, 5; past simple: 2, 3).
- Students complete the rules.
- Check answers as a class. Remind students that it is usual in speech and informal writing to use contractions, e.g. *He's climbed seven mountains*, especially after pronouns.

ANSWERS

Past simple: 2, 3

Present perfect: 1, 4, 5

a past simple b present perfect c have d ever
e been, gone

Further reference and practice Workbook page 92

- 1 1 has taken 2 hasn't taken 3 haven't travelled
4 has travelled 5 have had 6 hasn't had
2 1 played 2 was 3 met 4 haven't seen 5 Have
(you ever) worn 6 wrote 7 've had 8 hasn't been

Exercise 6

- Tell students to read the texts quickly, ignoring the gaps. Ask: *What has Ben done?* (sailed around the Arctic), *Why did he do it?* (as part of the Polar Challenge expedition), *What has Xiuhtezcatl done?* (made a speech at the United Nations; travelled widely to talk about environmental issues; published a book; made a hip-hop album), *Why did he do it?* (because he is concerned about the planet).
- Students do the exercise on their own and then compare answers in pairs.

- Check answers around the class, asking why students chose each answer and which rule from exercise 5 it matched.

ANSWERS

- 1 have never visited 2 has travelled 3 sailed
4 didn't let 5 raised 6 hasn't finished 7 has been
8 made 9 published 10 made 11 have achieved
12 have they done 13 have not developed

AfL: Diagnostics: Checking learning

While monitoring exercise 7, listen for how successfully or unsuccessfully students use the present perfect and past simple, e.g. using the past simple to talk about events that happened at a definite time and the present perfect for those events that happened at an indefinite time – using the correct question and negative forms. See page 10 for more ideas.

Exercise 7

- Go through the instructions. Do the first question with a stronger student as an example.
- Don't let the conversations become too long. Focus instead on giving students practice in switching accurately between the two tenses.
- In feedback, ask some pairs to ask and answer the questions in front of the class.

EXTENSION: PRESENT PERFECT VS PAST SIMPLE

Students ask the questions in open pairs across the class. Student 1 asks the first question and then nominates Student 2 to answer the question, e.g. *Have you ever been on a motorbike ... Katya?* Nominating a student at the end of the question, rather than at the beginning, ensures that the rest of the students pay attention. Student 2 answers the question. If the answer is yes, he/she gives more details using the past simple. Then he/she asks the next question and nominates Student 3 to answer it. If the answer is no, he/she nominates another person to answer the same question. Continue until all the questions have been asked and answered.

Students then ask and answer the questions in closed pairs. Tell them to find out more information, so that they use the past simple to describe what they did.

Exercise 8

- Give students time to complete the sentences, referring to the profile in exercise 1.
- In feedback, highlight the position of the adverbs in the sentence.

ANSWERS

- 1 walked 2 written 3 travelled

Language note: just, already, yet, ever, never

Choosing between the present perfect and past simple is notoriously hard for students. Even if they understand the grammar rules, it can be hard to apply them. Many students find it easier to relate the tenses to vocabulary which is associated with them, e.g. the present perfect is often used with *just, already, yet, ever* and *never*. The past simple is often used with *when ... ?, last* and *ago*.

Exercise 9

- Students use the sentences in exercise 8 to complete the rules. Check answers as a class.
- Ask students to make three more sentences and then compare their sentences in pairs.
- Circulate as students do this to check that they are using *already*, *yet* and *just* correctly.

ANSWERS

a just b already c yet d yet e already, just

Further reference and practice Workbook page 93

- 1 He has / 's just arrived.
 - 2 She has / 's just seen her name on the list.
 - 3 Carol and Ted have just got married.
 - 4 I have / 've just written an email to you.
 - 5 You have / 've just walked past a very famous person.
 - 6 We have / 've just finished our homework.
- 2 1 already 2 yet 3 already 4 yet 5 already
6 already

Exercise 10

- Tell students to read text C quickly, ignoring the gaps. Ask: *What is the sisters' goal?* (to make Bali a plastic-bag-free island).
- Students do the activity on their own or in pairs before checking answers as a class.

ANSWERS

1 have (already) made 2 realized 3 decided
4 organized 5 wrote 6 have travelled 7 have given
8 started 9 has grown 10 agreed 11 have (just) succeeded 12 haven't achieved ... (yet)

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 – question forms, using *already*, *just*, *yet* correctly, or using the lesson texts as a model to write the profile.

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

- Put students in groups of four. Ask them to copy the profile three times, one for each of the other students in their group. Tell them to use Jade's profile as a model.
- Give students a few minutes to complete the profile for each member of their group. They should write two to three things under each heading.
- Tell students they are going to interview the other people in their group, and elicit the questions they will need to ask: *Have you ever ... ? Have you just ... ? When did you ... ? Would you like to ... ? Are you interested in ... ?* etc.
- Circulate and monitor, noting down important errors for a feedback session at the end.
- If there is time, encourage students to ask follow-up questions.

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

Encourage students to revise what they learned in the lesson and to listen to a podcast or some songs in English. 'How can I improve?' suggestion: Note when speakers use the past simple and present perfect to describe events in the past.

Further practice

Communication worksheet 5B: Grammar

Lesson 5C: Listening, vocabulary and speaking SB pages 64–65

Learning objectives

Identify information said by different speakers in a radio programme

Use base and strong adjectives to describe things

Describe and speculate about a photo

Materials

Workbook page 38

Communication worksheet 5C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 65. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Focus on the photos and check students understand: *injections* (pl n), *spiders* (pl n), *heights* (pl n). Working on their own, students rate the things on a scale of 0–5.
- When students have finished, they compare their ratings in pairs. Encourage them to use sentences to talk about their ratings, e.g. *I'm a bit scared of ...*, *I'm very scared of ...*, *I'm not at all scared of ...*, *I'm terrified of ...*
- Find out if anybody can explain why a certain thing makes them very scared.

Exercise 2 5.2

- Read through the questions. Suggest that students take notes while they listen.
- With a **weaker class**, if necessary, use the students' own language to pre-teach *genes* and *inherit*.
- Play the recording. Students then compare their answers in pairs.

- Check the answers as a class. Ask: *Do you think you have learned or inherited a fear from a parent? Did you develop a fear because of a bad experience as a child?*

Audio script 5.2 page 168

SUGGESTED ANSWER

A phobia is a very strong fear of something, often something that is not dangerous at all. We might learn phobias from our parents or because of a bad experience as a child. There is also research that says we might inherit our phobias, which means they are in our genes.

Exercise 3 5.3

- Play the recording, pausing after each speaker for students to compare their answers in pairs.

Audio script 5.3 page 168

ANSWERS

heights, spiders, small spaces

AfL: Diagnostics

While monitoring exercise 4, listen for how successfully or unsuccessfully students identify information said by different speakers in a radio programme, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 4 5.3

- Give students time to read the sentences and deal with any vocabulary questions which arise.
- Tell students to write A, B or C next to the sentences. Remind them that two sentences are not needed.

ANSWERS

3 and 7 are not needed.

1 B 2 A and B 4 A 5 B 6 C 8 C

Exercise 5

- Students discuss the questions. Ask each group to come up with at least one reason why the therapy is a good idea and at least one why it might not be.
- Put two groups together and ask them to compare their ideas and agree on their main ideas.
- For class feedback, ask a spokesperson for each set of groups to report their ideas.

V Insight Base and strong adjectives

There are many strong adjectives in English that describe something that is very hot, very small, very silly, etc. We use them to make what we are saying more interesting or exciting.

We can use *very* before a base adjective, e.g. *very cold*, *very bad*, but we cannot use *very* before strong adjectives:

It's very terrible. It's very freezing.

Instead we can use *absolutely* or *really*:

It's absolutely terrible. It's really freezing.

Exercise 6 5.4

- Explain the meaning of *base* and *strong adjectives*.
- Students complete the table, using a dictionary if necessary.

- Check answers as a class. Ask students if they can remember what the adjectives referred to in the listening text, e.g. *boiling* – the first speaker feels *boiling hot* when he is at the top of a building.

Audio script 5.4 page 168

ANSWERS

silly – ridiculous

cold – freezing

big – huge

funny – hilarious

angry – furious

small – tiny

bad – terrible

Exercise 7

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

SUGGESTED ANSWERS

a new baby: tiny

an unpleasant experience: terrible

how you feel when someone has lied to you: furious

the temperature at the equator: boiling

the weather in the Antarctic: freezing

your favourite comedian: hilarious

Exercise 8

- Students describe the experience they have chosen. Remind them that the strong adjectives make the story more interesting and exciting. Remind them to stress the strong adjectives when they use them.
- Circulate and monitor, helping with vocabulary and pronunciation where necessary.

Speaking

Exercise 9

- Focus on the photos and tell students to give as detailed descriptions as they can, talking about the people's clothes, their feelings, what they are / could be doing, while they are answering the questions. They can use their imaginations.
- In class feedback, write students' suggestions on the board.

Exercises 10 5.5

- With a **weaker class**, check they understand: *college* (n), *traditional* (adj), *roommate* (n).
- Play the recording and check the answer.

Audio script 5.5 page 168

ANSWER

Photo A

Exercise 11 5.5

- Explain the meaning of *speculating* (making a guess about something).
- Tell students to fill in the table from what they remember in the dialogue.
- Play the recording for students to check their answers or complete the table.
- Have class feedback. Make sure students understand and can pronounce: *foreground* (n), *background* (n).

ANSWERS

1 background 2 front 3 see 4 by 5 look 6 like

Exercise 12 5.6

- Focus on photo B. Check students understand: *competition* (n), *snowboard* (n), *guy* (n).
- Students reorder the dialogue on their own or in pairs. Do the first two as a class.
- Play the recording for students to check their answers.
- Students can then practise the dialogue, taking turns to ask about the photo and give the information. Get one or two pairs to act out the dialogue in front of the class.

Audio script 5.6 page 168

ANSWERS

Sarah Wow! That's a great picture. Where is it?

Markus It's in the mountains near where I live in Switzerland. It's a competition between local schools.

Sarah A school snowboarding competition?

Markus Yeah, it happens every year. All my friends are into snowboarding. It's what you do in the winter if you live in Switzerland.

Sarah That's interesting – I didn't know that. It looks fun. Is that you in the middle of the picture, in blue trousers?

Markus No, that's my brother, Tomas. I'm just behind him, wearing orange trousers.

Sarah Who's the guy in front of your brother?

Markus Oh, he's from another school. I don't know his name.

Sarah Well, I bet you all had a great time. Did you win the competition?

Markus Yes, we did. It was really cool.

Language note: *look*

The verb *look* has several meanings. One meaning it can have is 'seem'. *look* (a bit) + adjective:

You look happy. The baby looks tired.

look like + clause:

You look like you're having fun.

Exercise 13

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

SUGGESTED ANSWERS

Locating: in the middle of the picture, just behind

Speculating: It looks fun, I bet (you) ...

Culture note: Cultural sensitivity

Culture sensitivity means being aware that there are cultural differences and similarities between people from different countries, regions, with different lifestyles, religions, ethnicity or gender, but not thinking one culture is more positive / negative, better / worse, right / wrong. It means resisting stereotypes, understanding your own culture and biases, not imposing your own cultural values on other cultures, and developing cultural awareness of other people.

Today in many countries people from different countries, ethnicities, and lifestyles often work or are educated together. Developing cultural awareness and sensitivity helps people interact more successfully.

Exercise 14

- Read through the Global skills box. Ask students to think of areas where there can be big differences in culture and cultural attitudes; e.g. what you use to eat food; clothes – shoes on or off indoors, personal space – how close to stand / touch or not.
- Ask students to share any personal experiences they have had.

Exercise 15

AfL: Success criteria: Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning. Before students start the final speaking task, decide with them whether you will be focusing on language (accuracy) or the task achievement (fluency).

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

- Focus on the photo and read through the task.
- In pairs, students prepare notes for a dialogue about the photo using the dialogue in exercise 12 as a model. Remind them to use language from exercise 11 for speculation, locating and describing.
- Students use their notes to have a conversation about the photo. Circulate and monitor, making a note of any persistent errors for a feedback session later.
- You could ask some pairs to act out their dialogues in front of 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 dialogue successful? Why / why not?
- 2 Did you use language for locating, describing and speculating appropriately?
- 3 What phrases did you use?
- 4 What did you find difficult to do during the dialogue?

Help students with the questions, giving 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 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 brief notes on how well they have done and to think about future learning opportunities.

Encourage students to practise describing what they see in photos.

'How can I improve?' suggestion: Pick a photo of yourself and describe it.

Further practice

Communication worksheet 5C: Speaking
Functional language bank

Lesson 5D: CULTURE Reading, vocabulary and grammar

SB pages 66–67

Learning objectives

- Scan for specific information in a text
- Use phrasal verbs to describe stages in a journey
- Use *for* and *since* to say how long a situation has existed

Materials

- Workbook page 39
- Video worksheet 5: Stormchasers
- Pronunciation Insight worksheet 5: Intonation in *wh-* and *yes/no* questions

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 67. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Focus on the photos. Check students understand *explorer* (n). Ask: *Where are they? When did the journey take place? What are they trying to do?*
- As students discuss the questions, circulate and help with any useful vocabulary.
- Check students' ideas in class. You could feed in useful vocabulary.

Culture note: Important Polar explorers

Roald Amundsen was a Norwegian polar explorer. His expedition was the first to reach the South Pole in December 1911. His success was based on careful preparation, good equipment, use of appropriate clothes, and an understanding of how to use dogs and skis for transport. In 1926, he reached the North Pole, becoming the first man to reach both Poles. He disappeared over the Barents Sea in 1928 while flying on a rescue mission.

Robert Falcon Scott was a British naval officer and explorer. He led two expeditions to find the South Pole, in 1901–04 and his last in 1910–12. Originally hailed as a hero in the UK, many have since criticized his preparation for the final expedition, comparing his organizational abilities unfavourably with Amundsen's, who had reached the South Pole five weeks before Scott. On the return journey, Scott's team had to endure extraordinarily extreme weather conditions and tragically died around 20 kilometres from their next depot. Today experts think this bad weather was the real reason for the failure of the return journey rather than Scott's lack of preparation.

Exercise 2

- Check students understand: *trek* (v), *trap* (v), *fearless* (adj).
- When students have answered the questions, ask two or three students to tell the class why they chose those qualities for Shackleton.
- Ask: *How do you think the men felt as Shackleton left them on Elephant Island to get help?*

POSSIBLE ANSWERS

determined, brave, cautious (he turned back from the South Pole in 1907), curious, responsible (he looked after his men)

Exercise 3

- Encourage students to underline key words in the questions to help them look out for the same or similar words in the article.
- Students compare their answers in pairs. Check answers as a class.

ANSWERS

- The reasons for exploring were: to discover new places, to carry out scientific research, and to compete with other countries.
- Because it was the last challenge left in Antarctica for explorers to complete.
- Because it got trapped in the ice.
- Elephant Island was uninhabited and in the middle of nowhere. No one knew they were there and they couldn't radio for help.
- Shackleton went back to South Georgia because they could find help there.
- Possible answers: exhausted from the sea journey, relieved that help was nearby, determined to cross the mountains and glaciers.
- Shackleton wasn't a failure because he was a good leader and looked after his men. He never gave up and carried on exploring until he died.

Exercise 4

- Students discuss the questions in pairs or groups. If students are short of ideas, feed in ideas about where and what people explore today: space travel, exploring in difficult terrain – forest, desert, the oceans, polar regions. Ask: *Why do they still feel they need to explore?*
- Ask: *How is preparing for an expedition today different from in 1914? What makes exploration easier today?*
- Have a brief class feedback.

V Insight Phrasal verbs: stages in a journey

Introducing phrasal verbs in the stages of a process or a topic helps students learn more effectively.

Exercise 5

- If necessary, remind students that a phrasal verb is made up of a verb and one or two particles (a particle is a preposition or an adverb), and that phrasal verbs are very common in English.
- In pairs, students study the highlighted phrasal verbs and try to work out their meaning from the context. Point out that for some, e.g. *turn back*, this is easy as the meaning is literal, but for others, e.g. *set off* and *give up*, they will need to use the context to help them.

ANSWERS

- set off
- stop off
- carried on
- went down
- gave up
- turn back
- come across

Exercise 6

- Ask students to work in pairs or small groups, taking turns to describe their journey. Give students a minute or two to think of the journey and make a few notes.

- The student listening should ask questions using the phrasal verbs where possible to get information, e.g. *What time did you set off? Why did you stop off at the shop?*
- In feedback, ask one or two groups to report back on a long or eventful journey to the class. Alternatively, students could write a paragraph about their journey.

Grammar

Exercise 7

- Students do the exercise on their own or in pairs before whole-class feedback. You could ask students to translate the three example sentences into their language. Ask: *Do the sentences use the same or a different tense?*
- Write some gapped time phrases on the board: ____ two years, ____ 2012, ____ Monday, ____ five minutes and elicit whether *for* or *since* are needed to complete the phrases.

ANSWERS

- 1 He arrived in the Antarctic in December. Yes, he is still there.
- 2 They gave the lifeboat to the college over a hundred years ago. Yes, it is still there now.

Exercise 8

- Write some gapped time phrases on the board:
- ____ two years, ____ 2012, ____ Monday, ____ five minutes and elicit whether *for* or *since* are needed to complete the phrases.

ANSWERS

- 1 The sentences refer to both the past and the present.
- 2 We use *for* with a period of time, and *since* with a point in time.
- 3 How long

Further reference and practice Workbook page 93

- 1 1 for five days 2 since 2023 3 for seven years
4 since 9 June 5 for six months 6 since April
- 2 1 How long have you lived there?
2 How long has it been cold (sunny, raining, snowing, etc.)?
3 How long have you had it?
4 How long have you known them?
5 How long have you studied it?
6 How long have you been interested in them?
- 3 1 for 2 never 3 ever 4 since 5 yet 6 just
7 already

Exercise 9

- Tell students to read the text quickly, ignoring the gaps. Ask: *What is Kate doing?* (cycling across the Sahara Desert), *Is it easy?* (no), *Why / why not?* (she doesn't see other people; it's incredibly hot; she's running out of food).
- Students complete the text on their own and then compare answers in pairs.
- In feedback, ask students to refer to the rules in exercise 8 to justify their answers.

ANSWERS

- 1 has been 2 hasn't seen 3 has met 4 have been
5 have reached 6 set out 7 packed 8 hasn't eaten
9 ate 10 has almost arrived

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 phrasal verbs to describe stages of a journey; grammar from the lesson – present perfect with *for* and *since*.

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

- Students read the role cards. Explain the task, i.e. Kate is still in the desert, so the interview is via satellite phone.
- Make some suggestions with ideas for the interview if necessary, e.g. **Kate** could talk about the weather and the terrain (sand dunes, rocks), the animals she has come across (snakes, lizards, scorpions), the type of food she eats, how much water she has to drink, where she sleeps (in a tent), any people she has met, any problems she has experienced (tyre punctures, etc.), why she is doing it.
- The **Interviewer** could ask about how long it has taken, how many kilometres she cycles a day / has cycled so far, the food she eats, how much water she drinks, what she has come across (animals, other people), why she is doing it, what she is going to do when she gets home.
- Circulate, monitor and help with vocabulary where necessary. Check students have completed the questions and their notes for the answers correctly.
- For feedback, ask two or three pairs to role play the interview for the class.

Vocabulary extra: Personality adjective SB page 71

Exercise 1

- 1 quiet 2 lazy 3 brave 4 shy 5 funny
6 generous 7 kind 8 honest

Exercise 2

- 1 honest 2 shy 3 lazy 4 kind 5 generous
6 funny 7 quiet 8 brave

Exercise 3

- 1 lazy 2 mean 3 honest 4 brave 5 quiet
6 serious 7 extroverted 8 kind

Exercise 4

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

Encourage students to research an historical figure they admire.

'How can I improve?' suggestion: Write a short factfile on your choice of figure.

Further practice

Video worksheet: Great explorers: Sir Edmund Hillary
Pronunciation Insight worksheet 5: Intonation in *wh-* and *yes/no* questions

Lesson 5E: Writing A description of a person

SB pages 68–69

Learning objectives

- Write a description of a person
- Use linkers to express addition
- Use topic sentences at the start of paragraphs

Materials

- Workbook page 42
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 69. See page 10 for more ideas.

Planning for writing

Exercise 1

- Focus on the competition announcement. Explain or elicit that an inspirational person is someone you admire and whose behaviour, personality or achievements make you want to be better or more successful.
- Students answer the questions in pairs.

ANSWERS

- Possible answers: A child is protesting to raise awareness about climate change; Someone is raising money for charity by running a race; An older person is graduating.
- and 3 Students' own answers

Exercise 2

- Read through the strategy together. Explain that using paragraphs and topic sentences helps students organize their ideas and makes the texts they write easier for a reader to understand.
- Students put the paragraphs of the description on page 69 in the correct order.

ANSWERS

- What is the text about?
- What is the background information?
- What are the important details?
- What were the main ideas in the text?

Exercise 3

- Remind students to read the four topic sentences and then the paragraphs. The paragraphs should follow on, illustrating what the topic sentence says.
- Students do the exercise on their own or in pairs.
- Ask students to justify their choices when checking answers.

ANSWERS

- c 2 a 3 d 4 b

Exercise 4

- Students do the exercise on their own or in pairs.

ANSWERS

- She's strong, kind, very funny and brave. She's taught Aaron not to judge people by their appearance.
- He felt embarrassed because Natalie looked different – she was in a wheelchair.
- She started an anti-bullying campaign online. She's competed in many wheelchair racing events and has won quite a few of them. She's raised a lot of money for charities that help disabled children.
- She never complains – she enjoys life and thinks it's good to be different.

Exercise 5

- Focus on the highlighted words and explain that we use them when we want to add information. Explain that they all mean the same thing, but come in different positions within a sentence. Stress that it is important for students to know a variety of expressions in order to avoid repetition when writing.
- Students look at the position of the highlighted words in the sentences and complete the rules.
- Check answers as a class and highlight the fact that we need a comma after *What's more* and *In addition*. Point out that these two expressions are more formal than the others.

ANSWERS

- as well, too
- also
- In addition, What's more

Exercise 6

- Students do the exercise on their own.
- Check answers as a class. For each sentence, you could elicit a correct sentence for the other option, e.g. for sentence 1 it would be correct to say *It's very long as well*.

ANSWERS

- What's more 2 too 3 In addition, 4 too 5 also 6 as well 7 also

EXTENSION

Write the following gapped sentences on the board:

- He's climbed Mt Everest. ..., he's written a book about it.
- Joe's an amazing guitar player. He ... sings well.
- Have we got time to go shopping and go to a café ... ?
- I've got enough money to buy a skateboard and a helmet ...
- She's a great teacher ..., she's very funny.

Students complete the sentences. There may be more than one correct answer, but they should use each of the expressions at least once.

ANSWERS

- In addition, What's more 2 also 3 as well, too 4 too, as well 5 What's more, In addition

Writing your description

AfL: Success criteria Link feedback to the learning intention

It's a good idea to relate any feedback to the original learning intentions and success criteria to give students consistency, i.e. writing an interesting topic sentence and/or using linkers of addition. Before they do the task, agree with the students what you will give feedback on, e.g. content, communicative achievement, organization, and language in a writing task. Next time, choose different criteria and again discuss beforehand. See page 10 for more ideas.

- Read the task together, making sure students are clear that they have to write a description of a person similar to Aaron's model.
- Give students five to ten minutes to complete the Plan stage for their email. Circulate and monitor, helping with language and ideas as necessary. Remind students to write notes at this stage, not full sentences.
- When students have written their notes, encourage them to spend a few minutes making sure they have organized them in a logical order. Remind them that each paragraph has a different point and needs a topic sentence to introduce this.
- Circulate and monitor while students write their descriptions, checking that students have divided their description into paragraphs and included topic sentences. Remind them to use a variety of phrases to express addition.
- When students have finished, they check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can. Remind them to check how they organized the paragraphs. Tell them to look at the plan and see if they have included all the information they need.
- Tell students to check the words and phrases they used.
Ask: Have you organized your description into paragraphs? Did you start each paragraph with a topic sentence? Did you use linkers to add extra information?
- Ask **fast finishers** to swap descriptions with another student. They read and check the Review checklist to help improve their partner's description.

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 42 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to think of someone they know or admire.

'How can I improve?' suggestion: Write a short description of the person.

Review 5 SB page 70

Exercise 1

1 amazing 2 frightening 3 excited 4 surprising
5 frightened

Exercise 2

1 enjoyment 2 impression 3 solution 4 intention
5 developments

Exercise 3

1 huge 2 boiling 3 hilarious 4 terrible 5 tiny

Exercise 4

1 came across 2 stopped off 3 carry on 4 set off
5 turned back

Exercise 5

1 Have (you ever) climbed 2 went up 3 didn't take
4 had 5 've done 6 Has he (ever) thought 7 hasn't
tried 8 flew 9 Did (he) get 10 gave

Exercise 6

1 just 2 yet 3 already 4 yet 5 already 6 yet
7 just

Exercise 7

1 has known Kate for
2 haven't had a holiday since
3 has been a doctor since
4 have lived here for
5 hasn't seen his family since
6 haven't worked for
7 have studied English since
8 hasn't rained for

Further practice

Writing bank

Global skills: Structuring a presentation

SB pages 72–73

Learning objectives

- Understand the structure of an effective presentation
- Use language to signpost a presentation
- Give and evaluate a structured presentation

Materials

- Workbook page 126
- Global Skills video worksheet: Structuring a presentation

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 73. See page 10 for more ideas.

AfL: Diagnostics

While monitoring, listen to students' ideas. What do they already know about structuring a presentation? Listen for successful or unsuccessful language.

Exercise 1

- Ask students how many sections they might include in a presentation and check that they understand *structure*, *opening section*, *main section* and *closing section*.
- Elicit students' ideas, but do not comment on them until students have done exercise 2.

Exercise 2

- With a **weaker class**, elicit or explain the meaning of *Call to action*. With a **stronger class**, you could let students deduce the meaning.
- During class feedback, elicit one or two techniques for getting the audience's attention and calling them to action.

ANSWERS

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

Exercise 3

- As you check answers with the class, ask students to find the parts of the text that gave them the answers.

ANSWERS

- F (The article says that structure is especially important in speaking because the audience can't go back and check what the speaker said.)
- F (You can start a presentation with a story, but this isn't the only way to get the audience's attention.)
- T 4 T
- F (You should summarize your key message but also give your presentation a strong ending, thank the audience and invite questions.)

Exercise 4 5.7

- Give students time to read the questions first.
- Students discuss answers before listening again.

- As you check answers, you could display the transcript and ask students to indicate the relevant parts of the text.

Audio script 5.7 page 168

ANSWERS

- why sleep is important for (1) physical health, (2) mental wellbeing and (3) learning
- a question for the audience; an interesting fact (+ students' own ideas)

Exercise 5

- Note examples of good language, as well as errors, for a feedback session later.

Exercise 6

- If there is time, you could play the recording from exercise 4 again after students have done the activity and ask students which of the phrases they hear.

ANSWERS

- In this presentation, I'm going to ...
- Moving on to my next point, ...
- My final main point is ...
- To sum up, ...
- Thank you for listening.
- And now I'd be happy to answer any questions.

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a successful presentation would look like. Agree with students what you will give feedback on.

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

- Ask students to work on their own and think of a topic (e.g. a hobby, a favourite book, a news story).
- Ask them to think of three main points and then plan the structure of their presentation.
- In the next lesson, students give their presentations in groups and give each other feedback.

AfL: Assess your progress

Direct students to Workbook page 126 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: Students make notes on the following things they discussed about structuring a presentation: Were any of these ideas new to you? When might you need to structure a presentation, now and in the future? What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Structuring a presentation

6 You live and learn

Unit map

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will and *going to* page 76
First conditional page 77
Zero conditional page 78
Expressing probability page 81

Vocabulary

Collocations: crime page 74
Negative prefixes: *un-*, *im-*, *ir-* and *il-* page 75
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Skills

Reading: Tough justice page 74
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Answer key Teacher's Guide page 161

Video

Online video: Live well, play well

Lesson 6A: Reading and vocabulary

SB pages 74–75

Learning objectives

Understand cohesion in a text
Use crime collocations to talk about crime and law
Use prefixes to form adjectives with negative meaning

Materials

Workbook page 44
Communication worksheet 6A: Vocabulary
Vocabulary Strategies worksheet 6: Using a dictionary: verb and noun collocations

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 75. See page 10 for more ideas.

Exercise 1

- Check students understand and can pronounce: *attitude* (n), *exclude* (v), *disruptive* (adj), *handcuffs* (pl n).
- Ask students to focus on the article title and photo. Ask: *What can you see?* and elicit that someone is wearing handcuffs. Ask: *What do you think 'Tough Justice' is?*
- Give students two or three minutes to discuss the questions in pairs. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 2, listen for successful or unsuccessful use of crime collocations to talk about crime and law, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Check students understand and can pronounce: *assault* (n), *expel* (v), *truancy* (n).
- Give students two or three minutes to skim-read the article and compare their ideas.
- Students can discuss their answers in pairs or small groups before whole-class feedback.
- Ask: *Do you think the punishments are right for the situations? Why / why not?*

ANSWERS

Zero tolerance is the policy of applying rules or laws very strictly so that people are punished even for offences that are not very serious, regardless of the circumstances.

Exercise 3

- This exercise focuses on the first learning objective of the lesson, i.e. understanding cohesion in a text.
- Tell students to read the sentences carefully. Remind them that there is one extra sentence.

- Tell students that they are going to see how a text fits together, and that when they do this kind of reading task, it is a good idea to follow this procedure:
 - 1 Read the article very quickly to get the general meaning.
 - 2 Read the text before and after the gap carefully and try to predict the missing information.
 - 3 Look for a sentence in the options that fits the topic. They should also read all the options carefully and underline key words to help them.
 - 4 Look for any grammar or vocabulary links, e.g. pronouns, linkers.
 - 5 If students are not sure of the answer, they should go on to the next gap. They can come back to it later and complete the gap by a process of elimination.
- Give students ten minutes to do the task. They can compare their answers in pairs.
- In class feedback, check answers and ask: *Does the writer think zero tolerance works?* (no).

ANSWERS

1 b 2 c 3 a 4 d 5 f

Exercise 4

- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from each group to report back to the class.

Culture note: Zero tolerance

This is a policy where those who commit a crime or break a rule are given a severe punishment, whoever they are or however minor the crime or rule may be. This means that judges, the police, teachers, bosses, etc. cannot change the punishment to fit the circumstances. They have to give the pre-determined punishment in all instances of rule-breaking, no matter the age or personal circumstances of the perpetrator. This policy has been used in many countries in many circumstances: work places, schools, courts, etc. In schools, the policy can be seen as heavy-handed, resulting in mass exclusions and bad publicity for schools, and it has often been unsuccessful when challenged in courts.

V Insight Collocations: crime

There are many verbs and collocations that are specific to the topic of crime and criminals. When students discuss the topic, it is useful for them to practise how to pronounce them, and to record them in a sentence to contextualise them, e.g.

appear in court

Jack is due to appear in court tomorrow.

commit a crime

Has he committed a crime?

Exercise 5

- Ask students to find the verbs and the words that collocate with them in the text.
- Students compare answers in pairs before whole-class feedback.

ANSWERS

2 in court 3 in prison 4 trouble 5 a person
6 a fine 7 a crime 8 a person

Exercise 6

- Ask students to read the extract, ignoring the gaps. Ask: *Would you like to go to school in America? Why / why not?*
- Students complete the text. Tell them to look at the words before and after the gap as this will help them form the correct collocation. Remind them to think about the correct form of the verb.
- Students compare answers in pairs. Check answers as a class.

ANSWERS

1 got into 2 punished 3 arrest

Extra activity: Fast finishers

Ask **fast finishers** to find three examples of compound nouns in the text. When students have found the words, they should use the context to work out what they mean, e.g:

dangerous weapon (line 18)

juvenile crime (line 26)

criminal record (line 31)

academic results (line 50)

social skills (line 54)

role model (line 55)

V Insight Negative prefixes: un-, im-, ir- and il-

Negative prefixes are a simple way to make adjectives negative, but not all adjectives can take a negative prefix.

The most common negative prefix is *un-*:

happy – unhappy; comfortable – uncomfortable; eventful – uneventful

The prefixes *il-*, *ir-* and *im-* are usually used with words beginning with *l*, *r* and *m* or *p* respectively:

legal – illegal; responsible – irresponsible; possible – impossible

We can also use *dis-* and *in-* as negative prefixes:

organized – disorganized; considerate – inconsiderate

Exercise 7

- Refer students to the words 1-8. Ask: *What kind of words are they?* (adjectives) *What is the opposite of 'happy'?* (sad, miserable, unhappy). Explain that *unhappy* is one of the opposites of *happy* and is formed by adding the negative prefix *un-* to *happy*.
- With a **stronger class**, tell students to complete the task on their own. With a **weaker class**, go through the various prefixes together.

ANSWERS

1 unhappy 2 unthinkable 3 impolite 4 unusual
5 irresponsible 6 illegal 7 impossible 8 immature

Exercise 8

- Ask students to look at the adjectives. Check that they understand *moral*. Students do the exercise in pairs.

ANSWERS

1 unfortunate 2 immoral 3 unsafe 4 unhelpful
5 impractical 6 unsurprising 7 illogical 8 irregular
9 untidy

Exercise 9

- Ask students to read the sentences. Point out that they all need a negative adjective to make sense.
- Do the first sentence together as an example. Ask students to think of an adjective to describe the school and elicit *unsafe*.
- Students complete the sentences on their own. Check answers as a class.

ANSWERS

1 unsafe 2 untidy 3 impossible 4 illegal
5 unhelpful 6 irresponsible

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. accurate use of crime collocations and/or negative prefixes for adjectives.

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 instructions together. Go through the different 'crimes' with students and check for understanding. Model and practise *bullying, swearing, truancy* and *vandalism*.
- In groups, students discuss the different 'crimes' and rank them from the most to the least serious. This will help them decide on the appropriate punishment.
- Circulate and monitor, helping as necessary. Make a note of any errors to discuss in a later feedback session.
- Ask one student from each group to present the group's ideas to the class. Write the 'crimes' on the board and the punishment each group would give them.

Further practice

Communication worksheet 6A: Vocabulary Centre

Vocabulary Strategies worksheet 6: Using a dictionary: verb and noun collocations

Vocabulary extra: School: bad behaviour

SB page 85

Exercise 1

1 cheat 2 suspend 3 play truant 4 swear
5 give a detention 6 fight 7 give a warning
8 expel 9 bully 10 vandalize

Exercise 2

Bad behaviour: bully, cheat, fight, play truant, swear, vandalize

Punishment: expel, give a detention, give a warning, suspend

Exercise 3

1 expelled 2 bully 3 suspended 4 gives a warning
5 were playing truant 6 swear 7 vandalized
8 cheats 9 gives (us) detention 10 were fighting

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

Check the answers at the start of the next lesson as a quick revision. 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.

Give students some ideas on how they can practise the vocabulary outside the classroom, e.g. read teenage / young adult stories on crime in English. Titles range from serious stories like *The Naturalists* by Jennifer Lynn Barnes to the funny 'crime caper' *Trouble Never Sleeps* by Stephanie Tromly. There are several websites which include a wide range of young adult crime stories suitable for students aged 14 and above. Agatha Christie novels, written for adults but read by all ages, are still very popular. There are many TV and film adaptations of her books, which students might enjoy.

'How can I improve?' suggestion: Watch a crime film or find a short crime story. Write a short summary of the plot of the film/story or tell a friend about it.

Lesson 6B: Grammar and reading

SB pages 76–77

Learning objectives

Use *will* and *going to* to talk about the future

Use the first conditional to talk about possible future situations and probable results

Materials

Workbook page 45

Communication worksheet 6B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 77. See page 10 for more ideas.

Grammar

Exercise 1

- Students discuss questions in small groups, giving reasons for their ideas. Write some useful language on the board to help students discuss the sentences with a partner: *I completely agree with sentence number 1 because it's ...; My parents think that ..., but I don't. I think we should be allowed to choose our own subjects because ...*

AfL: Diagnostics

While monitoring exercise 2, listen for successful or unsuccessful use of *will* and *going to* to talk about the future, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Ask students to look at the photo, read the heading of the article and decide what the article will be about. Then ask students to read the article quickly and compare their ideas to Cara's.
- Ask students if their ideas were correct and encourage them to think of the ways the school in the article is different from theirs, e.g. *Most of our classes aren't in English.*

Exercise 3

- In groups, students discuss their responses and compare ideas. Ask: *How does your school help you to make a difference?*

Exercise 4

- Draw students' attention to the sentences numbered 1–8 in the text. Ask them to underline the verbs with *will/won't* and *going to*. Write the verbs on the board.
- With a **stronger class**, ask students to read the rules and match them to the sentences 1–8 themselves. With a **weaker class**, do the activity together. Point out that we can use the information around the verb to decide what the situation is, e.g. *Is it prediction? Is it an intention?*
- Students compare answers with a partner before whole-class feedback.

ANSWERS

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

Further reference and practice Workbook page 94

- 1 1 is going to 2 'll 3 'll 4 's going to
5 'm going to 6 will 7 'm going to 8 Will you
2 1 will 2 're going to 3 'll 4 's going to
5 'm going to 6 will 7 'm going to 8 'll

Exercise 5

- Before students do the exercise, remind them to use the context to help them decide whether the situation is a prediction, an intention, an offer, etc.
- Students do the exercise on their own. They then check answers in pairs before checking answers as a class.
- Ask **fast finishers** to act out the mini-dialogues in pairs.

ANSWERS

1 you'll 2 I'll 3 I'm going to 4 It's going to 5 she'll
6 We're going to

Exercise 6 6.1

- Ask students to read the dialogue quickly. Then ask: *What does Thomas want to do when he grows up?* (He wants to make a difference.).
- Students complete the interview on their own or in pairs.
- Play the recording for students to check their answers.

Audio script 6.1 page 169

ANSWERS

1 's going to be 2 'm going to help 3 are going to make
4 'll be 5 'm going to write 6 'll have
7 'll do 8 'll apply 9 won't get 10 'll let

Extra activity: Pair work

In pairs, students role-play the dialogue in exercise 6, one being the interviewer and the other giving answers that are true for them. They then swap roles. Circulate and monitor, helping with pronunciation as necessary and checking that students are using the correct future forms.

Exercise 7

- Check that students understand what they have to do.
- In pairs, students make their predictions and give reasons. Remind them to think about which future form to use.
- Make a note of common errors to address later.
- Get feedback from each pair. Ask them to share one of their partner's predictions or intentions with the class.

Grammar

Exercise 8

- Ask students to look at the photo and ask them what they can see. Elicit that some people are walking along a dangerous path next to a cliff. Ask: *Would you like to walk on this path?* and elicit responses, e.g. *No, I wouldn't. It looks unsafe. / Yes, I would. I like dangerous things!*
- Students read the news story quickly and answer the questions. They then compare answers in pairs before checking answers as a class.

ANSWERS

The journey is unusual because it is very long. The children have to go on this journey because there are no roads between the village and the school, so they have to travel across the mountains and rivers.

Exercise 9

- Ask students which of the two sentences (1 or 2) they can find in the text (*If they slip, they'll fall into the valley below.*).
- Read through the rules and explanation together and check understanding. Ask: *Is it certain that the children will slip?* (no) *What is the result of slipping?* (falling into the valley below).
- Highlight the structure of conditional sentences and point out that they can be written with the *if* clause first or with the main clause first.
- Students underline more examples of the conditional in the text. Ask **fast finishers** to rewrite the sentences with the clauses in a different order. Check answers as a class.

ANSWERS

condition: *if* + present simple tense

result: *will* + verb

Examples:

If anything happens, what will we tell their parents?

The children won't fall if they're careful ...

If they do, the children won't have to risk their lives again.

Further reference and practice Workbook page 95

- 1 1 c 2 e 3 a 4 f 5 b 6 d
2 1 have, 'll buy 2 rains, won't hold 3 will be, 're
4 'll catch, don't feel 5 don't leave, 'll miss
6 won't get, don't do

Exercise 10

- Read out the conditional sentences and explain that they describe a chain of events: each result becomes a condition for the next sentence, so they are all linked.
- **Stronger students** can do the task on their own. With a **weaker class**, do the first part of the chain together.
- Students compare their answers in pairs before checking answers as a class. Then ask students what they think about Kai Yang's future and elicit that it does not look very promising. Ask them what he should do to change it and elicit that he should make the dangerous journey to school.

ANSWERS

If he doesn't learn to read, he won't get a diploma. If he doesn't get a diploma, he won't get the job he wants. If he doesn't get the job he wants, he'll regret not going to school.

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. using the first conditional correctly in the chain story.

While they are doing the task, note any errors in the language to correct after they finish.

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. Refer students to the starting points and ask them to choose one. Encourage them to choose different starting points or allocate different starting points to students.
- Students think of five ideas that might result from the starting point before they make their conditional sentences, e.g. *Your alarm clock doesn't go off – sleep in, late for school, fail exams, no job, no money.*
- Students do the exercise on their own. Circulate and monitor, helping with ideas and vocabulary as necessary.
- Students read out their chains to a partner.
- Ask a few students to read out their chains for the class.

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

Ask students to look online to find articles or websites in English that discuss the future. Possible topics are education / learning, the environment, or work.

'How can I improve?' suggestion: Find and read an article in a topic they are interested in about how things will change in the future.

Further practice

Communication worksheet 6B: Grammar

Lesson 6C: Listening, grammar and speaking

SB pages 78–79

Learning objectives

Take notes to summarize the main ideas of a presentation

Use the zero conditional to talk about general facts

Make and respond to offers and suggestions

Materials

Workbook page 46

Communication worksheet 6C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 79. See page 10 for more ideas.

Listening

Exercise 1

- Tell students to look at the photos and ask: *What games are the people in the photos playing?* Elicit that they are playing basketball, playing chess, skipping with a skipping rope, and playing hide and seek.
- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary as necessary.
- Get feedback by briefly discussing each question with the class, e.g. *I think skipping is for younger children. Chess is a game for teenagers because it is more difficult.* For question 3, encourage students to add their own ideas, if possible.

Exercise 2 6.2

- With a **weaker class**, play the recording until *we forget this simple fact* (end of first paragraph) and then ask: *What is the man talking about?* (how much children enjoy playing outside).
- Play the recording from the beginning. Give students one minute to compare their ideas with those of the speaker.
- Get feedback from a few students.

Audio script 6.2 page 169

ANSWER

The speaker says play is a good thing for people of all ages because it helps us develop our problem-solving skills and social skills, improves our memory, and makes us happier.

AfL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students take notes to summarize the main ideas in the presentation, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 6.2

- Read through the strategy together. Emphasize that it's difficult to both listen and take notes, and it takes

practice to do this well. Therefore, students should get into the habit of taking notes. They should first practise recognizing the main ideas in a talk. They should not try to write down everything they hear: this is a waste of time and too difficult. Instead, they should note key words that summarize the speaker's ideas. After this explanation, look at the abbreviations and symbols with students:

- = can be used to express 'is', 'are', 'the same as', etc.
- can be used to express 'leads to', 'results in'
- > can be used to express 'more than'
- < can be used to express 'less than'.

- Explain that the above are just examples and that many people, with practice, develop their own system for writing incomplete or abbreviated sentences.
- Give students time to read through the notes and then play the recording. With a **weaker class**, you may need to play it a second time.
- Students compare answers in pairs before whole-class feedback.

ANSWERS

1 favourite 2 watching TV 3 teenagers' 4 bigger
5 Chinese 6 social skills 7 imagination 8 adults

Exercise 4

- In groups, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask: *Which games did you all play when you were younger? Which games do you play now?*

Grammar

Exercise 5

- Tell students to look at the sentence beginnings and ask: *What kind of sentences are these? Have you seen sentences like these before?* Elicit that they are conditional sentences.
- Student do the exercise in pairs. Check answers as a class.
- Point out that these conditional sentences are different from the conditional sentences on Student Book page 71. Ask students if they can identify the difference and elicit that these conditionals use the present simple in the result clause, not *will*.
- Students complete the rules. With a **weaker class**, complete the rules together.

ANSWERS

1 b 2 a 3 e 4 c 5 d

a **condition:** *if* + present simple tense

result: present simple tense

b We can sometimes use *when* instead of *if*.

Language note: *if* / *when*

When we use zero conditional sentences, we can choose to use *if* or *when* for the condition clause. This is because the result is always true, e.g.

If you add two and two, you get four.

When you add two and two, you get four.

However, if there is any possibility of a different result, we must use *if*, e.g. **If** it rains this afternoon, I'll probably stay at home.

Further reference and practice Workbook page 95

1 1 don't practise 2 learn 3 seems 4 pay
5 don't do 6 put

Exercise 6

- Look at the table together and explain the task. Ask: *What happens if you are late for school?* and elicit answers, e.g. *We have to do extra homework. We aren't allowed to enter the class. We have to go to the head teacher.*
- Students do the exercise in pairs. Circulate and monitor, helping with ideas as necessary and checking they are using the correct tenses.
- When they have finished, ask a few students to share their ideas with the class.

Speaking

Exercise 7 6.3

- Play the dialogue. Students compare answers in pairs.

Audio script 6.3 page 169

ANSWERS

Tom asks Rachel to come to the Notting Hill Carnival in the afternoon. Rachel first says no because she has homework, but then agrees to come.

Culture note: Notting Hill Carnival

The Notting Hill Carnival is an annual event that takes place every August in Notting Hill in London. It began in 1965 and it celebrates the multicultural community of London. In Notting Hill, there is a large community of people with Caribbean roots and the carnival has a strong Caribbean atmosphere. There are parades, bands, street parties and many stands with a variety of Caribbean and international food for everybody to enjoy. Approximately a million people attend the carnival each year.

Exercise 8 6.3

- With a **stronger class**, students try to complete the phrases from memory. Then play the recording for them to check their answers.
- With a **weaker class**, play the recording, pausing after each phrase to give students time to write their answers.
- Model the phrases for pronunciation and intonation, asking students to repeat after you.

ANSWERS

1 help 2 me 3 sure 4 I'll 5 Why 6 if

Exercise 9 6.4

- **Stronger students** complete the dialogue on their own. They then compare answers in pairs.
- With a **weaker class**, complete the first gap together. Point out that when Lily speaks after gap 1, she says *Yes, it will*. Therefore, the correct answer for gap 1 must be *b*, because Sam says *it won't take long to get there*. Lily responds by disagreeing with him.
- Students complete the rest of the dialogue in pairs.
- Play the recording for students to check their answers.

ANSWERS

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

Exercise 10

- Students read the dialogue again and underline ways of making and responding to suggestions.
- Check answers as a class.

ANSWERS

Making suggestions and offers: I'll help you look for it. ; Why don't we get the bus instead?

Responding to suggestions and offers: Sounds like a good idea.

Exercise 11

- Read through the Global skills box. Explain that it is considered rude in the UK to just say 'No'. Ask: *Can you remember what Rachel said to Tom?* (Sorry, I can't. Well, I don't know if I can. I've got homework.), i.e. She gave a reason for saying no.
- Write two or three situations on the board. e.g. *Ask a classmate to lunch tomorrow; Ask a friend to play tennis at the weekend; Ask a friend to come to your house to play a video game.* Ask students to think of some of their own situations.
- Elicit two or three ways to make offers/suggestions, e.g. *Why don't you ... ? Would you like to ... ? Do you want to ... ?*
- In pairs, students make mini-dialogues where they take turns making suggestions and declining politely.
- In feedback, ask a few pairs to act out their dialogues in front of the class.

Exercise 12**AfL: Success criteria: Monitoring of feedback**

Make success criteria clear in the classroom so that students know where they are going in their learning. Before the students start the final speaking task, decide with them whether you will be focusing on language (have they used the phrases correctly?) or the task achievement (were the offers and suggestions clear / responses appropriate?).

In the correction session, highlight successful examples, as well as errors. Make sure you have a balance of both when giving feedback on Speaking tasks to help students gain confidence in their speaking.

- Read the instructions together. **Stronger students** then read through the ideas by themselves. Ask them, in pairs, to choose a situation, or to think of their own situation.
- With a **weaker class**, go through the ideas together and check for understanding.
- Students choose a situation by themselves. Alternatively, to ensure variety, allocate a situation to each pair of students, making sure each situation is represented in class.
- Give students time to prepare their dialogue. Circulate and help as necessary, encouraging students to use a variety of phrases from exercises 8 and 9.
- When students have finished, ask a few pairs to perform their role-play for the rest of 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 make and respond to offers and suggestions appropriately?
- What phrases did you use?
- 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 to give 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 brief notes on how well they have done and to think about future learning opportunities.

Suggest that students listen to podcasts in English on topics they are interested in and take brief notes which they can summarize for the class. A good source of podcasts with a wide range of topics is BBC Podcasts.

'How can I improve?' suggestion: Listen to one of the BBC podcasts.

Further practice

Communication worksheet 6C: Speaking
Functional language bank

Lesson 6D: CULTURE Reading, vocabulary and grammar

SB pages 80–81

Learning objectives

- Understand the description of places and feelings in a poem
- Use adjectives to express positive and negative feelings
- Use modal verbs and adverbs to express probability

Materials

- Workbook page 47
- Video worksheet 6: Live well, play well
- Pronunciation Insight worksheet 6: Diphthongs and rhyming words

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 81. See page 10 for more ideas.

Reading and vocabulary**Exercise 1**

- Write the word *goal* on the board. Elicit or explain that a goal is something that people hope to achieve.
- Write the word *life* before *goal* and ask students to suggest a few life goals, e.g. going to university, being successful.

- Refer students to the list and ask them to do the task.
- Get brief feedback.

AfL: Diagnostics

While monitoring exercises 2 and 3, listen for how successfully or unsuccessfully students understand the descriptions of places and feelings in the poem, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 6.5

- Tell students to look at the pictures and then ask: *What do you think the poem might be about?* Elicit that it might be about travelling because there are pictures of the sea, a boat and a map.
- Play the recording as students read. Tell them not to worry about unknown words. Instead, they should aim for a general understanding. Ask them to discuss the questions in pairs.
- Check answers as a class.

Audio script 6.5 page 169

ANSWERS

The poem is about the poet's teacher. His life goal was to travel the world. He never achieved it because he became ill and died halfway through his final term.

Exercise 3

- This exercise focuses on helping students understand the description of places and feelings in a poem.
- Ask the class how many sections they can see in the poem and elicit that there are six. Explain that in poetry these different sections are called *verses*.
- Give students one or two minutes to read the summaries before asking them to match them to the verses.
- With a **weaker class**, do the first one together. Explain that summary *a* matches verse 3 because *He loved these places* means the same as *lands he longed to visit*. Also, *I didn't know why* means the same as *I couldn't understand why*.
- Check answers as a class.

ANSWERS

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

Exercise 4

- Students discuss the questions in pairs. Tell them to go back to the poem and look at where the quotes are and what comes immediately before and after, e.g. for quote 1: the maps of a 'warm blue sea' contrasting with the teacher's reality 'the house he lived in was narrow and grey' – a dream contrasting with his humdrum life.
- Circulate and monitor, making a note of any errors you would like to address later.
- Get feedback by asking some pairs to share their ideas with the class, e.g. *We think the teacher stayed in the school because he didn't have enough money to go travelling.*

POSSIBLE ANSWERS

- 1 He saw the maps every day in his working life and wanted to really find out what they places were like for himself. He wanted to leave his boring, dull routine and go somewhere warm and beautiful, where he could be

free. There is also the impression that perhaps he had not been to many places.

- 2 The lesson was to do what you really want to before it's too late, i.e. before you get too old or become ill – don't make excuses about having to do things now, don't wait too long to follow your dream. If you do, you might never do it. (See Verse 6)
- 3 Verse 2 gives us an idea of where the poet is from – 'narrow grey house' is probably in an industrial city; in verse 3 the lands he wanted to visit weren't 'drab or cold' so he lives somewhere drab and cold, probably in a country with cold climate, where it rains a lot and there isn't much colour or warmth around him.
- 4 Students' own answers. Possible suggestions: learn about new ideas, different ways of doing things, meet new people, etc.

V Insight Adjectives in poems

When adjectives are used in poems, they often help to create the atmosphere or image the poet wants the reader to have from the poem. Sometimes the adjectives are quite basic but actually paint a pleasant or comfortable picture, e.g. *warm blue sea* (verse 1) / *ocean - clear and blue* (verse 6), and sometimes they are compounds to draw a more vivid picture, e.g. *sweet-scented jasmine* (verse 2). They may be used as a dramatic contrast to something that came before, e.g. (when describing the land the teacher lives in) – *drab and cold* (verse 3).

Exercise 5

- Ask: *Did you like the poem?* Elicit responses (e.g. *I liked it because it describes beautiful places*).
- Point out that the poet uses lots of adjectives. Elicit that adjectives help to make writing more interesting. Write *warm blue*, *sweet-scented*, *drab* or *cold* on the board and ask students in pairs to think of two or three things that could be described by the adjectives (e.g. *sea, sky, sweater; flowers, rooms, perfume; town, house, room*).
- Students do the exercise in pairs before whole-class feedback.

ANSWERS

Places on the maps: *sweet-scented, green, orange, glass-clear*

The teacher's home: *narrow, grey, drab, cold*

Exercise 6

- Students discuss the adjectives in pairs.
- Get feedback, and, if necessary, elicit or explain that the positive adjectives describe warm countries near the sea. Ask: *What do the negative adjectives describe?* (where the teacher actually lived).
- In pairs, students think of more adjectives for these places, e.g. positive: *exotic, sunny, bright*; negative: *dreary, dull, boring*.
- Check answers as a class. Ask: *What do you notice about the positive and negative adjectives?* (they give the writer's opinion, almost paint a picture), *What about the neutral adjective?* (colours, they only give factual information).

ANSWERS

Positive: warm; sweet-scented; glass-clear

Negative: narrow; grey; drab; cold

Neutral: blue; green; orange; grey

Exercise 7

- Explain the task and give students a few minutes to think of the places and write down some adjectives to describe them.
- In feedback, ask some pairs to describe their partner's places using both positive and negative adjectives.

Grammar

Exercise 8

- Ask students to read the sentences. Give them one or two minutes to discuss if the sentences are true for them.

ANSWERS

1 likely 2 possible 3 very unlikely 4 very likely
5 possible

Exercise 9

- **Weaker students** do the activity in pairs or small groups. **Stronger students** can complete the diagram and rules by themselves.
- Students compare answers with a partner before whole-class feedback.

ANSWERS

1 will definitely / certainly
2 will probably
3 Perhaps / Maybe (I) will
4 might / may
5 it's possible that (I) will
6 definitely / certainly won't
a might b will, will c certainly d maybe

Further reference and practice Workbook page 95

- 1 Max will probably have a birthday party.
- 2 I probably won't go to football practice this lunchtime.
- 3 This computer definitely won't work with that cable.
- 4 I might check my emails later.
- 5 We will definitely spend Christmas at home this year.
- 6 It might rain this afternoon. / Maybe it'll rain this afternoon. / It's possible that it'll rain this afternoon.
- 7 People probably won't write letters by hand in twenty years' time.
- 8 I might visit my friends at my old school.
- 9 Ben and Amy will probably get married this year.
- 10 My parents definitely won't travel to China in July.

Exercise 10

- Students do the exercise on their own. Remind them to be careful when using adverbs and to think whether they need to use *will* or *won't*.
- Circulate and monitor, helping as necessary.
- Students compare answers in pairs before whole-class feedback.

ANSWERS

- 1 I'll definitely earn lots of money.
- 2 I probably won't own a big house.
- 3 I may have a dog or a cat.
- 4 It's possible I'll buy a motorbike instead of a car.
- 5 I certainly won't live in another country.
- 6 Maybe I'll marry someone from my school.
- 7 Perhaps I won't go to university.
- 8 But I might write a book of poetry!

Exercise 11

- In pairs, students discuss the sentences in exercises 10 and 11. Remind them to use full sentences when discussing life goals and encourage them to use different ways of talking about probability, e.g. *I don't agree with the first one. I probably won't earn lots of money.*
- Circulate and monitor, helping as necessary.
- Ask a few students to share their ideas with the class.

Exercise 12

AfL: Success criteria: Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning. Before the students start this final speaking task, decide with them whether you will be focusing on language (accuracy – use of modal verbs and adverbs + word order) or the task achievement (fluency – correct expression of probability). Whichever you choose for this task, make sure you have a balance of both through the unit to help students gain confidence in their speaking tasks.

- Give students a few minutes to make their list and decide how likely, probable, etc. these things are.
- Students in groups discuss and see which goals are common to most people, which are unusual, and how confident students are that they'll achieve those goals.
- Ask a spokesperson from each group to report to the class.

Vocabulary extra: School: compound nouns SB page 85

Exercise 1

1 playground 2 school uniform 3 noticeboard
4 school canteen 5 science laboratory 6 playing field
7 staffroom 8 classroom 9 sports hall 10 head teacher
11 textbook 12 timetable

Exercise 2

1 school canteen 2 classroom 3 science laboratory
4 sports hall 5 school uniform 6 timetable
7 textbook 8 staffroom 9 playground 10 head teacher
11 noticeboard 12 playing field

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

Encourage students to read stories, poems or listen to songs in English outside class. Suggest some well-known writers for young people for them to explore, for example Michael Rosen, Roald Dahl and Dr Seuss.

'How can I improve?' suggestion: Students find a poem, story, etc. and notice how the writer uses adjectives to describe the place, the people and how they feel.

Further practice

Video worksheet 6: Live well, play well

Pronunciation Insight worksheet 6: Diphthongs and rhyming words

Lesson 6E: Writing A for and against essay

SB pages 82–83

Learning objectives

Write a for and against essay

Plan for writing by using brainstorming ideas

Use words and phrases to express contrast, reason, result and additional information

Materials

Workbook page 50

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 83. See page 10 for more ideas.

Planning for writing

Exercise 1

- Focus on the essay title and give students a few minutes to think of arguments.
- Students discuss in pairs.

Culture note: School uniforms in the UK

School uniforms are worn in over 90% of schools in England. While uniforms are not compulsory, the Department for Education strongly encourages schools to have uniforms and expects schools to follow its guidance. Parents are required to buy the uniforms, which cost on average £337 per year for secondary school and £315 per year for primary school. Many parents and children are against wearing school uniforms. The main reasons they give are the cost and the fact that students lose their sense of identity and individualism.

Exercise 2

- Tell students to look at the diagram and ask them what it is about (school uniforms). Explain that this is a *mind map* and that we can use mind maps to organize our thoughts and ideas on a subject.
- In pairs, students study the mind map and answer the questions before whole-class feedback.

AfL: Diagnostics: Considering your own ability against example texts

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

Ask students to rate a model writing task 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 writing task.

Exercise 3

- Refer students to the essay on page 83 and give them a minute or two to read though it to compare their ideas.
- Get feedback from a few students about their ideas.

ANSWERS

Arguments from mind map: can't express yourself; cheaper than fashionable clothes; feel part of a community

Other arguments: too expensive; can be worn every day; make everyone equal; show pride in being from that school

Exercise 4

- Focus on the highlighted words in the essay and explain that they are linking words that express contrast.
- With a **weaker class**, show how the various linking words contrast ideas, e.g. *however* contrasts the fact that 65% of students don't like wearing uniforms with the fact that the writer is in favour of them.
- Students do the task on their own. Then they compare answers in pairs before whole-class feedback.

ANSWERS

1 However; On the one hand; Although

2 but

3 Although

Exercise 5

- Tell students to read the sentences. Point out that the pairs of sentences express contrasting ideas.
- Students do the exercise on their own before checking answers as a class.

ANSWERS

1 Our school uniform is a nice colour, but it's uncomfortable.

2 They walked to school although it was raining.

3 I arrived at school early. However, the teacher was late.

4 On the one hand, studying is important. On the other hand, we (also) need to spend time playing.

Exercise 6

- Students look at the boxes in the column on the right of the essay and complete the exercise on their own.
- Students compare answers in pairs.

POSSIBLE ANSWERS

Contrasting ideas: alternatively, nevertheless, on the contrary

Adding more information: additionally, as well, furthermore

Explaining reasons and results: as, since, therefore, as a result

Beginning your conclusion: Summing up, To conclude

Exercise 7

- Students look at the boxes in the column on the left of the essay. They can compare answers with a partner. Ask: *Does it make a difference if you change the order of paragraphs 2 and 3? (We usually put what we think is more important first.)*

ANSWERS

There are four paragraphs. Paragraphs 2 and 3 could be in a different order.

Writing your essay

AfL: Success criteria: Link feedback to the learning intention

Before students start writing, ask them what a successful for and against essay should include, i.e. an introduction with general statements about the topic, one paragraph each for the 'for' and 'against' arguments, which give reasons and results for the arguments, and a conclusion which sums up the arguments and explains the writer's opinion.

Agree with the students before they do the task, what you will give feedback on, e.g. content, communicative achievement, organization, and language (i.e. use of linkers) in the writing task.

- Read the task together. Ask: *What do you have to write?* (a for and against essay about doing group work in school).
- Read the strategy together. Suggest that students use a mind map to write down all the words and then organize them for each paragraph. With a **weaker class**, draw the mind map on the board and give possible headings. After a few minutes, write students' ideas under the correct headings.
- Give students five to ten minutes to complete the ideas stage and plan their work.
- Circulate and monitor while students write their essays. Check that they are using linking words to contrast their ideas correctly.
- When students have finished, they check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can.
- Ask **fast finishers** to swap essays and check the Review checklists to help improve their partner's essay.

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 50 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities.

Encourage students to think about other common topics people express for and against arguments about, e.g. driving cars, travelling by plane, tourism, keeping animals in zoos, eating meat, using plastics, social media, etc. 'How can I improve?' suggestion: Students find an article or listen to a podcast of people giving for and against arguments on a topic they are interested in and notice how they express their arguments.

Further practice

Writing bank

Review 6

SB page 84

Exercise 1

- 1 committed 2 got 3 arrested 4 charged
5 appear 6 punished 7 pay 8 spend

Exercise 2

- 1 il(legible); unreadable 2 im(moral); wrong
3 im(perfect); damaged 4 im(polite); rude
5 un(tidy); messy

Exercise 3

- 1 unusual 2 unsafe 3 illogical 4 impossible
5 unhappy 6 immature 7 illegal 8 irresponsible

Exercise 4

- 1 're going to play 2 won't tell 3 isn't going to go out
4 'll help 5 'm going to study 6 'll win

Exercise 5

- 1 leave 2 'll have 3 won't earn 4 do 5 'll have
6 study 7 won't cost 8 don't go

Exercise 6

- 1 's, have 2 don't learn, don't do 3 listen, damages
4 remember, take 5 don't feel, make

Exercise 7

- 1 I'll definitely go to university.
2 I might become a volunteer.
3 I certainly won't leave home.
4 Maybe I'll get a summer job.
5 I'll probably move to another city.

Cumulative review

Units 1–6

SB pages 86–87

Exercise 1

6.6

Audio script 6.6

page 170

- 1 c 2 e 3 a 4 d

Exercise 2

Students' own answers

Exercise 3

- 1 e 2 c 3 f 4 a 5 b

Exercise 4

- 1 d 2 b 3 a 4 c 5 b

Exercise 5

- 1 development 2 unfortunately 3 enjoyment
4 unthinkable 5 surprising 6 frightened 7 unsafe
8 happily 9 encouragement 10 solution

Exercise 6

Students' own answers

Additional materials

Literature Insight 3 WB pages 108–109 Answer key: page 159

Exam Insight 3 WB pages 118–119 Answer key: page 161

Unit map

Grammar

must, mustn't, have to, don't have to page 90
 Second conditional and *I wish* ... page 94

Vocabulary

Statistics page 88
 Nouns with two meanings page 89
 Business page 92
 Language page 94
 Expressing reason and result page 96

Skills

Reading: Going global page 88
 Reading: Who wants to be an entrepreneur? page 90
 Listening: Silicon Valley page 92
 Speaking: Asking for and giving advice page 93
 Speaking: Making time to think page 93
 Reading: Lost languages page 94
 Writing: A formal email of enquiry page 96
 Reading: Workbook pages 56–57

Strategies

Listening: Listening for statistics page 92
 Writing: Using the correct register page 96

Global skills

Choosing a career path page 100

Review

Review 7 page 98
 Vocabulary extra 7 page 99

Video

Online video: Ant Man
 Global Skills video: Choosing a career path

Lesson 7A: Reading and vocabulary SB pages 88–89**Learning objectives**

Understand a writer's opinion in an article
 Use verbs to talk about statistics
 Understand and use nouns with two meanings

Materials

Workbook page 52
 Communication worksheet 7A: Vocabulary
 Vocabulary Strategies worksheet 7: Using a dictionary: words with more than one meaning

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 89. See page 10 for more ideas.

Culture note: The history of globalization

Although some historians claim that globalization can be traced back to ancient times in Asia, it was not until more recent times that globalization truly encompassed such great distances and different cultures. The mediaeval silk trade along the Silk Road from China to the West opened up long-distance political and economic interaction between China, India, the Middle East and Europe. Ideas, art, religions, language, science and technologies moved along this route between East and West.

The origin of modern globalization is usually associated with European expansion and colonization in the 16th–18th centuries, particularly related to the Portuguese, Spanish and British Empires. But it was the Industrial Revolution and developments in transport that drove the need for globalization to acquire huge quantities of raw materials, exploit people and areas of the globe and set up trade systems recognizable to us nowadays. The 19th and 20th centuries saw the first truly global connected economies. This time also included huge population movements and the development of bigger and bigger cities. In the latest phase of globalization, digital technology has connected people across the world.

Exercise 1

- Focus on the definition and ask: *What's a globe?* and then ask for the noun, adjective and adverb you can make from *globe*. Model and practise pronunciation.
- Give students headings, e.g. fashion; technology, and tell different groups to answer the questions about one of the headings.
- For feedback, get each group to report their ideas to the class.

Exercise 2

- Students check their ideas against the ideas in the text.
- Ask: *Was there any new information in the article?*

ANSWERS

- 1 Food companies such as Coca-Cola, McDonald's. Sports companies such as Adidas and Nike. Fashion companies such as Zara and H&M. Car companies such as Ford and Toyota, etc.
- 2 No, it isn't. Countries have been trading with each other for hundreds of years. Some people say globalization, in terms of the exchange of goods, started with Columbus. Others say it started during the Industrial Revolution.
- 3 Globalization is increasing because of improved transport and communication systems.

AFL: Diagnostics

While monitoring exercise 3, listen for how successfully or unsuccessfully students understand the writer's opinion in the article, which is one of the learning objectives 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 article to look for the answer.
- Students compare their answers with a partner before checking answers as a class.

ANSWERS

- 1 Most people think globalization can help us by sharing ideas, understanding each other and improving people's lives (in the developing world).
- 2 Global companies have helped people in developing countries by creating jobs and more wealth, so people have more money to spend on health and education.
- 3 Globalization is making people similar because people are wearing similar clothes, eating similar food, listening to similar music and watching similar movies.
- 4 Sometimes they pay local workers badly so they can sell things more cheaply.
- 5 This results in inequality because poorer people are paid badly to produce cheaper products, but the company makes more profit.
- 6 The writer doesn't think globalization is good for everyone because we are losing our cultural differences, and global companies are treating people in the developing world unfairly.

Exercise 4

- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as 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.

V Insight Statistics

The verbs in this section help students express and discuss changes in statistics and figures. The verbs used all relate to how numbers may change or be changed:

double: multiply by 2 [x 2] (*treble*: multiply by 3 [x 3]; after that we use *times*, e.g. *six times more* [x 6], *ten times more* [x 10], etc.)

halve: reduce by 50% / ÷ 2

decrease / increase: to become smaller / larger (note the change in pronunciation of the verb from the noun)

divide: ÷ = to separate into parts

multiply: x = to increase by adding a number to itself a particular number of times

estimate: to form an idea of the size, value, cost, etc. of something

calculate: to use numbers to find the total number, distance, amount, etc.

Exercise 5

- Refer students to the highlighted verbs in the article. They work out their meaning from context and then complete the exercise.
- Students compare answers in pairs. Check answers as a class and model and practise the pronunciation. Point out that the verb *halve* is spelled and pronounced differently from the noun *half*.

ANSWERS

- 1 multiplied 2 increased 3 calculated 4 doubled
5 estimate 6 decreased 7 halved 8 divided

V Insight Nouns with two meanings

Words with more than one meaning are called homonyms. They have the same spelling and sound the same, but have different meanings e.g. *bark* – 1) a dog with a loud bark, 2) the bark of a tree.

Students need to be aware that they must use the context to work out 1) if the word is a noun, verb, etc. 2) what the context is so they can work out or guess the meaning, e.g.

What's today's date? (n) (day of the month)

We have a date on Tuesday. (n) (informal meeting)

There was a bat flying around catching insects. (n) (flying animal)

In baseball, they use a long, round bat to hit the ball. (n) (a stick used to play a game)

My favourite kind of music is rock. (n) (type of music)

It was hard to walk because there were a lot of rocks on the path. (n) stones

Exercise 6

- Before focusing on the exercise, write *can* on the board and elicit its meaning. Establish that it has more than one meaning.
- Explain that English has many words with more than one meaning and the only way we can know which meaning is intended is to work it out from its context.
- Students do the exercise on their own or in pairs.

ANSWERS

- 1 a 2 a 3 a 4 b 5 b 6 a 7 b 8 b

Exercise 7

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

ANSWERS

- 1 country (a) 2 races (b) 3 present (b) 4 second (b)
5 end (a) 6 figure (b) 7 time (a) 8 way (a)

EXTENSION: DICTIONARY WORK

Students look up the various meanings of each word in exercise 6 in the dictionary and study how it is used. They then write their own sentences to illustrate the meaning.

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. using verbs to talk about numbers and statistics.

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

- Read through the instructions together.
- In groups, students discuss their scenario and how it relates to globalization (sharing culture; economic benefits to whom?), comparing Global South (developing) and Global North (industrialized or developed) countries; employment (locally or globally, etc.). Depending on the outcome of their discussions, they decide on the effects on their community or country.
- Remind students about some language for talking about economies, development, industrialization, e.g. *create jobs*, *life expectancy*, *improved transport / condition*.

Further practice

Communication worksheet 7A: Vocabulary

Vocabulary Strategies worksheet 7: Using a dictionary: words with more than one meaning

Vocabulary extra: Country facts

SB page 99

Exercise 1

1 population 2 location 3 culture 4 currency
5 climate 6 time zone 7 architecture 8 ethnic groups
9 geography 10 history 11 area 12 religion

Exercise 2

1 e 2 l 3 h 4 k 5 i 6 b 7 j 8 c 9 a
10 g 11 d 12 f

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

Check the answers at the start of the next lesson as a quick revision. 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 research two countries, one in the 'developed' world and one in the 'developing' world, e.g. Canada and Haiti; Germany and Vietnam.

'How can I improve?' suggestion: Research and compare statistics, for example, populations, income, industries, changes of two countries over the last ten years.

Lesson 7B: Grammar and reading

SB pages 90–91

Learning objectives

Use *must*, *mustn't*, *have to* and *don't have to* to talk about rules and obligations

Describe rules and regulations in different situations

Materials

Workbook page 53

Communication worksheet 7B: Grammar

Pronunciation Insight worksheet 7: Strong and weak forms of *must*, *have to* and *should*

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 91. See page 10 for more ideas.

Grammar

Exercise 1

- Elicit or explain the meaning of *entrepreneur* (a person who makes money by starting or running businesses, especially when this involves taking financial risks) and practise the pronunciation, paying attention to the stressed final syllable.
- Students discuss the questions in small groups, giving any examples of any of the business ventures they've heard of: Steve Jobs – Apple, iPhones, etc.; Zuckerberg – Facebook; Elon Musk – Tesla cars, rockets to Mars, etc.
- Ask: *Do you admire these entrepreneurs? Why / why not?*

ANSWERS

Beyoncé Knowles-Carter – music and entertainment

Elon Musk – technology and engineering

Jamie Oliver – food and cooking

Mark Zuckerberg – social media

Steve Jobs – computers and smartphones

Victoria Beckham – fashion

Culture note: Famous entrepreneurs

Beyoncé Knowles-Carter (born 1981) is an American singer and actress. She became famous as a member of the girl group Destiny's Child in the 1990s. After the group disbanded in 2006, Beyoncé released several highly successful albums, quickly becoming the world's best-selling recording artist. She has sold over 118 million albums worldwide and won numerous awards for her music. She is also a successful actress, starring in several films, such as *Dreamgirls* and *The Lion King*. Her personal fortune is around \$500 million.

Elon Musk (born 1971) is a South African entrepreneur and business magnate. He has founded and been CEO (Chief Executive Officer) of several high-tech companies, e.g. SpaceX (where he is also the Chief Engineer), The Boring Company, Neuralink and OpenAI. He was an early stage investor, product architect and CEO of Tesla cars. His latest venture is space exploration. He is one of the richest people in the world, a centibillionaire, worth around \$151 billion.

Jamie Oliver (born 1975) is a British chef and restaurateur. He has also had a very successful career on TV and as a writer of cookery books. In 2005, shocked at the food being served in British state schools, he started the Feed Me Better campaign for healthier food in schools. The government backed the campaign. He also opened a chain of restaurants in the UK, but in 2019, the company went into administration (stopped being economically viable) and the restaurants closed. He still has a fortune of about £240 million.

Mark Zuckerberg (born 1984) created Facebook while he was studying computer science at Harvard University. He became one of the world's richest young billionaires. The story of the founding of Facebook was made into a film, *The Social Network*. Recently, Facebook has faced criticism for tax avoidance, handling of user data and censorship policies. His net worth is around \$120 billion.

Steve Jobs (1955–2012) was the co-founder of Apple. He helped make personal computers popular in the 1970s. In 1985, he left Apple for several years, but returned in 1997 as Chief Executive Officer. He brought huge success to the company with the development of the iPod, iPhone, iPad, iTunes and iCloud. He was worth over \$8 billion when he died in 2012.

Victoria Beckham (born 1974) is an English singer, fashion designer and TV personality. She became famous for being one of the Spice Girls (Posh) and for her marriage to the footballer David Beckham in 1999. Recognized internationally as a fashion designer and style icon in her own right, she and David became even more internationally famous when he played for top teams in England, Spain, the USA and France. Together, they are said to have a fortune of £355 million.

Exercise 2

- Tell students to read the article and try to summarize each piece of advice in their own words.
- Students find the heading that closely matches their ideas. They compare their ideas in pairs.

ANSWERS

1 c 2 d 3 a 4 b

Exercise 3

- In groups, students discuss their responses and compare ideas. Ask: *Does anybody in your family have their own business? What kind of business is it? Would you like to have your own business when you're older?*

AfL: Diagnostics

While monitoring exercise 4, listen for appropriate use of *must*, *mustn't*, *have to* and *don't have to*, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Students find and complete the sentences from the text.
- Point out that *must* is a modal verb and elicit that modal verbs are followed by an infinitive without *to* and that we do not use the auxiliary *do* when forming negatives and questions.
- Check answers as a class and read through the information together about the difference between *have to* and *must*.

ANSWERS

1 have to, a 2 mustn't, c 3 must, a 4 don't have to, b

Further reference and practice Workbook pages 96–97

- 1 must 2 mustn't 3 must 4 must 5 must
6 mustn't 7 mustn't 8 mustn't 9 must
10 mustn't
- 1 I don't have to go to bed early at the weekend.
2 An entrepreneur has to have some money to begin a business with.
3 You have to use the correct currency when you go to a foreign country.
4 University students don't have to wear a uniform.
5 Someone who drives a car doesn't have to travel by bus.
6 You don't have to do exams every day of your life.
7 My brother has to get up at four o'clock to go to work.
- 1 have to 2 have to 3 don't have to 4 must
5 mustn't 6 must 7 have 8 has to

ANSWERS

Exercise 5

- Students choose the correct word to complete the rules.
- Check answers as a class and ask: *Which piece of advice do you think is the most useful?*

ANSWERS

1 don't have to 2 mustn't 3 have to 4 don't have to
5 mustn't 6 have to 7 must 8 mustn't

Exercise 6

- Students complete the interview on their own or in pairs before checking answers as a class.

ANSWERS

1 don't have to 2 must 3 have to / must 4 mustn't
5 mustn't 6 have to 7 don't have to 8 have to / must
9 must / have to 10 mustn't

Exercise 7 7.1

- Ask: *Does anybody in the class write a blog? Do you know anybody who does? How can you make money from writing a blog? (through advertising).*
- Give students a minute to read through the sentences before playing the recording.
- Students compare their answers in pairs, correcting the false sentences, before checking answers as a class.

Audio script 7.1 page 170

ANSWERS

- T
- F (You have to write about something that interests lots of other people.)
- T
- F (You mustn't use a name that already exists.)
- F (You don't have to pay someone else to host it – there are lots of free blog sites out there.)
- T
- F (You mustn't publish the same article on your own blog – that's not allowed.)
- T

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. using *must*, *mustn't*, *have to*, *don't have to* correctly.

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 situations together.
- In pairs, students choose one situation and make six rules.

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

Encourage them to look at signs at school, in the street, in sports clubs, in shops, etc. and note the rules on them. It would be great if they could take a photo of the sign on their phone so they can bring them into class and discuss them. They translate them into English.

'How can I improve?' suggestion: Find five rules and translate them into English, using *must*, *mustn't*, *have to*, *don't have to*.

Further practice

Communication worksheet 7B: Grammar

Pronunciation Insight worksheet 7: Strong and weak forms of *must*, *have to* and *should*

Lesson 7C: Listening, vocabulary and speaking

SB pages 92–93

Learning objectives

Listen for statistics and recognize numerical information

Use nouns to talk about business

Ask for, give and respond to advice

Materials

Workbook page 54

Communication worksheet 7C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 93. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Focus on the photos. Ask the questions to the class and elicit answers, but do not tell students whether they are right or wrong.

Language note: Saying years

When talking about dates, we don't use generally *thousand*, e.g.

in 1921 = in nineteen twenty-one

in 2015 = in twenty fifteen

However, with years between 2000 and 2009, we do say *thousand*, e.g.

in 2000 = in two thousand

in 2006 = in two thousand and six

Exercise 2 7.2

- Quickly revise numbers, statistics and years.
- Play the recording for students to check their answers.
- Check answers as a class. Ask: *Why it is called Silicon Valley?* (because the area was famous for products that had silicon microchips).

Audio script 7.2 page 170

ANSWERS

1 In California, near San Francisco, USA. Computing and technology companies.

Exercise 3 7.2

- Read through the strategy box together.
- In pairs, students go through the sentences and predict what kind of number will complete them. Do the first two or three together as a class.
- With a **weaker class**, go through all of the sentences together, and encourage students to predict not only the type of number, but also possible key words that they might hear, e.g. for number 4 elicit both 'amount of money' and 'dollars'; for number 5 elicit both 'distance' and 'kilometres'.
- Play the recording for students. Remind them to write the numbers in figures, not words.
- Students compare their answers in pairs.

ANSWERS

1 1970s 2 1909 3 1976 4 \$1.8 billion
5 12,460 kilometres 6 21% 7 13,300 8 20%

Exercise 4

- In pairs, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to work 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 Business

As topics are introduced, students will find that they come across certain sets of words in certain situations, e.g. the phrasal verbs with *get* in Unit 1 to talk about travel. Here, there are some words needed to talk about business.

Helping students record vocabulary efficiently will help them memorize the words. You could tell them to: *make a note of the word / pronunciation; Is it a noun / verb / adjective? If a verb, is the past regular or irregular? Put it in a sentence. If necessary, add the translation.*

Exercise 5

- Check answers to the first part (matching nouns and definitions) before students work in pairs to think of an example sentence for each.
- Ask students to compare their answers and sentences with those of another pair.
- Model and practise pronunciation of words which may be difficult to pronounce, e.g. *advert*, *founder*, *research* and *headquarters*.

ANSWERS

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

Exercise 6

- Tell students to read the text, ignoring the gaps. Ask: *How has Google become important in many people's lives?*
- Students complete the text on their own. They then compare answers in pairs before checking answers as a class.

ANSWERS

1 company 2 research 3 invention 4 partners
5 headquarters 6 founders 7 adverts 8 products
9 customers

Exercise 7

AfL Diagnostics: Wait time

Students need to be given time to answer questions that ask them to evaluate and analyse. When you ask students questions, make sure you give them about three seconds for a recall question, i.e. an answer from the text, and at least ten seconds for a higher order question, i.e. where they have to express an opinion, draw a conclusion, etc. This will improve the quality of the responses.

- In pairs, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas as 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.

Speaking

Exercise 8

- When students have discussed the answers, have a brief class feedback.
- Write students' suggestions on the board.

Exercise 9 7.3

- Elicit or teach *crowdfunding* (n). Ask: *Do you know of any examples of crowdfunding websites?* (in the UK, Kickstarter and GoFundMe are well-known crowdfunding websites).
- Play the recording for students to compare their ideas and note down the advice that is given. You could ask them to listen out for four pieces of advice.
- Students compare answers in pairs before checking answers as a class. Ask: *Which pieces of advice did Jade think were good?* (do some research, find a mentor, do crowdfunding).

Audio script 7.3 page 171

ANSWERS

- 1 Jade needs advice about how to start a business based on the computer game she has designed.
- 2 Talk to her brother, do some research, try to find a mentor, go on a crowdfunding website.

Exercise 10 7.3

- Students complete the phrases on their own.
- Play the recording again for students to check their answers before checking answers as a class. Point out that *should* is a modal verb and is followed by an infinitive without *to*.
- Highlight the information in the Language note (see below).
- Ask: *Which of the language in the 'Giving advice' column sounds very direct?* (You ought to ...), *Which sounds less bossy?* (Maybe it's a good idea to ..., if I were you, I'd ..., I think you should ...).

ANSWERS

1 think 2 your 3 ought 4 you 5 idea
6 should 7 can't 8 bad 9 That's

Language note: Giving advice

There are many ways of giving advice in English. Some are very direct, e.g., *You should ...* and *You ought to ...*. In other cases, we 'soften' the language in order not to sound too rude or bossy, e.g. *I think you should ...*, *If I were you, I'd ...*. This 'softening' is very common in English.

The language in the 'Giving advice' column could be arranged in (approximate) order from direct to less direct: *You should/shouldn't ... / You ought to ... / I think you should ... / If I were you, I'd ... / Why don't you ... ? / Maybe it's a good idea to ...*

Ought to means the same as *should*, but is less common.

Exercise 11 7.4

- Students work on their own or in pairs to put the dialogue in order.
- Play the recording for students to check their answers.
- Students practise the dialogue. Remind them not to sound too bossy when giving advice. They can then swap roles and repeat.

Audio script 7.4 page 171

ANSWERS

Tanya Hi, Sarah. How are you enjoying Silicon Valley?
Sarah Well, my job is great, but I haven't had time to do much exercise yet. I'm worried about my fitness.
Tanya If I were you, I'd go to a local gym. That's a great way to keep fit.
Sarah Hmm, I don't know about that. I don't really like gyms. What else would you advise?
Tanya Well, what kind of sports do you like doing?
Sarah I like being outside. I love running and I really like walking in the hills.
Tanya OK! So, you ought to go to the mountains near Lake Tahoe for that, but I don't think you should go alone. It's easy to get lost and the weather's not so good at this time of year.

Sarah Thanks for the advice. I love the ocean, too. Any suggestions?

Tanya Why don't you join a water sports club? They do all kinds of things – surfing, kayaking, paddle-boarding ...

Sarah That's a great idea.

Exercise 12

- Students work on their own or in pairs to find ways of asking for, giving and responding to advice in pairs.
- Check answers as a class. Draw attention to the difference in spelling and pronunciation between the verb *advise* and the noun *advice*.

ANSWERS

Asking for advice: What else would you advise?, Any suggestions?

Giving advice: I don't think you should ..., Why don't you ... ?

Responding to advice: I don't know about that, Thanks for the advice, That's a great idea.

Exercise 13

- Read through the Global skills box. Ask students to think of one or two reasons *it's important to think* (to give yourself time to express yourself clearly, perhaps to be diplomatic about your advice, to explore the situation carefully and not just say the first thing that comes into your head).
- Ask students to try to remember a time they were asked a question where they needed some time to think, e.g. give advice, state an opinion, disagree with someone in a conversation. Ask: *What do we generally say when we need time to think?*
- Students in small groups discuss how they managed to give themselves time to think. Elicit / teach some more phrases, e.g. *It's difficult to say, but ...; I'm not 100% sure, but I think ...; Well, if I were you, I'd / I wouldn't ...; I've never thought of that before, but I think I'd ...*

Exercise 14

AfL: Success criteria: Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning. Before students start the final speaking task, decide with them whether you will be focusing on language (have they used the phrases correctly?) or the task achievement (did they ask for, give and respond to advice appropriately?).

In the correction session, highlight successful examples as well as errors. Make sure you have a balance of both in Speaking tasks to help students gain confidence in their speaking.

- Make sure students understand the task and what you expect them to do.
- Students then take turns to ask for and give advice. Encourage them to give at least three pieces of advice using a different language structure for each one, and add in a time-to-think phrase.
- In the correction session, highlight some well-expressed advice and time-to-think phrases to build their confidence.

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 ask for, give and respond to advice 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.

Further practice

Communication worksheet 7C: Speaking
Functional language bank

Vocabulary extra: Electronic devices

SB page 99

Exercise 1

- 1 mobile phone 2 tablet 3 headphones
4 games console 5 smart watch 6 VR headset
7 satnav 8 smart TV

Exercise 2

- 1 satnav 2 tablet 3 smart watch 4 mobile phone
5 games console 6 headphones 7 games console
8 smart TV

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

Ask students to look online for advice blogs, podcasts and websites, e.g. where to go on holiday, how to get fit, what to wear and how to behave in job interviews. Tell them to note how the advice is given.

'How can I improve?' suggestion: Find an online advice site in English and note three ways they give and respond to advice.

Lesson 7D: CULTURE Reading, vocabulary and grammar

SB pages 94–95

Learning objectives

- Find and understand relevant information in an article
- Use words and phrases to talk about language
- Use the second conditional and *I wish* to talk about imaginary situations

Materials

- Workbook page 55
- Video worksheet 7: Ant Man

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 95. See page 10 for more ideas.

Exercise 1

- As students discuss the questions, circulate and help them with any useful vocabulary.
- Check their ideas in class. Ask: *How many languages do you think there are in the world?* (approximately 7,000), *Which language is spoken by most people as their mother tongue?* (Mandarin Chinese), *What percentage of webpages are in English?* (56%).

Culture note: Native Americans

When Christopher Columbus 'discovered America', it was a well-populated continent with many groups / tribes, such as the Iroquois, Cherokee, Sioux and Apache. There is archaeological evidence proving that people lived in North America for at least 15,000 years. The history of Native Americans is often told as beginning with the first European contacts, however, there are millennia of history from their arrival on the continent to the present day.

It is estimated that almost 90% of Native Americans were killed by diseases imported from Europe such as measles and smallpox. Europeans also enslaved them and fought them for land.

Until relatively recently, the image of the Native American was of a savage, preventing the European settlers from 'civilizing' the country. Perceptions have changed and nowadays people realize the Native Americans understood and respected their environment, and had a strong and stable civilization. We can learn a lot about how to relate to the environment from their customs.

Exercise 2

- Check students understand: *oral* (adj), *to die out* (ph v), *constellation* (n).
- Focus on the photo and ask: *Who are the people? What do you think they are doing? Where do you think they are?*
- Encourage them to scan the text looking for the key words in the questions, i.e. *languages disappear*; *English spoken globally*.
- Check answers as a class. Ask: *How do you feel about lost languages?*

ANSWERS

- 2 The article says some languages disappear because they are mostly oral and are not official languages.
- 3 It says that languages like English are spoken globally because people are more connected and English is used in technology and for trade between countries.

Exercise 3

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

ANSWERS

- 1 Marie Wilcox learned Wukchumni from her grandmother.
- 2 Oral languages are dying out. They are not official languages so are not written down.
- 3 Because they have a lot of valuable knowledge.

- 4 When a language dies, we lose the history, culture and beliefs of its native speakers.
- 5 The text says languages are disappearing because of globalization and connectivity. People from different countries often communicate in English.
- 6 Marie has written a dictionary and translations, and recorded the accent and pronunciation of different words. She also teaches the language.
- 7 She feels sad because she doesn't know if her language will survive.

Exercise 4

- Give students two or three minutes to answer the questions in pairs before opening the discussion up to the class.
- If students are short of ideas, feed in ideas about trying languages: *How many people speak your language? Do people learn it in other countries? What would people lose if your language disappeared?*
- Have a brief class feedback.

ANSWERS

- 1 Students' own answers
- 2 Because people and countries become too similar. There's less difference, which is less interesting.
- 3 It means you lose your culture and a way of expressing yourself, so you lose your identity.

V Insight Language words

This lexical set consists of words describing and categorizing language and giving students the ability to describe language. Other words students might use to describe language are:

grammar: the rules for a language, how words, tenses, etc. are formed

context: what words mean in a particular situation, depending on how they are said

pronunciation: how specific sounds are made in a language

slang: words, expressions, and meanings that are informal and are used by people who know each other

bilingual: can speak two languages fluently

Culture note: Singapore

There has been a successful trading settlement on the island of Singapore from at least the 14th century, although there are records of settlements there from hundreds of years before that. It has been ruled by a number of foreign rulers, Siamese (Thai), Javanese, Portuguese and British. It is one of the oldest locations of a Chinese community outside China.

A British colony from 1819, it gained independence in 1965. It then concentrated on modernizing and improving the state, focusing on manufacturing industry, huge public housing developments, education and infrastructure. By the end of the 20th century, it had become one of the world's most prosperous nations. It has the highest per capita domestic product in Asia.

Exercise 5

- Tell students to read the text, ignoring the gaps. Ask: *Do you know where Singapore is? Why do you think they speak so many languages there?*
- Model and drill the words which may be difficult to pronounce, e.g. *dialect, official, foreign, fluent, native, accent*.
- Students do the exercise on their own. Remind them to decide first whether the missing word is a verb, noun or adjective, and if it is a noun, whether it is singular or plural.
- Students compare answers in pairs before whole-class feedback.

ANSWERS

1 official 2 translations 3 native 4 fluent
5 dialects 6 accent 7 foreign

Grammar

Exercise 6

- Ask students to discuss the questions and have a brief feedback in class.

Exercise 7

- Students complete the rules in pairs. Check the answers as a class. Alternatively, go through the rules with the whole class.
- Explain that the *if* clause can come in the first or second part of the sentence. Point out that if the *if* clause comes first, it must be followed by a comma.

ANSWERS

a past, would
b were

Further reference and practice

Workbook page 97

- 1 1 were 2 would 3 had 4 were 5 wouldn't 6 could
2 1 could 2 'd get 3 stayed 4 wouldn't be 5 wouldn't get 6 would find
3 1 If I had lots of money, I would / 'd buy a big football club.
2 If I could live anywhere, I'd choose Paris.
3 If I made the law, I would / 'd ban cars.
4 If I could have any skill, I would / 'd want to make people laugh.
5 If I could have any job, I would / 'd be an airline pilot.
6 If I was / were from Germany, I would / 'd speak German fluently.

Exercise 8

- Ask: *What do you know about Wales? Can you name any famous Welsh people?* (Singer Tom Jones, footballer Gareth Bale, actor Anthony Hopkins)
- Focus on the text. Tell students to read it quickly, ignoring the gaps. Ask: *Are most people in Wales bilingual?*
- Students complete the exercise on their own or in pairs. Remind them that they can use the short form of the auxiliary *would* ('d) after pronouns.
- 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 visited 2 would speak 3 went 4 'd have / would have 5 didn't learn 6 'd spend / would spend 7 'd be / would be 8 stopped 9 wouldn't be 10 shared

Exercise 9

- Students discuss the questions. Monitor and circulate, checking students are using the correct verb forms and contractions where possible.
- In feedback, ask some pairs to report the most interesting points of their discussion. Find out which language most students would choose to speak.

Exercise 10

- Students answer the questions. Make sure students are clear that they use a past tense to talk about a wish in the present.

ANSWERS

1 the past tense 2 in the present 3 yes

Further reference and practice

Workbook page 97

- 1 1 knew 2 didn't have 3 were 4 went 5 didn't live 6 wasn't / weren't
2 1 I wish life wasn't / weren't so complicated.
2 I wish I enjoyed sport.
3 I wish I could cook.
4 I wish people didn't drive everywhere.
5 I wish I was / were good at art.
6 I wish my camera worked.
7 I wish I understood this exercise.
8 I wish Sarah wasn't / weren't always late.

Language note: Second conditional; *I wish*

Students may find it confusing that we use the past simple in second conditional and *I wish* sentences when we are talking about the present or future.

It might be helpful to explain that past tenses do not always indicate past time, but are sometimes used for unreal or imaginary situations, like the subjunctive is in other languages. It can be useful to consider past tenses as expressing 'distance': distance from now (the past) and distance from reality (imaginary situations).

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. use of the second conditional and *I wish*.

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

- Working on their own, students write down six things they would like to be different. Encourage them to write some negative sentences (*I wish ... didn't*) as well as affirmative sentences. Circulate and monitor, checking that students are using the correct tense.
- Read the example dialogue together and make sure students understand that they have to make a second conditional sentence.

- Do one or two examples with the class. Students continue in pairs.

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

'How can I improve?' suggestion: Listen to songs about wishes and find their lyrics online, e.g. *Frozen* by Madonna, *If I were a boy* by Beyoncé, *More than words* by Extreme.

Further practice

Video worksheet 7: Ant Man

Lesson 7E: Writing A formal email of enquiry

SB pages 96–97

Learning objectives

Write a formal email

Use the correct register in your writing

Use phrases to express reason and result

Materials

Workbook page 58

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 97. See page 10 for more ideas.

Planning for writing

Exercise 1

- Focus on the photo and the advert. Ask a student to read the advert aloud. Ask: *What is the course on? Who do you think would be interested in it?*
- Students discuss questions in pairs.

Exercise 2

- Ask students if they, or anyone they know, has ever been to another country to do a language course. Ask: *Where? When? For how long? What was it like?*
- Students read the email and discuss answers in pairs. Check answers in class.

ANSWERS

- 1 He enquires about the course content, where the other students come from, whether the course gives help with writing, and evening and weekend activities.
- 2 Reasons: he plans to start his own business after he finishes school; he wants to practise his English with people from different countries; he would like to work on his writing skills; he doesn't give a reason for asking about evening and weekend activities

AfL: Diagnostics: Considering your own ability against exemplars

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

Ask students to rate a model writing task as easy, OK or difficult for them to do in the target language. Remind them to sustain the formal register and not drop into an informal register. Exercises 3–6 in the lesson will build their confidence and extend their mastery in doing the same task.

Exercise 3

- Focus on the strategy and the title. Explain that *register* refers to whether the writing is in a formal or informal style.
- Read the introduction and question together and then ask students to read about the features of formal and informal writing on their own.
- Check comprehension by giving examples and asking students to say whether they are formal or informal, e.g. *I am writing ...* (formal); *Write soon!* (informal); *Best wishes* (formal); *however* (formal).
- Students read the email and do the task. Make sure that students understand that most words are neutral (i.e. they can be used in formal or informal contexts), but that some are informal and some are formal and are used when writing to someone we don't know.

ANSWERS

- 1 Your course sounds excellent.
- 2 Kind regards,
- 3 Could you please send me some more information about the content ...
- 4 I look forward to hearing from you.
- 5 Dear Sir or Madam,
- 6 I would be very grateful if you could reply ...

Language note: Formal emails

We use *Dear Sir or Madam* if we do not know the name of the person we are writing to. If we know the name, we write *Dear Mr / Mrs / Miss / Ms + surname*. We use *Ms* if we do not know whether a woman is married or not. It is often safest to use this form nowadays.

If we do not know the name of the person we are writing to, we end an email with *Yours faithfully*. If we know the name, we end it with *Yours sincerely*.

Exercise 4

- Students read the email again and put in order what Jonas does in the email.
- Check answers as a class.

ANSWERS

a 2 b 4 c 1 d 3

Exercise 5

- Students do the exercise in pairs before whole-class feedback. Point out that *since* is another example of a word with two meanings (time and reason).

ANSWERS

1 reason 2 result

Exercise 6

- Students look at the boxes in the column on the right of the email and complete the exercise on their own. Circulate and monitor, helping where necessary.
- Students compare answers in pairs.

ANSWERS

1 As a result 2 As 3 Therefore 4 Since 5 so

Writing your email

AfL: Success criteria Link feedback to the learning intention

Before students start writing, ask them what this formal email should include, i.e. request for information, three pieces of information you want to enquire about and the reason for your enquiries, use formal register throughout, logical organization of email.

Agree with students before they do the task, what you will give feedback on, e.g. content, communicative achievement, organization, and language (i.e. use of linkers) in the writing task.

- Read the task together, making sure students are clear that they have to write an email similar to Jonas's model.
- Give students five to ten minutes to complete the plan. Circulate and monitor, helping with language and ideas as necessary.
- When students have written their notes, encourage them to spend a few minutes making sure they have organized them in a logical order. Remind them that each paragraph has a different purpose.
- Circulate and monitor while students write their emails, encouraging them to use a range of formal expressions.
- When students have finished, they check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can.
- Ask **fast finishers** to swap emails and check the Review checklists to help improve their partner's email.

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 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 them to think about and make brief notes on how well they have done and to think about future learning opportunities. Encourage students to begin to notice register when reading articles and text.

'How can I improve?' suggestion: Read an informal blog on a topic they find interesting. Read an article from a serious news magazine or textbook and make notes on the differences in language in the two texts.

Further practice

Writing bank

Review 7 S8 page 98

Exercise 1

1 will double 2 is decreasing 3 estimate
4 has increased 5 has halved 6 divided

Exercise 2

1 second 2 country 3 present 4 race 5 time

Exercise 3

1 company 2 founder 3 advert 4 invention
5 research

Exercise 4

1 official 2 native 3 dialects 4 accent 5 foreign
6 fluent

Exercise 5

1 must / have to speak 2 don't have to get up
3 mustn't make 4 must / have to wear 5 don't have to learn
6 must / have to go 7 must / has to study
8 mustn't ride 9 don't have to wear

Exercise 6

2 If I was / were on holiday, I wouldn't have to go to school today.
3 If Tom didn't have a lot of homework, he'd / he would go out.
4 If Anne didn't like cooking, she wouldn't make the dinner.
5 If you studied, you'd / you would pass your exams.
6 If I didn't work on Saturdays, I wouldn't have my own money.
7 If I was / were eighteen, I'd / I would have a car.
8 If Jack was / were taller, he'd / he would play basketball.

Exercise 7

2 I wish I was / were rich.
3 I wish I didn't live in a small town.
4 I wish I had a new smartphone.
5 I wish I knew a lot about computers.
6 I wish I didn't fail most of my exams.
7 I wish I could afford a tablet computer.
8 I wish I knew what to do in the future.

Global skills: Choosing a career path

SB pages 100–101

Learning objectives

Identify the factors involved in choosing a career
Reflect on and develop your career plans
Write a personal profile for a careers website

Materials

Workbook page 127
Global Skills video worksheet: Choosing a career path

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 101. See page 10 for more ideas.

Exercise 1

- With a **weaker class**, read the questions with the students first and elicit one or two possible answers for each one.
- With a **stronger class**, you could challenge them to think of five jobs that may disappear and five jobs that will become more important in the future.
- During class feedback for question 2, ask: *Which of these factors do you think is the most important? Why?*

AfL: Diagnostics

While monitoring, listen to the ideas students mention. How optimistic are they about the future of work? What factors do they think are important when choosing a career? Listen also for their successful or unsuccessful use of language relevant to the topic.

Exercise 2 7.5

- Before playing the recording, give students time to read the introduction and look at the infographic. Elicit what the infographic represents and what actions each stage might involve.
- Check students understand and can pronounce: *personality* (n), *lifestyle* (n), *values* (pl n), *motivation* (n), *salary* (n).

Audio script 7.5 page 171

ANSWERS

1 Explore 2 Take action 3 Explore 4 Reflect
5 Reflect 6 Take action

Exercise 3 7.5

- As you check answers, you could display the transcript and ask students to indicate the relevant parts of the text.

ANSWERS

- 1 F (Becky didn't know what she wanted to do for a long time.)
- 2 F (She thinks personality is as important as skills.)
- 3 T
- 4 F (She says that the best way is to talk to people.)
- 5 T
- 6 F (She says there are lots of great free online courses.)

Exercise 4

- You could suggest some expressions students can use to ask for more information, e.g. *Why do you think that? / Have you considered -ing?*

Exercise 5

- Give students time to read and reflect on the checklist on their own before discussing their ideas in pairs.
- With a **stronger class**, you could ask students to suggest more tips they would add to the checklist.

Exercise 6 7.6

- Check students understand *verb + noun collocation* and focus on *make a decision* as an example.
- Play the recording, pausing it after each of the sentences in exercise 6 to check answers.

Audio script 7.6 page 171

ANSWERS

1 make 2 do 3 do 4 change 5 get 6 do

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a successful profile would look like. Agree with the students in advance what you and their peers will give feedback on. After the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for ideas.

- Ask students to work on their own and make notes on their strengths, values and goals before writing their profile.
- With a **weaker class**, prompt students by giving them sentences to complete, e.g. *I'm good at ... / It's important to me that ... / One day, I'd really like to ...*
- In the next lesson, students listen to each other's profiles and discuss ideas for careers that might suit them.

AfL: Assess your progress

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

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: Choosing a career path

8 Overachiever

Unit map

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Skills

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Strategies

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Answer key Teacher's Guide page 161

Video

Online video: Sir Edmund Hillary

Lesson 8A: Reading and vocabulary

SB pages 102–103

Learning objectives

Identify and understand fact and opinion in a text

Use verbs + prepositions to talk about success

Use noun and adjective suffixes

Materials

Workbook page 60

Communication worksheet 8A: Vocabulary

Vocabulary Strategies worksheet 8: Using a dictionary: dependent prepositions

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 103. See page 10 for more ideas.

Exercise 1

- Focus on the quotes and give students one or two minutes to read them. With a **weaker class**, read the quotes together and check for understanding.
- Go through each quote together and try to elicit their meaning. Ask: *What does the first quote say about success?* (you attain success when you start to take steps to achieve your goal)
- Check for understanding of the other quotes: *It always seems impossible until it is done* – no matter how difficult something may appear before you start, it can be achieved. *Don't say I wish, say I will* – you can't sit around just wishing and hoping things will go your way, you have to work hard. *Every small achievement will soon be one amazing success* – each small step in your plan to be successful helps to make it happen.
- Students discuss the quotes in pairs. Encourage them to relate the quotes to their own experiences if they can.
- Ask students to tell you what success means for them.

Culture note: Lesson quotes about achievement

'Who you are tomorrow begins with what you do today.' This was said by Tim Fargo, an American author, speaker and entrepreneur.

'It always seems impossible until it is done' This was said by Nelson Mandela, a political prisoner under apartheid laws in South Africa 1962–90. He was South Africa's president from 1994–99. He continued to work for peace and reconciliation until his death in 2013.

'Don't say I wish, say I will' was said by Ben Francia, an American digital marketing consultant, writer and entrepreneur.

'Every small achievement will soon be one amazing success' is anonymous.

Exercise 2

- Ask: *What do you know about South Sudan? Do you know where it is?*
- Give students a few minutes to read the biography. Ask: *Is Salva a successful person? Why / why not?* and elicit that he is successful because he overcame a difficult situation in his life.
- In pairs, students decide which quote describes Salva's story and ask them to give a reason for their choice.

Culture note: South Sudan

South Sudan is the newest country in the world. It used to be part of its larger neighbouring country, Sudan. It lies to the west of Ethiopia. After a civil war between the Muslim North and Christian South that lasted many years, the people of South Sudan voted in favour of creating their own country, gaining independence from Sudan on 9 July 2011. Its population is over 8,000,000 people and its main export is oil. Its citizens are poor, with around 80% living below the poverty line.

AfL: Diagnostics

While monitoring exercise 3, listen for successful or unsuccessful identification of facts and opinions, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Read through the information in the strategy together. Ask: *When is it important to identify facts and opinion?* (to be able to realize when someone is telling you the truth or trying to influence you). Elicit where students expect to find facts and where opinions (facts: reading / listening to the news, reading scientific / academic books, etc.; opinion: discussions on radio or TV, online blogs and vlogs, etc.). Ask: *How do you recognize facts?* (writer / speaker gives evidence or statistics).
- Before students scan the article, ask them to underline key words or ideas in the sentences which help them decide.

ANSWERS

- 1 Fact
- 2 Opinion – adverb 'luckily'
- 3 Fact
- 4 Fact
- 5 Opinion – adverb 'definitely'
- 6 Opinion – adjective 'brilliant'

Exercise 4

- Students discuss the questions in small groups. With a **weaker class**, read the questions together and check for understanding. Circulate and monitor, helping with vocabulary and ideas as necessary.

ANSWERS

- 1 Salva lived in a village in Sudan. He went to school, herded cows and played with his brothers and sisters.
- 2 Because it was too dangerous. They needed to get away from the fighting.
- 3 He learned how to survive, be independent and to use his intelligence.

- 4 Because he saw how ill his father was because of dirty water.

- 5 Salva raised money by setting up a charity.

Exercise 5

- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as necessary.
- When students have finished, get feedback by asking a few students to share their ideas about Salva with the class.

ANSWERS

- 1 Challenges included having to survive a long, dangerous walk, living in a refugee camp, adapting to a new culture (USA), and setting up a charity to help people back in Sudan.
- 2 His advice is to carry on and keep on trying, because eventually you'll reach your goal. Students' own answers.

V Insight Verbs + prepositions: success

Verbs with dependent prepositions are followed by either a noun or the *-ing* form of a verb:

John prepared for the competition.

Sarah dreamed of finding a new job.

He congratulated me on my promotion.

He congratulated me on getting promoted.

Exercise 6

- Ask students to underline the verbs related to success in the sentences (*dreamed, prepared, compete, succeeded, campaigned, praised, congratulated, fighting*).
- Students complete the sentences on their own. They then check their answers by referring to the text.

ANSWERS

- 1 of (line 45)
- 2 for (line 57)
- 3 for (line 37)
- 4 in (line 49)
- 5 for (line 43-44)
- 6 for (line 58), on (line 59)
- 7 for (line 48)

V Insight Suffixes: -ant, -ent, -ance, -ence

Suffixes allow us to form different parts of speech: we can form nouns, adjectives or adverbs by adding the right suffix. The suffixes *-ant* and *-ent* are usually used to form adjectives; *-ance* and *-ence* are used to form nouns. These suffixes are pronounced in the same way, so it is necessary to learn which words take which suffix. However, if the adjective ends in *-ant*, the noun ends in *-ance*. Similarly, if the adjective ends in *-ent*, the noun ends in *-ence*.

Exercise 7

- Write the word *achieve* on the board and elicit that it is a verb. Ask students to search the text for a word that contains *achieve*. Write the word on the board, underlining the ending: *achievement(s)* (line 59).
- Explain that the underlined part of the word is a suffix. Ask: *What does this suffix do to the verb achieve?* and elicit that it changes the verb *achieve* into a noun.
- Read the instructions together and point out the suffixes. Tell students to find the highlighted words in the text to form the nouns and adjectives. Check answers as a class.

ANSWERS

3 important 4 importance 5 brilliant 6 brilliance
9 independent 10 independence 11 intelligent
12 intelligence 13 different 14 difference
15 patient 16 patience 17 confident 18 confidence

Exercise 8

- Tell students to read the text quickly, ignoring the gaps, and ask them what it is about.
- **Stronger students** complete the text on their own. With a **weaker class**, remind students to decide if they need an adjective or a noun, and think about the meaning of the sentence in order to choose the right word.
- Students compare their answers in pairs before whole-class feedback.

ANSWERS

1 different 2 intelligent 3 brilliant 4 patience
5 independence 6 distance 7 confidence
8 violent 9 important

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. using verbs + prepositions to talk about success and/or using adjective/noun suffixes.

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

- After the task, go through the agreed feedback to see asking students to suggest successful people they know. Write their suggestions on the board.
- Students choose one successful person in each category and use the questions to discuss their success.

Further practice

Communication worksheet 8A: Vocabulary

Vocabulary Strategies worksheet 8: Using a dictionary: dependent prepositions

Vocabulary extra: Sport: places

SB page 113

Exercise 1

1 football pitch 2 golf course 3 gym 4 racecourse
5 stadium 6 tennis court 7 boxing ring 8 swimming pool
9 ice rink 10 climbing wall 11 running track
12 racing track

Exercise 2

1 racing track 2 golf course 3 tennis court
4 ice rink 5 swimming pool 6 running track
7 climbing wall 8 boxing ring 9 stadium
10 racecourse 11 gym 12 football pitch

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

Check the answers at the start of the next lesson as a quick revision. 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 internet research on a famous achiever, using some of the ideas in the lesson. In a later class, students present their famous achiever in groups as revision of the lesson. They should include a brief summary of the person's background, their achievements and why they chose that person.

'How can I improve?' suggestion: Choose a famous person and write a short presentation on him/her and his/her achievements, using at least five vocabulary items from the lesson.

Lesson 8B: Grammar and reading

SB pages 104–105

Learning objectives

Use the past perfect to describe the order that things happened in the past

Tell a story using the past perfect and other past tenses

Materials

Workbook page 61

Communication worksheet 8B: Grammar

Pronunciation Insight worksheet 8: Contractions: *had* or *would*

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 105. See page 10 for more ideas.

Grammar

Exercise 1

- Read the instructions together. Check understanding of: *cheat* (v).
- In pairs, students discuss the questions. Circulate and monitor, helping with ideas if necessary and writing new vocabulary on the board.
- Get feedback by asking students to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 2, listen for successful or unsuccessful use of past perfect and other past tenses, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Focus on the photo. Ask: *What are the sportspeople doing?*
- Elicit or teach useful vocabulary, e.g. *deserve, protest, a ban for ... years; a fine of \$..., take away their medal, title, race.*
- Read the instructions and make sure students know what they have to do. In pairs, students match the examples of cheating with the athletes in paragraphs A–E.
- Check answers as a class.

ANSWERS

- A using drugs
- B breaking the rules
- C match-fixing
- D using illegal equipment
- E lying

Exercise 3

- In groups, students discuss whether some forms of cheating are worse. You could ask students to rank the forms of cheating in exercise 1 from the most serious to the least serious. Ask: *What punishments should these athletes receive?*
- Get feedback by asking students to share their ideas with the class.

Exercise 4

- In pairs, students answer the questions. Check answers as a class.

ANSWERS

- 1 b
- 2 noun / pronoun + *had* + past participle
- 3 To refer to an action or event that happened earlier than another action or event in the past

Further reference and practice Workbook page 98

- 1 1 The train had just left the station.
2 Jo and Ann had bought the same present for Ben.
3 He hadn't won the competition.
4 The campaign hadn't been successful.
5 I had congratulated her on winning the race.
6 The journey had taken a long time.
- 2 1 Had (someone) been
2 Had (you) read
3 Had (the exam already) finished
4 Had (he) forgotten
5 Had (they) seen
6 Had (it) closed
7 had (she) gone
- 3 1 had been 2 hadn't eaten 3 did Ryan go
4 'd already seen 5 were 6 didn't have 7 wasn't
8 had played
- 4 1 We couldn't get in because Keira had locked the door.
2 Everyone congratulated Mark because he had done so well.
3 I thought Helen would win the prize because she'd written a brilliant essay.

- 4 Steve didn't have any money because he'd bought a new pair of running shoes.
- 5 The two athletes left the competition because they'd cheated.
- 6 I was very happy because I'd made some progress on my project.
- 7 The telephone wasn't working because you hadn't paid the bill.

Exercise 5

- Students do the exercise on their own. When they look for verbs in the text, remind them that they should be looking for verbs formed with *had* + past participle.
- Students compare answers in pairs before checking as a class. Highlight that we normally use contractions with the past perfect, particularly after a pronoun, e.g. *They said she'd taken; ... the referee hadn't seen the handball ...*. Model the pronunciation and ask students to find and practise using contractions.

Examples:

What had she done to deserve this?

They said she had taken illegal drugs ...

Jones later admitted that she had used drugs.

... Maradona had used his hand, not his head.

... the referee had not seen the handball ...

... did not agree that he had cheated.

He said it had been the 'hand of God'.

... people said they had accepted money ...

Had they all cheated?

... he had known about the fix ...

... she hadn't completed the whole course.

She had started the race, but then she had used the subway ...

Ruiz always said that she hadn't cheated ...

... but they hadn't told the truth.

... the Spanish coaches had selected other players without disabilities ...

Negative sentences: Noun / pronoun + *had not* / *hadn't* + past participle

Questions: *Had* + noun / pronoun + past participle; *What / Why, etc.* + *had* + noun / pronoun + past participle

Exercise 6

- Ask students to read the first sentence. Use a timeline on the board to help them distinguish between the two actions in the sentence.
- Students do the exercise on their own. They then compare answers in pairs before whole-class feedback.

ANSWERS

1b 1,2 2a 1,2 2b 2,1 3a 2,1 3b 1,2 4a 1,2 4b 2,1

Exercise 7

- Students read the text on their own. Ask: *How did Liam cheat?* (by pretending to be a woman) *Are the sentences in the story long or short?* (short). Explain that texts that have only short sentences are not good. We can use the past perfect to talk or write about events together.
- Refer students to the example and ask them to do the task on their own.

ANSWERS

- 2 he had dressed in women's clothes
- 3 no other men had entered the race

- 4 he had run faster than everyone else
- 5 he had won the gold medal unfairly
- 6 other people in the race had complained

Exercise 8

- Ask: *Do you know who or what Milli Vanilli is?* Explain that Milli Vanilli were a pop group who were successful in the early 1990s.
- Students read the text, ignoring the gaps. Elicit or teach *mime*. Remind them that the past perfect is used to show the order that things happened in the past.
- Students complete the text and compare answers in pairs.
- In feedback, highlight the order of events using timelines.

ANSWERS

- 1 won 2 had recorded 3 didn't last 4 started
- 5 continued 6 had happened 7 had gone wrong
- 8 had pretended 9 realized 10 had moved 11 hadn't sung
- 12 had heard 13 found out 14 had sung

Exercise 9

- Focus on the photo and ask: *What's happening?* Elicit *game show, cheque, winners*.

Exercise 10 8.1

- Make sure students understand the task.
- Play the recording for students to listen. Check answers.

Audio script 8.1 page 172

ANSWERS

Similar: same show; both winners accused of cheating
Different: one cheated, one didn't; one was real, one was fictional

Exercise 11 8.1

- With a **stronger class**, ask students to read the sentences and try to complete them before you play the recording again.
- With a **weaker class**, give students time to read the sentences. Check for understanding and then play the recording again. Then students do the exercise. If necessary, play the recording again before checking answers as a class.

ANSWERS

- 1 poor and uneducated
- 2 answered every question correctly
- 3 he explained how he had known all the answers
- 4 a man in the audience had helped him
- 5 Charles had read out the possible answers

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. using the past perfect tenses with the past simple and past continuous to describe the order that things happened in the past.

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

- Tell the class about a real or invented occasion when you were late. Ask students to read situations 1–4 and ask them which one you spoke about (situation 1). They then choose a situation to talk about themselves.
- Students take turns to tell their partner about the situation they have chosen. Circulate and monitor, helping with vocabulary and ideas as necessary. Check that students are using the past perfect correctly. Encourage the students who are listening to ask further questions, e.g. *What had happened? Where had you been?*
- Ask students to report their partner's stories.

Further practice

Communication worksheet 8B: Grammar

Pronunciation Insight worksheet 8: Contractions: *had* or *would*

Vocabulary extra: Sports: Compound nouns

SB page 113

Exercise 1

- 1 time 2 rooms 3 shoes 4 line 5 sports
- 6 match 7 medal 8 board 9 score 10 skates
- 11 keeper 12 record

Exercise 2

- 1 11, 2 5, 3 4, 4 12, 5 2, 6 7, 7 10, 8 8,
- 9 6, 10 9, 11 3, 12 1

Exercise 3

- 1 ice skates 2 scoreboard 3 goalkeeper 4 changing rooms
- 5 world records 6 Half-time 7 football match
- 8 finish line 9 Winter sports 10 running shoes
- 11 final score 12 gold medals

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

Encourage students to listen to or read articles on recent events in English. Ask them to note how the speakers or writers use past tenses.

'How can I improve?' suggestion: Find three examples of how speakers/writers use past tenses.

Lesson 8C: Listening, vocabulary and speaking

SB pages 106–107

Learning objectives

- Listen for specific information in a radio programme
- Use verb + noun collocations to describe achievements
- Express, justify and respond to opinions

Materials

- Workbook page 62
- Communication worksheet 8C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 107. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Focus on the photos and ask students what they think they represent (e.g. A: space travel; B: pizza / fast or convenience food; C: medical advances; D: solar power / sustainable energy; E: writing / literacy / the alphabet / writing characters; F: digital technology / computers).
- Students discuss the questions in pairs. Ask them to refer to the photos and encourage them to think about the whole of human history.
- Circulate and monitor, helping with vocabulary as necessary and writing it on the board.
- Get feedback from a few pairs.

Exercise 2 8.2

- Read through the instructions together. Then play the recording, pausing after each speaker to allow students time to decide on their answer.
- Students compare answers in pairs before whole-class feedback.

Audio script 8.2 page 172

ANSWERS

1 A 2 E 3 C 4 B 5 D

Culture note: Important achievements

On 20 July 1969, the American space flight **Apollo 11** successfully landed on the Moon for the first time. The purpose of this mission was political as much as it was scientific. Scientists already knew what the Moon consisted of, so the mission was not particularly valuable in that respect. Instead, the Moon landing was the result of a 'space race' between the USA and the USSR, the two political and military superpowers of the time.

Archimedes (287–212 BC) was a Greek mathematician and engineer. Although very little is known about his life, he is credited with being one of the greatest mathematicians of all time, and his achievements include estimating the value of pi with remarkable accuracy and designing innovative machines.

Today's **pizza** originated in Naples in the 18th century, when poor people added tomato to their flatbread. According to legend, the Margherita pizza was created for a visit of the Italian King and Queen to Naples in 1889. Its three colours, white (mozzarella), red, (tomatoes) and green (basil leaves), may represent the flag of the new Italian Republic.

Exercise 3 8.2

- With a **stronger class**, ask students to read the sentences and decide if they are true or false before they listen to the recording again.
- With a **weaker class**, give students time to read the statements and check for understanding.
- Play the recording, pausing after each speaker to allow students time to answer.

- Students compare answers in pairs before whole-class feedback.

ANSWERS

1 T

2 F (the speaker says that in his lifetime, no one was interested in his mathematical work)

3 T

4 F (the speaker says humans had to make a lot of progress before they could make a pizza)

5 F (the speaker says if we don't find a solution to living sustainably soon, we are finished)

Exercise 4

- As students discuss the questions, circulate and monitor, helping with vocabulary and ideas as necessary.
- When they have finished, ask one student from two or three groups to report back to the class.

Insight Collocations: achievement

As with all collocations in English, these ones for achievement should be learned in relation to the topic. A useful way to remember them is to record the different nouns that go with a particular verb, e.g. *find a way*, *find a solution*, *find an answer*.

Exercise 5 8.3

- Students try to complete the sentences on their own.
- Play the recording for students to check their answers.
- Check answers as a class. If appropriate, check understanding by giving translations and eliciting the English collocations.

Audio script 8.3 page 172

ANSWERS

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

Exercise 6

- Read through the instructions together. Give students time to think and prepare. Encourage them to write notes if necessary.
- When students are ready, they take turns to tell each other about their experiences. Circulate and monitor, making a note of any errors you would like to address later and checking that students are using the collocations correctly.
- Get feedback by asking students to describe one of their partner's experiences.

Speaking

Culture note: Famous people

Meryl Streep (born 1949) is an American actor. She is said to be one of the best actors of her generation. She has been nominated for an Academy Award a record twenty-one times, and has won three. Her most famous films include *The Devil wears Prada* (2006) and *Mama Mia* (2008).

Jennifer Lawrence (born 1990) is an American actor. In 2015 and 2016 she was the world's highest paid actress. Her most famous films are the *X-Men* series (2011) and the *Hunger Games* series (2012–2015). She won an Academy Award for her part in *Silver Linings Playbook* (2012).

Ludwig van Beethoven (1770–1827) was a German composer and pianist. He is one of the most admired and most performed composers in classical music. Tragically for a composer, he became completely deaf in 1814 and was no longer able to perform or conduct.

Lady Gaga (born 1986) is an American singer, songwriter and actress. Her real name is Stefani Joanne Angelina Germanotta. She is known for her image reinventions and musical versatility. By 2014, she had sold 124 million records, becoming one of the world's best-selling music artists of all time.

Muhammed Ali (1942–2016) was an American boxer, activist, entertainer, poet and philanthropist. He was born Cassius Marcellus Clay Jr and changed his name when he became a Muslim in 1961. Nicknamed 'The Greatest' he is often described as the best heavyweight boxer of the 20th century.

Usain Bolt (born 1986) is a Jamaican sprinter, now retired. He won eight Olympic gold medals and is the only man to win the Olympic 100 metre, 200 metre and 4 x 100 metre titles in three consecutive Olympics (2008, 2012 and 2016). He is widely considered to be the greatest sprinter of all time.

Pablo Picasso (1881–1973) was a Spanish artist and one of the most influential artists of the twentieth century. Initially, he painted in a realistic manner, but he later experimented with different styles, the most famous of which is cubism.

Leonardo da Vinci (1452–1519) was an Italian polymath during the Renaissance. He was a painter, draughtsman, engineer, scientist, sculptor, architect and theorist. His most famous works are the *Mona Lisa*, *Virgin of the Rocks* and *The Last Supper*. He understood anatomy and also designed flying machines and machines for war.

Walt Disney (1901–1966) was an American film producer and screenwriter, best known for establishing the Walt Disney Company in 1923, one of the most recognizable film producing companies in the world. Disney won 22 Academy Awards during his career, including one for the creation of Mickey Mouse in 1932.

Steven Spielberg (born 1946) is an American film director, producer and screenwriter. He is one of the most successful Hollywood directors of all time. His films include *Jurassic Park* (1993), *Schindler's List* (1993) and *War Horse* (2011). Eleven of his films have been nominated for the Best Picture Academy Award.

William Shakespeare (1564–1616) was England's greatest poet and playwright. He was an actor and part-owner of a theatre, but little is known about his personal life. He wrote 154 sonnets and 38 plays, including *Romeo and Juliet*, *Hamlet* and *Othello*. They have been translated into every major language.

J.K. Rowling (born 1965) is a British novelist who rose to fame as the author of the Harry Potter books. She is officially the best-selling British author since records began.

Exercise 7

- Focus on the pairs of famous people. Ask: *Why is each pair famous?* (see Culture note above).

- In groups, students discuss the pairs and try to agree on which person has achieved more. If students are not familiar with all the people, ask them to focus just on the people they know about.
- Get feedback from each group.

Exercise 8 8.4

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

Audio 8.4 page 174

ANSWERS

Walt Disney. Darren doesn't agree.

Exercise 9 8.4

- Focus on the three headings and explain what they mean. Point out that conversation fillers are used to fill gaps in conversation: they help the conversation to flow better and are a way of linking ideas.
- Ask students to complete the phrases on their own. Then play the recording again for them to check their answers.

ANSWERS

1 my, 2 to, 3 can't, 4 reason, 5 have

Exercises 10 8.5

- Ask students to look at the photos and predict what the dialogue will be about. Elicit that it will be about Muhammed Ali and Usain Bolt.
- Ask students to read the dialogue then do the exercise in pairs.
- Play the recording to check answers as a class.

Audio script 8.5 page 172

ANSWERS

1 me 2 It seems 3 the reason 4 I agree 5 deny
6 In my

Exercise 11

- Students work on their own, then compare answers in pairs. Check answers as a class.
- Tell students to practise saying the dialogue in pairs.

ANSWERS

Expressing opinions: In my opinion, ...

Justifying opinions: I mean ..., I say that because ...

Exercise 12

- Read through the Global skills box. Ask students what conversation fillers they use when chatting to friends. In English there are quite a few, e.g. *you know*, *sort of*, *kind of*, *I mean*, *actually*, *OK*, *so*.
- Ask: *Are conversation fillers in English similar to or different from the ones you use in your language? How?*

Exercise 13

AfL: Success criteria: Monitoring of feedback

Make success criteria clear in the classroom so that students know where they are going in their learning. Before students start the final speaking task, decide with them whether you will be focusing on language, e.g. using the phrases accurately, or the task achievement, e.g. using conversation fillers to make the conversation flow smoothly.

- Give students a few minutes to write their notes.
- Students discuss their ideas in pairs. Remind them to explain their opinions by giving good reasons for their choices.
- In feedback, ask students to report back their partner's ideas.

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 express, justify and respond to opinions 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 to give 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 brief notes on how well they have done and to think about future learning opportunities.

Encourage students to find out about someone or something they admire.

'How can I improve?' suggestion: Go online and find out about who you think the 'greatest' person is or what the greatest thing is. Write a short paragraph describing the person or thing and giving a reason for your choice, using the vocabulary and phrases from the lesson.

Further practice

Communication worksheet 8C: Speaking
Functional language bank

Lesson 8D: CULTURE Reading, vocabulary and grammar

SB pages 108–109

Learning objectives

Scan a text for specific information

Use vocabulary to talk about state and society

Use *used to* to talk about past habits and states

Materials

Workbook page 63

Video worksheet 8: Sir Edmund Hillary

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 109. See page 10 for more ideas.

Exercise 1

- Tell students to look at the photos. Ask them if they recognize anybody. Students may recognize the medals on page 109 are honours.
- Write *British royal family* on the board. Give students one minute to brainstorm the names of any members of the royal family they know, e.g. *Queen Elizabeth II, Prince Charles, Prince William*.
- Students discuss the questions in pairs or groups. They then check their answers by reading the article.

Culture note: Famous Britons

Stefanie 'Stef' McLeod Reid MBE (born 1984) is a track and field Paralympian who competes for Great Britain, competing mainly in category T44 long jump and sprint events.

Mathangi Arulpragasam or MIA (born 1975) is a Sri Lankan rapper, singer and activist. She is a widely acclaimed for her experimental fusion of hip-hop and electronic music. Her music contains political and philosophical commentary.

Howard Gayle (born 1958) is a retired English footballer who was the first black player to play for Liverpool FC. He is reported to have turned down an MBE saying it would be 'a betrayal of all the Africans who have lost their lives, or who have suffered as a result of Empire.'

Francis Crick (1916–2004) was an English molecular biologist, biophysicist and neuroscientist. He is most famous for being the co-discoverer of the structure of the DNA molecule in 1953, together with James Watson.

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 page 108. Ask: *What kind of text is it?* (article) *How do you know?* (layout, photos, informal language, using real people as examples).

Exercise 2

- Check students understand and can pronounce: *medieval* (adj), *reject* (v), *monarchy* (n), *update* (v).
- Ask students to read the sentences. Point out that the information in the text may be expressed in a different way, and students might have to look for synonyms or paraphrasing to find their answer.
- Students complete the sentences on their own or in pairs. Encourage them to underline the parts of the text where they find their answers.
- Check answers as a class.

ANSWERS

- 1 people who supported Kings and Queens (often military leaders or landowners)
- 2 anyone who has made a positive contribution to society
- 3 68
- 4 a boating accident
- 5 immigration issues, war and politics
- 6 (the word) 'empire'
- 7 India, Africa and the Caribbean
- 8 support
- 9 Francis Crick

Culture note: British Honours List

The Most Excellent Order of The British Empire is mainly awarded to civilians and service personnel for public service. The Order ranks are:

Knight / Dame Grand Cross (GBE)

Knight / Dame Commander (KBE / DBE)

Commander (CBE), Officer (OBE) and Member (MBE).

These are awarded annually, on the Queen's Official Birthday and New Year's Day.

Exercise 3

- Students discuss the questions in pairs.
- If students come from a country where there is no honours system, encourage them to think about other ways that people there are recognized for their achievements.
- Circulate and monitor, helping with ideas as necessary.
- Get feedback by asking some students to share their opinions with the class.
- Ask: *If you were in charge of giving awards, who would you give them to? What for? How do you think people feel when they are chosen for a reward?*

V Insight State and society

This vocabulary set for state and society should be learned with the topic. A useful way to remember them is to research a country and write a short description using the words in context, e.g. *Sweden is a constitutional monarchy. It holds elections to its parliament every four years.*

Exercise 4

- Students match the highlighted words to the definitions on their own.
- Students compare answers in pairs. Check answers.

ANSWERS

1 monarchy 2 politicians 3 empire 4 government
5 civil servants 6 election 7 economy 8 president

Exercise 5

- Tell students to read the text quickly, ignoring the gaps, and ask them what it is about. Elicit that it is about a small country.
- Students complete the text on their own. Point out that they will have to read carefully around each gap in order to find the correct words.
- Students compare answers in pairs before whole-class feedback. Ask the class if they know which country the text is about.

ANSWERS

1 government 2 president 3 election 4 monarchy
5 civil servants 6 economy 7 empire
The text is about the Vatican City State, in the centre of Rome.

Grammar

Exercise 6

- Focus on the example. Students find the other examples in the text.

- Check answers as a class. Then read the rules together, checking for understanding. Write a sentence with *used to* on the board: *Erica used to ride a bike to school.* Ask students to form the negative and question forms: *Erica didn't use to ride a bike to school. Did Erica use to ride a bike to school?*
- Students choose the correct words to complete the rules. Highlight the changes to *used to* in the negative and question forms, i.e. *didn't use to ... / did she use to ... ?*

POSSIBLE ANSWERS

a the past b habits and states c did

Examples of *used to* in the text: *Maya used to live in Sri Lanka; she used to design album covers; The Empire didn't use to treat people in these countries fairly*

Further reference and practice Workbook page 99

- 1 We didn't use to win every game of cricket.
2 My grandparents used to vote in every local election.
3 Did the stadium use to have two towers on the roof?
4 Dan didn't use to be very confident about his sporting abilities.
5 Did you use to be a very patient person?
6 Ian used to spend every evening at the gym.
7 Did Laura's dad use to be a civil servant?
8 Lee used to compete against much bigger boys in races.
9 How often did Stan and George use to play basketball?
10 They didn't use to get up early in the morning.
- 2 1 used to own 2 won 3 built 4 used to dream
5 followed 6 bought 7 used to want
8 used to be

Exercise 7

- Remind students that we use *used to* to talk about past habits and states and that we cannot use it to talk about single actions.
- Students rewrite the sentences on their own before checking answers as a class.

ANSWERS

- 1 Before her accident, Stef used to play rugby.
3 She used to have a job as a model.
4 When Maya was in Sri Lanka, she used to live with her father.
6 At first, Maya used to paint pictures and later she started making music.

Exercise 8

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 *used to* 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 ideas.

- Students discuss the questions in pairs.
- Get feedback by asking students to share their ideas with the class.

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

Encourage students to research online how life has changed in their town/city and find five differences in how people live, travel and spend their free time.

'How can I improve?' suggestion: Find five examples of what people used to do and don't do now or didn't use to do and do now.

Further practice

Video worksheet 8: Sir Edmund Hillary

Lesson 8E: Writing An opinion essay

SB pages 110–111

Learning objectives

Write an opinion essay

Use different phrases to give examples

Use different phrases to introduce a summary or a conclusion

Materials

Workbook page 66

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 111. See page 10 for more ideas.

Planning for writing

Exercise 1

- Focus on the photos. Elicit what students can see in the photos. Ask: *What are all these photos showing?* (Success in different areas.)
- In pairs, students discuss the questions.
- Get feedback by asking a few students to share their ideas with the class.

Exercise 2

- Students read the title of the essay. Ask: *What sort of essay should Hannah write?* (an opinion essay).
- Check students understand and can pronounce: *ambition* (n), *take advantage* (phr), *competitive* (adj).
- Students read the essay and discuss the questions in pairs. Check answers in class.

ANSWERS

Hannah disagrees.

Arguments to support her opinion: working hard is important, but it is just one of the many things that make a person successful, success isn't just about winning, it's

about knowing what makes you happy – not everyone wants a highly paid, high-stress job

Counter-argument: we should also celebrate people who have achieved a lot through hard work, such as entrepreneurs

Exercise 3

- Read the strategy together. Stress that it is always important to spend some time brainstorming for ideas before starting to write. Brainstorming means writing down any ideas that come to mind; there may be some bad ones as well as good ones, but the more ideas students can come up with, the more options they will have to write about.
- Remind students about the mind maps they saw in Lesson 6E, and explain that they are useful for organizing ideas when brainstorming.
- Students do the exercise in pairs. Get feedback from the class.

AfL: Diagnostics: Considering your own ability against exemplars

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

Ask students to rate the model writing task 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 4

- Ask students to read Hannah's essay and, in pairs, answer the questions. Check answers as a class.

ANSWERS

a 2 b 4 c 5 d 1 e 3

Exercise 5

- Students read paragraph 5 and underline the phrase that introduces Hannah's conclusion. (*In conclusion*).
- In pairs, students identify the phrases that could be used in the conclusion.
- Ask: *Where do we use the other phrases?* (add more information: *in addition*; to give a counter argument: *on the other hand*; to make your meaning clear / to clarify: *To be clear*).

ANSWERS

All things considered, To conclude, To summarize

Exercise 6

- In pairs, students decide the function of the highlighted phrases. Check answers.

ANSWER

b an example

Exercise 7

- Students read the extracts and decide if they give an example or state a conclusion. They then match the extracts to the essay topics a–c.
- Check answers as a class.

ANSWERS

Example: 2, 3, 4, 5

Conclusion: 1, 6

1 To sum up, 2 For instance, 3 such as, 4 For example, 5 For instance, 6 All things considered,
a 1 and 5 b 2 and 4 c 3 and 6

Writing your essay

AfL: Success criteria: Link feedback to the learning intention

Before students start writing, ask them what a successful opinion essay should include, i.e. an introduction to the topic and what other people think about it, a paragraph which gives your opinion and your main argument to support it with examples; a further paragraph with your second argument plus supporting examples; a paragraph with the counter-argument and details; and a conclusion which sums up the writer's opinion.

- Read the task together, making sure students are clear that they have to write an opinion essay similar to Hannah's model.
- Give students five to ten minutes to complete the plan. Remind students to write notes, not full sentences.
- Circulate and monitor while students write their essays, encouraging them to use a range of expressions for describing similarities and differences. Remind them to activate the language they learned earlier in the unit.
- When students have finished, they check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can.
- Ask **fast finishers** to swap essays and check the Review checklists to help improve their partner's essay.

AfL: Assess your progress

Direct students to Workbook page 66 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8E. Encourage them to think about and make brief notes on how well they have done and to think about future learning opportunities. Encourage students to listen to a podcast or read a blog or article giving someone's opinion on the unit topics. 'How can I improve?' suggestion: When reading or listening, make a note of any phrases the speaker or writer uses to express their opinion, give examples and conclude their argument. Note them in your vocabulary notebook.

Further practice

Writing bank

Review 8 SB page 112

Exercise 1

1 dreamed 2 prepared 3 competed 4 succeeded
5 fought 6 praises

Exercise 2

1 brilliance 2 independence 3 Violence
4 patience 5 importance

Exercise 3

1 Volunteers want to change the world.
2 Take advantage of the situation.
3 Athletes have to work hard to achieve their goals.
4 You won't make progress if you don't try harder.
5 They need to solve the problem by tomorrow.

6 If you want to succeed, you'll have to rise to the challenge.

Exercise 4

1 capital 2 monarchy 3 politician 4 election
5 empire

Exercise 5

1 had come 2 hadn't scored 3 hadn't kicked
4 had hit 5 had (already) saved 6 hadn't seen
7 had cheated 8 had touched

Exercise 6

1 The player went to hospital because he had broken his leg.
2 The accident happened because the driver hadn't seen the cyclist.
3 We didn't play tennis because we hadn't booked a court.
4 The athlete didn't win the race because he hadn't trained enough.
5 The referee cancelled the match because rain had flooded the pitch.
6 They were upset because they hadn't scored any points.
7 The fans started cheering because their team had won the match.
8 I didn't do PE because I had forgotten my trainers.

Exercise 7

1 didn't use to earn as much money
2 used to wear black shirts
3 used to have six players
4 didn't use to be as big
5 didn't use to do them
6 used to buy them at the stadium
7 used to ride heavy bicycles

Cumulative review Units 1–8 pages 114–115

Exercise 1 8.6

Audio script 8.6 page 173

1 a 2 b 3 c 4 b 5 b

Exercise 2

Students' own answers

Exercise 3

1 d 2 a 3 f 4 e 5 b

Exercise 4

1 didn't use to be 2 I'd never seen 3 wish I spoke
4 she wouldn't feel 5 don't have to pay 6 mustn't play
7 you'll fail 8 've known 9 doesn't get on 10 isn't as easy as

Exercise 5

Students' own answers

Additional materials

Literature Insight 4 WB pages 110–111 Answer key: page 159

Exam Insight 4 WB pages 120–121 Answer key: page 161

Unit map

Grammar

Reported speech page 118

Question tags page 123

Vocabulary

Words to do with fake news page 116

Collocations: the media page 116

Films page 120

Types of TV programme page 122

Describing films page 124

Skills

Reading: The incredible true story of fake news page 117

Reading: Screen time: how much is too much? page 118

Listening: Special effects in films page 120

Speaking: Giving and reacting to news page 121

Speaking: Showing empathy page 121

Reading: What's next for the BBC? page 122

Writing: A film review page 124

Reading: Workbook pages 72–73

Strategies

Listening: Listening for main ideas page 120

Writing: Writing endings page 124

Global skills

Finding reliable online sources page 128

Review

Review 9 page 126

Vocabulary extra 9 page 127

Video

Online video: Pinewood Studios

Global Skills video: Finding reliable online sources

Lesson 9A: Reading and vocabulary

SB pages 116–117

Learning objectives

Find and understand relevant information in an article

Use a variety of words to talk about fake news

Use verb + noun collocations to talk about the media

Materials

Workbook page 68

Communication worksheet 9A: Vocabulary

Vocabulary Strategies worksheet 9: Using a dictionary: easily confused words

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 117. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen for successful or unsuccessful usage of words to talk about fake news, and verb + noun collocations to talk about the media, which are the two learning objectives for this page. See page 10 for more ideas.

Exercise 1

- Write *media* on the board. Students brainstorm different kinds of media (television, radio, social networking sites, etc.). If necessary, explain that media refers to ways that large numbers of people receive information and entertainment.
- Ask: *What is 'breaking news'?*
- Students discuss the questions in groups.

Exercise 2

- Check students understand and can pronounce: *factual* (adj), *biased* (adj), *spot* (v), *wisdom* (n).
- Give students some minutes to skim-read the article and discuss their answers in pairs.
- Ask: *Did anything in the article surprise you? Who do you trust to give you the most factual news?*

ANSWERS

- 1 Students' own answers
- 2 Fake news is news which includes information that isn't true.
- 3 Nowadays, people spread fake news stories through the internet and social media.
- 4 People believe fake news stories because the claims they make sound like they're true.

Exercise 3

- Tell students to read the sentences carefully. With a **weaker class**, tell them to underline the key words.
- Students answer the questions on their own. They compare answers in pairs before whole-class feedback.

ANSWERS

- 1 F (There was fake news in the past, but it didn't spread as rapidly as it does today.)
- 2 T
- 3 T
- 4 T
- 5 F (The website looked like a famous news website, but it was a fake news site.)
- 6 F (Older people are more likely than younger people to share fake news.)
- 7 T

Exercise 4

- While students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one student from each group to report back to the class.

V Insight Words to do with fake news

'Fake news' has come to mean different things to different people. It could be described as those news stories that are false: the story itself is made-up, with no checkable facts, sources or quotes. Its goal is often to damage a person's or product's reputation, or to make money through advertising. The words in this section are all adjectives relating to trust, truthfulness, or the lack of these qualities, and persuading people to believe. It is useful for students to record the adjectives with nouns they commonly collocate with. These words can help students express their opinions on what they read, listen to or watch when finding out about the world.

Exercise 5

- Make sure students understand the task.
- 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.
- Ask: *What do the words describe?* (believable – *stories broadcast in the past*; misleading – *fake news*; trusted – *(news) source*; made-up – *story and website*; convincing – *fake news stories*; responsible – *source*).

ANSWERS

- 1 believable, convincing
- 2 misleading, made-up
- 3 trusted, responsible

Culture note: British newspapers

Thirty years ago, almost everyone bought and read a newspaper in the UK. Nowadays, most people get their news from online sources, social media or TV channels. The best-known British newspapers tend to support particular political parties, although on occasion they change their allegiances:

Daily Mail, The Daily Telegraph, The Sun, The Times: right-wing / Conservative

Daily Mirror, The Guardian: left-wing / Labour

The Independent: no allegiance to a particular party

The Financial Times: business / no allegiance to a particular party

The newspapers with the biggest circulation are: *The Sun, Daily Mail, Daily Mirror, The Times*.

Exercise 6

- Give a time limit of a minute to let students think about the categories.
- In small groups, students discuss and compare their ideas.
- In feedback, find out who students regard as their most reliable sources.

V Insight Collocations: the media

Closely related to the idea of reliable / unreliable news sources, these verb and noun collocations are about reporting the news across the media. Remind students to record the verb + noun collocations together in a sentence to help them remember them.

Exercise 7

- Check students' understanding of the meaning of the verbs.
- Suggest that students use their instinct to choose the correct verbs and then check their answers in the text.
- Check answers as a class. If appropriate, check students' understanding of the verbs again by giving translations and asking them to say the English words. Model and practise the verb and noun collocations.
- Elicit suggestions from the class for more words to add to each group.

ANSWERS (AND ADDITIONAL SUGGESTIONS)

- 1 broadcast (a concert; a programme; to broadcast live)
- 2 publish (information; statistics; a report)
- 3 report (findings; profits; on something)
- 4 confirm (a report; results; findings)
- 5 gather (data; proof)
- 6 investigate (a rumour; a complaint; how / what / why)
- 7 interview (a witness; a spectator; the winner)

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. the use and pronunciation of the verb and noun collocations 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.

- Ask: *What does a journalist do? Do you know any journalists that you trust?*
- Students discuss the questions in small groups.
- After five to ten minutes, stop the discussion. For each question, ask a different person from each group to report ideas back to the class.

Further practice

Communication worksheet 9A: Vocabulary

Vocabulary Strategies worksheet 9: Using a dictionary: easily confused words

Vocabulary extra: Parts of a newspaper

SB page 127

Exercise 1

- 1 television guide 2 arts and entertainment
3 sports section 4 crosswords and games
5 lifestyle 6 business and finance 7 classified ads
8 domestic news 9 editorial 10 international news

Exercise 2

- 1 international news 2 crosswords and games
3 television guide 4 editorial 5 lifestyle 6 sports section
7 classified ads 8 arts and entertainment
9 domestic news 10 business and finance

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 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 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.

Encourage students to analyse what they read or hear in the news. Ask them to find a news story and 1) read about it online / in social media 2) read about it in a newspaper 3) get information about it from TV news.

'How can I improve?' suggestion: Compare how each news source reports the same story. Who do you believe? Why?

Lesson 9B: Grammar and reading

SB pages 118–119

Learning objectives

Use reported speech to report what was actually said

Use *say* and *tell* to introduce reported speech

Materials

Workbook page 69

Communication worksheet 9B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 119. See page 10 for more ideas.

Grammar

Exercise 1

- Focus on the infographic. Give students a minute to read the information contained. Ask: *What is the subject of the infographic?* (a survey of the time children / young people spend on screen daily).
- Students discuss the questions in small groups.

- Ask several pairs for their ideas in feedback.

Exercise 2

- Check students understand and can pronounce: *chat* (v), *stay in touch* (v coll), *effect* (n). Remind students that the verb is *affect* and the noun is *effect*.
- Give students time to read the sentences and find them in the article. 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. Ask: *What is different about the sentences and what is in the report?* (the sentences are direct speech and the report is reported speech).

ANSWERS

- 1 Josh 2 Samira's dad 3 Josh's mum 4 the report's authors 5 Samira

Exercise 3

- In groups, students discuss their responses and compare ideas. Ask: *Have you had any negative effects from being on screen too long?* (headache, sore eyes, stiff back, etc.).

AfL: Diagnostics

While monitoring exercise 4, listen for successful use of reported speech to report what was actually said, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Write the first direct speech sentence in exercise 2 on the board and the corresponding reported speech sentence in paragraph 3 underneath it. Elicit that the past simple becomes the past perfect in reported speech.
- Students work on their own to complete the rules.
- Check answers as a class and elicit that all the tenses 'move one step back into the past'. Point out that pronouns also often change when direct speech is reported.

ANSWERS

- 1 past simple 2 past continuous 3 past perfect
4 past perfect 5 would 6 say 7 tell

Further reference and practice

Workbook page 100

- 1 1 didn't spend 2 were watching 3 hadn't started 4 had written 5 would publish
6 wasn't watching 7 wouldn't finish
2 1 he 2 they, us 3 I, my 4 my, me 5 my 6 his
3 1 said 2 said 3 told 4 told 5 said 6 told

Exercise 5 9.1

- Tell students to read the text, ignoring the gaps. Ask: *Do you think Ethan is a typical teenager in the way he uses his devices?*
- Tell students to attempt to fill in the verb forms. Remind them to look back at the rules in exercise 4 to help them.
- Play the recording. Students work on their own or in pairs to complete the text or check their answers using the information they hear.
- Check answers as a class. Ask students to work in pairs and try to remember what Ethan actually said.

ANSWERS

- 1 was 2 used 3 was thinking 4 had sent
 5 used 6 had spent 7 would fail 8 was trying
 9 would switch 10 were

Exercise 6

- Before students start, remind them to change the tenses and go through the changes for pronouns if necessary.
- With **weaker classes**, do the first two sentences together.
- Check answers as a class.

ANSWERS

- 1 She told researchers (that) social media had allowed kids like her to express their opinions.
 2 Ethan told researchers (that) his parents had bought him a laptop for his birthday.
 3 She said (that) she was making a video for a school project on her phone.
 4 One expert said (that) spending time online didn't have a negative effect on teenagers' health.
 5 Josh said (that) his mum hadn't changed her phone for years.
 6 Samira told us (that) she would probably spend less time online in future.
 7 A researcher said (that) the survey hadn't proved that more screen time was a bad thing.
 8 He said (that) he didn't know anyone who had experienced online bullying.

Language note: multitasking

Multitasking means 'doing more than one thing at a time'. It is a relatively new word. It originated in the computer industry, where it refers to the ability of a computer to operate several programs at once.

Exercise 7 9.2

- Elicit or pre-teach *multitasking* (n).
- As students have had plenty of written practice of reported speech at this stage, you could ask them to do this exercise orally.
- Tell students they will hear a conversation between Josh and his mother. Give them one minute to read the sentences and then play the recording. Pause the recording where appropriate to allow students to answer. Check the answer before you continue with the next part of the dialogue.

ANSWERS

- 1 F (Josh told his mum that he was finishing his homework.)
 2 T
 3 F (Josh said that he often watched videos while he was studying.)
 4 T
 5 F (She said that he wouldn't pass his exams that way.)
 6 F (Josh said his mum was not the only one who could multitask.)
 7 T
 8 F (Josh said that he had studied the water cycle at least twice.)
 9 T
 10 F (Josh said that he didn't mind working all evening.)

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. using reported speech accurately, including tense and pronoun changes.

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 instructions together.
- Students work in groups. Each student interviews the others in their group, noting their answers to the question. They then make comparisons between their results and the results of the USA survey in the infographic in exercise 1.
- Students choose the three most interesting facts and make sentences using reported speech.
- Students read out their sentences to the class.

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

Encourage students to watch TV or listen to the radio and report back on what they heard.

'How can I improve?' suggestion: Students make a note and report three things people said in the programme/video they watched or listened to.

Further practice

Communication worksheet 9B: Grammar

Lesson 9C: Listening, vocabulary and speaking SB pages 120–121**Learning objectives**

Understand and identify the main ideas in a radio programme

Talk about the different things or people needed to make a film

Give and react to good and bad news

Materials

Workbook pages 70

Communication worksheet 9C: Speaking

Functional language bank

Pronunciation Insight worksheet 9: Use of contractions

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 121. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Focus on the photos and the words. Explain or elicit the meanings and practise the pronunciation of *inflatable dummies* and *miniature*.
- In pairs, students describe which of the techniques is being used in each photo. Elicit the names of some films with amazing special effects.

ANSWERS

- A green screen
- B computer-generated imagery (CGI)
- C inflatable dummies
- D miniature models

Culture note: Special effects

Green screen filming is an editing technique in which two images are combined to create a single final image. For example, if a director wants to create an illusion of people driving down a road, the actors and cars can be filmed in a studio in front of a green (or sometimes blue) screen. The green is then edited out and replaced with images of a background landscape. Green and blue screens are used because they are as far away from the colour of human skin as you can get. Actors have to avoid wearing green clothes as these will also be edited out.

Miniatures are models of people, animals, objects, buildings, settings, etc. Despite their name (a miniature is a very small copy or model of something), they can be smaller than real-life, life-size or larger than the objects they represent. They are used to represent things that do not really exist, or that are too difficult or expensive to film, e.g. explosions, floods and fires. Miniatures are used to create some of the oldest forms of special effects. Some people believe they are more realistic than CGI. They are often used together with CGI.

AfL: Diagnostics

While monitoring exercises 2–4, listen for how successfully or unsuccessfully students understand and identify the main items in the radio programme, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 9.3

- Play the recording for students. Ask them to tick the words they hear.

Audio script 9.3 page 174

ANSWERS

an interview, a song, celebrity gossip; inflatable dummies

Exercise 3 9.4

- Read through the Strategy box together. Emphasize that students shouldn't panic if they don't understand every word when they listen to people speaking in English. It should still be possible to understand the main idea. They should either ignore words they do not know, or make a rough guess about what they mean.
- Play the recording for students and encourage them to make a note of any words or phrases they hear repeated.
- Let students compare their answers in pairs before having a feedback with the whole class.

Audio script 9.4 page 174

ANSWERS

The main idea is that it is too expensive to use CGI to create a crowd of 10,000 people. The film uses inflatable plastic dummies for the crowd scenes instead of using CGI or extras because it is cheaper.

Exercise 4 9.4

- Give students time to read through the questions and answer any that they think they can remember from the first time they heard the recording.
- Students compare and justify their answers in pairs. Remind them to use reported speech when they are reporting what someone said.
- Check answers as a class.

ANSWERS

1 b 2 b 3 a 4 b 5 a

Exercise 5

- Students discuss the questions. Ask: *Can you always tell when they use CGI? How?*

V Insight Films

This covers the words students need to describe a film and the people who work in films.

blockbuster: describing a very successful film

cast: the group of actors in a film

crew: the director and technicians who work on the film

film set: where the action of the film is filmed

plot: the events that form the story of a film

scene: a part of a film where the action happens in one place

script: the words the actors say

soundtrack: the music or sound effects that you hear when you watch a film

special effects: unusual or exciting pieces of action in a film created by computers (CGI), clever cinematography, etc.

Exercise 6

- Students do the exercise on their own, then compare answers with a partner. Check answers as a class.

ANSWERS

1 blockbuster 2 cast 3 special effects 4 crew
5 scene 6 plot 7 film set 8 soundtrack 9 script

Exercise 7

- Students discuss the questions in pairs. Circulate and monitor as they do so.
- Ask a few students to describe their scene to the class, without saying the name of the film. The other students guess the name of the film.

Vocabulary extra: Film genres

SB page 127

Exercise 1

1 romantic comedy 2 western 3 animated film
4 war film 5 documentary film 6 An action film
7 historical drama 8 musical 9 fantasy film
10 A science-fiction film 11 horror film 12 thriller

Exercise 2

1 a horror film 2 an animated film 3 a science-fiction film 4 a musical 5 a romantic comedy 6 a documentary film 7 a western 8 a thriller 9 a historical drama 10 a war film 11 an action film 12 a fantasy film

Exercise 3

Students' own answers

Speaking

Exercise 8

- Focus on the photos. Ask: *How do you know how they are feeling?* Elicit or teach: *gesture* (n), *facial expression* (n), *body language* (n), *delighted* (adj), *elated* (adj), *miserable* (adj), *downcast* (adj).

ANSWERS

A good news B bad news

Exercise 9 9.5

- If necessary, play the recording twice for students to check their answers.
- Check answers as a class.

Audio script 9.5 page 174

ANSWERS

Dialogue 1: Matt's script will be made into a film; Layla will audition for a part. This news is good.

Dialogue 2: The director has had an accident; The studio has decided not to make the film. This news is bad.

Exercises 10 9.5

- Students complete the phrases from the dialogue on their own or in pairs.
- Play the recording for them to check their answers.

ANSWERS

1 heard 2 talking 3 There's 4 said 5 How 6 terrible

EXTENSION: ECHO QUESTIONS

Using echo questions, e.g. *Is she? Did you? Are they?* to show interest or surprise is common in English, but students often avoid them because they have to work out which auxiliary to use (see dialogue 1). For these reasons, it is worth focusing on them by doing a simple substitution drill. Say some simple sentences to which students respond chorally or individually with echo questions, e.g.:

It's my birthday tomorrow. (response: *Is it?*)

My brother's coming to visit. (response: *Is he?*)

She works as a reporter. (response: *Does she?*)

I don't like sweet things. (response: *Don't you?*)

I cycled to school this morning. (response: *Did you?*)

Encourage students to exaggerate the strong stress and high intonation of the auxiliary verbs.

Exercise 11 9.6

- Make sure students understand the task. Working on their own or in pairs, students put the dialogue in order.
- Play the recording for them to check their answers.

- 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. Ask one or two pairs to read sections in front of the class.

Audio script 9.6 page 174

ANSWERS

Leia Hey, Ed, have you heard about Sophie's news?

Ed No. What news?

Leia She made a video of herself and put it on her YouTube channel. Now a TV production company has contacted her. They said they thought she had a future as an actor.

Ed What a brilliant thing to happen! Well done, Sophie!

Leia I was talking to her this morning, and she said that they want her to come and try for a part in a TV show.

Ed You mean she's got an audition? Really? That's fantastic news! When is it?

Leia Well, that's the bad news. She said it's right in the middle of exams. And her parents have told her that she can't go.

Ed What a shame! It's such a great opportunity.

Exercise 12

- Ask students what communication strategies show empathy when you are listening to a friend's situation (using appropriate phrases for good or bad news, using the right intonation), and how they show interest when talking to people they are talking to (expressions, eye contact and body language, etc.).

POSSIBLE ANSWERS

What a brilliant thing to happen!; Really? That's fantastic news!; What a shame!

Exercise 13

- Read through the Global skills box. Ask students to work in pairs and think of three good news and three bad news situations where people would appreciate you showing empathy.
- Ask: *What would you say? What would you do?* Remind students of the photos in exercise 8 and the phrases in exercises 10 and 11.

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. giving and reacting to good and bad 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.

- In pairs, students take turns to give and respond to news. Tell them to use a different phrase each time.
- Ask two or three pairs to do the dialogues in front of the class.
- Ask each pair to choose one good news and one bad news situation from the list, or use one of their own, and write a short dialogue.
- Tell students to practise their dialogues, making sure they sound happy with the good news and sympathetic when

the news is bad. Ask two or three pairs to act out their dialogues in front of 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 dialogue successful? Why / why not?
- 2 Did you give and react to good and bad news appropriately?
- 3 What phrases did you use?
- 4 What did you find difficult to do during the dialogue?

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

EXTENSION: GROUP WORK

If your classroom situation allows, get students to move around exchanging real news. They should ask questions and repeat news that they have heard from other class members. Write some ideas on the board as prompts:
Personal news: e.g. holidays, birthdays celebrations, things you have bought, pets

News you've heard or read in the media: celebrities, sport, entertainment

Stop the activity after five minutes and ask students to sit down in groups and share the most interesting pieces of news.

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 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 brief notes on how well they have done and to think about future learning opportunities. Encourage students to find a film review online or in a magazine or watch one on TV.

'How can I improve?' suggestion: Students note the words the reviewer uses to describe the film, its soundtrack, plot and special effects.

Further practice

Communication worksheet 9C: Speaking

Functional language bank

Pronunciation Insight worksheet 9: Use of contractions

Lesson 9D: CULTURE Reading, vocabulary and grammar

SB pages 122–123

Learning objectives

Scan a text to locate specific information

Talk about different types of TV programmes

Use question tags to ask for confirmation or agreement

Materials

Workbook page 71

Video worksheet 9: Pinewood Studios

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 123. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

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

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully students scan the text to locate specific information, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Encourage students to underline the key words in 1–6. Then ask them to read the text quickly and note the main idea of each paragraph. This will help them work out where the information is in the article, e.g. in sentence 1 the key word *start* is likely to refer to information in the paragraph dealing with the history of the BBC.
- Check answers as a class.

ANSWERS

1 B 2 C 3 B 4 C 5 A (also mentioned in C) 6 D

V Insight Types of TV programme

The purpose of teaching 'types of ...' sets of lexical items is to help students be able to discuss a topic comfortably. In this case, it is one that is relevant to students, easy to give examples of to aid comprehension and one they will have their own definite opinions on.

Exercise 3

- Students do the exercise on their own or in pairs.
- Check answers as a class. Ask: *Which one would you watch if you watched TV this evening?*

ANSWERS

1 costume drama 2 soap opera 3 sports coverage
4 game show 5 cartoon 6 wildlife documentary
7 sitcom 8 chat show

Language / Culture note: TV programmes

Soap operas got their name because radio, and later, TV serials about everyday life in the USA used to be sponsored by companies that made soap. They advertised their products during the shows. The compound noun *soap opera* is usually shortened to *soap*.

The word **sitcom** comes from two words, *situation* and *comedy*. It describes a series that has a cast of characters who always appear in the same place, such as a home or a workplace. *Friends* is an example of a well-known sitcom.

A **costume drama** is a programme or series that is set in the past and where the actors are dressed like people from the past. *Downton Abbey* is an example of a well-known costume drama.

Reality shows have become very popular on UK television over the past decades. *Keeping up with the Kardashians*, which follows the life of the Kardashian family, is perhaps the best-known reality TV show internationally.

Exercise 4

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

Grammar

Exercise 5 9.7

- Focus on the instructions. Students match the statements to the question tags.
- Play the recording for students to check their answers.

Audio script 9.7 page 174

ANSWERS

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

Exercise 6

- Students work on their own to complete the rules about question tags. Alternatively, go through the questions with the whole class. Point out that when we write question tags, we need a comma between the sentence and the tag.

ANSWERS

a auxiliary b negative c positive

Further reference and practice Workbook page 101

- 1 hasn't 2 didn't 3 didn't 4 will 5 am
6 doesn't 7 isn't 8 won't 9 wasn't 10 has
11 have 12 won't
- 1 haven't they 2 can't you 3 is he 4 have you
5 can we 6 isn't it 7 doesn't she 8 do I
- 1 The train leaves at six o'clock, doesn't it?
2 I'm not far from the station, am I?
3 Paul will be at the party, won't he?
4 Amanda's finished with the computer, hasn't she?
5 Mark's going to win the race, isn't he?
6 The film doesn't start until eight o'clock, does it?
7 It's very hot in the / this room, isn't it?
8 George and Samantha aren't American, are they?
9 Lionel Messi is the best football player, isn't he?
10 Andrea has a red car, doesn't she?
11 The exam will start at one o'clock, won't it?
12 Isabel's hair looks very nice, doesn't it?

Exercise 7 9.8

- Explain that question tags have two uses and that we show the use by means of our intonation.
- Read through the information together. Then play the recording so that students can hear the difference.
- Ask some concept question to check understanding of the two different types of question tags:

- For the first one, ask: *Does the speaker think the other person will watch the programme?* (yes), *Is the speaker sure that the other person will watch the programme?* (no), *Why is he/she asking?* (to get confirmation).
- For the second, ask: *Does the speaker think the show is fantastic?* (yes), *Is the speaker sure that the show is fantastic?* (yes), *Why is he/she asking?* (He/She wants the other person to agree).
- Point out that the change in intonation is rising to confirm and falling to agree. Model and practise the rising and falling intonation patterns.
- Establish that this type of question tag is very common and is used as a way of keeping up a conversation. Ask students if there is a similar function in their language.
- Play the recording again for students to repeat the two different intonation patterns.

Audio script 9.8 page 174

Exercise 8 9.7

- Play the recording again for students to listen and repeat. Students sometimes have difficulty saying question tags, but it helps if they do not pause at the comma.

ANSWERS

1 rising 2 falling 3 falling 4 falling 5 rising
6 rising 7 falling 8 rising

Exercise 9

- If necessary, do an example together.
- Circulate and monitor, checking for correct formation and intonation of the question tags.

ANSWERS

1 isn't he 2 has she 3 doesn't it 4 are you
5 can't you 6 weren't they 7 didn't they

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 question tags, using rising and falling intonation correctly. 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.

- Make sure students understand the purpose of the task, i.e. to practise rising and falling intonation and the use of auxiliaries. Circulate and monitor, modelling the intonation patterns where necessary.
- Ask students to make up two-line dialogues with the confirming and asking-for-agreement tags and intonation. Allow them to practise several times.
- Ask two or three pairs to act out their question tag dialogues for the class.

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

Encourage students to find out about the TV channels in their country, their history, what they used to broadcast and what they broadcast now.

'How can I improve?' suggestion: Do some online research into a TV channel.

Further practice

Video worksheet 9: Pinewood Studios

Lesson 9E: Writing A film review

SB pages 124–125

Learning objectives

Write a review

Write an effective ending to a text

Use a variety of adjectives to describe a film

Materials

Workbook page 74

Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 125. See page 10 for more ideas.

Planning for writing

Exercise 1

- Pre-teach or elicit the meaning of *classic* (adj). Ask: *What else can we describe as classic?* (car, novel, example (of something), tale, design, style).
- Focus on the photo and the adverts. As students rank the elements of a great film, encourage them to use examples in their discussions.
- In feedback, ask: *Have you seen any of them? Did you see them in a cinema or on TV? When were the films made?* (*The Gold Rush*: 1925; *The Sound of Music*: 1965; *Raiders of the Lost Ark*: 1981).

Exercise 2

- Students read the review and answer the questions on their own or with a partner.

ANSWERS

- 1 *Jaws*, thriller, Stephen Spielberg
- 2 Brody, Hooper and Quint
- 3 action scenes, plot, soundtrack, cast, locations, script, characters, special effects, ending
- 4 praises: action scenes, plot, soundtrack, script; criticizes: some parts of the script, special effects, ending
- 5 positive

Exercise 3

- Read through the Strategy together. Give an example of a rhetorical question, e.g. *Who knows where E.T. came from? Who wouldn't want to travel in space? Why did I decide to watch this film? It's really boring.*
- Students match the endings to the strategies.

ANSWERS

a 2 b 3 c 1

Exercise 4

- Students do the exercise on their own. Ask them to give a reason for their choice.
- Students compare their ideas in pairs, giving reasons for their choice.
- Ask: *Have you seen Jaws? What did you think of it?*

AfL: Diagnostics: Considering your own ability against example texts

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

Ask students to rate a model writing task or speaking 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 5

- Students look at the language boxes next to the review paragraphs and complete the exercise on their own. Explain that they need to read each paragraph to find out its purpose. Circulate and monitor, helping where necessary.
- Students compare answers with a partner.

ANSWERS

- 1 general information
- 2 a summary
- 3 your opinion
- 4 your reaction

V Insight Describing films

The purpose of this box is to help students make their film review more interesting by using a range of strong adjectives, e.g. *impressive, memorable, spectacular*. Encourage students to try not to use bland adjectives like *good, bad, nice*.

Exercise 6

- Students look at the highlighted adjectives and complete the language box.
- Encourage them to guess whether they are positive or negative by looking at the context or by comparing them with similar words in their language.

ANSWERS

Positive: *entertaining, humorous, impressive, memorable, spectacular*

Negative: *dull, not very convincing, predictable, superficial*

Exercise 7

- Students choose the correct word.
- Check answers as a class. For each word, elicit a synonym or a definition, e.g. *convincing* – like real life; *memorable* – something you'll remember for a long time; *impressive* –

something that makes you admire it; *predictable* – you can guess what's going to happen; *humorous* – funny, makes you laugh; *spectacular* – very impressive, breathtaking.

ANSWERS

- 1 convincing 2 memorable 3 impressive
4 predictable 5 humorous 6 spectacular

Writing your review

AfL: Success criteria Link feedback to the learning intention

Before students start writing, ask them what a successful film review should include, i.e. some general information about the film – setting, stars, idea of the plot; the reviewer's opinion and reaction to the film; and a conclusion with a summary of the review.

Agree with the students before they do the task what you will give feedback on, e.g. content, communicative achievement, organization, and language, e.g. use of adjectives to describe films and film vocabulary in the writing task.

- Focus on the task and give students ten minutes to note down their answers to the questions. Circulate and monitor, helping with vocabulary and ideas as necessary. Encourage students to use a range of adjectives to describe the script, action, etc.
- When students have finished, read through the plan together. Students match their notes to the paragraphs.
- Students write their reviews. Tell them to use as many adjectives from exercise 7 as they can.
- When students have finished, they check their reviews against the checklist.
- After you have marked their reviews, you could display them in the classroom for other students to read.
- When students have finished, they check their work. Refer them to the Review checklist to make sure they have completed the task as well as they can.
- Ask **fast finishers** to swap emails and check the Review checklists to help improve their partner's review

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

Encourage students to listen to or read film reviews of new or classic films online.

'How can I improve?' suggestion: Listen to or read a film review of a new film.

Review 9 SB page 126

Exercise 1

- 1 trusted 2 misleading 3 convincing 4 made-up
5 believable 6 responsible

Exercise 2

- 1 gather 2 investigate 3 interview 4 report
5 confirm

Exercise 3

- 1 soundtrack 2 cast 3 script 4 crew 5 blockbuster

Exercise 4

- 1 wildlife documentary 2 chat show 3 soap opera
4 costume drama 5 sitcom

Exercise 5

- 1 (that) he was reading an online survey about multitasking
2 (that) she sent 20 text messages every day
3 (that) she had gone / been to the cinema with a friend
4 (that) she had had her computer for two years
5 (that) he would phone me / us later
6 (that) she hadn't made any mistakes
7 (that) he was chatting to a friend
8 (that) she found it hard to concentrate

Exercise 6

- 1 said 2 told 3 told 4 said 5 said 6 told

Exercise 7

- 1 isn't there 2 do you 3 won't it 4 doesn't it
5 isn't he 6 have we 7 didn't he 8 wasn't it
9 aren't they 10 can't we

Further practice

Writing bank

Global skills: Finding reliable online sources

SB pages 128–129

Learning objectives

- Understand how to question an online source
- Discuss the reliability of online sources
- Prepare for and give a presentation using reliable online sources

Materials

- Workbook page 128
- Global Skills video worksheet: Finding reliable online sources

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 129 and elicit the meaning of *reliable* and *sources*. See page 10 for more ideas.

AfL: Diagnostics

While monitoring, listen to the ideas students mention. Ask: *What makes a source reliable?* Listen for their successful or unsuccessful use of language relevant to the topic.

Exercise 1

- Check students understand: *trust* (v), *search results* (pl n), *content* (n), *accurate* (adj).
- In class feedback, elicit students' reasons for agreeing or disagreeing with each statement.

Exercise 2

- As you check answers, ask students to explain why it is important to ask each question about an online source.
- Ask: *After reading this text, have you changed your mind about any of the statements in exercise 1?*

ANSWERS

1 b 2 d 3 c 4 a 5 e

Exercise 3

- Ask students to find or underline the part of the text that provides the answer to each question.
- Ask **fast finishers** to write some more comprehension questions and then swap them with a partner to do.

Exercise 4

- As students discuss the questions in pairs, circulate and monitor, helping with vocabulary and ideas as necessary.

Exercise 5

- After students have discussed their ideas in pairs, ask them to share some examples of more and less reliable sources.

Exercise 6

- Elicit the meaning of each positive adjective and check that students can pronounce the positive and negative forms. For each word, ask: *How many syllables are there? Which syllable is stressed?* (e.g. *un / re / li / a / ble*).

ANSWERS

1 reliable 2 biased 3 suitable 4 up to date
5 inaccurate 6 unprofessional

Exercise 7

- Before students do the activity, remind them that there may be more than one possible answer.

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a successful presentation would look like. Agree with students in advance what you and their peers will give feedback on. 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 ideas.

- Ask students to choose a topic and decide what the key points of their presentation will be.
- Ask: *What type of information do you need? What online sources could you use? Why do you think they are reliable?*
- In the next lesson, students give their presentations, displaying a list of their sources at the end and explaining why they decided to use each source.

AfL: Assess your progress

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

Direct students to Workbook page 128 and ask them to do the exercises and fill in the 'Can-do' statements.

'How can I improve?' suggestion: You could encourage students to think about and make brief notes on the following questions:

- What was the most interesting or useful thing you discussed in this lesson?
- Will you do anything differently the next time you look for information online?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Finding reliable online sources

10 Material world

Unit map

Grammar

The passive: present simple and past simple page 132

The passive: present perfect page 133

The passive: future page 137

Vocabulary

Phrasal verbs: buying and selling clothes page 131

Compound nouns page 131

Environment page 134

Adjective suffixes: -ful and -less page 136

Sequencing words page 138

Expressing sequence page 138

Skills

Reading: The real price of fast fashion page 130

Reading: Katie's day page 132

Listening: Why plastic is killing our oceans page 134

Speaking: Persuading, agreeing and disagreeing page 135

Speaking: Disagreeing politely page 135

Reading: The Jugaad revolution page 136

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Insert: Reading: Workbook pages 80–81

Strategies

Reading: Understanding the purpose of a text 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 160

Exam Insight 5 Workbook pages 122–123

Answer key Teacher's Guide page 161

Video

Online video: How a paper mill works

Lesson 10A: Reading and vocabulary

SB pages 130–131

Learning objectives

Identify the purpose of a text

Use phrasal verbs about buying and selling clothes

Use compound nouns

Materials

Workbook page 76

Communication worksheet 10A: Vocabulary

Vocabulary Strategies worksheet 10: Word families

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 131. See page 10 for more ideas.

Exercise 1

- In pairs, students discuss the questions. Ask: *What do you think about the people who buy fast fashion and the people who make it? What about the places where fast fashion is made and sold?*
- Get feedback by asking students to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 2, listen for how successfully or unsuccessfully students understand the purpose of the text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Read the strategy with students. Ask: *What do you think the function of an introduction and conclusion is?* Elicit that an introduction tells the reader what the text will be about while the conclusion summarizes the main points in the text.
- In pairs, students answer the questions before whole-class feedback.

ANSWERS

1 a 2 b 3 c

Culture note: Sweatshops

A sweatshop is a place where people work long hours for low wages in difficult or dangerous conditions. Sometimes the workers are even children. There have been sweatshops all over the world throughout history; however, nowadays many people associate the term with Asia and South America where large companies from the developed world buy clothes manufactured at a very low cost.

Exercise 3

- Ask students to read the questions and point out that only one option is correct.
- With a **stronger class**, ask students to answer the questions on their own before comparing answers in pairs.

- With a **weaker class**, go through the questions again and check for understanding. Point out that if students are not sure of the answer, they should try to eliminate any options that are definitely wrong; this will make it easier to identify the correct answer. Students work in pairs to answer the questions. Encourage them to underline the sections of the text that give the answers.
- Check answers as a class. It might be worth focusing on how students arrived at the answer for question 5. Following the strategy in exercise 2, explain why c is the correct answer (it gives information / a reason)

ANSWERS

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

Exercise 4

- Give students a few minutes to discuss the questions. Encourage them to refer to the text for ideas, e.g. *I don't like that fact that children make our T-shirts. It isn't fair that we can buy them cheaply after they have worked so hard to make them.*
- Finish off by opening the discussion to the whole class. Get feedback from a few students and ask the other students if they agree or disagree.

V Insight Phrasal verbs: buying and selling clothes

Students can record phrasal verbs in a sentence to help them learn how to use them.

When recording phrasal verbs to do with buying and selling clothes, it can help to think about the order of a shopping trip, e.g. *look around / pick up / try on / put on / take off / sell out / hang up.*

Exercise 5

- Students do the exercise on their own. They then compare answers in pairs before checking answers as a class.

ANSWERS

1 put on 2 try on 3 pick up 4 hang up 5 sell out
6 look around 7 take off

Exercise 6

- Tell students to read the leaflet, ignoring the gaps. Ask: *Which three Rs does it recommend?* (Rent, Repair and Reuse).
- Students complete the dialogue on their own before whole-class feedback.

ANSWERS

1 sells out 2 take off 3 hang (it) up 4 put (them) on
5 look around 6 pick up 7 try on

V Insight Compound nouns

Students have worked on compound nouns and adjectives in earlier units. These were generally linked by topic. However, here the topic link is not so clear. This means it is essential students record the items with clear explanations, or translations if necessary, and with example sentences to show how to use them.

Exercise 7

- With a **weaker class**, read through the definitions together and check for understanding. Students work in pairs to match the compound nouns to the definitions.

- After finding the nouns in the article, students could check in pairs before whole-class feedback.
- Model and drill the pronunciation. Ask students to listen and work out where the stress is on most of the compound words, *the first word*, e.g. *discount shop*, *export companies*.

ANSWERS

1 discount 2 tag 3 factory 4 second-hand
5 export 6 sweat 7 conditioning 8 fields

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. use of phrasal verbs and compound nouns.

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 instructions together and make sure students understand what they have to do.
- Go through the suggested actions and check for understanding of: *labour* (n), *campaign* (n), *protest* (n).
- Give students time to think about their ideas before they talk in groups. They then rank the actions. Tell them that they should try to agree with each other on the order, and remind them to use language for expressing and justifying opinions (Unit 8C).
- When they have finished, get feedback by asking a student from each group to tell the rest of the class how they ranked the activities.

Further practice

Communication worksheet 10A: Vocabulary

Vocabulary Strategies worksheet 10: Word families

Vocabulary extra: Materials

SB page 141

Exercise 1

A nylon tights B a leather jacket C linen trousers
D a lace blouse E a velvet dress F a wool jumper
G a faux fur coat H a cotton T-shirt I denim jeans
J a silk scarf

Exercise 2

1 silk 2 wool 3 faux fur 4 cotton 5 leather
6 linen 7 lace 8 nylon 9 velvet 10 denim

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 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.

'How can I improve?' suggestion: Encourage students to do some research on the internet about their favourite clothing or footwear brands. Tell them to find out as much as they can about the brand, e.g. *Where are the brand's products made? Are they Fairtrade? Does the company that makes their favourite brand use sweatshops? If so, have people protested about it? Has any action been taken?* Students write brief notes and bring them to class. In the next lesson, ask students to share their information with the rest of the class. You could also have a discussion where students decide what action they can take to avoid contributing to the culture of sweatshops to revise this lesson.

Lesson 10B: Grammar and reading

SB pages 132–133

Learning objectives

Use the passive to talk about the results of actions

Understand a spoken text using different passive forms

Materials

Workbook page 77

Communication worksheet 10B: Grammar

Pronunciation Insight worksheet 10: The passive: pronunciation of *be*

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 133. See page 10 for more ideas.

Grammar

Exercise 1

- Focus on the photos. Ask: *What are they?* Elicit: *LED bulb* (A), *trainers* (B), *radio* (C), *kettle* (D), *toothbrush* (E) *duvet* (F) *newspaper* (G). Model and practise the pronunciation of the words where necessary.
- Students discuss the questions in pairs. Encourage them to justify their guesses about where the items come from.
- Get feedback by asking students to share their ideas with the class. Do not confirm their answers yet.

ANSWERS

- A China B USA C Italy D UK E China
F Denmark G Germany
- The toothbrush is the oldest invention; the LED bulb is the newest invention.

AfL: Diagnostics

While monitoring exercise 2, listen for appropriate use of the passive in the present and past tense, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Focus attention on the photo and ask: *What can you see?* (a girl who is waking up).
- Students skim-read the text and compare their ideas in exercise 1.
- Check answers as a class. Discuss the information with students. Ask: *Are you surprised by any of the answers?* and elicit some answers, e.g. *I didn't know that the Chinese invented toothbrushes.*

Exercise 3

- In groups, students discuss their responses and compare ideas. Ask students to compare their morning routine to their partner's.

Exercise 4

- Read the two sentences together. Ask students to underline *invented* in the active sentence and elicit that it is in the past simple form.
- With a **stronger class**, ask students to discuss the questions in pairs. With a **weaker class**, discuss the questions as a class.
- Check answers as a class.

ANSWERS

- Yes
- active
- passive
- passive (because the radio is the subject of the sentence, not the inventor, and the focus is on the result of the action, not the agent)

Exercise 5

- Focus on the highlighted verbs in the text. Ask students what they all have in common and elicit that they are all passive form verbs and that they are all formed with the verb *be* and a past participle.
- Students find the sentences and complete the rules in pairs before whole-class feedback.

ANSWERS

Present tense: But Katie's light isn't made ...; 100 million pairs of trainers are sold ...; ... some aren't printed at all.

Past tense: Duvets were first sold ...; The LED bulb was invented ...; When were trainers first used?; The first toothbrushes were made ...; The first modern electric kettle was produced ...; The radio was invented ...; The first newspaper was printed ...

a *be* b *present* c *past*

Further reference and practice

Workbook page 102

- 1 taken 2 carried 3 worn 4 thrown 5 woken
6 grown
- 1 are 2 was 3 are 4 is 5 were 6 are
- 1 My mobile phone was stolen yesterday.
2 Lunch was finished by 2 p.m.
3 Food products are frozen to conserve them.
4 Daily newspapers are published every day.
5 We were met at the station.
6 The post is delivered before nine o'clock.
7 I was given an alarm clock for my birthday.
8 The office is cleaned every night.

Exercise 6

- Students complete the sentences on their own or in pairs.
- Check answers as a class. Highlight that the verb *be* in the passive isn't stressed. Model and ask students to practise saying the questions and answers in pairs.

ANSWERS

- 1 A was, invented, B was invented
- 2 A were, used, B were, used, were invented
- 3 A were developed, are, made, B are made

Exercise 7

- Ask students to read the text quickly, ignoring the gaps, to find out about the rest of Katie's day. Ask: *How does she get to school?* (on her mountain bicycle).
- Students complete the text. Explain that the verbs can be passive or active verbs, in the present simple or the past simple. They need to think carefully before they decide which form and tense to use.
- Students compare answers in pairs before whole-class feedback.

ANSWERS

- 1 were invented
- 2 paid
- 3 was enjoyed
- 4 used
- 5 is still used
- 6 takes
- 7 are made
- 8 weren't invented
- 9 was built
- 10 rides

Grammar

Exercise 8 10.1

- Ask students to read the question and clues. Check understanding of *banned*.
- Ask students to guess what the information is about.
- Play the recording for students to check their ideas.
- Check the answer as a class. Ask what words helped them get the answer.

Audio script 10.1 page 174

ANSWER

chewing gum

Exercise 9

- Ask students to look at the information in exercise 8 again and tell them to underline the verbs.
- Students do the task in pairs.
- Check answers as a class. With a **weaker class**, write the verbs on the board as you check answers.

ANSWERS

The sentences are all in the passive.

- a 1, 5 b 4 c 6

Further reference and practice Workbook page 103

- 1 1 have been banned
2 has been explained
3 have been cleaned
4 hasn't been found
5 hasn't been awarded
6 Has (a complaint) been made
- 2 1 have been made
2 hasn't been closed
3 Have (you) been told
4 has been sold
5 hasn't been found

Exercise 10

- Ask students to read the prompts. They then write questions and responses in the present perfect passive.
- Check answers as a class. Model and tell students to practise saying the questions and answers. Highlight the short answer form: *No, it hasn't*.

ANSWERS

- 1 A Has cheese been eaten for hundreds of years?
B No, it hasn't. It has been eaten for thousands of years.
- 2 A How long has coffee been enjoyed in the UK?
B It has been enjoyed in the UK since 1637!
- 3 A Which fast food has been sold in the USA since 1905?
B Pizza has been sold in the USA since then.

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. accurate use of present, past and present perfect passive forms. 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 read the questions quickly. Explain that they will need to use different tenses to complete the questions. Remind them about the differences between the past simple and the present perfect (Unit 5B).
- Students complete the questions in pairs.
- When they have finished, tell them to ask and answer the questions in pairs. Check answers as a class.

ANSWERS

- 1 A Was (it) invented, B was invented
- 2 A Have (many flavours) been developed, was invented, B have been developed
- 3 A was (it first) eaten, B was eaten
ice cream

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

Encourage students to find out about their favourite food, where it was first made / eaten and two other interesting facts about it.

'How can I improve?' suggestion: Make a factfile for your favourite food using passive forms.

Further practice

Communication worksheet 10B: Grammar

Pronunciation Insight worksheet 10: The passive: pronunciation of *be*

Lesson 10C: Listening, vocabulary and speaking

SB pages 134–135

Learning objectives

- Listen for specific information to complete a summary
- Understand and use verbs to talk about the environment
- Use expressions to persuade, agree and disagree

Materials

- Workbook page 78
- Communication worksheet 10C: Speaking
- Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 135. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Write *endangered* on the board. Ask students if they can see from which shorter word it is formed and elicit *danger*. Explain that if something is *endangered*, it is in danger of disappearing.
- In pairs, students think of as many animals that live in or around the sea as they can that are endangered, e.g. sharks, whales, polar bears.
- In pairs or groups, students discuss the questions in exercise 1. Ask for students' ideas for feedback.

Exercise 2 10.2

- Ask students to look at the photo and describe what they see – plastic bags and bottles, fishing gear, ropes etc.
- Focus on the title of the summary. Ask: *What is endangering sea life?* Elicit answers, e.g. *plastic*.
- Tell students that they are going to hear an interview about plastic and the problems that it causes to the ocean environment. Point out that the information is only a brief summary of the interview, so students will have to listen carefully in order to identify the missing words. Remind them to think about synonyms and paraphrasing as they listen.
- Tell students to read the summary. Ask: *What do the three sections in the summary describe?* (the problem, the reason, what we can do). With a **stronger class**, play the recording. Students compare answers in pairs. Play the recording again for students to check their answers. Check answers as a class.
- With a **weaker class**, give students more time to read the text and encourage them to think of the information they will need, e.g. they will need a noun in the first gap. Then play the recording, pausing after *It's estimated that by 2050, 99% of sea birds will have some plastic in their stomachs* to allow them to write their answers. Students compare answers in pairs. Play the recording again before checking answers as a class.

Audio script 10.2 page 175

ANSWERS

- 1 planet 2 8 million 3 Billions 4 turtles 5 10%
6 managed 7 years 8 recycling 9 comments
10 charities

AfL: Diagnostics: Wait time

Students need to be given time to answer questions which ask them to evaluate and analyse. When you ask students questions, make sure you give them three seconds for a recall question and ten seconds for a higher order question. This will improve the quality of the responses.

Exercise 3

- Give students a few moments to read through the questions. Circulate and help with vocabulary where necessary.
- Students discuss the questions in groups. Give them time to think about how they can answer each question.
- Circulate and monitor. Don't interrupt students, but make a note of any errors you would like to address in a later feedback session.
- Get feedback by asking a few students to share their group's ideas with the class.

V Insight Environment

All these verbs are useful when talking about the environment and how to help reduce pollution. These tend to be slightly more formal / academic as they are used here to describe a serious issue.

Exercise 4

- Make sure students understand the task. Give them a few minutes to do it on their own.
- Students compare answers in pairs before whole-class feedback.

ANSWERS

- 1 break down 2 destroy 3 support 4 ban
5 reduce 6 use up 7 conserve 8 survive
9 recycle 10 protect
Phrasal verbs: *break down* and *use up*

Exercise 5

- Students do the first part of the exercise in groups. Circulate and monitor, noting any errors for correction at the end of the exercise.
- In class feedback, ask a student from each group to report back to the class.
- Highlight the question in the box and give students a few minutes to think of their ideas. Remind them to try to use the verbs from exercise 4 when they discuss their ideas.
- In the brainstorm, you could draw a mind map on the board with *plastic bags* in the centre and headings for two main topics, e.g. *pros*: with three sections: *uses*; *makers*; *users*; *cons*: with two sections: *the environment*; *people*.
- Ask students to draw some conclusions from their ideas.

Speaking

Exercise 6

- Students read the TV review and complete the sentences. Check students remember *sweatshop* (n).

ANSWERS

- 1 documentary series about a group of British students who travel to Sri Lanka
2 what it's like to live and work in a factory making trainers

3 when they realize that the workers pay a high price to produce cheap clothes

4 Students' own answers

Exercise 7 10.3

- Tell students they are going to listen to two people discussing what to watch on TV.
- Check answers as a class.

Audio script 10.3 page 175

ANSWERS

Ali is watching a game show. Maya wants to watch *Blood, Sweat and Trainers*. They decide to watch it.

Exercise 8 10.3

- Explain that phrases from all three categories were used in the dialogue.
- Ask students to complete the phrases as well as they can from memory. They should be able to guess some of the words even if they cannot remember them from the recording.
- Play the recording for students to check answers.

ANSWERS

1 enjoy 2 won't 3 mean 4 don't 5 agree 6 think

Exercise 9 10.4

- Students work on their own or in pairs to put the dialogue in the correct order.
- Students check answers in pairs.
- Play the recording to check answers as a class.

Audio script 10.4 page 175

ANSWERS

Jake Hey, Lily, have you heard about the school strike on Friday? It's because of the protest about climate change. You know, we really should support the protest and go along.

Lily Actually, Jake, I'm not sure about that. I know climate change is a big problem, but a protest won't change anything.

Jake Sorry, but I don't think that's right. I think it will make a difference. People feel strongly about it. Especially people our age.

Lily Hmm. Perhaps you're right. I mean, we will have to deal with the problem in the future.

Jake Exactly! You've got nothing to lose. Come on, Lily! Let's sign the online petition, too. You'll be glad you did.

Lily Oh, all right. I'll come, then.

Exercise 10

- Students note different ways Jake and Lily use to disagree with each other.
- Highlight some of the persuading, agreeing and disagreeing phrases.
- We use *actually* to warn someone we are going to disagree or not quite agree: *Actually, Jake, I'm not sure about that. We often say 'Sorry' before we disagree: Sorry, but I don't think that's right.*
- *You've got nothing to lose* means there won't be any negatives if something doesn't work.

- Model the new persuading, agreeing and disagreeing phrases. Tell students to practise saying the dialogue in pairs, taking turns to be Lily and Jake.

ANSWERS

Persuading: You've got nothing to lose; we really should support the protest; You'll be glad you did.

Agreeing: Perhaps you're right; Oh, all right. I'll come, then.

Disagreeing: Actually, Jake, I'm not sure about that; Sorry, but I don't think that's right

Exercise 11

- Read through the Global skills box. Point out that sometimes it is difficult to understand when English speakers are disagreeing as they are often very polite about it. They very rarely say *No, you're wrong!*
- Ask students to redo the dialogue in exercise 9 with how they would disagree with a friend in their language and then contrast this with how Lily and Jake disagreed.
- Ask: *Would you be more direct and say: 'No, you're wrong.' or 'I really disagree with you.' or 'You don't know what you're talking about.'?*

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. using phrases from exercises 8 and 9 accurately to persuade / agree or disagree.

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

- Read through the situations together and check for understanding.
- Give students time to prepare their dialogue. Encourage them to think of reasons to persuade their partners to come with them, and ask them to use some of the phrases from exercises 8 and 9.
- Students role-play the dialogue in pairs and when they have finished, they swap roles.
- Get feedback by asking a few pairs to act out their dialogues for the rest of 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 dialogue successful? Why / why not?
 - 2 Did you persuade, agree and disagree 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 to give them a sense of ownership for their own learning.

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

Encourage students to find out about what is happening in their local area about recycling plastic.

'How can I improve?' suggestion: Check online what your local authorities are doing to fight plastic pollution.

Further practice

Communication worksheet 10C: Speaking
Functional language bank

Lesson 10D: CULTURE Reading, vocabulary and grammar

SB pages 136–137

Learning objectives

Understand paragraph summaries in a text

Use suffixes to form adjectives

Use the passive in future forms

Materials

Workbook page 79

Video worksheet 10: How a paper mill works

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 137. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Check students understand and can pronounce: *innovation* (n), *high / low-tech* (adj).
- As students discuss the questions, circulate and help them with any useful vocabulary.
- Check students' ideas in class. Ask: *Can you think of any innovations that are high-tech or low tech?* Suggest different situations, e.g. in medicine, in education, in transport, at work.

POSSIBLE ANSWERS

- 1 The first photo looks like a place to store food and the second photo has something to do with transporting materials.
- 2 They are low-tech solutions. The clay fridge cools food without electricity and the railway tractor is a cheap way to transport materials.
- 3 Not necessarily always true, but if you need a cheap solution, then probably the simpler, the better. Simple solutions benefit poorer countries as they are generally more cost effective, so more people can afford them.

Exercise 2

- Remind students about the strategy of reading the introduction and conclusion to predict the content of a text. Then ask students to answer the question on their own.
- Check answers as a class.

ANSWERS

Simple innovation is important because it doesn't use many resources. This makes it better for the environment and more affordable for a greater number of people.

Exercise 3

- Read through the instructions together. Remind students that it is useful to skim-read a text first in order to get a general idea of what each section is about. This will help them as they do the task.
- Students do the exercise on their own or in pairs. Encourage them to underline the parts of the paragraphs that allowed them to find their answers.
- Check answers as a class.

ANSWERS

1 C 2 – 3 D 4 A 5 B

Exercise 4

- Students discuss the questions in pairs.
- Circulate and monitor, helping with vocabulary and ideas as necessary. Write any new vocabulary on the board.
- Get feedback as you circulate.

V Insight Adjective suffixes: *-ful* and *-less*

These two suffixes are usually opposites:

-ful means 'full of something; having the qualities of something'

-less means 'without something'

For example, a *thoughtful* person will think about what they are doing and how their actions might affect other people. A *thoughtless* person does not.

Watch out for certain adjectives, though: a *helpful* person is willing to help other people. A person who is *helpless*, however, is not someone who is unwilling to help. Such a person is unable to take care of himself / herself or do things without the help of other people.

Some words, e.g. *success* and *end* do not use both suffixes: *success* – *successful* and *end* – *endless*.

Exercise 5

- Remind students that by adding a suffix to a word, we can change its word class, e.g. we can form nouns from verbs and adjectives from nouns.
- Students do the exercise on their own.
- Check pronunciation in class feedback. Remind students that the suffix is not stressed.

ANSWERS

1 thoughtful 2 useless 3 endless 4 powerful
5 hopeless 6 harmful 7 helpful 8 successful
1, 2, 4, 5, 6 and 7 can have both suffixes. *Endless* and *successful* cannot.

Exercise 6

- Students do the exercise on their own.
- Check answers as a class. In feedback, ask: *What other nouns can you use with these adjectives?* e.g. *powerful car, animal; successful business, experiment; thoughtless action, remark; harmful effects, bacteria; useless gadget, player; helpful advice, tip; hopeless situation, cause.*

ANSWERS

1 powerful 2 successful 3 thoughtless 4 harmful
5 useless 6 helpful 7 hopeless

Grammar

Exercise 7

- Give students a few minutes to discuss the sentences and then have a brief class feedback.
- Ask student to underline the verbs in the sentences. Ask: *What tense and form are the sentences?* (present simple passive and present perfect passive).
- Check answers as a class.

Exercise 8

- Draw students' attention to the verbs in bold in the text. Students match the verbs to the tenses. They then complete the task before whole-class feedback.

ANSWERS

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

The sentences are passive.

be

Further reference and practice Workbook page 103

- 1 will be exhibited
2 will be tracked
3 won't be provided
4 will be used
5 won't be fixed
6 won't be known
- 2 1 will be written
2 will be brought
3 will be cut down
4 won't be published
5 will be hung
6 will be caught
- 3 1 You will be interviewed by two of the managers.
2 The operation on John's knee will be performed by a doctor.
3 The motorway won't be designed by the construction company.
4 Will the article be emailed by the journalist?
5 The foreign students will be sent an information pack by Jessica.
6 Will the train tickets not be booked by the secretary? / Won't the train tickets be booked by the secretary?

Exercise 9

- Give students one minute to list all the things you can do with a smartphone. Compare students' ideas.
- Tell students to read the text, ignoring the gaps. Ask: *Can you do the same things with a smartphone and a Light Phone?* (no, Light Phones don't have all the functions a smartphone has).

- Remind students of the form of present, past and present perfect passive.
- Students complete the text on their own or in pairs.

ANSWERS

1 will be added 2 will use 3 will be able to
4 won't be included 5 won't be able to
6 won't be distracted 7 won't have 8 won't be sent
9 will last 10 will have

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. accurate use of present, past and present perfect passive forms; comparing 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.

- Read the instructions together and refer students to the inventions in the article.
- Remind students of the language of comparisons for comparing and ranking (Unit 4B) and giving reasons (Unit 7E), e.g. *The oven is more useful than the radio. The pomegranate peeler isn't as useful as the radio. The Be-Bound is the most useful because it connects people to the internet.*
- In pairs, students rank the inventions from the most to the least useful. Encourage them to agree on the order.
- When they are ready, ask them to discuss the questions.
- Get feedback from a few pairs.

Vocabulary extra: Protest: verb phrases SB page 141

Exercise 1

1 make a complaint 2 go on strike 3 sign a petition
4 go on a demonstration 5 donate money 6 carry a banner
7 protest against (something) 8 shout a slogan
9 post a comment 10 join a campaign

Exercise 2

1 went 2 were shouting 3 make 4 donated
5 sign 6 protesting 7 carrying 8 posted
9 join 10 go

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

Encourage students to research a high-tech or low-tech gadget online.

'How can I improve?' suggestion: Write a short paragraph on the gadget you researched.

Further practice

Video worksheet 10: How a paper mill works

Lesson 10E: Writing A description of a process

SB pages 138–139

Learning objectives

- Write a description of a process
- Use words and phrases for expressing sequence
- Check accuracy of spelling and punctuation when writing

Materials

- Workbook page 82
- Writing bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 139. See page 10 for more ideas.

Planning for writing

Exercise 1

- Check students understand and can pronounce *aluminium* (n). Model and practise if necessary.
- Focus on the questions and give students one or two minutes to think about them in pairs. Get some feedback if possible, e.g. *Kitchen foil is made from aluminium.* *Computer parts are made of aluminium.*

Exercise 2

- Focus on the diagram and ask students to work in pairs to put them in the correct order.
- Get feedback before referring students to the description to check their answers.

ANSWERS

1 E 2 C 3 A 4 F 5 B 6 D

Exercise 3

- Students read the model description and answer the questions. Encourage students to underline the sections that give them the answers.
- Check answers in class.

ANSWERS

- Because it is made from bauxite which is a non-renewable resource.
- Because different types of metal are processed in different ways.
- a) shredding b) casting
- So that it is ready to be made into new cans.

Exercise 4

- Students find the sequencing words in the model description and put them into the correct category.
- Check answers as a class. Highlight where to use a comma when using a sequencing word. Ask: *Can we put things in order using verbs? Which tenses?* (yes, using past and past perfect tenses).

ANSWERS

- First of all, In the beginning, At the start
- After a while, After that, Later, Next, The next stage is, Then
- Finally, At the end, Last of all

AfL: Diagnostics: Considering your own ability against model texts

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

Ask students to rate a model writing task 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 5

- Students read the description and decide which form is used. With **weaker classes**, tell them to underline all the verb forms so they can analyse the form more easily.
- Students put the answer in the language box.

ANSWER

passive

Exercise 6

- Students read the sentence. Tell students to underline the verb forms (*have been collected*, *are taken*). Ask: *Which tenses are they?* (present perfect, simple present) Ask: *Why do we use those tenses?* (we use present tenses to describe a routine; the present perfect tells us this is done before the present simple).

ANSWERS

To add information about how something was done which the writer thinks is important. Other examples: *Next, the cans are cut up by machines into small pieces.* *The liquid is cooled by water.*

Exercise 7

- Tell students to look at the description again and focus on the verbs. Ask them if they notice anything about the verb forms and elicit that the description uses the passive. Explain that if we are writing about the process of recycling aluminium cans, we will give more emphasis to the cans than to the people who perform the process.
- Students do the task on their own, using linking words to connect the sentences.
- Check answers as a class.

SUGGESTED ANSWERS

- The cotton plant is grown by farmers.
- It is picked by workers in a cotton field.
- It is delivered by trucks to a cotton mill.
- Cotton fabric is made by mill workers.
- The fabric is sent to a clothes factory.
- Clothes are designed by a designer.
- The clothes are made by machines.
- The clothes are sold to department stores.
- They are bought by customers.

First of all, the cotton plant is grown by farmers. After a while, it's picked by workers in a cotton field. Then it's delivered by trucks to a cotton mill. Next, the cotton fabric is made by mill workers and the fabric is sent to a clothes factory. At the factory, the clothes are designed by a designer. After that, the clothes are made by machines and sold to department stores. Finally, they are bought by customers.

Writing your description

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. use of sequencing words and passive forms, accuracy of spelling and punctuation.

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 together. Ask: *What do you have to write?* (a description of how an everyday item or invention is made or recycled). Give students time to choose an item.
- Go through the Plan stage together. Encourage students to follow all the steps and make notes when they research their chosen item. You may wish to allocate the research phase for homework and follow up the activity in a later class.
- Give students five to ten minutes to plan their description, reminding them to follow the structures in the examples on pages 138 and 139.
- Circulate and help students write their paragraphs. Check that they are using appropriate linking words and the passive voice correctly.
- When students have written their description, read through the strategy together and make sure they understand how to use correct punctuation.
- Focus on the different uses of the comma: It can be used to separate items in a list, separate clauses in sentences and after certain sequencing words.
- Remind them to check in the dictionary if they aren't sure about a spelling or if they should use a hyphen.
- Students do the exercise in pairs.
- When they have finished, refer them to the checklist to make sure they have completed the task as well as they can.
- Check answers as a class.

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

Encourage students to memorize the checklist and apply it to their writing.

'How can I improve?' suggestion: Use your checklist after all writing tasks.

Further practice

Writing bank

Review 10

SB page 140

Exercise 1

1 try 2 hang 3 took 4 looked 5 Put 6 pick

Exercise 2

1 price tag 2 cotton fields 3 air-conditioning
4 Factory workers 5 Export companies

Exercise 3

1 break down 2 destroy 3 survive 4 banned
5 protect 6 reduce

Exercise 4

1 thoughtless 2 useful 3 endless 4 hopeful
5 harmful 6 helpless

Exercise 5

1 are worn 2 isn't made 3 was established
4 weren't used 5 aren't sold 6 wasn't chosen
7 is grown 8 are bought

Exercise 6

1 has been baked 2 haven't been made 3 have been
used 4 has been considered 5 have been eaten
6 have been delivered 7 has been declared 8 hasn't
been confirmed

Exercise 7

1 won't be used in the future
2 will be built
3 won't be needed
4 will be planned online
5 won't be manufactured any more
6 will be developed

Cumulative review Units 1–10

SB pages 142–143

Exercise 1 10.5

Audio script 10.5

page 175

1 T
2 F (five trillion bags are produced each year)
3 T
4 F (the logos are printed in the factories in Asia)
5 F (each person in the UK uses about 216 plastic bags a year)
6 T
7 F (plastic bags can be recycled)
8 F (she thinks supermarkets should charge for bags)

Exercise 2

Students' own answers

Exercise 3

1 an article
2 readers of a magazine or website who want to find out
about the Fairtrade movement
3 to inform readers about the Fairtrade movement and
how it works

Exercise 4

1 c 2 e 3 a 4 f 5 b

Exercise 5

1 are 2 where 3 been 4 off/out 5 to 6 is
7 for 8 were 9 on 10 will

Exercise 6

Students' own answers

Additional materials

Literature Insight 5 WB pages 112–113 Answer key: page 160

Exam Insight 5 WB pages 122–123 Answer key: page 161

Workbook answer key and audio scripts

Unit 1 Welcome to my world

Vocabulary (page 4)

Exercise 1

1 of 2 of 3 in 4 about 5 of 6 with 7 on
8 about

Exercise 2

(birthday card, bus ticket, bus card, car keys, credit card, ID card, key ring, mobile phone, shopping bag, shopping centre, shopping list)

1 birthday card 2 ID card 3 shopping list
4 shopping centre 5 credit card 6 mobile phone

Exercise 3

1 c 2 d 3 e 4 a 5 b

Exercise 4

1 key ring 2 car keys 3 of 4 birthday card 5 out
6 about 7 ID card 8 take 9 bus ticket / card 10 get
11 mobile phone 12 of

Grammar (page 5)

Exercise 1

2 Algeria isn't the smallest country in Africa. It's the largest country.
3 There aren't 48 states in USA. There are 50.
4 Penguins don't live near the North Pole. They live near the South Pole.
5 The River Danube doesn't run through Africa. It runs through Europe.
6 In Australia, winter doesn't start in December. It starts in June.

Exercise 2

1 is staying, isn't going
2 are doing, 're learning
3 is getting, 's looking for
4 are working, 're building
5 isn't cooking, 's going out
6 aren't playing, 're watching

Exercise 3

1 Caleb – b, Gabriel – a 2 Becky – a, Anna – b
3 David – b, Bento – a

Exercise 4

1 are you doing 2 'm preparing 3 do you like
4 enjoy 5 think 6 meet 7 cook 8 're having
9 Do you understand 10 speak 11 don't know
12 are you staying 13 's 14 'm going 15 Are you travelling 16 want

Exercise 5

1 love 2 see 3 looks 4 get 5 are helping
6 is wearing 7 is staying 8 do 9 doesn't take
10 think 11 don't give 12 'm never using

Listening, vocabulary and speaking (page 6)

Exercise 1

1 make 2 does 3 make 4 do 5 doing
6 do 7 doing 8 make 9 make 10 do
11 made 12 makes
1 g 2 f 3 a 4 c 5 b 6 d 7 e

Exercise 2

1 play 2 films 3 jewellery 4 novel 5 check
6 hang 7 bake 8 social networking

Exercise 3

1 T 2 F 3 F 4 T

Exercise 4

Asking for personal information

How do you know ... ? ✓
Where are you from? ✓
What's it like there?
What do you think of ... ? ✓
What do you do at the weekend? ✓
Are you into ... ?

Reacting

Really? ✓
It's very different from ... ✓
Actually, I love it. ✓
Me too. ✓
We usually ...
That sounds great. ✓

Exercise 5

1 How do you know
2 Where are you from
3 Really
4 What do you think of
5 It's very different from
6 What do you do at the weekend
7 Me too
8 That sounds great

Exercise 6

Joe Is this your first time at band practice?
Kirsten Yes, that's right. I'm here with Natasha.
Joe Natasha? She's my cousin! How do you know her?
Kirsten She sits next to me in maths. I'm Kirsten, by the way.
Joe I'm Joe. You have an interesting accent. Where are you from?
Kirsten I was born in Australia but moved here a long time ago. So, you play trumpet. Is it easy?
Joe Not really, but I started quite young.
Kirsten Really? How young?
Joe I think I was about six. What do you think of the band?
Kirsten I love it. It's very different from preparing for music exams.

- Joe** Oh, which one are you taking?
- Kirsten** Grade five. Don't talk about it! What do you do at the weekend, Joe?
- Joe** Well, I often play video games. I'm quite good at them.
- Kirsten** Me too. I play all the time! Have you got a Playstation?
- Joe** Yes. In fact, Natasha and her brother are coming over on Sunday, so why don't you come too?
- Kirsten** That sounds great. See you then!

Vocabulary and grammar (page 7)

Exercise 1

- 1 with 2 on 3 through 4 away 5 to 6 off

Exercise 2

- 1 getting away 2 getting through 3 get on with
4 get on 5 Get off 6 get to

Exercise 3

- 1 an 2 -, the, - 3 a 4 The, -, - 5 an, the 6 the, -

Exercise 4

- 1 a 2 - 3 The 4 the 5 the 6 an 7 a 8 -
9 the 10 a 11 - 12 the 13 - 14 The
15 the 16 a 17 a 18 the

Exercise 5

Students' own answers

Reading (pages 8–9)

Exercise 2

- 1 H 2 F 3 A 4 G 5 D 6 E 7 C 8 B

Exercise 3

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

Exercise 4

- 1 pick up 2 meet up with 3 put on 4 get into
5 stay up 6 line up 7 let down 8 turn up

Exercise 5

- 1 get into 2 stay up 3 meet up with 4 pick me up
5 line up 6 put on 7 let down 8 turns up

Writing (page 10)

Exercise 1

- 1 a 2 b 3 a

Exercise 2

- 1 P 2 F 3 P 4 P 5 F 6 F

Exercise 3

Freya's email: different from; have a lot in common; the same as

Poppy's email: both; unlike; neither of them; just like

Exercise 4

- 1 a lot in common 2 nothing in common 3 similar
4 contrast 5 Unlike 6 Neither

Exercise 5

Freya's email: Hey Poppy, How are things? I'm, don't, more or less, I'd, Write soon!, Love,

Poppy's email: Hi Freya, couldn't, I'm, we're, kind of busy, mum's, We're, really, we're, don't, don't, I'm, Love

Unit 2 Going places

Vocabulary (page 12)

Exercise 1

- 1 unpopular 2 safe 3 narrow 4 crowded 5 messy
6 quiet / boring 7 old 8 clean

Exercise 2

- 1 b sports centre c football stadium
2 a university b library c market
3 a factory b theatre c subway
4 a railway station b art gallery c concert hall

Exercise 3

- 1 a cave 2 a waterfall 3 a cliff 4 a forest 5 a hill
6 a desert

Exercise 4

- 1 valley 2 mountains 3 popular 4 crowded
5 dangerous 6 hospital 7 factories 8 university
9 sea 10 gallery

Grammar (page 13)

Exercise 1

- 1 left 2 came 3 was / were 4 needed 5 asked
6 decided 7 liked 8 described 9 was 10 was
11 knocked 12 went 13 didn't understand
14 didn't speak 15 didn't know 16 took 17 survived
18 forgot 19 told

Exercise 2

- 1 Where were you on 13th November? 2 were
3 How did you get there? 4 went 5 What did you see there? 6 saw 7 How did you spend the afternoon in Berlin? 8 gave 9 Why did you do that? 10 was

Exercise 3

- 1 a I was carrying a heavy bag at the station, but a kind woman helped me put it on the train.
2 c I was taking an exam when I felt sick, but a kind teacher brought me a glass of water.
3 d I was trying to get a taxi when it started to rain, but a helpful person lent me an umbrella.
4 e Adam was taking photos when he dropped his wallet, but someone picked it up and returned it to him.
5 a We were walking in the forest when we got lost, but a local man told us the way to the campsite.

Exercise 4

- 1 was 2 came 3 were arriving 4 was enjoying
5 were sleeping 6 felt 7 collapsed 8 trapped
9 wanted 10 found 11 ran 12 stopped
13 happened

Listening, vocabulary and speaking (page 14)

Exercise 1

1 smell 2 sight 3 touch 4 hearing 5 taste

Exercise 2

1 tasted 2 saw 3 feel 4 heard 5 smelled / smelt

Exercise 3

1 out of 2 across 3 down 4 up 5 out of 6 along
7 towards 8 past 9 through

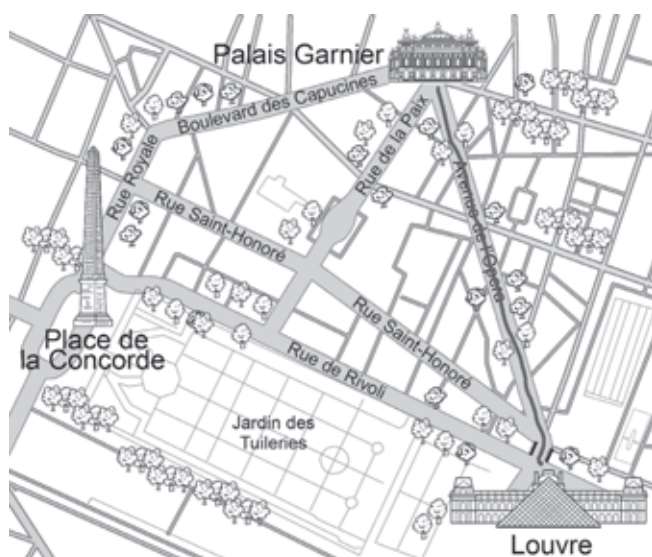
Exercise 4 ① 2.01

1 b 2 c 3 a

Audio script

Alana So, we've done the Louvre! Now we can cross it off our list.
Ben Amazing, wasn't it?
Alana Oh, yes, it was! Palais Garnier next. Where do we go from here, Ben?
Ben I don't know. There's no signal, so my maps app isn't working.
Alana Well, ask this woman.
Ben Sorry to bother you. Do you speak English?
Woman Yes, I do.
Ben That's good. Are you from Paris?
Woman Yes, I am. How can I help you?
Ben Well, we're looking for the Palais Garnier. Could you tell us how to get there?
Woman Oh, yes. Er ... go down Rue de Rivoli and then turn right. Then at the end of the road, turn left into Avenue de L'Opera and walk along the road to Palais Garnier.
Ben Sorry, I didn't catch that. Did you say turn left or right from Rue de Rivoli?
Woman Turn right. After that, you turn left and go along Avenue de l'Opera. When you reach the end of the street, you'll see Palais Garnier. You can't miss it!
Ben Great! Thank you very much.
Alana Yes, thank you.
Woman You're welcome. Have a lovely day.

Exercise 5



Exercise 6

A B B W C B D W E B F B G W

Exercise 7

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

Vocabulary and grammar (page 15)

Exercise 1

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

Exercise 2

1 While / When 2 when 3 When 4 while / as
5 when 6 While / As

Exercise 3

1 was looking 2 tried 3 was studying 4 decided
5 had 6 was making 7 saw 8 believed 9 took
10 put

Reading (page 16–17)

Exercise 2

1 B 2 A 3 D 4 F

Exercise 3

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

Exercise 4

1 thick, deep, steep
2 well built, wooden
3 designed, constructed
4 settlers, residents

Exercise 5

1 deep 2 designed 3 constructed 4 thick
5 wooden 6 well built 7 settlers 8 residents
9 steep

Writing (page 18)

Exercise 1

1 lively 2 peaceful 3 tiring 4 awful

Exercise 2

1 stormy 2 helpful 3 bright 4 lively
5 historic 6 awful

Exercise 3

1 Dubrovnik
2 Like: b the people, c the cafe, d the weather, e the market, f the food
Dislike: a the bus trip

Exercise 4

1 sunny 2 long 3 lively 4 historic 5 friendly
6 amazing 7 peaceful 8 pretty

Unit 3 Spoiled for choice

Vocabulary (page 20)

Exercise 1

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

Correct order: 6, 8, 5, 7, 2, 4, 1, 3

Exercise 2

1 eco-friendly 2 global warming 3 energy-efficient
4 food miles 5 recycling centre 6 greenhouse gases
7 rubbish dumps

Exercise 3

1 Fats 2 Protein 3 additives 4 sugar 5 vitamins
6 calories

Exercise 4

1 carbohydrates 2 fat 3 calories 4 vitamin
5 minerals 6 sugar 7 refrigerator 8 grow
9 greenhouse 10 warming

Grammar (page 21)

Exercise 1

1 some 2 any 3 any 4 Some 5 any 6 some

Exercise 2

1 any 2 a little 3 a lot of 4 a few 5 many
6 a few 7 much 8 some 9 any 10 some
11 many 12 a few

Exercise 3

1 How much 2 How much 3 How many
4 How many 5 How many 6 How much

Exercise 4

1 many 2 much 3 a few 4 many 5 some
6 a lot of 7 some 8 any 9 a lot of 10 a little
11 any

Listening, grammar and speaking (page 22)

Exercise 1

1 somewhere 2 nothing 3 anywhere 4 nowhere
5 No one 6 Everything 7 Someone 8 anyone

Exercise 2

1 anyone 2 somewhere 3 everywhere 4 Nothing
5 Someone 6 everything

Exercise 3

3.01

1 F. Curtis wants to go out for dinner on Friday.
2 F. At first Lily says she can't and later she accepts the invitation.
3 F. Lily has a maths test on Monday.
4 T
5 F. Lily is going to meet Curtis at her house.

Audio script

Lily Hello?
Curtis Hi, Lily, it's Curtis. Some of us are going to try the new Italian restaurant on Friday. Would you like to come?
Lily Maybe. What time?
Curtis Why don't you meet me there at 7?
Lily Thanks, Curtis, but I'm busy. I have to study for a maths test on Monday.
Curtis That's a shame. Be honest. Are you worried you won't know anyone?
Lily Well ...
Curtis It's OK. You'll know everyone ... Jack, Sarah, Roxanna from our biology class ...
Lily OK, then. That sounds great. I can study on Saturday.
Curtis In fact, I can call for you at your house. What do you think?
Lily That's a good idea. Do you want to come at 6.45?
Curtis OK. I hope they serve pizza at the restaurant
Lily I'm sure they do. What's your favourite pizza?
Curtis Ham and mushroom.
Lily Mine too! Would you like to share one?
Curtis Yes, I'd love to. See you on Friday.

Exercise 4

1 you like 2 don't you 3 I'm busy 4 a shame
5 sounds great 6 What do 7 a good 8 you want
9 you like 10 love to

Exercise 5

She asks Curtis 'What's your favourite pizza?'

Vocabulary and grammar (page 23)

Exercise 1

1 plain, spicy 2 cooked, organic 3 healthy, delicious
4 frozen, tough 5 sour, disgusting 6 hard, processed

Exercise 2

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

Exercise 3

1 which 2 where 3 who 4 whose 5 that
6 when

Exercise 4

1 which / that 2 when 3 who / that 4 which
5 where 6 which / that 7 when 8 who / that
9 whose 10 who / that

Exercise 5

1 The San Siro is a football stadium **where** AC Milan and Internazionale play their home matches.
2 The poster **which/ that** you gave me looks great in my room.
3 The baker **who / that** made this cake added too much sugar.
4 Do you remember the summer **when** we went to France
5 We'd like to thank to the person **who / that** cooked this delicious meal.
6 The fish **which / that** we bought yesterday wasn't fresh.

- 7 I can't find the key **which** / **that** opens this door.
 8 The happiest day of my life was the day **when** I graduated from university.
 Sentences 2, 4, 6 and 8 do not need the relative pronoun.

Reading (pages 24–25)

Exercise 1

b

Exercise 2

- 1 1941
- 2 1996
- 3 nobody knows
- 4 Stanley Burroughs
- 5 Peter D'Adamo
- 6 to lose weight
- 7 1 week
- 8 2 weeks
- 9 eat only cabbage soup
- 10 No. You will put on weight again quickly, and there's no evidence that toxins build up in the body.

Exercise 3

- 1 Evidence 2 Nutrients 3 Ingredients 4 Dieticians
 5 Researchers 6 recipe 7 Digestion 8 mixture

Exercise 4

- 1 ingredients 2 researchers 3 mixture 4 dietician
 5 recipe 6 nutrients 7 evidence 8 digestion

Writing (page 26)

Exercise 1

- A announce something and invite someone
 B announce something and give instructions
 C apologize, explain, suggest, make a request
 D advertise something

Exercise 3

- 1 e.g. 2 RSVP 3 asap 4 etc. 5 PS 6 tel. 7 St
 8 esp. 9 FYI

Unit 4 Personal space

Vocabulary (page 28)

Exercise 1

- 1 luckily 2 happy 3 unsurprisingly 4 easy
 5 carefully 6 quickly

Exercise 2

- 1 e labour 2 c semi 3 a old 4 d full 5 b two

Exercise 3

- 1 cottage 2 caravan 3 detached house
 4 block of flats 5 mansion 6 bungalow

Exercise 4

- 1 terraced 2 storey 3 fortunate 4 day 5 saving
 6 unhappy 7 surprisingly 8 old

Grammar (page 29)

Exercise 1

- 1 Windsor Castle is older than Buckingham Palace.
- 2 Windsor Castle is taller than Buckingham Palace.
- 3 Buckingham Palace is smaller than Windsor Castle.
- 4 Windsor Castle is busier than Buckingham Palace.
- 5 Buckingham Palace is more comfortable than Windsor Castle.
- 6 Windsor Castle is more impressive than Buckingham Palace.

Exercise 2

- 1 the largest, Beijing 2 the longest, the Nile
 3 the furthest, Los Angeles 4 the deepest, the Pacific
 5 the most expensive, Vienna

Exercise 3

- 2 My brother's bedroom isn't as messy as mine.
- 3 Our garden is as big as our neighbour's garden.
- 4 A large flat here is as expensive as a small house.
- 5 The fridge isn't as dirty as the cooker.

Exercise 4

- 1 too loud 2 rich enough 3 too cold
 4 old enough 5 too far 6 tall enough

Exercise 5

- 1 the 2 most 3 as 4 as 5 The 6 too 7 more
 8 than 9 enough 10 as 11 as 12 too

Listening, vocabulary and speaking (page 30)

Exercise 1

- 1 take out 2 load 3 clean 4 lay 5 do 6 make
 7 vacuum 8 do

Exercise 2

- 1 vacuums 2 does 3 takes 4 clean 5 makes
 6 do 7 load 8 lay

Exercise 3 4.01

- 1 C 2 B 3 D 4 A

Audio script

1

William Can I borrow your mobile for a minute?

Jack That depends. What do you need it for?

William I want to check the football score.

Jack Use your own phone!

William I can't. The battery's dead. Go on. Please?

Jack Sure, go ahead.

2

William Excuse me. Could I please leave the lesson at twelve o'clock today?

Teacher I'm afraid not. I can't just let students go early with no reason.

William Well, I have to see the head teacher ...

Teacher Why didn't you say, William? Of course you can.

3

William Hello, Mrs Coyne. This is William.

Mrs C Yes?

William Do you mind if Jack comes home with me after football practice?

Mrs C Hmm. Why isn't he calling me himself?

William I think he's worried you'll say no because he hasn't finished his chores.

Mrs C Well, that's true. And what about homework?

William We can do that together at my house.

Mrs C OK then, no problem. Tell him I'll pick him up at 8.30.

William That's great, thanks.

4

William Is it OK if I use the shower first tomorrow morning?

Dad That depends, Will. Last time you went before me, you took so long I was late for work.

William I can have a quick one.

Dad OK, then, that's fine.

Sister Dad! No! He'll take ages. We'll all be late!

Exercise 4

- 1 Jack's mobile phone
- 2 to check the football score
- 3 to go and see the head teacher
- 4 for his friend Jack to go home with him after football practice
- 5 because Jack hasn't done his chores
- 6 that he will have a quick shower

Exercise 5

- 1 **b** Can I borrow your mobile for a minute?
- 2 **c** Could I please leave the lesson at twelve o'clock?
- 3 **a** Do you mind if Jack comes home with me?
- 4 **d** Is it OK if I use the shower first?

Exercise 6

Questions 2, 3, 4: Could I please ... ? / Do you mind if ... ? / Is it OK if ... ?

Indirect language is necessary to be polite, especially with parents or teachers (not when speaking to friends).

Exercise 7

(Suggested answers)

- 1 Is it OK if I watch TV?
- 2 Could I please have some extra time to do my homework?
- 3 Can I get a drink?

Vocabulary and grammar (page 31)

Exercise 1

- 1 down 2 up 3 after 4 up 5 out 6 out
- 7 about 8 off

Exercise 2

- 1 grew up 2 looked after 3 got up 4 went down
- 5 tired out 6 find out 7 show off 8 brought about

Exercise 3

- 1 c 2 a 3 a 4 c 5 a 6 a 7 b 8 b

Exercise 4

- 1 doing 2 to starting 3 working 4 living 5 to do

Exercise 5

- a 1 painting b 5 moving c 3 repairing d 4 to use
- e 2 to give

Exercise 6

Students' own answers

Reading (pages 32–33)

Exercises 1 and 2

- 1 It is a factual text about how people lived in Ancient Rome.
- 2 It is an article from a history magazine.
- 3 Students' own answers. (possible answers: How they decorated their homes, the design of their homes, games and activities.)

Exercise 3

- 1 G 2 C 3 F 4 D 5 A

Exercise 4

- 1 T 2 F: They usually lived in two-storey wooden houses.
- 3 T 4 NG 5 T 6 F: They usually lived in one-storey houses.
- 7 NG 8 F: They didn't have much furniture / didn't have things like armchairs or desks.

Exercise 5

- 1 a burglars b thieves
- 2 a gardeners b guards
- 3 a servants b slaves
- 4 a generations b families

Exercise 6

- 1 guards 2 burglar 3 generations 4 thieves
- 5 servant 6 slaves

Writing (page 34)

Exercise 1

You have to write and describe a place away from home that makes you feel at home, and explain why you love it. You can win a cash prize (£30).

Exercise 2

A Photo 1 (coffee shop) B Photo 3 (library) C Photo 2 (treehouse)

Exercise 3

- 1 b, text C 2 c, text B 3 a, text A

Exercise 4

- 2 really 3 incredibly 4 a bit

Unit 5 No limits

Vocabulary (page 36)

Exercise 1

- 1 a baby 2 an adolescent 3 a middle-aged person
- 4 a toddler 5 a senior citizen 6 a child

Exercise 2

1 amazing 2 excited 3 frightened 4 amazed
5 embarrassing 6 surprised 7 amazing 8 exciting
9 embarrassed 10 surprising 11 frightening

Exercise 3

1 decision, solution
2 argument, encouragement, enjoyment

Exercise 4

1 development 2 encouragement 3 surprising
4 excited 5 frightened 6 impression 7 decisions
8 solution 9 intention 10 embarrassed

Grammar (page 37)

Exercise 1

1 He's travelled along the Yangtze River.
2 He hasn't visited the Arctic.
3 How many travel books has he written?
4 She's been to the North and South Poles.
5 She's never explored South America.
6 Has she ever got lost?

Exercise 2

1 Have ... taken
2 Have ... ridden
3 Have ... broken
4 Have ... made
5 Have ... climbed
a hurt b went c filmed d rode e enjoyed
1 e 2 d 3 a 4 c 5 b

Exercise 3

1 haven't seen 2 has never visited 3 brought
4 have never flown 5 drove 6 have spent

Exercise 4

2 Have you booked the flights yet
3 We have just arrived
4 has already finished
5 Lucy hasn't climbed Mount Fuji yet
6 Robin has just completed

Exercise 5

1 ever 2 left 3 never 4 flown 5 never 6 already
7 arrived 8 threw 9 has 10 stayed

Exercise 6

Students' own answers
Listening, speaking and vocabulary (page 38)
Listening, vocabulary and speaking (page 38)

Listening, vocabulary and speaking (page 38)

Exercise 1

1 tiny 2 freezing 3 furious 4 hilarious

Exercise 2

1 Photo A shows children at an indoor ice rink, learning to skate, and photo B shows a girl outside, learning to ride a bike.

2 (Possible answers) Similarities: they both show children learning to do something; they both have four people in them; all the people are wearing helmets.
Differences they are learning different things; in Photo B, the children's parents are teaching them; in Photo A, the children look nervous or serious, but in Photo B the girl looks happy / excited; Photo A is inside and Photo B is outside.

3 (Possible answers) Photo A: worried / frightened / bored / ... Photo B: excited / relaxed / happy ...

Exercise 3 ⑤ 5.01

Max says they are at an outdoor ice rink, but they are actually at an indoor ice rink.

Annabel says there are two people in the background with skateboards, but they actually have bikes.

Audio script

Max So, my photo shows a group of four children at an outdoor ice rink. I think they are learning to skate and they aren't very happy about it, especially the girl on the right.

Annabel Yeah. Judging by her face, she's frightened.

Max Or she could be bored. But the boy in the middle looks interested.

Annabel You mean the one next to the girl in the dress?

Max Yeah. He has his hands up like he's ready to start.

Annabel Hmm. It's a nice photo, but I prefer mine.

Max What's in your photo?

Annabel Well, there are four people in my photo too, but I think it's a family and they're cycling, not skating. In the foreground, there's a girl learning to ride her bike. Behind her is her mum. Both of them look happy and relaxed.

Max What's in the background?

Annabel Well, I can see that they're in a park. There are two more people with skateboards, but you can't see their faces well. I think it's funny that everyone in both our photos is wearing a helmet.

Max Why is it funny?

Annabel Well, we just don't wear them for sports like this in my country.

Max That's interesting. I didn't know that.

Exercise 4

Locating: d, f, g, j, l Describing: i, h, k Speculating: c, e

Exercise 5

a M b M c A d M e M f A g M h not used
i not used j A k A l A

Exercise 7

(Possible answers)

1 There is a man and a woman in a car. The man is a driving instructor. The woman is learning to drive.

2 She looks stressed, frightened, embarrassed. Maybe she made a mistake. The driving instructor doesn't look angry – he is smiling / laughing.

Vocabulary and grammar (page 39)

Exercise 1

1 out 2 down 3 across 4 back 5 down 6 up
7 on 8 off

Exercise 2

1 b 2 a 3 c 4 c 5 a

Exercise 3

1 funny 2 dishonest 3 lazy 4 generous 5 quiet
6 brave

Exercise 4

1 since 2 since 3 for 4 Since 5 for 6 since

Exercise 5

1 have heard 2 since 3 included 4 has been
5 for 6 has been 7 since 8 returned 9 have been
10 Since 11 has honoured 12 since 13 has appeared

Reading (pages 40–41)

Exercise 2

1 T 2 F: He could ski and he taught Bear to ski. 3 F: He became a Cub Scout at the age of eight. 4 F: He climbed it when he was 23 years old. 5 T 6 T

Exercise 3

1 his father and grandfather
2 Bear's father
3 the poster
4 the problem with the parachute / the skydiving accident
5 TV series
6 Bear Grylls

Exercise 4

1 Edward Michael Grylls
2 a poster of Mount Everest
3 three years
4 There was a problem with his parachute.
5 He swam through freezing water / drank his own urine / ate insects.
6 Positivity / kindness / humility / courage / determination
7 Being away from his children.

Exercise 5

a pull out b take up c deal with d give up
e pick up f come about

Exercise 6

1 came about 2 took up 3 give up 4 pulled out
5 picked up 6 deal with

Writing (page 42)

Exercise 1

1 She's won National Geographic Adventurer of the Year as well.
2 In addition, she was the first person to ski down some of the highest mountains in the Arctic.
3 What's more, she has written a book about it.
4 She also studied environmental political science at college.

Exercise 2

1 What's more 2 as well 3 In addition 4 also

Exercise 3

1 Date of birth: 1960 (not 1965) 2 Nationality: American (not British) 3 Achievements: 10 space walks (not 5)

Exercise 4

1 C 2 A

Unit 6 You live and learn

Vocabulary (page 44)

Exercise 1

1 arrested 2 charged 3 pay 4 appeared
5 committed 6 spent 7 got 8 punish

Exercise 2

1 perfect 2 tidy 3 possible 4 usual 5 happy

Exercise 3

2 impolite 3 immature 4 unhappy 5 unthinkable
6 imperfect

Exercise 4

1 Swearing 2 truant 3 Bullying 4 Vandalizing
5 Warnings 6 Detentions 7 Suspend 8 expel

Exercise 5

1 illiterate 2 impossible 3 illegal 4 play
5 suspend / expel 6 punish 7 trouble
8 fine 9 court 10 spend

Grammar (page 45)

Exercise 1

1 is going to
2 are going to
3 will
4 won't
5 is going to
6 is going to
7 are going to
8 will

Exercise 2

1 'm going to
2 'm going to
3 will
4 will / 'll
5 'll
6 'll
7 'm going to

Exercise 3

1 will, do; doesn't like
2 will make, joins
3 goes, 'll see
4 doesn't email, 'll be
5 will learn, read

Exercise 4

1 'm going to start
2 won't be
3 'm going to work
4 stay
5 will cost
6 study
7 'll go

- 8 'm going to try
- 9 will be
- 10 won't see
- 11 'll have to
- 12 don't say
- 13 will laugh

Listening, grammar and speaking (page 46)

Exercise 1

- 2 If you are good at a sport, you enjoy it.
- 3 If children play team games, they make friends easily.
- 4 If you don't concentrate, you always lose.
- 5 If children don't play outside, they don't learn about nature.
- 6 If you score a goal, you feel proud.

Exercise 2

- a If you join a team, you meet new people.
- b If you exercise your body, you stay healthy.
- c If your team wins a match, you feel amazing.
- d If you learn new sports skills, you improve your fitness.
- e If you do an outdoor sport, you get fresh air.
- f If you don't win, you learn how to stay strong.

Exercise 3 6.01

They decide to join the badminton club.

Audio script

- Kyle** Hey, Amy, look at this poster. I'm going to try something new this term.
- Amy** OK. How about joining Swim Club on Saturday mornings?
- Kyle** I don't know if I can. Nine o'clock is a bit too early for me at the weekend! But why don't we go to Film Club?
- Amy** I'd love to, but I work on Friday evenings.
- Kyle** I see. Well, I'd like to try Badminton, I think.
- Amy** Badminton? Yes, actually, that's a good idea.
- Kyle** Do you want to come with me? It's straight after school.
- Amy** All right, then. But I don't have a racket.
- Kyle** Don't worry. We have some at home. Do you want me to bring one of those?
- Amy** That'd be great, but are you sure?
- Kyle** Of course.
- Amy** Oh, I'm just thinking. I have to get home by 5.30. My grandma always comes over for dinner on Mondays. I can't be late.
- Kyle** Well, we can give you a lift home, if you like. I'll ask my dad, but I'm sure it's fine.
- Amy** Thanks, Kyle. That's really kind.
- Kyle** Great. Well, I'll see you outside the sports hall on Monday, then.
- Amy** OK, bye, Kyle.

Exercise 4

- 1 a 2 b 3 b 4 c

Exercise 5

- 1 b 2 c 3 d 4 a (e is the extra response)

Exercise 6

- b and e
- b is the most polite

Vocabulary and grammar (page 47)

Exercise 1

- 1 a 2 b 3 c 4 a 5 c 6 a 7 b 8 a

Exercise 2

- 1 textbook 2 timetable 3 head teacher
- 4 school canteen 5 science laboratory

Exercise 3

- 1 I'll definitely study history.
- 2 I'll probably join the judo club.
- 3 Maybe I'll get better at maths.
- 4 I'll certainly read more books.
- 5 I may try to join the student council.
- 6 Perhaps I'll learn to play chess.
- 7 I might play for the basketball team.
- 8 I definitely won't get a part-time job.

Exercise 4

- 1 won't 2 'll / will 3 definitely 4 possible
- 5 probably 6 Perhaps 7 might

Exercise 5

good, noisy, happy, popular, kind, intelligent, sensible, silly
Noisy and *intelligent* are not used about Milly. *Noisy* describes the students in her class and *intelligent* describes her friends.

Reading (pages 48–49)

Exercise 1

- c

Exercise 2

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

Exercise 3

- 1 vote 2 state secondary schools 3 boarding school
- 4 strict 5 staff 6 corporal punishment 7 spoiled
- 8 attend

Exercise 4

- 1 attend
- 2 state secondary schools
- 3 boarding schools
- 4 staff
- 5 corporal punishment
- 6 strict
- 7 vote

Writing (page 50)

Exercise 1

- 1 d, Although research shows that grades in single-sex schools are higher than mixed schools, this may be because single-sex schools often select students with an entrance test.

- 2 c, Maths and science have been traditionally thought of as 'male' subjects. However, in an all-girls school, the students feel free to enjoy and do well in these subjects because there are no boys to make fun of them.
- 3 a, On the one hand, students sometimes feel more comfortable studying in a single sex classroom. On the other hand, it does not prepare them for real life after school when they will need to mix with the opposite sex.
- 4 b, It may be true that boys and girls learn in different ways, but good teachers can make sure both sexes learn well in mixed classes.

Exercise 2

- 1 Although 2 but 3 However, 4 On the one hand,

Exercise 3

Arguments for single sex schools:

Grades in single sex schools are higher.

In an all-girls school, students enjoy and do well in traditionally 'male' subjects.

Students sometimes feel more comfortable.

Boys and girls learn in different ways.

Teenagers can feel distracted and embarrassed around the opposite sex.

Arguments against single sex schools

Grades in single sex schools may only be higher because they often select students with an entrance test.

Good teachers can make sure both sexes learn well together.

They don't prepare students for real life after school when they will need to mix with the opposite sex.

It's important to be able to work with the opposite sex.

Boys tend to study better when there are girls in the class.

It is an old-fashioned idea.

It is important for teenagers to learn to socialize.

Exercise 4

- 1 Although 2 On the other hand 3 but 4 although 5 However

See answers to Exercise 3 above: The writer uses the arguments in bold.

Unit 7 Progress report

Vocabulary (page 52)

Exercise 1

- 1 a 2 c 3 b 4 a 5 c

Exercise 2

- 1 way 2 present 3 country 4 end 5 second

Exercise 3

- 1 Population 2 Area 3 Currency 4 Time zone
5 History 6 Geography 7 Climate 8 Religion
9 Culture 10 Ethnic groups

Exercise 4

- 1 end 2 way 3 time 4 increased 5 figure
6 an estimated 7 races 8 doubled

Grammar (page 53)

Exercise 1

- 1 c, e 2 b, f 3 a, d

Exercise 2

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

- a have to / must b don't have to c have to / must
d have to / must e mustn't f don't have to

Exercise 3

- 1 must / has to
2 mustn't
3 must / have to
4 mustn't
5 don't have to
6 must / have to
7 must / have to
8 don't have to
9 mustn't
10 must / have to

Listening, vocabulary and speaking (page 54)

Exercise 1

- 1 Goodr
2 Atlanta, Georgia
3 Jasmine Crowe
4 Tries to connect companies that have too much food with people who don't have enough
5 'Feed More, Waste Less'

Exercise 2

- 1 games console 2 smart watch 3 mobile phone
4 tablet 5 smart TV 6 headphones 7 satnav
8 VR headsets

Exercise 3

Tech A 217	Giant 2.0
price £199	price £159
17.02 cm screen	15.49 cm screen
128 GB memory	64 GB memory
36-hour battery	48-hour battery

Exercise 4

Fiona advises Tyler to buy a phone with a good battery. Tyler decides to buy the Giant 2.0.

Audio script 7.01

- Fiona** Hi, Tyler. What's wrong?
Tyler I've lost my mobile phone. I'm so annoyed about it. But my parents have lent me some money to buy a new one. Which phone do you think I should buy?
Fiona Er ... well ... maybe it's a good idea to look online. Hang on. I'll just open a review page ... I can do that on my mobile. Look. OK, here's one.
Tyler I wish I could buy a mobile phone like yours, but my parents didn't give me that much. And I've already looked online, actually. I quite like the Tech A 217 and the Giant 2.0. Should I buy the Tech A 217? It's more expensive, but I think it looks good.

- Fiona** If I were you, I'd compare the specifications - you know, information about the phones. Look, it says that the Tech A 217 has got more storage, but the Giant has got a longer battery life. You can't charge it easily when you work long hours, can you?
- Tyler** Not really.
- Fiona** Then you ought to get a phone with a good battery.
- Tyler** OK. That isn't a bad idea. Right, I think I'll buy that one. And it's cheaper, too! Thanks for the advice, Fiona.

Exercise 5

- 1 Which phone do you think I should buy?
 - 2 Maybe it's a good idea to look online.
 - 3 Should I buy the Tech A 217?
 - 4 If I were you, I'd compare the specifications.
 - 5 You ought to get a phone with a good battery.
 - 6 That isn't a bad idea.
- a 1, 3 b 2, 4, 5 c 6

Vocabulary and grammar (page 55)

Exercise 1

- 1 official 2 dialect 3 foreign 4 fluent 5 accent
6 slang

Exercise 2

- 1 If they had a holiday house on the coast of Brittany, they would know a few words of the Breton dialect.
- 2 If I knew how to speak Basque, I would go to the Basque country in the north of Spain.
- 3 If we decided to live in the Faroe Islands, we would have to learn Faroese.
- 4 If I came from Barcelona, I would speak Catalan.
- 5 You would learn Gaelic if you went to school on the northern islands of Scotland.
- 6 Tony would understand Romansh if he lived in the Engadine valley in Switzerland.

Exercise 3

- 1 I wish I spoke Mandarin Chinese.
- 2 James wishes he didn't have a strong accent.
- 3 Jade wishes she was learning financial skills at school.
- 4 I wish I had a new tablet.
- 5 They wish they were fluent in Scottish Gaelic.
- 6 I wish I didn't have to translate this message into Portuguese.

Exercise 4

- 1 went
- 2 would probably expect
- 3 Would
- 4 spoke
- 5 lived
- 6 would have
- 7 would certainly be
- 8 wanted
- 9 were

Reading (pages 56–57)

Exercise 1

- 1 c 2 b 3 b 4 a 5 a

Exercise 2

- 1 F. The indigenous languages in the UK don't sound anything like English 2 NG 3 F. Over 2 million people in the UK speak an indigenous language as well as English.
4 T 5 T 6 NG 7 T 8 F. On average, we lose one of the world's languages every couple of weeks.

Exercise 3

- 1 pass on
- 2 point out
- 3 go up
- 4 keep up with
- 5 be made up of
- 6 get on with
- 7 die out
- 8 pick up
- 9 be keen on
- 10 fit in

Exercise 4

- 1 fit in 2 pass on 3 pick up 4 keen on 5 dying out
6 made up of 7 got on with 8 keep up with
9 went up 10 point out

Writing (page 58)

Exercise 1

- 1 I've decided to research my family tree since I want to find out more about my Native American ancestors.
- 2 I've learned to speak Navajo. As a result, I can chat online to people from the Navajo community in New Mexico.
- 3 All Native Americans speak English as they have to use English in their daily lives.
- 4 In the late 19th century, the US government forced all Navajo people to live in the same place. Therefore, almost all of them live in New Mexico nowadays.

Exercise 2

- 1 Tsalagi
- 2 22,000
- 3 Oklahoma and North Carolina, USA

Exercise 3

- 1 find out 2 advertised 3 because / as 4 fluent
5 grateful 6 As / Because 7 mentions 8 could
9 have to 10 forward 11 sincerely

Exercise 4

- 1 She wants to find out which dialect of Cherokee the course teaches. She also wants to find out more about the online video and audio material and asks if there are online forums. She wants to know about costs (the cost of the course without a textbook and if there are any additional costs) and how to pay.
- 2 The email is formal. She uses formal letter openers and closers (Dear Mr ..., Yours sincerely), formal expressions (e.g. I am writing to ..., I look forward to ...) and polite requests (Please could you ...?). She doesn't use short forms and abbreviations.

Unit 8 Overachiever

Vocabulary (page 60)

Exercise 1

1 for 2 in, in 3 of 4 for, for 5 for, on

Exercise 2

a patience b independence c distant d confidence
e different f brilliance g violent

Exercise 3

boxing ring, climbing wall, football pitch, golf course, ice rink, running track, swimming pool, tennis court

- 1 football
- 2 swimming
- 3 tennis
- 4 ice skating
- 5 running
- 6 golf
- 7 climbing
- 8 boxing

Exercise 4

1 confidence 2 in 3 pool 4 for 5 of 6 brilliance
7 for 8 on 9 for 10 importance

Grammar (page 61)

Exercise 1

1 sports 2 medal 3 skates 4 board 5 match
6 time 7 final 8 keeper

Exercise 2

- 2 Anton wanted to go swimming, but he had forgotten to bring his towel.
- 3 Tanya won the fight in the boxing ring because she had bribed the referee.
- 4 After Steve had run the London Marathon, he went for a massage. / Steve went for a massage after he had run the London Marathon.
- 5 Ellie won the tennis match because Anna had played badly.
- 6 George had warmed up before he ran onto the pitch.

Exercise 3

- 2 Dan fell over and twisted his ankle. He had run really well in the race and had been in second place. He tried to finish the race, but it was impossible.
- 3 Suddenly, Jill saw Patrick ahead of her. Jill had run quickly at the start of the marathon and had been in the lead for most of it. How did he win?

Exercise 4

1 had played 2 had won 3 wanted 4 had forgotten
5 realized 6 hadn't arrived 7 called 8 raced
9 started 10 played

Listening, vocabulary and speaking (page 62)

Exercise 1

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

Exercise 3 8.01

Natalia Molchanova's freedive

Audio script

- Jack** Did you read about the Austrian man who broke the world record for the highest skydive in history?
- Daisy** Yes, I did. I think his name is Felix Baumgartner. It's an amazing achievement, isn't it?
- Jack** In my view, one of the greatest achievements, ever.
- Daisy** Well ... I'm not sure I agree. It wasn't as great as Natalia Molchanova's freedive. She did a freedive of over one hundred metres. For me, that's unbelievable.
- Jack** OK, you have a point. But why do you think her freedive is greater than Felix's skydive?
- Daisy** Basically, it seems to me that you have to train very hard to do a freedive. You have to be very fit and strong. OK, so skydivers have to train a lot, too, but, you know, they don't have to be as strong as freedivers.
- Jack** You can't deny that you have to be very brave to skydive. For me, it's a really dangerous thing to do.
- Daisy** I see what you mean. But you can't deny that freediving is really dangerous, too. They're both really, really dangerous. However, swimming down to the bottom of the sea and then back to the surface is more challenging than just sitting in a helium balloon!
- Jack** Hmm ... OK. Right, in the end, I think I probably agree with you.

Exercise 4

3 and 4

Exercise 5

1 D / J 2 J 3 D 4 Not used 5 J / D 6 J 7 D
8 D 9 D 10 D 11 D

Vocabulary and grammar (page 63)

Exercise 1

1 monarchy 2 economy 3 capital 4 election
5 empire 6 politician

Exercise 2

- 1 In which country did Barack Obama use to be the president? – b
- 2 What did people in Russia use to call their monarch? – c
- 3 Which of these countries used to be in the Spanish Empire? – b
- 4 Where did the population of ancient Athens use to meet and vote? – c
- 5 When did New York use to be an English city? – b
- 6 In which capital city did Diego Rivera use to live? – c

Exercise 3

1 used to be 2 introduced 3 didn't use to get
4 used to give 5 became 6 used to wear
7 used to play

Exercise 4

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

Reading (page 64)

Exercise 1

A skiing B running C tennis

Exercise 2

- 3 They get worried about winning and play badly.
– Jana Novotná
4 Somebody is better than them at an important time.
– Juha Mieto
5 They get very tired and lose all their energy.
– Julie Moss

Exercise 3

1 B 2 E 3 D 4 C 5 A

Exercise 4

1 Jana 2 Julie 3 Juha 4 Julie 5 Juha 6 Jana

Exercise 5

It was an amazing and unbelievable achievement because Julie had never run a triathlon before.
Perhaps she felt that she should finish the race because of the support from all her fans.
Many people believe that her determination to finish the race was one of the most inspiring moments in the history of the triathlon.

Exercise 6

1 rival 2 champion 3 teammates 4 coach
5 leader 6 spectators 7 fans

Exercise 7

1 leader, champion 2 spectators 3 rival 4 fan
5 teammates 6 coach

Writing (page 66)

Exercise 1

1 a 2 b 3 a 4 c 5 c

Exercise 2

Support: 1, 3, 5

Against: 2, 4, 6, 7

Exercise 3

Having money shows that you have worked hard. Being happy and loved is a sign of success.
Ordinary things, such as getting a job that you like or bringing up a family, are successes.

Exercise 4

Possible answers:

In addition, you do not need a lot of money to make good friends.

In addition, I think that if you have money, you can use it to help people or change the world.

Unit 9 Breaking news

Vocabulary (page 68)

Exercise 1

1 believable 2 trusted 3 made-up 4 misleading
5 responsible 6 convincing

Exercise 2

1 broadcast 2 investigate 3 gathering 4 published
5 reported 6 confirm

Exercise 3

1 F 2 E 3 B 4 C 5 A 6 D

Exercise 4

1 published 2 trusted 3 report 4 misleading
5 international 6 finance 7 guide 8 crosswords
9 gather

Grammar (page 69)

Exercise 1

1 enjoy 2 find 3 use 4 don't have to 5 is becoming
6 are trying 6 watch 7 will cause 8 is

Exercise 2

1 told 2 said 3 said 4 said 5 told

Exercise 3

- 1 (that) she hadn't heard the alarm.
2 (that) his brother had hidden his car keys.
3 (that) she had thought it was fashionable to be late.
4 (that) she / he had forgotten the time.
5 (that) his bus hadn't come.
6 (that) her dog had been sick.

Exercise 4

1 had been 2 listened 3 were studying 4 was
5 would take 6 agreed 7 depended 8 hadn't had
9 listened 10 didn't like 11 were

Listening, vocabulary and speaking (page 70)

Exercise 1

1 blockbuster 2 script 3 cast 4 soundtrack
5 plot 6 special effects 7 film set 8 scenes

Exercise 2

1 musicals 2 historical dramas 3 documentary films
4 science-fiction films 5 animated films 6 horror films

Exercise 3

1 b 2 c

Audio script

1

Jacob Hi Linda, have you heard about my news?

Linda No, what happened?

Jacob I took my driving test after work yesterday and I didn't pass.

Linda Oh, no! Poor you!

Jacob Yeah ... I know I can take it again, but I was hoping to drive my parents to a restaurant this weekend. Now they'll have to get a taxi from my aunt's house.

Linda You must be disappointed, Jacob.

Jacob I am. But I was just talking to Freddy, and he told me he passed. That's good. I'm really pleased for him.

Linda Me, too.

2

Archie Hey, Kerry. I've got some exciting news. You won't believe this. I got the job! Not the one at the bank ... the other one, at the library.

Kerry Cool. Listen, Archie, I'm in a bit of a hurry...

Archie I'm so happy! It means I can finish at the cinema now. It was so boring.

Kerry That's fantastic news. Maybe we can chat later? Got to go.

Archie Yeah, sure. See you!

Exercise 4

1 R, Kerry 2 R, Jacob 3 G, Jacob 4 G, Archie
 5 R, not used 6 R, Linda 7 R, Kerry 8 G, Jacob
 9 R, Linda

Exercise 5

Jacob and Linda

Exercise 6

1 My friend told me that someone has broken the statue in the park.
 2 Well done! I'm really pleased for you.
 3 Oh no! You must be really disappointed.
 4 Have you heard about the competition? I won first prize!

Vocabulary and grammar (page 71)

Exercise 1

2 sports coverage
 3 soap operas
 4 sitcoms
 5 wildlife documentaries
 6 chat shows
 7 costume dramas
 8 cartoons

Exercise 2

1 sitcoms
 2 costume dramas
 3 chat shows
 4 cartoons
 5 wildlife documentaries
 6 soap operas

Exercise 3

1 weren't they
 2 wasn't it
 3 didn't they
 4 didn't they
 5 weren't they
 6 didn't it

Exercise 4

1 aren't they
 2 can't they
 3 haven't we
 4 don't they
 5 aren't there
 6 are they
 7 do we
 8 isn't it
 9 won't they

Reading (pages 72–73)

Exercise 1

1 D 2 C 3 G 4 F 5 A

Exercise 2

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

Exercise 3

1 a 2 b 3 b 4 a 5 b

Exercise 4

1 view 2 adopt 3 kind 4 issue 5 view 6 right
 7 issue 8 right 9 adopted 10 kind

Writing (page 74)

Exercise 1

1 reality show 2 Students' own ideas

Exercise 2

1 entertaining 2 boring 3 humorous 4 convincing
 5 spectacular 6 impressive 7 predictable
 8 memorable

Exercise 3

a memorable moment from the programme and a recommendation

Exercise 4

A a rhetorical question B a quote C a prediction

Unit 10 Material world

Vocabulary (page 76)

Exercise 1

1 looking around
 2 try on
 3 Take ... off
 4 hang ... up
 5 sold out
 6 pick up

Exercise 2

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

Exercise 3

1 cotton, denim, linen 2 fur, leather, wool 3 nylon

Exercise 4

1 cotton 2 tried 3 up 4 denim 5 discount 6 out
 7 tags 8 off

Grammar (page 77)

Exercise 1

- 1 is known
- 2 was painted
- 3 was drawn
- 4 was designed
- 5 were written
- 6 are studied

Exercise 2

- 2 When was it invented?
- 3 Who invented it?
- 4 Where was the first one built?
- 5 Is the fluoroscope used today?

Exercise 3

- 1 has / have owned
- 2 has manufactured
- 3 have been sold
- 4 have been made
- 5 haven't been called
- 6 has produced
- 7 has been closed
- 8 has started

Exercise 4

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

Listening, vocabulary and speaking (page 78)

Exercise 1

- 1 use up, A
- 2 reduced, P
- 3 destroyed, P
- 4 support, A
- 5 ban, A
- 6 survive, A
- 7 recycled, P
- 8 conserve, A

Exercise 2 10.01

A

Audio script

- Katie** Do you fancy going to the event at the park? I saw it on the school noticeboard.
- Oliver** Do you mean the one about learning to drive?
- Katie** Well, that sounds good too, but that's at the stadium. I was thinking of the one about tree planting. I think it would be good to do something for the environment. There's been a lot of new building in the city centre and every year our green spaces are getting smaller and smaller, which means we're losing trees. It would be good to give something back. Trees are beautiful and give us nice clean air. So, what do you think? Will you come and help?
- Oliver** Well, I'm playing football in the morning and I'll be tired after that.
- Katie** Oh, come on, Oliver. I think you'll enjoy it.

- Oliver** Actually, I'm not sure about that. I prefer having a relaxing afternoon at home to working outside digging holes! Mum will probably ask me to walk the dog anyway.
- Katie** But it's only a few hours. You'll be glad you did it.
- Oliver** I don't think so. There will always be parks.
- Katie** Sorry, but I don't think that's right. You use these green spaces a lot for sport, don't you? I do, too. We really should help with this - for us and future generations. They could disappear. It will be hard for our children to enjoy sport without parks and trees. It will make a difference.
- Oliver** Perhaps you're right.
- Katie** And if we don't help, who will? There are never enough volunteers for this sort of thing.
- Oliver** I suppose so. OK, I'll come ... but only if I can come after the match, so I'll be about an hour late. Mum will have to walk the dog.
- Katie** Brilliant! See you there around 12. You won't be disappointed.
- Oliver** I hope not!

Exercise 3

- 1 c 2 b 3 b 4 c 5 a

Exercise 4

- a Persuading: 1, 3
b Agreeing: 4, 6
c Disagreeing: 2, 5

Exercise 5

- 1 X 2 X 3 ✓

Exercise 6

- 1 Sorry, but I don't think that's right. Katie
- 2 Actually, I'm not sure about that. Oliver

Vocabulary and grammar (page 79)

Exercise 1

- 1 powerful 2 successful 3 harmful 4 thoughtless
5 powerless 6 hopeless 7 useful 8 endless

Exercise 2

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

Exercise 3

- 1 will be used to point our mobile devices at objects and find out information about them
- 2 will be made without touching the screen
- 3 won't be needed on computers because of touchscreen technology
- 4 will be printed on 3D printers
- 5 will be reduced by scientists so that they're the same size as a credit card
- 6 won't be changed by new search engines – but there'll be a lot of them

Exercise 4

- 1 thoughtless 2 are hunted 3 harmful 4 was started
5 is combined 6 will be broadcast 7 sign 8 post

Reading (pages 80–81)

Exercise 1

Fur – the photos show a person wearing fur; people protesting against using fur in fashion; animals at a fur farm

Exercises 2 and 3

1 b 2 c 3 b

Exercise 4

1 E 2 B 3 A 4 C 5 F

Exercise 5

1 ba, 2 ba, 3 ab, 4 ab, 5 ba

Exercise 6

1 fashionable 2 domestic 3 reach out 4 fashion-conscious 5 Fur farming 6 take up 7 fur trade 8 wild 9 hand out 10 gave up

Writing (page 82)

Exercise 1

- 1 First, the trees are cut down and taken to the paper mill.
- 2 Next, they are put through a machine which removes the outer layer, or bark.
- 3 Then, the trunks are broken down into very small pieces.
- 4 After that, these pieces are put into digesters which are pressure boilers and mix the small pieces with water to make pulp.
- 5 Finally, the paper is treated with a special solution so that it doesn't absorb too much ink.

Exercise 2

After a while, the water is removed, leaving a thin layer of paper which is then dried.

This sentence is the second to last step in the process (step 5 of 6).

Exercise 3

(Possible answer)

How is ice cream made in a factory?

Ice cream has always been popular. It was invented over 2,000 years ago and it was eaten by Emperor Nero in ancient Rome. Let's look at how it's made.

First of all, in the factory, all the ingredients that are needed are weighed. Then, they are mixed together. The mix is heated at a really high temperature and harmful bacteria are killed.

Next, the mix is left for four hours. Colours and flavours are added when it is cool. After that, the mix is pumped through a freezer. Some of the water in the ice cream is frozen and air is put in it. Then, nuts, fruit and chocolate are added.

Finally, the ice cream is packaged and sent to shops.

Grammar reference and practice 1.1 (page 84)

- 1 1 goes 2 flies 3 washes 4 live 5 Does
6 doesn't

- 2 1 I don't usually have breakfast.
2 Does your brother buy a new car every year?
3 We never go to bed before eleven o'clock.
4 Paula is often late for class.
5 We sometimes have our lunch at home.
6 Simon's parents always watch TV in the evening.
7 They rarely have lessons in the afternoon.
8 Do you often go to the cinema?
- 3 1 's snowing
2 'm not doing
3 are trying
4 Are (you) writing
5 aren't opening
6 are (we) leaving
- 4 1 Are (you) getting
2 's making
3 'm brushing
4 aren't organizing
5 's doing
6 are playing
- 5 1 'm looking
2 's getting
3 chat
4 Are (Sally and Naomi) coming
5 don't have
6 need
7 're meeting
8 Do you prefer

Grammar reference and practice 1.2 (page 85)

- 1 1 an 2 the 3 The 4 a 5 an 6 The
2 1 It rains a lot in **the** UK.
2 When was **the** last time you saw Aunt Carla?
3 It's been very wet recently. **The** rain is damaging **the** flowers in our garden.
4 We're spending some time in France. We're staying in an apartment near **the** river Seine.
5 We got to **the** airport very early, and had to wait a long time for **the** flight.
6 You can't eat in here. Look at **the** signs on **the** walls.
7 **The** dog looked very thirsty, so we went to look for water.
8 Don't ever look directly at **the** sun.

Grammar reference and practice 2.1 (page 86)

- 1 1 buy 2 stopped 3 like 4 wasn't 5 catch
6 studied
- 2 1 didn't have 2 Did your mum and dad buy 3 spent
4 went 5 weren't 6 did you learn 7 ran 8 Did they travel 9 didn't come 10 Did she forget

Grammar reference and practice 2.2 (page 86)

- 1 1 were having 2 wasn't listening 3 were (you) sending 4 was hoping 5 Was (Tim) calling
6 weren't sitting 7 was watching 8 were (you) talking

- 2 1 were you dreaming 2 weren't swimming
3 was lying 4 were getting 5 was Fred running
6 was helping 7 were talking 8 were watching
3 1 Maya was walking to school when she met Lola.
2 We were sitting by the pool when it started to rain.
3 When the bus came, Joe was buying a magazine.
4 When you phoned me, I was baking a cake.
5 Carla wasn't smiling when I looked at her.
6 The children weren't playing outside when the accident happened.
7 When the police stopped him, he was driving home.
8 I was reading your email when they arrived.

Grammar reference and practice 2.3 (page 87)

- 1 1 b 2 a 3 a 4 b 5 b 6 b 7 a
2 1 while / as 2 when 3 While / As 4 When
5 while / as 6 when

Grammar reference and practice 3.1 (page 88)

- 1 1 a 2 b 3 b 4 a 5 b 6 b 7 b 8 a
2 1 additives 2 mushrooms 3 meat 4 food
5 biscuits 6 fruit
3 1 a lot of 2 many 3 few 4 little 5 any 6 much

Grammar reference and practice 3.2 (page 88)

- 1 1 no 2 every 3 Some 4 any 5 any 6 no
7 any 8 Every
2 1 anywhere 2 everywhere 3 nobody / no one
4 somewhere 5 anything 6 Somebody / Someone
7 nothing 8 anything

Grammar reference and practice 3.3 (page 89)

- 1 1 where 2 that 3 whose 4 who 5 when
6 that 7 when 8 where 9 when 10 where
2 4 Mrs Taylor isn't a person I know very well.
6 The cinema we go to every week is closing down.
7 Our teacher is a person everyone respects.
The relative pronoun *that* can be left out in sentence 6.

Grammar reference and practice 4.1 (page 90)

- 1 1 more beautiful – the most beautiful
2 funnier – the funniest
3 nicer – the nicest
4 farther / further – the farthest / furthest
5 more dangerous – the most dangerous
6 sadder – the saddest
7 more interesting – the most interesting
8 worse – the worst
9 wider – the widest
10 cleaner – the cleanest
11 dirtier – the dirtiest
12 more famous – the most famous

- 2 1 noisier than 2 more modern than 3 bigger than
4 quieter than 5 older than 6 smaller than
3 1 the laziest 2 The largest 3 the most expensive
4 the best 5 The tidiest 6 The hottest

Grammar reference and practice 4.2 (page 90)

- 1 (possible answers)
1 A cottage isn't as big as a mansion.
2 Buckingham Palace is as well-known as the Tower of London.
3 Bicycles aren't as expensive as sports cars.
4 Musicians are as popular as actors.
5 A 10,000-metre race isn't as fast as a 100-metre race.
6 A lake isn't as deep as an ocean.
7 The Sahara Desert in Africa is as dry as the Gobi in Asia.
8 Mount Fuji is not as high as Mount Everest.
9 Skiing is as dangerous as skating.
10 The moon is not as far from the Earth as the sun.
2 1 too crowded 2 big enough 3 too 4 tender enough
5 too 6 too much 7 too long 8 not tall enough
9 too 10 too early

Grammar reference and practice 4.3 (page 91)

- 1 1 g 2 d 3 f 4 h 5 e 6 a 7 c 8 b
2 1 going 2 to become 3 studying 4 to be
5 relaxing 6 getting 7 to work 8 waiting

Grammar reference and practice 5.1 (page 92)

- 1 1 has taken 2 hasn't taken 3 haven't travelled
4 has travelled 5 have had 6 hasn't had
2 1 played 2 was 3 met 4 haven't seen 5 Have
(you ever) worn 6 wrote 7 've had 8 hasn't been

Grammar reference and practice 5.2 (page 93)

- 1 1 He has / 's just arrived.
2 She has / 's just seen her name on the list.
3 Carol and Ted have just got married.
4 I have / 've just written an email to you.
5 You have / 've just walked past a very famous person.
6 We have / 've just finished our homework.
2 1 already 2 yet 3 already 4 yet 5 already
6 already

Grammar reference and practice 5.3 (page 93)

- 1 1 for five days 2 since 2023 3 for seven years
4 since 9th June 5 for six months 6 since April
2 1 How long have you lived there?
2 How long has it been cold (sunny, raining, snowing etc.)?
3 How long have you had it?
4 How long have you known them?
5 How long have you studied it?
6 How long have you been interested in them?

- 3 1 for 2 never 3 ever 4 since 5 yet 6 just
7 already

Grammar reference and practice 6.1 (page 94)

- 1 1 is going to 2 'll 3 'll 4 's going to 5 'm going to 6 will 7 'm going to 8 Will you
2 1 will 2 're going to 3 'll 4 's going to 5 'm going to 6 will 7 'm going to 8 'll

Grammar reference and practice 6.2 (page 94)

- 1 1 c 2 e 3 a 4 f 5 b 6 d
2 1 have, 'll buy 2 rains, won't hold 3 will be, 're 4 'll catch, don't feel 5 don't leave, 'll miss 6 won't get, don't do

Grammar reference and practice 6.3 (page 95)

- 1 don't practise 2 learn 3 seems 4 pay
5 don't do 6 put

Grammar reference and practice 6.4 (page 95)

- 1 1 Max will probably have a birthday party.
2 I probably won't go to football practice this lunchtime.
3 This computer definitely won't work with that cable.
4 I might check my emails later.
5 We will definitely spend Christmas at home this year.
6 It might rain this afternoon. / Maybe it'll rain this afternoon. / It's possible that it'll rain this afternoon.
7 People probably won't write letters by hand in 20 years' time.
8 I might visit my friends at my old school.
9 Ben and Amy will probably get married this year.
10 My parents definitely won't travel to China in July.

Grammar reference and practice 7.1 (page 96)

- 1 1 must 2 mustn't 3 must 4 must 5 must 6 mustn't 7 mustn't 8 mustn't 9 must 10 mustn't
2 1 I don't have to go to bed early at the weekend.
2 An entrepreneur has to have some money to begin a business with.
3 You have to use the correct currency when you go to a foreign country.
4 University students don't have to wear a uniform.
5 Someone who drives a car doesn't have to travel by bus.
6 You don't have to do exams every day of your life.
7 My brother has to get up at four o'clock to go to work.
3 1 have to 2 have to 3 don't have to 4 must 5 mustn't 6 must 7 have 8 has to

Grammar reference and practice 7.2 (page 97)

- 1 1 were 2 would 3 had 4 were 5 wouldn't 6 could
2 1 could 2 'd get 3 stayed 4 wouldn't be 5 wouldn't get 6 would find
3 (possible answers)
1 If I had a lot of money, I would / 'd buy a big football club.
2 If I could live anywhere, I'd choose Paris.
3 If I made the law, I would / 'd ban cars.
4 If I could have any skill, I would / 'd want to make people laugh.
5 If I could have any job, I would / 'd be an airline pilot.
6 If I was / were from Germany, I would / 'd speak German fluently.

Grammar reference and practice 7.3 (page 97)

- 1 1 knew 2 didn't have 3 were 4 went 5 didn't live 6 wasn't / weren't
2 1 I wish life wasn't / weren't so complicated.
2 I wish I enjoyed sport.
3 I wish I could cook.
4 I wish people didn't drive everywhere.
5 I wish I was / were good at art.
6 I wish my camera worked.
7 I wish I understood this exercise.
8 I wish Sarah wasn't / weren't always late.

Grammar reference and practice 8.1 (page 98)

- 1 1 The train had just left the station.
2 Jo and Ann had bought the same present for Ben.
3 He hadn't won the competition.
4 The campaign hadn't been successful.
5 I had congratulated her on winning the race.
6 The journey had taken a long time.
2 1 Had (someone) been
2 Had (you) read
3 Had (the exam already) finished
4 Had (he) forgotten
5 Had (they) seen the film before?
6 Had (it) closed
7 had (she) gone?
3 1 had been 2 hadn't eaten 3 did Ryan go 4 'd already seen 5 were 6 didn't have 7 wasn't 8 had played
4 1 We couldn't get in because Keira had locked the door.
2 Everyone congratulated Mark because he had done so well.
3 I thought Helen would win the prize because she'd written a brilliant essay.
4 Steve didn't have any money because he'd bought a new pair of running shoes.
5 The two athletes left the competition because they'd cheated.
6 I was very happy because I'd made some progress on my project.
7 The telephone wasn't working because you hadn't paid the bill.

Grammar reference and practice 8.2 (page 99)

- 1 1 We didn't use to win every game of cricket.
2 My grandparents used to vote in every local election.
3 Did the stadium use to have two towers on the roof?
4 Dan didn't use to be very confident about his sporting abilities.
5 Did you use to be a very patient person?
6 Ian used to spend every evening at the gym.
7 Did Laura's dad use to be a civil servant?
8 Lee used to compete against much bigger boys in races.
9 How often did Stan and George use to play basketball?
10 They didn't use to get up early in the morning.
- 2 1 used to own 2 won 3 built 4 used to dream
5 followed 6 bought 7 used to want 8 used to be

Grammar reference and practice 9.1 (page 100)

- 1 1 didn't spend 2 were watching 3 hadn't started
4 had written 5 would publish 6 wasn't watching
7 wouldn't finish
- 2 1 he 2 they, us 3 I, my 4 my, me 5 my 6 his
3 1 said 2 said 3 told 4 told 5 said 6 told

Grammar reference and practice 9.2 (page 101)

- 1 1 hasn't 2 didn't 3 didn't 4 will 5 am
6 doesn't 7 isn't 8 won't 9 wasn't 10 has
11 have 12 won't
- 2 1 haven't they 2 can't you 3 is he 4 have you
5 can we 6 isn't it 7 doesn't she 8 do I
- 3 1 The train leaves at six o'clock, doesn't it?
2 I'm not far from the station, am I?
3 Paul will be at the party, won't he?
4 Amanda's finished with the computer, hasn't she?
5 Mark's going to win the race, isn't he?
6 The film doesn't start until eight o'clock, does it?
7 It's very hot in the / this room, isn't it?
8 George and Samantha aren't American, are they?
9 Lionel Messi is the best football player, isn't he?
10 Andrea has a red car, doesn't she?
11 The exam will start at one o'clock, won't it?
12 Isabel's hair looks very nice, doesn't it?

Grammar reference and practice 10.1 (page 102)

- 1 1 taken 2 carried 3 worn 4 thrown 5 woken
6 grown
- 2 1 are 2 was 3 are 4 is 5 were 6 are
- 3 1 My mobile phone was stolen yesterday.
2 Lunch was finished by 2 p.m.
3 Food products are frozen to conserve them.
4 Daily newspapers are published every day.
5 We were met at the station.
6 The post is delivered before nine o'clock.
7 I was given an alarm clock for my birthday.
8 The office is cleaned every night.

Grammar reference and practice 10.2 (page 103)

- 1 1 have been banned 2 has been explained 3 have
been cleaned 4 hasn't been found 5 hasn't been
awarded 6 Have (you) made
- 2 1 have been made 2 hasn't been closed 3 Have
(you) been told 4 has been sold 5 hasn't been
found

Grammar reference and practice 10.3 (page 103)

- 1 1 will be exhibited 2 will be tracked 3 won't be
provided 4 will be used 5 won't be fixed
6 won't be known
- 2 1 will be written 2 will be brought 3 will be cut
down 4 won't be published 5 will be hung 6 will
be caught
- 3 1 You will be interviewed by two of the managers.
2 The operation on John's knee will be performed
by a doctor.
3 The motorway won't be designed by the construction
company.
4 Will the article be emailed by the journalist?
5 The foreign students will be sent an information pack
by Jessica.
6 Will the train tickets not be booked by the secretary?
/ Won't the train tickets be booked by the secretary?

Literature Insight 1 (page 104)

Before you read

- 1 People could see Halley's comet in the sky.
- 2 They are leaving because Huck finds out that a search party is going to the island that night to look for Jim, who is a runaway slave.

Exercise 1

1 E 2 C 3 G 4 B 5 A 6 F 7 D

Exercise 3

They haven't seen Huck since he was much younger and they don't know what he looks like. At that time, people didn't have cameras and only professional photographers took photos on special occasions. The world's first photo was taken around 1826 by French photographer Joseph Niépce, but it took several decades before photography became popular.

Exercise 4 LI.01

Audio script LI.01

So he told me his plan. I knew it would be a good one because Tom's plans are always crazy and exciting. And we sure had a lot of fun with that plan! We knew that Jim was locked up in a hut outside the house. Every night we got out through our bedroom window and dug a hole right under the wall of the hut. It took us a week, and it was hard work. We talked to Jim secretly and told him about the plan, and he was really pleased.

We also wrote secret letters to everybody. Tom said that people always do this in books. We wrote that there was a gang of slave-thieves coming up from the south. They wanted to steal Jim and get the three hundred dollars from his owner. Well, the Phelps and their friends got very excited, and on the night of the escape I went into the sitting-room, and there was a crowd of men in there – all with guns!

I ran and told Tom, and he said that this was really good. 'It's a real adventure now, all right,' he said, very excited. 'Perhaps they'll come after us, and shoot, and we'll all get killed!' Well, there wasn't time to think about it because it all happened so quickly. We got Jim out through the hole under the wall, and began to run down to the river. But the men heard us and came after us. They began to shoot, and so we ran as fast as we could to the canoe. We got in it and went over to Spanish Island. My raft was there, and our plan was to escape on that and go on downriver. 'Now, Jim,' I cried, 'you're a free man!' We were all very happy, but Tom was the happiest of all, because he had a bullet in his leg. When Jim and I heard that, we weren't so happy. Tom wanted the adventure to go on, but Jim and I said that a doctor must look at Tom's leg. Tom was getting angry about this, but Jim said, 'You listen to me, Tom Sawyer. You say I'm a free man now, and perhaps I am. But old Jim is not going to run away and leave one of his friends with a bullet in his leg! So I'm staying right here until a doctor comes.' Because they are having an adventure.

Exercise 5 🔊 LI.01

See Exercise 4 for audio script

- 1 False. He knows it will be a good plan because Tom's plans are always exciting.
- 2 True
- 3 False. The boys write letters to everybody.
- 4 True
- 5 True
- 6 False. Jim doesn't want to leave the island until a doctor comes to see Tom.

Literature Insight 2 (page 106)

Before you read

- 1 Possible answers: Alice, the White Rabbit, the March Hare, the Mad Hatter, the Caterpillar, the Dormouse, the Cheshire Cat, the Queen of Hearts
- 2 The rabbit is wearing clothes and it has a pocket watch.

Exercise 1

She becomes much smaller (only 25 centimetres high).

Exercise 2

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

Exercise 4

She decides to visit the March Hare.

Exercise 5 🔊 LI.02

Audio script 🔊 LI.02

There was a table under a tree outside the house, and the March Hare and the Hatter were having tea. A Dormouse

was sitting between them, asleep. The three of them were all sitting together at one corner of the table, but the table was large and there were many other seats. Alice sat down in a big chair at one end.

'Have some coffee,' the March Hare said in a friendly voice. Alice looked all round the table, but she could only see a teapot.

'I don't see any coffee,' she said.

'There isn't any,' said the March Hare.

'Then why did you ask me to have some?' said Alice crossly. 'It wasn't very polite of you.'

'It wasn't very polite of you to sit down. We haven't invited you to tea,' said the March Hare.

'But there are lots of seats,' said Alice.

'Your hair's too long,' said the Hatter, looking at Alice with interest.

'It's not polite to say things like that,' said Alice.

The Hatter looked surprised, but he said, 'Why is a bird like a desk?'

Alice was pleased. She enjoyed playing wordgames, so she said, 'That's an easy question.'

'Do you mean you know the answer?' said the March Hare. 'Yes,' said Alice.

'Then you must say what you mean,' the March Hare said.

'I do,' Alice said quickly. 'Well, I mean what I say. And that's the same thing, you know.'

'No, it isn't!' said the Hatter. 'Listen to this. *I see what I eat* means one thing, but *I eat what I see* means something very different.'

Alice did not know what to say to this. So she took some tea and some bread-and-butter while she thought about it. The Dormouse woke up for a minute and then went to sleep again.

After a while the Hatter took out his watch, shook it, then looked at it sadly.

'Two days slow! I told you that butter wasn't good for watches!' he said angrily to the March Hare.

'It was the *best* butter,' said the March Hare sadly.

Alice was looking at the watch with interest. 'It's a strange watch,' she said. 'It shows the day of the week, but not the time.'

'But we know the time,' said the Hatter. 'It's always six o'clock here.'

Alice suddenly understood. 'Is that why there are all these cups and plates?' she said. 'It's always tea-time here, and you go on moving round the table. Is that right? But what happens when you come to the beginning again?'

'Don't ask questions,' said the March Hare crossly. 'You must tell us a story now.'

She arrives and leaves at six o'clock. The time is always the same there.

Exercise 6 🔊 LI.02

1 C 2 D 3 A 4 B 5 D 6 B 7 D 8 C
9 B 10 A

Exercise 7

- 1 Possible answers: Alice sat down without being asked. The March Hare offered her coffee but then told her there wasn't any. The Hatter made a rude comment about Alice's hair.
- 2 Possible answers: You usually *mean what you say* when you say that you are going to do something and

actually plan to do it, e.g. you say that you aren't going to eat chocolate for a week and you really don't eat chocolate for a week. You *say what you mean* when you are being honest about something even when it might hurt somebody's feelings, e.g. telling a friend that their new haircut looks bad.

3 Students' own answers.

Literature Insight 3 (page 108)

Before you read

1 **Possible answer:** The story might be about children in difficult situations, poor families, or children who have to go to work.

2 **Possible answer:** strict and scary

Exercise 1

He's a clown in the circus.

Exercise 2

- 1 False. He has his own children.
- 2 Not given
- 3 True
- 4 False. Mr Gradgrind doesn't want to talk about the circus.
- 5 False. She likes flowers because they are pleasant and pretty.
- 6 True
- 7 Not given
- 8 False. He orders the teacher to begin the lesson and then leaves for home.

Exercise 5 ④ LI.03

Audio script ④ LI.03

'Jupe can't do it anymore,' said one voice. 'He's getting too old.'

'He's left her, but she won't believe it. They were like one person, that father and daughter, always together.'

'He always wanted the best education for the girl – he was so happy when she got into the school.'

Suddenly Sissy ran back into the room. She saw the faces of the people there, gave a heart-breaking cry, and fell into the arms of the woman nearest to her. The woman held her, cried with her, and comforted her.

'Look here, girl, what's your name?' said Mr Bounderby, in a loud, stern voice. 'Can't you see? Your father's left you. You're not going to see him again, and that's that.'

The circus people looked at Bounderby, and words passed between them. Then Mr Gradgrind stood up and spoke to Sissy.

'I have a proposal, Jupe. I will give you an education and take care of you. But you must decide at once if you want to come or not. Also, if you come with me, you must never speak to any of the people in this room again. It is you who must choose, but remember: a good practical education is a very important thing in life. I understand that even your father felt this.'

At these last words, Sissy stopped crying, and turned her face to Mr Gradgrind.

'But when Father comes back – how will he find me?'

'Do not worry, Jupe,' replied Mr Gradgrind calmly. 'He will come to Mr Sleary here, who will write to me.'

The circus women then packed Sissy's few clothes for her, and one by one her friends came to kiss her goodbye.

'Leave the bottle, my dear,' said Mr Sleary, seeing that the Nine Oils was still held tightly to her chest.

'No, no!' she cried. 'It's for Father when he comes back!'

'Very well, then. Goodbye, my dear. Be good, and don't forget us,' he said, and turning to Mr Gradgrind he added, 'And you too, Sir, think the best of us, not the worst. People can't work all the time, they need to be amused, too. Think the best of us, not the worst.'

Yes, she does.

Exercise 6 ④ LI.03

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

Literature Insight 4 (page 110)

Before you read

- 1 She wrote over 60 children's books. Some of them were about children having adventures in the real world, while others were about children who meet fantasy creatures, travel in time and find magic objects.
- 2 Students' own answers.

Exercise 1

Peter stole the coal, with the help of the girls.

Exercise 2

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

Exercise 5 ④ LI.04

1 D, A 2 B, C 3 B, E 4 C, E 5 B, E 6 F, A 7 E

Audio script ④ LI.04

'Mother must have those things,' said Bobbie. 'The doctor said so. How can we get them for her? *Think*, everybody, just as hard as you can.'

They did think. And later, when Bobbie was sitting with Mother, the other two were busy with a white sheet, some black paint and a paintbrush.

The next morning, the 9.15 came out of the tunnel and the Old Gentleman put down his newspaper, ready to wave at the three children. But this morning there was only one child. It was Peter. Peter was showing him the large white sheet that was fixed to the fence. On the sheet were thick black letters that read: LOOK OUT AT THE STATION.

A lot of people did look out at the station, but they saw nothing strange. But as the train was getting ready to leave, the Old Gentleman saw Phyllis running towards him.

'I thought I was going to miss you!' she shouted, and pushed a letter into his hand, through the window, as the train moved away. The Old Gentleman sat back in his seat and opened the letter. This is what he read:

Dear Mr (we do not know your name),
Mother is ill and the doctor says we must give her these things at the end of the letter, but we haven't got enough money to get them. We do not know anybody here except you, because Father is away and we do not know his address. Father will pay you, or if he has lost all his money, Peter will pay you when he is a man. We promise it.

Please give the things to the Station Master, because we do not know which train you come back on. Tell him the things are for Peter, the boy who was sorry about the coal, then he will understand.

Bobbie Phyllis Peter

Written below the letter were all the things the doctor had ordered, and the old gentleman read through them. His eyes opened wide with surprise, but he smiled. At about six o'clock that evening, there was a knock at the back door. The three children hurried to open it, and there stood Perks, the friendly Porter, with a large box. He put it on the floor.

'The Old Gentleman asked me to bring it,' he said.

Perks left, and the children opened the box. Inside were all the things they had asked for, and some they had not – some wine, two chickens, twelve big red roses. And there was a letter.

Dear Bobbie, Phyllis and Peter,

Here are the things you need. Your mother will want to know where they came from. Tell her they were sent by a friend who heard she was ill. When she is well, you must tell her all about it, of course. And if she says you were wrong to ask for the things, tell her that I say you were right, and that I was pleased to help.

Literature Insight 5 (page 112)

Before you read

- 1 He wrote detective stories, science fiction, historical dramas, non-fiction books, plays and poetry. *The Lost World* is science fiction.
- 2 Because he wants to impress Gladys Hungerton, the woman that he loves. He hopes she might agree to marry him if he becomes a famous adventurer.

Exercise 1

- 1 Ned feels in love and he is excited about the adventure.
- 2 Ned likes Mr McArdle.
- 3 He thinks Ned has done some good work.
- 4 Because Ned wants to do something dangerous.
- 5 Because editors prefer to send famous reporters with experience.
- 6 He has broken the arm of one reporter. He hits anybody who asks him questions, and he throws reporters downstairs.
- 7 Because no one knows exactly where he was, and he has stopped talking about the trip.
- 8 Either something wonderful happened during the trip to South America, or the Professor is a liar.

Exercise 3

When they meet, Professor Challenger attacks Ned as soon as he realizes Ned is a journalist.

Exercise 4 LI.05

Audio script LI.05

'Now, listen carefully,' he began. 'I usually have no time for people from the newspapers. But your words to that policeman showed me that you are, perhaps, a little better than the rest of them. That is why I brought you back.

'Now, you know that I made a journey to South America two years ago. Very few white people have visited the small rivers which run into the great Amazon River.

'One night I was in a village deep in the forest. The Indians there took me to see a very ill white man in one of their homes. When I arrived, he was already dead. Beside him lay a bag. When I opened it, I saw the name *Maple White*, and an address in America. I also found something else. It was this book of his drawings. Look at it closely.'

He stopped, took an old, dirty, drawing book from his desk and gave it to me. There were drawings of Indians, and a picture of a white man, with the words *Jimmy Colver on the boat* below it. The other drawings were of animals and birds.

'I see nothing unusual here,' I said, and I turned the pages. The next drawing interested me more. It showed some very high, dark red cliffs. They lay across the page, like a great red wall, with green trees all along the top. One great, tall rock stood alone next to the cliffs.

'Now ... look at the last page,' said the Professor, smiling. I turned the page, and nearly screamed. I was looking at a wild, strange animal. It had a small head, short legs, and an enormous blue-grey body, perhaps nine metres long. 'Now look at this,' he said, and he showed me a bone. It was about fifteen centimetres long, with some dry skin at one end.

'I found it in the American's bag. The same bone in a man's body is like this,' he went on, and he showed me a bone about one centimetre long. 'So you can see it came from a very large animal. And the skin on the end tells you that the bone is not very old. Well, what do you think? What is it?'

'I'm afraid that I've no idea,' I replied.

'Then I'll tell you, young man. This bone belongs to a dinosaur.

The drawing is of a dinosaur, too. Scientists think that they all died millions of years ago, but I can tell you that some dinosaurs are still alive today. So, what do you say now?'

- 1 two years
- 2 white (American) man
- 3 animals, birds
- 4 strange animal
- 5 15 centimetres
- 6 dinosaur
- 7 scientists

Exam Insight 1 (page 114)

2

1 b 2 b 3 a 4 c 5 b

3

1 b 2 b 3 c 4 b 5 c

4

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

5

Words probably not needed: proud, hill, volunteer

Exam Insight 2 (page 116)

1

kitchen

2

1 b 2 c 3 b 4 b 5 a

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

Exam Insight 3 (page 118)

2
A 5 B 1 C 3 D 4
3
1 B 2 C 3 F 4 H 5 A
4
1 B 2 A 3 D 4 C 5 C 6 B
5
1 is 2 of 3 it 4 the 5 who 6 is 7 The 8 as
9 have 10 also

Exam Insight 4 (page 120)

1
1 b 2 c 3 b 4 a
2
1 'me' refers to Robert Peary
2 'they' refers to the four Eskimos
3 'They' refers to the four Eskimos
4 'there' refers to the (North) Pole
5 'they' refers to their faces
6 'their' refers to the Eskimos' noses
7 'them' refers to the Eskimos
8 'goal' refers to reaching the North Pole
9 'it' refers to the achievement of reaching the Pole; his goal, his dream
3
1 G 2 F 3 A 4 B 5 E
4
1 b 2 b 3 a 4 b 5 d 6 c

Exam Insight 5 (page 122)

1
1 b 2 c 3 c 4 a 5 c 6 c
2
1 five litres 2 two years 3 solving 4 NASA
5 1938 6 1954
3
1 c 2 a 3 c 4 c 5 b
4
1 c 2 d 3 b 4 d 5 d 6 a

Global Skills 1 (page 124)

Exercise 1

1 97.5%
2 It's too salty.
3 Any two from: producing clothes and food, washing, cleaning and drinking
4 To avoid water shortages
5 Any two from: have shorter showers, boil only the water we need, turn off taps when brushing teeth, save rainwater
6 By telling friends and family

Exercise 2

1 c 2 b 3 e 4 a 5 d

Exercise 3

1 raise 2 make 3 take 4 take 5 do 6 make

Exercise 4

1 respect 2 speaking 3 support 4 affects
5 open 6 value

Assess your progress

2 Any two ways from:
Create a fair society, Contribute to the community,
Try to understand global issues, Respect and value difference, Consider the environment

Global Skills 2 (page 125)

Exercise 1

1 F 2 F 3 T 4 T 5 F 6 T

Exercise 2

1 have 2 Focus 3 feel 4 repeat 5 copy 6 teach

Exercise 3

1 wellbeing 2 strategies 3 Behaviour 4 Balance
5 Treats 6 stress 7 habits

Exercise 4

1 – 2 on 3 up 4 on 5 with 6 to 7 to

Assess your progress

1 If you are 19–64: 150 minutes of moderate exercise or 75 minutes of vigorous exercise
2 sleep, diet, exercise, stress levels

Global Skills 3 (page 126)

Exercise 1

1 Because it can mean the difference between getting an audience on your side or not.
2 One that involves the speaker.
3 It makes them think about how it will relate to your main point.
4 Because people will really think about what you have asked.
5 Tell the audience to imagine something.
6 They involve the audience.

Exercise 2

1 b 2 c 3 d 4 a

Exercise 3

1 CS 2 CS 3 OS 4 CS 5 MS 6 OS 7 CS
8 CS 9 MS

Exercise 4

1 Before I start, does anyone know why we need to sleep?
2 My presentation will be divided into two parts.
3 I'd like to start by looking at how we receive messages.
4 This brings me to my last point.
5 In closing, I'd like to say that happiness is important.
6 This brings me to the end of my presentation.

Assess your progress

- 1 Tell a story, ask open-ended questions and tell the audience to imagine something.
- 2 Opening: In this presentation, I'm going to ..., To begin with, I'd like to ask you a question.
Middle: My first main point is..., Moving on to my next point
Closing: To sum up, ..., Thank you for listening, And now I'd be happy to answer any questions.
- 3 Is it memorable? Is it interesting? Is it clear? Does it have a strong ending?

Global Skills 4 (page 127)

Exercise 1

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

Exercise 2

1 flexible 2 possible 3 instincts 4 different
5 Keep 6 consider

Exercise 3

1 did 2 do 3 change 4 make 5 do 6 get

Exercise 4

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

Assess your progress

Exercise 1

It looks good on your CV. You can learn new skills. You can make contacts. You can find out what you don't want to do as well as what you want to do.

Exercise 2

Be flexible. Listen to people. Keep learning about yourself. Think about the future.

Exercise 3

Motivation: enthusiasm for something

Goals: your future ambitions

Values: beliefs that help you decide what is right and wrong

Global Skills 5 (page 128)

Exercise 1

- 1 A blog from a skin care company
- 2 Layla, a young woman who gives beauty tips
- 3 To get people to buy the product
- 4 July 2020
- 5 Not very professional: The quality of the photos and design; spelling mistakes (*Ive, woman*); survey isn't up to date; people surveyed are young, so they are likely to have good skin anyway; discounted price suggests she is getting paid for promoting the product

Exercise 2

On the checklist: A, B, D, F, H

Exercise 3

1 out of date 2 accurate 3 unsuitable 4 professional
5 unbiased 6 unreliable

Exercise 4

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

Assess your progress

Exercise 1

Any three of the following: You know and trust the organization and / or the writer. You can check the facts. It's up to date. You can understand it. It's suitable for your needs.

Exercise 2

inaccurate, unbiased, unsuitable, out of date

Exercise 3

date of publication: when it was first put online or in a newspaper, magazine or book

recent: not old

web address: where you can find the website

Student Book audio scripts

Unit 1B, Track 1.1, page 7, exercises 7 and 8

1 Hi, I'm Carlos and I'm working on the Environment Project in Costa Rica, in the Chirripó National Park. I'm working with twenty other volunteers for one month, and we're improving the trails in the park so that local people and tourists can move around more easily. Right now, we are collecting some rubbish left by tourists. We usually work six or seven hours every day, from 8 a.m. to around 2 p.m., then in the afternoon we rest. We're now living in tents in the village, and we bring water from the river every day – it's heavy to carry. And we walk to the local town to get food – it's a long way and it takes a long time. The Chirripó National Park is an amazing place. The local people have their own language, called Cabécar. Only about 8,000 people in the world can speak Cabécar! I learn new words every day.

2 Hi, I'm Rosie and I'm working on the Sea Turtle Project in Mexico. I'm on the project for two weeks, and there are some amazing people here – people who know about sea turtles and why they're in danger. There are two scientists, a translator and three other volunteers. The work is interesting, but it doesn't start until late in the evening – we meet on the beach at 10 p.m. and finish at one o'clock in the morning. We walk along the sand and check the turtles and their eggs. The beach is ten kilometres long, so it's good exercise, but when it rains and the sand gets wet, it's difficult to walk and it's difficult to find the eggs. But it's great to work with animals and it's fantastic to be on the beach. At the moment, I'm having lunch with some Mexican friends and they're teaching me Spanish!

Unit 1C, Track 1.2, page 8 exercise 2

Pres Today on *Budget Travel* we're talking about couch surfing, and in the studio we have Lucas Marks from www.couchsurfing.com. So, Lucas, first of all ... what exactly is couch surfing?

Lucas Well, if you're fed up with hotels, or you aren't anxious about staying with strangers, you can make a choice and go couch surfing. It's your ticket

to explore the world and make new friends very cheaply. You can stay with people or invite people to stay with you – for nothing!

Unit 1C, Track 1.3, page 8, exercise 3

Pres Today on *Budget Travel* we're talking about couch surfing, and in the studio we have Lucas Marks from www.couchsurfing.com. So, Lucas, first of all ... what exactly is couch surfing?

Lucas Well, if you're fed up with hotels, or you aren't anxious about staying with strangers, you can make a choice and go couch surfing. It's your ticket to explore the world and make new friends very cheaply. You can stay with people or invite people to stay with you – for nothing!

P That sounds amazing! Is it really free?

L Yes, it is, although many couch surfers give people a small gift, as a 'thank you', or they do some housework or make a meal.

P What type of people go couch surfing?

L There are over three million members, so all types of people, really. Most of them are 18 to 24 years old, but we also have members who are 80 years old! Some people are single and travel alone, others travel as a family. There's one French family who travel with their five children! And although many couch surfers are from the United States and Europe, we also have members in Asia, Australia and Antarctica – in over 230 countries, in fact.

P So, you can see the world very cheaply.

L Yes, but that's not the most important thing. It's all about meeting different people, learning about other cultures. Just look at the comments on our website. Mika from Australia writes: 'At the moment, I'm staying with a family in Canada. They do a lot of outdoor sports and they're really keen on ice hockey. I'm doing my best to join in – it's a big part of their culture! Next week, I'm going to Alaska. I'm helping with a volunteer project at a national park.'

P So, people can do some good and work on local projects, too?

L Yes, you can do whatever you want to. Couch surfing makes a difference: it teaches people how to be better strangers and better friends – to understand and respect other cultures and not to try and change them. We're making the world a better place, one couch at a time!

Unit 1C, Track 1.4, page 9, exercises 8 and 9

Max Hi, I'm Max. Are you enjoying the concert?

Ella It's OK. The singer, Carla, invited me, but I don't like heavy rock, really.

M Me neither. How do you know Carla?

E Oh, I'm her cousin. I'm here on holiday for a month.

M Really? Where are you from?

E I'm from Brisbane, in Australia.

M Great! What's it like there?

E Warm and sunny. It's very different from England.

M That's interesting. What do you think of London?

E Actually, I love it. People are really friendly – that makes a big difference.

M Yes, it does. So, what do you do at the weekend?

E Oh, you know ... I usually do some sport. Sometimes I go to see a film.

M Are you into running? There's a fun run in the park this weekend.

E Yes, I am. That sounds great.

Unit 1C, Track 1.5, page 9, exercise 10

Tom Are you enjoying the party?

Mary Yes, I'm glad Jade invited me.

T So, how do you know Jade?

M She's my neighbour. What about you?

T I'm in the same class as her brother, Chris.

M Right. Have you got any brothers or sisters?

T I've got one brother. He's older than me.

M Does he go to our school, too?

T No he doesn't. He works at the museum.

M That's interesting. I sometimes go there with my friends. What do you do after school?

T I usually hang out with friends, listen to music or play basketball.

M Really? Are you good at basketball?

T I'm not bad. Why don't you come along?

M No, thanks – I'm not keen on it, but I'm good at tennis.

T Me too! Why don't we play tennis on Saturday?

Unit 2B, Track 2.1, page 20, exercise 9

The two boys introduced themselves as Rafael and Eduardo. They explained that while I was asleep, Carly opened my bag and looked inside. At first, they didn't think it was strange because they thought we were together. They explained that Carly took out my purse and put it in her pocket, then picked up my bag and left the café. They thought this was pretty strange, so they followed her outside. When they realized she was going to the bus station, they started to chase her. She heard them following her, dropped the bag and ran. They watched her jump onto the bus to Oaxaca just as it left the bus station. I didn't know what to say, so I just said thank you. They were so kind. They let me borrow a phone to call my sister. Then they gave me some money for another ticket to Oaxaca and bought me a bottle of water and some fruit. 'Don't worry,' Rafael said. 'You can pay us back next time you come to Puebla.' I never saw Carly again. But a couple of days later I got a text from Rafael. He invited me to his birthday party in Puebla. Did I go? Well, that's another story ...

Unit 2B, Track 2.2, page 21, exercise 12

Pres An act of kindness can be as easy as a friendly smile, a kind thought for someone or helping an old person with an everyday task. Yesterday was World Kindness Day and we asked people to tell us about a random act of kindness that they had experienced. Here's what they had to say:

Caller 1 Yesterday, I was standing in a queue at a fast food restaurant. The woman in front of me asked for a double burger and fries. She paid and walked out of the shop, but she didn't eat them. She gave them to a homeless man who was sitting on the street outside.

Caller 2 When I was younger, my mum took me to visit my grandparents every weekend. One weekend, we were driving on a busy road. It was getting dark and it was raining heavily. Suddenly, the car stopped. My mum

didn't know what to do. Two men on motorcycles appeared. They fixed the car in ten minutes, but they got very wet.

Caller 3 My brother was travelling home by train when he lost his ticket. He didn't have enough money for another ticket, and an old woman in the next seat bought him one. She didn't want any money for it; she just wanted to help.

Unit 2C, Track 2.3, page 22, exercises 2 and 3

Pres Sight is the main way travellers get to know a place, but what if you were an unsighted traveller? Terri Small is a blind traveller and last year, he wrote a book about his experiences. So, Terri, how do you get around a new city?

Terri Well, I often use public transport or walk, but some cities don't have pavements, so it's a bit dangerous. When I went to Istanbul last summer, I didn't know where the roads started and the pavements ended. And other streets changed name halfway – I often got lost!

P Did you ask for directions?

T Yes, but sometimes people didn't want to help because they didn't have time. I often had to ask them to repeat things. Luckily, I had other clues that told me where I was. Once, when I felt fresh air on my face, I knew I was near the sea. I couldn't hear seabirds or boats because of the noisy traffic, but I could smell salt in the air.

P That's fascinating, but what about public transport in Istanbul? Did you use it?

T Yes, I used the buses in Istanbul, although nobody queued at bus stops. When the doors opened, there was a rush of people and it was difficult to get on.

P Is public transport always a problem?

T Not always. Train stations, for example, are great. There are lots of sounds that tell you where you are: the noise of the trains, the information announcements ...

P What about when you first arrive in a town or city?

T Well, I get a picture of the city from what people are saying and the sounds in the street – traffic, music, announcements, sirens. And when I get to my hotel, I always listen to the radio to find out about local events. It gives you a good idea of a place.

P So, how can sighted travellers get more out of travel?

T Hmm ... Listen more. In Istanbul, I spent hours in a crowded tea house in the Spice Bazaar, listening to people talking, buying and selling things. There's a whole world of other people's conversations, and it always keeps me interested.

Unit 2C, Track 2.4, page 22, exercise 6

[Background noises in souk, Istanbul spice market: music, people talking, market traders advertising their wares and the clink of coins.]

Unit 2C, Track 2.5, page 23, exercises 9 and 10

Olaf Which road is this?

Naomi Blackett Street ... I think.

O So, which way is the cathedral?

N Hmm, I'm not sure. I can't see it on the map. Why don't we ask someone?

O OK ... Excuse me. Could you tell us how to get to the cathedral?

Man Yes, it's very near here. Go along this road, towards the monument.

O Uh-huh ...

M Then walk past the monument and turn right into Grey Street.

N Sorry, I didn't get that. Could you say that again?

M Of course ... you turn right into Grey Street. It's a big road, you can't miss it.

O Thanks, so we go along Grey Street?

M Yes, then walk towards the river, then turn right into Mosley Street. It's the third road on the right.

O Mosley Street.

M Yes, then turn left into St Nicholas Street and the cathedral is in front of you, on the left.

N Thanks, that's really helpful.

Unit 2C, Track 2.6, page 23, exercise 11

Sue Excuse me. Can you help us? We're looking for the nearest metro station.

Teo Yes, it's very near here. Go straight on, along John Dobson Street towards the river. Walk past Durant Road and Saville Row towards Market Street. When you get to New Bridge Street, turn right.

S Sorry, I'm not sure I understood. Could you repeat that, please?

T Sure, go along John Dobson Street, and then turn right onto New Bridge Street. The metro station is there, but at the moment it's closed.

S Oh, I see. So I go down New Bridge Street.

T That's right.

S OK, and then?

T Well, when you reach the end of New Bridge Street, you'll see Grey's monument, and there's a metro station right next to it.

S Thank you!

Cumulative Review 1–2, Track 2.7, page 30, exercise 1

1 I once went on a trip to Stonehenge with my school. I didn't realize how old it was until we saw it from the bus. Later, our guide told us that people started visiting Stonehenge around 3100bc! He said they probably went there for religious reasons. No one knows why they built the stone circle or how they transported the enormous stones from South Wales, which is 240 kilometres away. Unfortunately, you can't walk around the stones and touch them any more – you have to look at them from behind a fence.

2 I was lucky enough to visit the cave of Altamira when I was on holiday in the north of Spain last year. Altamira was the first cave in the world where people found prehistoric paintings. Historians were very surprised by the discovery because they didn't think that prehistoric humans could paint. They thought that the people who lived millions of years ago weren't intelligent enough to create art. The discovery of the Altamira cave paintings in 1879 showed that they were very wrong.

3 Before I went to university, I went travelling in South America with a friend. The best part of our trip was visiting the ancient Inca city of Machu Picchu in Peru. We walked along the Inca Trail to get there and we slept in a tent. It's amazing to think that Europeans knew nothing about Machu Picchu until the early 1900s. In 1911, an American archaeologist called Hiram Bingham was exploring the area when some local people took him to the mountains to show him the city.

4 I'm really interested in architecture, so I was fascinated when I saw the city of Petra in Jordan. All of the buildings are cut out of the rock and the city goes right back into the mountains. Petra is at the bottom of a valley and when it rains a lot, there is often too much water. To deal with this problem,

the builders invented a system to transport the rainwater away from the city. The system is quite complicated, so I was really surprised that it existed in a city that is over 2,000 years old.

Unit 3B, Track 3.1, page 35, exercise 8 and 9

Pres Today on *Choices*, we have Lara Young, a school student who wants to be a nutritionist, and is promoting healthy eating among her friends at school. Lara, let's talk about teenagers in the UK and their diets. What is the typical teenage diet like?

Lara Well, it's different for different people. Some of my friends really take care of their bodies and they eat well. Others don't – they either eat a lot of junk food, or they don't eat enough of the right things. So, if they eat junk food, that means a lot of sugar and fat in their diet. That's not good, obviously. But I also know some people who often miss meals – they don't eat lunch, for example, so they only have two meals per day instead of three.

P What's the reason for this?

L Well, I know people think it's because teenagers are lazy but, actually, that's not true. Most of us have busy lives, you know? We go out with friends once or twice a week, we have after-school clubs, we have a lot of homework. A lot of their parents are busy, too. Sometimes it's quicker to have a takeaway or a ready-meal. Most people I know don't eat with their families – like, a proper family meal – more than once a week. They eat in front of the TV or in their room.

P But you can still have an apple or a carrot in front of the TV. I mean, how much fruit and vegetables do your friends eat?

L OK, I'll be honest. Everyone needs to eat more fruit and veg. In general, most people eat a little fruit every week, but they don't eat many vegetables. Not enough, anyway.

P And how important is having a family meal?

L I think it's really important. Families who cook a meal and eat together have a better diet – that's a fact. Everyone should learn to cook. Share the cooking – make a family meal fun, something that everyone enjoys.

P So, what is your message to other people your age?

L My message is: healthy doesn't mean boring. There is so much good,

healthy food that you can buy. So, if you don't have much time, try to have a healthy snack – an apple or some dried fruit. At lunchtime, don't eat chocolate, crisps or burgers – go for an amazing salad. Drink water or some juice or a smoothie – don't have a fizzy drink. Have a meal with your family twice a week and try to eat some fruit and a few vegetables every day. And don't miss meals, either. I say to my friends, 'You are what you eat. If you want to look good and feel good, eat the right things.' It's that simple.

Unit 3C, Track 3.2, page 36, exercises 2 and 3

Pres In today's podcast, we're talking about something that everyone uses at one time or another. The very first one appeared in Alexandria, in Egypt, in the first century ad. It sold holy water in Egyptian temples. Hundreds of years later, in the 19th century, people started to use them a lot. These new machines sold things like postcards and books, chewing gum and stamps. What are they? Well, they're ... vending machines! Today, you can find them everywhere – at train stations, in schools, shopping centres and sports clubs.

So, I have four students with me today. My question is: what do you use vending machines for? Jake, what about you?

Jake Well, I've never bought a postcard from one. I use vending machines for a quick snack. When you're out and you're feeling hungry, you can always get some food or a drink, you know.

P You mean things like fizzy drinks, crisps and chocolate, right?

J That's right. Junk food, I suppose.

P So, perhaps vending machines encourage bad eating habits? Mia, what do you think?

Mia It depends. You can buy healthy food from vending machines, too. In our school, we have a vending machine that sells apples.

P That's interesting. Do people use it?

M No one buys the apples. Everyone prefers chocolate or crisps.

P That's a shame. What other things do people buy from vending machines? Is there anything we can't buy from them? Hannah, you had some ideas about this.

Hannah Yes, I think you can buy everything. I was on holiday in Japan last summer, and I saw a few machines

selling T-shirts and shoes. And one sold umbrellas. A lot of machines refrigerate food, too, so they sold things like pizza, and noodles, and even eggs.

P Eggs? You're joking!

H No, I'm not. You can find everything in Japanese vending machines. Japan has the most vending machines per person in the world – there's one machine for something like every 23 people.

P Wow! That's interesting. And Dexter, you found something useful, didn't you?

Dexter Yeah, I usually use them just for food and drinks, but last year, in December, I bought a mobile phone charger from a vending machine.

P Really? Where were you?

D I was at the airport. I was going on holiday, but I forgot my charger. It was great to find one in a vending machine. There were things like headphones in the machine, too, but I didn't have enough money for those.

Unit 3C, Track 3.3, page 36, exercise 5

1 In today's podcast we're talking about something that everyone uses at one time or another.

2 Today, you can find them everywhere – at train stations, in schools, shopping centres and sports clubs.

3 No one buys the apples. Everyone prefers chocolate or crisps.

4 Is there anything we can't buy from them?

Unit 3C, Track 3.4, page 37, exercises 9 and 10

Harry Hi, Anna. What's the problem?

Anna Oh, hi, Harry. It's this vending machine. It's not working ... and I'm really hungry.

H Hey, I'm going to the school café. Do you want to come?

A I hope they have something without meat in it.

H I'm sure they do ... So, you're a vegetarian, right?

A Yes, I don't eat meat or fish. Have they got any salad?

H No, but they've got some fruit – apples, bananas ...

A That's better than nothing, I suppose ... So, what are you doing this weekend?

H I'm going to my cousin's birthday party. It's at the sports club on Saturday.

A Really? Are a lot of people going?

H Yes, everyone is going. Hey, would you like to come with me?

A Thanks, but I'm busy. I'm going away with my parents this weekend.

H Oh, that's a shame. Well, how about going to the cinema next week?

A I'd love to, thanks.

Unit 3C, Track 3.5, page 37, exercise 11

Mark Hi, Zara. Why are you in such a hurry?

Zara I'm going home. I've got a school project to do.

M But that's for next week, right?

Z Yes, it is, but there's a fair in town at the weekend.

M Really? Where's that?

Z It's in the main square, on Market Street.

M Are a lot of people going?

Z Yes, everyone I know.

M Well, no one told me about it.

Z Why don't you come with us on Saturday?

M Thanks, I'd like that. What time are you meeting?

Z At 12.00 p.m. outside Mario's café.

M Sorry, I can't make it at twelve. I'm playing football.

Z What about 2.00 p.m. then, in the square?

M Great – see you there!

Unit 4B, Track 4.1, page 48, exercise 2

Maya My favourite room? Well, it isn't my brother's bedroom. That's the worst room in the house and definitely the messiest – football kit and bits of pizza all over the floor. I think my favourite room is the living room. It's a lot tidier than the other rooms and much more comfortable. There's a big old-fashioned sofa and it's right in front of the TV. If nobody else is around, I can sit there for hours, watching my favourite shows.

Adrian The kitchen, because it's the busiest and the most interesting room, I think. My dad is always cooking there, so it's a bit warmer and it's friendlier than the other rooms, too. It's open-plan, so there's lots of space, and it's got big windows that look out onto the garden, so it's lovely and light – that's really nice in the summer.

Yasmin It's my bedroom. It's the best room in the house, although it isn't the biggest. In fact, it's slightly smaller than the kitchen. But it's a lot more private and far quieter than the kitchen. We

live in a three-storey house and my room is on the top floor, so I can see the park from my window! It's also the only place where I can get away from my little brother, and the only room where I can do what I want – listen to music, read a magazine, chat to friends ... Oh, and everything in the room is black – my favourite colour!

Unit 4C, Track 4.2, page 50, exercise 3

Pres ... And so please welcome child psychologist Marlene Knight. Her latest book is called *Whose House Is It Anyway?*, and she's going to talk about sharing space and sharing responsibilities with our children.

Marlene Thank you very much. OK, so I'm going to start with the home and who does what around the house. And yes, I'm talking about household chores. In some homes, parents and their children often argue about chores and who does them. In other homes, there are no arguments. Why? Well, perhaps because the parents do everything.

So, let's look at some facts. A recent survey of 11- to 16-year-olds in the UK found that 35% never help prepare meals, 63% don't do the ironing and 75% never load a washing machine or clean the bathroom. Girls usually work harder in the home than boys, but many children – girls and boys – don't even make their bed before they go to school. What does this mean? Are kids lazy or just too busy? Do they do enough? And should parents ask them to do more?

Unit 4C, Track 4.3, page 50, exercise 4

It's true that young people today have more homework and have less time to do jobs around the house. They also spend a lot more time online and on their phones. Teenagers' bodies and brains are developing very quickly, and that can be tiring ... for them as well as us!

So, what if a teenager says: 'It's not my house, why should I clean it?' Well, they use it, and if they don't learn how to do basic chores, like cooking and cleaning, how can they look after themselves when they leave home? Helping with the chores is actually training in basic survival skills. It's also a good way to remind teenagers that they are part of something bigger than themselves: the family. And

by giving them some responsibility, you're telling them that you trust them, and that increases their confidence.

But, as we all know, it's often difficult to get young people to do the chores. Most kids only like to do things that help them, or give them something back immediately. The best way to deal with this is to make some house rules, and also point out some of the long-term benefits: studies show that children and teenagers who help around the house are happier and have better family values. When they take out the rubbish, lay the table or vacuum the floor, they are actually learning how to become more helpful members of society. So, my message today is this: don't teach your children to be lazy. Start good habits early, and help them become good and responsible citizens in the future.

Unit 4C, Track 4.4, page 51, exercises 8 and 9

A

Mina It's nearly half past eight. I wonder where Ella is?

Kemal Why don't you text her?

M My phone needs charging. Is it OK if I use your phone?

K Here, go ahead.

B

Megan Dad, you know it's Emily's birthday at the weekend?

Dad Erm ... OK. I didn't know, actually.

M Well, her mum's ill, so she can't have a party.

D I see. So ...

M Is it all right if I invite some friends to come here on Saturday instead? We could have pizza ...

D Hmm. That depends. Did you ask your mother?

C

Ciaran Oh, no! I don't believe it!

Liam What's the matter?

C I've lost my bus pass, and I need to get home.

L Why don't you just buy another ticket?

C I don't have any money. Can I borrow five euros?

L Sure, no problem. But you borrowed ten euros last weekend, so this is the last time ...

D

Dina Excuse me, Mr Davies.

Mr Davies Yes, what is it?

D I have a dentist appointment this afternoon.

Mr D What time is the appointment?

D At 3.30. Could I please leave school early?

Mr D Yes, Dina. Of course you can.

Unit 4C, Track 4.5, page 51, exercise 10

Lisa Hi, Dad. Shall I clean the bathroom? I can vacuum the floor, too if you like.

Dad Thanks, Lisa. That's helpful.

L Er, Dad, Rachel's invited me to a party this Saturday. It's her birthday. Do you mind if I go?

D That depends. What time does it finish?

L Around midnight.

D Then I'm afraid not. We're going to visit your aunt's on Sunday, remember?

L I can come back earlier, Dad.

D Hmm, I'll think about it.

L Thanks, Dad. Oh, there's just one more thing. Could I please have my pocket money today? I need to buy something to wear.

Cumulative Review 1–4, Track 4.6, page 58, exercises 1 and 2

If you're in or around London with nothing to do this weekend, why not visit Knebworth House, one of the oldest and largest country houses in England? Knebworth is famous for holding open-air rock concerts, but there is much more to do at the house and country park than just listen to live music.

First of all, there's the house. From the outside, it looks like an enormous castle. Entering the front door is like going back in time. The building is now over 500 years old and it has been the home of the Lytton family for all that time. In fact, the latest generation of the family still lives there today.

Visitors are welcome on two floors of the house, where they can visit some of the oldest rooms. The first of these is the Banqueting Hall, where the family had formal dinners in the past. One of the most important guests at these dinners in the 16th century was Queen Elizabeth I, who often came to the house. After dinner, she stayed in the Queen Elizabeth Room, a bedroom which is also open to visitors. Other historic rooms that you can see are the Library and the State Drawing Room, where the family invited guests to drink tea.

As you walk around the house, you might see something familiar. This is

because Knebworth House is used a lot by film-makers. Director Tim Burton used the outside of the house in his first *Batman* film, and the staircase was used for one of the *Harry Potter* films. After you visit the house, you can go for a walk around the country park. There are gardens to sit in, an adventure playground to play in and a dinosaur trail to follow. There's something for everyone at Knebworth, and you'll need more than a day to see it all. When you need a break, you can have something to drink in the Garden Terrace Room, and at lunchtime you can either have lunch in the restaurant or bring your own picnic to eat under the trees in the garden.

Unit 5B, Track 5.1, page 62, exercises 2 and 3

Pres So today on *Challenges* we are talking about young adventurers and some of the risks they take. With me is the journalist and explorer Marcia Kent. So Marcia, why have more people become adventurers at a younger age recently?

Marcia Well, I think one of the reasons is that people have already explored most of the places on Earth. They've climbed the highest mountains, they've visited the driest deserts and they've travelled across the oceans. So today, it isn't a race to be the first any more, it's a race to be the youngest.

P And in Australia, you have a young woman who is a great example of someone doing just that.

M Yes, Jade Hameister. She's still quite young, but she has already been on a number of challenging expeditions.

P Yes, I want to ask about that. How many expeditions has Jade been on?

M Well, she's been on three big expeditions: walking to the North Pole in 2015, then across the Greenland ice cap, and then the next year to the South Pole. But it's the first expedition to the North Pole that people remember.

P And how old was she then?

M She was only 14 years old.

P That's an amazing achievement! Why did she do it?

M Well, Jade comes from an adventurous family, and I think she's quite ambitious. She climbed the highest mountain in Australia, Mt Kosciuszko, with her dad when she was just six years old. She's also been to Everest base camp! She did that when she was 12.

P But 14 is very young. Was she too young to walk to the North Pole?

M Well, maybe some people think young adventurers don't understand the risks they're taking, but I think Jade knew exactly what she was doing. She was very well prepared and well supported.

P Marcia, have you ever been on an expedition with someone as young as Jade?

M No, I've never done that. But when I climbed Mount Kilimanjaro last year, one of the people in our group was over 70! She was really fit, actually, and ...

Unit 5C, Track 5.2, page 64 exercise 2

What are phobias? Well, the dictionary says that a phobia is a very strong fear of something, often something that is not dangerous at all. About one in four people have a phobia and psychologists are trying to understand why. Maybe it's because our parents have the same fear, so we learn the phobia from them. Or perhaps it's because of a bad experience as a child. There is also research that says we might inherit our phobias, so they are in our genes. Today on *Science in Mind*, we are out on the streets, talking to people with phobias and trying to find out why they are afraid. Before we start with ...

Unit 5C, Track 5.3, page 64, exercises 3 and 4

A Do I have any phobias? Well, I've never liked tall buildings. I can't look down and I feel dizzy and hot, boiling hot ... and I can't breathe. I know I'm not in danger, but I always have this physical reaction and I can't control it. You see, I fell down the stairs when I was a child. I remember that my parents were really worried. I think that's when it started.

B They've always made me feel sick. I mean, they're so ugly! I feel a bit silly, although I read that 10% of people have ridiculous phobias, so I'm not alone. Anyway, one winter, it was very cold – it was freezing – but a window was open in the kitchen and a huge one came in. It was really big and Mum was really scared, and so was I! My little brother thought it was hilarious and he picked it up and played with it, but Mum didn't think it was funny. She was angry – furious, in fact – so my brother put it outside.

C Our flat is on the sixth floor, but I've always used the stairs, even when I'm tired. There is a lift, but it's tiny – it's very, very small. I used it once and it wasn't a good experience. When the doors closed, I felt very frightened ... Yeah, it was a bad experience – terrible, really. I went to see a doctor about it and he told me to use the lift every day so it became a habit. She called it 'exposure therapy', but it didn't work. I think it actually made my phobia worse.

Unit 5C, Track 5.4, page 64, exercise 6

hot – boiling
silly – ridiculous
cold – freezing
big – huge
funny – hilarious
angry – furious
small – tiny
bad – terrible

Unit 5C, Track 5.5, page 65, exercises 10 and 11

Amol Hey, that's a nice photo. Where is it?

Leah Thanks. It's at my sister's last day of exams at Oxford University.

A So what's that building in the background?

L It's one of the colleges – Hertford College, I think.

A I can see that it's a special occasion. It looks quite serious.

L Yeah, it is serious, but it's really good fun, too.

A Why are they all wearing similar clothes?

L They all wear black and white for exams. It's traditional.

A I see. We don't have anything like this in my country. So, who is the tall girl wearing trousers in the middle? Is that your sister?

L No, my sister took the photo. That's one of her friends.

A Judging by her face, she's happy to have finished exams.

L Yes, she does look happy, doesn't she?

A And who is the girl in front of her, on the left? With the backpack?

L That's her roommate, Clara.

A OK ... Well, it looks like it was a good day.

L Yeah, it was.

Unit 5C, Track 5.6, page 65, exercise 12

Sarah Wow! That's a great picture. Where is it?

Markus It's in the mountains near where I live in Switzerland. It's a competition between local schools.

S A school snowboarding competition?

M Yeah, it happens every year. All my friends are into snowboarding. It's what you do in the winter if you live in Switzerland.

S That's interesting – I didn't know that. It looks fun. Is that you in the middle of the picture, in blue trousers?

M No, that's my brother Tomas. I'm just behind him, wearing orange trousers.

S Who's the guy in front of your brother?

M Oh, he's from another school. I don't know his name.

S Well, I bet you all had a great time. Did you win the competition?

M Yes, we did. It was really cool.

Global Skills 3, Track 5.7, page 73, exercise 4

Good morning, everyone. To begin, I'd like to ask you a question. Please put your hand up if the answer is 'yes'. Do you ever go to bed later than you should and then feel tired the next day? OK, that's most people. So a lot of us don't get enough sleep. That isn't always our fault. But sometimes it is. Even when we're really tired and we know it's time to sleep, we decide not to. Instead, we keep studying, watching TV, messaging our friends. Did you know that humans are the only species of mammal that deliberately delays sleeping? Other species sleep when their bodies tell them they need to. It's just us who think we know better. And this is a big problem because sleep is really important. In this presentation, I'm going to look at three reasons why we need to sleep. Firstly, it's important for our physical health; secondly, it affects our mental wellbeing, and thirdly, it helps us learn better.

OK. So, my first main point is the effect of sleep on our physical health. Now, this is ...

So, to sum up, we've looked at three reasons why we need to sleep. It's necessary for our physical health, for our mental wellbeing and for learning. In other words, sleeping is one of the most important things that we can do. To close my presentation, I'd like to leave you with this advice from the economist Frank H. Knight: 'Never waste any time that you can spend sleeping.' Thank you all very much for

listening. And now I'd be happy to answer any questions.

Unit 6B, Track 6.1, page 77, exercise 6

Pres Hi, Thomas. How are things in Australia today?

Thomas Great, thanks. There's a clear blue sky, so it's going to be another beautiful day.

P So what are your plans for today?

T I'm going to help with a project in the rainforest. We're going to make a note of all the different plants. I think it will be difficult – there are so many!

P Are you going to meet your classmates this evening?

T No, I'm not. I'm going to write my study notes. I usually Skype my family, but I don't think I will have time today.

P What do you think you will do when you graduate from TGS? Will you go to university or look for a job in the UK?

T That's a good question ... I think I will apply to university. I want to make a difference, so I won't get a boring job.

P Thanks, Thomas, and good luck. Will you keep in touch?

T Of course. I'll let you know where I'm studying.

Unit 6C, Track 6.2, page 78, exercises 2 and 3

... and I sometimes ask my class: What are you going to do after school? Are you going to do your homework? Or are you going to play outside? In a recent survey, kids said playing outside with friends was their favourite activity. 86% preferred it to playing a computer game, and 89% preferred it to watching television. Free outdoor play is one of the best things in life, but sometimes we forget this simple fact. People often think play is only for young children, but actually, this isn't true. In America, a study of 14-year-olds showed that teenagers also enjoy play, although their games are more risky and competitive. Children may be happy running around and playing 'tag', but teenagers might prefer 'dares', or asking each other to do challenging things.

So, play is fun. How else can it help us? Let's look at some science. Scientific research has proved that when people play, their brains grow. In 1964, scientists carried out an experiment on rats. Some rats lived in cages with no toys, but other rats had toys to play with. Researchers discovered that the

rats with toys had bigger brains and better problem-solving skills.

Scientific studies also show that play helps you concentrate and remember information. If schools have regular break times, students get better grades. To prove my point, many Chinese and Japanese schools have breaks every 50 minutes and their students are some of the best in the world!

Play is also important for social skills – it helps you get on with people.

This might sound obvious, like 'if you add one and one, you get two', but sometimes we forget about this. Play helps us learn to communicate and work with others. If you have good language skills, you make more friends. You're happier, too, and when people are happy, they do better in life.

To sum up, play helps us develop social skills, solve problems and learn about the world. It's also about using our imagination. Albert Einstein once said, 'Imagination is more important than knowledge.' He also thought that you're never too old to learn. In other words, adults can benefit from play, too. So, let's have a go ... Here, catch this ball!

Unit 6C, Track 6.3, page 79, exercises 7 and 8

Rachel Can I help you?

Tom It's OK. I'm just looking. Oh, hi, Rachel. What are you doing here?

R Tom, hi! Well, I work here on Saturdays. It's my uncle's shop. What are you doing here?

T I'm on my way to the Notting Hill Carnival. I'm doing a video story about it for my school project.

R That sounds interesting. I've never been to the Carnival.

T You're joking! Why don't you come along later? There are some good events this afternoon.

R Sorry, I can't. Well, I don't know if I can. I've got homework.

R Hmm, all right, then. I finish work at one o'clock, so ...

T Go on, Rachel – all work and no play isn't good for you.

T Do you want me to come and pick you up?

R That'd be great, but are you sure?

T Of course, I'll meet you outside at one o'clock if you like.

R Thanks, Tom, that's really kind.

Unit 6C, Track 6.4, page 79, exercise 9

Lily Hi, Seth. Are you ready? The concert starts in 30 minutes.

Seth Don't worry. It won't take long to get there.

L Yes, it will. It's at Festival Hall, so we should leave now.

S OK, I'm almost ready.

L What's the problem?

S I'm looking for my train pass. I know it's here somewhere.

L I'll help you look for it. Is this it?

S No, that's my student card.

L What about this?

S Sorry, that's not it either. I think I've lost it. How annoying!

L Calm down, Seth, it's no big deal.

Why don't we get the bus instead?

S Sounds like a good idea. Come on, let's go. We're going to be late!

Unit 6D, Track 6.5, page 80, exercise 2

The Geography Lesson, by Brian Patten

Our teacher told us one day he would leave

And sail across a warm blue sea

To places he had only known from maps,

And all his life had longed to be.

The house he lived in was narrow and grey

But in his mind's eye he could see

Sweet-scented jasmine clinging to the walls,

And green leaves burning on an orange tree.

He spoke of the lands he longed to visit,

Where it was never drab or cold.

I couldn't understand why he never left,

And shook off the school's stranglehold.

Then halfway through his final term he took ill and never returned.

He never got to that place on the map
Where the green leaves of the orange trees burned.

The maps were redrawn on the classroom wall;

His name forgotten, he faded away.

But a lesson he never knew he taught
Is with me to this day.

I travel to where the green leaves burn,

To where the ocean's glass-clear and blue,
To places our teacher taught me to love –
And which he never knew.

Cumulative Review 1–6, Track 6.6, page 86, exercise 1

1 In my country, students take an exam called 'The College Scholastic Ability Test' when they finish school. This is the most important exam in your life because the results decide if you can go to university or not. Everything stops on the day of the exam, which is always the second Thursday of November. Teams of volunteers and special police units clear the traffic so that students can get to the exam and companies change their working hours, so that employees travel to work after the students have started the exam. Exam time is extremely stressful, as you can imagine.

2 In my country, we have exams about twice a year once we get to secondary school – in the winter and in the summer. Sometimes the work you do in class is also included in the final mark, which takes the pressure off a bit. Students take GCSE exams when they are 16 and there are lots of different subjects to choose from. When they are 18, they take A-levels. The 'A' stands for 'Advanced'. Students usually do A-levels in three or four subjects that are related to what they want to study at university.

3 In my country, we do exams in every subject all through the year, and the results come out at the end of every term. You get more than one chance to pass each subject, which is good. If you fail more than three subjects, you have to repeat the year. Students who want to go to university have to pass all their subjects in the school exams, and then take a university entrance exam. Their final mark decides which subject they can study at university. One of the most difficult courses to get onto is medicine, so you need a really high mark if you want to study that.

4 In my country, most of the school exams are multiple choice tests. These are exams that ask a question and give four possible answers to choose from. We also have to write essays for some of the exams, but not for all of them. To get into university, you have to do the SAT entrance test. 'SAT' stands for

'School Aptitude Test', but it isn't only your exam results that can get you a place. Students also need to show that they have other skills, such as being good leaders or playing a sport very well.

Unit 7B, Track 7.1, page 91, exercise 7

Hi, my name is Bethany. I'm a blogger and in this podcast, I'm going to tell you how you can be one, too. Writing a blog is fun and easy, but the best thing is, it can also make you money. If you haven't tried it, you must give it a go! Here's how to do it.

First, decide what you want to write about. It can be anything – technology, fashion, climate change, your pet dog – whatever. But if you want to make money, you have to write about something that interests lots of other people.

Next, you have to choose a name for your blog – ideally something people will remember. And of course, you mustn't use a name that already exists, so check that carefully.

Then you have to set up your blog. This is very quick and easy to do, and you don't have to pay someone else to host it – there are lots of free blog sites out there.

OK, so now you're ready to start writing. You don't have to write something every day, but I would say try to write at least two blog entries a week. You want people to keep coming back to your blog, but not to get bored if you write too much. When you have some interesting content on your blog, you have to go on social media and tell everyone about it. You can also write articles for other people's blogs. However, if you do this, don't forget that you mustn't publish the same article on your own blog – that's not allowed. And remember: you must put the details of your own blog at the end of the article, so readers know where to find you.

Now that lots of people are reading your blog, it's time to include some adverts. This is where you can start making some money. People don't have to read the adverts, but if they choose to click on one, you will make some money. I must be honest here: this probably won't make you rich quickly, but if your blog is good enough, the money will come in the end. So ... good luck and happy blogging!

Unit 7C, Track 7.2, page 92, exercises 2 and 3

Pres Today's guest is Silicon Valley entrepreneur, Arun Sharma. Arun, thanks for talking to us. So, first of all, what exactly is Silicon Valley?

Arun It's the Santa Clara Valley, southeast of San Francisco, in California, USA.

P And how did it get the name 'Silicon Valley'?

A Well, that started in the 1970s because the area was famous for products that had silicon microchips. But the Valley has been an important centre for scientific research and new technology for much longer than that. In 1909, the USA's first radio station started there. Later, of course, its most famous products were computers.

P Yes. Apple started in Silicon Valley, didn't it?

A That's right. Apple was the computer industry's earliest success story. Steve Jobs and Steve Wozniak made Apple's first computers in the Jobs' family's garage in 1976. Four years later, the company was worth \$1.8 billion and 300 people at Apple were millionaires. This success encouraged rich people to invest in other new technology companies, and that interest in investment has continued.

P And what about you? Did you grow up in California?

A No, in India – 12,460 kilometres from Silicon Valley!

P So how did you end up there?

A I first went there to study at Stanford University. It's one of the world's best universities, and 21% of its students are from outside the USA. It's got a long history of educating people who start technology companies. The founders of Hewlett-Packard went there in the 1930s, and Google, Yahoo and YouTube all started at Stanford, too. If you're choosing a university and are interested in technology, you definitely ought to think about Stanford.

P Wow! So a lot of amazing people have studied there over the years.

A Yes. Anyway, when I left university, a friend and I became business partners. We started a business that made solar lights for homes that have no electricity in the world's poorest countries. Our headquarters are in Silicon Valley and ...

P Why did you stay in the Valley? Aren't the people there more

interested in computers and websites than solar lights?

A Not at all. Clean energy is the big thing these days. There were 13,300 new inventions in Silicon Valley last year, and at least 20% of them were connected with solar and other clean energy sources.

P So, what's your advice for someone with a great idea for a new technology business?

A If I were you, I'd do a lot of research. It's a good idea to talk to the type of people that you want as your customers, and listen to what they tell you. If they like your ideas, start making your products. Oh, and remember: no one can buy your products if they don't know about them, so make sure that people see your adverts.

P Thank you, Arun. For more ...

Unit 7C, Track 7.3, page 93, exercises 9 and 10

Harry So, what did you want to talk about?

Jade Well, I've designed this computer game for young children. I think it might work as a business.

H Cool!

J Yeah, but I don't know what to do next. What do you think I should do?

H Hmm. Let me think ... Your brother is studying business, isn't he? You ought to talk to him.

J I can't because he's always so busy. And he doesn't know anything about computer games.

H Right. Well, if I were you, I'd do some research. You know, to find out what games young kids are playing.

J That's not a bad idea ... But it's really starting the business that I need help with.

H Yes, I see. Maybe it's a good idea to try to find an expert to advise you – like a mentor. You know, someone who has already done this kind of thing.

J But how do I find them? Should I just google them?

H Well, that's the place to start, obviously.

J And also, I don't have any money to start the company. What's your advice for getting some money quickly?

H I think you should start a crowdfunding website. If a lot of people give you a little bit of money to support the start-up, you'll soon have enough.

J That's a good idea! Harry, you're brilliant, I'm so glad I talked to you!

Unit 7C, Track 7.4, page 93, exercise 11

Tanya Hi, Sarah. How are you enjoying Silicon Valley?

Sarah Well, my job is great, but I haven't had time to do much exercise yet. I'm worried about my fitness.

T If I were you, I'd go to a local gym. That's a great way to keep fit.

S Hmm, I don't know about that. I don't really like gyms. What else would you advise?

T Well, what kind of sports do you like doing?

S I like being outside. I love running and I really like walking in the hills.

T OK! So, you ought to go to the mountains near Lake Tahoe for that, but I don't think you should go alone. It's easy to get lost and the weather's not so good at this time of year.

S Thanks for the advice. I love the ocean, too. Any suggestions?

T Why don't you join a water sports club? They do all kinds of things – surfing, kayaking, paddle-boarding ...

S That's a great idea.

Global Skills 4, Track 7.5, page 100, exercises 2 and 3

Andy So did you find it easy to choose a career, Becky?

Becky No, it was really hard! For a long time, I didn't know what I wanted to do. It was very difficult to make a decision. But now I've got a job that I love.

A Yeah, same here. So what helped you to choose? Have you got any advice for our listeners?

B Well, I divided the process into three stages, which I called 'Reflect', 'Explore' and 'Take action'.

A That sounds interesting. Can you explain more about that?

B Sure. Well, first is the 'Reflect' stage – thinking about who you are and what you want.

A You mean your favourite school subjects? Skills? That kind of thing?

B Yeah. It's good to know if you like working with words or numbers. Or if you want a creative job. Or more physical or practical work. But there are other factors to consider too.

A Like your personality?

B Exactly. I think personality is as important as skills. I mean, some people love talking all the time; others prefer working quietly. Some people love selling things; other people hate it.

A I agree. I decided to do a personality test and found it really interesting.

B Yeah, I think we can learn a lot from personality tests. And don't forget about values and motivation. They're big factors, too. For example, how important is money to you? What about security? Or free time? Do you want to help people? Solve a problem?

A OK. So once you know yourself a bit better, what's next?

B Well, the next stage of the process is to explore the options. Make a list of possible careers that you might like. Then you can find out more about them.

A What do you need to find out?

B Lots of things. What qualifications and experience you need, typical salaries, organizations you can work for ...

A And where can you get information from?

B There's lots of useful stuff online – on careers websites, company websites, university websites. But it might be a better idea to talk to people who do the job. Ask them about their everyday life.

A But what if you start exploring a career and then decide you don't like it?

B No problem! It's OK to change your mind if you don't like it. Just go back to the 'Reflect' stage and think about why that career isn't right for you. It isn't a waste of time – it can be a really useful learning experience.

A And if you do like that career, then you're ready for the next stage in the process: taking action.

B That's right. So maybe you need to get a qualification or develop new skills. You could do a course or study by yourself at home. There are lots of great free online courses. And it's useful to get some work experience. You could do some volunteer work and get experience that way.

A And I guess you need to create a CV or a professional social media profile.

B Definitely, yes. Then, when you see the right opportunity, you'll be ready to go for it!

Global skills 4, Track 7.6, page 101, exercise 6

1 For a long time, I didn't know what I wanted to do. It was very difficult to make a decision.

2 I decided to do a personality test and found it really interesting.

3 But it might be a better idea to talk to people who do the job. Ask them about their everyday life.

- 4 It's OK to change your mind if you don't like it.
- 5 So maybe you need to get a qualification or develop new skills.
- 6 You could do some volunteer work and get some experience that way.

Unit 8B, Track 8.1, page 105, exercises 10 and 11

Dev One of my favourite films is *Slumdog Millionaire*. Have you seen it?

Amy No, I've never seen it. What's the story?

D It's the story of a boy, Jamal, who went on the Indian version of the TV quiz show *Who Wants To Be A Millionaire?* OK, Jamal was very poor and not educated, so no one had expected him to do very well in the quiz. But towards the end of the show, he had answered every question correctly, and it was clear that he might win the top prize of 20 million rupees. The host of the show thought Jamal had cheated and called the police.

A Really? And had he cheated?

D Well ... The police arrived and arrested Jamal, but when they questioned him, he told them the story of his life and explained how he had known all the answers. So a lot of the film was about Jamal's life as a boy and teenager – all the places he had been and the people he had met. The police believed him. They realized he hadn't cheated and allowed him back on the show.

A So why did the host called the police, then?

D I think it was because he hadn't wanted a poor kid from the slums to win the money.

A There was a real example of cheating on *Who Wants To Be A Millionaire*? Do you know about that?

D No, what happened?

A It was a man called Charles Ingram, I think. At the end of the first day, he had won 4,000 pounds, and he had asked for help on two questions. But after that he answered every question correctly and won a million pounds. The TV company refused to pay because they said he had cheated. They said another man in the audience had helped Charles with some of the answers. His name was Tecwen, I think.

D But how did they communicate?

A Apparently, after each question, Charles had read out all the possible answers and then Tecwen coughed

after the correct answer. And the host of the show hadn't noticed anything wrong.

Unit 8C, Track 8.2, page 106, exercises 2 and 3

Pres In last week's programme, we saw how far humans have come since they lived in caves and hunted for their food. Today, we're asking: What is the single greatest achievement in human history? Here are some of the answers.

Neil Our greatest achievement, for me, was the moon landing in 1969. It proves that humans can rise to a challenge, any challenge. Even travelling 384,000 kilometres through space to walk on the moon is possible if we put our minds to it. There were so many problems to solve: getting a heavy spaceship out of the Earth's atmosphere; supporting human life in space, where there's no air to breathe; landing safely on the moon and, most difficult of all, getting the astronauts home again safely. But NASA had a huge team of brilliant people, and together they found a way to achieve their goal. It was just fantastic.

Vicky In my opinion, it has to be writing. The reason is, with writing, we have the ability to tell other people about the things that we've discovered – even people who we've never met. Books, and now the writing on the internet, allow us to learn from the great minds of the past. Take the ancient Greek Archimedes, for example. No one was very interested in his mathematical work in his own lifetime, but because he could write, mathematicians hundreds of years later could take advantage of his ideas. Basically, if we didn't have writing, we wouldn't have any of the clever technology that exists today.

Nadia Medicine, in my view, is our greatest achievement. I say that because, well, I mean, without medicine most of the people you know would probably be dead from some terrible disease. Did you know, in 19th-century England, 50% of all babies died before they were one year old? You might say computers are more important, have changed the world more than medicine, but people can't invent new technology and stuff if they're already dead!

Kofi Our greatest achievement? That's easy. It's pizza. Don't laugh. I'm serious. Think about it. Humans had to make

a lot of progress before they could cook a pizza. You know ... they had to learn about fire. They had to start farming and growing wheat. They had to learn how to get milk out of a cow and make cheese with it. And after that, after they'd found a way to do all those things, they had to invent the perfect meal. And believe me, pizza is the perfect meal.

Liam I'm still waiting for our greatest achievement. I hope it's going to come soon because if it doesn't, humans are finished. Our greatest achievement will be the development of effective sustainable energy – some new kind of solar electricity, perhaps, or ... I don't know, but something that allows us to live comfortable lives without destroying our environment.

Unit 8C, Track 8.3, page 106, exercise 5

1 You need to work hard in order to make progress.

2 Remember, one step at a time is the best way to change the world.

3 If an opportunity comes your way, take advantage of it.

4 Be determined and you'll achieve your goal.

5 If you have to do something difficult, rise to the challenge.

6 Sometimes you need creative thinking to solve a problem.

7 You can do anything if you put your mind to it.

8 If you fail at first, keep trying and you will find a way to succeed.

Unit 8C, Track 8.4, page 107, exercises 8 and 9

Gina Hey, Darren. What are you doing?

Darren Oh, it's just an online survey. It's about the greatest ever everything.

G What do you have to do?

D Basically, you have to choose the greatest something in different categories. So, like, the next question is: Who's the greatest film director of all time?

G Well, that's easy. For me, the greatest director is Walt Disney. No question.

D Walt Disney? Come on, Gina, what about, you know, the real greats? Ingmar Bergman, Orson Welles, Alfred Hitchcock ... Stephen Spielberg?

G In my view, Walt Disney's much better than all those other directors. You can't deny that his films are classics. I loved them when I was a kid – I still do.

D OK, you have a point.

G So you agree with me? It's Walt Disney.

D No! It seems to me that Stephen Spielberg's the greatest director. The reason I say that is, he's made some of the most memorable films of the last 50 years. His films have won more than 30 Oscars – and he's won two for best director.

G Maybe, but you haven't seen all of Spielberg's films. I've seen every single Disney film. I've seen *Mary Poppins* six times.

D OK then, let's agree that we don't agree.

G Agreed! What's the next question? Let me guess ...

Unit 8C, Track 8.5, page 107, exercise 10

Darren So who's the greatest sportsperson of all time?

Gina Well, for me, it's Usain Bolt, definitely.

D It seems to me that Muhammad Ali was the greatest. Basically, the reason I say that is, he was world heavyweight boxing champion three times and he won a gold medal in the 1960 Olympics. And he was an important role model for young people around the world.

G I'm not sure I agree. Ali was brilliant, but in my opinion, if he competed today, he wouldn't win so many fights. I mean, you can't deny that the level in all sports is higher now than it was in the 1960s and 1970s. I say that because people break new records in sport every year. Look at Usain Bolt.

D In my view, that's not important. It's your achievements that are important, and there's no doubt that Muhammad Ali achieved a lot more than Usain Bolt.

Cumulative Review 1–8, Track 8.6, page 114, exercise 1

1 We are proud to announce the launch of our new smartphone. Our last mobile phone sold more than 250,000 units, but this model has a number of new features. These include a four-inch screen and an updated operating system. The new phone will be available from stores on Friday, 15 May. The price is \$199 for customers who sign a two-year contract. People wishing to purchase the phone should arrive early because there is a lot of interest in the device and there will be ...

2 ... the final of the men's 100 metres race. And the question that everyone

is asking themselves is this: will Usain Bolt beat his previous Olympic record of 9.69 seconds? Or even his world record of 9.58? And they're off. Usain Bolt has got off to a bad start but he's making up for it now. And it's Bolt, coming from behind to take the lead. Yes, it's Bolt and he's going to win. Usain Bolt has done it again. And it's a new Olympic record. Bolt has set a new Olympic record of 9.63 seconds. What an incredible man!

3

Receptionist Stoke Health Centre. Can I help you?

Ruby Oh, hello. Um, I'd like to make an appointment to see the doctor, please.

R What's your name, please?

Ruby Pritchard. Ruby Pritchard.

R Well, Mrs Pritchard, we have a space tomorrow morning at half past eight. Is that any good?

Ruby I'm afraid that's a bit early for me. Have you got a later time?

R What time would you prefer?

Ruby Um, any time after nine fifteen, really.

R Let me see. How about ten fifteen or ten forty-five?

Ruby Ten fifteen is perfect. Thanks a lot.

R OK, Mrs Pritchard, see you tomorrow morning. Goodbye!

4 ... and if you're not doing anything on Saturday, you could go to the City Art Gallery to see the latest exhibition by local artist Kieron Williamson. Kieron started painting when he was only six years old and at his first exhibition, all 16 of his pictures sold out as soon as the exhibition opened. Now aged ten, experts say that Kieron is the new Picasso, and people pay over 1,000 pounds for one of his paintings.

5

Ollie How do you get to school, Sam?

Sam I come by train. It takes me ages – about an hour and a half.

O Wow! That's a long time! Do you live anywhere near the station?

S Not really. It's about two and a half kilometres from my house.

O Really? How do you get there?

S I get the bus. The stop is only 350 metres from my house, so that's not too bad.

Unit 9B, Track 9.1, page 119, exercise 5

Pres So, Ethan, do you have a smartphone?

Ethan Sure, of course. I use it all the time.

P And how many hours a day are you on your screen?

E I guess around eight hours – not including school work.

P What do you use your phone for?

E Just about everything. Going online, listening to music, taking photos. Actually, I'm thinking of changing it for one with a better camera.

P And do you text your friends?

E I'm always texting my friends.

I've sent around 20 texts already this morning, and I sent around 50 yesterday.

P What about video games?

E I usually use my laptop for gaming. My parents bought it for my birthday this year.

P Do you play a lot of games?

E Yes, in the last few months I've spent too many hours playing games instead of studying. I'm worried that I'll fail my exams this year. So I'm trying to stop playing so much.

P OK. Tell me about social media ...

Do you use Facebook?

E Yes, but I think I'll switch to Instagram pretty soon. Most of my friends are on Instagram.

Unit 9B, Track 9.2, page 119, exercise 7

Mum Come on, Josh. Dinner's ready.

Josh OK, Mum. I'll be there in a minute. I'm just finishing my homework.

M That's not homework, Josh. You're watching a video. You know, you spend too much time on screen.

J I often watch YouTube videos while I'm studying.

M Listen, Josh, to do something well, you have to focus on it properly. And you're not focusing on your homework if you're watching a video at the same time. You'll never pass your exams that way.

J You say that, but you do the same thing. The TV was on in the kitchen when you were cooking supper. You're not the only one who can multitask.

M That's different. I've cooked the same meal lots of times, and I don't have to pass an exam in it. But you must concentrate when you're doing your homework. I don't like you spending hours watching videos or messaging your friends when you should be studying.

J Well, my homework doesn't take all my concentration. I'm writing about the water cycle. We've studied it at least twice. It's really simple.

M That's not the point. Every time you stop focusing on your homework and then return to it, you waste time trying to remember what you need to do next. If you stop watching the video and finish your homework, then you can relax properly later. Isn't that better than working all evening?

J I don't mind working all evening. I can chat with my friends at the same time.

M Josh! Anyway, leave it now, and come and eat.

Unit 9C, Track 9.3, page 120, exercise 2

Dominic Hello and welcome to *Dominic's Download*, the programme that brings you all the latest news and views from the world of entertainment. In today's programme, we interview Gareth Edwards, one of Britain's most successful young directors, and listen to Gina B's brilliant new song for the next *James Bond* soundtrack. We find out about using inflatable dummies in films, and we also discuss some of the exciting entertainment on and off screen this summer. But first, we've got Molly here to tell us all the latest celebrity gossip.

Molly Hi, Dominic. Well, a lot has happened in the world of entertainment since I was here last. Have you heard about the new *Off Limits* film?

D No, but I loved the first film. It was brilliant!

M Well, I was talking to a friend yesterday, and she said that there were plans for a second film. She told me that they had already thought of an exciting plot, and that the writers were working on the script. She also said that most of the cast from the last film had agreed to star in the new one.

D Really? That's fantastic news!

M I know! And apparently there's more to ...

Unit 9C, Track 9.4, page 120, exercises 3 and 4

Dominic And now we're going to Catherine Jenner, who's in Manchester. Catherine, what are you up to?

Catherine Hi, Dominic. I'm on the film set of *United We Stand*, to see how they do the crowd scenes in the film. They need to have a crowd of 10,000 people in their football match scenes, and it's too expensive to pay thousands of real people to be extras. So, what are their options?

Most people would imagine that CGI was the obvious choice. They think that computers can do anything these days and in some ways, they're right. All those blockbuster action films do amazing special effects with CGI. But it takes CGI artists months of careful work to create a convincing crowd scene, and the cost of that can be very high. CGI isn't cheap. Instead, *United We Stand* is going to use inflatable dummies. I spoke earlier to the seven members of the crew with the job of preparing the dummies, and they told me that they had worked on their inflatable rubber people for two weeks. They'd blown up 10,000 of them, given each one an individual face, and dressed them all in costumes. It's been a lot of hard work. But it's a lot quicker and easier – and most importantly, cheaper – than CGI. And when these dummies are in the film, no one will notice that they're not real people. The film-makers put a few real people in the crowd. Lots at the front, and others in the middle. The real people move, cheer, wave their arms around. And if those people are in the right places for the cameras, they bring the whole crowd to life. You don't see that most of the crowd isn't moving and is made of rubber. 10,000 people in a crowd, for a cheap price? Inflatable dummies, it seems, are the answer. Now I'm going to ...

Unit 9C, Track 9.5, page 121, exercises 9 and 10

1

Jack Hey, Suri, have you heard about Matt's film?

Suri What about it?

J Did you know he wrote a script and entered it for a competition?

S Yes.

J Well, I was just talking to Layla and she said that Matt's script won the competition. A famous American director is going to make a film of it!

S Cool! Lucky Matt!

J And there's some exciting news about Layla, too. She's going to audition for a part in it.

S Is she? How amazing!

2

Mum Layla, there's some bad news about the film, I'm afraid.

Layla Really? What's that?

M Well, you know Steve Hamill, the guy who was going to direct it?

L Yes, of course.

M Well, it said on the internet this morning that he'd had a car accident and he wouldn't be able to work for at least six months.

L What a terrible thing to happen!

M Yes, but it also said that the film studio had cancelled all his projects. They aren't going to make Matt's film after all.

L Oh no! Poor Matt!

Unit 9C, Track 9.6, page 121, exercise 11

Leia Hey, Ed, have you heard about Sophie's news?

Ed No. What news?

L She made a video of herself and put it on her YouTube channel. Now a TV production company has contacted her. They said they thought she had a future as an actor.

E What a brilliant thing to happen! Well done, Sophie!

L I was talking to her this morning, and she said that they want her to come and try for a part in a TV show.

E You mean she's got an audition? Really? That's fantastic news! When is it?

L Well, that's the bad news. She said it's right in the middle of exams. And her parents have told her that she can't go.

E What a shame! It's such a great opportunity.

Unit 9D, Track 9.7, page 123, exercises 5 and 8

1 *Stranger Things* is on Netflix, isn't it?

2 You've seen Season 1, haven't you?

3 The documentary won't last long, will it?

4 He watches *The Crown*, doesn't he?

5 There are too many episodes to binge watch, aren't there?

6 We can't watch TV all weekend, can we?

7 Scarlett Johansson started her career on TV, didn't she?

8 The Marvel films are all on Amazon, aren't they?

Unit 9D, Track 9.8, page 123, exercise 7

1 You'll watch season 2, won't you?

2 The final episode was great, wasn't it?

Unit 10B, Track 10.1, page 133, exercise 8

Matt Hey, Carol, what are you doing?

Carol I'm researching my school project.

M What's it about?

C My favourite thing. Guess!

M Give me a clue ...

C OK, it has been used by people for thousands of years – in fact, it was enjoyed by the ancient Greeks and the Aztecs. Oh, and it is made from trees.

M Hmm, I need some more clues ...

C Well, today most dentists say it's good for your teeth, and studies have shown that it's good for your brain, too. It helps you think. Still, it's been banned in a lot of schools, including our school, and in some countries, too ... like Singapore.

M That's interesting, but I still have no idea.

C OK, last clue, so listen carefully: 187 flavours have been developed since 1848, including watermelon, mango and chocolate, but the most popular flavour is spearmint. That's my favourite flavour, too.

M Ah, I know! It's chewing gum.

C Correct! Modern gum was invented by an American, Thomas Adams, in 1869. 20 years later, a type of chewing gum called Tutti-Frutti became the first to be sold in a vending machine in New York City. And last year, 5.6 million kilometres of gum was sold in the USA. That's enough to reach the moon and back seven times!

M Wow! That's amazing, but it's not good news for the environment. Gum stays on pavements and school desks for years, doesn't it?

C Yes, it does. But a new type of chewing gum has recently been developed in the USA. It's eco-friendly and it disappears after six months. It's called 'Rev7'.

M Hmm, perhaps we can bring that gum to school.

Unit 10C, Track 10.2, page 134, exercise 2

Pres Anyone who watched the TV series *Blue Planet 2* a few years ago will remember the heart-breaking scenes of birds and other sea creatures that have been killed or injured because of plastic pollution. Since then, we have learned much more about how plastic pollution destroys the ocean's ecosystems and how it causes harm to wildlife. With me is environmental expert Dr. Jessica Anderson. Dr. Anderson, how serious is the problem?

Jessica It's extremely serious. Look, healthy oceans are important for all of us. They help to maintain the climate of the whole planet and stop it getting too warm. Millions of people,

like fishermen, depend on them to earn a living. If we want the oceans to survive, we must try harder to protect them, and the animals that live in them. So many things these days are made of plastic. Every year, something like eight million tonnes of plastic are dumped in the sea. That includes plastic bags, fishing nets, drinks bottles ... There are literally billions of pieces of plastic floating around in our oceans. These are eaten by fish, birds and animals like turtles and dolphins. It's estimated that by 2050, 99% of sea birds will have some plastic in their stomachs.

P Why does so much plastic end up in the ocean?

J It's a good question. Until recently, it wasn't possible to recycle most plastic, or it was too expensive. Less than 10% of all plastic waste has ever been recycled. Most of it is thrown away. Often it's not managed properly, so it ends up in drains and rivers, and eventually in the sea. Single-use plastics – that's things like shopping bags and food packaging – are a particular problem. We use them once and then throw them away. And most plastic is not biodegradable – in other words, it doesn't break down into harmless materials over time. So it stays in the ocean for years, and the problem just keeps getting worse.

P So what can we do about it? Some people think we should ban single-use plastics – things like plastic shopping bags and food packaging.

J Yes, that's one idea. There are things we can all do. We can reduce the amount of plastic we use – for example, take our own bags when we go shopping. Recycling plastic is getting easier, and in future more plastic will be recycled. So we need to put plastic in the recycling bin, not the rubbish. And there's another reason to stop throwing plastic away. It's made from oil. After we use up all the oil, there will be no more plastic, so we need to conserve the plastic we do have. We can also sign online petitions to protest against the use of plastics, post comments on social media and support charities like the WWF and Greenpeace. But we need to do these things now.

Unit 10C, Track 10.3, page 135, exercises 7 and 8

Maya What are you watching, Ali?

Ali Oh, just a game show. It's rubbish.

M Good. There's something I really want to watch on Channel 2. It's called *Blood, Sweat and Trainers*.

A What's it about?

M The TV guide says, 'Six students go to Sri Lanka to find out how their trainers are made.' It sounds interesting.

A I don't agree. I think it sounds really boring.

M Well, it's better than watching this. And we might learn something.

A I suppose so, but I want to be entertained.

M I know what you mean, but I think you'll enjoy it.

A I don't think so.

M Come on, Ali! Try it. You won't be disappointed.

A OK, then ... I really don't mind what I watch.

M Great! Where's the remote control?

Unit 10C, Track 10.4, page 135, exercise 9

Jake Hey, Lily, have you heard about the school strike on Friday? It's because of the protest about climate change. You know, we really should support the protest and go along.

Lily Actually, Jake, I'm not sure about that. I know climate change is a big problem, but a protest won't change anything.

J Sorry, but I don't think that's right. I think it will make a difference. People feel strongly about it. Especially people our age.

L Hmm. Perhaps you're right. I mean, we will have to deal with the problem in the future.

J Exactly! You've got nothing to lose. Come on, Lily! Let's sign the online petition, too. You'll be glad you did.

L Oh, all right. I'll come, then.

Cumulative Review 1–10, Track 10.5, page 142, exercise 1

Pres ... the environment. Billions of these are handed out every day, they're used for a few minutes, and then they're thrown away. What am I talking about? Yes, it's plastic bags. Here's our environmental expert, Holly Winters, to tell us all about them. Holly, welcome to the show.

Holly Hello, everybody.

P So, how do plastic bags start their lives, Holly?

H Well, all plastics are made from oil, and that goes for plastic bags, too. About 0.2% of the world's oil is used to make them. That doesn't sound like

a lot, does it? But listen to this: about five trillion plastic bags are produced each year. And the oil that is needed to make these costs about three billion pounds.

P Wow! Where are the bags made?

H Most of our plastic bags are made in countries like China, India, Thailand and Malaysia. They're printed with the supermarket logos in the factories and then they're transported to the UK. After that, they're driven to the stores where they are given to shoppers. It is estimated that, on average, each person in the UK uses 216 plastic bags per year.

P And what do people usually do with the bags once they get home with their shopping?

H Well, a third of the people in the UK put their rubbish in them. Another third re-use them for shopping. But even so, about 98% of the bags end up at the rubbish dump.

P Can't they be recycled?

H Yes, they can. But the process is very expensive. Also, there aren't enough recycling centres in the UK. In total, only about 5% of plastic bags are recycled. Some are recycled here but most of them are taken to China, where there are more recycling centres.

P What happens to the bags that are thrown away?

H Scientists estimate that they last up to a thousand years. And the ones that end up in the sea kill about 100,000 animals and a million sea birds each year. It really is a problem.

P So what's the solution? Should we ...