

OXFORD
UNIVERSITY PRESS

INSIGHT

Upper-Intermediate Teacher's Guide

with Digital Pack

Second Edition

Elaine Boyd

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

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2022

The moral rights of the author have been asserted

First published in 2022

2026 2025 2024 2023 2022

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the ELT Rights Department,
Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

978 0 19 426537 9 Insight Second Edition, Upper-Intermediate Teacher Guide
with Digital Pack

978 0 19 426320 7 Insight Second Edition, Upper-Intermediate Teacher Guide
Pack Component

978 0 19 426315 3 Insight Second Edition, Upper-Intermediate Student Book
Classroom Presentation Tool

978 0 19 426330 6 Insight Second Edition, Upper-Intermediate Workbook
Classroom Presentation Tool

978 0 19 426540 9 Insight Second Edition, Upper-Intermediate Teacher Online
Practice Pack Component

978 0 19 426538 6 Insight Second Edition, Upper-Intermediate Teacher Online Pack
Assessment Pack Component

Printed in China

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

ACKNOWLEDGEMENTS

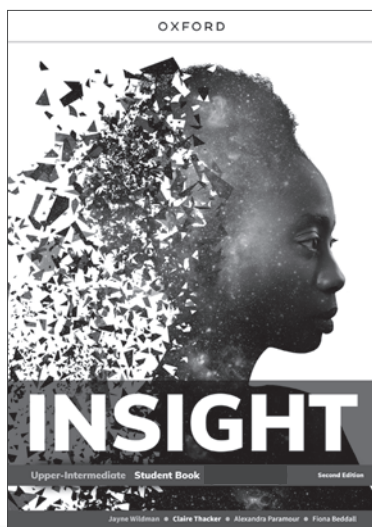
*The publisher would like to thank the following for their kind permission to
reproduce photographs and other copyright material: Shutterstock/VicW*

Contents

Course overview	4
Introducing <i>Insight Second Edition</i>	6
Aims of the course	6
What's new in <i>Insight Second Edition</i> ?	7
Course assessment	8
Methodology support	8
Assessment for learning	9
AfL ideas bank	10
Unit walkthrough	12
Unit teaching notes	27
Unit 1	27
Global skills 1	38
Unit 2	39
Unit 3	49
Global skills 2	58
Unit 4	59
Unit 5	69
Global skills 3	78
Unit 6	79
Unit 7	89
Global skills 4	99
Unit 8	100
Unit 9	110
Global skills 5	120
Unit 10	121
Workbook answer key and audio scripts	130
Student Book audio scripts	154

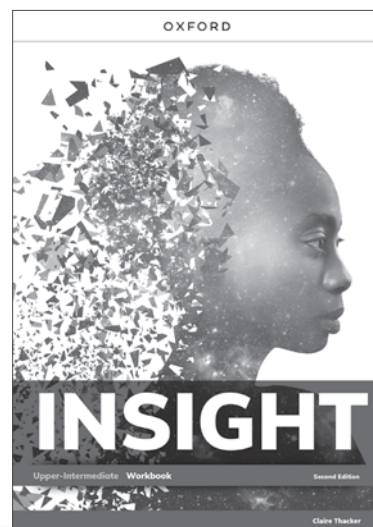
Print components

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

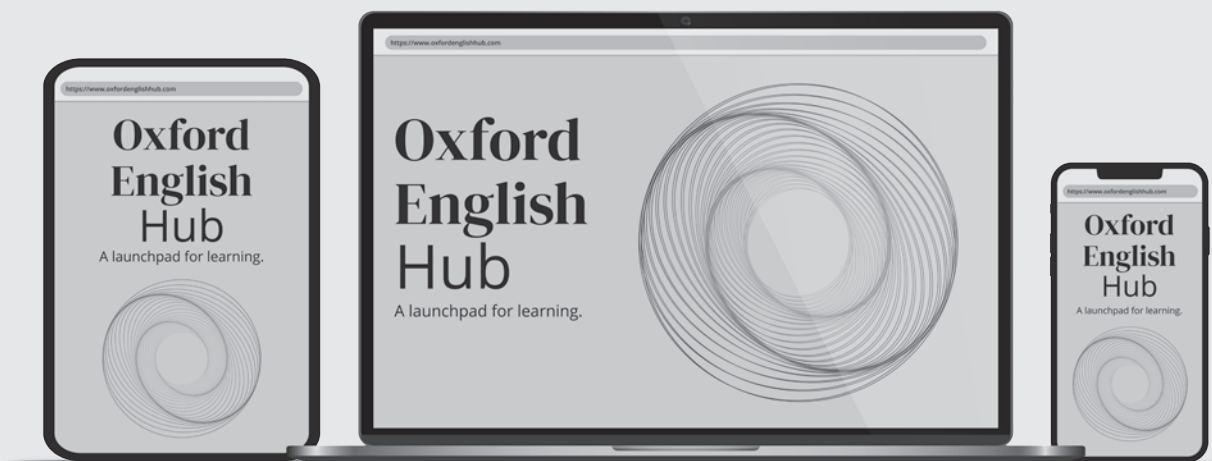
- A digital version of the Workbook with audio

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
- *Vocabulary Strategies* worksheets

Teacher Online Practice

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

Professional development

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

Introducing *Insight Second Edition*

A note from the Student Book author

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

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

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

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

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



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

Jayne Wildman

Aims of the course

To challenge students to think critically about the world around them

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

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

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

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

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

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

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

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

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

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

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

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

Core vocabulary is recycled throughout the Student Book, Workbook and photocopyable 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 5).

Course assessment

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

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

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

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

Entry test

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

Diagnostic test

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

Short tests

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

End-of-unit tests

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

Progress tests

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

End-of-year test

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

Exam practice

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

The Oxford Test of English practice

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

www.oxfordtestofenglish.com

Methodology support

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

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

Position papers

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

www.oup.com/elt/expert

Professional development modules

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

www.oxfordenglishhub.com

Explore further

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

www.oup.com/elt/professionaldevelopmentonline

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

Professional development books

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

www.oup.com/elt

Assessment for learning

What is assessment for learning?

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

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

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

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

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

Why is AfL useful?

For students:

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

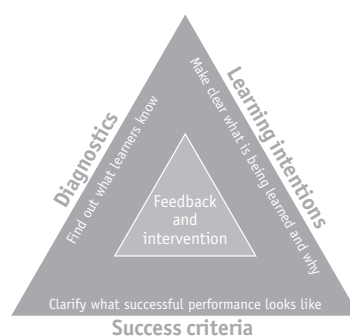
For teachers:

- **It informs teaching decisions.** AfL provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.

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

How can I implement AfL in my teaching?

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



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

Diagnostics

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

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

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

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

Learning intentions

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

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

Success criteria

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

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

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

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

How is AfL different from other kinds of assessment?

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

Is AfL a new approach?

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

In what contexts can I use AfL?

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

More information

You can find more support and information here:

elt.oup.com/feature/global/expert

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

AfL ideas bank

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

Learning intentions

Engaging with the course map

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

Learner confidence

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

Engaging with learning objectives

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

Exploiting learning objectives

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

Diagnostics

How much do students know?

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

Setting up a task

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

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

Using model texts and dialogues to measure progress

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

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

Learner-led feedback

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

Text analysis

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

Success criteria

Effective feedback challenges

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

Comparing performance against models

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

Specific and clear feedback

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

Effective feedback for the right stage

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

Students establish their own success criteria

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

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

Then one day, she had an idea: if she became a pilot, she could travel to any country in the world and be welcomed there. Maya worked hard and in so 2019, she became the first female Syrian refugee to qualify as a pilot. But she didn't stop there. Today, Maya has an aviation degree and is a goodwill ambassador* for the UN Refugee Agency, where she helps other children follow their dreams. 'I am just at the beginning of my journey,' she says, 'and I will do whatever I can to inspire others along the way.'

55 **C** Cameron Osburn has always had a passion for football, so as soon as he started primary school, he joined the school team. Every week, he would turn up for practice and every Sunday, he would go to the match, but he was rarely asked to play. Cameron was left on the bench – his enthusiasm and commitment to the
60 team wasn't enough. The problem was his cerebral palsy, which meant he couldn't move the left side of his body very well, and he wasn't as fast as the other players. Being left on the bench was a disappointment for Cameron and affected his confidence, and for a while, he stopped playing.

65 But Cameron wasn't **defeated**. When he was 15, he joined a team specially for players with cerebral palsy and started training again. With determination and a lot of practice, Cameron managed to get a place in the England Cerebral Palsy squad. This gave him the optimism and confidence to come up with the innovative idea of

70 starting Adversity United, a football team for 6–12-year-old children with social, physical or cerebral disabilities. 'Having cerebral palsy doesn't affect my passion for the game,' he says. 'And I wanted other children to get the chance (to play).'

* goodwill ambassador = a person who represents an organization by educating the public

5

[illegible]

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

Vocabulary is taught in lexical groups making it easier to remember

Open-ended discussion tasks to consolidate and personalize new vocabulary

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

Grammar animation videos available via **Online Practice**

V Insight Describing qualities

6 Find words in the article for definitions 1–7. Then rank the qualities in order of importance. Justify your answers.

- 1 the ability to invent things or solve problems in clever new ways (paragraph 1)
- 2 the quality of only thinking about one particular aim or goal because you are determined to achieve something (paragraph 3)
- 3 the quality of being willing to accept somebody / something, especially opinions or behaviour that you may not agree with, or people who are not like you (paragraph 4)
- 4 the quality of being considerate and helpful (paragraph 4)
- 5 the desire to work hard and give your energy and time to a job or an activity (paragraph 6)
- 6 the quality that makes you continue trying to do something even when this is difficult (paragraph 7)
- 7 a feeling that good things will happen and that something will be successful (paragraph 7)

7 Complete the sentences with words from exercise 6. Sometimes more than one answer is possible.

- 1 Actress Sadie Sink has a lot of _____ towards animals and fights to protect their rights. She was only 15 years old when she became an animal activist.
- 2 *Time* magazine's person of the year, Greta Thunberg, spent hundreds of hours protesting outside the Swedish parliament. Her _____ helped make climate change an international issue.
- 3 Malala Yousafzai was awarded the Nobel Peace Prize when she was just 17, for her bravery and for her _____ to fighting for education for girls.
- 4 15-year-old Jack Andraka showed talent and _____ when he invented a way to detect pancreatic cancer.
- 5 After a school shooting, 18-year-old Emma González's focus and _____ resulted in a change to gun laws in Florida.

V Insight Synonyms

8 Study the highlighted words in the article and match them to their synonyms. Check any words that you do not know in a dictionary and write any common collocations.

- | | | |
|---------------------------|---------|---------|
| 1 a problem: | a _____ | b _____ |
| 2 deal successfully with: | a _____ | b _____ |
| | c _____ | d _____ |
| 3 new and original: | a _____ | b _____ |
| 4 advantage: | c _____ | d _____ |

9 TASK Work in pairs and discuss the questions.

Choose two qualities from exercise 6 that describe you or a friend. Think of a time in the past when you or they showed this quality and describe the situation to your partner. What happened? When? How did you deal with it?

➔ Vocabulary extra > Role models > page 15

✓ Assess your progress Workbook page 11

Grammar

Review of past and present tenses

1 WHAT DO YOU THINK? Which three things below do you think are the most important for young people today? Work in pairs and compare your ideas.

- community ■ happiness ■ having lots of free time
■ helping others ■ money ■ not working too hard

2 1.1 Listen to a podcast. Which of your ideas from exercise 1 does it mention?

3 1.1 Put sentences a–g from the podcast in the correct order. Then listen again and check.

- a _____ Max **has faced** challenges because of his age, and adults didn't always take him seriously.
- b _____ Before she passed away, she **had given** him the money to start the charity.
- c _____ Many teenagers **are giving** their own time as volunteers to help their local community. 1
- d _____ At that time, Max's grandmother **was receiving** treatment for cancer.
- e _____ They **collect** used video games and game consoles, and donate them to hospitals.
- f _____ He's **been working** hard to encourage other young people to follow his example.
- g _____ A 15-year-old called Max Rubenstein **founded** it in 2015.

4 REACT Work in small groups. Which information in the podcast did you find surprising? Have your ideas changed? If so, in what way? If not, why not?



It's the Missouri.

Now we have a geography question.
The question is: What is the longest river in the United States?

That's the correct answer!



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

- WHAT DO YOU THINK?** Look at the photo. What do you think is happening?
- 1.2** Listen to the first part of a news story. What connection do you think the photo might have with the story?
- 1.3** What do you think happens next? Listen to the rest of the news story and compare your ideas.
- 1.4** Listen to a radio discussion about the news story. Are the sentences true (T) or false (F)? Correct the false sentences.
 - Both speakers think that Wesley did not behave in a responsible way.
 - During the bank robbery, all the customers stopped what they were doing when they saw the gun.
 - Our first reaction to danger is to see the problem and accept there is a threat.
 - Stress hormones make us feel very cold, but help us to think faster.
 - The customer in the bank reacted quickly because he wanted to protect himself.
 - Heroes often feel more in control of their lives.
 - They have higher levels of stress hormones.
 - They interact more with other people, including their local community.
 - True heroes are hard to find.
- REACT** Discuss the questions.
 - Did the ending of Wesley's story surprise you?
 - Why do some people help in life-threatening situations? Why do others stand back and do nothing?
 - What would you do in a situation like this?



Insight Words with self-

- Study the words below. What does self- mean in these words? Check the meanings of any words you do not know in a dictionary. Then complete the text with the words.**

self-assurance ■ self-control ■ self-defence ■ self-interest ■ selflessness ■ self-obsession
self-preservation ■ self-sacrifice

ENTERTAINMENT GENERAL KNOWLEDGE LIFESTYLE SCIENCE GEOGRAPHY SOCIETY MORE

Do the right thing

When you think about heroes, what do you imagine? You probably think of fearless people who have little concern for their own ¹ in the face of danger, who rarely act out of ², serving instead the interests of others. You don't usually associate such ³ with 'selfish' teenagers, who are often called the 'me generation' because of their ⁴. If they do something brave, they are probably protecting themselves and acting in ⁵. However, despite the bad press, there are plenty of teens who do the right thing.

When it comes to ⁶, or putting yourself at risk for others, it's hard to beat two teenage cousins from New York, who saved a family of four from a house fire in their neighbourhood. In the face of extreme danger, the quick-thinking teens remained cool and calm. They showed ⁷ by not panicking, screaming or overreacting. Instead, they ran to the house, broke the door and guided the family out.

In an incident near Manchester in the UK, a teenager was walking home from work when he witnessed a car crash. He immediately stopped and ran to help the two women trapped in the car. He helped to free one of them after checking she had no spine or back injuries and helped the other woman remain calm until paramedics arrived. He acted quickly and knew he could use first aid skills and knowledge he had learned. At that moment, he believed he could make a difference in a dangerous situation. And he was right – his courage and ⁸ helped to save two people's lives.

- TASK** Work in pairs and discuss the questions.

- Which self- words do you think are positive? Negative? Why?
- Imagine you found yourself in one of the situations in exercise 6. Would you or could you have done the same? Why / why not?
- When was the last time you showed self-sacrifice, self-control or selflessness?

8

Listening, vocabulary and speaking

Words with self-

- Match the words below to definitions 1-4.**

1 self-assurance ■ self-control ■ self-defence
2 self-interest ■ selflessness ■ self-obsession
3 self-preservation ■ self-sacrifice

- protecting yourself in a physically dangerous situation without using a weapon
- being able to control your own feelings and actions
- thinking more about the needs of other people than yourself
- not letting yourself have or do something in order to help other people instead

- believing in your own strengths and abilities
- thinking only about yourself and not caring about other people
- thinking about yourself all the time

Giving and acknowledging opinions

- 1.1** Listen to a school committee deciding which charity to raise money for. Which of the following charities do they NOT mention?

1 Disaster Emergency Support
2 Healthy Heart Foundation
3 Clean Water Campaign
4 The Internet

- 1.2** Listen again and match speakers Maya (M), Ivan (I), or Rebecca (R) to opinions 1-4.

1 Larger charities spend too much money on advertising
2 Smaller charities are usually run by volunteers
3 They should choose a charity which helps young people
4 It's a good idea to raise money for a charity that has helped you or your family
5 Animal charities are well supported
6 People care more about animals than people, so they should choose an animal charity

- 1.3** Complete the sentences with one word in each gap. Then listen again and check.

1 We're trying to raise money for a charity which is ¹ to help people in need.
2 I don't see why we should ² our money for a charity which is ³ to help people in need.
3 I don't see why we should ⁴ our money for a charity which is ⁵ to help people in need.
4 I don't see why we should ⁶ our money for a charity which is ⁷ to help people in need.
5 I don't see why we should ⁸ our money for a charity which is ⁹ to help people in need.
6 I don't see why we should ¹⁰ our money for a charity which is ¹¹ to help people in need.
7 I don't see why we should ¹² our money for a charity which is ¹³ to help people in need.
8 I don't see why we should ¹⁴ our money for a charity which is ¹⁵ to help people in need.
9 I don't see why we should ¹⁶ our money for a charity which is ¹⁷ to help people in need.
10 I don't see why we should ¹⁸ our money for a charity which is ¹⁹ to help people in need.
11 I don't see why we should ²⁰ our money for a charity which is ²¹ to help people in need.
12 I don't see why we should ²² our money for a charity which is ²³ to help people in need.
13 I don't see why we should ²⁴ our money for a charity which is ²⁵ to help people in need.
14 I don't see why we should ²⁶ our money for a charity which is ²⁷ to help people in need.
15 I don't see why we should ²⁸ our money for a charity which is ²⁹ to help people in need.
16 I don't see why we should ³⁰ our money for a charity which is ³¹ to help people in need.
17 I don't see why we should ³² our money for a charity which is ³³ to help people in need.
18 I don't see why we should ³⁴ our money for a charity which is ³⁵ to help people in need.
19 I don't see why we should ³⁶ our money for a charity which is ³⁷ to help people in need.
20 I don't see why we should ³⁸ our money for a charity which is ³⁹ to help people in need.
21 I don't see why we should ⁴⁰ our money for a charity which is ⁴¹ to help people in need.
22 I don't see why we should ⁴² our money for a charity which is ⁴³ to help people in need.
23 I don't see why we should ⁴⁴ our money for a charity which is ⁴⁵ to help people in need.
24 I don't see why we should ⁴⁶ our money for a charity which is ⁴⁷ to help people in need.
25 I don't see why we should ⁴⁸ our money for a charity which is ⁴⁹ to help people in need.
26 I don't see why we should ⁵⁰ our money for a charity which is ⁵¹ to help people in need.
27 I don't see why we should ⁵² our money for a charity which is ⁵³ to help people in need.
28 I don't see why we should ⁵⁴ our money for a charity which is ⁵⁵ to help people in need.
29 I don't see why we should ⁵⁶ our money for a charity which is ⁵⁷ to help people in need.
30 I don't see why we should ⁵⁸ our money for a charity which is ⁵⁹ to help people in need.
31 I don't see why we should ⁶⁰ our money for a charity which is ⁶¹ to help people in need.
32 I don't see why we should ⁶² our money for a charity which is ⁶³ to help people in need.
33 I don't see why we should ⁶⁴ our money for a charity which is ⁶⁵ to help people in need.
34 I don't see why we should ⁶⁶ our money for a charity which is ⁶⁷ to help people in need.
35 I don't see why we should ⁶⁸ our money for a charity which is ⁶⁹ to help people in need.
36 I don't see why we should ⁷⁰ our money for a charity which is ⁷¹ to help people in need.
37 I don't see why we should ⁷² our money for a charity which is ⁷³ to help people in need.
38 I don't see why we should ⁷⁴ our money for a charity which is ⁷⁵ to help people in need.
39 I don't see why we should ⁷⁶ our money for a charity which is ⁷⁷ to help people in need.
40 I don't see why we should ⁷⁸ our money for a charity which is ⁷⁹ to help people in need.
41 I don't see why we should ⁸⁰ our money for a charity which is ⁸¹ to help people in need.
42 I don't see why we should ⁸² our money for a charity which is ⁸³ to help people in need.
43 I don't see why we should ⁸⁴ our money for a charity which is ⁸⁵ to help people in need.
44 I don't see why we should ⁸⁶ our money for a charity which is ⁸⁷ to help people in need.
45 I don't see why we should ⁸⁸ our money for a charity which is ⁸⁹ to help people in need.
46 I don't see why we should ⁹⁰ our money for a charity which is ⁹¹ to help people in need.
47 I don't see why we should ⁹² our money for a charity which is ⁹³ to help people in need.
48 I don't see why we should ⁹⁴ our money for a charity which is ⁹⁵ to help people in need.
49 I don't see why we should ⁹⁶ our money for a charity which is ⁹⁷ to help people in need.
50 I don't see why we should ⁹⁸ our money for a charity which is ⁹⁹ to help people in need.
51 I don't see why we should ¹⁰⁰ our money for a charity which is ¹⁰¹ to help people in need.
52 I don't see why we should ¹⁰² our money for a charity which is ¹⁰³ to help people in need.
53 I don't see why we should ¹⁰⁴ our money for a charity which is ¹⁰⁵ to help people in need.
54 I don't see why we should ¹⁰⁶ our money for a charity which is ¹⁰⁷ to help people in need.
55 I don't see why we should ¹⁰⁸ our money for a charity which is ¹⁰⁹ to help people in need.
56 I don't see why we should ¹¹⁰ our money for a charity which is ¹¹¹ to help people in need.
57 I don't see why we should ¹¹² our money for a charity which is ¹¹³ to help people in need.
58 I don't see why we should ¹¹⁴ our money for a charity which is ¹¹⁵ to help people in need.
59 I don't see why we should ¹¹⁶ our money for a charity which is ¹¹⁷ to help people in need.
60 I don't see why we should ¹¹⁸ our money for a charity which is ¹¹⁹ to help people in need.
61 I don't see why we should ¹²⁰ our money for a charity which is ¹²¹ to help people in need.
62 I don't see why we should ¹²² our money for a charity which is ¹²³ to help people in need.
63 I don't see why we should ¹²⁴ our money for a charity which is ¹²⁵ to help people in need.
64 I don't see why we should ¹²⁶ our money for a charity which is ¹²⁷ to help people in need.
65 I don't see why we should ¹²⁸ our money for a charity which is ¹²⁹ to help people in need.
66 I don't see why we should ¹³⁰ our money for a charity which is ¹³¹ to help people in need.
67 I don't see why we should ¹³² our money for a charity which is ¹³³ to help people in need.
68 I don't see why we should ¹³⁴ our money for a charity which is ¹³⁵ to help people in need.
69 I don't see why we should ¹³⁶ our money for a charity which is ¹³⁷ to help people in need.
70 I don't see why we should ¹³⁸ our money for a charity which is ¹³⁹ to help people in need.
71 I don't see why we should ¹⁴⁰ our money for a charity which is ¹⁴¹ to help people in need.
72 I don't see why we should ¹⁴² our money for a charity which is ¹⁴³ to help people in need.
73 I don't see why we should ¹⁴⁴ our money for a charity which is ¹⁴⁵ to help people in need.
74 I don't see why we should ¹⁴⁶ our money for a charity which is ¹⁴⁷ to help people in need.
75 I don't see why we should ¹⁴⁸ our money for a charity which is ¹⁴⁹ to help people in need.
76 I don't see why we should ¹⁵⁰ our money for a charity which is ¹⁵¹ to help people in need.
77 I don't see why we should ¹⁵² our money for a charity which is ¹⁵³ to help people in need.
78 I don't see why we should ¹⁵⁴ our money for a charity which is ¹⁵⁵ to help people in need.
79 I don't see why we should ¹⁵⁶ our money for a charity which is ¹⁵⁷ to help people in need.
80 I don't see why we should ¹⁵⁸ our money for a charity which is ¹⁵⁹ to help people in need.
81 I don't see why we should ¹⁶⁰ our money for a charity which is ¹⁶¹ to help people in need.
82 I don't see why we should ¹⁶² our money for a charity which is ¹⁶³ to help people in need.
83 I don't see why we should ¹⁶⁴ our money for a charity which is ¹⁶⁵ to help people in need.
84 I don't see why we should ¹⁶⁶ our money for a charity which is ¹⁶⁷ to help people in need.
85 I don't see why we should ¹⁶⁸ our money for a charity which is ¹⁶⁹ to help people in need.
86 I don't see why we should ¹⁷⁰ our money for a charity which is ¹⁷¹ to help people in need.
87 I don't see why we should ¹⁷² our money for a charity which is ¹⁷³ to help people in need.
88 I don't see why we should ¹⁷⁴ our money for a charity which is ¹⁷⁵ to help people in need.
89 I don't see why we should ¹⁷⁶ our money for a charity which is ¹⁷⁷ to help people in need.
90 I don't see why we should ¹⁷⁸ our money for a charity which is ¹⁷⁹ to help people in need.
91 I don't see why we should ¹⁸⁰ our money for a charity which is ¹⁸¹ to help people in need.
92 I don't see why we should ¹⁸² our money for a charity which is ¹⁸³ to help people in need.
93 I don't see why we should ¹⁸⁴ our money for a charity which is ¹⁸⁵ to help people in need.
94 I don't see why we should ¹⁸⁶ our money for a charity which is ¹⁸⁷ to help people in need.
95 I don't see why we should ¹⁸⁸ our money for a charity which is ¹⁸⁹ to help people in need.
96 I don't see why we should ¹⁹⁰ our money for a charity which is ¹⁹¹ to help people in need.
97 I don't see why we should ¹⁹² our money for a charity which is ¹⁹³ to help people in need.
98 I don't see why we should ¹⁹⁴ our money for a charity which is ¹⁹⁵ to help people in need.
99 I don't see why we should ¹⁹⁶ our money for a charity which is ¹⁹⁷ to help people in need.
100 I don't see why we should ¹⁹⁸ our money for a charity which is ¹⁹⁹ to help people in need.
101 I don't see why we should ²⁰⁰ our money for a charity which is ²⁰¹ to help people in need.
102 I don't see why we should ²⁰² our money for a charity which is ²⁰³ to help people in need.
103 I don't see why we should ²⁰⁴ our money for a charity which is ²⁰⁵ to help people in need.
104 I don't see why we should ²⁰⁶ our money for a charity which is ²⁰⁷ to help people in need.
105 I don't see why we should ²⁰⁸ our money for a charity which is ²⁰⁹ to help people in need.
106 I don't see why we should ²¹⁰ our money for a charity which is ²¹¹ to help people in need.
107 I don't see why we should ²¹² our money for a charity which is ²¹³ to help people in need.
108 I don't see why we should ²¹⁴ our money for a charity which is ²¹⁵ to help people in need.
109 I don't see why we should ²¹⁶ our money for a charity which is ²¹⁷ to help people in need.
110 I don't see why we should ²¹⁸ our money for a charity which is ²¹⁹ to help people in need.
111 I don't see why we should ²²⁰ our money for a charity which is ²²¹ to help people in need.
112 I don't see why we should ²²² our money for a charity which is ²²³ to help people in need.
113 I don't see why we should ²²⁴ our money for a charity which is ²²⁵ to help people in need.
114 I don't see why we should ²²⁶ our money for a charity which is ²²⁷ to help people in need.
115 I don't see why we should ²²⁸ our money for a charity which is ²²⁹ to help people in need.
116 I don't see why we should ²³⁰ our money for a charity which is ²³¹ to help people in need.
117 I don't see why we should ²³² our money for a charity which is ²³³ to help people in need.
118 I don't see why we should ²³⁴ our money for a charity which is ²³⁵ to help people in need.
119 I don't see why we should ²³⁶ our money for a charity which is ²³⁷ to help people in need.
120 I don't see why we should ²³⁸ our money for a charity which is ²³⁹ to help people in need.
121 I don't see why we should ²⁴⁰ our money for a charity which is ²⁴¹ to help people in need.
122 I don't see why we should ²⁴² our money for a charity which is ²⁴³ to help people in need.
123 I don't see why we should ²⁴⁴ our money for a charity which is ²⁴⁵ to help people in need.
124 I don't see why we should ²⁴⁶ our money for a charity which is ²⁴⁷ to help people in need.
125 I don't see why we should ²⁴⁸ our money for a charity which is ²⁴⁹ to help people in need.
126 I don't see why we should ²⁵⁰ our money for a charity which is ²⁵¹ to help people in need.
127 I don't see why we should ²⁵² our money for a charity which is ²⁵³ to help people in need.
128 I don't see why we should ²⁵⁴ our money for a charity which is ²⁵⁵ to help people in need.
129 I don't see why we should ²⁵⁶ our money for a charity which is ²⁵⁷ to help people in need.
130 I don't see why we should ²⁵⁸ our money for a charity which is ²⁵⁹ to help people in need.
131 I don't see why we should ²⁶⁰ our money for a charity which is ²⁶¹ to help people in need.
132 I don't see why we should ²⁶² our money for a charity which is ²⁶³ to help people in need.
133 I don't see why we should ²⁶⁴ our money for a charity which is ²⁶⁵ to help people in need.
134 I don't see why we should ²⁶⁶ our money for a charity which is ²⁶⁷ to help people in need.
135 I don't see why we should ²⁶⁸ our money for a charity which is ²⁶⁹ to help people in need.
136 I don't see why we should ²⁷⁰ our money for a charity which is ²⁷¹ to help people in need.
137 I don't see why we should ²⁷² our money for a charity which is ²⁷³ to help people in need.
138 I don't see why we should ²⁷⁴ our money for a charity which is ²⁷⁵ to help people in need.
139 I don't see why we should ²⁷⁶ our money for a charity which is ²⁷⁷ to help people in need.
140 I don't see why we should ²⁷⁸ our money for a charity which is ²⁷⁹ to help people in need.
141 I don't see why we should ²⁸⁰ our money for a charity which is ²⁸¹ to help people in need.
142 I don't see why we should ²⁸² our money for a charity which is ²⁸³ to help people in need.
143 I don't see why we should ²⁸⁴ our money for a charity which is ²⁸⁵ to help people in need.
144 I don't see why we should ²⁸⁶ our money for a charity which is ²⁸⁷ to help people in need.
145 I don't see why we should ²⁸⁸ our money for a charity which is ²⁸⁹ to help people in need.
146 I don't see why we should ²⁹⁰ our money for a charity which is ²⁹¹ to help people in need.
147 I don't see why we should ²⁹² our money for a charity which is ²⁹³ to help people in need.
148 I don't see why we should ²⁹⁴ our money for a charity which is ²⁹⁵ to help people in need.
149 I don't see why we should ²⁹⁶ our money for a charity which is ²⁹⁷ to help people in need.
150 I don't see why we should ²⁹⁸ our money for a charity which is ²⁹⁹ to help people in need.
151 I don't see why we should ³⁰⁰ our money for a charity which is ³⁰¹ to help people in need.
152 I don't see why we should ³⁰² our money for a charity which is ³⁰³ to help people in need.
153 I don't see why we should ³⁰⁴ our money for a charity which is ³⁰⁵ to help people in need.
154 I don't see why we should ³⁰⁶ our money for a charity which is ³⁰⁷ to help people in need.
155 I don't see why we should ³⁰⁸ our money for a charity which is ³⁰⁹ to help people in need.
156 I don't see why we should ³¹⁰ our money for a charity which is ³¹¹ to help people in need.
157 I don't see why we should ³¹² our money for a charity which is ³¹³ to help people in need.
158 I don't see why we should ³¹⁴ our money for a charity which is ³¹⁵ to help people in need.
159 I don't see why we should ³¹⁶ our money for a charity which is ³¹⁷ to help people in need.
160 I don't see why we should ³¹⁸ our money for a charity which is ³¹⁹ to help people in need.
161 I don't see why we should ³²⁰ our money for a charity which is ³²¹ to help people in need.
162 I don't see why we should ³²² our money for a charity which is ³²³ to help people in need.
163 I don't see why we should ³²⁴ our money for a charity which is ³²⁵ to help people in need.
164 I don't see why we should ³²⁶ our money for a charity which is ³²⁷ to help people in need.
165 I don't see why we should ³²⁸ our money for a charity which is ³²⁹ to help people in need.
166 I don't see why we should ³³⁰ our money for a charity which is ³³¹ to help people in need.
167 I don't see why we should ³³² our money for a charity which is ³³³ to help people in need.
168 I don't see why we should ³³⁴ our money for a charity which is ³³⁵ to help people in need.
169 I don't see why we should ³³⁶ our money for a charity which is ³³⁷ to help people in need.
170 I don't see why we should ³³⁸ our money for a charity which is ³³⁹ to help people in need.
171 I don't see why we should ³⁴⁰ our money for a charity which is ³⁴¹ to help people in need.
172 I don't see why we should ³⁴² our money for a charity which is ³⁴³ to help people in need.
173 I don't see why we should ³⁴⁴ our money for a charity which is ³⁴⁵ to help people in need.
174 I don't see why we should ³⁴⁶ our money for a charity which is ³⁴⁷ to help people in need.
175 I don't see why we should ³⁴⁸ our money for a charity which is ³⁴⁹ to help people in need.
176 I don't see why we should ³⁵⁰ our money for a charity which is ³⁵¹ to help people in need.
177 I don't see why we should ³⁵² our money for a charity which is ³⁵³ to help people in need.
178 I don't see why we should ³⁵⁴ our money for a charity which is ³⁵⁵ to help people in need.
179 I don't see why we should ³⁵⁶ our money for a charity which is ³⁵⁷ to help people in need.
180 I don't see why we should ³⁵⁸ our money for a charity which is ³⁵⁹ to help people in need.
181 I don't see why we should ³⁶⁰ our money for a charity which is ³⁶¹ to help people in need.
182 I don't see why we should ³⁶² our money for a charity which is ³⁶³ to help people in need.
183 I don't see why we should ³⁶⁴ our money for a charity which is ³⁶⁵ to help people in need.
184 I don't see why we should ³⁶⁶ our money for a charity which is ³⁶⁷ to help people in need.
185 I don't see why we should ³⁶⁸ our money for a charity which is ³⁶⁹ to help people in need.
186 I don't see why we should ³⁷⁰ our money for a charity which is ³⁷¹ to help people in need.
187 I don't see why we should ³⁷² our money for a charity which is ³⁷³ to help people in need.
188 I don't see why we should ³⁷⁴ our money for a charity which is ³⁷⁵ to help people in need.
189 I don't see why we should ³⁷⁶ our money for a charity which is ³⁷⁷ to help people in need.
190 I don't see why we should ³⁷⁸ our money for a charity which is ³⁷⁹ to help people in need.
191 I don't see why we should ³⁸⁰ our money for a charity which is ³⁸¹ to help people in need.
192 I don't see why we should ³⁸² our money for a charity which is ³⁸³ to help people in need.
193 I don't see why we should ³⁸⁴ our money for a charity which is ³⁸⁵ to help people in need.
194 I don't see why we should ³⁸⁶ our money for a charity which is ³⁸⁷ to help people in need.
195 I don't see why we should ³⁸⁸ our money for a charity which is ³⁸⁹ to help people in need.
196 I don't see why we should ³⁹⁰ our money for a charity which is ³⁹¹ to help people in need.
197 I don't see why we should ³⁹² our money for a charity which is ³⁹³ to help people in need.
198 I don't see why we should ³⁹⁴ our money for a charity which is ³⁹⁵ to help people in need.
199 I don't see why we should ³⁹⁶ our money for a charity which is ³⁹⁷ to help people in need.
200 I don't see why we should ³⁹⁸ our money for a charity which is ³⁹⁹ to help people in need.
201 I don't see why we should ⁴⁰⁰ our money for a charity which is ⁴⁰¹ to help people in need.
202 I don't see why we should ⁴⁰² our money for a charity which is ⁴⁰³ to help people in need.
203 I don't see why we should ⁴⁰⁴ our money for a charity which is ⁴⁰⁵ to help people in need.
204 I don't see why we should ⁴⁰⁶ our money for a charity which is ⁴⁰⁷ to help people in need.
205 I don't see why we should ⁴⁰⁸ our money for a charity which is ⁴⁰⁹ to help people in need.
206 I don't see why we should ⁴¹⁰ our money for a charity which is ⁴¹¹ to help people in need.
207 I don't see why we should ⁴¹² our money for a charity which is ⁴¹³ to help people in need.
208 I don't see why we should ⁴¹⁴ our money for a charity which is ⁴¹⁵ to help people in need.
209 I don't see why we should ⁴¹⁶ our money for a charity which is ⁴¹⁷ to help people in need.
210 I don't see why we should ⁴¹⁸ our money for a charity which is ⁴¹⁹ to help people in need.
211 I don't see why we should ⁴²⁰ our money for a charity which is ⁴²¹ to help people in need.
212 I don't see why we should ⁴²² our money for a charity which is ⁴²³ to help people in need.
213 I don't see why we should ⁴²⁴ our money for a charity which is ⁴²⁵ to help people in need.
214 I don't see why we should ⁴²⁶ our money for a charity which is ⁴²⁷ to help people in need.
215 I don't see why we should ⁴²⁸ our money for a charity which is ⁴²⁹ to help people in need.
216 I don't see why we should ⁴³⁰ our money for a charity which is ⁴³¹ to help people in need.
217 I don't see why we should ⁴³² our money for a charity which is ⁴³³ to help people in need.
218 I don't see why we should ⁴³⁴ our money for a charity which is ⁴³⁵ to help people in need.
219 I don't see why we should ⁴³⁶ our money for a charity which is ⁴³⁷ to help people in need.
220 I don't see why we should ⁴³⁸ our money for a charity which is ⁴³⁹ to help people in need.
221 I don't see why we should ⁴⁴⁰ our money for a charity which is ⁴⁴¹ to help people in need.
222 I don't see why we should ⁴⁴² our money for a charity which is ⁴⁴³ to help people in need.
223 I don't see why we should ⁴⁴⁴ our money for a charity which is ⁴⁴⁵ to help people in need.
224 I don't see why we should ⁴⁴⁶ our money for a charity which is ⁴⁴⁷ to help people in need.
225 I don't see why we should ⁴⁴⁸ our money for a charity which is ⁴⁴⁹ to help people in need.
226 I don't see why we should ⁴⁵⁰ our money for a charity which is ⁴⁵¹ to help people in need.
227 I don't see why we should ⁴⁵² our money for a charity which is ⁴⁵³ to help people in need.
228 I don't see why we should ⁴⁵⁴ our money for a charity which is ⁴⁵⁵ to help people in need.
229 I don't see why we should ⁴⁵⁶ our money for a charity which is ⁴⁵⁷ to help people in need.
230 I don't see why we should ⁴⁵⁸ our money for a charity which is ⁴⁵⁹ to help people in need.
231 I don't see why we should ⁴⁶⁰ our money for a charity which is ⁴⁶¹ to help people in need.
232 I don't see why we should ⁴⁶² our money for a charity which is ⁴⁶³ to help people in need.
233 I don't see why we should ⁴⁶⁴ our money for a charity which is ⁴⁶⁵ to help people in need.
234 I don't see why we should ⁴⁶⁶ our money for a charity which is

Speaking Giving and acknowledging opinions

8 Work in pairs. What qualities do you think a hero has? Make a list. Then compare with another pair. Rank the qualities in order of importance. Justify your choices.

9 1.5 Read the newspaper headlines. Then listen to a school committee discussing the options for the winner of a local hero award. Who do they choose and why?

A Famous singer gives free tickets to underprivileged children to attend concert and meet him backstage

B Firefighter rescues family of five, including a three-day-old baby and pet dog, from burning house

C Ten-year-old boy donates kidney to save his younger brother

D Terminally ill teen raises money for others with similar condition

E Three-year-old calls emergency services after mother collapses and saves her life



10 1.5 Complete the phrases from the discussion. Then listen and check.

Giving an opinion	Acknowledging an opinion	Asking for clarification
I ¹ _____ we can	I see where you're ⁴ _____.	What do you ⁶ _____ exactly?
My ² _____ is that	I ⁵ _____ that point of view.	Can you just ⁷ _____ that a bit more?
For ³ _____, ...		Are you ⁸ _____ that ... ?

11 Add the phrases below to the table in exercise 10.

- Could you explain what you mean? ■ I appreciate what you're saying, ...
■ I think we need to consider ■ That makes sense to me. ■ The point is that

12 1.6 Complete the conversation with one word in each gap. Then listen and check. Does Sami agree with Pria's choice?

Darius I think we need to ¹ _____ what we mean by 'a hero' first.

Pria It's someone who thinks of others before themselves, isn't it?

Sami In that case, they all qualify. But what about bravery?

Pria Could you explain what you ² _____ ?

Sami Sure. The ³ _____ is that if someone risks their life to save someone else, they're a hero, aren't they?

Pria I ⁴ _____ what you're saying, but it's not just about saving lives. It's about helping someone in any way when there is no obvious benefit for yourself.

Darius That makes ⁵ _____ to me, although I think we should consider bravery, too.

Pria In that case, I ⁶ _____ the young person suffering from a terminal illness is the most heroic.

Sami Hmm, I'm not sure I agree ...

**Global skills** Reviewing opinions

When you are taking part in a discussion, it's important to listen to other people's opinions carefully and review your own opinion based

on new information. You can use phrases like:
True but, ... ; That makes sense to me, although ... ; Hmm, I'm not sure I agree.

13 What other phrases could you use to review your opinion?

14 **TASK** Work in small groups. Decide who you think deserves the award. Choose from the people in exercise 9 or use people from your local area. Use phrases from exercises 10 and 11. Review your opinion if necessary. Use the conversation in exercise 12 to help you.

Assess your progress
Workbook page 11

Students are actively involved in the presentation of functional language

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

Activities encourage students to engage with different cultural perspectives

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? Rank the things below in order of importance in your life. If you had to support just one of them, which would you choose? Then read the texts. What was important to the writer?

- a political movement ■ career ■ education
- family ■ fight against discrimination
- fight against poverty ■ friends

2 Read the extract from *Long Walk to Freedom* again and discuss the questions.

- 1 Why was Mandela's impression of time different from other people's?
- 2 What did he realize when he saw his mother and children?
- 3 Why did he have mixed emotions when he saw his mother?
- 4 What family tradition was Mandela forced to break?
- 5 What is the 'struggle' he refers to? How did his family initially react to his commitment to this 'struggle'?
- 6 What conclusion does he come to about the life choices he made?



Global skills Culture

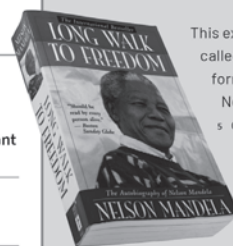
3 Can you give another example of a group of people who were discriminated against? What did people do / are people doing to stop this discrimination?

Insight Word analysis

4 Answer the questions, referring closely to the extract.

- 1 Which two adjectives does the writer use to describe 'change'? What is the difference between these two adjectives? (A)
- 2 Which adjective describes a transformation that is extreme or unusual, and therefore attracts attention? Why does the writer use it to describe his mother's appearance? (A)
- 3 Which word refers to a period of time between two events? (C)
- 4 Which word means 'to look tired and ill'? What does it describe? (D)
- 5 Which phrase does the writer use instead of a lot? What does it refer to? (F)
- 6 Which word means 'helpful'? What does it refer to? (F)
- 7 Which word does the writer use for a confusing problem or a question that is difficult to solve? What problem did the writer have? (G)
- 8 Which word means 'be punished for something'? How was the writer's family punished? (G)

10



This extract is from an autobiography called *Long Walk to Freedom* by the former President of South Africa, Nelson Mandela. In the book, Mandela describes his early life and later fight against the South African apartheid regime. 'Mandela had been studying law before he got involved in politics.

By the time he graduated, he had already joined the African National Congress (ANC). 'By 1962, he had been working in the party for more than 20 years. In 1963, he was arrested for political offences and sentenced to life imprisonment. In this passage from 1968, he still hadn't been freed from prison. 'He had been living in a small prison cell on Robben Island since 1964.

From *Robben Island: THE DARK YEARS*

A Time may seem to stand still for those of us in prison, but it did not halt for those outside. I was reminded of this when I was visited by my mother in the spring of 1968. 'I had not seen her since the end of the Rivonia Trial. Change is gradual and incremental, and when one lives in the midst of one's family, one rarely notices differences in them. But when one doesn't see one's family for many years at a time, the transformation can be striking. My mother suddenly seemed very old.

B 'She had journeyed all the way from the Transkei, accompanied by my son Makgatho, my daughter Makaziwe, and my sister Mabel. Because I had four visitors and they had come a great distance, the authorities extended the visiting time from a half an hour to forty-five minutes.

C I had not seen my son and daughter since before the trial and they had become adults in the interim, growing up without me. I looked at them with amazement and pride. But though they had grown up, I am afraid I still treated them more or less as the children they had been when I went to prison. They may have changed, but I hadn't.

D My mother had lost a great deal of weight, which concerned me. Her face appeared haggard. Only my sister Mabel seemed unchanged. While it was a great pleasure to see all of them and to discuss family issues, I was uneasy about my mother's health.

E Several weeks later, after returning from the quarry, I was told to go to the Head Office to collect a telegram. It was from Makgatho, informing me that 'my mother had died of a heart attack. I immediately made a request to the commanding officer to be permitted to attend her



funeral in the Transkei, which he turned down. 'Mandela,' he said, 'while I know you are a man of your word and would not try to escape, I cannot trust your own people, and we fear that they would try to kidnap you.' It added to my grief that I was not able to bury my mother, which was my responsibility as her eldest child and only son.

F Over the next few months I thought about her a great deal. Her life had been far from easy. I had been able to support her when I was practising as an attorney, but once I went to prison, I was unable to help her. I had never been as attentive as I should have been.

G A mother's death causes a man to look back on and evaluate his own life. Her difficulties, her poverty, made me question once again whether I had taken the right path. That was always the conundrum: Had I made the right choice in putting the people's welfare even before that of my own family? For a long time, my mother had not understood my commitment to the struggle. My family had not asked for or even wanted to be involved in the struggle, but my involvement penalized them.

H But I came back to the same answer. In South Africa, it is hard for a man to ignore the needs of the people, even at the expense of his own family. I had made my choice, and in the end, she had supported it. But that did not lessen the sadness I felt at not being able to make her life more comfortable, or the pain of not being able to lay her to rest.

Grammar Past perfect simple and continuous

Grammar Insight

5 Study underlined sentences 1–9 in the article. Then match them to rules a–e. Some sentences match more than one rule.

We use the past perfect simple and continuous to talk about actions that took place or started before a second action or situation in the past.

We use the past perfect simple:

- a when the first action was finished when the second action happened.
 - b when the first action is a permanent past situation.
 - c with state verbs, e.g. *be, have, believe, understand, see, like*.
- We use the past perfect continuous:**
- d when the first action was ongoing or still continuing when the second action happened.
 - e to emphasize the duration of an ongoing action in the past.

6 Study the highlighted text expressions in the article and answer the questions.

- a Which are used with the past perfect simple?
- b Which are used with the past perfect continuous?
- c Which can be used with both?

Further reference and practice > Workbook > page 109

7 Complete the text with the past perfect simple or continuous form of the verbs in brackets.

17 May 2005: It ¹ _____ (rain) that morning, but now it was warm and the sun was shining. Nelson Mandela was resting in his room at the Four Seasons Hotel. He ² _____ (have) a busy day – he ³ _____ (just / give) a speech, and he was meeting President Bush later that afternoon.

Mandela was 86. He ⁴ _____ (finish) his term as president of South Africa some years earlier. He ⁵ _____ (become) an inspiration to many people, including a young US Senator. That senator wanted to meet Mandela, but Mandela was tired. At first, he ⁶ _____ (not agree) to the meeting, but then he decided to see the young man, just for a few minutes. In fact, the senator ⁷ _____ (wait) all morning for Mandela's reply.

When he arrived at the hotel, he was taken to Mandela. Ten minutes later, the young senator left. Mandela didn't know it then, but he ⁸ _____ (just / meet) the next leader of the USA, and America's first black president: Barack Obama.

8 TASK Think of a political leader or person from the past who achieved something great. Make notes using the prompts below. Try to use the past perfect simple and continuous. Then work in pairs. Tell your partner about the person. Can they guess who it is?

- He / She had been ... for years before he / she ...
- Before he / she started, he / she had ...
- He / She had been ... for / since ...
- By the time he / she ... , he / she had ...

Vocabulary extra > Qualities of a hero > page 15

Assess your progress > Workbook page 11

Watch the video *Bengaluru Eco Office* online 11

Culture videos provide further input in an engaging and relevant topic

Reading

1 Look at the pictures. What do think the connection is between them? Read the article quickly and check your answers.

2 Read the article again. Put the events in the correct order.

3 Read the article again and choose the correct answers.

4 Look at the pictures. What do think the connection is between them? Read the article quickly and check your answers.

5 Read the article again. Put the events in the correct order.

6 Read the article again and choose the correct answers.

Inspire the world

Yusra Mardini is a Syrian refugee who has become an Olympic swimmer. She was born in Syria and moved to Germany when she was three years old. She was a talented swimmer from a young age and represented Syria at the 2012 London Olympics. After the conflict in Syria, she fled with her mother and sister, crossing the Mediterranean Sea in a rubber dinghy. She was rescued by the German Navy and eventually moved to Germany, where she continued her swimming career. She won a silver medal at the Rio 2016 Olympics and is now a professional swimmer and a role model for many young people.

She has faced challenges that most of us can hardly imagine, and her ability to overcome adversity is an inspiration to us all. But she also shows that incredible achievements, and her own individual story, are often forgotten in the world of politics. Above all, she is a human being, like all of us.

In April 2017, the UNHCR appointed her as the youngest ever Goodwill Ambassador. She has written a book, *Swimming for my life*, about her experiences. Her story is also the subject of a film, *The Swimmers*, and she has been featured in a number of documentaries. She wants to encourage everyone to follow her example, no matter what they have to overcome along the way.

© UNHCR / United Nations High Commissioner for Refugees

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

1E Writing An article

Planning for writing

1 WHAT DO YOU THINK? Work in pairs. Look at the photos and discuss the questions.

- 1 What is happening in each photo?
- 2 Who is the woman in photo B?
- 3 What do you think is the connection between the photos?



2 Read the model article on page 13 and check your ideas from exercise 1.

3 Read the writing task. Work in groups of four and brainstorm ideas that you could use. Then read the model article again and compare it with your ideas.

A recent online article claimed that there are very few role models for young people today. Write an article in response to this for our school's online magazine. Give an example of a teenager or young person who inspires you or who is your role model.

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

- How did this person become famous? ■ What were the major events in their life?
- Who is your role model? ■ Why are they inspirational?

Writing Insight Purpose and result

5 Study sentences 1–8 in the model article. Which express purpose and which express result? Complete the language boxes with the highlighted words and phrases.

6 Rewrite the sentences using the words in brackets.

- 1 People were upset when Malala was hurt and sent her flowers. (so ... that)
- 2 The school didn't close because Malala's father owned it. (so)
- 3 Malala was shot by the Taliban because she was campaigning against their actions. (consequently)
- 4 She was taken to a hospital in the United Kingdom to recover. (in order to)
- 5 As there were still threats against Malala, she stayed in the United Kingdom. (so)
- 6 There was a lot of publicity and Malala became an international celebrity. (such ... that)
- 7 She studied politics, philosophy and economics because she wanted to continue her fight for education and equality. (so that)

7 Read the strategy. Match elements a–i to stages 1–5 in the strategy.

- | | | |
|---------------------------|--------------------------|---------------------------|
| a incorporating changes | d publishing a blog post | g planning |
| b writing the final draft | e peer-correction | h emailing to the teacher |
| c self-correction | f brainstorming | i writing the first draft |

Strategy The writing process

When you are writing, follow this five-stage process. It will help you to improve your work.

- | | |
|------------------------|--|
| 1 prewriting | 4 rewriting |
| 2 drafting | 5 publishing (or creating the finished work) |
| 3 editing and revising | |

8 Which stage of the writing process do you think the model article is at?

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

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 Choose the correct words.

Christy Brown was an Irish writer who was born almost completely paralyzed, and his parents treated him with love and **optimism** / **compassion**. Through his mother's **tolerance** / **single-mindedness**, Christy learned how to read. His own **determination** / **compassion** enabled him to learn to write with his left foot. He started writing an account of his life, and his **ingenuity** / **optimism** never failed as he was certain that one day it would be published. Writing required 100% **commitment** / **tolerance** because progress was slow. But by the time Christy Brown was 22 years old, his autobiography *My Left Foot* had been published.

Marks ____ / 5

2 Choose the odd one out.

1 an advantage an obstacle a benefit
2 revolutionary benefit innovative
3 innovative face up to overcome
4 an advantage a benefit a disappointment
5 get over defeat problem

Marks ____ / 5

3 Complete the sentences with words with self.

1 You should never use violence, even in _____.
2 People who act out of _____ rarely support charities.
3 He didn't go back into the burning house; some sense of _____ stopped him.
4 Mother Teresa showed great _____ in dedicating her life to the poor.
5 Surgeons have to have _____ during operations and be confident in what they're doing.
6 Teenagers usually lose their _____ and start thinking about others when they get older.
7 His book is a tribute to the courage and _____ of those who died in the war.
8 It took all of my _____ not to start shouting at him.

Marks ____ / 8

4 Complete the sentences with the words below. There is one word that you do not need.

■ attentive ■ conundrum ■ gradual ■ haggard
■ incremental ■ interim ■ striking

1 Recovery from a back injury is usually _____.
2 She looked _____ after the night shift.
3 He bears a _____ resemblance to his father.
4 Some students do voluntary work in the _____ between school and university.
5 Good doctors are always _____ to the needs of their patients.
6 She faced a _____ because she didn't know if she should go abroad or stay and look after her parents.

Marks ____ / 6

Grammar

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

It's Saturday afternoon and Maria Ndiaye ¹ _____ (sit) in the shade of a tree, reading. Maria ² _____ (read) a lot, but there isn't any ink in her books. Instead, she ³ _____ (pass) her fingers over a series of raised dots. Maria ⁴ _____ (be) blind since birth, and she ⁵ _____ (read) Braille for nearly ten years now. Braille is the system that blind and visually impaired people ⁶ _____ (use) to read and write. It is named after its inventor, Louis Braille.

Braille became blind as a child, when he ⁷ _____ (play) with a tool in his father's workshop and it hit him in the eye. Despite his disability, he ⁸ _____ (attend) the local school, but it was while he ⁹ _____ (study) in Paris that he developed his new system. He ¹⁰ _____ (hear) of a system called 'night writing' devised by Captain Charles Barbier of the French army. Night writing was a code of dots and dashes, which ¹¹ _____ (allow) soldiers to read in the dark. Braille ¹² _____ (simplify) Barbier's system into columns containing six dots. Nearly two centuries later, the Braille system ¹³ _____ (remain) an invaluable tool for people who have lost their sight, like Maria Ndiaye.

Marks ____ / 13

6 Choose the correct words.

1 A lifeboat **rescued** / **had rescued** / **had been rescuing** the man after he was swept off a rock by a freak wave.
2 They didn't call an ambulance because somebody **already called** / **had already called** / **had already been calling** one.
3 I fainted because I **stood up** / **had stood up** / **had been standing up** all day.
4 We were shocked because we **never witnessed** / **had never witnessed** / **had never been witnessing** an accident before.
5 The boys were given a reward because they **returned** / **had returned** / **had been returning** the woman's bag.
6 The river flooded because it **rained** / **had rained** / **had been raining** for so long.
7 The judge **sentenced** / **had sentenced** / **had been sentencing** him to three weeks of community service for vandalizing the bus shelter.
8 The sick child was relieved to be admitted to hospital because she **waited** / **had waited** / **had been waiting** for this treatment for a long time.

Marks ____ / 8

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 Objectives	Mark
Lesson 1A	I can recognize simple text features and the effect they have on the reader. I can recognize and use nouns to describe qualities. I can recognize synonyms to describe problems and solutions. How can I improve?	
Lesson 1B	I can identify the order of events in a listening text. I can use a variety of past and present tenses to describe events in the past and present. How can I improve?	
Lesson 1C	I can form and test predictions about a listening text. I can recognize and use the prefix self-. I can give and acknowledge opinions. How can I improve?	
Lesson 1D	I can identify relevant information in a text. I can identify and analyse key words in a text. I can use the past perfect simple and continuous to talk about the past. How can I improve?	
Lesson 1E	I can write an article. I can recognize and use language for expressing purpose and result. I can organize ideas into a logical framework. 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 **2.6** Listen to a radio presentation about storm chasing. Are the sentences true (T) or false (F)? Correct the false sentences.

- Tornado Alley is located roughly in the middle section of the USA.
- Tornadoes occur in the area because three different airstreams meet there.
- The best tour companies are the ones with the greatest experience and the most modern equipment.
- Tour guests never know where they are going when they leave their hotels.
- Most tours aim to chase a storm before lunch.
- More often than not, tour guests miss out on seeing a tornado.
- Tour guests have to pay for their own flights to the start of the tour.
- All meals are included in the price of the tour.

Speaking

2 **Work in pairs. Decide which of the phenomena below poses the biggest threat to people. Justify your choice.**

■ earthquakes ■ tornadoes ■ tsunamis ■ wildfires

3 **Work in the same pairs. Imagine you are judging a photo competition called Forces of Nature. Discuss the requirements a photo needs to meet to qualify for the competition.**

Reading

4 **Read the information about the people below (1–6) and the article. Choose the best place (A, B, C or D) for each person to visit.**

- Esther enjoys walking and climbing. She enjoys a challenging climb, especially when she can see amazing sights when she reaches the highest point. She studied geology for a year, but gave up although she regrets it now. She still likes to spend time amongst rocks and natural wonders.
- Bansa and Maryam are retired. They love wildlife and being outdoors. They're doing a photography course at the moment. They are keen travellers, they love being on the water and they own a boat. They also love kayaking, canoeing and surfing. They want to visit somewhere new and undiscovered.
- Yolante got married in Argentina recently and she wants to go somewhere exciting with her husband. She is a car enthusiast and loves driving or being driven on different terrains in different types of vehicles.
- Ramzi is a college student and he would like to spend a few days this summer walking and exploring before he goes back to school. He is quite fit, but doesn't want to do anything too difficult. He wants to escape the city for a bit and he's happy walking on his own.
- Aya is currently in Australia on a gap year and is keen to do more travelling. She loves the ocean and beaches, and loves learning about the stories, legends and history behind the places she goes and the sights she sees.
- Hadi has just finished school and is going to university to study archaeology. Before he starts his course, he wants to travel to and explore a variety of Spanish-speaking countries to explore. He enjoys staying in unusual places.

Mysterious places



Situated in the south-west of Bolivia, more than 3,656 m above sea level, the **Uyuni Salt Flats** cover an area of about 10,582 km². More than 40,000 years ago, a lake covered this area and water from the nearby mountains gathered. A rise in temperature and a change in climate from wet to dry caused the water to evaporate slowly. As the water evaporated, high levels of salt formed. Today, the hexagonal formations on the surface are a popular tourist attraction. During the rainy season, the water sits on the surface and turns the salt flats into a lake. When the light reflects off the water, it becomes the world's biggest mirror. Despite the remoteness of the area, it's a favourite with backpackers and travellers. Companies offer organized tours in a 4x4 vehicle, and there are incredible salt hotels that offer accommodation there, including the Palacio de Sal.



The **Ásbyrgi Canyon**, in north-eastern Iceland, is in Vatnajökull National Park. Shaped like a horseshoe, it's more than 1 km wide and 3.5 km long, with 100 m high cliffs; it's an amazing sight. The floor is covered in plants and a variety of different species of tree. According to geologists, 8,000–10,000 years ago, Ásbyrgi was formed by huge floods in a nearby river from a glacier. The best way to see it is to hike, and there are different types of walks depending on your levels of fitness, the weather and the time you have. One of the most popular walks leads you to a platform above the Botnstjörn pond, where you can take in the views between two towering lava walls. One of the trails with the best views is the Eýjan trail, which takes you to the island in the middle of the canyon. If you choose this trail, then the views at the top will not disappoint. The Ásbyrgi Canyon is a beautiful place to visit in any season, but summer visits are recommended.

around the world



Known as the **Moeraki Boulders**, these giant stones, up to 2 m across and weighing hundreds of kilograms each, are on Koekohe Beach on the east coast of New Zealand's South Island. According to Maori legend, hundreds of years ago, the Kahui Tipua people were sailing in a canoe called Arai Te Uru. On their way back, the things they were carrying in the canoe washed up on the shore during a terrible storm and formed the huge boulders. Scientists, however, believe they were created from mud from nearby cliffs which became hard over time due to the waves washing over them. Today, there are about 50 boulders of different sizes, although photographs from the 19th century show that there used to be even more boulders before a lot of people took them as souvenirs. They are now under legal protection so people cannot remove, damage or graffiti them. The boulders are easy to get to – you can walk along the beach to see them close up or stand on a platform and admire the view from above.



The **Puerto Princesa Subterranean River National Park** in the south-western Philippines on the coast of Palawan is the world's longest navigable underground river. It flows 8.2 km through an underground cave to the South China Sea. Once inside, you will discover the world's largest cave with lots of incredible natural formations. There are guided boat trips which take you about 4.3 km along the river. The trip takes about an hour. To travel the remaining distance, special permission is required. The cave complex still holds a lot of mysteries for geologists, cave researchers and explorers. Only recently, researchers discovered that the river has a second floor where there are waterfalls inside the cave. The park surrounding it is a UNESCO World Heritage Site, and in 2011, it became one of the New Seven Wonders of the World. It is home to over 800 plant species, 165 types of bird, 30 species of mammal, 19 different varieties of reptile and nine different species of bat.

Grammar and vocabulary

5 **Complete the text with one word in each gap.**

Login Search

Woven City

By 2050, 68% of the world's population will ¹ _____ living in urban areas. Creating sustainable cities, where the majority of the world's population will live, is very important. The demand ² _____ buildings to be constructed with sustainable materials and to have more public green spaces is only going to increase. ³ _____ something is done soon, cities will continue to grow at a rate that is destructive to the surrounding natural environment and the problem will only get worse.

In Japan, the car manufacturer Toyota is trying to address some of those issues now. Construction ⁴ _____ recently begun to build a 'smart' city – Woven City – just outside Tokyo, near Mount Fuji. This 175-acre urban development will be a clean energy city and offer a fully connected eco-system. The Danish architect Bjarke Ingels, who has a very good understanding ⁵ _____ how climate change affects urban planning, has designed the city with affordable housing, walkable streets and a ⁶ _____ deal of community spaces where people can rest or socialize. Initially, only 2,000 people ⁷ _____ live there. Residents and researchers will be testing new technologies like Artificial Intelligence (AI) for use in homes and other areas of life. In ⁸ _____ there are any doubts about the project, videos showing how it will look can be found online. ⁹ _____ the time Woven City is completed, Toyota are confident other businesses will ¹⁰ _____ joined them in planning a more worthwhile urban future.

Writing

6 **Write an article for a travel magazine about a place you have visited. Include this information:**

- your first impression of the place,
- a past event or legend related to it,
- your opinion of it,
- a recommendation.

30 Literature Insight Workbook page 84

Exam Insight 1 Workbook page 88 31

Unit walkthrough 23

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

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

Global skills

Social media etiquette

1 WHAT DO YOU THINK? In what ways can social media have a positive impact on our lives? A negative impact? Use the categories below to help you.

- career development
- citizenship and social justice
- fun and entertainment
- learning and knowledge
- mental well-being
- social relationships

2 Look at the title, pictures and subheadings in the article. What ideas do you think the article will contain? Discuss your ideas in pairs.

3 Read the article and check your ideas from exercise 2.

Topics ▾ Explore articles Join the community Tools and apps

Search Login / Sign up

How not to use social media

Social media has tremendous potential to enhance our lives. It's a way to form and maintain friendships, develop our careers, promote causes we believe in and gain all kinds of knowledge. And, importantly, it's fun. However, it also has the potential to do serious damage unless we use it with self-awareness and respect for other people. Here are five types of behaviour that can make social media feel like a less safe or enjoyable place to be.

1 The bully

That's the person who uses social media to insult, criticize, intimidate or humiliate others. Cyberbullying can take many nasty forms, from trolling people to deliberately excluding them from a group. Social media users may also come across as bullies if they don't consider other people's feelings. For example, they might respond quickly and insensitively to posts they dislike, perhaps using a lot of CAPITAL LETTERS (the equivalent of shouting).

2 The oversharer

Social media users can overshare in multiple ways, whether it's through posting too often, writing very long posts or sharing inappropriately personal information. This type of social media user may end up irritating others and getting muted or even unfollowed. Oversharing can also impact on the privacy of others, for example, when it involves posting or tagging photos of people without asking their permission.

3 The thief

It's always a horrible feeling to discover that someone has taken the credit for your work and it's no different when it happens online. The thief steals images, quotes, ideas and even whole posts from other social media users without acknowledging them. As well as being unethical and potentially illegal, it's also pretty risky – it's usually only a matter of time before the thief gets caught out.

4 The fake news spreader

Sharing news articles, videos and other media can be a great way to learn about and discuss current issues – providing they're reliable. The fake news spreader is often so keen to shock their followers or prove a point that they don't take the time to check facts. They tend to share or repost content, without first considering whether it might be biased, inaccurate, exaggerated or simply made up.

5 The show-off

There's nothing wrong with celebrating your achievements, but the show-off does this non-stop. For the show-off, social media is about winning rather than connecting with others, and almost all of their posts are designed to make other people admire or envy them. This behaviour may also involve humble-bragging – showing off, but disguising it as a complaint or self-criticism – as in 'Don't you hate it when you're wearing \$500 shoes and it starts raining?'

16

Global skills

Social media etiquette

1 Read the text and answer the questions.

1. How does the text define social media?

2. How can social media be used to help people?

3. How does the text encourage us to be more sensitive towards other people when using social media?

4. Why is it not always a good idea to use social media in a loud way?

5. What's the best thing to do if you know you've made a mistake on social media?

2 Match characteristics 1-5 to the types of social media user a-e.

1. This user thinks social media is a competition and always has to be better than other people.

2. This user doesn't use their own material but won't acknowledge they've used someone else's.

3. This user responds quickly and often uses an aggressive tone.

4. This user usually checks facts before they share content.

5. This user is the best thing to do if you know you've made a mistake on social media.

a. The bully
b. The oversharer
c. The thief
d. The fake news spreader
e. The show-off

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

1. I have been using social media to help me to learn more about the world.

2. I have been using social media to help me to learn more about the world.

3. I have been using social media to help me to learn more about the world.

4. I have been using social media to help me to learn more about the world.

5. I have been using social media to help me to learn more about the world.

4 Choose the correct verb in the pairs.

1. I have been using social media to help me to learn more about the world.

2. I have been using social media to help me to learn more about the world.

3. I have been using social media to help me to learn more about the world.

4. I have been using social media to help me to learn more about the world.

5. I have been using social media to help me to learn more about the world.

5 TASK: Work in pairs. Think about the types of social media user in exercise 2.

1. Think of three different types of user who use social media positively.

2. Write a short description for each user and give them a name.

3. Compare with other pairs.

Assess your progress

1. Use four important things to consider before using social media.

2. Use four important things to consider before using social media.

3. Use four important things to consider before using social media.

4. Use four important things to consider before using social media.

5. Use four important things to consider before using social media.

How can I improve?

Global skills 103

4 Match social media etiquette rules a–h to sections 1–5 of the article.

SOCIAL MEDIA ETIQUETTE GUIDELINES

- a Make it clear when you have used content created by other people.
- b Don't make every post about you and how clever, attractive, rich or successful you are.
- c Think about the tone you use when you write.
- d Evaluate your sources before you share information.
- e Keep your posts brief and think about how often you post.
- f Think before commenting on posts that annoy you.
- g Ask people's permission before you put photos of them online.
- h Don't treat social media like a competition.

5 Do you disagree with any of the ideas in the article or any of the guidelines in exercise 4? Would you change or add anything? If so, what?

6 Read the tips. Which of the questions do you ask yourself when you post on social media? What other questions could you add to this list?

Thinking before you post

Here are some questions to ask yourself before you post something online.

- **Why do you (really) want to post this?** Will this information be as interesting or useful to other people as it is to you? Will other people understand your motivation for sharing it?
- **How will this make other people feel?** Is it kind and respectful? Might it make anyone feel judged, offended or excluded? Would you say this if you were talking to someone face to face? If it's a joke, will everyone find it funny?
- **Who might see this?** Are you happy for everyone to see this post, including potential employers? How would you feel if someone shared it publicly?
- **Is this information accurate and balanced?** Have you actually read the information that you're sharing? Are you confident that it's reliable? What might be the consequences if it isn't?

7 Complete the sentences with verbs from the article in the correct form. Then explain the meaning of each verb in your own words.

- 1 This person posts far too often and it's getting on my nerves. I think I'm going to m_____ them.
- 2 That sounds like a really interesting article. Please could you r_____ it?
- 3 She's always h_____. b_____ about how hard she works and it's pretty annoying.
- 4 This is a great photo of you. Is it OK if I t_____ you?
- 5 People who t_____ others online may have low self-esteem or problems in their own life.
- 6 All his posts were really angry and negative, so I decided to u_____ him in the end.

8 **PROJECT** Work in pairs or small groups. Follow the instructions to create an infographic giving tips to students on using social media effectively for a specific purpose.

- 1 Choose one of these purposes for using social media or think of another idea.
 - learning about news and current affairs
 - developing your career
 - supporting your mental well-being
 - campaigning for causes that matter to you
 - building and maintaining friendships
- 2 Discuss your experiences of using social media for this purpose. What do other social media users do that is helpful? What is less helpful?
- 3 Think of five tips for using social media effectively for this specific purpose. Then write the text for your infographic.
- 4 Finally, design your infographic, either by hand or using a computer.
- 5 Share your infographic with the rest of the class and ask for comments. Do your classmates agree with the advice you've given? Would they add anything else?
- 6 Give the other pairs and groups feedback on their infographics. Remember to use a respectful tone in your comments.

Assess your progress Workbook page 103

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

Video

Social media etiquette



Watch Ruairidh, Harry, Aimee and Gracie discussing their feelings towards social media.

Watch the video online 17

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

Literature Insight and Exam Insight

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

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

Literature Insight 1 Jane Eyre – Charlotte Brontë

Before you read

- 1 Read about Charlotte Brontë, in which literary works did the Brontë sisters create imaginary worlds?
- 2 Read the background to the story on page 85. Why is Jane afraid of locked in the red room?

About the author

Charlotte Brontë (pen name Charlotte Bell)
 Born: 1816 in Thornton, Yorkshire, England
 Died: 1855
 Important works: *Jane Eyre* (1847), *Shirley* (1849), *Villette* (1853), *Poems of Currer, Ellis and Acton Bell* (1846)
 Did you know? Charlotte and her sisters Emily and Anne spent their short lives living in isolation on the edge of the Yorkshire Moors. They were mostly self-educated and together they created their own imaginary worlds called 'Brontëland'.

Read on

4 Read what happens next. Why do many of the girls become ill?

Spring arrives and the weather, combined with the lack of care that the students receive, leads to half of the girls in the school becoming ill with typhus. Later, Jane is shocked to learn that Helen Burns is also seriously ill with tuberculosis. One evening, Jane falls asleep with her head in her arms and the next morning, Helen is dead. Under Miss Temple's guidance, Jane does very well at school. After six years of study she becomes a teacher at Lowood, but when Miss Temple leaves to get married, Jane places an advertisement in a newspaper and accepts the position of governess at Thornfield Hall. Jane is warmly welcomed by her new home by Mrs. Fairfax, the housekeeper, but she learns that Mr Rochester, who owns the manor house, is a strange man who often travels abroad. He is also responsible for a little French girl called Adele.

One winter's day, Jane starts a horse and ride on a country lane. The ride falls and Jane helps him back onto his horse. She does not know until she returns to Thornfield that the man is Mr Rochester. He is keen to talk to the new governess and to discover what Jane's impressions of him are.

5 **11.01** Listen to the next part of the story. What does Mr Rochester think about Jane's character?

- 1 Mr Rochester asks if Jane considers herself handsome.
- 2 Jane's first response is that beauty doesn't matter.
- 3 Jane asks Mr Rochester if he is good as well as intelligent.
- 4 Mr Rochester commands Jane to speak.
- 5 Mr Rochester made good decisions when he was young.
- 6 Mr Rochester feels that he can confide in Jane.

7 SPEAKING Work in pairs. Discuss the questions.

- 1 In this scene Mr Rochester and Jane discuss beauty and goodness. Which do you think is more important? Why?
- 2 What do you think happened to Mr Rochester when he was 21 years old?
- 3 Who do you tell your problems and secrets to? Can you give a secret? Why/why not?

Writing

8 Imagine you are Jane Eyre. Write a letter to Bessie, a maid who was kind to you at Gateshead Hall. Include this information:

- why you left Lowood School and what you are doing now.
- a description of Mr Rochester.
- your memories of your life at Gateshead Hall.

Background to the story

Jane Eyre is a poor girl who is sent to live with her aunt, Mrs. Reed, and her cousins at Gateshead Hall. Jane is neither beautiful nor clever, and her aunt, who makes no attempt to conceal her dislike of Jane, allows her son John to bully and torment her. One day, in punishment for fighting with John, Jane is locked in the red room, the room where her uncle died. Jane is terrified and believes that she can see the ghost of Mr Reed. She faints and when Dr. Lloyd comes to check if she is well, he suggests that she be sent away to school.

Jane is placed to live with her cruel aunt and cousins, but like at Lowood is kind and the girls suffer from cold and hunger. Jane's teacher, Miss Temple, is kind and protective towards her, and Helen Burns becomes a good friend. However, the school manager, Mr Brocklehurst, is a cruel and hypocritical man. One day when he is visiting the school, Jane drops her slate on the floor and it breaks. Mr Brocklehurst met Jane once at her aunt's house and he remembers her.

Jane Eyre

'Come here, child.' I was too frightened to move, but two big girls pushed me towards him. Miss Temple whispered kindly in my ear. 'Don't be afraid Jane. I saw it was an accident.' Her kindness touched me, but I knew that soon she would hear the lie about me, and then she would hate me! 'Put the child on that chair,' said Mr Brocklehurst. Someone lifted me up on a high chair, so that I was close to his nose. Frightened and shaking, I felt everyone's eyes on me. 'You see this girl?' began the black marble countenance. 'This is young, she looks like an ordinary child. Nothing about her tells you she is evil. But she is all wickedness! Children, don't talk to her, stay away from her. Teachers, watch her, punish her body to save her soul - if indeed she has a soul, because this child... I can hardly say... this child is a liar!' 'How shocking!' said the two Brocklehurst daughters, each wiping a tear or two from their eyes. 'I learned this fact,' continued the great man, 'from Mrs Reed, the lady lady who took care of her after her parents' death and brought her up as a member of the family. In the end Mrs Reed was so afraid of this child's evil influence on her own children that she had to send her here. Teachers, watch her carefully! The Brocklehurst family stood up and moved slowly out of the schoolroom. At the door, my judge turned and said, 'She must stand half an hour longer on that chair, and nobody may speak to her for the rest of the day.' So there I was, high up on the chair, publicly displayed as an ugly example of evil. Feelings of shame and anger boiled up inside me, but just as I felt I could not bear it any longer, Helen Burns walked past me and lifted her eyes to mine. Her look calmed me. What a smile she had! It was an intelligent, brave smile, lighting up her face and her tired grey eyes. When all the girls left the classroom at five o'clock, I climbed down from the chair and sat on the floor. No longer felt strong or calm, and I began to cry bitterly. I had wanted so much to make friends at Lowood, to be good, to deserve praise. Now nobody would believe me or perhaps even speak to me. Could I ever start a new life after this?

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

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

Exam Insight 1

Listening

Exam strategy

- 1 Before you listen, think about the words you are likely to hear. Being prepared in this way will make the listening easier to understand.
- 2 You are going to hear a radio programme about the Royal Flying Doctor Service in Australia. Tick (✓) the words below that you think you will hear.

EXAM TASK **11.01** Listen to the radio programme and choose the correct answers.

- 1 When do flights involve a doctor?
 a. When visiting patients in a hospital.
 b. When a health clinic is being held.
 c. When the situation requires it.
 d. When getting a medicine chest in place.
- 2 What is the main purpose of the Royal Flying Doctor Service?
 a. To provide an emergency service for people in outback Australia.
 b. To provide all round health care for people in outback Australia.
 c. To make medicine available in remote areas.
 d. To persuade people to visit a health centre.
- 3 What does the speaker say about the healthy living program?
 a. It has reduced demand for the emergency services.
 b. It has been around for many years.
 c. It is an idea that will be developed in the future.
 d. It is a fully tested development by the RFD.
- 4 How does the speaker feel about the Royal Flying Doctor Service?
 a. He thinks it is an excellent organisation.
 b. He thinks it concentrates too much on preventative health care.
 c. He thinks it costs too much money.
 d. He thinks the government should fund it completely.
- 5 How would you describe the tone of the speaker?
 a. Serious and persuasive.
 b. Casual and friendly.
 c. Overconfident and arrogant.
 d. Tired and uninterested.
- 6 What is the main purpose of the radio broadcast?
 a. To inform the listener about the Royal Flying Doctor Service.
 b. To appeal for donations to the Royal Flying Doctor Service.
 c. To advertise jobs at the Royal Flying Doctor Service.
 d. To provide the Royal Flying Doctor Service.

Use of English

Exam strategy

- 1 First, read the text quickly to get a general understanding of what it is about. This will help you when you start to choose the right words. Then, before you look at the options given, read the text again and see if you can work out what words might be missing. Check if the words you guessed are among the options.
- 2 Read the text and answer the questions.

EXAM TASK Read the text again. Choose the correct answers.

Our evening, serene: 'you - old Jack Whiting was in his family's home, just a few hundred metres from the Wharton Gorge, a deep wooded valley through the Wharton River runs. Suddenly there was a loud and urgent knocking at the door. Whiting opened the door to a panic-stricken man who told him that a huge lorry had come off the road and was on the edge of the gorge, and about to plunge down into it.

Whiting did not stop to put on his shoes. He rushed to his family to call the police and raced to the scene as fast as he could. The front of the lorry was already half in the edge and the driver was still in the cab. Whiting realised that the most sensible thing to do was to call the fire service and wait. He could hear strange noises coming from the lorry and decided that he needed to act fast. Quickly he climbed onto the lorry and miraculously was able to break the rear window of the cab. He helped the driver out of the cab and back to safety, just seconds before the lorry plummeted eighty metres into the river.

'Awesome' is how police chief, Julia Jackson, described Whiting's behaviour. 'He risked his own life to save another. At seventeen, that takes some courage.'

1 a which b where c that d there
 2 a holding b stabilizing c balancing d equalizing
 3 a really b over c just d even
 4 a over b over c up d along
 5 a should b must c would d was
 6 a however b although c moreover d still
 7 a damaged b injured c harmed d spoiled
 8 a told b admitted c said d described

Exam Insight 1

Use of English

Exam strategy

- 1 First think of all the available options. Then decide which one is best according to both grammar and meaning. Don't forget adverbs (e.g. naturally, potentially) and opposites (e.g. inherently, impotently).
- 2 Choose the correct answers. Why is the other option wrong?

EXAM TASK Read the text again. Choose the correct answers.

1 I remember to take him if you're going out. You'll need some protection / protective against the sun.
 2 I don't really like his paintings much, I find them rather uninspiring / inspiring.
 3 She realized I wouldn't be able to move the bookcase on my own and offered to help. It was so thoughtful / thoughtless of her.
 4 Have you seen the attractive / attraction new building next to the town hall?
 5 I have those new carpets. They're such an unappealing / appealing shade of blue.
 6 I'm sure he is capable of better work than that. His last few results were very unimpressive / impressive.
 7 You shouldn't speak like that to your grandmother. You should be more respectable / respectful.
 8 He's careful with the new teacher. She has a very low tolerance / tolerant for bad behaviour.

8 EXAM TASK Complete the sentences with the correct form of the words in brackets.

- 1 The new law is very _____ (believe). She's someone the other day for arriving five minutes late.
- 2 She doesn't care about other people's feelings at all. She's so _____ (think).
- 3 Despite wearing a lot of _____ (protect) clothing, their eyes braked all over his chest.
- 4 I think you should apologize. What you said was very _____ (impress).
- 5 I'm not sure I like that colour at all. It's rather _____ (speak).
- 6 She gave an _____ (inspire) talk to her students about the importance of art.
- 7 I can't see the _____ (attract) of the theatre. I much prefer to see a film.
- 8 Did you see the fantastic amount of money she raised for charity? It was really most _____ (impress).

Speaking

Exam strategy

- 1 Remember that the examiner may sometimes play the role of your superior, as well as the role of your friend. You should express suggestions, agreements and disagreements in more formal language if they're playing the role of your superior.

9 Are the phrases suggestions, agreements or disagreements? Which of them are formal and which informal? Read the exam task. Which of the phrases would you need for this particular task?

- a Absolutely.
- b Actually, indeed....
- c Certainly.
- d I can do that.
- e Not at all. In fact....
- f I was thinking about....
- g I thought it would be a good idea to....
- h That's a bad idea.
- i Yeah!

10 EXAM TASK Your school wants to host an event to support a local charity. As a representative of the student council, you want to explain to the head teacher how the students could be involved in organizing this fund-raising event. Include the following points:

- reasons for letting the students host the event.
- how to organize the fund-raising event.
- who would be responsible for organizing the event.
- the most suitable date for the event and why.

Writing

Exam strategy

- 1 When writing a review, remember to use adjectives to make your descriptions richer and your review more personal and convincing.
- 2 Form adjectives from the words below. Look up the meaning of any words you do not know. Which ones could you use in the exam task below?
- 3 Form adjectives from the words below. Look up the meaning of any words you do not know. Which ones could you use in the exam task below?

12 EXAM TASK You have seen the following advert in an online magazine for English language students. Write a review of 100–160 words.

Send us your reviews!

Have you seen an interesting documentary recently? Write a review and tell us what the documentary is about and why you liked it. We'll print the best review in next month's magazine.

1 Be the change

Unit map

Grammar

Review of past and present tenses page 6
Past perfect simple and continuous page 11

Vocabulary

Describing qualities page 6
Synonyms page 6
Words with *self-* page 8
Word analysis page 10

Skills

Reading: Changemakers page 4
Listening: Game Givers page 6
Listening: What makes a hero page 9
Speaking: Giving and acknowledging opinions page 9
Speaking: Reviewing opinions page 9
Reading: *Robben Island: The Dark Years* by Nelson Mandela page 10
Writing: An article page 12
Reading: Workbook pages 8–9

Strategies

Reading: Critical thinking: questioning the author page 4
Writing: The writing process page 12

Global skills

Social media etiquette page 16

Review

Review 1 page 14
Vocabulary extra 1 page 15

Video

Online video: Bengaluru Eco Office
Global Skills video: Social media etiquette

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

Learning objectives

Recognize simple text features and the effect they have on the reader
Recognize and use nouns to describe qualities
Recognize synonyms to describe problems and solutions

Materials

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

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

- Go through the quotations with the class.
- Students discuss their answers in pairs or small groups.
- Ask one or two students to tell the class which quotation they like most and why.
- Encourage students to talk about how determined and/or focused they feel and about different kinds of things, e.g. sport, study, a hobby, and why.

Exercise 2

- Elicit the meaning of the text title from the class.
- Remind students to skim the text. Give them a time limit for reading and matching.
- Students discuss their answers in pairs before whole-class feedback.
- Ask students which person overcame the toughest challenge or who achieved the most.

ANSWERS

1 B 2 C 3 A

Exercise 3

- Essential vocabulary for the text: *ingenuity* (n), *exhausting* (adj), *cerebral palsy* (n), *left on the bench* (phrase), *compassion* (n).
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

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

AfL: Diagnostics

While monitoring exercise 4, observe how successfully students understand the effect of text features on the reader, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Read through the strategy with the class.
- Remind students to think about the overall purpose of the text as they answer.
- Students discuss their answers in small groups before whole-class feedback.

SUGGESTED ANSWERS

- 1 The author begins the article with a description of teenagers which makes the reader question why they are 'revolutionary' and what challenges they 'face up to'. The language choices help to make the reader want to find out more.
- 2 Paragraph 2 mentions Khadijah's journey to school. The author wants the reader to appreciate the challenges she faced. They also want to encourage students to carry on reading, to find out why she lived so far away.
- 3 The reader finds out why Khadijah travelled two hours to school. The author may be giving this information now so that in the previous paragraph the reader can think of Khadijah as an ordinary student who is easy to identify with, rather than label her as a 'homeless person'. The writer goes on to describe the difficulties Khadijah experienced and how she overcame them.
- 4 Direct quotes are more dramatic and bring people in the story to life. The author has chosen these quotes to show how each teen has been motivated by bad experiences in their lives to reach out and help other children in similar situations. The teenagers' words have a positive effect. The article deals with difficult issues that some teens have to face but ends on a note of hope.

Exercise 5

- Students do the exercise in pairs and then check answers in groups.
- Circulate and monitor, helping with prompts.
- Have a whole-class feedback and make a list on the board of the young people the class suggests. Ask the class to decide who is the most influential changemaker from their list.

SUGGESTED ANSWERS

Students could talk about Greta Thunberg and the climate change movement, Jack Andraka and his test for pancreatic cancer, etc.

V Insight Describing qualities

The qualities in the exercise are all generally seen as positive. However, some of these words can be used negatively, e.g. if single-mindedness means 'excluding consideration for others'. Point out to students that the context used for words describing qualities is sometimes important.

Exercise 6

- Students do the first part of the exercise on their own.
- Check answers as a class. Check students understand or can explain the difference between *determination*, *commitment* and *single-mindedness* by asking for examples for items 2, 5 and 6.
- Students then decide the order with a partner before whole-class feedback.
- Ask some pairs to justify their order and see if the class can agree on what would come first.
- Remind students to keep vocabulary notebooks with information about meaning, usage, pronunciation and common collocations.

ANSWERS

- 1 ingenuity
- 2 single-mindedness
- 3 tolerance
- 4 compassion
- 5 commitment
- 6 determination
- 7 optimism

Exercise 7

- Students do the exercise in pairs before whole-class feedback.
- Students can go on to discuss who they most admire.

ANSWERS

- 1 compassion
- 2 single-mindedness / commitment / determination
- 3 commitment
- 4 ingenuity
- 5 determination / commitment / single-mindedness

V Insight Synonyms

Encourage students to recognize synonyms and to use them in their work. At this level, they should be using a thesaurus to extend their vocabulary and keeping notes of lexical sets. It is also worth noting that true synonyms are quite rare: often there are subtle differences and there are reasons why a writer may use a particular word rather than one of its synonyms.

Exercise 8

- Ask students to look at the first highlighted word, *revolutionary*, and to use the text/context to guess whether it is used positively or negatively. Point out the ideas mentioned in the rest of the sentence to help them.
- Students do the exercise in pairs before whole-class feedback.

ANSWERS

- 1 obstacle, disappointment
- 2 get over, overcome, face up to, defeat
- 3 revolutionary, innovative
- 4 benefit

EXTENSION

Check students understand the highlighted words by asking them to make sentences using them or give examples.

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 narrative tenses and synonyms, or communication skills, e.g. clarity of explanation.

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

- Check that students understand the task.
- With a **weaker class**, give an example by talking about an (imaginary) friend of yours and a situation to illustrate one of the words in exercise 6.
- Ask students to work in small groups. Circulate and monitor, helping with ideas and prompts.
- Ask each group to report back one example to the class.

Vocabulary extra: Role models

SB page 15

Exercise 1

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

Exercise 2

1 beliefs 2 cause 3 principles 4 motivation
5 admiration 6 ambition 7 icons 8 role model

Exercise 3

Students' own answers

AfL: Assess your progress

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

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

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

To set up an action plan, students need to feel engaged in working outside the classroom. Ask students what they think they could do to extend their reading in English, e.g. reading online articles, social media posts or blog posts in their areas of interest.

To practise the reading strategy, encourage students to find an article online on an area in the lesson. Tell them to read it and answer the questions: *Who? What? How? Where?* At the start of the next lesson, in groups, they give a one-minute summary of what they read or they 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, under a topic, e.g. appearance, or grammatically, e.g. compound adjectives. Encourage them to note useful information, e.g. how it is pronounced, and write a sentence showing how the word is used. They could also add a translation.

Encourage students to think about or do some research on teenagers who have overcome challenges to achieve a great deal in their own or another country.

'How can I improve?' suggestion: Write a paragraph about the young person who you are most inspired by. Say what this person has done and why he/she inspires you.

Further practice

Vocabulary Strategies worksheet 1: Using a dictionary

Communication worksheet 1A: Vocabulary

Lesson 1B: Grammar and listening

SB pages 6–7

Learning objectives

Identify the order of events in a listening text

Use a variety of past and present tenses to describe events in the past and present

Materials

Workbook page 5

Communication worksheet 1B: Grammar

AfL: Learning intentions

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

Grammar

Exercise 1

- Give students two minutes to work in pairs and discuss the list of things.
- Ask one or two students to tell the rest of the class which three things they think are the most important and why.
- Ask if there is anything they would like to add to the list and why.

Exercise 2 1.1

- Tell students they are going to listen to a podcast.
- Students discuss their answers in the same pairs before whole-class feedback.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students identify the order of events, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3 1.1

- Students work individually or in pairs to put the sentences in the correct order. With a **weaker class**, tell students the first and last sentences.
- Play the recording again for students to check their answers before checking as a class.

ANSWERS

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

Exercise 4

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

Exercise 5

- Students do the exercise individually. They then check in pairs before whole-class feedback.
- Circulate and monitor, noting any issues for discussion with the whole class.

ANSWERS

- present simple (sentence e, collect)
- present continuous (sentence c, are giving)
- past simple (sentence g, founded)
- past continuous (sentence d, was receiving)
- past perfect (sentence b, had given)
- present perfect (sentence a, has faced)
- present perfect continuous (sentence f, 's been working)

EXTENSION

Students could think of and note examples from their own lives of each of the actions described in exercise 5 and write sentences in the correct tense. **Fast finishers** could do this individually or in pairs.

Further reference and practice Workbook pages 108–109

- 1 1 c 2 e 3 a 4 d 5 f 6 b
- 2 1 do you usually go 2 haven't heard
3 was driving, saw 4 had never experienced
5 's developing 6 did you first learn
7 Have you been waiting 8 left, started
- 3 1 changed 2 lost 3 had died 4 had left
5 was looking 6 was thinking 7 heard
8 want 9 am I dreaming 10 've travelled
11 've helped 12 was

Exercise 6

- Ask students to read the whole text for gist before they do the exercise. Then ask one or two general comprehension questions:
What are Sadat's key skills?
What prompted him to create an app for teens?
What is his dream?
- Students complete the text individually before checking in pairs.

- Circulate and monitor, helping where necessary.
- Check answers with the class, making sure students give reasons for their answers.
- Discuss with the class if they think the app is a good idea and/or if they would use an app like this.

ANSWERS

- 1 smiles / is smiling 2 has just won 3 has moved
4 hasn't always been 5 has discovered / discovered
6 has decided 7 organized 8 were arriving / arrived
9 founded 10 hadn't realized 11 created 12 gives
13 are using / use 14 has helped
15 also gives / has also been giving 16 have watched

Exercise 7

- Do the first question and answer with the class as an example.
- Students do the activity in pairs before whole-class feedback.

SUGGESTED ANSWERS

- Why is Sadat smiling today?
He's smiling because he's receiving the International Children's Peace Prize.
- What did he organize in 2017?
He organized a peace rally.
- What does his organization do?
It addresses children's rights issues.
- What had he not realized until 2017?
He hadn't realized cyberbullying was such a serious problem.
- How does the *Cyber Teens* app work?
It gives young people information about internet safety and they can report cyberbullying confidentially.
- What has Sadat's organization achieved since it was founded?
It has helped more than 300 victims of cyberbullying. Also, more than 1,800 young people have downloaded the app and more than 45,000 teenagers have watched Sadat's safety seminars.

EXTENSION

With a **weaker class**, ask students to go through the questions and answers orally in pairs, swapping and repeating in order to reinforce their learning.

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

- Read through the task with the class.
- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- When students have finished, put two groups together to compare ideas. Elicit from the class suggestions for criteria

for deciding the best idea, e.g. speed, likely success, cost. Then ask each group to decide on the best idea.

- Ask a few students to share their group's ideas with the class.

AfL: Assess your progress

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

Tell students to think about a situation in which someone might need help and how they would respond to this person.

'How can I improve?' suggestion: Report back to a class group on the situation you have thought about. Explain the situation, why the person might need help, and how you would feel and respond in this situation. Discuss as a group.

Further practice

Communication worksheet 1B: Grammar

Lesson 1C: Listening, vocabulary and speaking

SB pages 8–9

Learning objectives

Form and test predictions about a listening text
Recognize and use the prefix *self-*
Give and acknowledge opinions

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

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

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students predict content in a listening text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

1.2

- Essential vocabulary for the text: *construction worker* (n), *unthinkable* (adj), *tracks* (pl n).
- Tell students they are going to listen to a news story about an accident.

- Play the recording for students to find the connection between the photo and the news story.
- Elicit ideas from the class.

Audio script 1.2

page 154

ANSWERS

The man in the photo is Wesley Autrey, the construction worker mentioned in the recording.

Exercise 3

1.3

- Essential vocabulary for the text: *carriages* (pl n), *rolled* (v), *rails* (pl n).
- Students predict in pairs.
- Play the recording for students to compare.
- After listening, check if students' predictions were correct.

Audio script 1.3

page 154

ANSWER

Wesley Autrey, a construction worker who was taking his daughters home, jumped down and saved the young man's life. Wesley pushed the young man into a 35-cm-deep space between the two rails, where they were safe, as the subway train drove over them.

Exercise 4

1.4

- Essential vocabulary for the text: *CCTV recording* (n), *loan application* (n), *threat* (n), *risk-taker* (n), *destiny* (n), *aftermath* (n).
- Ask students to read through the statements and check any vocabulary.
- With a **stronger class**, ask students to decide if the sentences are true or false before listening again.
- Play the recording for students to make notes. With a **weaker class**, you can play the recording in short chunks, stopping after each section and allowing students to compare their answers in pairs.
- Students check their answers in pairs before whole-class feedback.

Audio script 1.4

page 154

ANSWERS

- 1 F (They think it was a brave, heroic act.)
- 2 F (They didn't react. They carried on with their business.)
- 3 F (We try to rationalize what we're seeing and refuse to acknowledge the threat.)
- 4 F (They make it difficult for our brains to process information, so we move and think more slowly.)
- 5 T
- 6 T
- 7 F (They often have lower levels of stress hormones.)
- 8 T
- 9 F (The psychologist says that heroism happens more often than we think.)

Exercise 5

- Students do the activity in small groups.
- Ask a few students to share their ideas with the class.

EXTENSION

Ask students to work in groups and write a newspaper article about Wesley's heroic act. Tell them to think of a good headline, invent some quotes from witnesses and use a range of narrative tenses.

V Insight Words with *self*-

Ask students if they already know any words with *self*. (They should know *selfish* and *unselfish*.) Remind them that we also use *self* with reflexive verbs, and elicit some examples: *to introduce yourself*, *to hurt yourself*.

Exercise 6

- With a **weaker class**, play recording 1.4 again, pausing after each example of a word with *self*- in it.
- Students complete the text individually.
- Check answers by asking different students to read out sentences from the text.

ANSWERS

1 self-preservation 2 self-interest 3 selflessness
4 self-obsession 5 self-defence 6 self-sacrifice
7 self-control 8 self-assurance

EXTENSION

On a piece of paper, students write a gapped sentence for three of the words in exercise 6. They then swap them with a partner. Students complete the gapped sentences they have been given with the correct words.

Exercise 7

- Students discuss the questions in pairs and give reasons for their answers.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

SUGGESTED ANSWERS

1 Positive: self-assurance; self-control; self-defence; selflessness; self-sacrifice
Negative: self-interest; self-obsession
'Self-preservation' is neither positive nor negative.

Speaking

Exercise 8

- Students discuss their ideas in pairs or groups.
- Ask each group to share ideas with the class and to vote on which quality is the most important for a hero.

Exercise 9 1.5

- Essential vocabulary for the activity: *underprivileged* (adj), *terminally* (adj).
- Check students understand the five options before playing the recording.
- Play the recording for students to do the activity individually and then check in pairs.
- Elicit ideas and write them on the board.

Audio script 1.5 page 155

ANSWERS

They choose C because what the boy did was brave and selfless.

Exercise 10 1.5

- Students do the exercise on their own.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.
- Play the recording for students to check their answers.
- Check answers as a class.

ANSWERS

1 think 2 view 3 me 4 coming from
5 understand 6 mean 7 explain 8 saying

Exercise 11

- Students do the activity in pairs before whole-class feedback.
- Circulate and monitor, helping where necessary.
- Point out the pause that usually occurs after phrases introducing a difference of opinion, e.g. *The point is that ... , I appreciate what you're saying, but ...*

ANSWERS

Giving an opinion: I think we need to consider ... ; The point is that ...

Acknowledging an opinion: I appreciate what you're saying, ... ; That makes sense to me.

Asking for clarification: Could you explain what you mean?

Exercise 12 1.6

- Students do the activity in pairs.
- Play the recording for students to check answers.
- Check answers as a class.
- Ask students to repeat the dialogue in groups of three, taking turns to do each part. Circulate and monitor, helping with pausing.

Audio script 1.6 page 155

ANSWERS

1 consider 2 mean 3 point 4 appreciate
5 sense 6 think

Pria chooses the young person suffering from a terminal illness, but Sami doesn't agree with her.

Exercise 13

- Read through the Global skills box together.
- Students discuss the question in small groups before whole-class feedback.

SUGGESTED ANSWERS

I see/get what you're saying.

That's a good/valid point.

I hadn't thought of (it like) that.

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 acknowledging opinions.

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

- You could prepare for this discussion by bringing in some newspaper articles about people in the students' local community who have done something to help others. Students read the articles in groups and then discuss who deserves the award and why.
- Alternatively, you could ask students to imagine some local heroes, e.g. someone who raised money for a local charity, someone who spent their holiday helping disadvantaged children. Write their ideas on the board and use them as the basis for the discussion.
- Encourage students to use the phrases in exercises 10 and 11 to help them.
- Circulate and monitor, helping where necessary.
- Ask some groups to share ideas with the class.

AfL: Assess your progress

Direct students to Workbook page 6 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1C. Encourage 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. 'How can I improve?' suggestion: Write a short summary of one of the people you discussed in your group in exercise 14. Explain their situation and give reasons why they should win an award.

Further practice

Communication worksheet 1C: Speaking
Functional language bank

Lesson 1D: CULTURE Reading, vocabulary and grammar

SB pages 10–11

Learning objectives

Identify relevant information in a text

Identify and analyse key words in a text

Use the past perfect simple and continuous to talk about the past

Materials

Workbook page 7

Video worksheet 1: Bengaluru Eco Office

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

- Students discuss and order the points in pairs or small groups.
- Ask a few students to share their ideas with the class. Make sure they give reasons for their choices.
- Students then read and compare before whole-class feedback.

ANSWER

A political movement, family and the fight against discrimination were important to the writer. The political movement was more important than his family.

Culture note: Nelson Mandela

Nelson Mandela's autobiography, *Long Walk to Freedom*, was published in 1994. It covers his childhood, his years of political struggle and his 27 years in prison.

Mandela was the president of the African National Congress and campaigned for an end to the system of apartheid in South Africa. He was imprisoned for terrorist activities and was released in 1990. He became the first black head of state of South Africa in 1994.

Mandela received the Nobel Peace Prize in 1993. Within South Africa, he is revered and often referred to as Madiba, his Xhosa clan name, or simply as Tata (Father). He died in 2013.

A film based on the book, also called *Long Walk to Freedom*, starring Idris Elba as Nelson Mandela, was released in 2013.

AfL: Diagnostics

While monitoring exercise 2, observe how successfully students identify relevant information in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Essential vocabulary for the text: *halt* (v), *incremental* (adj), *interim* (n), *haggard* (adj), *conundrum* (n).
- Ask students to read the questions and underline the key words. This should help them to identify the relevant information in the text.
- Students discuss the questions in pairs.
- Discuss answers as a class. Be prepared to accept different interpretations, but insist that students quote from the text to support their ideas.

ANSWERS

- 1 He was in prison, where time seems to stand still.
- 2 He realized that they had grown older (and therefore that he had been in prison a long time).
- 3 He was happy to see her, but he was worried about her health as she looked thin and unwell.
- 4 He was forced to break the tradition that the oldest son or child buries his mother.
- 5 He refers to the political struggle against apartheid. His family had initially not understood his struggle and they didn't want to get involved.
- 6 He concludes that he made the right life choices, although he was sad that he couldn't support his mother more.

Exercise 3

- Read through the Global skills box together. Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

V Insight Word analysis

Encourage students to get into the habit of analysing vocabulary carefully. Remind them to look at new words in context to help them understand both meaning and usage. In order to reinforce the new vocabulary, suggest they write their own examples and try to use the new vocabulary in their own writing. They should use monolingual dictionaries, for example, the *Oxford Advanced Learner's Dictionary*, to understand the nuances of more complex vocabulary.

Exercise 4

- These questions require students to read the text again closely. You could pair up weaker and stronger students so that the stronger students can help the weaker students.
- Alternatively, with a **weaker class**, write all the answers on the board in the wrong order and get students to match the questions with the answers on the board.
- **Fast finishers** can write their own example sentences with the new words and then set them as gapped sentence challenges for other fast finishers.
- Check answers through whole-class feedback.

ANSWERS

- 1 gradual, incremental – 'Gradual' means 'happening slowly over a long period; not sudden'. 'Incremental' means 'increasing regularly in number or amount'.
- 2 striking – The author uses this word to emphasize the effect his mother's appearance had on him.
- 3 interim
- 4 haggard – It describes his mother's face.
- 5 a great deal – It refers to Mandela's thoughts about his mother. It is more emphatic and more formal than 'a lot'.
- 6 attentive – He refers to how he should have been in relation to his mother.
- 7 conundrum – He wondered whether he had the right to put the welfare of the people in his country ahead of the welfare of his family.
- 8 penalized – His family were penalized by his absence because he was in prison or spending time on his political campaigns.

EXTENSION

In groups, students discuss the following questions:

- Do you have any beliefs that you would put before family and friends? What are they?
- What is more important: the well-being of your family and friends or the welfare of your community?
- Imagine you have to spend a long time in prison. You can take just three songs and three books with you. Which would you choose? Why?
- If you could have interviewed Nelson Mandela, what would you have asked him? Think of three questions for your interview.

Grammar

Language note: Past perfect simple and continuous

Both the past perfect and the past perfect continuous are used to talk about actions that took place before another past action or time. The difference is that the past perfect continuous emphasizes the duration of the action and is often used to give background information about an event.

Exercise 5

- Give students a few minutes to look at the underlined sentences in the text. Remind them about the difference between the past perfect and the past perfect continuous: the past perfect continuous usually describes actions which were ongoing. The past perfect describes actions at a moment in time.
- With a **weaker class**, do the first item together.
- Students do the activity in pairs. Tell them they can use L1 if necessary.
- Circulate and monitor, helping where necessary.
- Have a whole-class feedback.

ANSWERS

1 d 2 e 3 e 4 a, c 5 a 6 a, b 7 c 8 c 9 c

Exercise 6

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

ANSWERS

- a by the time, already, still, since, never, for a long time
b before, since
c since

Further reference and practice Workbook page 109

- 1 1 a 2 b 3 b 4 a 5 a 6 b
2 1 had been swimming 2 hadn't finished 3 had climbed 4 hadn't expected 5 had been working 6 had you been looking for 7 had been shopping

Exercise 7

- Ask students to read the text for gist before completing it.
- When they have finished, ask different students to read out their answers. The rest of the class should put their hands up if they think there is a mistake. This ensures that the whole class pays attention and it is also a good way of checking how well students have understood the grammar.
- Ask students how they think the two men felt while meeting each other.

ANSWERS

- 1 had been raining / had rained 2 had had 3 had just given 4 had finished 5 had become 6 hadn't agreed 7 had been waiting 8 had just met

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. accuracy in using the past perfect simple and continuous, or how well they communicate the correct information in their responses.

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

- Ask students to brainstorm some leaders or important people from the past and write the names on the board.
- Students work individually and then in pairs.
- Circulate and monitor, helping where necessary.
- Ask the class to share their ideas. They could then vote for the person they think achieved the most.

Vocabulary extra: Qualities of a hero

SB page 15

Exercise 1

1 compassion 2 courage 3 dedication
4 determination 5 dignity 6 humility 7 inspiration
8 persistence 9 resourcefulness 10 willingness

Exercise 2

1 determined 2 humble 3 dignified
4 courageous 5 willing 6 inspirational 7 dedicated
8 resourceful 9 compassionate 10 persistent

Exercise 3

1 inspirational 2 determined 3 persistence
4 willing 5 resourcefulness 6 dedication
7 compassion 8 courageous

AfL: Assess your progress

Direct students to Workbook page 7 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 11 for Lesson 1D. Encourage 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 research other heroes and what they did. 'How can I improve?' suggestion: Write a paragraph about your selected hero, describing their past and how they became a hero.

Further practice

Video worksheet 1: Bengaluru Eco Office

Lesson 1E: Writing an article

SB pages 12–13

Learning objectives

Write an article

Recognize and use language for expressing purpose and result

Organize ideas into a logical framework

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

- Ask students if they can name the woman in photo B and if they know any details about her life.
- You can ask some more questions about the photos:
What is happening in photo A?
What is she doing in photo B?
Where do you think the girls are in photo C? Why is this important?
- Do not tell students yet whether their ideas are correct or incorrect, but explain that they will find out the connection between the photos later on.

SUGGESTED ANSWERS

The photos are all connected to Malala Yousafzai.

Picture A shows Malala being taken to hospital after she was seriously injured by the Taliban for her beliefs.

Picture B shows Malala giving a speech at an international event.

Picture C shows girls studying at school. Malala is fighting for education for girls in Pakistan. (The Taliban do not believe in educating girls.)

Exercise 2

- Students read the article and check their ideas.

Exercise 3

- Read through the task with the class.
- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their planning ideas with the class, especially where they have new ideas not covered in the model article.

Exercise 4

- Focus students on the model essay. Explain or elicit that the boxes on the left give information about how to organize the essay, and the boxes on the right give information about what kind of language to use.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 Who is your role model?
- 2 How did this person become famous?
- 3 What were the major events in their life?
- 4 Why are they inspirational?

AfL: Diagnostics

While monitoring exercises 5 and 6, observe how successfully students use the phrases for expressing purpose and result, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Look at the sentences together as a class.
- Students complete the boxes on their own.
- Circulate and monitor, helping where necessary.

ANSWERS

- 1 result 2 purpose 3 result 4 purpose 5 result
6 purpose 7 purpose 8 result
Expressing purpose: in order to, so as to, so that, to (support)
Expressing result: such a (shock) that, so, so (popular) that, as a result

Exercise 6

- Explain to students that they may need to change the order of the words and clauses when they rewrite the sentences. Do the first sentence together with the class. Elicit that we use *so ... that* to express result. Then ask what the result was (people sent her flowers). Ask students to find the sentence using *so ... that* in the text. (*The blog was so popular that Malala became a well-known supporter of children's rights.*) Point out that the result clause comes after *so ... that*. Elicit and write the new sentence on the board: *People were so upset when Malala was hurt that they sent her flowers.*
- With a **weaker class**, point out the other changes to sentences:
 - After *so that* we use *could*.
 - We always use an adjective with *so ... that*: *so + adjective + that*
 - We always use a noun with *such ... that*: *such + noun + that*
- Students rewrite the sentences individually before comparing in pairs and whole-class feedback.

ANSWERS

- 1 People were so upset when Malala was hurt that they sent her flowers.
- 2 Malala's father owned the school, so it didn't close.
- 3 Malala was campaigning against the Taliban's actions and consequently she was shot (by them). / Malala was campaigning against the Taliban's actions. Consequently, she was shot (by them).
- 4 She was taken to a hospital in the United Kingdom in order to recover.
- 5 There were still threats against Malala, so she stayed in the United Kingdom.
- 6 There was such a lot of publicity that Malala became an international celebrity.
- 7 She studied politics, philosophy and economics so that she could continue her fight for education and equality.

Exercise 7

- Go through the strategy with students. Emphasize the importance of following the five stages in order to produce a well-organized, accurate piece of work.
- Students do the activity individually before whole-class feedback.

ANSWERS

- 1 prewriting f, g
- 2 drafting i
- 3 editing and revising c, e
- 4 rewriting a, b
- 5 publishing d, h

Exercise 8

- Students do the activity in small groups before whole-class feedback.
- Encourage students to give reasons for their choice when sharing with the class.

ANSWERS

stage 5: publishing

Writing your article

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. organizing ideas into a logical framework; expressing purpose and result; grammar from the unit – using a variety of past and present tenses.

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

- Read through the task together, checking that students understand they have to write an article of a similar length to the model.
- Give students ten minutes to make notes about their ideas and plan their article.
- Remind students to organize their paragraphs and use phrases for purpose and result. Encourage students to activate other language they learned in the unit (past and present tenses).
- When students have finished, they can check their own work against the checklist.
- If time, students swap articles with a partner and comment on each other's work, especially on how organized their article was. They should also comment on the way their partner has expressed purpose and result.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write an article about a person in your family who has inspired you. Explain:

- what they have done to inspire you.
- what qualities you think this shows.
- how the person has affected your life and actions.

AfL: Assess your progress

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

'How can I improve?' suggestion: Decide which articles give you the clearest understanding of the person described and note reasons why. Check these notes against your own article and see if you can improve the content or language in your own article.

Further practice

Writing bank

Review 1

SB page 14

Exercise 1

- 1 compassion 2 single-mindedness 3 determination
4 optimism 5 commitment

Exercise 2

- 1 an obstacle 2 benefit 3 innovative
4 a disappointment 5 problem

Exercise 3

- 1 self-defence 2 self-interest 3 self-preservation
4 selflessness 5 self-assurance 6 self-obsession
7 self-sacrifice 8 self-control

Exercise 4

- 1 gradual 2 haggard 3 striking 4 interim
5 attentive 6 conundrum

Exercise 5

- 1 is sitting 2 reads 3 passes / is passing 4 has been
5 has been reading 6 use 7 was playing 8 attended
9 was studying 10 heard / had heard 11 allowed
12 simplified 13 remains

Exercise 6

- 1 rescued
2 had already called
3 had been standing up
4 had never witnessed
5 had returned
6 had been raining
7 sentenced
8 had been waiting

Global skills: Social media etiquette

SB pages 16–17

Learning objectives

Reflect on the positive and negative aspects of social media
Understand the causes and effects of social media behaviour
Evaluate and suggest guidelines for social media use

Materials

Workbook page 103
Global Skills video worksheet: Social media etiquette

AfL: Learning intentions

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

AfL: Diagnostics

While monitoring exercise 1, listen to the ideas students mention. Do they think social media has a positive or negative impact? Why / why not? Also, observe the successful or unsuccessful use of relevant language.

Exercise 1

- Check students understand all the categories listed by asking for examples of each.
- Students could brainstorm ideas in groups and record them in the form of a mind map. Alternatively, assign different categories to different groups.
- As students discuss the questions in pairs or groups, circulate and monitor, helping with ideas and vocabulary.

Exercise 2

- Give students a time limit to look at the title, pictures and subheadings individually.
- Students discuss in pairs before whole-class feedback.

Exercise 3

- Essential vocabulary for the text: *potential* (n), *enhance* (v), *intimidate* (v), *cyberbullying* (n), *take the credit for* (phrase), *spreader* (n).
- Students do the exercise on their own before comparing their ideas from exercise 2 in pairs.

Exercise 4

- Go through the rules with the class.
- Students work in pairs before whole-class feedback.

ANSWERS

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

EXTENSION

Students discuss how to order the guidelines in exercise 4 in order of priority. After feedback, ask: *Is there a single most important guideline, or are they all equally important? Which is the most important?*

Exercise 5

- Students discuss the questions in new pairs or small groups before whole-class feedback.
- In feedback, if some groups wish to change or add anything, make sure they give reasons for their decisions.

Exercise 6

- Students do the activity individually. Encourage them to make notes about what they do or don't do and why and to give examples where useful.
- Students compare answers in pairs before whole-class feedback.

Exercise 7

- Students do the exercise individually and then check in pairs.
- In whole-class feedback, make sure students also explain the meaning of the verbs.

ANSWERS

1 mute 2 repost 3 humble-bragging 4 tag 5 troll
6 unfollow

Exercise 8

AfL: Success criteria

Ask students to look at the task and discuss what a successful infographic 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.

- Elicit what an infographic is and why infographics are effective ways to communicate and understand information.
- Students work in pairs or small groups. Each group could choose one of the purposes, but try to make sure each different purpose is covered across the class.
- Once they have finished, groups discuss each other's infographics and any ways to improve them.
- If students can share their infographics online in a shared classroom space, they can put into practice the ideas they have discussed about social media etiquette by posting and commenting on each other's infographics online.

AfL: Assess your progress

Direct students to Workbook page 103 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 use social media?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Social media etiquette

2 A world of good

Unit map

Grammar

Future forms page 20

Future continuous, future perfect simple and continuous page 21

Using the present to talk about the future page 25

Vocabulary

Word analysis page 20

Nouns + *of* and *for* page 20

Antonyms: urban regeneration page 22

Adjective suffixes: *-able* and *-ible* page 24

Skills

Reading: Education interrupted: the digital divide page 18

Listening: Bush pilot page 20

Listening: Social housing page 22

Speaking: Participating in a group discussion page 23

Speaking: Taking the role of leader page 23

Reading: Sacred land page 24

Writing: A travel blog post page 26

Reading: Workbook pages 16–17

Strategies

Listening: Active listening (1) page 22

Writing: Recognizing style 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 84–85

Answer key Teacher's Guide page 146

Exam Insight 1 Workbook pages 88–90

Answer key Teacher's Guide page 148

Video

Online video: Working at sea

AfL: Learning intentions

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

Culture note: Internet access at home

Two-thirds of children and young people worldwide do not have an internet connection at home.

Rates of internet access differ between low- and high-income countries, with only 6 percent of young people having access at home in low-income countries compared to 87 percent in high-income countries.

Young people in rural areas are less likely to have internet access at home than those in urban areas.

Socioeconomic inequalities within countries also cause significant differences in internet access, even in high-income countries. While 97 percent of young people from the richest households in high-income countries have internet access at home, this figure is only 74 percent for those in the poorest households.

Exercise 1

- You may want to start by asking the class about where they access the internet, especially if students don't have the internet (or it is very limited) at home.
- Students can discuss their answers in pairs or small groups before whole-class feedback.

Exercise 2

- Elicit the meaning of the text title from the class.
- Remind students to skim the text. Give them a time limit for reading and comparing.
- Students discuss their answers in pairs before whole-class feedback.
- Ask students if any information in the text surprised them.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students find and understand relevant information in the text, which is a learning objective for this page. See page 10 for more ideas.

Exercise 3

- Essential vocabulary for the text: *install* (v), *struggle* (v).
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

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

Exercise 4

- Read through the questions with the class.
- Students discuss their answers in small groups before whole-class feedback.

Lesson 2A: Reading and vocabulary

SB pages 18–20

Learning objectives

Find and understand relevant information in a text

Understand the meaning of words from context

Recognize and use noun + preposition collocations

Materials

Workbook page 12

Communication worksheet 2A: Vocabulary

Vocabulary Strategies worksheet 2: Using suffixes to build complex words

SUGGESTED ANSWERS

- 2 Micro-cloud might be one solution to the problem of a digital divide. (Students should be encouraged to share their knowledge of new developments.)

V Insight Word analysis

This word analysis exercise focuses on words that give clues about the writer's attitude to the subject. Encourage students to read newspaper and magazine articles critically, to think about why the writer is writing and to look for clues in the text that express the writer's point of view.

Exercise 5

- Students do the exercise in pairs and then check answers in groups.
- Circulate and monitor, helping with prompts.
- Have a whole-class feedback and have a discussion about who faces the most challenges from the examples in the article. Students could also give examples of others they know who faced challenges accessing the internet for study.

ANSWERS

- 1 remote – It makes Alexei's education difficult because it's difficult to access services.
- 2 unbearable – It'd be difficult to study because the heat would make it difficult to breathe.
- 3 harsh – Temperatures of -30°C.
- 4 inevitably – It refers to Prisha starting to fall behind in her studies.
- 5 a significant impact – It refers to the effect of poor internet access in the village.
- 6 endangering – Culture and traditions in the village are at risk.
- 7 subsistence lifestyle – People live off the land.

V Insight Nouns + of and for

Students should be encouraged to keep lists of verbs and nouns with prepositions. The most common prepositions to follow a noun are *on*, *in*, *with*, *for*, *to* and *of*.

It is easy to make mistakes with prepositions, and many of the noun–preposition combinations simply have to be learned. Encourage students to practise and revise these combinations regularly.

Exercise 6

- Remind students to read through the whole text first before going back and completing the gaps.
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

- 1 responsibility for 2 handful of 3 demand for
- 4 benefits of 5 knowledge of 6 respect for
- 7 sense of 8 understanding of

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using words to show their attitude or feelings, or communication skills, e.g. giving reasons.

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

- Check that students understand the task.
- Ask students to work in small groups. Give them some planning time and remind them to use ideas from the lesson (e.g. exercise 4) to help them.
- Circulate and monitor, helping with ideas and prompts.
- Ask each group to report back on who had the most convincing argument and why.

Vocabulary extra: The natural world

SB page 29

Exercise 1

- 1 mountain range 2 glacier 3 summit 4 pine forest
- 5 peninsula 6 stream 7 bay 8 prairie 9 ridge
- 10 swamp 11 pond 12 estuary

Exercise 2

- 1 pine forest 2 pond 3 mountain range 4 Estuary
- 5 summit 6 glacier 7 prairie

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 12 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2A. Encourage 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 think about or do some research to find out how the internet could be shared in communities to help with wider access. Tell them to think about a community that may have problems with internet access and then think about or research suggestions for helping. 'How can I improve?' suggestion: Write a paragraph about the best sharing access idea from your research. Explain how it could work and how it would help that community.

Further practice

Communication worksheet 2A: Vocabulary
Vocabulary Strategies worksheet 2: Using suffixes
to build complex words

Lesson 2B: Grammar and listening

SB pages 20–21

Learning objectives

Use present tenses, *will*, *going to* and *may/might* to express the future

Use the future continuous and the future perfect simple and continuous

Materials

Workbook page 13

Communication worksheet 2B: Grammar

AfL: Learning intentions

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

Grammar

Exercise 1

- Ask students to look at the photos and elicit ideas about what the jobs might be.
- Give students two minutes to discuss question 2.
- Ask one or two students to tell the rest of the class which job they think might be most dangerous and why.

ANSWERS

1 Photo A: war correspondent; Photo B: bush pilot; Photo C: volcanologist

Exercise 2 2.1

- Tell students they are going to listen to an interview with a man who does a dangerous job.
- Play the recording for students to compare their ideas.
- Check ideas as a class.

Audio script 2.1 page 155

ANSWER

They are talking about job B – bush pilot.

Exercise 3 2.1

- Essential vocabulary for the text: *hazardous* (adj), *visibility* (n), *gain height* (phrase).
- Give students a few moments to read through the sentences.
- Play the recording for students to answer the questions. If necessary, play the recording again.
- Check answers as a class.

ANSWERS

- 1 F – It will be warm and sunny.
- 2 T
- 3 F – He might have to cancel the flight.
- 4 T
- 5 F – It leaves in one hour.
- 6 T
- 7 F – He hopes he'll see some wildlife, like eagles, bears and moose.
- 8 T

Exercise 4

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

AfL: Diagnostics

While monitoring exercises 5 and 6, observe how successfully students use future tenses, which is the learning objective for this page. See page 10 for more ideas.

Exercise 5

- Read through the box with the class. Elicit examples.
- Remind students that we often use the present continuous and *going to* interchangeably to talk about future plans and intentions. The present continuous gives the impression that the plan is definitely arranged, whereas *going to* can seem less certain.
- Students work individually.
- Check answers as a class.

ANSWERS

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

Further reference and practice Workbook page 110

- 1 're going to 2 'll finish 3 won't 4 leaves
5 might 6 is coming
- 2 1 A What are you going to do at the weekend?
B I might/may go swimming or I might/may visit my cousins in London.
2 A What time does the film start?
B The doors open at 5.30 p.m., but the film doesn't start until 5.50 p.m.
3 I think you will/might enjoy this book.
4 She isn't going to return to college after the holiday. She's going to work at her mother's company.
5 I think we will be much more concerned about global warming in the future.
6 By 2050, everyone on the planet will probably live for over 100 years.

Exercise 6

- Explain that both future tenses in each sentence are correct, but most convey slightly different meanings. Refer students back to the sentences in exercise 5 if necessary.
- Students complete the exercise in pairs.
- Check answers with the class, making sure students give reasons for their answers.

ANSWERS

- 1 'Leaves' implies a scheduled event. 'Might leave' implies that the arrangement could change.
- 2 'We'll probably do' implies that the speakers haven't yet decided. 'We're doing' implies that this has been planned and the decision has been made.
- 3 'I'll close' implies that the speaker has offered to close the door. 'I'm going to close' implies that the speaker has already planned to close the door.
- 4 'You'll see' and 'you might see' have the same meaning in this context.
- 5 'I'm meeting' implies that the arrangement is fixed and certain. 'I'm going to meet' implies that there is intention, but it is not as certain as 'I'm meeting'.

EXTENSION

Ask students to write five sentences about the future: one prediction about their future, one hope for tomorrow, one definite plan for the weekend, one scheduled event for the week and one uncertain plan for the week. Give students three minutes to write their sentences. Then ask a few students to read out their sentences. The rest of the class decide if the correct tense has been used.

Exercise 7

- Ask students to read the extract quickly to find out what the job is.
- Elicit reasons for their decision, e.g. vocabulary clues such as *eruption*.
- Write the name of the job on the board.

ANSWER

volcanologist

Exercise 8

- Students work in pairs. Remind them to think about the function of each numbered tense.
- Check answers as a class.

ANSWERS

1 e 2 c 3 a 4 b 5 d

Rules: Future continuous: *will/won't + be + -ing form / present participle*

Future perfect: *will/won't + have + past participle*

Future perfect continuous: *will/won't + have been + -ing / present participle*

Further reference and practice

Workbook page 111

- 1 1 will have travelled 2 will be travelling
3 will have been travelling 4 will have been studying 5 won't have studied
6 won't be studying
- 2 1 will have visited 2 will be appearing 3 will have read 4 will have been waiting 5 will be sitting, relaxing 6 will have worn

Exercise 9

- Explain that this text is about the woman interviewed in exercise 7.
- Students work individually to complete the text.
- Check answers as a class.

ANSWERS

- 1 will be preparing 2 won't be staying 3 will be climbing 4 will have completed 5 will be monitoring
6 will also be going 7 will probably have risked
8 will have been working 9 will have visited

EXTENSION

Students work in pairs and use the information in the text to role-play a longer interview with Katya.

Ask a few pairs of students to perform their role plays for the rest of the class.

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using future tenses accurately, or communicative skills, e.g. showing interest.

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

- Read through the task with the class and check they understand each job.
- Students write the questions on their own.
- Students do the activity in pairs. Remind students to swap roles.
- Ask a few students to share the jobs they discussed and why they were so dangerous.

SUGGESTED ANSWERS

Example questions:

Where will you be / are you working tomorrow?

What will the weather be like tomorrow?

What will you be doing this time tomorrow?

How long will you have been working as a (bicycle courier) by this time next month?

How many (parcels) will you have (delivered) by this time next week?

Will you still be working as a (bicycle courier) this time next year? Why / why not?

AfL: Assess your progress

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

Tell students to think about their own future and what they will be doing in five years' time. They can think about any aspect of their lives, such as study, work, family, location, hobbies, etc.

'How can I improve?' suggestion: Report back to a class group what you will be doing in five years' time, what you will have done or achieved, and how long you will have been doing an activity for.

Further practice

Communication worksheet 2B: Grammar

Lesson 2C: Listening, vocabulary and speaking

SB pages 22–23

Learning objectives

Listen actively and identify the line of argument

Recognize antonyms for adjectives describing urban regeneration

Participate in a group discussion

Materials

Workbook page 14

Communication worksheet 2C: Speaking

Functional language bank

AfL: Learning intentions

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

Listening and vocabulary

Exercise 1

- As students discuss the questions, circulate and help with vocabulary.
- Ask two or three groups to report their answers back to the class.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students listen actively and identify the line of argument, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 2.2

- Tell students they are going to listen to a report about a building in Brazil.
- Essential vocabulary for the text: *deteriorate* (v), *abandoned* (adj), *thoroughfare* (n), *join forces* (phrase).
- Play the recording for students to compare their answers.
- Check answers as a class.

Audio script 2.2 page 156

ANSWERS

a hotel; people who are part of housing movements; families; people without their own homes; chefs

Exercise 3 2.3

- Read through the Strategy box with the class.
- Essential vocabulary for the text: *neglected* (adj), *run-down* (adj), *demolish* (v), *inadequate* (adj), *urban development* (phrase), *squatter* (n).
- Tell students they are now going to hear an interview with a woman who works in social housing in Brazil.
- Go through the questions with the class, making sure students can connect them to the Strategy box.
- Play the recording for students to answer the questions.
- Students check answers in pairs before whole-class feedback.

Audio script 2.3 page 156

ANSWERS

- 1 It's about social housing movements in Brazil.
- 2 More than 50 million Brazilians live in inadequate housing. But because of urban development in the 1960s, there are a lot of empty buildings in the centre of the city that could now be used for people to live in.
- 3 Students' own answers
- 4 Students' own answers

Exercise 4 2.3

- Give students a few moments to read through the questions.
- Play the recording for students to answer the questions. If necessary, play the recording again. Check answers as a class.

ANSWERS

- 1 Some want them demolished and new modern buildings to replace them while others want the empty buildings to be used as housing.
- 2 Brazil is the largest country in South America. More than 50 million Brazilians live in inadequate housing. São Paulo's population is almost 12 million. (Note: The audio mentions 'almost 12 million', but this data has changed as the population has increased in recent years. It is currently almost 12.5 million.) São Paulo is the largest city in the southern hemisphere and the world's 12th largest city.
- 3 There was a huge expansion in urban development. People started to use the car more and richer people, businesses, museums and galleries moved out of the city centre to the south-west.
- 4 Apartment blocks were built and commercial and residential buildings were gradually abandoned.
- 5 The city's population has grown at an astonishing rate and recent economic crises have resulted in high levels of homelessness.
- 6 They have been fighting for housing rights to use buildings in the centre of cities for people to occupy. They don't want to waste resources and want to use the empty buildings.
- 7 They are well organized and they prepare well.
- 8 People entering or leaving the building must be strictly monitored and residents take turns to do this.

Exercise 5

- Students do the activity in small groups.
- Ask a few students to share their ideas with the class.

EXTENSION

Ask students to work in groups and write a newspaper article about an empty building in their area. Tell them to think of a good headline and suggest a new use for the building using future tenses.

V Insight Antonyms: urban regeneration

Remind students that recording antonyms in their vocabulary notebooks is a good way to extend their vocabulary.

Exercise 6

- Look at the table with the class.
- Students complete the table individually.
- Check answers as a class.

ANSWERS

- 1 neglected 2 abandoned 3 thriving 4 attractive
- 5 wasteful 6 worthwhile 7 run-down

Exercise 7

- Students do the activity individually.
- Students check answers in pairs before whole-class feedback.

SUGGESTED ANSWERS

1 neglected 2 abandoned 3 attractive 4 renovated
5 worthwhile 6 efficient

Exercise 8

- Students discuss their ideas in pairs or groups.
- Ask each group to share ideas with the class about which statement they agreed with most and why.

Speaking

Exercise 9

- Students do the activity in pairs. With a **weaker class**, brainstorm some ideas for community projects with the class and write their ideas on the board, e.g. local arts centre, recording studio for local bands, community vegetable garden. Students can then choose three things from the list on the board.
- Ask a few pairs to share their choices with the class and explain their reasons for choosing them.

Exercise 10 2.4

- Essential vocabulary for the text: *a 'must' (n), generate (v), pop-up (adj)*.
- Play the recording for students to note ideas. If necessary, play the recording twice.
- Check answers as a class.

Audio script 2.4 page 156

ANSWERS

a park, an amusement park, a sports centre, a gym

Exercise 11 2.4

- Give students a few moments to read through the table and complete the phrases.
- Play the recording for students to check their answers.
- Check answers as a class, paying attention to stress and intonation.

ANSWERS

1 concern 2 really 3 do with 4 nice 5 plus (too)
6 convinced

Exercise 12 2.5

- Give students time to read through the dialogue and check any unknown words.
- Students do the activity in pairs.
- Play the recording for students to check answers.

Audio script 2.5 page 157

ANSWERS

c 1 k 2 b 3 i 4 d 5 h 6 f 7 j 8 g 9
e 10 a 11

Exercise 13

- Students do the activity in pairs or small groups.
- Check answers as a class.
- If time, students repeat the dialogue in groups of four or five. (One student could be both Ade and Ethan.)

ANSWERS

A It's important to ...
B It's crucial to ...

C It might be an idea to ... ; That could be useful for ...

D (Great idea, but) it's probably not that useful or practical. ; That should be a priority.

Exercise 14

- Read through the Global skills box together.
- Students discuss the question in small groups before whole-class feedback.

Exercise 15

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. how fully they participate in the discussion.

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

- You could prepare for this discussion by asking the class to think about a variety of projects and writing them up on the board.
- Ask students to decide on the leader of their group and elicit the focus of that role as a reminder. Remind students about the need for active listening.
- Encourage students to use the phrases in exercises 11 and 12 to help them.
- Ask some groups to share their proposal with the class.

Vocabulary extra: The urban landscape SB page 29

Exercise 1

1 speed bump 2 parking meter 3 road sign
4 bus shelter 5 pedestrian walkway 6 industrial estate
7 high-rise building 8 cycle path

Exercise 2

1 bus shelter 2 pedestrian walkways 3 speed bumps
4 high-rise buildings 5 road signs
6 parking meters 7 industrial estates

Exercise 3

positive: flourishing, prosperous, refurbished, robust
negative: boarded-up, crumbling, derelict, shabby

Exercise 4

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 14 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 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 revise what they learned in the lesson and the connection between active listening and participating in a discussion.

'How can I improve?' suggestion: Choose a programme in English on the radio or on social media (e.g. a podcast) that focuses on the subject of the urban landscape. Listen and make notes on the line of argument. You could also report back on this programme to a partner.

Further practice

Communication worksheet 2C: Speaking

Functional language bank

Lesson 2D: CULTURE Reading, vocabulary and grammar

SB pages 24–25

Learning objectives

Use referencing to understand a text

Use the suffixes *-able* and *-ible* to form adjectives

Use the present tense in subordinate clauses to talk about the future

Materials

Workbook page 15

Video worksheet 2: Working at sea

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

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

Exercise 2

- Essential vocabulary for the text: *settlements* (pl n), *reservations* (pl n), *blowing up* (v), *insult* (n).
- Check students understand the title of the article.
- Students do the exercise on their own before checking with a partner.

ANSWER

The memorial was created in response to the memorial at Mount Rushmore. The Rushmore rock carving celebrated American presidents George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. Native Americans requested that the government add a sculpture of Crazy Horse. When their request wasn't acknowledged, they decided to create their own monument.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students use referencing to understand a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Give students one or two minutes to read sentences a–f. Tell them to look carefully at the first word of each sentence, as this often gives a clue about the sentence that precedes it, e.g. if the sentence begins with *They*, the preceding sentence will refer to more than one thing.
- Students work individually or in pairs to do the exercise.
- Check answers as a class.

ANSWERS

1 b 2 e 3 a 4 c 5 f

Exercise 4

- Read through the Global skills box together.
- Ask students to brainstorm names of famous landmarks in their country and write their ideas on the board.
- Students choose one of the places on the board and discuss the questions in small groups.
- Ask a few students to share their ideas with the class.

V Insight Adjective suffixes: *-able* and *-ible*

Remind students that we often use suffixes to transform one type of word into another type of word, e.g. a noun to an adjective (*help* – *helpful*) or a verb to a noun (*apply* – *application*).

The suffixes *-ible* and *-able* give the meaning of being capable of or suitable for something. When we create new adjectives, e.g. *bloggable*, we use *-able* rather than *-ible*.

Exercise 5

- Write the highlighted words in a list on the board, leaving a space between the root of the word and the suffix, e.g. *vis -ible*, *valu -able*, *unaccept -able*. Point out that the root word before the suffix is not always a complete word.
- Go through questions 1–3 with the class. Explain that there are many exceptions to the rule, including *amicable* and *navigable*. Stress the importance of checking new vocabulary in a dictionary.

ANSWERS

1 valuable, considerable (*-able* suffix)

2 amicable (*-able* suffix)

3 visible, unacceptable, incredible, amicable, audible

Exercise 6

- Students do the activity individually.
- Students check answers with a partner using a dictionary before whole-class feedback.

ANSWERS

1 incredible

2 eligible, unacceptable

3 inaccessible, advisable

4 navigable

5 edible

6 incomprehensible

7 fashionable, collectible / collectable

ANSWERS

knowledge – knowledgeable; terror – terrible; permit – permissible; afford – affordable; renew – renewable

Grammar

Exercise 7

- Give students a few minutes to look at the underlined clauses in the text.
- Students discuss their answers in pairs before whole-class feedback.

ANSWERS

a the present simple

b They refer to the future.

Language note: Future time clauses

Future time clauses are dependent clauses and they are attached to a main clause. The verb of a future time clause can be in the present perfect, present simple or present continuous, but we never use a future tense in a future time clause.

After I've finished my work, I'll go to bed.

After I finish my work, I'll go to bed.

While I'm finishing my work, I'll have a biscuit.

Exercise 8

- Students do the activity in pairs. Tell them they can use L1 if necessary.
- Have a whole-class feedback.

ANSWERS

1 a, c, h

2 b, e, f, g

3 d

Further reference and practice Workbook page 111

- 1 I've bought / buy the tickets, I'll call you
- 2 he reads the guidebook, he won't understand what he's looking at
- 3 you arrive at the hotel, it will already be dark
- 4 we know what the result is, we won't be happy
- 5 she's studying for the exam, he will be rebuilding his house
- 6 I leave the house, I'll lock the doors

Exercise 9

- Remind students to think about the correct tense, word order and punctuation when they rewrite the sentences.
- Students do the exercise on their own and then compare answers with a partner.
- Check answers as a class.

ANSWERS

- 1 We won't go camping unless it stops raining.
- 2 As soon as you climb the mountains there, you'll lose your phone signal.
- 3 As long as you take a satellite phone, you'll be perfectly safe. / You'll be perfectly safe as long as you take a satellite phone.
- 4 Supposing we see bears in the forest, (then) what will we do?
- 5 Back away slowly until the bear leaves you alone.
- 6 Hopefully, it will still be light by the time we get back to the camp.

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using future tenses.

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.

- It's a good idea to give students some time on their own to make notes about their ideas before they discuss so they can focus on the communicative activity.

- Students do the activity in pairs or small groups.
- Ask some students to share their ideas about the future with the class.

AfL: Assess your progress

Direct students to Workbook page 15 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2D. Encourage them to 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 research a local or regional memorial, finding out when it was built and why, and why it is now important to the community.

'How can I improve?' suggestion: Write a paragraph about the memorial you found out about, explaining what it is, where it is, why it is important and any stories or myths attached to it.

Further practice

Video worksheet 2: Working at sea

Lesson 2E: Writing a travel blog post SB pages 26–27

Learning objectives

Write a travel blog post

Recognize the style and features of a text

Recognize and use modifying adverbs with gradable and non-gradable adjectives

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

- Students discuss in pairs before whole-class feedback.

SUGGESTED ANSWERS

1 Australia

2 young people, travellers, backpackers

3 small, quiet, unusual, old

Exercise 2

- Students read the task and discuss the questions in small groups or pairs.
- Elicit suggestions from each group or pair.

SUGGESTED ANSWERS

Information about the place, the people, the food;
It is written in an informal style.

Exercise 3

- Read through the strategy with the class.
- Ask students to read the model text and identify the points in the box.
- Students do the activity in small groups.
- Check answers as a class.

ANSWERS

- 1 The language is informal.
- 2 No, it doesn't. (There is only one main title.) Yes, there is – there are three paragraphs.
- 3 The sentences are short and linking words are simple.
- 4 It doesn't use the passive or reported speech.
Personal pronouns: e.g. the place for you
Imperatives: e.g. Don't forget ...
- 5 Idiomatic language: e.g. I couldn't believe my eyes!
Colloquial language: e.g. a bit of peace and quiet
Phrasal verbs: e.g. turns out, found out
- 6 Contractions: e.g. Don't; you're
Exclamation marks: ... tell someone you're going!

Exercise 4

- Focus students on the model blog post. Explain or elicit that the boxes on the left give information about how to organize the post, and the box on the right gives information about what kind of language to use.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 The writer's first impression was negative: baking hot; pretty ordinary.
- 2 The writer visited the museum and went hiking.
- 3 The writer concluded that Silverton was very interesting but also peaceful and quiet.

Exercise 5

- Look at the headings together as a class.
- Students complete the boxes on their own.

ANSWERS

- 1 First impressions
- 2 Things to see and do
- 3 Summing up

AfL: Diagnostics

While monitoring exercises 6–8, observe how successfully students recognize and use modifying adverbs with gradable and non-gradable adjectives, which is one of the learning objectives for this page. See page 10 for more ideas.

Further reference and practice Workbook page 111

- 1 1 totally 2 particularly 3 utterly 4 really 5 absolutely 6 quite

Exercise 6

- Students can use dictionaries to check the meanings of the adjectives and to find other example sentences.
- Check answers as a class.

ANSWERS

Positive: delicious, knowledgeable, fascinating, magnificent, interesting

Negative: exhausting

Neutral: quiet, ordinary

Language note: quite

The adverb *quite* can have two different meanings, which depend on intonation. For example, *He's quite angry* can mean 'He's a little angry' or 'He's very angry'.

Exercise 7

- Go through the language box with the class.
- Students do the activity in pairs before whole-class feedback.

ANSWERS

- 1 Gradable adjectives: quiet, ordinary, knowledgeable, interesting
Non-gradable adjectives: exhausting, delicious, fascinating, magnificent
- 2 Gradable adverbs: fairly, pretty, extremely, quite, really
Non-gradable adverbs: utterly, totally, absolutely

Exercise 8

- Remind students that non-gradable adjectives describe extreme qualities. We can use adjectives like *utterly*, *totally* and *absolutely* with these adjectives.
- Students do the activity individually before whole-class feedback.

ANSWERS

- 1 a really 2 totally 3 pretty 4 quite 5 absolutely

Writing your blog post

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. writing skills such as organizing the descriptions well; using variety in the descriptions; using the vocabulary and/or grammar from the unit, or communicative skills, such as making the blog post appealing or persuasive.

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

- Give students ten minutes to make notes about their ideas and plan their blog post.
- Circulate and monitor while students write the draft of their blog post. Remind them to describe important features and to use a range of adjectives and adverbs. Encourage them to think of negative and positive things about the place.
- Remind students to activate other language they learned in the unit (e.g. future tenses). You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- If time, students swap blog posts with a partner and comment on each other's work, especially on how descriptive their post was. They should also comment on the way their partner has made the place sound appealing or not.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write a travel blog entry about a place that you have found very disappointing. Include information about:

- what kinds of attractions or excursions were available.
- your expectations about the place.
- why the place did not meet these expectations.

AfL: Assess your progress

Direct students to Workbook page 18 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 19 for Lesson 2E. Encourage 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 look at their classmates' travel blog posts to see different ways of approaching this type of post. Decide which is most appealing and why.

'How can I improve?' suggestion: Make a note of what you like about each post. What do they have in common? Decide which posts you think would be most popular to read and why. Check against your own blog post to see if you can make any improvements to the style or content.

Further practice

Writing bank

Review 2 SB page 28

Exercise 1

- 1 responsibility for 2 demand for 3 handful of
4 respect for 5 benefits of 6 understanding of
7 sense of

Exercise 2

- 1 significant 2 harsh 3 subsistence 4 remote
5 Inevitably

Exercise 3

- 1 neglected 2 abandoned 3 declining
4 unappealing 5 worthless 6 wasteful 7 run-down

Exercise 4

- 1 accessible 2 comprehensible 3 visible
4 acceptable 5 considerable 6 advisable

Exercise 5

- 1 He is going to return before it gets dark.
2 We might see some polar bears.
3 Our train departs / leaves at 10.30.
4 She's doing a bungee jump next week.
5 That car is going to crash. It's out of control.
6 I'll get you a glass of water.

Exercise 6

- 1 we will have finished 2 will you be going
3 I will be flying 4 we will be travelling 5 we will
have arrived 6 will you be doing 7 I will have been
speaking

Exercise 7

- 1 as long as, follow 2 in case, decide 3 Supposing, spot
4 unless, says 5 until, comes 6 as soon as, tells
7 by the time, return

Cumulative review Units 1–2 SB pages 30–31

Exercise 1 2.6

Audio script 2.6 page 157

- 1 T
2 T
3 T
4 F – Tour guests are informed of the route before they
set off for the target area.
5 F – Prime storm chasing time is usually late in the
afternoon or in the early evening.
6 T
7 T
8 F – The price does not include the airfare or any food.

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Exercise 4

- 1 B 2 D 3 A 4 B 5 C 6 A

Exercise 5

- 1 be 2 for 3 Unless 4 has 5 of 6 great
7 will 8 case 9 By 10 have

Exercise 6

Students' own answers

Additional materials

Literature Insight 1 WB pages 84–85 Answer key: page 146

Exam Insight 1 WB pages 88–90 Answer key: page 148

3 For what it's worth

Unit map

Grammar

Articles page 34
Determiners page 35
Verb patterns page 39

Vocabulary

Word analysis page 32
Phrasal verbs with *out* page 34
Adjectives describing objects page 36
Compound adjectives page 38

Skills

Reading: It's just stuff ... or is it? page 32
Listening: What people leave behind on holiday page 34
Listening: Mount Recyclemore page 36
Speaking: Making, approving and rejecting suggestions page 37
Speaking: Backing up a point with examples page 37
Reading: The story of the Benin Bronzes page 38
Writing: A story page 40
Reading: Workbook pages 24–25

Strategies

Reading: Detecting purpose and point of view page 32
Writing: Telling a story page 40

Global skills

Presentation skills: using data page 44

Review

Review 3 page 42
Vocabulary extra 3 page 43

Video

Online video: Museums
Global Skills video: Using data in presentations

Lesson 3A: Reading and vocabulary

SB pages 32–34

Learning objectives

Identify the purpose of a text
Describe everyday objects and possessions
Recognize and use phrasal verbs with *out*

Materials

Workbook page 20
Communication worksheet 3A: Vocabulary
Vocabulary Strategies worksheet 3: Phrasal verbs

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 think about which room in their house or flat is their favourite and why. Briefly discuss as a class.
- Check students understand *appealing* (adj) and *bland* (adj).
- Students look at the photos and discuss their ideas in pairs or small groups.
- Ask one or two students to tell the class which room in the photos they preferred and why.

Exercise 2

- Elicit the meaning of the text title from the class.
- Remind students to skim the text. Give them a time limit for reading and responding.
- Students discuss their answers in pairs before whole-class feedback.

ANSWERS

Cluttercore rooms: comfortable, lived in, not messy, less stressful

Minimalist rooms: bland, (boring), stressful

The writer prefers the Cluttercore room.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students identify the purpose of the text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Read through the strategy with the class.
- Remind students to think about the overall purpose of the text as they answer.
- Students discuss their answers in small groups before whole-class feedback. Make sure they give reasons for their answers.

ANSWER

C

The article's main purpose is to defend and explain the ideas behind Cluttercore. It uses statistics, quotes and history to illustrate the importance of our stuff. It tries to influence the reader through its choice of language. It is critical of the ideas behind minimalism and supportive of Cluttercore.

Exercise 4

- Students do the exercise in pairs and then check answers in groups.
- Circulate and monitor, helping where necessary.

POSSIBLE ANSWERS

The sentence adverb *Fortunately* implies that clearing out stuff is not a good thing to do.

The adverb *carefully* reinforces how much the people who follow Cluttercore value their things.

The adjective *bland* underlines the author's critical view of minimalism, in that it takes away the individuality of a space and makes everything look the same.

The adverb *simply* implies that throwing things away and becoming minimalist is the easy way out.

Exercise 5

- Essential vocabulary for the text: *think twice* (phrase), *worn out* (phr v), *hoarding* (v), *bin* (v), *landfill* (n), *opt out* (v).
- Students do the exercise on their own. Remind them to note where in the text they find their answers.
- They then compare answers with a partner before whole-class feedback.

ANSWERS

- 1 F – People threw away less but didn't have more stuff in their homes.
- 2 F – Consumer culture encourages us to buy things we don't really need.
- 3 F – They throw away things that have little personal value or meaning.
- 4 T
- 5 F – Cluttercore is environmentally friendly – things are often kept and reused rather than going in a landfill.
- 6 T

Exercise 6

- Circulate and monitor as students discuss the questions in pairs or groups.
- Check understanding of the phrase as a class. Ask some students to feed back on the last question and make a list on the board of their ideas. Ask: *Which idea is most popular?*

V Insight Word analysis

Explain that *loads of*, *things* and *rubbish* (when this does not mean 'the rubbish you put in your bin') are all examples of informal vocabulary. With a **stronger class**, elicit more formal ways to express these things, e.g. *loads of* = a large number of; *things* = objects; *rubbish* = unnecessary possessions. Remind students (from Unit 1) that true synonyms are quite rare: often there are subtle differences, and there are reasons why a writer may use a particular word rather than one of its synonyms.

Exercise 7

- Students do the activity in pairs.
- Write words 1–4 on the board in five columns: *loads of*, *things*, *rubbish* and *throw out*. Then ask different students to write the highlighted words from the article in the correct column.

ANSWERS

- 1 loads of: heaps of, stacks of, piles of, mountains of
- 2 things: stuff, objects, products, possessions, belongings
- 3 rubbish: clutter, junk, trash
- 4 throw out: throw away, get rid of, bin

Exercise 8

- Students work in groups to describe the photo. They then discuss whether they think the things are junk or valuable possessions.
- Circulate and monitor, checking that students are using the vocabulary from exercise 7.

V Insight Phrasal verbs with out

If necessary, remind students that phrasal verbs are verbs with prepositions or adverbs that change the meaning of the verb. Give some examples of familiar phrasal verbs, e.g. *give up*, *look after*, *turn off*.

Exercise 9

- Give students a minute to find the phrasal verbs in the article and do the exercise.
- Check answers as a class.

ANSWERS

- a sort out b throw out, clear out c wear out
d spread out e opt out f help out

Exercise 10

- Remind students to read the text for gist first. Then give them two minutes to complete the text and match the phrasal verbs to their meanings.
- Students compare their answers in pairs.
- Check answers as a class.

ANSWERS

- 1 reach out to 2 run out of 3 drop out of
4 picked out 5 spilling out of 6 take out
a pick out b take out c run out of d spill out of
e drop out of f reach out to

Exercise 11

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using phrasal verbs, or communication skills – clarity of explanation.

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

- Check that students understand the task.
- Ask students to work in small groups. Circulate and monitor, helping with ideas and prompts.
- Ask each group to report back one example to the class.

Vocabulary extra: British vs American English

SB page 43

Exercise 1

- 1 lift – elevator 2 dustbin – trash can 3 flat – apartment
4 tap – faucet 5 chest of drawers – dresser 6 Curtains
– Drapes 7 cooker – stove 8 garden – yard 9 wardrobe
– closet 10 torch – flashlight

Exercise 2

1 elevator 2 yard 3 apartment 4 drapes
5 trash can 6 faucet 7 dresser 8 flashlight
9 stove 10 closet

Exercise 3

1 apartment block 2 clothespin 3 main street
4 sidewalk 5 trash 6 dishtowel

AfL: Assess your progress

Direct students to Workbook page 20 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3A. Encourage them to 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. 'How can I improve?' suggestion: Write a paragraph about the object you discussed in exercise 11. Give a short description and tell the story of how you acquired the object and its value to you. Remember to use words from the lesson.

Further practice

Communication worksheet 3A: Vocabulary

Vocabulary Strategies worksheet 3: Phrasal verbs

Lesson 3B: Grammar and listening

SB pages 34–35

Learning objectives

Contrast articles (*a/an, the*, zero article)

Talk about quantities using determiners

Materials

Workbook page 21

Communication worksheet 3B: Grammar

AfL: Learning intentions

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

Grammar

Exercise 1

- Give students two minutes to work in pairs and compile the list of things.
- Ask one or two students to tell the rest of the class which three things they think would be left behind and why.

Exercise 2



3.1

- Tell students they are going to listen to a podcast about things travellers leave behind.
- Play the recording for students to compare.
- Students compare their ideas in the same pairs as exercise 1 before whole-class feedback.

Audio script 3.1

page 157

SUGGESTED ANSWERS

Most people usually leave behind phone chargers, clothes or glasses.

The recording also mentions: toothbrushes, false teeth, X-rays, (Bugatti) car keys, (expensive) jewellery, a shark.

Exercise 3



3.1

- Students work on their own.
- Play the recording again for students to check their answers before checking as a class.

ANSWERS

1 toothbrushes 2 jewellery 3 Portugal 4 southern
5 25 / twenty-five 6 bath, shark 7 habitat 8 wave

Exercise 4

- Students discuss in small groups before whole-class feedback.
- Students could also discuss what they did (or would do) when they left something behind and agree on the best solution.

AfL: Diagnostics

While monitoring exercise 5, observe how successfully students use articles, which is the learning objective for this page. See page 10 for more ideas.

Exercise 5

- Students do the exercise individually. They then check in pairs before whole-class feedback.

ANSWERS

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

Further reference and practice

Workbook page 112

1 1 the, -, the 2 -, the, the 3 a, - 4 an, -, -, a
5 the, - 6 -, - 7 a, the 8 the, an

Exercise 6

- Ask students to read the whole text for gist before they do the exercise. Then ask one or two general comprehension questions:
Why does Olivia tend to find things?
Why do people forget their passports?
Do people usually get their items returned?
- Students complete the text individually before checking in pairs.
- Circulate and monitor, helping where necessary.
- Check answers with the class, making sure students give reasons for their answers.

ANSWERS

1 a 2 a 3 - 4 the 5 The 6 a 7 - 8 -
9 - 10 a

Exercise 7

- Focus attention on the title and elicit what students think this might mean.
- If necessary, teach *flip-flops* (n) and elicit that this kind of sandal is very popular for beach holidays and holidays in hot countries.

- Students do the activity in pairs before whole-class feedback.

ANSWERS

They are a group of volunteers in Thailand who collect rubbish from beaches.

Exercise 8

- Check students understand the task. Encourage students to look at the noun after each determiner and decide whether it is countable or uncountable. With a **weaker class**, go through the text with students first, getting them to underline the countable nouns and circle the uncountable nouns. This will help them to categorize the determiners more easily.
- Students do the activity on their own before checking in pairs.
- Check answers as a class.

ANSWERS

Uncountable nouns: much, a little, little, far too much
Plural countable nouns: many, a few, far too many, few, several

Further reference and practice Workbook page 113

- 1 1 little, a lot of 2 several 3 hardly any
4 almost no 5 Almost none of 6 a little, a few

Exercise 9

- Remind students to look at the nouns following the determiners and decide if they are countable or uncountable.
- Point out the difference in meaning between *a little* (some) and *little* (not much), and between *a few* (some) and *few* (not many).
- Students compare their answers in pairs.
- Check answers as a class.

ANSWERS

- 1 not many 2 some 3 not (isn't) much 4 some

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using articles and determiners accurately, or communicative skills – giving reasons for an opinion.

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 a minute to choose the correct words and check their answers.
- Elicit or explain the meaning of *consumption* (n).
- Students discuss the opinion in pairs.

ANSWERS

almost all; too many; few

AfL: Assess your progress

Direct students to Workbook page 21 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3B. Encourage them to think about 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. articles and determiners. Encourage students to think about any similarities or differences with their L1 and remind them to focus on learning any differences. Tell students to find out more about the project in Thailand or research a similar project.

'How can I improve?' suggestion: Report back to a class group about the project you chose, focusing on how much it is helping, etc.

Further practice

Communication worksheet 3B: Grammar

Lesson 3C: Listening, vocabulary and speaking SB pages 36–37

Learning objectives

- Understand the main points in a radio interview
- Use multiple adjectives in the correct order
- Make, approve and reject suggestions

Materials

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

AfL: Learning intentions

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

Listening and vocabulary

Exercise 1

- Students discuss the photos in pairs before whole-class feedback.
- Write students' ideas for question 3 on the board, but do not confirm their answers yet.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students understand the main points in a radio interview, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 3.2

- Tell students they are going to listen to an interview with an art expert about the sculptures.
- Play the recording for students to listen and check their ideas.

ANSWERS

- 1 Top left: Mount Rushmore in the USA; a rock sculpture of four American presidents' heads; Top right: Mount Recyclemore: a sculpture made from e-waste, inspired by Mount Rushmore; the heads are G7 leaders in 2021
- 2 Mount Rushmore: George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln; Mount Recyclemore: (left to right): Emmanuel Macron (France), Mario Draghi (Italy), Justin Trudeau (Canada), Angela Merkel (Germany), Joe Biden (USA). Boris Johnson (UK) and Yoshihide Suga (Japan) are also depicted in the sculpture, but are not in the photo on p. 36.
- 3 Mount Rushmore: granite; Mount Recyclemore: e-waste

Exercise 3 3.2

- Essential vocabulary for the text: *colossal* (adj), *wire* (n), *winding* (adj), *e-waste* (n).
- Ask students to read the sentences. Check the meaning of *impressive* (adj).
- Play the recording for students to check the sentences. If necessary, play the recording again.
- Students compare answers with a partner before checking as a class. Ask students to share the correct version of false sentences.

ANSWERS

- 1 F – He worked with 15 other artists.
- 2 F – Each head was made from different materials.
- 3 T
- 4 F – The main aim was to make us think about the amount of e-waste our society produces and the impact it has on the environment.
- 5 F – She thinks it's everyone's problem, including manufacturers.
- 6 T
- 7 F – Ella says that environmental art *is* worth creating, but it's hard to measure its impact.

Exercise 4

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

Exercise 5

- Give students time to read through the phrases first.
- Students work in pairs or small groups.
- Check answers as a class.

ANSWERS

a mobile **b** plastic, aluminium, copper **c** huge, enormous, broad, colossal **d** old, dated, historic **e** green, black **f** British, American **g** flat, towering, tangled, winding **h** controversial **i** scrap, decaying, rusty, discarded, electronic, smooth

Exercise 6

- Students do the exercise individually or in pairs.
- Ask **fast finishers** to add one more adjective to each category, using a dictionary if necessary.
- Check answers as a class.

ANSWERS

a cooking **b** bronze, ceramic, paper, wooden **c** tiny **d** antique, contemporary **e** colourful **f** Turkish **g** circular **h** delicate, interesting, stunning, troubling, witty **i** abstract

Order of adjectives: opinion, size, shape, age, colour, origin or nationality, material, other qualities, type or purpose

Exercise 7

- Students do the exercise individually or in pairs.
- Check answers as a class.

ANSWERS

1 controversial bronze 2 antique, wooden cooking
3 delicate, tiny, paper 4 stunning, circular, abstract
5 witty, colourful 6 beautiful, Turkish, ceramic

EXTENSION

Students could think of other objects that match each of the adjectives in exercise 6. They can work in pairs and then share ideas with another pair to see if they all agree.

Exercise 8

- Students discuss their ideas in pairs or groups. Each group could discuss a different question.
- Ask each group to share ideas with the class and to see if their classmates agree with their ideas.

Speaking**Exercise 9**

- Students discuss their ideas in pairs or groups.
- Do not check answers as students will do this in the next activity.

Exercise 10 3.3

- Tell students they are going to listen to three people discussing ideas for a museum exhibition.
- Play the recording for students to check their ideas from exercise 9 and answer the question.

Audio script 3.3 page 158**ANSWERS****The Netherlands**

The students mention a bike, a bike bell, a bike basket, (something relating to) litter, plastic tulips, a poster of a Van Gogh painting, a Delft vase

Exercise 11 3.3

- Give students time to familiarize themselves with the table and the task.
- Play the recording for students to complete the gaps.
- Students complete the exercise on their own before checking in pairs and whole-class feedback.

ANSWERS

1 objective 2 might 3 sounds 4 could
5 convinced 6 sure 7 agree

A Stating aims **B** Making suggestions
C Approving suggestions **D** Rejecting suggestions

Exercise 12

- Students do the activity in pairs before whole-class feedback.
- Circulate and monitor, helping where necessary.
- Point out how stress and/or intonation convey politeness in the 'rejecting' phrases.

ANSWERS

- A** The aim is to concentrate on ...
B Let's look at ... ; We could focus more on ...
C I think that's an excellent point. ; That might be the solution.
D I don't think that's the best choice. ; We're not going to see eye to eye on this one! ; Well, I'm not convinced.

Exercise 13 3.4

- Give students time to read through the dialogue and ask about any unknown words.
- Students do the activity in pairs.
- Play the recording for students to check their answers.
- Ask students to repeat the dialogue in their pairs, taking turns to do each part.
- Circulate and monitor, helping with intonation.

Audio script 3.4 page 159

ANSWERS

- 1 How about having
2 could have something
3 I'm not convinced
4 the aim is to concentrate on
5 I don't think that's the best choice
6 That might be the solution
7 we're not going to see eye to eye on this one
8 Let's look at

Exercise 14

- Read through the Global skills box together.
- Discuss with the class how using examples helps the listener understand your ideas, especially when you are making a suggestion.
- Students discuss ideas in small groups before whole-class feedback.

SUGGESTED ANSWERS

for instance; such as; as in; one example is ... ; examples include ... ; take, for example ...

Exercise 15

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. making, approving and rejecting suggestions.

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

- You could bring in some local newspapers, magazines and tourist leaflets about local attractions to generate some ideas about possible objects to display.

- Students work in pairs. Circulate and monitor, ensuring that students are using the new language and that everyone is contributing suggestions.
- Ask some pairs to share ideas with the class.

AfL: Assess your progress

Direct students to Workbook page 22 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3C. Encourage them to think about 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. adjectives describing objects. Suggest they choose one object from each room in their house and describe it to a classmate using the categories in exercise 5. Their partner can guess the object or what room it might be in. 'How can I improve?' suggestion: Write a short description of one of the objects you discussed in exercise 15.

Further practice

Communication worksheet 3C: Speaking
Functional language bank

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

Learning objectives

Summarize main ideas in a text
Recognize and use compound adjectives
Identify and use different verb patterns

Materials

Workbook page 23
Video worksheet 3: Museums

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

- Students discuss the questions in small groups.
- Circulate and monitor, encouraging students to use the adjectives to describe objects from Lesson 3C.
- Check ideas as a class. You could feed in useful vocabulary.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students summarize the main ideas in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Students read and check ideas with a partner.

Exercise 3

- Essential vocabulary for the text: *artefacts* (n), *plaques* (n), *rightful* (adj).

- Students complete the activity on their own. Encourage them to underline key information in the text which helps them decide their answers.
- Students check in pairs before whole-class feedback.

ANSWERS

1 F 2 C 3 B 4 A 5 D 6 E

Exercise 4

- Read through the Global skills box together. You may want to raise the issue of how artefacts can now be seen by everyone online and ask students to think about the impact of this as they discuss.
- Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.
- Ask a few groups to share their ideas with the class.

SUGGESTED ANSWERS

1 Museums have a responsibility to protect and display valuable objects. They help to show the connections between cultures and different periods in history.

V Insight Compound adjectives

Compound adjectives are adjectives made of two or three words. They usually have a hyphen between them.

Many compound adjectives have these patterns:
adjective/adverb + present / past participle (e.g. *fast-paced*)

noun + present / past participle (e.g. *sun-kissed*).

Exercise 5

- Give students time to find the words in the article and decide what kind of compounds they are. Ask:
Are the highlighted words compound nouns? (no)
Do they describe a verb or a noun? (a noun)
- Remind students, if necessary, that regular past participles end in *-ed* and present participles end in *-ing*.
- Check answers as a class.

ANSWERS

- a well-known, highly respected, never-ending, wide-ranging, broad-minded
b handmade, breathtaking

Exercise 6

- Students complete the activity on their own before checking in pairs and whole-class feedback.

ANSWERS

- 1 wide-ranging / thought-provoking / breathtaking / well-known
2 highly respected
3 handmade
4 thought-provoking
5 well-earned / highly respected
6 breathtaking
7 never-ending / thought-provoking

Exercise 7

- Demonstrate the activity by telling students a little about an exhibition you recently went to, e.g. *Last week, I went to an exhibition of thought-provoking paintings by the well-known artist Jackson Pollock. It was a mind-blowing collection.*
- If students cannot think of an exhibition or museum they have visited (as they may not have done), they could practise using the compound adjectives to discuss a film or book.

EXTENSION

In groups, students discuss the following questions:

- *In the UK, most large museums do not charge an entrance fee. Do you think this is a good idea? Why / why not?*
- *Imagine you could set up an exhibition at the British Museum. What would you include in your exhibition? Why?*
- *In what ways do you think museums help to educate people about culture? How could they be improved?*

Grammar

Exercise 8

- Give students a few minutes to look at the underlined verbs in the text.
- Students discuss their answers in pairs before whole-class feedback.

ANSWERS

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

Further reference and practice Workbook page 113

1 singing 2 wearing 3 to listen, to persuade
4 switching 5 to walk 6 to have

Exercise 9

- Remind students to read through the text for gist first.
- Students do the activity in pairs before whole-class feedback.

ANSWERS

1 to go 2 taking 3 to give 4 to look 5 to think
6 being 7 to see 8 to find out 9 visiting 10 trying

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using verb patterns, or how well they communicate their opinions in their responses. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Ask students to brainstorm some museums they know in their area or country. Write the list on the board.
- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Ask the class to share their ideas. They could then vote for the best museum.

Vocabulary extra: Objects in a museum

SB page 43

Exercise 1

1 mummy 2 tablet 3 coins 4 sculpture 5 vase
6 helmet 7 statue 8 weapons 9 jewels 10 pottery
11 mask 12 tools

Exercise 2

1 statue 2 vase 3 helmet 4 tools 5 sculpture
6 weapons 7 pottery 8 tablet 9 jewels 10 coins
11 mummy 12 mask

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 23 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 27 for Lesson 3D. Encourage them to 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 research a museum they want to visit or have visited in another country.

'How can I improve?' suggestion: Write a paragraph about your selected museum, describing what it contains and why it might be worth visiting.

Further practice

Video worksheet 3: Museums

Lesson 3E: Writing a story

SB pages 40–41

Learning objectives

Write a story

Use a range of strategies to make a story interesting

Use participle clauses to order events in a story

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

- Focus students on the photo and advert and give them time to discuss ideas.

Exercise 2

- Students do the activity in pairs before whole-class feedback.

SUGGESTED ANSWER

The flute was left behind on a train or a bus in London. Then it was found and displayed in the exhibition.

Exercise 3

- Students do the activity in pairs before whole-class feedback.
- Ask students to suggest an ending for the story. Accept all suggestions and write them on the board.

ANSWERS

- a (silver) flute (in a blue velvet lined black leather box/case)
- She put it in her backpack.
- The owner probably felt: upset, shocked, angry, stressed.
- 4&5 Students' own answers

Exercise 4

- Read through the strategy with the class. Check they understand *twist in a story* (phrase).
- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their ideas with the class, giving reasons for their ideas.

ANSWERS

- It's told in the first person. The first-person narrative allows the reader to experience the story from Freya's perspective.
- The story uses a hook at the beginning. It doesn't immediately tell us what the narrator found (*Having found 'it'*) and this makes us want to keep on reading.
- Suggested answers: bored, annoyed, frustrated. She probably doesn't enjoy her journey to college.
- She sees/feels/stares at the 'black leather box'. She thinks about it after lunch. She hears Luca's voice. She feels 'a little guilty'.
- Luca suggests Freya takes the flute to the exhibition. We don't know what Freya decides to do.

Exercise 5

- Focus students on the model story. Explain or elicit that the boxes on the left give information about how to organize the story, and the boxes on the right give information about what kind of language to use.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

Paragraph 1: location

Paragraph 2: the main character

Paragraph 3: a twist

Further reference and practice

Workbook page 113

1 1 b 2 c 3 e 4 a 5 d

AfL: Diagnostics

While monitoring exercises 6 and 7, observe how successfully students use participle clauses to order events in a story, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 6

- Explain to students that the sentences are examples of ways in which we can put events in order. Two of the sentences describe a sequence of events – one event happens after another event. The other two sentences describe events that happen at the same time.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

1 past 2 after 3 as 4 present

Exercise 7

- Students rewrite the sentences individually before comparing in pairs and whole-class feedback.

ANSWERS

- 1 After working long and hard in the restaurant, Esther caught the bus home.
- 2 Having sat down beside her, a woman started to complain about the awful weather.
- 3 After quickly getting off at the next stop, Esther realized she'd picked up the wrong bag.
- 4 Hurrying after the departing bus, she tried to get the driver's attention.
- 5 As she clumsily dropped the bag, something fell out.

Writing your story

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. how clearly the story is organized and/or using a variety of grammar and vocabulary from the unit. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Give students ten minutes to make notes about their ideas and plan their story.
- Remind students to organize the events and use participle clauses to help their organization. Encourage students to activate other language they learned in the unit (articles, determiners and verb patterns).
- When students have finished, they can check their own work against the checklist.
- If time, students swap stories with a partner and comment on each other's work, especially on how interesting or exciting their story was. They should also comment on the way their partner has used participle clauses to order events.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write a story with this beginning:

It was early in the morning – very early. I was still lying in bed when I heard footsteps coming up to my door. I waited for the knock, but there was none. Just a pause and then the footsteps disappearing again. I rolled out of bed and stumbled to the door. When I opened it, I saw ...

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 to look at their classmates' stories.

'How can I improve?' suggestion: Decide which stories give you the most interesting details and are easiest to follow.

Further practice

Writing bank

Review 3

SB page 42

Exercise 1

- 1 belongings / possessions 2 bin / get rid of
3 clutter / junk 4 heaps / stacks

Exercise 2

- 1 throw 2 run 3 spreading 4 spilling 5 sort
6 reach

Exercise 3

- 1 There's a rusty, old bronze statue in the square.
- 2 He's a young, contemporary Italian artist.
- 3 They drink tea in tiny, delicate china teacups.
- 4 She was wearing a stunning, colourful silk outfit.
- 5 There is a large circular wooden table in the room.
- 6 We saw a witty French abstract play.

Exercise 4

- 1 breathtaking 2 handmade 3 wide-ranging
4 never-ending 5 thought-provoking
6 highly respected 7 well-earned

Exercise 5

- 1 an 2 – 3 The 4 the 5 – 6 a 7 the 8 a

Exercise 6

- 1 a lot of 2 few 3 a little 4 far too many
5 a few 6 almost all of 7 little

Exercise 7

- 1 booking a guided tour of the exhibition
- 2 to apply sunscreen regularly
- 3 them take photos
- 4 collecting stamps
- 5 to buy new furniture (because it's too expensive)
- 6 to become a sculptor
- 7 us to visit Greece

Global skills: Presentation skills: using data

SB pages 44–45

Learning objectives

Identify appropriate ways of visualizing different types of data

Evaluate the way that speakers refer to and interpret data

Use data to support key points in a presentation

Materials

Workbook page 104

Global Skills video worksheet: Using data in presentations

AfL: Learning intentions

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

AfL: Diagnostics

While monitoring exercise 1, listen to the decisions and reasons students mention. Are their decisions based on the type of data that is being represented? Why / why not?

Language note: data

The word *data* tends to be used as a singular uncountable noun in general and business contexts, although it is usually treated as plural in academic texts.

Exercise 1

- Check that students understand the different types of chart shown.
- Have a whole-class feedback.

SUGGESTED ANSWERS

1 pie chart, donut chart, pictogram 2 scatter graph
3 pie chart, donut chart, pictogram, bar chart, Venn diagram, mind/concept map 4 line graph

Exercise 2

- Essential vocabulary for the text: *evaluate* (v), *concise* (adj), *misleading* (adj), *critical* (adj), *sample* (n).
- Students work in pairs to do the activity.
- Check answers as a class.

ANSWERS

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

Exercise 3

- Students work in pairs before whole-class feedback.
- Ask: *Does any of the information surprise you? Why / why not?*

ANSWER

It shows the amount of plastic used globally in clothing manufacturing between 1990 and 2019.

Exercise 4



3.5

- Check students understand *axis* (n).
- Give students time to read through the questions.

- Play the recording and suggest students look at the chart in exercise 3 while they listen.
- Students discuss in pairs before whole-class feedback.

Audio script 3.5

page 159

SUGGESTED ANSWERS

- 1 Yes. The source is given underneath the chart and it's from the OECD (Organisation for Economic Co-operation and Development), which is a reliable source.
- 2 Yes. The speaker explains what the chart shows and what each axis represents, and helps the audience understand the unit of measurement (the tonne).
- 3 Yes. The speaker doesn't read out all of the data – he just gives specific figures for 1990 and 2019 and points out the overall trend.
- 4 Yes. He describes what's on the chart accurately and points out what the data does and does not include.

Exercise 5



3.5

- Give students time to remember or guess the words.
- Play the recording for students to check.

ANSWERS

1 take, look 2 figures, taken 3 represents, measured
4 As, can, see 5 trend, indicates

Exercise 6

AfL: Success criteria

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

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

- Students work in small groups. Try to make sure a different topic is covered by each group.
- Remind students to use the checklist to check their own work before finalizing their presentation.
- When students give their presentations, remind the audience to make 'how to improve' comments in the final column of the table.

AfL: Assess your progress

Direct students to Workbook page 104 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about and make brief notes on the following questions:

- How has exploring data presentation helped your understanding of how you can present information?
- How might these ideas help you with any future presentations you have?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Using data in presentations

4 Body and soul

Unit map

Grammar

used to, get used to, be used to page 48

Talking about habitual behaviour page 49

Future in the past page 53

Vocabulary

Verbs and nouns with the same form page 46

Noun suffixes: -ness, -ity, -ion page 48

Phrases with *mind* page 50

Word analysis page 52

Skills

Reading: Unnatural selection page 46

Listening: Paramedics page 48

Listening: Amp camp page 50

Speaking: Bringing up a sensitive issue page 51

Speaking: Expressing empathy page 51

Reading: *Frankenstein* by Mary Shelley page 52

Writing: An email to a newspaper page 54

Reading: Workbook pages 32–33

Strategies

Listening: Active listening (2) page 50

Writing: Taking a view and supporting your arguments 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 86–87

Answer key Teacher's Guide page 147

Exam Insight 2 Workbook pages 91–93

Answer key Teacher's Guide page 149

Video

Online video: Surgery: old and new

Lesson 4A: Reading and vocabulary

SB pages 46–48

Learning objectives

Use topic sentences / key words to identify main ideas in a paragraph

Recognize words with more than one meaning

Form nouns from adjectives using suffixes

Materials

Workbook page 28

Communication worksheet 4A: Vocabulary

Vocabulary Strategies worksheet 4: The origins of idioms

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

- Read through the sentences with the class. Check students understand *genetic engineering* (n). Elicit or explain that it is possible to affect how a living creature develops by changing its genetic information. Elicit examples, which can be hypothetical.
- Students do the activity in pairs or small groups. With a **weaker class**, assign one set of opinions to each group.
- Ask one or two groups to tell the class which opinion they agreed with and why.
- If time, go on to discuss how likely they think it is that genetic engineering will be part of the future.

Culture note: *Gattaca*

The 1997 film *Gattaca* was not a huge box office success, but it received positive reviews from critics and has since become a cult science fiction film. It presents a negative vision of a world in which there are clear distinctions between 'valid' genetically engineered people and 'invalid' non-genetically engineered people. This vision is often referred to by those who oppose genetic engineering. The letters in the film's title (G, A, T and C) are the initial letters of the four bases of DNA that make up our genetic code: guanine, adenine, thymine and cytosine.

AfL: Diagnostics

While monitoring exercise 2, observe how successfully students use topic sentences and key words to identify the main ideas in a paragraph, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Elicit the meaning of the text title from the class.
- Remind students to skim the paragraphs. Give them a time limit.

- Students discuss their answers in pairs before whole-class feedback.

Exercise 3

- Essential vocabulary for the text: *restore* (v), *motor functions* (phrase), *dystopian* (adj), *mutations* (n).
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

1 B 2 F 3 D 4 E 5 C 6 A

Exercise 4

- Ask students to work in small groups and make a list of pros and cons as they discuss.
- Ask some groups to share their ideas with the class.

V Insight Verbs and nouns with the same form

Many English words can be both a verb and a noun, and students should keep a record of them and example sentences to show the words in context.

Exercise 5

- Give students time to find the highlighted words and read them in context before they do the exercise.
- Students work in pairs. Check answers as a class, making sure that students understand when the words are used as verbs and when they are used as nouns.

ANSWERS

1 screen 2 mind 3 cause 4 shift 5 engineer

EXTENSION

Fast finishers can write gapped sentences for the verbs/nouns. They then swap their sentences with a partner to complete.

V Insight Noun suffixes: *-ness*, *-ity*, *-ion*

We use the suffixes *-ness*, *-ity* and *-ion* to make nouns from adjectives (or verbs). Sometimes the root of the adjective changes. The nouns formed often describe states, emotions or abstract concepts.

Exercise 6

- Remind students to read the text for gist.
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.
- Remind students to keep vocabulary notebooks with information about suffixes.

ANSWERS

1 baldness 2 disability 3 depression 4 deafness
5 aggression 6 addiction 7 short-sightedness
8 imperfections

Exercise 7

- Students do the exercise in pairs before whole-class feedback.

ANSWERS

-ion: depression, aggression, addiction, imperfections
-ness: baldness, deafness, short-sightedness
-ity: disability

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 noun/verb forms accurately, or communication skills, e.g. clarity of argument.

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

- Check that students understand the task.
- Ask students to work in small groups. Circulate and monitor, helping with ideas and prompts.
- Ask each group to report back some of their ideas to the class.

Vocabulary extra: Phrases with body parts

SB page 57

Exercise 1

1 f 2 c 3 b 4 e 5 a 6 d 7 g 8 h 9 j 10 i

Exercise 2

1 breaks my heart 2 head and shoulders
3 more, meets the eye 4 weight off my shoulders
5 tearing our hair out 6 see eye to eye
7 dug her heels in 8 get into the wrong hands
9 pulling my leg 10 at hand

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 28 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4A. Encourage them to 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 an experiment or research related to genetic engineering, e.g. the recent transplant of a pig heart into a human.

'How can I improve?' suggestion: Write a paragraph briefly describing a recent development in genetic engineering, giving your opinion about whether you think it is a good idea.

Further practice

Communication worksheet 4A: Vocabulary

Vocabulary Strategies worksheet 4: The origins of idioms

Lesson 4B: Grammar and listening

SB pages 48–49

Learning objectives

Predict likely content of a listening text

Talk about habits and repeated actions in the past and present

Use appropriate verb forms and adverbs to talk about annoying habits

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

Exercise 1

- Students discuss the questions in small groups.
- Go round the class, asking different groups to share their ideas.

Exercise 2 4.1

- Play the recording for students to check their answers.
- Check students understand the role of a paramedic.

Audio script 4.1 page 159

ANSWERS

- 1 a drama about hospitals
- 2 an ambulance paramedic
- 3 Students' own answers

Exercise 3 4.1

- Give students time to read through the questions. Encourage them to think about the likely answers to help them predict what they will hear, which is a learning objective for this page.
- Play the recording. Students do the exercise on their own and then compare answers with a partner before whole-class feedback.

ANSWERS

- 1 Ayesha used to work/act in children's theatre. No, she doesn't work there now.
- 2 Ayesha is used to seeing accidents in the TV studio. She witnesses them every day.
- 3 Yes, they are used to working long hours. No, they don't get exhausted.
- 4 Ayesha cried when she saw someone in pain. She doesn't think she could get used to it.
- 5 Ayesha says that the paramedics' job is demanding and stressful. They have to get used to taking breaks whenever they can and working in all conditions and all weathers.

Exercise 4

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

Language note: Describing habits

We use:

- *used to* to talk about repeated past actions or habits and to describe past states.
- *would* to talk about repeated past actions or habits, but not to describe past states.
- the past simple to talk about repeated past actions and to describe past states.

We use:

- the present simple to describe present habits and repeated actions.
- *will* to describe present habits and repeated actions and/or to imply that the behaviour is annoying.
- the present continuous to describe a new or temporary habit or to describe habits that are annoying.

AfL: Diagnostics

While monitoring exercises 5 and 6, observe how successfully students talk about repeated actions in the past and present, which is a learning objective for this page. See page 10 for more ideas.

Exercise 5

- Students do the exercise individually. They then check in pairs before whole-class feedback.
- Circulate and monitor, noting any issues for discussion with the whole class.

ANSWERS

- a used to (sentence 1) b be used to (sentences 2 and 3)
c get used to (sentences 4 and 5)
1 be used to, get used to 2 used to

EXTENSION

Fast finishers could think of and note examples from their own lives of each of the *used to* forms. They could do this individually in writing or in pairs, speaking.

Further reference and practice Workbook page 114

- 1 I used to love watching hospital dramas on TV, but now I'm not interested in them.
- 2 (correct)
- 3 She's not used to having such a big breakfast; she usually just has a piece of toast.
- 4 (correct)
- 5 I can't get used to the cold weather in this country!
- 6 (correct)

Exercise 6

- Students do the exercise individually before checking in pairs.
- Circulate and monitor, helping where necessary.
- Check answers with the class, making sure students give reasons for their answers.

ANSWERS

- 1 wasn't used to 2 will get used to 3 get used to
4 are used to 5 used to 6 used to

Exercise 7

- Students read the text quickly. Give them a time limit, e.g. one minute.
- Check answers as a class.

ANSWERS

Dr. Kildare, Grey's Anatomy

Exercise 8

- Read through the box with the class and check they understand what to do.
- Students do the exercise in pairs before whole-class feedback.
- Circulate and monitor, helping where necessary.

ANSWERS

1 1, 2, 3, 6

2 4, 5, 7, 8

3 7, 8

a used to b would c the past simple

Language note: *would* and *used to*

After students have completed the exercise, emphasize that *used to* and *would* always imply that the repeated action and habit was in the past, whereas the past simple is ambiguous. For example:

I used to / would ride my bike every day.

In this sentence, we can be sure that the subject no longer rides their bike every day.

I rode my bike every day.

In this sentence, we can assume that the subject no longer rides their bike every day, but we can't be sure.

Statements in the past simple require further information to clarify, e.g. *I rode my bike every day when I was younger, but I don't any more.*

Further reference and practice Workbook page 114

2 1 would go 2 used to have 3 Did you use to believe 4 wouldn't get 5 didn't use to understand 6 would travel 7 used to like 8 would always walk
3 1 a 2 b 3 b 4 a 5 a 6 b

Exercise 9

- Students do the exercise on their own or in pairs. Remind them to think about whether the sentences describe past habits, repeated actions or states.
- Check answers as a class.

ANSWERS

- 1 Daria is always insisting / always insists on watching *Grey's Anatomy* even though she's seen it all already.
- 2 When I was studying to be a nurse, I would always work very long hours.
- 3 A few years ago, I used to go to the cinema once a week, but I will rarely go now.
- 4 A lot of medical dramas will often repeat the same storylines.
- 5 In the 1950s, westerns used to be one of the most successful TV genres.
- 6 I'm not a fan of fantasy series, but my friend is constantly talking about the series *Loki*!

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using forms of *used to* accurately, or giving reasons.

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

- Read through the task with the class.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class. Elicit class views on the best TV programme or which is the biggest change they have had to make.

AfL: Assess your progress

Direct students to Workbook page 29 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4B. Encourage them to think about 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. forms of *used to*.

Tell students to think about holidays they had when they were younger and how these are different from what they do now on holiday. Ask them to note ideas about what they used to or would do as a family or as an individual.

'How can I improve?' suggestion: Report back to a class group how they used to spend their holidays compared to now. Discuss any similarities or differences.

Further practice

Communication worksheet 4B: Grammar

Lesson 4C: Listening, vocabulary and speaking SB pages 50–51

Learning objectives

Identify information said by different speakers in a radio programme

Recognize and use idioms and phrases with *mind*

Talk about a sensitive issue

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

- Students discuss in pairs before whole-class feedback.

Exercise 2 4.2

- Essential vocabulary for the text: *amputated* (v).
- Tell students they are going to listen to a man talking about a special camp for teenagers.
- Play the recording for students to answer the questions.
- Check answers as a class.

Audio script 4.2 page 160

ANSWERS

- 1 F – He was riding his motorbike.
- 2 T
- 3 T
- 4 F – He *was* a speaker at a summer camp, and someone there suggested he started a camp for teenagers with limb differences.
- 5 T

AfL: Diagnostics

While monitoring exercises 3 and 4, observe how successfully 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 3 4.3

- Essential vocabulary for the text: *empower* (v), *self-esteem* (n), *peer pressure* (phrase), *prosthetic* (adj, n).
- Tell students they are now going to listen to the presenter talking to two teenagers who attended the camp.
- Give students time to read the sentences.
- Play the recording for students to write the names of the speakers.
- Play the recording again for students to write their exact words.
- Students compare answers in pairs before whole-class feedback.

Audio script 4.3 page 160

ANSWERS

- 1 Priya: I lost a foot after a childhood illness when I was 8.
- 2 Tyler: ... now that I've been, I really feel much more confident.
- 3 Tyler: The first time I went to Amp Camp, I was in two minds about it ...
- 4 Priya: After my first camp, I made up my mind I wanted to be a leader one day.
- 5 Tyler: ... real happiness only comes from accepting yourself the way you are.

Exercise 4

- Read through the strategy with the class. Brainstorm some situations in which students might need to summarize or paraphrase information, e.g. when writing a review of a film or a book, when telling a friend about a conversation with someone else, when writing a research-based essay. Remind students that they frequently use this skill in their own language, both when reading and writing and when listening or speaking.
- Elicit ideas for paraphrasing the first sentence and write them on the board.

- Students work in pairs or small groups. This will be a challenging activity for **weaker students**. Where possible, pair a weaker student with a stronger student.
- Check answers by asking different pairs to read out their sentences.

SUGGESTED ANSWERS

- 1 Priya explains that her role of camp leader involves tasks like coordinating activities, talking with the teenagers, and sharing skills and knowledge.
- 2 Tyler says that he struggled with his confidence when he was younger, due to being born with only three fingers on his right hand.
- 3 Tyler explains that he'd felt intimidated at other summer camps because the other participants could do things more quickly and easily.
- 4 Tyler points out that people with limb differences experience physical, mental and social challenges that others don't experience.

Exercise 5

- Students do the activity in small groups.
- Ask a few students to share their ideas with the class.

Exercise 6

- Remind students to look carefully at the context in which each phrase appears.
- Students do the exercise individually and then compare answers with a partner.
- Check answers as a class.

ANSWERS

- 1 stop somebody thinking about something unpleasant
- 2 become crazy or very worried
- 3 speak to someone angrily because of something they have done
- 4 decide something different
- 5 decide
- 6 be unable to decide about something
- 7 be receptive to other people's ideas or opinions
- 8 remember

Exercise 7

- Students do the exercise in pairs before whole-class feedback.

ANSWERS

- 1 take her mind off
- 2 go out of their minds
- 3 Bear in mind
- 4 make up my mind
- 5 have an open mind
- 6 change our minds
- 7 be in two minds
- 8 give me a piece of her mind

EXTENSION

Fast finishers write a gapped sentence for three of the phrases in exercise 7. They then swap them with a partner. Students complete the gapped sentences they have been given with the correct phrases.

Exercise 8

- Students discuss their ideas in pairs or groups.
- Circulate and monitor, helping where necessary.
- Ask each group to share ideas with the class.

Speaking

Exercise 9

- Elicit ideas on topics that could be more difficult for someone to talk about depending on the feelings they bring forth. Put a list on the board of the less tricky ones (e.g. exams, someone else being unwell) so students can choose one of these in the activity if they prefer.
- Students discuss their ideas in pairs or groups.
- Ask each group to share ideas with the class, focusing on feelings rather than what the issue might have been.

Exercise 10 4.4

- Tell students they are going to listen to two students talking about a problem. Remind them they can take notes as they listen.
- Play the recording for students to answer on their own.
- Check answers as a class.

Audio script 4.4 page 160

ANSWERS

Frida brings up the issue with Vince. She encourages him to talk and suggests he could try yoga.

Exercise 11 4.4

- Students do the activity in pairs.
- Play the recording for students to check.
- Check answers as a class.

ANSWERS

1 yourself 2 talk 3 bothering 4 sorry
5 understand 6 know 7 always here
8 any time

Exercise 12 4.5

- Tell students they are going to hear two different students talking about a problem.
- Play the recording for students to tick.
- Students complete the exercise on their own.
- Check answers as a class.
- Ask some students to repeat the phrases, making sure they use the appropriate stress and intonation.

Audio script 4.5 page 161

ANSWERS

Thomas says:

Is there a problem?

Would it help to talk about it?

I understand.

I know what you're going through.

Can I do anything?

Do you want me to come over now?

A: How are you doing? Is there a problem? You seem a bit sad.

B: Do you feel like telling me a bit more? Would it help to talk about it?

C: I get it. I know what you're going through. I understand.

D: Can I do anything? Do you want me to come over now? How can I make things better for you? What can I do to help you?

Exercise 13

- Read through the Global skills box together.
- Students discuss the question in small groups before whole-class feedback.

SUGGESTED ANSWER

It's important to show empathy so that the other person feels valued and listened to and they know you are trying to understand their feelings and emotions. Remembering your own experiences in similar situations helps you understand how others are feeling.

Body language: you can nod your head, shake your head at appropriate points or, if you know someone well and it is appropriate, you can touch them on the arm or shoulder.

Exercise 14

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using the phrases from the lesson and showing empathy.

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

- Students discuss their chosen situation in pairs. They can focus on one situation or swap and do both.
- Circulate and monitor, checking that students are using the new language and showing empathy.
- Encourage students to use the phrases in exercise 11 to help them.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their solutions with the class.

AfL: Assess your progress

Direct students to Workbook page 30 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4C. Encourage them to think about 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. Suggest that they create small drawings or visuals for the phrases with *mind* to help them remember. They could swap ideas with a partner or work in pairs to do this. 'How can I improve?' suggestion: Write a short summary of how you helped, or might help, someone in a difficult situation. Think about what you might say to them or how you might support or advise them.

Further practice

Communication worksheet 4C: Speaking
Functional language bank

Lesson 4D: CULTURE Reading, vocabulary and grammar

SB pages 52–53

Learning objectives

- Identify relevant information in a reading text
- Identify mood and atmosphere in a text
- Talk about the future in the past

Materials

- Workbook page 31
- Video worksheet 4: Surgery: old and new

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 53. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Give students a few minutes to read the list of qualities. Make sure they understand all of the words.
- Students work in pairs.
- Ask a few students to share their ideas with the class. Make sure they give reasons for their choices.

Culture note: Mary Shelley and *Frankenstein*

Mary Shelley's writing was strongly influenced by her father's ideas. He believed that people should only ever act altruistically (for the good of others) and that selfishness would bring about the breakdown of society. Mary's characterization of Dr Frankenstein is an example of this selfish behaviour and the disastrous results arising from it. *Frankenstein* was also seen by some people as a revolutionary book because Dr Frankenstein creates life and is therefore challenging the role of God.

Another important influence on Mary Shelley was the development of scientific knowledge during the early 19th century. While she and her husband were staying with the poet Lord Byron in Switzerland, they discussed recent news stories about two scientists, Galvani and Aldini, who had apparently managed to re-animate dead tissue using electricity.

Many people confuse the title of the book – *Frankenstein* – with the monster itself. Frankenstein is the name of the scientist creator, and the monster itself has no name. It is usually referred to as 'Frankenstein's monster'.

Exercise 2

- Set a time limit of two minutes for students to do the exercise on their own.
- Remind them that they should scan the text to look for descriptions of personality and character rather than read intensively to understand every word.
- Check answers as a class.

SUGGESTED ANSWERS

ambition, creativity, determination, honesty, morality, patience, self-discipline, vision

Exercise 3

- Essential vocabulary for the text: *recounts* (v), *industrialization* (n), *rebellious* (adj), *spark* (n), *endure* (v).
- Tell students to read the statements and underline key words.
- Point out that there is also a 'not given' category.
- Tell students to quote the part of the text that proves whether a statement is true or false.
- Check answers as a class. Make sure students identify which part of the text they sourced their answer from.

ANSWERS

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

AfL: Diagnostics

While monitoring exercise 4, observe how successfully students identify mood and atmosphere in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 4

- Allow students plenty of time to read extract B again. With a **weaker class**, go through the extract with students and help them to identify the key words in the questions.
- Point out that when analysing a text in detail, students should think about simile, metaphor and what the writer is trying to achieve by using certain words.
- Students do the activity in pairs before whole-class feedback.
- Circulate and monitor, helping where necessary.

SUGGESTED ANSWERS

- dreary, dismally, failing, dim: These adjectives and adverbs give an impression of gloom, darkness and depression.
- a) breathless, unable to sleep, tiredness, cold sweat, teeth chattered, every limb was tense
b) anxiety, horror, disgust, disturbed, fearing, miserably
The weather reflects Frankenstein's feelings of exhaustion and horror because it is raining, dark and depressing.
- The light may represent the failure of Frankenstein's morality and sense of responsibility for his monster. This might tell us that the writer disapproves of Frankenstein's experiment.
- lifeless thing, the creature, the (terrible) wretch, the being, the (miserable) monster.
Frankenstein uses the pronouns 'he' and 'it' to refer to the monster. The use of 'he' implies that he sees the monster as human to some extent, but 'it' implies that he sees the monster as somehow less than human at the same time.
- eyes: dull, yellow, watery
teeth: pearly white
hair: black and flowing
skin/complexion: yellow, shrivelled, black lips
This creates an impression of horror, illness and death.
- The creature watches Frankenstein while he sleeps; it tries to communicate, but it is inarticulate; it stretches out its hand to Frankenstein; it smiles at Frankenstein.

Exercise 5

- Read through the Global skills box together.
- Students could discuss the questions in small groups, or you could discuss the questions as a class, encouraging students to contribute their opinions and justify them.

- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class

POSSIBLE ANSWERS

- 1 **Frankenstein's monster reflects a concern about advances in science and industry and how this will affect people and society in general. It also deals with issues surrounding the creation of life, the role of a parent, and of taking responsibility for one's actions.**
- 2 **Example answer: Godzilla first appeared in a comic in Japan in 1954 when the atomic bombs of Hiroshima and Nagasaki were still fresh in people's minds. Godzilla could be a metaphor for nuclear weapons, or the destruction caused by radiation, which were issues people were concerned about at that time.**

EXTENSION

In groups, students discuss the following questions:

- Imagine a conversation between Dr Frankenstein and his creation. What questions do you think the creature would ask? How would Dr Frankenstein reply?
- Shelley's story is partly a moral tale about the dangers of interfering with nature. Can you think of any other books or films that deal with the same subject?

Grammar

Language note: Future in the past

If, during the past, we were thinking about the future or making plans for the future, we use the future in the past to express this. We use different forms depending on whether we are describing intentions, plans, possibilities, predictions or events that actually took place at a later time.

Exercise 6

- Give students a few minutes to look at the underlined sentences in the text.
- Students discuss their answers in pairs before whole-class feedback.

ANSWERS

a 4 b 1, 3 c 2

Further reference and practice Workbook page 115

- 1 **1 b 2 a 3 f 4 d 5 c 6 e**
- 2 **1 We were going to visit our grandmother over the weekend, but then we changed our minds.**
2 They were about to leave the house when they realized the windows were still open.
3 We didn't know at the time that he was to become so famous.
4 In less than two months, we would leave school and begin the rest of our lives.
5 We had packed our suitcases and we were about to begin our journey.
6 I believed that our situation was going to get far worse.
- 3 **1 was about to become 2 was to orbit 3 was going to work 4 was to enter 5 was going to make 6 would advance 7 would never go 8 would die**

Exercise 7

- Remind students to read the text first for gist.
- With a **weaker class**, ask students to match each phrase to a function in exercise 6 and check answers before they complete the text.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Have a whole-class feedback.

ANSWERS

1 was going to become 2 would be adapted 3 would go on 4 would be 5 was to emerge 6 were to become 7 was not about to

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using future in the past, or a communicative skill, such as active listening. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students do the activity in small groups.
- Groups could choose one of the questions to discuss or discuss all three questions.
- Circulate and monitor, helping where necessary.
- Ask the class to share their ideas.

Vocabulary extra: Body parts SB page 57

Exercise 1

1 heart 2 (thigh) bone 3 liver 4 artery 5 ribs 6 lungs 7 spine 8 vein 9 skull 10 brain 11 stomach 12 skin

Exercise 2

1 brain 2 vein 3 heart 4 lungs 5 liver 6 stomach 7 artery 8 skin 9 skull 10 ribs 11 spine 12 (thigh) bone

AfL: Assess your progress

Direct students to Workbook page 31 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4D. 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 choose and find out about another monster in a film or book.

'How can I improve?' suggestion: Write a paragraph about the monster you found out about. Explain in what way it is a monster, what mood the monster creates, what context the monster appears in, the atmosphere of the scenes the monster is in and what happens to it in the book or film.

Further practice

Video worksheet 4: Surgery: old and new

Lesson 4E: Writing an email to a newspaper

SB pages 54–55

Learning objectives

- Write an email to a newspaper
- Support main ideas with arguments or examples
- Use linking words and phrases to add and contrast ideas

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

- Give students time to read the headline and article and understand the main issues.
- Ask: *What is the problem? Who does it affect?*
- Students work in pairs before whole-class feedback.
- Write a list of the points students suggest on the board.

ANSWER

The main issue is who is responsible for people's health and fitness.

Exercise 2

- Students read the model email and check their ideas in their pairs.
- Ask some pairs to share which of their ideas are mentioned. If students raised points that were not included in the model, you could discuss them.

Exercise 3

- Read through the strategy with the class.
- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their ideas with the class.
- Discuss with the class why it is important to give arguments and examples to support an idea, e.g. it makes the argument more convincing or persuasive; it clarifies what your idea is in case people don't understand.

ANSWERS

- The writer is unhappy and does not agree with the decision. The writer requires accessible gym equipment and feels it is society's responsibility to encourage people to stay fit and healthy.
- 1: The equipment is necessary to enable people to lead healthier lives: it is free to use and accessible to all.
2: The equipment is very important for people with mobility problems.
- 1: Private gyms are too expensive for many to access. Access to free gym equipment benefits physical and mental health.
2: Indoor gyms are more difficult to access for those with mobility problems. It is more enjoyable to exercise outdoors. Exposure to sunlight is positive.

- The council could cover the costs of the equipment by charging for use of the car park, or by getting sponsorships from local businesses.

Exercise 4

- Students do the activity on their own and then compare answers with a partner.
- Check answers as a class.

ANSWERS

a, b, c, e, g

AfL: Diagnostics

While monitoring exercises 5 and 6, observe how successfully students use linking words and phrases, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Students complete the boxes on their own and then compare with a partner.
- Check answers as a class.
- You could elicit some sentences from the class with some or all of the words and phrases to show their structure in a sentence.

ANSWERS

Add ideas: 1 furthermore 2 as well as 3 moreover
4 in addition 5 too

Contrast ideas: 6 while 7 even though 8 no matter (what) 9 less 10 (is) more about

Exercise 6

- Tell students to read the sentences first and identify the two ideas in each sentence. They then think about whether the ideas support or contrast with each other.
- Give students a few minutes to work individually to rewrite the sentences.
- Check answers as a class.

ANSWERS

- In spite of some celebrities being bad role models, they are still very popular.
- The main issue is less about keeping fit and more about having to pay for it.
- While I understand your reasons for being vegan, I don't agree with them.
- Advances in medicine mean we are all healthier. Moreover, we can live longer.
- Besides having a bad effect on your health, smoking makes you age more quickly, too.
- Doing exercise can improve self-esteem, so it's good for the mind as well as the body.
- No matter what the cost, society has a moral obligation to provide free healthcare.
- Even though hospital dramas aren't very realistic, I still enjoy watching them.

Writing your email

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. giving examples, linking ideas, grammar from the unit.

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

- Give students ten minutes to make notes about their ideas and plan their email.
- Remind students to give examples and arguments to support their ideas and to think about where they need to link ideas. Encourage students to activate other language they learned in the unit (future in the past). You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- If time, students swap emails with a partner and comment on each other's work, especially on how persuasive their email was. They should also comment on the way their partner has expressed arguments and examples or how they have linked ideas.

AfL: Assess your progress

Direct students to Workbook page 34 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 35 for Lesson 4E. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to look at their classmates' emails.

'How can I improve?' suggestion: Decide which emails would make you take action and why.

Further practice

Writing bank

Review 4

SB page 56

Exercise 1

1 cause 2 engineer 3 mind 4 screen 5 shift

Exercise 2

1 addiction 2 baldness 3 deafness 4 disability
5 imperfection 6 aggressiveness

Exercise 3

1 give her a piece of my mind 2 bear in mind
3 out of their minds 4 take my mind off
5 made up your mind 6 have / keep an open mind
7 changes her mind

Exercise 4

1 dismally 2 lifeless 3 shrivelled 4 watery
5 flowing 6 pearly

Exercise 5

1 is usually 2 used to treat / would treat 3 used to think
4 often extracted / would extract 5 didn't exist
6 started 7 will see / often see

Exercise 6

1 am used to doing 2 get used to eating 3 used to spend
4 isn't used to sitting 5 are used to getting up
6 used to have 7 didn't use to enjoy 8 get used to wearing

Exercise 7

1 was about to 2 was going to 3 would need to
4 was to save 5 were going to 6 would not have

Cumulative review

Units 1–4

SB pages 58–59

Exercise 1

4.6

Audio script 4.6

page 161

1 A 2 S 3 A 4 B 5 S 6 B

Exercise 2

Students' own answers

Exercise 3

1 e 2 g 3 a 4 f 5 c 6 b
d is not needed

Exercise 4

- 1 The main purpose of the article is to discuss the benefits to science of working with tusk hunters even if this is a controversial trade.
- 2 The author thinks that it is a good idea for scientists and researchers to work with them since they are the people who often find extinct animals or remnants.

Exercise 5

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

Exercise 6

Students' own answers

Additional materials

Literature Insight 2 WB pages 86–87 Answer key: page 147

Exam Insight 2 WB pages 91–93 Answer key: page 149

5 Express yourself

Unit map

Grammar

Modals of advice, obligation and prohibition page 62

Past modals page 63

Modals of ability page 67

Vocabulary

Phrasal verbs with *on* page 60

Verb prefixes: *en-* and *em-* page 62

Phrases with *point* page 64

Word analysis page 66

Skills

Reading: Lost in translation? page 60

Listening: Ways of learning a new language page 62

Listening: The future of libraries page 64

Speaking: Persuading and asking for decisions page 65

Speaking: Persuading people page 65

Reading: Finding her voice page 66

Writing: A book review page 68

Reading: Workbook pages 40–41

Strategies

Reading: Guessing the meaning of unknown words page 60

Writing: Avoiding repetition page 68

Global skills

Moving from study to work page 72

Review

Review 5 page 70

Vocabulary extra 5 page 71

Video

Online video: Look it up!

Global Skills video: Moving from study to work

Lesson 5A: Reading and vocabulary

SB pages 60–62

Learning objectives

Identify referencing in a text

Use context to understand new words

Recognize and use phrasal verbs with *on* and verb prefixes *en-* and *em-*

Materials

Workbook page 36

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Verbification and nominalization

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

- Draw several emojis on the board. Elicit the word *emoji* and ask students where emojis are used.
- Students discuss the questions in pairs or small groups.
- Ask one or two students to tell the class which emojis they use and why.
- Decide which is the most popular emoji in the class.

Exercise 2

- Remind students to skim the text.
- Students discuss their answers in pairs before whole-class feedback.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students identify referencing in the text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Discuss the task with the class and elicit what they need to focus on to decide which sentence is correct, e.g. referencing, linking words.
- Students do the activity on their own before checking in pairs. Circulate and monitor.
- Check answers as a class, making sure students give reasons to support their answers.

ANSWERS

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

Exercise 4

- Ask what strategies students use to guess unknown words in texts in their first language.
- Read through the strategy with the class.
- Students discuss their answers in pairs before whole-class feedback. Encourage students to give reasons for their answers.

ANSWERS

- 1 universal = done by or involving all the people in the world or in a particular group
- 2 gestures = movements that you make with your hands, your head or your face to show a particular meaning

- 3 injustice = the fact of a situation being unfair and of people not being treated equally; an unfair act or an example of unfair treatment
- 4 disrespectful = showing a lack of respect for somebody/ something
- 5 sarcastic = a way of using words that are the opposite of what you mean in order to be unpleasant to somebody or to make fun of them
- 6 random = done, chosen, etc. without somebody deciding in advance what is going to happen, or without any regular pattern

Exercise 5

- Students do the activity in pairs.
- Ask some pairs to share their ideas with the class.

Exercise 6

- Elicit from the class what phrasal verbs are.
- Students do the exercise on their own.
- They then compare answers with a partner before whole-class feedback.

ANSWERS

a add on b switch on c cheer on d brush up on
e slip on f keep on g move on h take on

Exercise 7

- Remind students to read the text quickly before they start completing gaps.
- Students do the activity on their own before checking answers as a class.
- Ask students if any of the information surprised them and, if so, what and why.

ANSWERS

1 add on 2 has moved on 3 takes on / has taken on
4 keep on 5 switch on 6 brush up on

EXTENSION

Fast finishers choose three phrasal verbs and write three sentences using them. They then compare with a partner.

V Insight Verb prefixes: *en-* and *em-*

The verb prefixes *en-* and *em-* usually convey the meaning of 'to cause to be in a place, a condition or a state', e.g. *enliven* = to make something more lively; *encircle* = to put a circle around something. We use *en-* before most verbs, and *em-* before verbs beginning with *b*, *p* or *ph*.

Exercise 8

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 *En-* and *em-* mean 'cause to be', e.g. *endanger*, *empower*, or 'put into the thing or condition mentioned', e.g. *embed*.
- 2 We use the prefix *em-* in front of words beginning with *p* and *b*.
- 3 *embolden* = make somebody feel braver or more confident
enable = make it possible for somebody or something to do something

enclose = surround something or put something in an envelope or package
encode = change information into a form that can be processed by a computer, or into letters and symbols used to send a secret message
encourage = give somebody support, courage or hope
enlarge = make something bigger; become bigger
ensure = make sure that something happens
entitle = give somebody the right to have or to do something, or give a title to a book, play, etc.
entrust = make somebody responsible for doing something or taking care of somebody

Exercise 9

- Students do the activity on their own before comparing with a partner.
- Check answers as a class.

ANSWERS

- 1 *embolden*, *ensure*
- 2 *entrusted*, *enlarge*
- 3 *enclosed*, *entitled*
- 4 *enable/encourage*, *encourage/enable*

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. creating a clear argument on the points listed and using phrasal verbs with *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 more ideas.

- Check that students understand the task, including the word *pitch* (n).
- You could give students Unicode's list of criteria for new emojis:
 - It must be legible when it is small.
 - It must be easy to understand.
 - It must be universal so different people from different cultures can use it.
 - It cannot be new technology as this may become obsolete.
 - It cannot promote a company or be a specific person.
- Ask students to work in small groups.
- Ask each group to report back and explain their ideas to the class. They can draw their emoji on the board.
- At the end, ask the class to vote for the best new emoji.

Vocabulary extra: Acronyms

SB page 71

Exercise 1

1 f 2 d 3 e 4 j 5 h 6 g
7 k 8 b 9 l 10 i 11 a 12 c

Exercise 2

1 brb 2 tbh 3 imho 4 btw 5 idk 6 omw 7 dm
8 lol 9 asap 10 tia 11 fyi 12 ttyl

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 36 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5A. Encourage 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 at this stage most will go for 2.

Encourage students to do some research on which are the most popular emojis, perhaps by age group or by country / region.

'How can I improve?' suggestion: Write a paragraph about the results of your research. Explain which emojis are popular and suggest reasons why.

Further practice

Communication worksheet 5A: Vocabulary

Vocabulary Strategies worksheet 5: Verbification and nominalization

Lesson 5B: Grammar and listening

SB pages 62–63

Learning objectives

Use modals to give advice and express obligation and prohibition

Use past modals to express regret, obligation and lack of obligation in the past

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

- Read the word and definition with students.
- Students do the activity in pairs before whole-class feedback. Do not indicate 'correct' answers.
- Ask students if they know anyone who can speak several languages and how, e.g. learned from school, family, etc.

Exercise 2 5.1

- Tell students they are going to listen to an interview talking about a hyperpolyglot.
- Play the recording for students to compare their ideas.
- Students compare their ideas in the same pairs before whole-class feedback.

Audio script 5.1 page 161

Exercise 3 5.1

- Give students time to read through the sentences.
- Play the recording again for students to note their answers before whole-class checking.

ANSWERS

1, 2, 3, 5, 6 and 8 are mentioned.

Exercise 4

- Students discuss in small groups before whole-class feedback.
- Make sure students give reasons for their answers.

AfL: Diagnostics

While monitoring exercise 5, observe how successfully students use modals to give advice and express obligation and prohibition, which is the learning objective for this page. See page 10 for more ideas.

Language note: Advice, obligation and prohibition

We use the following modal verbs to talk about:

Advice: *should/shouldn't, ought to, had better (not)*

Obligation:

must to imply obligation felt by the speaker, *have to* to imply external obligation, *need to* to imply external obligation

Lack of obligation: *don't have to, don't need to / needn't*

Prohibition: *mustn't*

Exercise 5

- Check students understand how to do the task and the meaning of *advice, obligation* and *prohibition*.
- Students do the exercise individually. They then check in pairs before whole-class feedback.

ANSWERS

a ought (not) to, had better (not) b must c need to
d mustn't e don't need to, needn't

Further reference and practice Workbook page 116

- 1 must work 2 needn't work 3 shouldn't work
4 should work 5 mustn't work 6 have to work
- 1 We have to pay for this language course by Wednesday.
2 You should listen to an English radio station for 15 minutes every day.
3 Students mustn't use their mobile phones in the classroom.
4 You don't need to live in France in order to learn French.
5 They shouldn't go out tonight.
6 We must phone our cousins this evening.

Exercise 6

- Ask students to read each text for gist before they do the exercise.
- Students do the activity individually before checking in pairs.
- Check answers with the class, making sure students give reasons for their answers.

ANSWERS

1 needn't, had better 2 don't need to, must
3 need to, shouldn't 4 ought to, don't have to

Exercise 7

- Put students into two groups. Ask each group to read one of the texts and then tell the rest of the class about the advantages and/or disadvantages of the language method.
- With a **stronger class**, ask students to find the answers to the following questions:
What language did Alice try to learn? (Yoruba)
Who spent twenty-three hours in total learning a language? (Alice)
Why was it important for Tiago to walk outside? (It was supposed to get oxygen to his brain.)

SUGGESTED ANSWERS

Advantages

- worked well after a few weeks
- fun; didn't have to play games for long; learned a lot in a short time

Disadvantages

- felt a bit silly doing it
- no grammar

Exercise 8

- Elicit that all the texts are about past experiences and therefore the writers use past modals.
- Students do the activity on their own before checking in pairs, then as a class.

ANSWERS

- a 2, 4, 5 (ought to have, should have, shouldn't have)
b 1, 6 (had to, needed to)
c 3, 7 (didn't need to, didn't have to)
d 8 (needn't have)

Further reference and practice Workbook page 117

- 1 1 shouldn't have hidden 2 needn't have driven
3 should have brought 4 didn't have to make
5 had to leave 6 ought to have woken

Exercise 9

- Students do the activity on their own before checking with a partner.
- Check answers as a class.

ANSWERS

- My parents should have encouraged me to study another language.
- In my school, we didn't need to study languages after the age of 14.
- At summer school, we didn't have to take any exams.
- (I think) You ought to have continued (studying) German at school.
- In my first job, everyone had to speak good Spanish.
- We needn't have learned Gaelic to a high level; it's never been useful to us.

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using modals accurately, and/or a communicative skill, e.g. expressing feelings or giving advice.

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

- Check students understand the task. For question 1, students can think about the grammar, pronunciation and the alphabet of the language.
- Students discuss in groups.
- Ask some groups to share their ideas.

AfL: Assess your progress

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

Direct students to Workbook page 37 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5B. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. various modal forms and usages.

Tell students to find out about another language they would like to learn and what might be easy or difficult about learning this language.

'How can I improve?' suggestion: Report back to a class group about the language you have chosen. Persuade others to learn it by giving reasons why it might be useful and giving advice about the best way to learn the language.

Further practice

Communication worksheet 5B: Grammar

Lesson 5C: Listening, vocabulary and speaking SB pages 64–65

Learning objectives

Understand the main points in a radio programme

Recognize and use phrases with *point*

Use phrases to persuade people to cooperate to reach a group decision

Materials

Workbook page 38

Communication worksheet 5C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 65. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

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

ANSWER

The connection is public libraries.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students understand the main points in a radio programme, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2 ⑤ 5.2

- Play the recording for students to note which of the things in the photos are mentioned.
- Check answers as a class.

Audio script 5.2 page 162

ANSWERS

In the photos: music, computers / computer games, books that can be borrowed / streamed / downloaded; free use of the internet on the library's computers, specialist music library / sheet music
Other activities mentioned: borrow films / computer games, sewing, knitting, language learning clubs, borrow musical instruments, financial advice

Exercise 3 ⑤ 5.3

- Essential vocabulary for the text: *initiative* (n), *unaffordable* (adj).
- Ask students to read through the questions. Elicit how they should approach multiple-choice questions, e.g. by listening for the stem sentence in the recording to know when to move on, by understanding paraphrasing, etc.
- Play the recording for students to answer.
- Students compare answers with a partner before checking as a class.
- Ask students if any of the information in the programme surprised them.

Audio script 5.3 page 162

ANSWERS

1 F – Headspace is a special area designed by teenagers for teenagers. 2 F – In Headspace areas, teenagers can *take part in* (but are not taught) different activities, including creative writing. 3 T 4 T 5 F – The presenter thinks the government should provide free internet access for homes that can't afford it. 6 T 7 T 8 F – In some places, old telephone boxes are filled with books that people have donated.

Exercise 4

- In pairs, students discuss the questions.
- 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.

EXTENSION

Ask students to find out about other local public services, e.g. sports centres, rail and bus stations and decide if they think these are changing because of technology or not.

Exercise 5

- Give students time to read through the phrases first.
- Students work in pairs or small groups.

- Check answers as a class.
- Ask students to take turns to roleplay the dialogue in pairs.

ANSWERS

1 on the point of 2 the point is 3 point out
4 There's no point in 5 up to a point 6 take your point
7 from my point of view 8 at some point
(In *point out*, *point* is a verb.)

Exercise 6

- In pairs, students discuss the questions.
- 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 7

- With a **weaker class**, ask students to brainstorm genres of books and write their suggestions on the board.
- Students do the activity in pairs before whole-class feedback.

ANSWERS

Book genres:

A classic B horror C fantasy D romance
E sci-fi thriller F adventure

Exercise 8 ⑤ 5.4

- Tell students they are going to hear four students talking about books.
- Play the recording for students to note answers.
- Check answers as a class.

Audio script 5.4 page 163

ANSWERS

Pride and Prejudice by Jane Austen (classic)
Buried Thunder by Tim Bowler (horror)
Noble Conflict by Malorie Blackman (sci-fi thriller)
A Monster Calls by Patrick Ness (fantasy)
They choose sci-fi, but they don't choose a book.

Exercise 9 ⑤ 5.4

- Give students time to familiarize themselves with the table and the task.
- Students do the activity on their own before checking in pairs.
- Play the recording for students to check their answers.
- Check answers as a class, making sure students use the correct stress and intonation.

ANSWERS

1 what 2 hoping 3 Don't you 4 Wouldn't
5 decide 6 Which/What 7 go

A Asking for information politely B Persuading
C Delaying action D Asking for a decision

Exercise 10 ⑤ 5.5

- Tell students they are going to hear three students talking about books.
- Give students time to read through the phrases and then play the recording for students to tick.

- Students check answers in pairs and do the second part of the activity.
- Check answers as a class.

Audio script 5.5 page 163

ANSWERS

The following phrases are mentioned:

Can we make a quick decision?

Doesn't it make more sense to ... ?

We could read it another time, maybe, but ...

Surely, you have to agree that ... ?

Could you let us know what the book's called?

- A** Could you let us know what the book's called?
B Doesn't it make more sense to ... ?; Surely, you have to agree that ... ?
C We could read it another time, maybe, but ... ; Let's sleep on it and decide tomorrow.
D Can we make a quick decision?

Exercise 11

- Read through the Global skills box together.
- Students discuss ideas in small groups before whole-class feedback.

SUGGESTED ANSWERS

It shows the person that you respect their point of view but do not necessarily agree with it.

It means that the outcome has been agreed by both people despite them having a different opinion.

Exercise 12

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. persuading and asking for a decision. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Students work on their own and then in groups of three.
- Ask some groups to share their decisions with the class.

AfL: Assess your progress

Direct students to Workbook page 38 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5C. Encourage 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. phrases for persuading and asking for decisions.

'How can I improve?' suggestion: Write a short outline of your argument for your choice of book in the group. Say what the book is and give reasons, using phrases from the lesson to persuade others to select the book.

Further practice

Communication worksheet 5C: Speaking
Functional language bank

Lesson 5D: CULTURE Reading, vocabulary and grammar SB pages 66–67

Learning objectives

- Find and understand relevant information in a text
- Use context to infer meaning
- Use modals to talk about ability in the past, present and future

Materials

- Workbook page 39
- Video worksheet 5: Look it up!

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

- Students discuss the opinions in small groups.
- Ask some groups to share ideas with the class.

Exercise 2

- Remind students to skim the article. Students do the activity on their own and then compare answers in groups.
- Ask some groups to share their ideas with the class.

Exercise 3

- Essential vocabulary for the text: *follow in someone's footsteps* (phrase), *siblings* (n), *speak out against* (ph v).
- Students do the activity on their own before comparing their answers with a partner.
- Check answers as a class. Ask students to quote the relevant lines from the article to show how they decided whether a sentence was true or false.

ANSWERS

1 T 2 T 3 F 4 F 5 NG – The text says that people understood her poem. It does not say if their reaction was a strong one. 6 T 7 T 8 NG – Some people thought she had reached the height of her success at the inaugural poetry reading, but Amanda has other plans. The text doesn't mention if people support her plans or not.

Culture note: Poetry at inaugurations

Only four US presidents have included poetry at their inaugurations: John F. Kennedy (1961), Bill Clinton (1993, 1997), Barack Obama (2009, 2013) and Joe Biden (2021).

Exercise 4

- Read through the Global skills box together.
- Students do the activity in small groups before whole-class feedback.

AfL: Diagnostics

While monitoring exercise 5, observe how successfully students use context to infer meaning, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

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

ANSWERS

- 'follow in (Angelou's) footsteps'; She read at a presidential inauguration.
- 'had come a long way'; Amanda has developed her talent a lot since she first started writing.
- 'abuse'; In this case, it was experienced in relation to race.
- 'resonated with' or 'relate to'; People were able to understand what the poem was trying to say.
- 'transcend'; Gorman's message went beyond current political events and dealt with 'global' and 'universal' themes.
- 'barrier'; There are many things that can be a barrier to success: education, money, prejudice, etc.
- 'pinnacle'; People thought Amanda had reached the most successful point in her career. The pinnacle of something is the most important or successful part of something. It is also the piece of rock at the top of a mountain, so we can say someone reached 'the pinnacle of the mountain'.

Grammar

Exercise 6

- Give students a few minutes to look at the underlined sentences in the text.
- Students discuss their answers in pairs before checking as a class.

ANSWERS

- can, 5
 - couldn't, 1
 - managed to / didn't manage to, 3
succeeded in / didn't succeed in, 4
- (Note: Instead of *wasn't able to*, we can say 'unable to'. See: 'She was unable to say "poetry"' (line 25))
- will be able to, 6
 - being able to, 2

Further reference and practice Workbook page 117

- 1 a 2 b 3 b 4 b 5 a 6 a
- 1 It was difficult, but I managed to finish my work before breakfast.
2 No one was speaking to her and she couldn't understand why.
3 We don't have enough money now, but next year we'll be able to buy a new computer.
4 It's great because I'm able to see the mountains from my bedroom window.
5 We weren't able to go on holiday last year.
6 I succeeded in finding a holiday job.

Exercise 7

- Ask students to read the text so that they understand the context for the missing verb forms. Remind them to think about the tense needed.
- Refer students back to the rules in exercise 6 and point out that *manage to* is followed by the infinitive and *succeed in* is followed by the *-ing* form.
- Check answers as a class.

ANSWERS

- could 2 managed to / was able to 3 being able to
4 can't / isn't able to 5 can / is able to 6 succeeded in
7 can't

Exercise 8

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using verb patterns and modals of ability or how well they communicate their opinions in their responses.

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

- Ask students to brainstorm some poets they know in their country. Write the list on the board.
- Students do the activity in small groups.
- Ask the class to share their ideas. They could then have a discussion about how far their suggested poets have influenced their society.

Vocabulary extra: Book structure SB page 71

Exercise 1

- hardback, paperback
- bibliography, contents page, glossary, index, imprint page, title page
- back cover, dust jacket, front cover, spine

Exercise 2

- Hardbacks 2 dust jacket 3 Paperbacks
4 front cover 5 spine 6 back cover 7 title page
8 imprint page 9 contents page 10 glossary
11 bibliography 12 index

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 39 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5D. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to research the life and influence of a poet they like.

'How can I improve?' suggestion: Write a paragraph about your selected poet, explaining what kind of poetry they wrote, describing how influential they were and persuading others to read their poetry.

Further practice

Video worksheet: Look it up!

Lesson 5E: Writing a book review

SB pages 68–69

Learning objectives

- Write a book review
- Use a range of adjectives to describe stories
- Use a range of language to avoid repetition

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

- Read the writing task with the class and ask if anyone has read any books like this.
- Students do the activity in pairs.
- Ask students to read the review and discuss their list before whole-class feedback.
- Ask students if they have read the book or seen the film and what their opinion is.

Exercise 2

- Students do the activity in pairs before whole-class feedback.

ANSWERS

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

Exercise 3

- Focus students on the model review.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- author and setting
- main characters and themes
- 4 liked and/or disliked most
- 5 give a recommendation

Exercise 4

- Explain to students that these phrases are also often used in reviews.
- Check answers as a class.

ANSWERS

Positive: I couldn't put it down.; I loved the part where ... ; It would appeal to anyone who ... ; There are some very likeable characters, including ... ; There's a dramatic twist at the end.

Negative: For me, the biggest problem was ... ; I was disappointed with ...

Neutral: ... set in the last century ... ; The story opens with ... ; This historical novel ...

V Insight Adjectives describing stories

You could tell students that book and film reviews often use the same kind of language, e.g. *beautifully written*, *a compelling tale of (love/revenge/survival, etc.)*, *epic*, *gripping*, *gritty*, *haunting*, *lyrical*, *a page-turner*, *powerful*, *riveting*, *unputdownable* (very informal).

AfL: Diagnostics

While monitoring exercise 5, observe how students identify the synonyms, which gives an indication of their knowledge and confidence in using a range of language to avoid repetition, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- touching
- intricate
- perceptive
- riveting
- eloquent
- gripping

Exercise 6

- Read through the Strategy box with the class.
- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- one (house); them (Gatsby and Daisy); him (Nick Carraway)
- does this (throws spectacular parties); doing so (reuniting Gatsby and Daisy)
- that (Gatsby and Daisy's reunion)
- insightful (perceptive)

Exercise 7

- Students work individually or in pairs to rewrite the sentences. You may need to explain that *Pip* (sentence 1) is a man's name.
- Check answers by asking different students to read out their sentences.

ANSWERS

Note for teachers:

- Great Expectations* by Charles Dickens
- Don Quixote* by Miguel de Cervantes
- Dracula* by Bram Stoker
- Animal Farm* by George Orwell
- Emma* by Jane Austen
- One day, Pip's uncle takes him to Miss Havisham's home, and when he does, he introduces him to Estella.
- Don Quixote sees three windmills. He thinks they are giants. In his attempt to fight them, he thinks he will become a hero.
- The passage in which Jonathan Harker arrives at the Count's castle is gripping, and the rest of the chapter that describes its interior is captivating.
- Animals don't usually wear clothes, talk or know how to read, but the ones on Manor Farm do. They do this to become more like humans.

- 5 Emma upsets her friend Harriet at the start of the book when she tries to match her with Mr Elton, and she does this / it again when she suggests Frank Churchill might be a suitable husband.

Writing your review

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. use of adjectives, how clearly the review is organized and/or using a range of language to avoid 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.

- Give students ten minutes to make notes about their ideas and plan their review.
- Remind students to cover all elements of the book and to use a range of language to avoid repetition.
- Encourage students to activate other language they learned in the unit.
- When students have finished, they can check their own work against the checklist.
- If time, students swap reviews with a partner and comment on each other's work, especially on how detailed it was or how strong their recommendation was. They should also comment on the way their partner has used a range of language.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write a review of a film based on a book. Include information about the type of film, the setting, the plot, the characters, the dialogue, the acting and the soundtrack. Remember to give your opinion.

AfL: Assess your progress

Direct students to Workbook page 42 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 43 for Lesson 5E. Encourage 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 read four or five more reviews of books which they can find in online magazines or newspapers. 'How can I improve?' suggestion: Choose one of the book reviews you read and note (or underline) examples where the reviewer uses a range of language and the strategies from the lesson to avoid repetition.

Further practice

Writing bank

Review 5 S8 page 70

Exercise 1

- 1 has moved on 2 switched on 3 was cheering (us) on
4 will keep on 5 brush up on

Exercise 2

- 1 enrage 2 embed 3 entitle 4 empower
5 enlarge 6 encourage 7 enclose 8 embolden

Exercise 3

- 1 From my point of view 2 There's no point 3 up to a point
4 take your point 5 on the point

Exercise 4

- 1 transcend 2 barrier 3 abuse 4 follow in someone's footsteps
5 pinnacle 6 come a long way

Exercise 5

- 1 must study a foreign language
2 ought to watch films in English
3 needn't bring their own dictionary to class
4 had better study vocabulary every day
5 mustn't cheat in exams
6 need to speak in English in class
7 ought not to use online translation services

Exercise 6

- 1 should have researched 2 ought to have known
3 had to ask 4 needed to think 5 didn't have to wait
6 shouldn't have taken 7 needn't have bothered

Exercise 7

- 1 can / is able to 2 be able to 3 succeeded in
4 be able to 5 been able to 6 managed to
7 couldn't / wasn't able to

Global skills: Moving from study to work

SB pages 72–73

Learning objectives

- Reflect on personal life changes when moving from study to work
- Understand how to deal with the challenges of working life
- Evaluate strategies for moving from study to work

Materials

- Workbook page 105
- Global Skills video worksheet: Moving from study to work

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 73. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen to the ideas students mention. Do they think these changes are positive or negative? Why?

Exercise 1

- Elicit some examples of how students' lives changed when they switched from primary school to secondary school.
- Students discuss in pairs, then as a class.

Exercise 2 5.6

- Essential vocabulary for the text: *unsettling* (adj).
- Play the recording for students to note the questions.
- Check answers as a class.

Audio script 5.6 page 163

ANSWERS

- What challenges did you face when you first started work?
- What positive changes has working brought to your life?

Exercise 3 5.7

- Check students understand the activity.
- Play the recording. Students then check answers in pairs before whole-class feedback.

Audio script 5.7 page 163

SUGGESTED ANSWERS

- Working relationships
- Finances; Living arrangements
- Friendships; Mental well-being, Finances, Workload
- Daily routine; Free time and hobbies
- Identity and self-confidence; Working relationships; Mental well-being
- Learning and skills; Identity and self-confidence

Exercise 4 5.7

- Essential vocabulary for the text: *pension contribution* (n), *land a job* (phrase), *imposter syndrome* (n), *privileged* (adj).
- Play the recording for students to note answers.

- Students discuss their notes in pairs or groups before listening again to check answers.

SUGGESTED ANSWERS

Challenges: 1 working with people who were older or from different backgrounds; developing communication skills 2 managing finances 3 being in a different situation from his friends; dealing with tension 4 being less flexible 5 overcoming imposter syndrome; feeling like she didn't belong 6 measuring progress
Positive changes: 1 more experienced; working with a wider range of people 2 earning a salary 3 interesting to hear about friends' jobs 4 having a more structured routine / a clearer separation between work and the rest of life 5 feeling more confident; appreciating the advantages of coming from a different background 6 more emphasis on practical and interpersonal skills; contributing something useful to the world

Exercise 5

- Students discuss in pairs, then as a class.

Exercise 6

- Ask students to do the activity in groups.
- Ask some groups to share their ideas with the class.

Exercise 7

- Students do the exercise on their own and then check answers as a class.
- Ask students to ask and answer in pairs.

ANSWERS

- climb 2 land 3 gain 4 manage 5 overcome 6 put

Exercise 8

AfL: Success criteria

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

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

- Students work in pairs or small groups to plan and conduct their interviews. Remind them to take accurate notes so they can write their reports.
- Students swap their reports with another group and discuss any similarities or differences. Alternatively, groups could take turns to present their findings to the class.

AfL: Assess your progress

Direct students to Workbook page 105 and ask them to do the exercises and fill in the 'Can-do' statements. You could encourage them to think about and make brief notes on:

- Have your ideas about moving from study to work changed?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Moving from study to work

6 Mass media

Unit map

Grammar

Modals of speculation page 76
Emphasis and inversion page 81

Vocabulary

Collocations: journalism page 74
Word analysis page 76
Idioms with *in* and *out* page 78
Noun collocations page 80

Skills

Reading: Citizen journalism: the good, the bad and the ugly page 74
Listening: The big picture page 76
Listening: Why people want to be famous page 78
Speaking: Reaching an agreement page 79
Speaking: Making decisions as a group page 79
Reading: Real lives, real people, real consequences page 80
Writing: An article page 82
Reading: Workbook pages 48–49

Strategies

Listening: Adapting to authentic listening situations page 78
Writing: Creating emphasis page 82

Review

Review 6 page 84
Vocabulary extra 6 page 85
Cumulative review Units 1–6 pages 86–87
Exam Insight 3 Workbook pages 94–96
Answer key Teacher's Guide page 153

Video

Online video: My experience in the news

Lesson 6A: Reading and vocabulary

SB pages 74–76

Learning objectives

Predict what each section of a text will be about
Recognize and use collocations related to journalism
Identify and analyse key words and phrases in a text

Materials

Workbook page 44
Communication worksheet 6A: Vocabulary
Vocabulary Strategies worksheet 6: Expressing emphasis

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

- You could bring some national newspapers into class to hand out or ask students to access news sites online.
- Elicit from students what the main news stories are. Ask:
Did you already know about these news stories?
How did you first hear about them?
- Students discuss in pairs before whole-class feedback.

ANSWERS

- Students' own answers
- Technology has enabled ordinary individuals to report news stories quickly by posting photos, videos and comments to social networking sites via their smartphones. Many people now hear about the news on websites such as Twitter, YouTube and Facebook.
- A citizen journalist is an ordinary individual who reports news from their smartphones, tablets, etc. from the scene of the event.

Culture note: Citizen journalism

Citizen journalism is an umbrella term for news stories provided or contributed to by members of the public. They appear on Twitter, Facebook, YouTube and other social media. Traditional newspapers are beginning to respond to the rise of citizen journalism and, rather than seeing it as a threat, they are encouraging members of the public to supply their papers with the latest news, e.g. the Community section in *The Guardian*. Increasingly, professional journalists are also 'crowdsourcing' opinions, using social media to enable large numbers of people to express their views on a story.

AfL: Diagnostics

While monitoring exercise 2, observe how successfully students predict what each section of a text will be about, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Remind students to skim-read the article.
- Students do the activity on their own before comparing answers with a partner.
- Check answers as a class.

ANSWERS

1 G 2 E 3 F 4 D 5 A 6 B 7 C

Exercise 3

- Read through the questions with the class.
- With a **weaker class**, identify which paragraph the answer appears in.
- Students do the exercise on their own before comparing answers with a partner and whole-class feedback.

ANSWERS

- 1 Because she knew something wrong or illegal was happening.
- 2 It resulted in the police officer being brought to justice and protests against the misuse of police power.
- 3 Journalists used his film as eyewitness material to support their news stories.
- 4 Because people had access to smartphones and the internet, so they could post what was happening faster than traditional journalists.
- 5 Because they have more human interest and seem more real and believable.
- 6 They can post immediately, and they can post anonymously. This means they are able to expose corruption more easily.
- 7 The fact that citizen journalists can post stories or videos without the necessary fact-checking.
- 8 Because she wanted people to know the truth or what really happened.

Exercise 4

- Students discuss their answers in small groups before whole-class feedback.

EXTENSION

In groups, students discuss the following question:
Do you think the positive aspects of citizen journalism outweigh the negative aspects?

V Insight Collocations: journalism

Newspapers and the media use a stock of collocations. You could ask students to look up the meanings of collocations frequently used in journalism, e.g. *against the clock*, *aghast at*, *bone of contention*, *calculated snub*, *be caught in the crossfire*, *eleventh hour*, *emotions run high*, *fair play*, *gain ground*, *hang in the balance*, *rest assured*, *smear campaign*, *take a toll*, *throw down the gauntlet*, *tired and emotional*.

Exercise 5

- Students do the exercise in pairs and then check answers in groups.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

1 lack 2 spread 3 expose 4 make 5 set
6 break 7 trace 8 go

Exercise 6

- Elicit the meaning of the headline and predictions about what the text will be about.
- Remind students to read through the whole text first before going back and completing the gaps.
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

1 viral 2 the news agenda 3 (the) headlines
4 (the) news 5 corruption 6 rumours 7 credibility
8 sources

EXTENSION: INTERNET SAFETY

This is an opportunity to go over the rules of internet safety and remind students that many hoaxes and scams are posted online or sent via text message or email. It is always sensible to double-check the source of any message which asks for personal details, and fact-checking websites such as snopes.com are good places to find out whether a story circulating on the internet is true or a hoax.

Exercise 7

- Check students understand all the questions.
- With a **weaker class**, do the first question as an example. You could tell them to work in groups, ensuring that weaker students work together with stronger students in each group.
- Check answers as a class.

ANSWERS

- 1 (She) had the presence of mind to ... (line 12)
- 2 abuse of power (line 14)
- 3 It is usually used in the context of weapons. It implies that citizen journalists are prepared to use their smartphones in an aggressive way or in self-defence. (line 19)
- 4 trending (line 44)
- 5 censorship (line 49)
- 6 fixed elections (line 51)
- 7 eyewitness footage (line 70)
- 8 bear witness (line 86)

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 collocations related to journalism, and/or communication skills, e.g. listening or turn taking.

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

- Check that students understand the task.
- Ask students to work in pairs. Give them some planning time and remind them to use language from the lesson.
- Circulate and monitor, helping with ideas and prompts.
- Ask each group to report back on their findings and have a class vote on the news story most likely to go viral.

Vocabulary extra: Headlines SB page 85

Exercise 1

1 backs (B) 2 vows (F) 3 axe (A) 4 bid (C)
5 fall (D) 6 plea (E) 7 curb (H) 8 quit (G)
9 faces (J) 10 uncertain (I)

Exercise 2

1 bid 2 quit 3 face 4 axe 5 uncertain 6 backs
7 fall 8 curb 9 plea 10 vow(s)

Exercise 3

Students' own answers

AfL: Assess your progress

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

Direct students to Workbook page 44 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

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 think about or do some research to find out about a news story that went viral, how quickly it went viral and/or why it went viral.

'How can I improve?' suggestion: Write a paragraph about the viral news story, explaining the sources, the focus of the story and an explanation of why it went viral using language from the lesson.

Further practice

Vocabulary Strategies worksheet 6: Expressing emphasis
Communication worksheet 6A: Vocabulary

Lesson 6B: Grammar and listening SB pages 76–77

Learning objectives

Use modals to speculate about the past, present and future
Predict the content of a listening text from photos

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 do the activity in pairs.
- Check answers to question 1 as a class, asking students to vote for the picture they think should come first, second,

third and fourth. Write the results of the vote on the board, but do not tell them if they are right or wrong.

- When students have finished discussing the questions, ask a few to tell the rest of the class what they think the 'story' of the advert is.

ANSWERS

1 Correct order: D, B, A, C (but do not confirm yet with students)

2–4 Students' own answers

Exercise 2 6.1

- Tell students that they are going to hear a journalist talking about the advert.
- Play the recording for students to compare their ideas.
- Check ideas as a class.
- Ask students to confirm the order of the photos.

Audio script 6.1 page 164

ANSWER

The advert is advertising a newspaper called *The Guardian*.

Exercise 3 6.2

- Give students a few moments to read through the sentences.
- Play the recording for students to order. If necessary, play the recording again.
- With a **weaker class**, pause the recording after each chunk of information and give students time to compare their ideas in pairs before playing the next section.
- Check answers as a class.

ANSWERS

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

Exercise 4

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

Language note: Speculation about the past, present and future

Speculation about the past

- We use *must have* / *can't have* + past participle to describe certainty about the past. We can also use *must have been* / *can't have been* + present participle for a continuous action. We do not use *mustn't have* + past participle to describe certainty about the past.
- We use *may have* / *could have* / *might have* + past participle to speculate about the past when we are not certain. (For a continuous action: *may have been* / *could have been* / *might have been* + present participle.)

Speculation about the present

- We use *have to* / *must* / *can't* + infinitive without *to* to describe certainty about the present. (For a continuous action: *have to be* / *must be* / *can't be* + present participle.)
- We use *might* / *could* / *may* + infinitive without *to* to speculate about the present when we are not certain. (For a continuous action: *might be* / *could be* / *may be* + present participle.)

Speculation about the future

- We use *will* / *going to* + infinitive without *to* to make predictions about the future when we are certain. (For a continuous action: *will be* / *going to be* + present participle.)

- We use *might / could / may* + infinitive without *to* to speculate about the future when we are not certain. (For a continuous action: *might be / could be / may be* + present participle.)

AfL: Diagnostics

While monitoring exercise 5, observe how successfully students use modals to speculate about the past, present and future, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Read through the box with the class. Explain that in the recording the speaker is imagining that they are watching the advert for the first time and is speculating about what has happened, what is happening now and what might happen.
- Ask students to read the sentences and decide whether they speculate about the past, present or future. They should also think about whether the speaker is certain or not. With a **weaker class**, elicit an example.
- Students work individually. Circulate and monitor, noting any issues for discussion with the whole class.
- Check answers as a class.

ANSWERS

- 1a Sentences a, c, e, f, g express certainty.
 1b Sentences b, d and h express possibility.
 2a Sentences a, b, c and f refer to the past.
 2b Sentences e, g and h refer to the present.
 2c Sentence d refers to the future.
 3 We can use *may*, *might* and *could* to refer to the present and the future.

Further reference and practice Workbook page 118

- 1 1 must 2 could 3 It's not possible 4 can't
 5 can't 6 might
 2 1 must have gone out 2 can't have gone 3 might
 have decided 4 might have kicked 5 must
 have done 6 must have told 7 can't have
 written 8 might have seen
 3 1 could have bought
 2 must be wearing
 3 can't have seen
 4 almost sure that we will visit our grandparents
 5 is bound to listen
 6 seems likely that the government will soon change
 7 might be
 8 must have forgotten

Exercise 6

- Explain that these phrases from the recording are more colloquial ways of expressing speculation and certainty.
- Students work in pairs before checking answers as a class.

ANSWERS

Certainty: he's bound to be, I'm almost sure, it's safe to say that
 Possibility: he looks as if, it seems likely that, it's possible that, most probably, what looks like

Exercise 7

- Remind students to read the text quickly to understand the gist before attempting to answer.

- Students do the activity on their own and then check in pairs.
- Check answers as a class.
- Elicit from students an explanation in their own words of conscious and unconscious bias. Ask them to give examples.
- Students discuss the last questions in the text in pairs. Circulate and monitor, helping where necessary.

ANSWER

- 1 can't 2 can't 3 must 4 have to 5 may
 6 might 7 might 8 could

Exercise 8

- Tell students to read the first sentence in each pair and think about whether it expresses certainty or possibility. Remind them that if it describes a past event, they need to use modal + *have* + past participle.
- Students do the activity on their own.
- To check answers, ask individual students to read out their answers while the rest of the class listen and raise their hand if they think they hear any mistakes.

ANSWERS

- 1 The emergency services are bound to be at the scene of the accident by now. They left two hours ago.
 2 He can't have heard about it on the radio. He never listens to the news.
 3 It seems likely that he'll read the news headlines today.
 4 A professional photographer has to have taken the photo.
 5 The police may already have / may have already arrested the demonstrators.
 6 We must have been watching TV when the news story broke.

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 modals for speculation accurately, or communicative skills, e.g. suggesting ideas.

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

- Read through the task with the class and check they understand what to do.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Ask each pair to compare ideas with another pair.
- Ask a few students to share their ideas with the class.

EXTENSION

Students work in pairs to role-play a news interview with one of the people who witnessed or worked in the situation in exercise 9.

Ask a few pairs of students to perform their role plays for the rest of the class.

AfL: Assess your progress

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

Direct students to Workbook page 45 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6B. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. modals of speculation.

Tell students to research or find their own interesting picture to share with other students.

'How can I improve?' suggestion: Report back to a partner or class group speculating on what you think happened in your chosen picture and why. Or you can ask the class to speculate on the story behind your picture and then report the correct story to them.

Further practice

Communication worksheet 6B: Grammar

Lesson 6C: Listening, vocabulary and speaking

SB pages 78–79

Learning objectives

Identify information said by different speakers in a discussion

Recognize and use idioms with *in* and *out*

Use phrases to comment, restate views and agree in a discussion

Materials

Workbook page 46

Communication worksheet 6C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 79. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- As students discuss the questions, circulate and help with vocabulary.
- Ask two or three groups to report their ideas back to the class.

Exercise 2 6.2

- Read through the Strategy box with the class.
- Tell students they are going to listen to a section from a news item. Remind them it is not the start of the story.
- Play the recording for students to answer the questions. Check answers as a class.

Audio script 6.2 page 164

ANSWERS

- There is one speaker.
- The topic is a publicity stunt involving a young boy and a balloon.
- It is a news broadcast on the radio or TV.
- They might listen to find out about current events.

Exercise 3 6.3

- Essential vocabulary for the text: *pardoned* (v), *hoax* (n).
- Play the recording for students to check.
- Students check answers in pairs before whole-class feedback. If their predictions were wrong, encourage students to suggest why.
- Ask students to give reasons for and against the punishment being fair. Write these on the board and ask the class to make a final decision on this.

Audio script 6.3 page 164

Exercise 4 6.4

- Check students understand the list of reasons.
- Students choose three on their own.
- Play the recording for students to order the reasons.
- If necessary, play the recording again. Check answers as a class.

Audio script 6.4 page 165

ANSWERS

- unpopularity at school
- parental neglect
- need for approval
- survival instinct
- adrenaline rush
- financial rewards
- desire to influence people
- possibility of a longer life
- possibility of a happier life

AfL: Diagnostics

While monitoring exercise 5, observe how successfully students identify information said by different speakers in a discussion, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5 6.4

- Check students understand all the sentences. Check understanding of *please* (v), *immortal* (adj).
- Play the recording for students to match.
- Check answers as a class.

ANSWERS

- Soroush
- Nasser
- Giti
- Soroush
- Nasser
- Giti
- Nasser
- Soroush
- Soroush

Exercise 6

- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

V Insight Idioms with *in* and *out*

Sometimes, the literal interpretation of an idiom can help to work out or remember its meaning. For example: *out of your depth*: (1) you are in water that is too deep to stand in; (2) you cannot understand something because it is too difficult, or you are in a situation you cannot control.

Exercise 7

- Explain to students that all the phrases are from the recording. You could play the recording again for students to listen for the phrases.
- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 out of one's depth: in a situation that you cannot control
- 2 in the limelight: at the centre of the public's attention
- 3 out on a limb: not supported by other people
- 4 in step with: having ideas that are the same as other people's
- 5 out of character: not typical of a person's character
- 6 out of favour: not supported by someone
- 7 in one's element: doing what you are good at and enjoy
- 8 in the offing: likely to appear or happen soon

Exercise 8

- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class.
- Ask six pairs to share their responses to one of the questions.

SUGGESTED ANSWERS

- 1 of character
- 2 your element
- 3 step with
- 4 of favour
- 5 of their depth
- 6 the limelight

EXTENSION

Ask **fast finishers** to write a gapped sentence for three of the phrases from exercise 7. They then swap them with a partner. Students complete the gapped sentences they have been given with the correct phrase.

Exercise 9

- Check students understand *publicity stunt* (n).
- Students discuss their ideas in groups.
- Ask each group to share their idea with the class.
- Ask the class to give each group feedback on their ideas and make suggestions where necessary.
- The class could vote for the best stunt.

Speaking

Exercise 10

- You could bring in some newspapers or ask students to access news sites online and consider these when doing this activity.
- Students work in small groups.
- Circulate and monitor, helping where necessary.
- Ask each group to share ideas with another group and to explain the reasons for their choices.

Exercise 11 6.5

- Check students understand the headlines.
- If necessary, play the recording twice for students to answer.
- Check answers as a class.

Audio script 6.5 page 165

ANSWERS

They choose F. E is not discussed.

Exercise 12 6.5

- Give students a few moments to read through the table.
- Students complete the phrases on their own.
- Play the recording for students to check their answers.
- Then check answers as a class, paying attention to stress and intonation.
- Check students understand *it ticks lots of boxes*.

ANSWERS

- 1 might
- 2 wouldn't
- 3 words
- 4 say
- 5 saying
- 6 ticks
- 7 go with

Exercise 13 6.6

- Students do the exercise on their own.
- Play the recording for students to check their answers.
- Check answers as a class.

Audio script 6.6 page 165

ANSWERS

- a 3 b 5 c 9 d 1 e 6 f 7 g 8 h 2 i 10
j 11 k 4 l 12 m 13

Exercise 14

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

Commenting and suggesting: I couldn't believe it!; We could include
Restating a point of view: I'm just saying that; let's put it this way
Agreeing on a choice: Which one is it going to be then?; which one should we choose?

Exercise 15

- Students do the activity in pairs.
- Check the answers as a class, paying attention to stress and intonation.

ANSWERS

I think the (influencer) story is pretty compelling.
It'd be nice to have something (educational).
Actually, I like the (grandmother and the bike thief) story.
(...) don't you think we should do something about the (Euros)?
Alternatively, there's that (girl who won the poetry prize).
Let's have a story that's (entertaining, humorous and inspirational).
Let's go for the (grandma and her bike).

Exercise 16

- Read through the Global skills box together.
- With a **weaker class**, elicit some ideas for the first question, using school situations as an example, e.g. deciding which play to perform, deciding who does what at an event.
- Students discuss the question in small groups.
- Ask some groups to share their ideas.

EXTENSION

Students work in groups of three to role-play the dialogue. Circulate, helping with stress and intonation.

Exercise 17

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. how well they use phrases to take part in a group discussion.

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

- Check students understand the task.
- Students work in groups.
- Encourage students to use the phrases in exercises 12, 13 and 15 to help them.
- Ask some groups to share their decisions with the class.

AfL: Assess your progress

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

Direct students to Workbook page 46 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6C. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and the phrases for participating in a discussion.

'How can I improve?' suggestion: Prepare a presentation about a news story in exercise 17 (different from the one you discussed in that activity). Imagine you are pitching to the newspaper editor. Remember to talk about why the story is important and what its appeal to readers would be, and aim to use some of the idioms and phrases from the lesson.

Further practice

Communication worksheet 6C: Speaking
Functional language bank

Lesson 6D: CULTURE Reading, vocabulary and grammar SB pages 80–81

Learning objectives

Understand how paragraphs fit into the structure of a text

Recognize and use common collocations related to film-making

Use different structures to create emphasis

Materials

Workbook page 47

Video worksheet 6: My experience in the news

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 81. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Students work in small groups.
- Ask each group to share their ideas with the class. You could write a list of similarities and differences on the board.

EXTENSION: DOCUMENTARIES

Ask students to think of a documentary they have seen recently and to discuss the following questions in pairs:

- *What was the topic?* (e.g. the environment, war, society)
- *Was there a message?*
- *Did you enjoy the documentary? Why / why not?*
- *Which of these words best describe it: realistic, neutral, biased, dull, exciting, credible, educational, controversial, thought-provoking, emotional, spontaneous, entertaining?*

Exercise 2

- Check students understand the title of the article.
- Students do the exercise on their own before checking with their group from exercise 1.

SUGGESTED ANSWERS

The article shows that there are fewer and fewer differences between fiction and documentary films. Qualities usually attributed to fiction films such as musical scores, emotional storytelling and dramatic re-enactments appear in contemporary documentaries, too.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students understand how paragraphs fit into the structure of a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Essential vocabulary for the text: *case* (n), *implementing* (v), *propaganda* (n).
- Tell students to skim-read the article and think about the topic of each paragraph in the article, then think about the topic of each paragraph A–F. They should also look for repeated words, names and ideas.
- Students work individually and then compare answers in pairs.
- Check answers as a class.

ANSWERS

1 C 2 E 3 B 4 F 5 D
Paragraph A is not needed.

Exercise 4

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

SUGGESTED ANSWER

1 The main purpose of Flaherty's films was to broaden his viewers' knowledge of the world. Today, documentaries tend to manipulate audiences' emotions and interests with the maker's point of view. Many want to encourage social or political change.

Exercise 5

- Students do the activity in pairs.
- Check answers as a class. Elicit or provide definitions for each word.

ANSWERS

award-winning film, handheld camera, hard-hitting story, musical score, real-life issue, staged scene, voice-over

Exercise 6

- Remind students to skim-read the text before starting.
- Students do the activity individually.
- Students check answers with a partner using a dictionary before whole-class feedback.

ANSWERS

1 real-life issue 2 hard-hitting story 3 handheld camera 4 staged scenes 5 voice-over 6 musical score 7 award-winning film

EXTENSION

Ask students to work in small groups and think about a topic for a documentary they would like to make. How would they go about this? What difficulties do they think they would encounter? What message would they want to give?

EXTENSION FURTHER DISCUSSION

In groups, students discuss the following questions:

- *Do you think that a documentary maker should ever get involved when making a film, e.g. if they see a wild animal in distress, should they help the animal or leave it alone?*
- *How can you tell whether a documentary is truthful or not? Should all documentaries include information about whether scripts were used, or if scenes were shot in a studio?*

Grammar

Exercise 7

- Students discuss their answers in pairs before whole-class feedback.
- With a **weaker class**, write the sentences on the board and focus attention on the word order. Then elicit the non-emphatic versions of the sentences and write them on the board as well.

ANSWERS

- a sentences 1, 2, 3, 5 b sentences 4, 6
- 1 *what / all they did was + infinitive (with or without to) what happened was (+ that) + clause it was + cause (+ that) + clause (result)*
- 2 negative word/phrase + auxiliary verb + subject + rest of sentence (word order same as in question form)

Further reference and practice

Workbook page 119

- 1 1 No way am I going to watch this programme.
2 What happened was that no one came to the presentation.
3 Not only did he direct the film, but he funded it.
4 Seldom had I felt so embarrassed.
5 It was the reaction of the audience that surprised us.
6 What they did was to produce a film.
7 What happened was that the director's daughter got the main part.
- 2 1 had she seen such shocking footage
2 the excellent cinematography that made the documentary really moving
3 had we wasted our money, we had wasted our time
4 was that the story spread via the internet and was trending within hours

- 5 use crowdfunding to pay for his film
6 was change the music and rewrite some of the script
7 the prime minister who revealed that there had been some disagreements within the party
8 has there been such an extraordinary reaction
9 had we heard such an emotional speech

Exercise 8

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 What the director did was (to) use documentary techniques to make the film seem realistic.
2 It was a bit disappointing that *Billie Eilish: The World's a Little Blurry* didn't win an Emmy award.
3 All they did was (to) use a handheld camera when they made the documentary.
4 Not only did he have a soft drink, but he also ate a bag of popcorn during the film.
5 What happened was (that) the political documentary was banned from some countries.
6 Never have I seen a film as good as *Won't You Be My Neighbour*?

Exercise 9

Afl: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using emphasis or how well they manage a discussion.

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

- Students do the activity in small groups. Groups could be assigned different items.
- Circulate and monitor, helping where necessary. Encourage students to use examples to illustrate their opinions.
- Ask some students to share their ideas with the class.

Vocabulary extra: Film-making

SB page 85

Exercise 1

- 1 storyline 2 costume designer 3 screenplay
4 stunt double 5 soundtrack 6 boom 7 scriptwriter
8 lighting 9 director 10 location 11 audio engineer 12 prop

Exercise 2

- 1 scriptwriter 2 storyline 3 screenplays
4 film director 5 stunt doubles 6 costume designer 7 location(s) 8 props 9 audio engineer 10 boom 11 lighting 12 soundtrack

AfL: Assess your progress

Direct students to Workbook page 47 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6D. Encourage 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 find out information about how one of their favourite documentaries was made. Ask them to look online for information about the documentary and find out about the locations used, the people involved and why the film was made.

'How can I improve?' suggestion: Write a paragraph about how one of your favourite documentaries was made using some of the noun collocations from the lesson.

Further practice

Video worksheet 6: My experience in the news

Lesson 6E: Writing an article

SB pages 82–83

Learning objectives

Write an opinion article

Use emphasis to highlight important points in an article

Use discourse markers to make your writing more fluent

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

- Students discuss the question in pairs.

Exercise 2

- Students compare in their pairs before whole-class feedback.
- Elicit ideas about why bad news is reported more as news.

Exercise 3

- Focus students on the model article and remind them that the boxes on the left give them tips about how to organize an article while the box on the right gives them advice about language to use.
- Students do the first part of the task on their own.
- Students work in small groups to compare answers and discuss the questions.
- Check answers and ideas as a class.

ANSWERS

1 purpose 2 facts 3 second 4 restate

Exercise 4

- Before going through the strategy with students, refer them back to their work on emphasis and inversion on page 81. Remind them that we often change the structure of a sentence when we want to write emphatically.
- Go through the strategy with the class.
- Students work in pairs before checking answers as a class.

ANSWERS

a 1, 2 b 4 c 5 d 3

Exercise 5

- Check students understand all the sentences.
- Students do the activity on their own before checking in pairs, then as a class.

ANSWERS

- Hardly had he finished uploading a new post when his friends arrived.
- By far the best news stories (in my opinion) are (the ones) about influencers.
- Rarely are young people interested in international news stories.
- More people do read news stories when they are funny or entertaining.
- What the news agency didn't do was (to) check the facts before the article was published.
- It was a TV journalist who was first to break the story.

Language note: Discourse markers

We use discourse markers to connect one piece of discourse or writing to another. They can make our writing more fluent and give signals about the text or conversation, e.g. they can tell us if a speaker wants to add information, close the conversation or change the subject.

AfL: Diagnostics

While monitoring exercises 6–8, observe how successfully students recognize and use discourse markers, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 6

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

1 presumably, probably 2 admittedly, undeniably
3 obviously, undoubtedly 4 as a matter of fact, in reality

Exercise 7

- Students do the activity on their own before comparing in pairs.
- Check answers as a class.

ANSWERS

1 b, f 2 a, e 3 c, d

Exercise 8

- Students do the activity individually before checking as a class.
- Students work in pairs or small groups to discuss.

ANSWERS

- 1 Distressingly 2 Hypothetically 3 Probably
4 Presumably 5 Hypothetically 6 Theoretically

Writing your article

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. writing skills such as organizing the arguments in the article, using discourse markers or using emphasis.

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

- Give students ten minutes to make notes about their ideas and plan their article.
- Remind students to organize their points and to use discourse markers. Encourage them to activate other language they learned in the unit (e.g. emphasis).
- When students have finished, they can check their own work against the checklist.
- If time, students swap articles with a partner and comment on each other's work, especially on how clear their argument was. They should also comment on the way their partner has used discourse markers.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write an opinion article about this headline:
Social media – the new addiction

AfL: Assess your progress

Direct students to Workbook page 50 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 51 for Lesson 6E. Encourage them to 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 look at their classmates' articles to decide which articles are most persuasive in their opinion.

'How can I improve?' suggestion: Make a note of how the opinions are expressed in the best articles. Do they use emphasis expressions a lot? Do discourse markers make the argument easier to read? What do they have in common? Decide which article you think has the strongest or most convincing arguments and why.

Further practice

Writing bank

Review 6

SB page 84

Exercise 1

- 1 expose corruption 2 go viral 3 lack credibility
4 make headlines 5 set the agenda 6 spread rumours

Exercise 2

- 1 presence 2 witness 3 abuse 4 Armed
5 footage 6 trending

Exercise 3

- 1 on a limb 2 the limelight 3 of favour 4 step with
5 of their depth

Exercise 4

- 1 Staged 2 Handheld 3 Hard-hitting 4 voice-over
5 musical score 6 Award-winning 7 real-life

Exercise 5

- 1 must be 2 can't be dying 3 might have been
trying 4 might not have arrested 5 must have made
6 might rain 7 can't have started

Exercise 6

- 1 most probably 2 possible that 3 seems likely
4 looks as if 5 sure 6 is bound 7 safe to

Exercise 7

- 1 Hardly had the film begun when there was a newsflash.
2 What surprised me was the style of the report.
3 Never have I been so shocked by a news item.
4 Not only the driver but also the passengers got injured in the crash. / Not only did the driver get injured in the crash, but so did the passengers.
5 It was citizen journalists who helped the victims of the crash.
6 What they did was (to) take lots of photos and immediately upload them online.
7 Seldom have the fans witnessed such an exciting match.

Cumulative review

Units 1–6

SB pages 86–87

Exercise 1

6.7

Audio script 6.7

page 166

- 1 b 2 a 3 c 4 b 5 c

Exercise 2

Students' own answers

Exercise 3

- 1 E 2 – 3 B 4 C 5 A 6 D 7 F 8 –

Exercise 4

- | | |
|------------------------------|--------------------------------------|
| 1 must have broken the rules | 5 made up her mind |
| 2 have I seen | 6 carries on today |
| 3 ought not to have written | 7 didn't let us touch |
| 4 you succeed in getting | 8 has been painting landscapes since |

Exercise 5

Students' own answers

Additional materials

Exam Insight 3 WB pages 94–96 Answer key: page 149

7 Once in a lifetime

Unit map

Grammar

Conditionals page 90

Mixed conditionals page 91

Unreal situations page 95

Vocabulary

Phrasal verbs with *off* page 90

Phrases with *life* page 90

The old and the young page 92

Analysing meaning page 94

Skills

Reading: Who wants to live forever? page 88

Listening: The luckiest unlucky man on Earth? page 90

Listening: Changing demographics page 92

Speaking: Supporting and opposing statements, discussing hypothetical situations page 93

Speaking: Agreeing and disagreeing politely page 93

Reading: *The Road Not Taken* by Robert Frost page 94

Writing: An opinion essay page 96

Reading: Workbook pages 56–57

Strategies

Reading: Summarizing page 88

Writing: Persuasive writing page 96

Global skills

Living away from home page 100

Review

Review 7 page 98

Vocabulary extra 7 page 99

Video

Online video: Making decisions

Global Skills video: Preparing for a year abroad

Lesson 7A: Reading and vocabulary

SB pages 88–90

Learning objectives

Summarize a text

Identify the main idea in a paragraph

Use phrasal verbs with *off* and phrases with *life*

Materials

Workbook page 52

Communication worksheet 7A: Vocabulary

Vocabulary Strategies worksheet 7: Using a dictionary: *would* and *could*

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 89. See page 10 for more ideas.

Exercise 1

- In pairs, ask students to think about any challenges or difficulties people are faced with as they get older. Ask for ideas from volunteers.
- Check students understand *lifespan* (*n*) and *pros and cons* (phrase).
- Students discuss the questions in pairs or small groups.
- Ask some students to share their ideas with the class. If not mentioned, point out that some recent studies show lifespans are dropping in some regions. Ask students to suggest why.
- Remind students to skim the text when comparing ideas.
- If appropriate, ask students how long they would like to live and why.

Culture note: Declining lifespans

Recent studies show that in several high-income countries such as the USA, the UK and some northern European countries, lifespan is declining. There are multiple reasons for this, which vary from country to country.

Exercise 2

- Read through the strategy with the class.
- With a **weaker class**, do the first paragraph together.
- Students do the activity in pairs before whole-class feedback.

ANSWERS

Paragraph 1: Ageing and death are treated like an illness, but how close are we to developing a 'cure', and what might be the consequences if we find one?

Paragraph 2: One way of achieving a longer life might be through cryonics.

Paragraph 3: Maybe cryonics will work ...

Paragraph 4: Uploading your consciousness to a machine may be another way to live longer ...

Paragraph 5: ... to put off dying by stopping or reversing the ageing process.

Paragraph 6: Imagine being in the prime of life at 70 years of age and having the body of a 25-year-old!

Paragraph 7: Wouldn't we get bored once we had completed the milestones in life?

Paragraph 8: Living forever is a matter of life and death in more ways than one, and the problems it could create should be carefully considered.

Paragraph 9: So despite the innovations, do we really want to live forever?

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students summarize a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Essential vocabulary for the text: *quest* (n), *revive* (v), *incurable* (adj), *novelty* (n). Encourage students to guess any other unknown words from the immediate context.
- Remind students to read the text in more detail.
- Students do the activity on their own before comparing with a partner.
- Check the answers as a class. Make sure students give reasons for their answers.

ANSWERS

- 1 a (b is only one part of the introduction. The other part introduces the idea of how living longer will affect us.)
- 2 b (a is a supporting detail for the main argument.)
- 3 b (a is a supporting detail for an argument.)
- 4 a (b is word for word – not paraphrasing.)
- 5 a (b is word for word and focuses on one reason when the article gives several.)

Exercise 4

- Students do the exercise in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

SUGGESTED ANSWERS

- 1 Like Gilgamesh, we are looking for ways of extending our lives.
- 2 Her story shows that cryonics could work.
- 3 They are able to duplicate part of a rat's brain.
- 4 Because scientists made their telomeres longer.
- 5 They could help keep us healthy and fight disease.
- 6 We could get bored with life; the earth's resources are finite; criminals and other people who are not good for society will also live forever.
- 7 Because he realises that making the most of the time we have is important, rather than pursuing the dream of immortality.

Exercise 5

- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their ideas with the class.

Exercise 6

- Elicit from the class what phrasal verbs are.
- Check students understand the vocabulary in all the sentences.
- Students do the activity in pairs.
- Circulate and monitor.
- Check answers as a class.

ANSWERS

- 1 put off 2 fight off 3 wear off 4 set off
- 5 cross off 6 paid off

Exercise 7

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 the milestones in life 2 a matter of life and death
- 3 shelf life 4 the prime of life 5 breathe life into
- 6 every walk of life 7 lead a charmed life

Exercise 8

- Remind students to read the text for gist first.
- Students do the activity on their own before comparing answers with a partner.
- Check answers as a class.

ANSWERS

- 1 shelf life 2 milestones in life 3 every walk of life
- 4 led a charmed life 5 prime of life

EXTENSION

Ask **fast finishers** to write three sentences about themselves using the phrases with *life*.

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 phrasal verbs, or communication skills (turn taking, etc.). After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Check that students understand the task.
- Ask students to brainstorm ideas for the first question and write notes on the board, e.g. *learning to walk and talk, your first day at school, losing your first tooth, learning to ride a bike, falling in love*.
- For the second question, write different age ranges on the board: 11–17, 18–25, 26–35, 36–50, 51–65, 66–80. Elicit positive and negative aspects for each age range. Encourage students to think not just about the physical prime of life, but about other things as well and how they affect a person's well-being, e.g. wealth, confidence, friendship, family, work.
- Ask students to work in small groups. Circulate and monitor, helping with ideas and prompts.
- Ask each group to report back one example of a positive or negative aspect of each of the age ranges to the class.

Vocabulary extra: Phrases with time

SB page 99

Exercise 1

- 1 c 2 h 3 e 4 d 5 j 6 f 7 g 8 a 9 i
- 10 l 11 k 12 b

Exercise 2

1 all the time 2 in the nick of time (before something bad happened) / in next to no time (very quickly) 3 in next to no time 4 behind the times 5 At one time 6 ahead of time 7 in the course of time 8 for the time being 9 at the same time 10 before my time 11 at the best of times 12 from time to time (she occasionally works nights) / all the time (she only works nights) / for the time being (she works nights at the moment, but this will change)

Exercise 3

Students' own answers

AfL: Assess your progress

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

Direct students to Workbook page 52 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

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 one country, looking at the average lifespan, how this might have changed and reasons for the lifespan.

'How can I improve?' suggestion: Write a summary about the country you researched, using vocabulary from the lesson. Use a topic sentence and describe what the lifespan is and whether or not this is changing, giving reasons.

Further practice

Communication worksheet 7A: Vocabulary

Vocabulary Strategies worksheet 7: Using a dictionary: *would* and *could*

Lesson 7B: Grammar and listening

SB pages 90–91

Learning objectives

Identify specific information in a podcast about a lucky person's life

Use conditionals and mixed conditionals to describe unreal or unlikely situations

Materials

Workbook page 53

Communication worksheet 7B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 91. See page 10 for more ideas.

Grammar

Exercise 1

- Elicit or explain the meaning of *lucky break* (n).
- Students do the activity in pairs.

- Write two headings on the board: *Lucky escapes* and *Lucky breaks*. Ask different students to come up to the board and write each phrase under the correct heading.

ANSWERS

Lucky escapes: getting out of a burning car; recovering from a serious illness; surviving a plane crash; surviving a train accident

Lucky breaks: getting your dream job; meeting the love of your life; winning the lottery

Exercise 2

7.1

- Tell students they are going to listen to a podcast about Frano Selak and the events in his life.
- Play the recording for students to note the events he experienced before whole-class feedback.

Audio script 7.1

page 166

ANSWERS

getting out of a burning car; surviving a train accident; winning the lottery

Exercise 3

- Students do the activity in small groups.
- Circulate and monitor, helping where necessary before whole-class feedback.

AfL: Diagnostics

While monitoring exercises 4 and 5, observe how successfully students use conditionals, 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 before checking in pairs.
- Check answers as a class.

ANSWERS

a 3, 4 b 1, 2

Language note: Conditionals

There are four main types of conditional sentences.

Zero conditionals express something that always happens (the result) if another thing (the condition) happens or is true.
if + present simple, present simple

If you heat ice, it melts.

First conditionals express something that is likely to happen in the future (the result) if another thing (the condition) happens or is true.

if + present simple, future with will

If you are late, you will miss the bus.

Second conditionals express something that is unlikely to happen in the future or something hypothetical (the result) if another unlikely or hypothetical thing (the condition) happens.

if + past simple, would + verb

If I had a car, I would drive to London.

Third conditionals express something that didn't happen in the past (the result) because another thing (the condition) happened or didn't happen.

if + past perfect, would have + past participle

If I had passed my exams, I would have gone to university.

Exercise 5

- Read the Grammar box with the class. If necessary, remind students that there are four main types of conditional sentences and write these four types with example sentences on the board.
- Students do the exercise individually. They then check in pairs before whole-class feedback.
- Circulate and monitor, noting any issues for discussion with the whole class.

ANSWERS

- a second conditional: past simple, *would* + infinitive without *to*
 b third conditional: past perfect, *would* / *could* / *might* have + past participle
 c *could*, *might*
 d I wouldn't feel safe if I wasn't / weren't on a boat.

Further reference and practice Workbook page 120

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

Exercise 6

- Do the first item with the class. Ask: *Is the sentence about the past, the present or the future?* (the past) Elicit that because it is about the past, we need the third conditional. Ask students to identify the condition (*Frano didn't take an earlier train*) and the result (*he ended up in the crash*). Elicit that we use *if* + past perfect to express the condition.
- Students do the exercise on their own before checking in pairs.
- Circulate and monitor, helping where necessary.
- Check answers with the class, making sure students give reasons for their answers.

ANSWERS

- 1 taken an earlier train home, he wouldn't have ended up in the crash
 2 have survived if he hadn't managed to break the train window
 3 in good luck if I was/were in Frano's situation
 4 hadn't flown open, Frano wouldn't have fallen out
 5 hurt if they hadn't already got off the bus
 6 lived an eventful life like Frano, it'd be interesting

Exercise 7

- Focus attention on the heading *Mixed conditionals* and explain that some sentences are a combination of two different types of conditional.
- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

a T b F c T

Exercise 8

- Students do the activity on their own before checking in pairs.
- Check answers as a class.

ANSWER

- a sentences 1 and 2
 b sentence 3
 c sentence 1: third conditional, second conditional

sentence 2: third conditional, second conditional
 sentence 3: second conditional, third conditional

Further reference and practice Workbook pages 120–121

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

- 3 1 spent all my money yesterday, would have
 2 had a car, she would have driven
 3 love camping in Cornwall, we wouldn't have gone camping
 4 hadn't failed their exams last term, they wouldn't have to take
 5 had met my brother at the station, he wouldn't be
 6 understood Japanese, they wouldn't have bought

Exercise 9

- With a **weaker class**, do the first sentence as an example and elicit the answers to the questions.
- Students do the activity in pairs.
- Check answers as a class.

ANSWER

- 1 was/were – second conditional
 2 wouldn't be – second conditional
 3 wouldn't speak – mixed conditional: the first part refers to the past; the second part refers to the present
 4 hadn't met – third conditional
 5 hadn't helped – mixed conditional: the first part refers to the present; the second part refers to the past
 6 had studied – mixed conditional: the first part refers to the past; the second part refers to the present

Exercise 10

- Remind students to read the text quickly before attempting to fill the gaps.
- Students do the exercise on their own before comparing their answers in pairs.
- Check answers as a class.

ANSWER

- 1 had managed / managed 2 would you risk 3 hadn't made 4 would have avoided 5 would have thought 6 it would make

EXTENSION

With a **weaker class**, ask students to close their books and write three summary sentences of their own about the information in the text using conditionals. Students can compare sentences in pairs and share a few with the class.

Exercise 11

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using conditionals accurately, or communicative skills, e.g. giving reasons for an opinion.

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

- Students do the activity in pairs before whole-class feedback.

AfL: Assess your progress

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

Direct students to Workbook page 53 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7B. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. all types of conditionals.

Tell students to find out about a lucky escape or lucky break that happened to someone in their circle of family and friends.

'How can I improve?' suggestion: Interview the person about their lucky break or escape. Report back to a class group about the events, mentioning what would or could have happened as a result and/or what situation might be true for the person now.

Further practice

Communication worksheet 7B: Grammar

Lesson 7C: Listening, vocabulary and speaking

SB pages 92–93

Learning objectives

Identify specific information in a podcast

Use words and phrases to describe the old and the young

Support and oppose statements in a discussion

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

- Elicit ideas about population growth from students, e.g. whether they know about countries that have populations which are growing or shrinking, and why.
- Students discuss the questions in pairs before whole-class feedback.

Exercise 2 7.2

- Play the recording for students to listen and check their answers.
- Check answers as a class.

Audio script 7.2 page 167

ANSWERS

1 older 2 two 3 400

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students identify specific information in a podcast, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 7.3

- Essential vocabulary for the text: *demographics* (n), *kinship* (n), *care worker* (n), *bracket* (= category) (n).
- Tell students they are going to listen to a programme with an expert talking about changing demographics.
- Read through the questions with the class, checking understanding.
- Play the recording for students to answer. If necessary, play the recording again.
- Students compare answers with a partner before checking as a class.

Audio script 7.3 page 167

ANSWERS

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

Exercise 4

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

Exercise 5

- Read out the words and phrases to students. Point out the silent *c* in *adolescent* /ˌædəˈlesnt/ and the weak /ɪ/ sound in *supportive* /səˈpɔːtɪv/. Remind students that some of the words can be used for both old and young people.
- Students do the activity on their own and then compare their answers with a partner.
- Check answers as a class.

ANSWERS

The old: elderly, long in the tooth, over the hill, seniors

The young: adolescent, youth, youthful

Both: dynamic, (in)dependent, (in)experienced, mature, self-reliant, supportive, vulnerable, wise

Exercise 6

- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Vocabulary extra: Words with life

SB page 99

Exercise 1

1 lifelong 2 lifelike 3 lifesaver 4 lifeless 5 lifetime
6 lifeguard 7 lifespan 8 lifestyle 9 lifeboat

Exercise 2

1 lifestyle 2 lifeless 3 lifelike 4 lifeguard 5 lifelong
6 lifetime 7 lifesaver 8 lifeboat 9 lifespan

Exercise 3

1 lifestyles 2 lifespan 3 lifesavers 4 lifetime(s)
5 lifelong

Speaking

Exercise 7

- Read out the statement and explain, if necessary, that if you value youth over age and experience, you believe that youth is more important than age and experience.
- Ask students to put their hands up if they agree with the statement. Ask one or two students to justify their opinion. Then ask a few students who did not put their hands up and ask them to justify their opinion. Write students' ideas on the board and keep them there for the next activity.

Exercise 8 7.4

- Play the recording for students to check their ideas from exercise 7.
- Elicit from students how many ideas were similar to those on the board.
- Check answers as a class.

Audio script 7.4 page 168

ANSWERS

Geeta and Sami agree. Jamal and Layla disagree.

Exercise 9 7.4

- Give students time to familiarize themselves with the table and the task.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.
- Play the recording for students to complete the gaps.
- Students complete the exercise on their own before checking in pairs and whole-class feedback.

ANSWERS

1 main 2 totally 3 bothers 4 drawbacks
5 entirely 6 would 7 would 8 could

Exercise 10

- Students do the activity in pairs before whole-class feedback.
- Circulate and monitor, helping where necessary.
- Check students' stress and intonation when they are giving their answers.

ANSWERS

- A One positive aspect of ... is ... ; The best thing about it is ... ; The main benefit that ...
B ... can be a significant problem.
C Even if ... ; My main worry would be ... ; That might result in ... ; What if ... ?

Exercise 11

- Read through the Global skills box together.
- Discuss with the class how similar these strategies are to their first language.
- Students discuss ideas in small groups before whole-class feedback.

SUGGESTED ANSWERS

We express agreement quickly because we are sure of our own opinion and know what we think.

When we disagree, we often need more time to think about what the speaker has said, decide why we don't agree and then respond. It is more polite to start with a positive statement and it also buys the speaker time to think before explaining why they disagree.

Exercise 12 7.5

- Read through the dialogue with the class, checking understanding.
- Students do the activity in pairs.
- Circulate and monitor, helping with stress and intonation.
- Play the recording for students to check their answers.

Audio script 7.5 page 168

ANSWERS

1 benefit 2 point of view 3 bothers 4 positive aspect 5 What if 6 might result 7 totally support

EXTENSION

Ask students in groups of three to take turns to role-play the dialogue. Circulate, helping with stress and intonation.

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. using supporting or opposing statements, or agreeing or disagreeing politely.

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

- Students work in small groups. Ask each group to choose a statement to discuss, but try to ensure even distribution across the class.
- Circulate and monitor, ensuring that students are using the new language.
- Ask some groups to share ideas with the class.

AfL: Assess your progress

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

Direct students to Workbook page 54 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 59 for Lesson 7C. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. phrases for supporting or opposing a statement. 'How can I improve?' suggestion: Write a short outline of the discussion you had in exercise 13, mentioning the supporting and opposing statements made in your group and any conclusions reached.

Further practice

Communication worksheet 7C: Speaking
Functional language bank

Lesson 7D: CULTURE Reading, vocabulary and grammar

SB pages 94–95

Learning objectives

- Analyse and understand a poem
- Use a range of structures to talk about unreal situations

Materials

- Workbook page 55
- Video worksheet 7: Making decisions

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 95. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Check students understand the task.
- Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.
- Check ideas as a class.

Culture note: *The Road Not Taken*

There are two common interpretations of Frost's famous poem *The Road Not Taken*. Some people believe that it emphasizes the importance of choosing one's own path in life, even if this is less popular (*I took the one less traveled by, / And that has made all the difference.*). They see it as a poem about the importance of individualism. However, others believe that Frost wrote the poem as a parody of people who regret the choices they have made in their lives. In this interpretation, both roads are actually quite similar (*Though as for that the passing there / Had worn them really about the same*), and the poet is suggesting that people who look back and regret their choices are being overly dramatic.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students understand and analyse a poem, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Ask students to read through the poem once.
- If you wish students to listen to the poem, this can be accessed through the Classroom Presentation Tool. You can then play the recording while they read and listen.
- Students check their ideas with a partner.
- Ask students for suggestions about what the writer's decision was.

ANSWER

He had to decide which road to take when he had a choice of two possible paths.

Exercise 3

- Students complete the activity on their own. Encourage them to underline key information in the text which helps them decide their answers.
- Students check in pairs before whole-class feedback.

ANSWERS

1 b 2 a 3 d 4 c

EXTENSION: RHYME SCHEMES

Explain to students that Frost's poem follows a particular rhyme scheme. We can write the pattern of rhymes in a poem with the letters a, b, c, d, etc. The first set of lines that rhyme at the end are called *a*, the second set are called *b*, and so on. Give a simple example using a limerick by Edward Lear:

*There was an Old Man with a beard
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'*

Elicit that the rhyming scheme for this limerick is a, a, b, b, a.

Ask students to work out the rhyming scheme of Frost's poem (a, b, a, a, b).

Exercise 4

- Read through the Global skills box together.
- You could explain that poet laureates often try to extend the reach of poetry, such as by encouraging poetry in schools, and displaying poetry on public transport or in public spaces.
- Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.
- Ask a few groups to share their ideas with the class.

V Insight Analysing meaning

If your students seem to be daunted by poetry, point out that many people share their feelings. However, it can be helpful to read a poem (initially, at least) as if it is a piece of prose, with a good dictionary to hand. It is also useful to think about the associations that words, images and sounds have. For example, the colour green can be associated with spring, and therefore life or youth. On the other hand, the colour green (in English) is also associated with envy. Such associations can help to unlock a poem's meaning.

Exercise 5

- Ask students to read the poem again carefully. You could then ask four students to read out the poem, one verse each. Encourage students to feel the rhythm of the poem – get them to try 'conducting' the poem as they listen to it so that they think about the stressed words.
- Discuss the questions as a class, encouraging students to justify their answers by quoting relevant lines from the poem. You could point out that there is more than one interpretation of this poem (see Culture note).
- Check answers as a class.

ANSWERS

- No, he can't. (*And looked down one as far as I could / To where it bent in the undergrowth;*)
- It is autumn. This suggests that the author is in the 'autumn' of his life – late middle age. This might make his choice more difficult because he has less time to go back if he has chosen the wrong path.
- He is hesitant. (... *long I stood*)

4 Students' own answers

5 In the future, he will claim that his path was 'the one less traveled by', but actually he has already stated that they were both 'really about the same'.

A more independent, adventurous or stronger-minded person might take 'the road less traveled'.

6 The road could be a metaphor for an important life-changing decision such as starting a new career, getting married, starting a family or giving up a job.

Exercise 6

- Students complete the activity on their own before checking in pairs and whole-class feedback.

ANSWERS

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

Grammar

Language note: Unreal situations

We can use a number of different expressions to talk about unreal situations in the present and the past.

We use the present simple or the past simple to describe a possible situation, a preference or a supposition in the present. The past simple suggests a lower likelihood.

Imagine/Suppose we move/moved to France – do you think we'd be happier?

I know you like small cars, but I'd rather/sooner we buy/bought a bigger one.

It's as if/though he is/was a child.

We usually use the past perfect to describe a possible situation, a preference or a supposition in the past.

Imagine/Suppose I'd left school when I was sixteen, I wouldn't be a doctor now.

I'd rather/sooner we'd spoken to him yesterday.

It was as if/though she had forgotten everything she knew.

Exercise 7

- Read through the Grammar box with the class.
- Students discuss their answers in pairs before whole-class feedback.

ANSWERS

1 No.

2 past

3 1: past simple, past perfect; 2: *would rather* + perfect infinitive; 3: past perfect; 4: past perfect

Further reference and practice Workbook page 121

- 1 I studied geography at college, but I'd rather have studied economics.
- 2 It was as if Ted had decided to start a new life.
- 3 Suppose I had taken my dog to the vet yesterday, he wouldn't be so ill now.
- 4 Tom might go to college next year, but he'd sooner get a job.
- 5 You bought opera tickets, but I'd rather you had bought theatre tickets.
- 6 Imagine I read this magazine. I'd probably enjoy it.
- 7 We're going to Florida this year, but I'd rather have gone on safari in Tanzania.

Exercise 8

- With a **weaker class**, do the first sentence together.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

1 yes; present; past simple + present simple

2 yes; present; *would rather* + past simple

3 no; future; past simple

4 no; future; past simple + *would*

5 yes; present; past simple

6 no; future; past simple passive

Exercise 9

- Students do the activity in pairs.
- Check answers as a class
- For **fast finishers**, ask students to discuss sentences 1 and 2 in their pairs.

ANSWERS

1 lived 2 hadn't studied 3 had done 4 had told

5 didn't study 6 had been 7 had happened

EXTENSION

Students work in pairs. They each write four questions about imaginary situations (two past and two present) to ask their partner, using starter phrases such as *Imagine you ...* or *Suppose you ...*. Circulate and monitor, helping where necessary. When the activity is finished, you could ask some pairs to share the most surprising piece of information they found out from their partner.

Exercise 10

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. accuracy in talking about unreal situations or how fully they respond to the questions.

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

- Check students understand the questions.
- Students do the activity in pairs, or each pair could be assigned one question.
- Circulate and monitor, helping where necessary.
- Ask the class to share their ideas. You could discuss the last question as a class and see what most people agree on. Encourage students to give examples to illustrate their ideas.

AfL: Assess your progress

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

Direct students to Workbook page 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 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 an unreal situation in the past about themselves, their family or their region. They should think about events that could have been different or choices that were not made.

'How can I improve?' suggestion: Write a paragraph about your selected unreal situation using the grammar from the unit. Say who this might have happened to and why, and describe how events could have been different.

Further practice

Video worksheet 7: Making decisions

Lesson 7E: Writing an opinion essay

SB pages 96–97

Learning objectives

Write an opinion essay

Use different techniques to make your writing persuasive

Use a range of words and phrases to write about similarities and differences

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

- Students do the activity in pairs before whole-class feedback.
- With a **weaker class**, ask students to suggest some advantages of being old and being young to support their discussion.

ANSWER

Mia thinks older people have a better quality of life.

Exercise 2

- Focus students on the model essay. Explain or elicit that the boxes on the left give information about how to organize the essay.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

a 4 b 1 c 5 d 2 e 3

Exercise 3

- Read through the strategy with the class. Explain that in an opinion essay, the writer tries to persuade the reader of his/her point of view. The aim, therefore, is not to write a

balanced essay presenting opposing points of view, but to be persuasive. This is in contrast to a for and against essay, which students will study in Unit 8.

- Students do the activity in small groups.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

- Repetition: They know where they've come from, they know where they're going ... ; Older adults can learn new things just as easily as young people, and they can broaden their horizons just as much as the younger generation.; They are more satisfied, they are healthier than previous generations, and they have the time to follow their dreams.
- Word order: ... growing old is something we all have to face. ; ... you're unlikely to meet such an energetic pensioner.
- Sentence length: Older people can have a better quality of life than younger people.
- Examples from real life: Johanna Quass, who is in her 90s, is a good example ...

Exercise 4

- With a **stronger class**, ask students to work individually to rewrite the sentences and then compare their answers with a partner. With a **weaker class**, ask students to work in pairs or groups to rewrite the sentences. Then ask one student from each pair or group to write their answers on the board.
- Check answers as a class.

ANSWERS

- Older people were respected far more / were far more respected by society in the past than (they are) today.
- I've never met such an interesting person as my grandfather.
- Some young people aren't considerate. They lack compassion towards older people. They can (also) be quite rude.
- My grandparents have more friends, more money and more opportunities to travel than I'll ever have.
- Today, older people are more active than ever before and they're more dynamic, too.
- A lot of older people are good with modern technology. They can multitask. They can still concentrate for long periods of time.

EXTENSION

Ask **fast finishers** to identify which of the strategies is used for each sentence in exercise 4.

AfL: Diagnostics

While monitoring exercises 5 and 6, observe how successfully students write about similarities and differences, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Revise basic comparative forms by eliciting the comparative forms of the following adjectives: *big (bigger)*, *large (larger)*, *busy (busier)*, *beautiful (more beautiful)*.
- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 a better quality of life than; more ... than; not so ... as; far more ... than
- 2 as much as; such ... as
- 3 the older people become, the happier they get; more and more ...
- 4 less (active and) more (likely to fall ill)

Exercise 6

- Students rewrite the sentences individually before comparing in pairs and whole-class feedback.

ANSWERS

- 1 fitter and more energetic than some younger people
- 2 as high in Japan as they are in Sweden
- 3 a more interesting person than my Uncle Toni / such an interesting person as my Uncle Toni
- 4 is fitter than me
- 5 (often/regularly) you exercise, the longer you'll live
- 6 a good social life as my parents and my grandparents (do)

EXTENSION

Ask **fast finishers** to read sentences 1 and 5 again and discuss them in pairs or groups. Do they agree with the opinions in these sentences? Why / why not?

Writing your essay

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. how persuasive the essay is or how well they have used language to make comparisons.

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

- Read through the task together, checking that students understand they have to write an essay of a similar length to the model.
- Give students ten minutes to make notes about their ideas and plan their essay. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- With a **weaker class**, elicit some ideas on the board.
- Circulate and monitor while students write the draft of their essay. Remind them to organize their paragraphs and to make comparisons to persuade others of their opinion. Encourage students to activate other language they learned in the unit. You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work, especially on how persuasive the argument was. They should also comment on the way their partner has made comparisons.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write an opinion essay on the following topic:
'Old people and young people are too isolated from each other. They would be happier if they lived together in multi-generational communities.'

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 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 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 look at their classmates' essays.

'How can I improve?' suggestion: Decide which essays are the most persuasive and analyse why. Make a note of the different techniques used to persuade the reader, e.g. strategies from exercise 3, comparisons, etc. and consider if you could have used these more effectively in your own essay. If necessary, redraft your essay to make improvements.

Further practice

Writing bank

Review 7

SB page 98

Exercise 1

- 1 wear off
- 2 paid off
- 3 cross off
- 4 putting off
- 5 sets off
- 6 fight off

Exercise 2

- 1 a matter of life and death
- 2 in the prime of (his) life
- 3 milestone in life
- 4 lead charmed lives
- 5 every walk of life
- 6 breathe life
- 7 shelf life

Exercise 3

- 1 long in the tooth
- 2 elderly
- 3 over the hill
- 4 independent
- 5 supportive
- 6 adolescent
- 7 experienced
- 8 mature
- 9 dynamic

Exercise 4

- 1 wouldn't have drawn
- 2 hadn't had
- 3 happened
- 4 wouldn't have learned
- 5 hadn't helped
- 6 would never have found out
- 7 would have bought
- 8 had been able

Exercise 5

- 1 hadn't found a place in a retirement home, she would live with us
- 2 liked me, I would visit them
- 3 hadn't been born in Paris, I wouldn't speak French
- 4 had been angry, they would have shouted
- 5 hadn't had an operation, she wouldn't be alive
- 6 wasn't / weren't rich, he wouldn't have bought you a car
- 7 had had an easy life, she wouldn't look old

Exercise 6

- 1 won
- 2 had made
- 3 weren't / wasn't
- 4 hadn't written
- 5 were
- 6 had told
- 7 went
- 8 doesn't want

Global skills: Living away from home

SB pages 100–101

Learning objectives

Reflect on the opportunities and challenges involved in moving to a new place

Evaluate strategies for adapting to life in a new place

Understand how to prepare for moving to a new place

Materials

Workbook page 106

Global Skills video worksheet: Preparing for a year abroad

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 101. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen to the ideas students mention and note their understanding of the theme of opportunities. Also, observe the successful or unsuccessful use of relevant language.

Exercise 1

- Elicit some examples of why or how someone might have the opportunity to move to another area, e.g. work, study, family.
- As students discuss the questions in pairs or groups, circulate and monitor, helping with ideas and vocabulary.

Exercise 2

- Remind students to skim the text.
- Students do the activity on their own before checking answers as a class.
- Elicit how many of the topics were similar to points students discussed in exercise 1.

ANSWERS

4 (being aware of local laws) and 6 (finding work)

Exercise 3

- Elicit from the class what features they should focus on to decide which sentences complete which gaps, e.g. pronouns, linking words.
- Students do the activity in pairs before checking as a class.

ANSWERS

1 d 2 e 3 a 4 c 5 b

Exercise 4

- Students do the activity in pairs.
- Ask some pairs to share their ideas with the class. Make sure they give reasons for their opinions.

ANSWERS

Ana: Understand that it's normal to feel homesick; share your feelings with other people who understand.

Abdul: Focus on the positives; don't spend the whole time complaining.

Chani: Be proud of the progress you've made in learning a second language; don't be discouraged by negative experiences; don't worry if you make mistakes.

Kris: Try to make local friends by joining a club or sports team; stay in touch with people at home.

Zuberi: Treat it as a learning experience, even if you find aspects of the culture strange at first; don't worry if you still prefer some aspects of your own culture.

Exercise 5

- Students do the activity in pairs.
- Discuss ideas as a class.

Exercise 6

- Check students understand the task.
- Students do the exercise on their own before comparing answers with a partner, then as a class.

ANSWERS

1 get the chance 2 get across 3 get me down
4 get to know 5 get homesick 6 get to grips
with 7 get into the habit of 8 get more out of

EXTENSION

Ask students to suggest their own example sentences using the idioms and phrasal verbs with *get*.

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a successful vlog which gives tips and strategies for moving to a new place 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.

- Read through the project task with the class, checking students understand what to do.
- Students work in groups, planning and actioning the task.
- The class can give feedback to each group and decide on the most useful vlog.

AfL: Assess your progress

Direct students to Workbook page 106 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about and make brief notes on the following questions:

- What would you find the greatest challenge about moving to a new place? Why?
- Do you think everyone should try to live in another country at some point? Why / why not?
- What useful language have you learned in this lesson?

Further practice

Global Skills video worksheet: Preparing for a year abroad

8 Food for thought

Unit map

Grammar

The passive page 104

Passive structures page 105

The passive: verbs with two objects page 109

Vocabulary

Synonyms: intensity page 104

Prepositions page 104

Phrases with *face* page 106

Adjective + noun collocations: food page 108

Skills

Reading: Guardians of the seas page 102

Listening: Wet wealth page 104

Listening: The growing population and food page 106

Speaking: Speculating, reflecting, clarifying and conceding page 107

Speaking: Making yourself clear page 107

Reading: We are what we eat page 108

Writing: A for and against essay page 110

Reading: Workbook pages 64–65

Strategies

Listening: Taking notes page 106

Writing: Talking about cause and effect page 110

Review

Review 8 page 112

Vocabulary extra 8 page 113

Cumulative review Units 1–8 pages 114–115

Exam Insight 4 Workbook pages 97–99

Answer key Teacher's Guide page 150

Video

Online video: Farmer's market

Lesson 8A: Reading and vocabulary SB pages 102–104

Learning objectives

Find specific information in a text

Recognize and use synonyms relating to intensity

Recognize and use a range of prepositional phrases

Materials

Workbook page 60

Communication worksheet 8A: Vocabulary

Vocabulary Strategies worksheet 8: 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

- Ask students if they ever think about what the things they buy are made from. Follow on from that to ask if they care or not and, if so, why.
- Students discuss in pairs before whole-class feedback.

Exercise 2

- Elicit from students what they think the title of the article might mean.
- Students work in pairs. Remind them to skim-read the article when comparing.
- Ask some pairs to share their ideas with the class.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students find specific information in a text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 3

- Remind students to use the questions to identify which section of the text contains the information they need.
- Elicit the strategies for guessing unknown words.
- Students do the exercise on their own before comparing answers with a partner.
- Encourage them to underline the sentences in the text that provide evidence for their answers.
- Check answers as a class.

ANSWERS

1 c 2 b 3 a 4 d 5 b

Exercise 4

- Read through the ideas with the class.
- Students discuss their answers in small groups before whole-class feedback.

- Ask some groups to share their list, making sure they give reasons.
- Ask the class to vote for the most effective idea.

V Insight Synonyms: intensity

Many adjectives have synonyms that express greater intensity. Advise students to keep a record of such adjectives and encourage them to consider how much more intense a synonym is. It is also useful to consider if there are gradations of intensity or if there are other subtle differences in meaning. Students can refer to a good thesaurus and dictionary. Here are a few examples of synonyms:

- *unkind, heartless, callous, cruel, brutal*
- *surprising, amazing, astonishing*
- *interesting, intriguing, fascinating, gripping, compelling*

Exercise 5

- Students do the exercise in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

1 struggling (line 7) 2 massive (line 21)
3 awe-inspiring (line 30) 4 ban (line 51) 5 brutal (line 53)
6 distressing (line 55) 7 wiped out (line 66)
8 critical (line 74) 9 countless (line 89)

Exercise 6

- Students do the activity in pairs before whole-class feedback.

ANSWER

The words from the article are stronger than those in exercise 5. This type of article has been written specifically to provoke an emotional response. The writer uses a large number of intense adjectives to persuade the reader that we need to protect sharks.

Exercise 7

- Discuss the headline with the class. Elicit the meaning and predictions about what the text will be about.
- Remind students to read through the whole text first before going back and completing the gaps.
- Students do the exercise on their own. They then compare answers with a partner before whole-class feedback.

ANSWERS

1 for 2 about 3 on 4 on 5 of 6 to 7 in
8 without 9 on 10 in 11 in 12 with

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 synonyms, or communication skills, e.g. listening or turn taking.

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

- Check that students understand the task.
- Ask students to work in small groups. They can either discuss both questions, or you can assign one question to each group.
- Circulate and monitor, helping where necessary.
- Ask each group to share their point of view, making sure they give reasons.

Vocabulary extra: Environmental threats and protection

SB page 113

Exercise 1

ban harmful practices, cause an imbalance, conserve nature, maintain an ecosystem, have an impact, overexploit resources, prevent fires, reduce carbon emissions, threaten a species, destroy a habitat, produce toxic waste, protect animals

Exercise 2

Threats to the environment: cause an imbalance, have an impact, overexploit resources, threaten a species, destroy a habitat, produce toxic waste

Ways of protecting the environment: ban harmful practices, conserve nature, maintain an ecosystem, have an impact, prevent fires, reduce carbon emissions, protect animals

Exercise 3

1 conserve nature 2 threaten a species 3 overexploit resources 4 destroy a habitat 5 protect animals
6 prevent fires 7 ban harmful practices 8 have an impact 9 reduce carbon emissions 10 produce toxic waste 11 cause an imbalance 12 maintain ecosystems / the ecosystem

AfL: Assess your progress

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

Direct students to Workbook page 60 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

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 think about or do some research to find out about a food we eat that could have a negative environmental impact.

'How can I improve?' suggestion: Write a paragraph about a food which has a negative environmental impact, saying what the food is, why we eat this food and how we might address the problem or what the alternatives might be.

Further practice

Communication worksheet 8A: Vocabulary

Vocabulary Strategies worksheet 8: Dependent prepositions

Lesson 8B: Grammar and listening

SB pages 104–105

Learning objectives

Identify relevant information in a listening test
Use a range of passive structures

Materials

Workbook page 61
Communication worksheet 8B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 105. See page 10 for more ideas.

Grammar

Exercise 1

- Focus attention on the photo and elicit that the objects are all electronic gadgets. Ask students to brainstorm materials and write them on the board.
- Students discuss the questions in pairs.

Exercise 2 8.1

- Play the recording for students to compare their ideas.
- Check ideas as a class.

Audio script 8.1 page 168

Exercise 3 8.1

- Give students a few moments to read through the sentences.
- Play the recording for students to correct the false sentences. If necessary, play the recording again.
- Check answers as a class.

ANSWERS

- 1 F – More than 200 million smart TVs were sold. 2 T
3 F – The seabed has never been mined before.
4 F – The seabed was being explored by companies in the 1990s.
5 T 6 T
7 F – The consequences are not known.
8 F – Deep-sea ecosystems could easily be damaged.

Exercise 4

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

AfL: Diagnostics

While monitoring exercises 5–7, observe how successfully students use passive structures, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Students work individually.
- Check answers as a class.

ANSWERS 5 & 6

- 1 c; Last year, people sold more than 100 million smart TVs.
2 b; People are using up certain rare minerals very quickly.
3 f; People have mined the seabed for rare minerals before.

- 4 d; Organizations were exploring the seabed in the 1970s.
5 e; People had agreed some expensive mining projects, but they didn't happen.
6 g; In the future, people will use new machines to extract minerals from the seabed.
7 a; People know the consequences of mining in the sea.
8 h; This type of mining can't damage deep-sea ecosystems.

Exercise 6

- Students work in pairs.
- Check answers as a class.

ANSWERS

See exercise 5

Language note: The passive

A passive verb is formed with the appropriate tense of *be* + past participle of the main verb.

When we change an active sentence to a passive one, we change the word order: the object of the active sentence becomes the subject of the passive sentence. This means that the focus of the sentence also changes.

The passive is often used in scientific, factual or formal writing.

Exercise 7

- Read through the Grammar box with the class.
- Students do the activity on their own and then check in pairs.
- Check answers as a class, making sure students can explain their answers.

ANSWERS

- 1 the appropriate form of *be* + past participle
2 a 1, 6 b 4, 8 c 2, 3, 5, 7

Further reference and practice Workbook page 122

- 1 1 are eating too much meat
2 cultivate fruit and vegetables in gardens
3 had already made a change in the law
4 took a large cake from the kitchen
5 could have booked a table at this restaurant last night
6 have opened a new fish and chip shop
7 will update the regulations about food hygiene next month
8 weren't doing anything about the problem
2 1 The boxes of fruit had been moved to the back of the lorry.
2 New dishes were being invented.
3 The aisles in the supermarket have been reorganized.
4 This problem will be investigated in more detail.
5 This milk should have been put in the fridge.
6 Cocoa beans are grown in Ghana.
7 The government's policies are being questioned.
8 The animals were released from the laboratory.

Exercise 8

- Students do the activity on their own.
- Check answers as a class.

ANSWERS

1 care 2 need 3 expect 4 prevent

Language note: Passive structures

We use *being* + past participle after *like, dislike, hate, enjoy, prevent, avoid, stop, finish, imagine, remember, suggest, miss* and *practise*.

We use *being* + past participle after prepositions (e.g. *about, with, without, in, at, of, for*).

We use *to be* + past participle after *expect, want, prefer, persuade, order, deserve, begin* and *hope*.

Exercise 9

- Check students understand what to do.
- Ask students to underline the passive structures in each sentence in exercise 8.
- Students do the activity in pairs.

ANSWERS

a past participle b to be c being

Further reference and practice

Workbook page 122

- 1 1 being told 2 being shown 3 being criticized
4 being driven 5 to be reheated 6 to be moved
7 to be taken 8 being charged

EXTENSION

Ask **fast finishers** to work in pairs and try to add one more verb/preposition to each rule. They could refer to the verb patterns in Unit 3.

Exercise 10

- Remind students that they should look at the verbs preceding the passive forms and think about whether they usually take the infinitive form or a gerund.
- Students do the activity on their own before checking in pairs.
- Check answers as a class.

ANSWERS

1 to be 2 being 3 to be 4 being 5 being
6 to be

Exercise 11

- Remind students to skim the text quickly before attempting to complete any gaps.
- Students do the activity on their own before checking in pairs.
- Check answers as a class.
- Ask students if they were aware of this issue and whether or not they will change their purchasing habits.

ANSWERS

1 being invited 2 be traced back 3 are being cut down
4 has been caused 5 have been burnt/burned down
6 are killed 7 to be cleared 8 to be destroyed
9 is produced 10 are being trained 11 will be protected
12 will be harvested 13 to be manufactured

Exercise 12

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using the passive accurately, or communicative skills, e.g. suggesting ideas.

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

- Students do the activity in pairs.
- Ask each pair to compare ideas with another pair.
- Ask a few students to share their ideas with the class.

AfL: Assess your progress

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

Direct students to Workbook page 61 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8B. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. passive structures.

Tell students to research another natural product which is being over-used. They can brainstorm ideas as a class before researching the information.

'How can I improve?' suggestion: Report back to a partner or class group about the product you investigated. Say what it is used for and why it is being over-used, and suggest ideas for how to preserve the natural product you have chosen.

Further practice

Communication worksheet 8B: Grammar

Lesson 8C: Listening, vocabulary and speaking

SB pages 106–107

Learning objectives

Listen for key information while taking notes

Use phrases with *face*

Use phrases to speculate, reflect, clarify or concede

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

- As students discuss the questions, circulate and help with vocabulary.
- Ask a few pairs to report their ideas back to the class.

SUGGESTED ANSWERS

Always used to grow food: land, water, light

Limited resources: land, water, heat, fertilizer, animal feed

Exercise 2 8.2

- Read through the Strategy box with the class.
- Ask students to think about when they listen to something in their native language and take notes, e.g. attending a lecture at college or school, writing a report for a newspaper or magazine.
- Tell students they are going to listen to the opening part of a talk.
- Play the recording for students to answer the questions.
- Check answers as a class.

Audio script 8.2 page 168

ANSWERS

The talk is going to be about a global food shortage and possible solutions.

Phrases used: *The subject of today's talk is ... ; I'm going to examine ...*

Exercise 3

- Go through the words and phrases with students. Check that they understand all of them.
- Students discuss in pairs.
- Check answers as a class.

SUGGESTED ANSWERS

A affect natural ecosystem

B don't need land, taste good

C easy to farm, people squeamish

D bland taste, pink slime, high cost

AfL: Diagnostics

While monitoring exercise 4, observe how successfully students listen for key information while taking notes, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 4 8.3

- Give students time to read the notes before they listen. Ask them to think about what kind of information they will need to complete the gaps.
- Play the recording for students to complete the notes.
- Ask students to compare their answers with a partner.
- If necessary, play the recording again, pausing after each relevant piece of information.
- Check answers as a class.

Audio script 8.3 page 169

ANSWERS

1 making deserts into places where we can grow crops

2 high costs, negative effect on the desert's ecosystem

3 making seafood (bivalves) a larger part of our diet

4 farms are expensive to build; a lot of people don't want to eat bivalves

5 insect farms

6 some people are squeamish (the idea of eating insects makes them feel sick)

7 uses less energy, water and land than animal farming; could save forests

8 looks like pink slime, tasteless, expensive

Exercise 5

- Students discuss in pairs before whole-class feedback.

Exercise 6

- Remind students that they learned phrases with body parts in *Vocabulary extra* in Unit 4 and that these are common in English.
- Students work individually or in pairs to do the exercise.
- Check answers as a class.

ANSWERS

1 talk until we're blue in the face 2 In the face of

3 On the face of it 4 put on a brave face 5 face up to the fact 6 face the music 7 Let's face it

Exercise 7

- Students do the activity in small groups
- Circulate and monitor, helping where necessary.
- Check answers as a class.

EXTENSION

Ask students to work in groups and to choose one of the solutions. They should create a presentation for the solution, explaining how it will help to solve the problem of food shortages. Each group then delivers a presentation for the rest of the class. The class votes for the best solution.

Speaking

Exercise 8

- Focus attention on the photos and ask students to brainstorm words for the things they can see.
- Ask different students to give their opinions about where the people are from and what they do for a living.
- Tell students about the book (see the Culture note below) and ask them if they think this is an interesting, useful, educational or entertaining idea.

Culture note

Peter Menzel and Faith D'Aluisio visited eighty people around the world and photographed what they ate on a single day. Their journey took three years and cost 1 million dollars, and the resulting book, *What I Eat: Around the World in 80 Diets*, contains not only the photographs and a breakdown of the calorific content of the food, but also essays on food politics and cultural attitudes towards food.

Exercise 9 8.4

- Give students time to read the questions.
- Play the recording for students to answer.
- Check answers as a class.

Audio script 8.4 page 169

ANSWERS

- 1 B and C
2 a K b K c J d K e J

Exercise 10 8.5

- Give students a few moments to read through the table.
- Students complete the phrases on their own.
- Play the recording for students to check their answers.
- Then check answers as a class, paying attention to stress and intonation.

Audio script 8.5 page 170

ANSWERS

- 1 look like 2 Judging 3 point 4 spotted 5 mean
A Speculating and reflecting
B Conceding a point
C Clarifying an opinion

Exercise 11 8.6

- Check students understand the elements of the task.
- Play the recording for students to tick.
- Students complete the table in pairs.
- Check answers as a class.

Audio script 8.6 page 170

ANSWERS

In the dialogue:

- It's clear from the photo that ... (A)
I see what you mean. (B)
It can't be ... (A)
In other words ... (C)
That's a good point. (B)
It's safe to say that ... (A)

Not in the dialogue:

- Let me put that another way. (C)

Exercise 12

- Read through the Global skills box together.
- Students discuss the questions in small groups.
- Ask some groups to share their ideas.

Exercise 13

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. how well they use phrases to make themselves clear.

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

- Check students understand the task.
- Students work in groups.
- Encourage students to use the phrases in exercises 10 and 11 to help them.
- Ask some groups to share their decisions with the class.

AfL: Assess your progress

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

Direct students to Workbook page 62 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8C. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and the phrases for making yourself clear.

'How can I improve?' suggestion: Prepare a role play for one of the people you discussed in exercise 13. Imagine you are that person and talk about your life and the food you eat and why. Remember to use some of the language 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

- Identify the main ideas in a paragraph
- Recognize and use collocations to describe food
- Use passive verbs with two objects

Materials

- Workbook page 63
- Video worksheet 8: Farmer's market

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 109. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Students work in small groups.
- Ask each group to share their ideas with the class.

Exercise 2

- Check students understand the title of the article.
- To encourage skim-reading, ask students to raise their hands when they have found the three reasons. Check the answer when half of the students have their hands raised.

SUGGESTED ANSWERS

Food is an important part of our lives because we need it to survive, it reminds us of our past or where we have come from, and it defines who we are or what group we belong to.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students identify the main ideas in a paragraph, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

- Students work individually and then compare answers in pairs.
- With a **weaker class**, ask students to underline key words in headings 1–6.
- Check answers as a class.

ANSWERS

1 D 2 C 3 E 4 A 5 F 6 B

Exercise 4

- Students do the exercise in pairs.
- Check answers as a class.
- Ask students which information they found interesting or surprising and why.

ANSWERS

- 1 It rewards us by releasing a hormone that makes us feel good.
- 2 Because it was important to remember which foods were good. They were important for survival.
- 3 It describes a memory of the past that is unexpected.
- 4 The social act of eating, or community, and the order of courses.
- 5 The size of the meal indicates your status within a family.
- 6 Polish bread because it represents life and good luck.
- 7 Chinese cooks needed to earn a living so they invented dishes that would appeal to Americans. They also added extra ingredients to traditional dishes to make them easier to sell.

Exercise 5

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

EXTENSION: INTERNET RESEARCH

Ask students to work in groups and to research and prepare a food poster for a country of their choice. The poster should include a labelled map showing where different dishes are popular, explanations of the origins of these dishes, simple recipes, pictures and photos.

Exercise 6

- Remind students to find the words in the text and read them carefully in context before they complete the table.
- Students then compare their answers with a partner.
- Check answers as a class.

ANSWERS

Types of meal: banquet, snack, takeaway

Food in general: dish, fare

Requests for food: order

Quantities of food: portion, ration

Exercise 7

- Write the nouns from exercise 6 in a column on the right-hand side of the board. Ask a volunteer to write the adjectives from the article next to the relevant noun.
- Give students two minutes to match the adjectives with the nouns on the board. Ask different students to add the new adjectives to the lists on the board.

ANSWERS

Chinese dish / takeaway / banquet / fare / snack; classic dish / fare; emergency ration; extra snack / ration / portion / dish; individual portion / dish / order / snack / takeaway; light snack / dish; wedding banquet

Culture note: Fish and chips

Fish and chips is now the fifth most popular takeaway food in Britain – burgers, Chinese or Indian food, chicken and pizza are all more popular. This is thought to be partly due to the cost as the price of fish has risen significantly in the last decade due to fishing regulations.

The fish used in fish and chips is usually cod or haddock. Hake, halibut, plaice, pollock and sole are less commonly used. In the south, fish and chips is commonly served with salt and vinegar; in the north, curry sauce and mushy peas are popular (mushy peas are marrowfat peas cooked in a thick, lumpy soup).

Until the late 1980s, takeaway portions of fish and chips were often wrapped in old newspaper. However, regulations were introduced to prevent the food being contaminated with newspaper ink. Today, fish and chips is usually wrapped in greaseproof paper.

Exercise 8

- Remind students to look at the adjective preceding each gap as this will help them to choose the correct noun.
- Check answers as a class.

ANSWERS

1 ration 2 portions 3 fare 4 snacks 5 order/dish
6 banquet 7 takeaway 8 dish

Grammar

Language note: The passive: verbs with two objects

Some verbs (e.g. *give*, *show*, *send*, *lend*) have two objects: a direct object and an indirect object. We can write passive sentences with such verbs in two ways.

Active: *She offered me a portion.*

Passive: *I was offered a portion. / A portion was offered to me.*

When the indirect object comes after the passive verb, we use *to* or *for*.

Exercise 9

- Write the first pair of sentences on the board. Elicit that the indirect object of both sentences is *goldminers* and the direct object of both sentences is *chop suey*.
- Explain that the words at the beginning of a sentence are what we want to emphasize or focus on. Then ask students to identify the focus of sentence a and sentence b. Although the meaning is the same, the emphasis is different.
- Students work individually to identify the direct and indirect objects and write the active sentence for each pair.
- Check answers as a class.

ANSWERS

There are two passive forms because the focus is different. The meaning does not change – the focus does.

- 1 An enterprising restaurant owner introduced chop suey to goldminers in San Francisco.
- 2 The host will offer you rice.

Further reference and practice Workbook page 123

- 1 She was given a diary.
- 2 Some flowers were sent to my sister.
- 3 Some new computers have been bought for the school.
- 4 Equipment will be lent to the students.
- 5 I was cooked a delicious meal.
- 6 They were built a new office.
- 2 1 A diary was given to her.
- 2 My sister was sent some flowers.
- 3 The school has been bought some new computers.
- 4 The students will be lent equipment.
- 5 A delicious meal was cooked for me.
- 6 A new office was built for them.
- 3 1 Ingrid was bought a book on Italian cooking. A book on Italian cooking was bought for Ingrid.
- 2 The audience was shown our new invention. Our new invention was shown to the audience.
- 3 I was lent a dictionary. A dictionary was lent to me.
- 4 She was cooked an amazing meal. An amazing meal was cooked for her.
- 5 You were saved a piece of cake. A piece of cake was saved for you.
- 6 Rachel has been offered a new job. A new job has been offered to Rachel.
- 7 He is being brought a replacement oven. A replacement oven is being brought to him.
- 8 We've been sold a broken phone. A broken phone has been sold to us.

Exercise 10

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 Which foreign foods has your country been introduced to?
- 2 Has food from other cultures ever been cooked for you?
- 3 When was the last time a new recipe was taught to you?
- 4 Are customers sold food from different countries in your supermarket?

Exercise 11

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using the passive or how extended their answers are.

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

- Students do the activity in small groups. Groups could be assigned different questions.
- Encourage students to use examples to illustrate their opinions.
- Ask some students to share their ideas with the class.

Vocabulary extra: Ways of cooking SB page 113

Exercise 1

- 1 fry 2 roast 3 boil 4 scramble 5 bake
- 6 stew 7 barbecue 8 poach 9 toast 10 grill
- 11 stir-fry 12 steam

Exercise 2

- 1 scrambled 2 stir-fried / fried 3 roast
- 4 steamed 5 boiled 6 baked 7 poached
- 8 grilled 9 stir-fried / fried 10 toasted
- 11 barbecued 12 stewed

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 63 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 67 for Lesson 8D. Encourage 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 find out information about the history and culture of one of their favourite foods, including where and how it originated, when people eat it and so on.

'How can I improve?' suggestion: Write a paragraph about the food you researched, explaining its history and using phrases from the lesson.

Further practice

Video worksheet 8: Farmer's market

Lesson 8E: Writing a for and against essay SB pages 110–111

Learning objectives

Write a for and against essay

Use words and phrases to express cause and effect

Use reporting verbs to make your writing impersonal

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

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

Exercise 2

- Elicit the meaning of *globalization* in relation to food.
- Students discuss in groups.

Exercise 3

- Students check and discuss.
- Ask some groups to share their ideas.
- Check Nasser's opinion.

ANSWER

Nasser thinks globalization has had an overall negative impact on our diet.

Exercise 4

- Focus students on the model essay and remind them that the boxes on the left give them tips about how to organize a for and against essay while the boxes on the right give advice about language use.
- Students do the exercise on their own.
- Check answers as a class.

ANSWERS

1 Introduction 2 topic 3 purpose 4 first 5 second
6 Conclusion 7 opinion

AfL: Diagnostics

While monitoring exercises 5–7, observe how successfully students use words and phrases to express cause and effect, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Read through the strategy with the class.
- Students work in pairs to complete the language boxes with the phrases highlighted in yellow in the model essay.
- Check answers as a class.

ANSWERS

Cause: on account of, since, because of
Effect: which means, consequently, led to

Exercise 6

- Students do the exercise on their own before checking in pairs.
- Remind them to think about the words that come after these phrases. Give an example with *the effect of*: *The effect of the drought was widespread famine*. The words *the drought* come after *the effect of*, and this is the cause. The phrase *the effect of* therefore introduces a cause, not an effect.
- Check answers as a class.

ANSWERS

Cause: as, owing to, the effect of
Effect: for this reason, hence, therefore

Exercise 7

- You could do this activity as a race. Put students into teams and set a time limit for them to write as many meaningful sentences as possible. Remind them to think about whether the phrases in the middle introduce cause or effect.
- Ask the team with the most sentences to read them out and get the rest of the class to listen for any mistakes.

SUGGESTED ANSWERS

They couldn't make their own pizzas since / as they'd run out of flour.
We grabbed some takeaway food on our way home since / as we didn't have much time.

The food was grown locally; hence / consequently, it had a smaller carbon footprint.

Eating too much of one food type can sometimes result in health problems in later life.

It's difficult to decide where to eat due to / owing to too much choice!

She had a balanced diet; hence / consequently, she lived to a ripe old age.

He learned to cook new dishes due to / owing to his vegetarian diet.

Further reference and practice Workbook page 123

- 1 are said to be working on
- 2 is thought to have started
- 3 is claimed
- 4 is known to be
- 5 is considered to be
- 6 is known to have committed

Exercise 8

- Remind students that we often use the passive when we write reports or neutral texts like a for and against essay.
- Students work individually to read the sentences in the essay and match them to the rules.
- Check answers as a class.

ANSWERS

a 1, 5 b 4 c 2 d 3

Exercise 9

- Do the first item with students.
- Students do the exercise on their own before comparing answers with a partner.
- Check answers as a class.

ANSWERS

- 1 It is believed that the first cookbooks, written in the late 19th century, ignored pizza.
- 2 At the time, pizza was considered to be associated with poverty.
- 3 It is thought that a pizza chef in Naples, Raffaele Esposito, made three types of pizza for Queen Margherita when she visited in 1889.
- 4 Margherita pizza is not believed to have changed much since the original recipe in 1889.
- 5 It has been reported that the most popular pizza topping in the USA last year was pepperoni.
- 6 Supermarkets and restaurants are said to be selling more than five billion pizzas worldwide each year.

Writing your essay

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. writing skills such as organizing their paragraphs or using words and phrases to express cause and effect.

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

- Give students ten minutes to make notes about their ideas and plan their essay.
- Remind students to organize their arguments and to use words and phrases to express cause and effect. Encourage them to activate other language they learned in the unit.
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work, especially on how balanced their arguments were. They should also comment on the way their partner has used cause and effect words and phrases.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write a for and against essay about the following topic:
'Governments should ban foods with a lot of sugar, salt or fat.'
Discuss.

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 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 look at their classmates' essays to see how they have used phrases of cause and effect to make the arguments in their essay more effective.

'How can I improve?' suggestion: Decide which essay you think presents the most balanced argument by presenting effective arguments for and against and why. Check your own essay again to see if there are points you could improve to make your arguments stronger or more balanced.

Further practice

Writing bank

Review 8 SB page 112

Exercise 1

- 1 awe-inspiring 2 banned 3 countless
4 struggling 5 wiped out 6 distressing

Exercise 2

- 1 on 2 in 3 on 4 for / towards 5 about 6 off

Exercise 3

- 1 In the face of 2 put on a brave face 3 talk until we're
blue in the face 4 face the music 5 Let's face it
6 face up to the fact

Exercise 4

- 1 classic dish 2 emergency ration 3 individual
portion 4 light snack 5 side order / dish 6 wedding
banquet

Exercise 5

- 1 was being destroyed 2 had been used 3 were
banned 4 have been developed 5 are being
implemented 6 will be / will have been phased out
7 won't be / aren't followed

Exercise 6

- 1 to be offered a place on the course
2 being taken for a walk
3 hunting to be banned by the government
4 their animals being stolen
5 to be beaten at the election
6 the money being made by his company

Exercise 7

- 1 I was introduced to them at a party.
They were introduced to me at a party.
2 A bag is given to all visitors for their rubbish.
All visitors are given a bag for their rubbish.
3 The tickets might be sent to you by courier.
You might be sent the tickets by courier.
4 A new documentary is being shown to us by the teacher.
We are being shown a new documentary by the teacher.

Cumulative review

Units 1–8 SB pages 114–115

Exercise 1 8.7

Audio script 8.7 page 170

- 1 university physiologist 2 paler than 3 ten 4 meat
5 fat 6 seasoning

Exercise 2 8.7

- 1 T 2 F – It was carried out in the Netherlands.
3 F – It looked very much like a real burger (same shape,
nearly the same colour – a bit paler)
4 T 5 F – They are harvested from muscle tissue. 6 T

Exercises 3 & 4

Students' own answers

Exercise 5

SUGGESTED ANSWERS:

Pros: more flavour, better for the planet and environment,
more interesting, good to try new things

Cons: expensive, requires more planning and
organization, a wider variety of foods not always available,
not accessible for everyone; people with more money can
afford them more easily; disadvantages people with less
money

Exercise 6

- 1 c 2 b 3 c 4 a

Exercise 7

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

Exercise 8

Students' own answers

Additional materials

Exam Insight 4 WB pages 97–99 Answer key: page 150

9 High tech

Unit map

Grammar

Reported speech page 118

Verb patterns in reported speech page 123

Vocabulary

Phrases with *make* page 118

Compound nouns: technology page 118

Phrases with *under* page 120

Adverbs with two forms page 122

Skills

Reading: Algorithms: they're only human! page 116

Listening: Teen inventors page 118

Listening: Our digital footprint page 120

Speaking: Giving a presentation page 121

Speaking: Giving examples to support a point of view page 121

Reading: The power of social media page 122

Writing: A report page 124

Reading: Workbook pages 72–73

Strategies

Reading: Identifying supporting details page 116

Writing: Ways of conducting research page 124

Global skills

Learning from mistakes page 128

Review

Review 9 page 126

Vocabulary extra 9 page 127

Video

Online video: Bionic hand

Global Skills video: Learning from mistakes

Lesson 9A: Reading and vocabulary

SB pages 116–118

Learning objectives

Identify supporting details in a text

Recognize and use phrases with *make*

Recognize and use compound nouns relating to technology

Materials

Workbook page 68

Communication worksheet 9A: Vocabulary

Vocabulary Strategies worksheet 9: Using a dictionary: adjectives and adverbs

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 117. See page 10 for more ideas.

Exercise 1

- Elicit ideas from the class for the various online services they use.
- Students discuss their ideas in pairs or small groups.
- Ask some students to share their ideas with the class, giving examples.

Exercise 2

- Point out the Fast facts box.
- Ask students to skim-read the article and the Fast facts box to check their answers to question 2 in exercise 1.
- Students compare answers with a partner before checking as a class.

ANSWERS

These recommendations are based on data about our past habits and activities (from phones, virtual assistants, TVs, computers). Algorithms use this data to make predictions about our behaviour.

Exercise 3

- Read through the strategy with the class.
- Go through sentences 1–6 to check understanding.
- With a **weaker class**, do the first item with them.
- Students do the activity in pairs before checking answers as a class.

ANSWERS

1 F 2 C 3 A 4 E 5 B 6 D

AfL: Diagnostics

While monitoring exercise 4, observe how successfully students identify supporting details, which is the learning objective for this page. See page 10 for more ideas.

Exercise 4

- Encourage students to guess any unknown words from the immediate context.
- Check students understand they need to refer back to the main ideas in exercise 3.
- Students do the activity on their own before comparing with a partner.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

The writer supports the points they make well, using evidence and examples from studies and from their own personal experience.

A How we get answers to questions – in the past and present:

Examples: Delphic Oracle, computer algorithms

B The information computer algorithms collect and why:
Evidence / Example: recommendations for TV shows, suggest new friends, rank information

C How algorithms can help us in different areas of our lives:

Examples / Evidence: mapping journeys, facial and voice recognition, medical diagnosis

D How bias in algorithms affected students:

Examples / Evidence: education results, threat score for criminals, selecting candidates for jobs

E The impact of algorithms on jail sentences and job selection:

Examples / Evidence: the threat score used in prison sentencing, past data used in job selection

F Summing up the pros and cons of using algorithms:
Examples: make our day-to-day life easier, but can be unfair / biased when basing calculations on past data

Exercise 5

- Students discuss in small groups.
- Circulate and monitor, helping where necessary.
- Ask some groups to share their ideas, making sure they give examples to support their point of view.

SUGGESTED ANSWER

- 2** Pros: algorithms can do tasks faster than people; prevention of human error (although bias is a problem)
Cons: the idea of putting so much control in the hands of companies, and that they know so much about us; cuts choices, creativity and serendipity

Exercise 6

- Remind students to read the text for gist first.
- Students do the activity on their own before comparing answers with a partner.
- Check answers as a class.

ANSWERS

- 1** predictions **2** their lives / life easier
3 generalizations **4** sense **5** observation
6 decision **7** mistake **8** connection

EXTENSION

For **fast finishers**, ask students to make sentences using three of the highlighted phrases from the article.

Exercise 7

- Check students understand the individual words in A and B.
- Students do the activity in pairs before comparing with another pair.
- Check answers as a class.

ANSWERS

artificial intelligence, big data, computer algorithm, facial / voice recognition, machine learning, search engine, social media feed, streaming service, video platform, virtual assistant, web browser

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 compound nouns, or communication skills, e.g. giving examples to support a point of view.

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

- Students complete the sentences on their own before checking answers as a class.
- Ask students to work in pairs. Circulate and monitor, helping where necessary.
- Ask each group to report back on their responses to one of the questions.

ANSWERS

- 1** streaming **2** platforms **3** data, algorithms

Vocabulary extra: Using technology

SB page 127

Exercise 1

analyse data, attend a webinar, browse the internet, enable voice recognition, resolve an issue, run an application, save a document, search for information, stream a video

Exercise 2

- 1** browse **2** save **3** analysing **4** search **5** stream
6 resolve **7** enable **8** attend **9** run

Exercise 3

- 1** applications **2** stream **3** internet **4** documents
5 attend **6** enable **7** searching **8** data **9** resolve

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 68 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9A. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

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 choose one of the questions in exercise 8 and make notes about their point of view, including examples to illustrate their point.

'How can I improve?' suggestion: Write a paragraph about the question you chose using vocabulary from the lesson. Use a main idea and give examples to support your point of view and persuade the reader.

Further practice

Communication worksheet 9A: Vocabulary

Vocabulary Strategies worksheet 9: Using a dictionary: adjectives and adverbs

Lesson 9B: Grammar and listening

SB pages 118–119

Learning objectives

Understand specific information in a radio interview

Use reported speech to report what people have said

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

- Go through the list of things with students. Check that they understand the meaning of *original* in this context (new and interesting), and the use of *encouraging* as an adjective to describe a person who encourages others.
- Students discuss in pairs. Encourage them to think of their own ideas as well.
- Have a whole-class feedback and see if the class can agree on the most important quality. Write any new ideas on the board.

Exercise 2

- Tell students they are going to listen to a radio interview about a documentary about young inventors.
- Play the recording for students to check before whole-class feedback.

Audio script 9.1

page 171

ANSWERS

encouraging parents / teachers, enthusiasm, hard work, original ideas

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students use reported speech, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3

9.1

- Remind students that the general rule for reported speech is that the tense goes back in time, e.g. from present simple to past simple. However, do not go into detail as students will be focusing on this later in this lesson.
- Students do the exercise on their own.
- Ask them to raise their hands when they have finished. When most of the class has finished, play the recording again for them to check.
- Check answers as a class.

ANSWERS

- He asked me whether / if we had decided on a focus for our project.
- I said (that) we were still looking for a good person to write about.
- He told me (that) Kelvin's interest had started when he was ten years old.
- Greg said (that) by the age of 13, Kelvin had invented a new type of battery.
- I asked (Greg / him) why Kelvin had wanted to make a battery.
- Greg said (that) we should definitely mention the radio station.
- I told Greg (that) I'd like to find out more about Kelvin.
- He said (that) he'd try to contact Kelvin for us.

Exercise 4

- The first quote is a well-known proverb. The second is from Thomas Edison, an American inventor born in 1847.
- Students discuss in small groups before whole-class feedback.
- Students could also discuss how inventive they think they are or whether they think they could invent something new.

Language note: Reported speech

We usually change verb tenses when we report speech.

We also change pronouns, time and place words.

The following do not change: the past perfect, *could*, *would*, *should*.

Exercise 5

- Read the Grammar box with the class. Ask students to underline the verb forms in their answers to exercise 3. Students can then use this information to help them answer the questions.
- Students do the exercise individually. They then check in pairs.

- Circulate and monitor, noting any issues for discussion with the whole class.
- Check answers as a class.

ANSWERS

- 1 Most tenses and some modal verbs change: past simple to past perfect; present simple to past simple; present continuous to past continuous; present perfect to past perfect; *will* to *would*; *must* to *had to*.
The following do not change: past perfect, *could*, *would*, *should*.
- 2 pronouns, time expressions and place words
- 3 Direct questions: (question word) + auxiliary + subject + main verb
Reported questions: question word / if / whether + subject + main verb
- 4 *whether*

Further reference and practice Workbook page 124

- 1 I've bought an amazing new MP3 player.
- 2 I'm testing a new computer game.
- 3 We didn't use a calculator to solve these maths problems.
- 4 I'll reply to your email tomorrow.
- 5 I didn't leave the house yesterday.
- 6 You have to finish the work soon.

Exercise 6

- Students do the exercise on their own before checking in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class.

ANSWERS

- 1 Noah asked if / whether Kelvin had made much money from his inventions.
- 2 Leena said (that) she would never forget learning about that amazing young man.
- 3 Jake admitted (that) he had never really thought about those problems before hearing Kelvin's story.
- 4 Lauren mentioned (that) she had recently read a very inspiring article about Kelvin's work.
- 5 Matt said (that) he would like to learn more about people's lives in Sierra Leone.
- 6 Ruby remarked (that) she couldn't wait to tell other people about Kelvin Doe.
- 7 Rory wondered when Kelvin was going to release any new products.
- 8 Olivia remarked (that) everyone should try to be as dedicated as Kelvin Doe.

EXTENSION: MEMORY GAME

Ask students to write a sentence about their weekend. Give an example: *I took my dog for a walk on Saturday.* Go round the class, asking each student to read out their sentence. Tell the class to listen carefully to each sentence and to try to remember who said what. Then tell two students to stand up. Ask them to try to remember the other person's sentence and say it again using reported speech, e.g. *You said that you had taken your dog for a walk on Saturday.* The students then choose another two students to stand up and report each other's sentences.

Exercise 7

- Students do the activity on their own before checking in pairs.
- Check answers as a class.

ANSWER

- a 'My aim is to promote innovation in Sierra Leone.'
- b 'His talks are really interesting and inspirational.'

Exercise 8

- Students do the activity in pairs.
- Check answers as a class.

ANSWER

- 1 No
- 2 Present perfect, present simple
- 3 Yes
- 4 Sometimes the pronouns change (e.g. 'my aim' to 'his aim').

Further reference and practice Workbook page 125

- 1 He asked her when she had bought the headphones.
- 2 She asked Tom if he would meet her after work.
- 3 Rick asked me whether I was angry with him.
- 4 He asked them why they hadn't switched off the computer.
- 5 She asked us what we were doing there.
- 6 They asked him if he could repair their plane.
- 3 1 if / whether I'd watched the TV programme about inventors the previous night / the night before
2 why he wasn't answering her calls
3 if / whether she was happy with her new tablet
4 if / whether I could help him with his homework
5 where he had decided to go on holiday
6 what she would do after that project

Exercise 9

- Remind students to read the text quickly before attempting to fill the gaps.
- Students do the exercise on their own before comparing their answers in pairs.
- Check answers as a class.
- Ask students to discuss in groups or discuss as a class whether they would like to study on a similar programme and why / why not.

ANSWER

- 1 have had 2 what RSI was 3 there were 4 had come / came 5 should apply 6 would / will give 7 had been selected / will be selected 8 could attend / can attend 9 includes 10 must 11 was doing / had done / did 12 could ask 13 would never have got / would never get 14 is

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 reported speech accurately, or communicative skill, e.g. giving reasons for an opinion.

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

- Read through the task with students, checking they understand what to do.
- Ask students to work in pairs, taking turns to be either Elena or Greg.
- Give students time to think about and make some notes for their answers.
- Students take turns to interview each other. Circulate and monitor, helping where necessary.
- Students swap with another pair and report their interviews.
- Ask some pairs to share the research ideas they proposed. The class could vote for the best idea.

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 69 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9B. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. reported speech.

Tell students to find out about a young inventor by researching online.

'How can I improve?' suggestion: Imagine you interviewed the inventor you chose. Report back to a class group about what this inventor said, his or her invention and what they hope to do in the future.

Further practice

Communication worksheet 9B: Grammar

Lesson 9C: Listening, vocabulary and speaking

SB pages 120–121

Learning objectives

Identify different opinions in a radio programme

Use phrases with *under*

Structure and give a presentation

Materials

Workbook page 70

Communication worksheet 9C: Speaking

Functional language bank

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

- Ask students to speculate on how long they think information stays online and/or how easy it is to delete posts.
- Read the definition with the class. Elicit examples from the class to check understanding, e.g. social media posts, responses to blogs or forums.
- Students discuss the question in pairs before whole-class feedback.

Exercise 2 9.2

- Tell students they are going to listen to a programme where a group is discussing the issue in exercise 1.
- Play the recording for students to check their ideas.
- Check answers as a class.

Audio script 9.2 page 171

SUGGESTED ANSWERS

It can expose dishonesty or bad behaviour; employees have been fired unfairly because of comments they posted online; students have been punished for posting rude comments about teachers; your digital footprint may be checked when applying for higher education or job; companies may pressure potential employees to give them usernames and passwords of personal social media accounts.

AfL: Diagnostics

While monitoring exercise 3, observe how successfully students identify different opinions, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 3 9.2

- Give students time to read through the opinions and check their understanding.
- Remind them they will be likely to hear paraphrasing of the opinions in the recording.
- Play the recording for students to answer.
- With a **weaker class**, make it clear that the first speaker is Elsa, and pause the recording after each speaker has spoken.
- If necessary, play the recording again.
- Students compare answers with a partner before checking as a class.

ANSWERS

1 K 2 – 3 F 4 E 5 K 6 E 7 – 8 F 9 F

Exercise 4

- In pairs, students discuss the questions. Circulate and monitor, helping with vocabulary and ideas where necessary.
- Ask students to get together with another pair and compare their answers. When they have finished, ask one

student from two or three groups to report back to the class.

Exercise 5

- Students do the activity on their own and then compare their answers with a partner.
- Allow them to use a dictionary if necessary.
- Check answers as a class.

ANSWERS

1 the radar 2 pressure 3 the weather 4 control
5 your belt 6 scrutiny 7 attack 8 no obligation

Exercise 6

- Go through the first item with students. Remind them that they should read the whole sentence to understand the context before they complete it.
- Students work individually to complete the rest of the sentences. They then compare answers with a partner.
- Check answers as a class.

ANSWERS

1 under your belt
2 under the radar
3 under the weather, under control
4 under scrutiny, under pressure, under attack

Exercise 7

- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Vocabulary extra: Problems with technology

SB page 127

Exercise 1

1 update 2 bug 3 data 4 backup 5 virus
6 spyware 7 Trojan 8 firewall 9 cookie 10 spam

Exercise 2

1 firewall 2 spam 3 cookies 4 spyware
5 virus 6 Trojan 7 updates 8 bugs 9 backup
10 data

Exercise 3

Students' own answers

Speaking

Exercise 8

- Elicit a definition for *internet cookie* or ask students to use a dictionary to find one.
- Students discuss question 3 in pairs before whole-class feedback.

SUGGESTED ANSWERS

1 A cookie is a small computer file with data about a person's use of a specific website.
2 The information a cookie contains is used to personalize that person's experience when using the website (e.g. saving their password for automatic login, saving items in their shopping cart, remembering which adverts have already been shown).

3 They can pose a problem for privacy because they can be used to track what somebody does online.

Exercise 9 9.3

- Tell students they are going to listen to a presentation about internet cookies.
- Remind students that they should listen for three reasons.
- Play the recording.
- Check answers as a class.

Audio script 9.3

page 172

ANSWERS

The speaker wants to ban the use of cookies to collect marketing data.

Reasons: They tell companies about the products you look at, and then adverts for these products follow your online activity. They collect your personal data, which might be accessed by criminals. They enable companies to raise the price of things that you buy online.

Exercise 10 9.3

- Give students time to familiarize themselves with the table and the task.
- Students do the exercise individually.
- Play the recording for students to check their answers.
- Check answers as a class, checking stress and intonation.

ANSWERS

1 aim 2 finish 3 questions 4 what 5 move
6 point 7 convinced 8 happy

Exercise 11

- Read through the Global skills box together.
- Discuss with the class how similar these strategies are to their first language.
- Students think of other examples in pairs before whole-class feedback.
- Students could add new examples to the table.

SUGGESTED ANSWERS

To demonstrate ...

Let me give you an example.

To show you what I mean, ...

To illustrate my point, ...

For instance, ...

... such as ...

Exercise 12 9.4

- Read through the task with the class, checking understanding.
- Students do the activity on their own.
- Circulate and monitor, helping where necessary.
- Play the recording for students to check their answers.
- Check answers as a class.

Audio script 9.4

page 172

ANSWERS

1 all about 2 look at 3 feel free 4 questions 5 my best
6 First 7 talk about 8 Then 9 followed by
10 to make 11 tell you 12 conclusion
1 E 2 C 3 A 4 D 5 F 6 B

Exercise 13

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. how well they have structured the presentation.

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

- Ask students to brainstorm ideas for aspects of technology that people might want to see banned, changed or improved. If they are struggling to think of ideas, suggest the following: mobile phones in schools / doctors' surgeries / cinemas, etc.; wearable technology with facial recognition software; full-body scanners in airports.
- Students work in pairs on a joint presentation.
- Circulate and monitor, ensuring that students are using the new language.
- Each pair presents to the class. Ask the rest of the class to listen and make notes about the good points of each presentation and examples of how it could be improved, e.g. by using more examples or giving more reasons.

AfL: Assess your progress

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

Direct students to Workbook page 70 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9C. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. phrases to structure a presentation and give examples.

'How can I improve?' suggestion: Listen to a short presentation online, e.g. a TED talk or similar. Make a note of the phrases the speaker uses to structure their presentation and give examples. Try to use some of these next time you give a presentation.

Further practice

Communication worksheet 9C: Speaking
Functional language bank

Lesson 9D: CULTURE Reading, vocabulary and grammar SB pages 122–123

Learning objectives

Identify backward and forward referencing in a text

Recognize and use adverbs with different forms

Use a variety of reporting verbs

Materials

Workbook page 71

Video worksheet 9: Bionic hand

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

- Ask students to focus on the title of the article and elicit the meaning of 'power' here. You could write ideas on the board, e.g. its global reach, its influence on news, etc.
- Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary. You could feed in useful vocabulary.
- Check ideas for questions 1–3 as a class.
- For question 4, remind students to only skim the article.
- Students check in pairs before whole-class feedback.
- Ask students if they were surprised by any of the information.

SUGGESTED ANSWERS

- 4 Pros: revitalizes and preserves traditional cultures and languages, passes on knowledge across generations, builds a sense of community, raises money for people in need, empowers people to control how their traditions and culture are presented
Cons: online comments can be hurtful, people can shame and criticize you

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students identify backwards and forwards referencing in a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Check students understand the sentences. Elicit strategies for understanding where a sentence might fit, e.g. referencing (*this, the*), linking words (*However*).
- Students do the activity on their own before checking with a partner.
- Check answers as a class, making sure students identify how they made their decisions.

ANSWER

1 b 2 d 3 f 4 a 5 e

Sentence c is not needed.

Exercise 3

- Read through the Global skills box together.
- Students discuss the questions in small groups.
- Circulate and monitor, helping where necessary.
- Ask a few groups to share their ideas with the class.

SUGGESTED ANSWERS

- 1 Students' own answers
2 Museums have a responsibility to protect and display valuable objects; they help to show the connections between cultures and different periods in history.

V Insight Adverbs with two forms

Tell your students to keep a record of adverb pairs as they come across them, e.g. *close/closely*, *flat/flatly*, *right/rightly*, *rough/roughly*, *sharp/sharply*, *wide/widely*, *wrong/wrongly*.

Encourage them to note down not only the meanings (there may be more than one meaning for many of these) but also example sentences:

I work hard.

There's hardly any time left.

Exercise 4

- Students do the activity in pairs.
- Check answers as a class.

ANSWERS

- 1 high (Some notes go high and others low)
- 2 highly (It was a light-hearted but highly skilled competition)
- 3 just (There's just something comforting)
- 4 justly (The post was offensive and was justly criticized by many indigenous people)
- 5 hard (Shina works hard to master it)
- 6 hardly (throat singing was hardly practised at all)
- 7 late (the ban was lifted, but by then it was almost too late)
- 8 lately (Lately, Shina and her mother have managed to introduce throat singing to an even larger audience)
- 9 close (a small Inuit village, which lies close to the Arctic circle)
- 10 closely (Shina closely follows her mother's rhythm and harmonies)

Exercise 5

- Remind students to skim-read the text before trying to complete any gaps.
- Students complete the activity on their own before checking in pairs and whole-class feedback.

ANSWERS

- 1 just 2 hardly 3 late 4 hard 5 close 6 lately
- 7 highly 8 closely

Grammar

Exercise 6

- Give students a few minutes to find the sentences in the article and read them again. You could ask them to use different colours to underline the different parts, e.g. red for infinitives, blue for the object of a sentence, etc. This will make it easier for them to refer to the sentences when they complete the rules.
- Go through the rules with the class.
- Check answers as a class.

ANSWERS

- 1 insist 2 tell 3 agree, refuse 4 encourage
- 5 admit 6 insist (on) 7 congratulate (someone) (for); criticize (someone) (for)

Further reference and practice Workbook page 125

- 1 1 getting 2 to restart 3 calling 4 ignoring
- 5 us on winning 6 that they would find out
- 2 1 for losing my mobile phone
- 2 getting a new camera
- 3 us to use the science lab at lunchtime
- 4 me on passing my driving test
- 5 to eating your sandwich
- 6 to buy me a new bag the next / following day
- 7 me to go to that science show with him
- 8 to drive me to college that day

Exercise 7

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. accuracy in using reporting verbs or how fully they respond to the questions.

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

- Students discuss the questions in pairs.
- Circulate and monitor, checking that students are listening to each other and contributing to the discussion. Make notes of any language difficulties and help with vocabulary if necessary.
- Ask students to swap partners and report what they discussed. Circulate and check they are using the reporting verbs from exercise 6.

AfL: Assess your progress

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

Direct students to Workbook page 71 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9D. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to practise using different reporting verbs to say what someone said. They could also research an (online) newspaper or magazine interview with someone they like, e.g. a music or sports star, and underline the parts where the star is quoted and rewrite these parts with reporting verbs. Alternatively, they could look at part of a favourite TV programme with a conversation and report that conversation in writing or to a classmate.

'How can I improve?' suggestion: Write a paragraph about the most successful community link in your area based on your discussion in exercise 7. Report what people have said about it and why it is successful.

Further practice

Video worksheet 9: Bionic hand

Lesson 9E: Writing

a report SB pages 124–125

Learning objectives

- Write a report
- Use different methods to conduct research
- Use evidence verbs to describe the findings in a report

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

- Focus on the photos and elicit the names of the items.
- Students discuss the questions in pairs before whole-class feedback.
- With a **weaker class**, elicit from students what each technology is used for.

Exercise 2

- Read through the task with the class to check they understand what to do. Tell students that they will need to choose something where they can find out the data, i.e. technology in general use in the school.
- Students work in groups.
- Circulate and monitor, helping with ideas.
- Ask some groups to share their ideas with the class.

SUGGESTED ANSWERS

Items pictured in SB: laptop, tablet, 3D printer, headphones, VR set

Other ideas: projector, camera, microphone

Suggested survey questions:

How many class sets of tablets/laptops are there at the school?

What subjects are they mostly used for?

Are students more motivated when using tablets?

How many laptops/tablets need to be replaced each year?

Exercise 3

- Students do the activity in their groups before whole-class feedback.

Exercise 4

- Focus students on the model report. Explain or elicit that the boxes on the left give information about how to organize the report.
- Elicit ideas from students about why organization is important in a report.
- Students do the exercise on their own and then compare answers with a partner.

ANSWERS

- 1 Introduction 2 Current situation 3 Benefits
4 Drawbacks 5 Conclusions and recommendations

Exercise 5

- You could discuss this as a class and write ideas on the board.

Exercise 6

- Read through the strategy with the class. Explain that a report should always show evidence of research, preferably from a number of different sources. A trustworthy report should also make its sources transparent, either with a reference section at the end of the report or with footnotes. Use Wikipedia as an example of how to quote different sources: look at a Wikipedia entry and point out the footnotes that give references for every fact quoted.
- You may want to point out the difference between quantitative research (based on numerical data) and qualitative research (based on non-numerical data, opinions, experiences, etc.).
- Check students understand what to do.
- Students do the activity in pairs.
- Circulate and monitor, helping where necessary.
- Check answers as a class, asking students to give reasons for their choices.

ANSWERS

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

EXTENSION

Students work in groups to discuss the advantages and disadvantages of each research method. They could also tell their group about any research they have participated in, e.g. surveys, interviews, focus groups.

AfL: Diagnostics

While monitoring exercise 7, observe how successfully students use evidence verbs, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 7

- Give students two minutes to find the highlighted verbs in the report and to read them again in context. Remind students that in a formal report it is important to give evidence for statements, and opinion should only be expressed in the conclusion with evidence to back it up.
- With a **weaker class**, tell students to check the definitions of the verbs in a dictionary before doing the exercise.
- Check answers as a class. Explain that the verb *testify* is often followed by the preposition *to* + noun or *that* + clause.

ANSWERS

- 1 suggest 2 assess 3 examine 4 testify
5 demonstrate, prove

Exercise 8

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

ANSWERS

- 1 testified 2 assess 3 demonstrate / prove
4 suggest 5 demonstrate / suggest / prove
6 examined

Writing your report

AfL: Success criteria

Ask students to look at the task and discuss what a successful outcome would look like. Agree with students in advance what you will give feedback on, e.g. organization or how well they have used evidence verbs. After they have done the task, go through the agreed feedback to see how well students did against their agreed successful outcome benchmark. See page 10 for more ideas.

- Read through the task together, checking that students understand they have to write a report of a similar length to the model.
- Allow students to work in pairs or groups of three to do the planning and the research. This will help them feel more confident and save time.
- Give students time to make notes about their ideas and plan what they will need for their report. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- With a **weaker class**, elicit some ideas on the board.
- Students will need time to construct and do surveys and any desk research, so you may want to plan this activity across a couple of lessons.
- Once students have the information they need, ask them to plan the outline and organization of their report. Circulate and monitor while students write this draft. Remind them to organize their paragraphs and to use evidence verbs. Encourage students to activate other language they learned in the unit, such as reported speech. You could write some of these on the board as a reminder.
- When students have finished, they can check their own work against the checklist.
- If time, students swap reports with their partner or group they planned the research with. Ask them to comment on each other's work, especially on how clear the information was. They should also comment on the way their partner has explained their research results.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Do some research into your school library or local library. Think about these questions:

How often is it used?

What kinds of books are the most/least popular?

Is it used more for homework or non-school-related reading?

How could it be improved?

Conduct your research, analyse your data and then write a report on your findings.

AfL: Success criteria

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

Direct students to Workbook page 74 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 75 for Lesson 9E. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to look at their classmates' reports.

'How can I improve?' suggestion: Decide which reports show the results of the research most clearly. Make a note of the features, e.g. the language, the level of detail, the effectiveness of the summary. Check against your own report.

Further practice

Writing bank

Review 9

SB page 126

Exercise 1

- 1 make predictions
- 2 make sense
- 3 make mistakes
- 4 make generalizations
- 5 make a decision
- 6 make connections
- 7 make an observation

Exercise 2

- 1 artificial intelligence
- 2 big data
- 3 search engine
- 4 streaming service
- 5 virtual assistant
- 6 voice recognition

Exercise 3

- 1 attack
- 2 the radar
- 3 pressure
- 4 the weather
- 5 scrutiny
- 6 control

Exercise 4

- 1 lately
- 2 justly
- 3 close
- 4 hardly
- 5 high

Exercise 5

- 1 (that) he had never done anything by accident
- 2 his brother that no flying machine would ever fly from New York to Paris
- 3 who wanted to hear actors talk
- 4 a (male) journalist what he took him for
- 5 (that) one sometimes found what one was not looking for

Exercise 6

- 1 (them) that he had found a bug on their main site (e)
- 2 that it allowed him to post on anybody's timeline (b)
- 3 that they should fix the bug (d)
- 4 that there was a bug on the site (h)
- 5 for breaking his privacy (k)
- 6 the Facebook team of ignoring his warnings (a)
- 7 (him) how he had hacked Mark Zuckerberg's personal page (f)
- 8 hacking his account (i)
- 9 him/them that there was a reward for finding bugs (g)
- 10 him of testing the bug against another Facebook user (j)
- 11 all internet users to give money to a fund for Khalil (c)

Global skills: Learning from mistakes

SB pages 128–129

Learning objectives

Reflect on different attitudes towards making mistakes
Evaluate ways of reacting to and learning from mistakes
Explore ways of dealing with negative thoughts about mistakes

Materials

Workbook page 107
Global Skills video worksheet: Learning from mistakes

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 129. See page 10 for more ideas.

AfL: Diagnostics

While monitoring exercise 1, listen to the ideas students mention. Observe the successful or unsuccessful use of relevant language.

Exercise 1

- Ask: *How often do you make mistakes?*
- Students discuss in pairs before whole-class feedback.

Exercise 2

- Students read the description before discussing.
- Ask a few pairs to share their ideas with the class.

Exercise 3 9.5

- Play the recording for students to compare their ideas.
- Have a whole-class feedback.

Audio script 9.5 page 173

Exercise 4 9.5

- Play the recording for students to make notes.
- Students check their answers in pairs before whole-class feedback.

ANSWERS

- 1 Being confident that we can deal with making a mistake gives us the courage to try new things and take risks.
- 2 If we never risk making a mistake, we're less likely to succeed or discover what we can do.
- 3 We develop useful emotional strategies when we make mistakes and learn to deal with them.
- 4 Making mistakes and being corrected helps us to learn and remember information for longer.

Exercise 5

- Students discuss in pairs, then as a class.

Exercise 6 9.6

- Play the recording for students to check their predictions.
- Have a whole-class feedback.

Audio script 9.6 page 173

ANSWER

B is the best way of learning from mistakes.

Exercise 7 9.6

- Play the recording for students to answer and make notes.
- Check answers as a class.

ANSWERS

- 1 F – We can learn to deal more effectively with making mistakes and turn them into learning experiences.
- 2 F – It's normal to experience negative feelings and this may help us remember what we've learned.
- 3 T

Exercise 8

- Students discuss in pairs, then as a class.

Exercise 9 9.7

- Ask students to check any unknown vocabulary.
- Play the recording for students to complete the gaps.
- Students do the matching activity on their own before checking answers in pairs, then as a class.

Audio script 9.7 page 173

ANSWERS

- 1 mess up, f
- 2 beat (ourselves) up, b
- 3 coming up against, h
- 4 miss out on, d
- 5 owing up to, c
- 6 move on, g
- 7 go over, e
- 8 bounce back from, a

Exercise 10

- Students discuss the questions in pairs.
- Ask some pairs to share their ideas with the class.

Exercise 11

- Ask students to read and discuss in small groups.

Exercise 12

AfL: Success criteria

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.

- Students work in small groups to brainstorm ideas.
- When students display their posters, remind the 'audience' to give positive feedback and 'how to improve' comments.

AfL: Assess your progress

Direct students to Workbook page 107 and ask them to do the exercises and fill in the 'Can-do' statements. You could also encourage them to think about and make brief notes on the following questions:

- How has your attitude to making mistakes changed?
- How might these ideas help you with future mistakes?

Further practice

Global Skills video worksheet: Learning from mistakes

10 The powers that be

Unit map

Grammar

Defining and non-defining relative clauses page 132
Participle clauses page 133
Relative clauses: other structures page 137

Vocabulary

Word analysis page 130
Society and citizenship page 132
The electoral system page 134
Synonyms: global politics page 136

Skills

Reading: The real Lord of the Flies page 130
Listening: Corruption in sport page 132
Listening: Elections page 134
Speaking: Debating page 135
Speaking: Responding to arguments page 135
Reading: President John F. Kennedy's inaugural speech page 136
Listening: Rhetorical devices page 136
Writing: A for and against essay page 138
Reading: Workbook pages 80–81

Strategies

Listening: Identifying attitude page 134
Writing: Writing introductions page 138

Review

Review 10 page 140
Vocabulary extra 10 page 141
Cumulative review Units 1–10 pages 142–143
Exam Insight 5 Workbook pages 100–102
Answer key Teacher's Guide page 151

Video

Online video: Elections in the UK

Lesson 10A: Reading and vocabulary

SB pages 130–132

Learning objectives

Find and understand relevant information in a text
Use context to infer meaning
Recognize and use collocations relating to society and citizenship

Materials

Workbook page 76
Communication worksheet 10A: Vocabulary
Vocabulary Strategies worksheet 10: Extending your vocabulary

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

- Ask students to look at the title of the article and elicit what it might mean. Ask: *Do you know the story of Lord of the Flies?* to find out who has read the book or seen the film.
- Students discuss in small groups before whole-class feedback.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students find and understand relevant information in a text, which is the learning objective for this page. See page 10 for more ideas.

Exercise 2

- Remind students to skim-read the article.
- Students do the activity on their own before comparing answers with a partner.
- Check answers as a class.

SUGGESTED ANSWERS

the agreement to rule by majority vote / fair division of labour / shared responsibility for the fire / a system to deal with disagreements / following a simple daily routine

Exercise 3

- Remind students to read through all the questions before reading the article in detail.
- Check the glossary words with the class.
- With a **weaker class**, identify which paragraph each answer appears in.
- Students do the exercise on their own before comparing answers with a partner.
- Check answers as a class, making sure students can identify where they found the relevant information.

ANSWERS

1 d 2 c 3 a 4 d 5 b

Exercise 4

- Students discuss the questions in small groups before whole-class feedback.
- Agree on a list of five rules as a class.
- If students answer no to question 2, ask them what alternatives they would suggest.

EXTENSION

If most of the class is familiar with *Lord of the Flies*, ask them in small groups to compare the story in the book with the Ata experience.

You could also ask students the following questions:

What type of society did the boys create on Ata? Was it a structured society? In what way?

What, if anything, do you think might have changed in the story if the castaways had been girls?

Exercise 5

- Students do the exercise in pairs and then check answers in groups.
- Check answers as a class.

ANSWERS

- 1 paints a pessimistic picture of humanity; pessimistic
- 2 drifted; it is referring to the directionless movement of the boat
- 3 deserted, inhospitable; there was nobody on Ata and it was difficult to survive there
- 4 equally sharing their resources; communal
- 5 disputes, conflict; (possible answers: argument, row, clash, debate)
- 6 devastated, smashed; they tell us that life on the island was difficult

Exercise 6

- Discuss the headline with the class and elicit predictions about what the text will be about.
- Remind students to read through the whole text first before going back and completing the gaps.
- Students do the exercise on their own. They then compare answers with a partner.
- Check answers as a class.
- Ask students to discuss the question in pairs before whole-class feedback.

ANSWERS

- 1 equal rights
- 2 law enforcement
- 3 the common good
- 4 majority rule
- 5 shared responsibility
- 6 division of labour
- 7 sense of community

Exercise 7

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using collocations, or communication skills, e.g. making suggestions and giving reasons.

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

- Check that students understand the task. Go through the points and support their understanding by asking some or all of the following questions:

- 1 Would everyone have equal rights or would there be leaders? How would you choose a leader?
- 2 How would you make important decisions? Would your society be a democracy?
- 3 How would you enforce the rules and resolve disputes?
- 4 Would there be an equal division of labour or would people do jobs according to their ability?

- Ask students to work in groups.
- Ask each group to report their ideas to the class.
- Have a class vote for the best plan.

Vocabulary extra: Politics and society

SB page 141

Exercise 1

- 1 communal
- 2 mainstream
- 3 secular
- 4 extreme
- 5 egalitarian
- 6 reactionary

Exercise 2

- 1 mainstream
- 2 egalitarian
- 3 extreme
- 4 communal
- 5 reactionary
- 6 secular

Exercise 3

- 1 a class-based
- 2 radical
- 3 moderate
- 4 secular
- 5 spiritual
- 6 an alternative
- 7 mainstream
- 8 reactionary
- 9 private
- 10 communal
- 11 an egalitarian
- 12 extreme

Exercise 4

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 76 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10A. 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 find out about a different type of society or community and how it is organized, e.g. an ecovillage, a religious community.

'How can I improve?' suggestion: Write a paragraph about the society or community you chose and how it is organized, including leadership, division of labour, etc., using vocabulary from the lesson.

Further practice

Communication worksheet 10A: Vocabulary

Vocabulary Strategies worksheet 10: Extending your vocabulary

Lesson 10B: Grammar and listening

SB pages 132–133

Learning objectives

Identify key points in a listening text

Use defining and non-defining relative clauses

Use participle clauses to replace relative clauses

Materials

Workbook page 77

Communication worksheet 10B: Grammar

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 133. See page 10 for more ideas.

Grammar

Exercise 1

- With a **weaker class**, you could elicit and write on the board the areas to consider, e.g. money, transport, trade.
- Students do the activity in pairs before whole-class feedback.

Exercise 2 10.1

- Play the recording for students to answer the question.
- Check the answer as a class.

Audio script 10.1 page 173

ANSWER

They won the bid by bribing IOC members with more than \$10 million.

Exercise 3 10.1

- Give students a few moments to read through the sentences.
- Play the recording for students to note down ideas. If necessary, play the recording again.
- Give students time to amend the false sentences and check in pairs.
- Check answers as a class.

ANSWERS

- 1 F – Everyone knew the real reason. 2 T 3 T
4 F – He was running for mayor. 5 T
6 F – It was too late to change the venue.

Exercise 4

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

Language note: Defining and non-defining relative clauses

Defining relative clauses

A defining clause gives important information about a noun: it tells us which particular person or thing the sentence is about. The sentence does not make sense without it. *She's the girl who lives next to my aunt.*

The following relative pronouns are used in defining relative clauses: *that, who, which, whom* and *whose*.

The following adverbs are used in defining relative clauses: *where, when* and *why*.

Non-defining relative clauses

A non-defining relative clause gives additional information about a noun. The sentence still makes sense without it, e.g. *Alice, who reads the newspaper every day, is very interested in politics.*

The relative pronouns *who, which, whom* and *whose* and the adverbs *where* and *when* are used in non-defining relative clauses. *That* cannot be used in non-defining relative clauses.

AfL: Diagnostics

While monitoring exercise 5, observe how successfully students use relative clauses, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 5

- Go through the first two questions with the class.
- Students work in pairs to answer questions 3–7.
- Check answers as a class.

ANSWERS

- 1 Sentences 1, 2, 5 and 6
2 Sentences 3 and 4
3 Sentence 3; The relative clause refers to *Salt Lake City* failed in their bid for the 1998 Olympics. The relative pronoun *which* is used.
4 Sentence 6; We can omit the relative pronoun in a defining relative clause when it refers to the object of the clause (e.g. *the tactics (that) the bid committee had used*).
5 a defining relative clause
6 *why*
7 *when, where, whom*

Further reference and practice Workbook page 126

- 1 1 (not possible) 2 that 3 that 4 (not possible)
5 whom 6 (not possible)
2 1 where I grew up 2 ,which lasted two hours,
3 ,whose wife is a professional singer, 4 who we saw yesterday 5 the day when we heard that John F. Kennedy 6 ,who were all very tired,

Exercise 6

- Remind students that they can only omit the relative pronoun in a defining relative clause if it refers to the object of the relative clause.
- With a **weaker class**, do the first sentence with the class. Point out that we always use a comma before a non-defining relative clause, and either a comma after the clause or a full stop if it is at the end of the sentence.
- Students work individually to do the rest of the exercise.
- Check answers as a class.
- Finally, ask students to identify the sentences with defining (3, 4, 5) and non-defining (1, 2) relative clauses.

ANSWERS

- 1 One of the most popular sports in the world is tennis, which has about 1 billion fans.
2 Sometimes, match results are arranged before the match, which is called 'match-fixing'.
3 Illegal sports betting is one reason why match-fixing has occurred in many recent matches.
4 The biggest bribes some players have rejected were more than \$50,000.
5 Older tennis players, whose earnings were not very high, also took bribes.

Exercise 7

- Students work individually before checking in pairs.
- Check answers as a class.

ANSWER

- 1 ... including doorknobs which/that cost \$673.
2 IOC members, who were bribed with more than \$10 million ...

Language note: Participle clauses

Participle clauses can replace relative clauses with *that*, *which* and *who*, but not ones with *when*, *where* or *whose*.

They can replace a relative clause when the relative pronoun is the subject of the relative clause, but not when it is the object.

Present participle clauses can replace a relative clause with an active verb:

She caught the ball which was heading for the window.

She caught the ball heading for the window.

Past participle clauses can also replace a relative clause with a passive verb:

He watched all the matches which were shown on TV.

He watched all the matches shown on TV.

Exercise 8

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

ANSWERS

1 active 2 passive

Further reference and practice Workbook pages 127

- 1 The man walking into your garden is a friend of my father's.
- 2 The book, first published in 1969, is still relevant today.
- 3 I don't understand the grammar point taught in today's lesson.
- 4 At the end of the street there is a sign pointing to the library.
- 5 This is a very old house, believed by many to be haunted.
- 6 He was driving the car, travelling at 30 kilometres per hour.

Exercise 9

- Remind students to skim-read the text first.
- Students do the activity on their own before checking in pairs.
- Check answers as a class.

ANSWERS

1 looking 2 manipulating 3 launched 4 involved
5 caught 6 deceiving 7 selling

Exercise 10

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. using relative clauses and participle clauses accurately, or communicative skills, e.g. suggesting ideas.

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

- Recap the Salt Lake City Olympic bid story. Explain that there are often arguments and debates about the ethical issues behind stories of bribery and corruption.
- Read through the quotes with the class, checking understanding.

- Students discuss in pairs.
- Ask each pair to compare ideas with another pair.
- Ask a few students to share their ideas with the class.

AfL: Assess your progress

Direct students to Workbook page 77 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10B. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson, e.g. relative clauses.

Tell students to find a news story about corruption or bribery in sport. (This can be in L1.)

'How can I improve?' suggestion: Summarize the story you found about corruption or bribery to a partner or class group. Explain what happened, why it happened and any outcomes from the story.

Further practice

Communication worksheet 10B: Grammar

Lesson 10C: Listening, vocabulary and speaking SB pages 134–135

Learning objectives

Identify attitude in a listening text

Use nouns to describe the electoral system

Use a range of language in a debate

Materials

Workbook page 78

Communication worksheet 10C: Speaking

Functional language bank

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 135. See page 10 for more ideas.

Listening and vocabulary

Exercise 1

- Ask two or three groups to report their ideas back.
- Explain that in some countries, such as Australia, Brazil and Singapore, people are legally obliged to vote and can be fined if they do not.

AfL: Diagnostics

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

Exercise 2

- Read through the Strategy box with the class. Check that they understand *assertive*, *submissive* and *hesitant*.
- Read out the five attitudes in exercise 2 and elicit some ideas about how they are shown in the way people speak.

- Students do the activity in pairs.
- Check answers as a class.

SUGGESTED ANSWERS

disappointed: 1 low-pitched, quiet 2 slowly 3 direct 4 no
enthusiastic: 1 high-pitched, loud 2 quickly 3 direct 4 no
indecisive: 1 low-pitched, quiet 2 slowly 3 modals or language that implies uncertainty 4 yes
outraged: 1 high-pitched, loud 2 quickly 3 direct and assertive 4 no
sympathetic: 1 low-pitched, quiet 2 slowly 3 direct 4 yes

Exercise 3 10.2

- Explain to the class that they will hear four people talking about voting.
- Play the recording for students to note the speakers' attitudes.
- Students check answers in pairs. If necessary, play the recording again.
- Check answers, asking students to give reasons for their answers based on the features of their attitude described in the Strategy box.

Audio script 10.2 page 174

ANSWERS

A indecisive B disappointed C outraged
 D enthusiastic

Exercise 4 10.2

- Check students understand the list of opinions.
- With a **stronger class**, ask students to try to match the speakers to the opinions before listening again.
- Play the recording for students to note answers.
- Check answers as a class.

ANSWERS

1 C 2 A 3 D 4 B 5 C 6 D 7 B

Exercise 5

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

Exercise 6

- Explain to students that all the phrases are from the recording.
- Students do the activity in pairs.
- Check the meanings as a class. Then remind students to skim-read the text first to understand the general meaning.
- Students complete the text in pairs before checking as a class.

ANSWERS

1 manifestos 2 general election 3 local elections
 4 Polling stations 5 constituencies 6 electorate
 7 ballot papers 8 Turnout 9 votes 10 candidate
 11 right-wing politics 12 left-wing politics

Exercise 7

- Students discuss in pairs.
- Ask some pairs to share their responses and reasons with the class.

Speaking

Exercise 8

- Students work in small groups.
- Ask each group to share ideas with another group and to explain the reasons for their views.

Exercise 9 10.3

- Explain to students that they are going to hear a debate about the question in exercise 8.
- Play the recording for students to make brief notes about any views they hear that are different from their own that they discussed in exercise 8.
- Students discuss in pairs before whole-class feedback.

Audio script 10.3 page 174

Exercise 10 10.3

- Give students a few moments to read through the table.
- Play the recording for students to complete the phrases, stopping where necessary.
- Give students time to add the headings and discuss their answers in pairs.
- Check answers as a class, paying attention to stress and intonation.

ANSWERS

1 subject 2 off 3 views 4 move 5 add 6 come
 7 interrupt 8 finish 9 hear 10 issue 11 question
 12 vital
 A Chairing a debate B Interrupting C Dealing with interruptions
 D Getting your point across

Exercise 11 10.4

- Explain that students are going to hear a different debate.
- Play the recording for students to tick the phrases they hear.
- Students match the phrases to the categories in pairs.
- Check answers as a class.

Audio script 10.4 page 175

ANSWERS

Used in the recording:
 Welcome to today's debate on the topic of ...
 Excuse me, can I just say ... ?
 Would you let me finish?
 I want to mention an important point ...
 I want to thank the speakers for their remarks.

A: I want to thank the speaker for their remarks.; Welcome to today's debate on the topic of ...
 B: Excuse me, can I just say ... ?; Forgive me for interrupting, but I'd like to respond.
 C: Hold on a minute, please.; Would you let me finish?
 D: I want to mention an important point ... ; The point I'm making is ...

Exercise 12

- Read through the Global skills box together.
- Students discuss the questions in small groups.
- Ask some groups to share their ideas.

Exercise 13

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. how well they use phrases to respond to an argument.

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

- Focus attention on the debate topic. Tell students that even if they strongly believe in the statement, they should think about the arguments against it as well. Point out or elicit the fact that this is a useful approach because you can anticipate and plan how you might respond to an opposing opinion.
- Students work in small groups, focusing on either for or against.
- A 'for' group can be matched with an 'against' group to have a debate, or the whole class could take part in the debate with a vote at the end.

EXTENSION

Hold a second debate on the following statement:
The voting age should be lowered to 16.

AfL: Assess your progress

Direct students to Workbook page 78 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10C. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and the phrases for responding to arguments. 'How can I improve?' suggestion: Listen to an online debate and note the phrases that the speakers use to present and respond to arguments. Pay particular attention to their stress and intonation and any pausing for effect.

Further practice

Communication worksheet 10C: Speaking
Functional language bank

Lesson 10D: CULTURE Reading, vocabulary and grammar

SB pages 136–137

Learning objectives

Use world knowledge of a topic to understand a text
Recognize and use vocabulary relating to politics
Use a variety of structures with relative clauses

Materials

Workbook page 79
Video worksheet 10: Elections in the UK

AfL: Learning intentions

Focus students on the learning objectives at the top of Student Book page 137. See page 10 for more ideas.

Reading and vocabulary

Exercise 1

- Ask students to brainstorm the names of famous politicians and write them on the board, e.g. Nelson Mandela, Winston Churchill, Abraham Lincoln. Then go on to discuss why they are famous.
- Students work in small groups.
- Ask a few groups to share their ideas with the class.

AfL: Diagnostics

While monitoring exercises 2 and 3, observe how successfully students use world knowledge to understand a text, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 2

- Elicit information students know about the Cold War.
- Ask students to read text A only.
- Have a brief class feedback.

Exercise 3

- Students work in pairs to consider the topics and explain the ideas in their own words.
- Check ideas and answers as a class, asking some students to repeat their explanations.

ANSWER

Kennedy talked about world poverty, nuclear weapons, NATO allies, the Soviet Union and space travel.

Culture note: President John F. Kennedy's inaugural speech

President John F. Kennedy's inaugural speech was delivered on 20 January 1961. It is widely believed to have been one of the most powerful and well-delivered inaugural speeches in US history.

Kennedy wrote the speech together with his official speech-writer, Ted Sorensen. They also used ideas from the economist J. K. Galbraith and the former Democratic presidential candidate Adlai Stevenson II. The speech is idealistic and optimistic, looking forward to a time when the traditional Cold War enemies would work together. This tone was particularly apt at this time, when many people in America were anxious about the threat of nuclear war.

Exercise 4 10.5

- Ask students to look back at the 'Taking notes' strategy on page 106 and remind them to pay attention to the key content words and phrases in the talk.
- Play the recording, pausing after each explanation to give students time to write their notes.
- Ask different students to read out their notes for each of the language devices, and check that everyone is confident about the meaning of each term before they try to find an example in Kennedy's speech.
- Check answers as a class.

SUGGESTED ANSWERS

- 1 pathos: language that appeals to the emotions ('To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves')
- 2 metaphor: saying that one thing is another thing in order to make a comparison ('Now the trumpet summons us again'; 'And the glow from that fire can truly light the world')
- 3 alliteration: repeating particular sounds in words ('for which our forebears fought'; 'to break the bonds of mass misery')
- 4 tricolon: grouping things in three ('the strong are just, and the weak secure, and the peace preserved')
- 5 antithesis: placing two opposite ideas next to each other to create contrast ('Let both sides explore what problems unite us instead of belabouring those problems which divide us.')
- 6 chiasmus: echoing the first clause in a second clause, but with the order of important words reversed ('Let us never negotiate out of fear, but let us never fear to negotiate.'... ask not what your country can do for you; ask what you can do for your country.')

Exercise 5

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

Exercise 6

- Remind students to skim-read the text before attempting to replace the words.
- Students do the activity individually.
- Students check answers with a partner before checking answers as a class.

ANSWERS

- 1 liberties 2 abolished / eradicated 3 nation
4 swearing / pledging 5 arms 6 foes / adversaries
7 humanity / mankind

Grammar

Exercise 7

- Students discuss their answers in pairs before whole-class feedback.

ANSWERS

- a 5 b 2, 4 c 1, 3

Further reference and practice Workbook pages 127

- 1 1 under which the small boy was hiding
- 2 2 Whichever course you choose,
- 3 3 I met someone who
- 4 4 from which they ran away
- 5 5 Those who have visited the exhibition
- 6 6 However angry you were,

Exercise 8

- Do the first item with the class. Refer students to rule b in exercise 7, and point out that the *that* after *Any time* in the original sentence is not needed after *Whenever* in

the rewritten sentence. Elicit the rewritten version of the sentence and write it on the board.

- Students work individually to do the rest of the exercise.
- Check answers as a class.

ANSWERS

- 1 Whenever President Kennedy is mentioned, people think of his assassination in 1963.
- 2 There is a lot of speculation about the circumstances in which he died.
- 3 The gun that President Kennedy was shot with was discovered in a nearby building.
- 4 This was the building in which Lee Harvey Oswald worked.
- 5 Oswald was arrested for Kennedy's murder, but there may have been other people with whom he planned it.
- 6 Those who were watching live TV two days later saw Oswald shot dead by nightclub owner Jack Ruby.
- 7 Whoever planned the assassination, Kennedy is remembered today as one of the USA's greatest presidents.

Exercise 9

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. accuracy in using relative clauses, or how well they use language devices in a speech.

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

- Go through the task stages with the class.
- Students do the activity in small groups. Groups could be assigned different parts of the task.
- Encourage students to use the language of the lesson.
- Ask some students to share their ideas or speeches.

Vocabulary extra: Idioms: politics SB page 141

Exercise 1

- 1 h 2 f 3 e 4 a 5 j 6 i 7 b 8 g 9 c 10 d

Exercise 2

- 1 talked up 2 plucked (a number) out of the air 3 been economical with the truth 4 toe the line 5 quick off the mark 6 come under fire 7 boils down to 8 came under fire / set the record straight 9 be politically correct 10 capitalized on

Exercise 3

Students' own answers

AfL: Assess your progress

Direct students to Workbook page 79 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10D. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to find out about other great speeches, e.g. by Martin Luther King.

'How can I improve?' suggestion: Write a paragraph about why the speech they found out about was so successful, thinking about the context in which it was delivered and its language features such as repetition, emphasis and so on.

Further practice

Video worksheet 10: Elections in the UK

Lesson 10E: Writing a for and against essay

SB pages 138–139

Learning objectives

Write a for and against essay

Write an effective introduction in a for and against essay

Use language to give examples and add further details

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

- Elicit the meaning of *free speech*.
- Students discuss in pairs before whole-class feedback.

Exercise 2

- Students work in pairs.
- Divide the board into two columns: *Advantages of free speech* and *Disadvantages of free speech*. Elicit ideas from students and write the suggestions in the correct column.
- Give students two minutes to read the essay, compare their ideas and find out Damola's opinion.

ANSWER

Damola disagrees with the statement.

Exercise 3

- Read through the Strategy box with the class. Remind them that with a for and against essay, the introduction should outline both arguments. Contrast this with an opinion essay, in which the introduction should include a summary of the final conclusion.
- Students do the activity in pairs before checking answers as a class.

ANSWERS

- 1 thought-provoking fact: *Although freedom of speech [...] is considered a universal human right by the United Nations, in most countries it is subject to significant restrictions.*
- 2 definition of key terms: *freedom of speech – the political right to communicate your opinions*
- 3 thesis statement: *This essay will argue that, while unrestricted freedom of speech is certainly problematic, restrictions on free speech are even more harmful to society.*

Exercise 4

- Go through the task with the class. Remind them to use the information in the Strategy box to help them.
- Students work in pairs.
- Students work in pairs to rewrite introduction b. Ask pairs to swap and comment on each other's.

ANSWERS

- 1 b 2 a The better introduction is a.

Exercise 5

- Students do the activity on their own before checking in pairs.
- Check answers as a class.

ANSWERS

- 1 outline 2 in favour of 3 against 4 opinion

AfL: Diagnostics

While monitoring exercises 6 and 7, observe how successfully students use language to give examples and add further details, which is one of the learning objectives for this page. See page 10 for more ideas.

Exercise 6

- Focus attention on the title of this lesson – *A for and against essay* – and explain that with this type of essay, it is important to write a balanced argument, with examples and further details for both sides.
- Ensure that students understand the difference between giving an example (such as a specific fact) and giving further details (explaining in more detail).
- Students do the activity in pairs before checking answers as a class.

ANSWERS

Giving examples: *As an illustration, take; A well-known example of this is; a case in point is; by way of example; for example; for instance; like; such as*
Giving further details: *particularly; specifically; in particular; to be more specific*

Exercise 7

- Emphasize that there are different ways for students to complete the sentences, and they should use their own ideas.
- Students can work in pairs.
- Check answers as a class, eliciting at least two possible endings for each sentence.

SUGGESTED ANSWERS

- 1 Newspapers sometimes publish secret information for the common good. A case in point is the Guardian's publication of top-secret NSA documents leaked by Edward Snowden.

- 2 Equal opportunity in the workplace has still not been achieved, in particular in the top management roles in a lot of companies like financial ones.
- 3 Political protests can be very successful, particularly when they are backed up by a well-organized social media campaign.
- 4 Life can be difficult in countries that don't have free speech, such as North Korea.
- 5 People can be arrested for things they post on social media. For example, football fans who directed abusive social media posts towards England players after losing the Euro 2020 final were arrested by police.

Writing your essay

AfL: Success criteria

Agree with students in advance what you will give feedback on, e.g. writing skills such as writing an introduction or giving examples and details.

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

- Give students ten minutes to make notes about their ideas and plan their essay.
- Remind students to think about organization and examples they might use and encourage them to activate other language they learned in the unit (e.g. relative clauses).
- When students have finished, they can check their own work against the checklist.
- If time, students swap essays with a partner and comment on each other's work, especially on how good their introduction was. They should also comment on the way their partner has given examples and further details.

EXTENSION: ADDITIONAL WRITING ACTIVITY

Write a for and against essay about the following topic: *'Governments should make laws to protect people against the effects of things which are bad for our health, such as unhealthy eating or smoking.'* Discuss.

AfL: Assess your progress

Direct students to Workbook page 82 and ask them to do the exercises in class or at home, then fill in the 'Can-do' statements on page 83 for Lesson 10E. Encourage them to think about and make notes on how well they have done and to think about future learning opportunities.

Encourage students to revise what they learned in the lesson and to look at their classmates' essays to see different ways of writing an introduction or giving examples and details.

'How can I improve?' suggestion: Make a note of the features in each introduction you read. What is most effective? For example, is it to do with length, focus or language features? Decide which introduction is the strongest and why. Try to improve the introduction to your own essay.

Further practice

Writing bank

Review 10 SB page 140

Exercise 1

- 1 pessimistic 2 equally 3 drifting 4 devastated
5 deserted 6 conflict

Exercise 2

- 1 common good 2 division of labour
3 equal rights 4 law enforcement 5 majority rule
6 shared responsibility

Exercise 3

- 1 constituency 2 ballot paper 3 electorate
4 turnout 5 manifesto 6 polling station

Exercise 4

- 1 mankind 2 adversary 3 pledge 4 eradicate
5 foes 6 abolish

Exercise 5

- 1 was the first country which / that gave women the vote
- 2 (why) Nelson Mandela was famous is because he helped get rid of apartheid
- 3 which is the world's largest democracy, has more than 700 million registered voters / which has more than 700 million registered voters, is the world's largest democracy
- 4 was founded in 1945, when World War II ended
- 5 whose supreme ideals were truth and love, was assassinated on 30 June 1948
- 6 , which changed world politics forever, was introduced by Marx and Engels in 1848 / , which was introduced by Marx and Engels in 1848, changed world politics forever
- 7 (who/that) Kim Jong-il chose to be the next leader of North Korea was his son

Exercise 6

- 1 facing modern sport (f)
- 2 written by journalist Declan Hill (a)
- 3 claiming to have fixed all kinds of football matches (c)
- 4 played between Liverpool and AC Milan (b)
- 5 remembered for two dubious penalties (e)
- 6 investigating match-fixing (g)
- 7 shared by many people (d)

Cumulative review

Units 1–10 SB pages 142–143

Exercise 1 10.6

Audio script 10.6 page 176

- 1 c 2 b 3 a 4 c 5 b

Exercises 2 & 3

Students' own answers

Exercise 4

- 1 d 2 a 3 e 4 c 5 b

Exercise 5

- 1 whom 2 It 3 was 4 on 5 for 6 were
7 would 8 made 9 in 10 who

Exercise 6

Students' own answers

Additional materials

Exam Insight 5 WB pages 100–102 Answer key: page 151

Workbook answer key and audio scripts

Unit 1 Be the change

Vocabulary page 4

Exercise 1

- 1 commitment 2 tolerance 3 compassion
4 creativity 5 optimism

Exercise 2

- 1 defeated 2 get over 3 benefits 4 innovative
5 overcome 6 obstacles

Exercise 3

- 1 a beliefs b principles
2 a admiration b dedication
3 a icons b role models

Exercise 4

- 1 causes 2 overcome 3 obstacles 4 role models
5 determination 6 commitment 7 optimism

Exercise 5 Students' own answers

Grammar page 5

Exercise 1

- 1 founded 2 bought 3 had seen 4 didn't have
5 developed 6 set up 7 has worked 8 have been
able to 9 invests 10 comes

Exercise 2

- 1 has had 2 was teaching 3 helps 4 receive
5 offers 6 has helped

Exercise 3

- 1 They still haven't made a decision about our microloan.
2 We've been waiting (for) over an hour (for you). / We've
been waiting (for you) for over an hour.
3 Arlo has been working for the charity since last year.
4 It's the first time (that) I've bought a pair of Bangs shoes.
5 She waited until everyone had stopped talking before
starting / she started her presentation.
6 They had never worked abroad (before).

Exercise 4

- 1 increased 2 inspired / has inspired 3 was doing
4 discovered 5 set up 6 organized 7 uses / is using
8 wants 9 had seen / have seen 10 had started
11 noticed 12 was gradually improving 13 takes / is
taking / has taken 14 has already done

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 6

Exercise 1

- 1 self-defence 2 self-control 3 selflessness
4 self-preservation 5 self-sacrifice 6 self-assurance
7 self-interest 8 self-obsession

Exercise 2

- 3 Clean Water Campaign

Exercise 3

- 1 M 2 N 3 M 4 I 5 I 6 N

Audio script 1.01

Teacher So, the next thing is to decide which charity we are going to choose to raise money for this year. I know we have a few suggestions to choose from. Maya, could you give us your opinion first, please?

Maya Well, my view is that we should choose a smaller charity because then more of the money will go to the people who need it.

Teacher Er, could you explain what you mean?

Maya Well, the really big charities, like Global Aid, spend so much money on advertising and so on that a lot less of the money actually goes to the people who need it.

Ivan If I can just say something? Maya, I do understand that point of view, but I think because bigger charities have more people who give to them regularly, they actually usually spend a smaller proportion of their money on advertising, not more.

Maya But charities like Global Aid and Disaster Emergency Support have huge advertising campaigns. How can they spend less? I don't understand. Can you explain that a bit more?

Ivan They don't spend less money than a smaller charity, like Active Lives Matter, but they spend a smaller proportion of their money. A smaller charity might spend, say a third of the money they get on advertising, a bigger one might only spend a tenth.

Maya Ah, that makes sense to me now and I appreciate what you're saying. But, for me, I still think a smaller charity might be better. Something which relates directly to our lives. Active Lives Matter is a good example. They do a lot of good work getting young people to be healthier and more active.

Ivan I see where you're coming from, but I'm not sure I agree. Do we have to limit it to young people? If you want to focus on health, what about the Healthy Heart Foundation? They really helped my dad when he had a heart problem, and it would be great to give them something back.

Teacher I think we need to consider what will be a popular charity to raise money for. We all have our personal favourites, but which one will appeal to the most people?

Ivan What about Pet Rescue? People usually want to help animals.

Maya Are you saying that people care more about animals than people, Ivan? That's silly.

Ivan No, of course not, but it is a popular charity ...

Maya True, but if we're going to go for a bigger charity, I think we should stick with Disaster Emergency Support or Global Aid. Both those charities help people all over the world, in lots of different situations, so everyone can relate to that.

Ivan OK, I'd be happy with one of those. Mr Connor, what do you think?

Teacher Well, how about if we raise money ... ?

Exercise 4

1 view 2 explain 3 point 4 sense 5 for
6 coming 7 consider 8 saying

Exercise 5

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

Exercise 6

1 we need to consider 2 What do you mean exactly
3 That makes sense to me 4 Are you saying that
5 for me 6 I understand that point of view 7 not sure
I agree 8 The point is that 9 True, but

Exercise 7 Students' own answers

Vocabulary and grammar page 7

Exercise 1

1 attentive 2 conundrum 3 penalized 4 gradual
5 haggard 6 a great deal

Exercise 2

1 determined 2 willing 3 resourceful 4 inspirational
5 courageous

Exercise 3

1 a 2 b 3 a 4 b 5 a

Exercise 4

1 wanted 2 drove 3 had graduated 4 got
5 had not been working / had not worked 6 met
7 happened 8 had begun 9 had to 10 faced
11 came up with

Exercise 5 Students' own answers

Reading pages 8–9

Exercise 1

The girl in the photos is the same person; she is Yusra Mardini, a Syrian refugee who competed for the Olympic Refugee swimming team.

Exercise 2

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

Exercise 3

1 d 2 b 3 a 4 c 5 b

Exercise 4

1 cope 2 distraction 3 fail 4 settle 5 aspiration
6 resilience

Exercise 5

1 resilience 2 aspiration 3 distraction 4 fail
5 settled 6 cope

Exercise 6 Students' own answers

Writing page 10

Exercise 1 Students' own answers

Exercise 2 Students' own answers

Exercise 3 Students' own answers

Exercise 4

1 such 2 so as to 3 As a result 4 in order to 5 so
6 so that

Exercise 5

1 so 2 such 3 As a result / Consequently 4 As a
result / Consequently 5 in order to / so as to 6 so that

Exercise 6

Suggested answers:

Students should have completed brainstorming and planning in exercises 1 and 2.

Unit 2 A world of good

Vocabulary page 12

Exercise 1

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

Exercise 2

1 respect 2 demand 3 Knowledge 4 handful
5 understanding 6 responsibility

Exercise 3

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

Exercise 4

1 remote 2 responsibility 3 benefits 4 sense 5 of
6 harsh 7 bays 8 summit

Exercise 5 Students' own answers

Grammar page 13

Exercise 1

1 'm meeting 2 'll be 3 'm going to tell 4 're going
to win 5 'll take 6 starts 7 might leave/ will leave
8 'll try

Exercise 2

1 This time next week, they'll be travelling around Europe
together.
2 By the end of September, Omar will have started
university.
3 In mid-May, Omar will be doing his first university
exams.
4 By July, Eliza will have finished her engineering
apprenticeship.

- 5 By September, Eliza will have found a job as an engineer.
 6 By next summer, they will have been living in a different city for almost a year.

Exercise 3

- 1 'll/will start 2 will end 3 's/is going to rain 4 'm/ am going to need 5 'll/will get on 6 'll/will have arrived 7 'll/will be travelling 8 will be going 9 'll/will have delivered 10 may / might happen 11 'll/will have cycled 12 'll/will be 13 'll/will be sleeping 14 'll/will continue

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 14

Exercise 1

- 1 declining 2 abandoned 3 unappealing
 4 run-down 5 neglected 6 pointless 7 wasteful
 8 thriving 9 cared for 10 attractive 11 worthwhile

Exercise 2

- 1 walkway 2 estate 3 up 4 bumps 5 rise
 6 paths

Exercise 3 Students' own answers

Exercise 4

- 1 Frida takes the role of leader in the discussion.
 2 **Frida:** a music room
Ethan: a common room for students
Hadi: a new computer room

Audio script 2.01

Frida Well, some of my friends have suggested a snack shop or even a café, but I'm not convinced. I think that a snack shop would be popular with some students, but it's probably not that useful or practical and the school shouldn't really be encouraging students to eat junk food. My main concern is that the school doesn't have any really good places to learn or practise things that you can't do in an ordinary classroom. It could be useful for some people to turn the space into a dance studio, for example, so that we could have dance lessons. In my opinion, however, what we really need is a music room. I think it's important to highlight this subject. Everybody should learn to play at least one instrument, and if we have a music room, there's no excuse not to spend time practising. What are your views, Ethan?

Ethan Thanks, Frida. I knew you'd ask me first ... Er ... I'm not sure. I think the school already has good facilities for learning. At the moment, there isn't anywhere for older students to relax or chat or do homework after the end of the school day. And that should be a priority. Sure, there's a playground, which is good for younger students because they want to play games and run around. But older students, like us, don't want to run around in their free time. I think that a common room is important – in fact, for me, it's a must. Sixteen- to eighteen-year-olds need a place at school that they can call their own, where

they can prepare for lessons or exams, and it would be a plus if there were more computers there to help with our studies. If we could use the common room after school, we could stay late and do homework, with the support of other students or teachers. A lot of students have parents who work late, or homes where it's too noisy or crowded to work properly. A common room would really help them, especially if it's got comfy chairs and big tables.

Frida Interesting. Hadi, any thoughts on Ethan's suggestions?

Hadi My main concern is our education, and, although I think that the classrooms are of a high standard, it's important to draw attention to areas where the school lets students down. There's an excellent new library, so we don't need to spend the money on that. Frida thinks that it might be an idea to have a new music room or dance studio. Both these facilities are a 'nice-to-have'. However, only a minority of students would really take advantage of them. What we really need is a larger place for students to develop their IT skills and do online research. At the moment, our facility in the main building is cramped and crowded, and there aren't enough computers for all the students who need to use them. It's important to develop skills like these, and some students are at a disadvantage because they don't have access to a computer at home.

Frida Hmm... Good point, Hadi. I agree. I think that every student would appreciate having access to such a facility. What do you think, Ethan?

Ethan I hadn't thought about that before but I think Hadi's right. So yes, I think this last idea is the best.

Exercise 5

- 1 H 2 F 3 H 4 E 5 F 6 E

Exercise 6

- 1 convinced 2 probably 3 concern 4 highlight
 5 priority 6 thoughts 7 might 8 think

Exercise 7 Students' own answers

Vocabulary and grammar page 15

Exercise 1

- 1 edible 2 collectible 3 acceptable 4 fashionable
 5 sensible

Exercise 2

advisable, audible, considerable, flexible, inaccessible, incredible, navigable, sensible, valuable, visible

- 1 incredible 2 visible 3 navigable 4 advisable
 5 inaccessible 6 considerable 7 valuable 8 flexible
 9 sensible / advisable 10 audible

Exercise 3

- 1 Unless 2 when 3 as long as 4 Supposing
 5 in case 6 As soon as 7 by the time

Exercise 4

- 1 Unless 2 After 3 in case 4 Supposing 5 before
 6 As long as

Exercise 5 Students' own answers

Reading pages 16–17

Exercise 1 Students' own answers

Exercise 2

1 C 2 A 3 E 4 D 5 B

Exercise 3

1 a 2 g 3 d 4 f 5 c

Exercise 4

1 down; a 2 up; a 3 out; a 4 up; b
5 up; a 6 on; b

Exercise 5

1 carried out 2 get caught up 3 let (them) down
4 brought up 5 take on 6 set up

Exercise 6 Students' own answers

Writing page 18

Exercise 1

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

Exercise 2

A a group chat on social media
B a tour promotion leaflet
C a travel guide
D an encyclopaedia entry

Exercise 3

1 B 2 D 3 A 4 C

Unit 3 For what it's worth

Vocabulary page 20

Exercise 1

1 products 2 stacks 3 belongings 4 clutter
5 objects 6 got rid of

Exercise 2

1 helping 2 spilling 3 sort 4 pick 5 spread
6 clear 7 throw

Exercise 3

1 yard 2 drapes 3 trash can 4 flashlight 5 faucet
6 stove

Exercise 4

1 get rid 2 stuff 3 sort out 4 belongings
5 Pick out 6 throw; out 7 piles of 8 help out

Exercise 5 Students' own answers

Grammar page 21

Exercise 1

1 the 2 – 3 a 4 a 5 the 6 a 7 a 8 the 9 a
10 an 11 an 12 the 13 – 14 a 15 the 16 the

Exercise 2

- 1 Later, Evelyn told her family about what had happened with the her wallet.
- 2 Her granddaughter was about to celebrate her birthday and instead of asking for presents, she wanted to help raise a money for charity.
- 3 Hearing about Sean, she decided it would be a good idea to ask for the donations to support him.
- 4 On her birthday they raised \$475 for Sean which would have been a great achievement in itself.
- 5 However, since then the a website has been set up for donations.
- 6 A The story has been shared online and on television.
- 7 To date they have raised over \$55,000 to help Sean and to work with him to help the other homeless people.

Exercise 3

1 many 2 A lot of 3 some 4 far too many
5 a lot of 6 Hardly any 7 a few 8 little 9 almost all
10 almost none

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 22

Exercise 1

Suggested answers:

- 1 interesting, delicate, ceramic
- 2 beautiful, old, wooden
- 3 antique, circular, bronze

Exercise 2

- 1 huge, colourful, paper
- 2 tangled, decaying, wooden
- 3 ripped, dated, denim
- 4 discarded, black, plastic
- 5 enormous, wide, blue
- 6 rectangular, rusty, metal

Exercise 3 Students' own answers

Exercise 4

a memory stick, a newspaper, a popular toy, a receipt, photographs

Audio script 3.01

Bruno Right. Our main objective is to give people in the future some idea about what life was like for us, isn't it? So, what should we include?

Ellie Well, we could have something like today's newspaper, couldn't we?

Bruno Maybe, although a lot of people don't read newspapers any more, do they?

Ellie My parents do. And even if a lot of people read the news online now, how would we get the internet into a small metal box?

Bruno OK, I get your point, we can have a newspaper. It'll be good to show what was happening in the world.

Ellie How about having some typical food? Wouldn't it be interesting for people to see the kinds of things we ate?

Bruno Mmm. I don't think that's the best choice. Won't it just go bad?

Ellie I think it depends what we choose. Obviously not a sandwich, but a tin of food?

Bruno I'm not convinced. Even tinned food doesn't last more than a few years.

Ellie I guess you're right. Maybe we could include a shopping receipt instead? That would tell people what we typically ate and how much it cost.

Bruno That's a better idea. We'll have to put it in a plastic bag, as we want it to last a long time.

Ellie Actually, I think that's an excellent point. How long are we planning to leave the time capsule buried?

Bruno I think around 50 years. What do you think?

Ellie Oh, at least 50. I think 100 would be better. Perhaps we could put a sign near where the box is buried, telling people it's there and when they can dig it up.

Bruno Yes, that sounds like a really good idea. We don't want people to forget it's there.

Ellie So, going back to the box, I think we should definitely have some modern technology, for example, to help illustrate that our society was quite technologically advanced.

Bruno But it shouldn't be anything too expensive like a tablet. I'm definitely not putting my tablet in, or my phone for that matter!

Ellie Me neither! What about a games controller?

Bruno I don't think so. Anyway, the wires on mine are always tangled so I'm not sure that's a good idea!

Ellie Or maybe a memory stick with a load of stuff on it? That might be the solution.

Bruno But that'll be really old technology by then. How will they even read what's on it?

Ellie That's not the point, is it? Even if they can't read what's on the memory stick, it will show that we could.

Bruno Oh, OK, fair enough. Now, we shouldn't forget that one of our main goals involves choosing objects that represent the whole community.

Ellie True. What about a kind of toy like one of those little plastic LEGO figures to represent younger children? My little brother loves those. And they should keep quite well.

Bruno I agree. What about an item of clothing? Maybe something older people would wear?

Ellie Great idea! What about a suit and tie?

Bruno That's a good idea. But I think we should also put in some trainers like high tops, for example, to show what people our age wear a lot these days.

Ellie Ah, oh, but thinking about it, wouldn't clothes take up a lot of space? Perhaps we should think again.

Bruno OK, let's look at another way of showing what people wore. How about some photographs?

Ellie Yes, great idea. Now, what about ...

Exercise 5

1 B 2 B 3 E 4 B 5 B 6 E 7 B

Exercise 6

1 objective 2 could 3 having 4 choice
5 convinced 6 excellent 7 sounds 8 example
9 goals 10 Perhaps

Exercise 7

A 1, 9 B 2, 3, C 6, 7 D 4, 5, 10 E 8

Exercise 8 Students' own answers

Vocabulary and grammar page 23

Exercise 1

1 well known 2 highly respected 3 never-ending
4 wide-ranging 5 breathtaking 6 handmade
7 thought-provoking

Exercise 2

1 vase 2 pottery 3 statue 4 weapons 5 tablet
6 helmets 7 Jewels 8 mummy

Exercise 3

1 The exhibition encourages visitors to think about life in the past.
2 Don't make them go if they don't want to!
3 His parents were very strict. They didn't let him go to Paris for the weekend.
4 I have never regretted starting my own business.
5 She recommended talking to a doctor about my arm.

Exercise 4

1 visiting 2 to do 3 to hire 4 to help 5 to make
6 to make 7 staying 8 to see 9 to make 10 relax

Exercise 5 Students' own answers

Reading pages 24–25

Exercise 1

1 a

Exercise 2

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

Exercise 3

1 burial chamber 2 dazzling riches 3 elaborate decorations
4 fierce creatures 5 hidden secrets
6 human remains 7 luxurious fabric 8 painstaking work

Exercise 4

1 painstaking work 2 luxurious fabric
3 burial chamber 4 dazzling riches 5 hidden secrets
6 Human remains 7 elaborate decorations
8 fierce creatures

Exercise 5 Students' own answers

Writing page 26

Exercise 1 Students' own answers

Exercise 2 the telephone

Exercise 3

a 3 b 1 c 5 d 2 e 4

Exercise 4

1 As she looked up from her book, Ada wondered what on earth it could be.
2 Thinking this, she heard Tommy draw in a sharp intake of breath.
3 Hurrying down the hall, she reached for Tommy's arm.
4 Having carefully put down the receiver, Tommy turned to look at her.

Unit 4 Body and soul

Vocabulary page 28

Exercise 1

1 mind 2 engineers 3 cause 4 shift 5 screen

Exercise 2

1 deafness 2 short-sightedness 3 disability
4 baldness 5 imperfection

Exercise 3

1 hand 2 shoulders 3 leg 4 eye, eye 5 hair

Exercise 4

1 eye 2 depression 3 heels 4 head 5 shoulders
6 disability 7 imperfection

Exercise 5 Students' own answers

Grammar page 29

Exercise 1

1 will sit 2 used to 3 is always complaining
4 played 5 often watches 6 Did you use to

Exercise 2

1 began 2 used to be filmed 3 would broadcast
4 would start 5 would tell 6 would be 7 played
8 became 9 would apply

Exercise 3

1 At his old school, Anton was used to being top of the class.
2 Priya is getting used to having a lot of free time now that she's finished her studies.
3 Did you use to be a nurse?
4 They feel tired because they aren't used to getting up so early in the morning.
5 When we were young, we used to enjoy watching medical dramas on TV every weekend.
6 I'm getting used to my new job.

Exercise 4

1 were never trusting 4 did not use to heal
2 will be learning 5 used to use
3 used to using 6 will be ever disagreeing

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 30

Exercise 1

1 go 2 take 3 give 4 change 5 Have 6 Bear
7 be 8 make

Exercise 2

1 a 2 b 3 a 4 b 5 a 6 b 7 a 8 b

Exercise 3 Students' own answers

Exercise 4

1 Omar
2 Lidia is feeling down because her pet dog died and her grandpa was rushed to hospital.

Audio script 4.01

Omar Hey, Lidia. Is everything OK?

Lidia No, not really.

Omar Oh dear. You seem a bit down.

Lidia Yes, I am.

Omar Can I do anything?

Lidia I don't think so. It's just a couple of things that happened recently that have made me feel a bit down.

Omar Do you feel like telling me a bit more?

Lidia Well, my dog died last week.

Omar Oh, no. That's a shame. I understand. I know what you're going through.

Lidia Really? Do you?

Omar Yes, I do. My pet cat died a few months ago and I still feel sad about it. It's especially hard when I get in from school and she's not there to meet me. I miss all her little noises.

Lidia Yeah, that's exactly right. I used to take our dog for a walk when I got home from school every day. Now when I get back the house is really quiet. Then I go into the kitchen and her bowl is still there and her little bed too.

Omar Ah, that's tough. Is there anything else bothering you?

Lidia My grandpa fell in his house and was rushed to hospital on Saturday night.

Omar I'm sorry to hear that. Is he OK?

Lidia The doctors aren't sure yet, but he seemed a bit better yesterday.

Omar How can I make things better for you?

Lidia Well, actually I feel a bit better now that I've talked to you. Thanks, Omar.

Omar Hey, no worries. Maybe we could go out for a coffee to take your mind off things? Even if it's just for half an hour.

Lidia Thanks, Omar. Can I give you a call tomorrow?

Omar Of course. You know you can talk to me any time. I'm always here if you want to talk.

Lidia Thanks, Omar. I feel a bit better already.

Exercise 5

1 everything 2 down 3 anything 4 feel like
5 shame 6 going through 7 tough 8 bothering
9 sorry 10 better 11 always

Exercise 6

A 1, 2 B 4, 8 C 6, 9 D 3, 10, 11 E 5, 7

Exercise 7 Students' own answers

Vocabulary and grammar page 31

Exercise 1

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

Exercise 2

1 skull, spine, ribs
2 arteries, heart, veins
3 lungs, stomach, liver, heart
Two categories: heart

Exercise 3

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

Exercise 4

1 were about to become 2 were going to create
3 was to use 4 were to develop 5 was going to happen
6 would offer 7 was to introduce

Exercise 5 Students' own answers

Reading pages 32–33

Exercise 1 Students' own answers

Exercise 2

A 6 B 7 C 1 D 2 E 5

Exercise 3

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

Exercise 4

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

Exercise 5

1 distinct 2 modify 3 demoralizing 4 variant
5 perseverance 6 uncover 7 radically
8 commonplace

Exercise 6 Students' own answers

Writing page 34

Exercise 1

1 no matter what 2 Moreover 3 While 4 In addition
5 Even though

Exercise 2

B, A, D, C

Exercise 3

a

Exercise 4

Arguments in support: Losing a pet is very upsetting and pet cloning may help families overcome their grief; People get used to their pets' personalities; Animals are not hurt in the cloning process; Current imperfections in cloning will be ironed out.

Arguments against: ethical issues, current imperfections in science of cloning, not every cloned animal survives

Unit 5 Express yourself

Vocabulary page 36

Exercise 1

1 switched on 2 add on 3 slip on 4 brush up on
5 keep on 6 moved on 7 cheer on 8 take on

Exercise 2

1 enable 2 encourage 3 enlarged 4 ensure
5 empower 6 entitled 7 embedded 8 entrusted

Exercise 3

1 imho 2 bfn 3 tia 4 lol 5 asap 6 fyi

Exercise 4

1 brush up on 2 encoded 3 entitled 4 encourage
5 keep on 6 emboldened 7 switch on
Word not needed: enable

Exercise 5 Students' own answers

Grammar page 37

Exercise 1

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

Exercise 2

1 We ought to try to learn a new language.
2 You should learn vocabulary regularly.
3 If you want to do well at school, you need to work hard.
4 Students mustn't take phones into exams.
5 You'd better not forget her birthday or you'll be in trouble!

Exercise 3

1 shouldn't have 2 had to 3 didn't need
4 ought to have 5 didn't have to 6 needn't

Exercise 4

1 needed to learn 2 had to commit 3 had better
4 shouldn't have 5 ought to have 6 didn't have to
7 needn't

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 38

Exercise 1

1 on the point of 2 There's no point in 3 point out
4 at some point 5 The point is 6 take your point
7 from my point of view 8 up to a point

Exercise 2

1 They are the student representatives on the school council.
2 It raised €850.
3 She thinks they both have good ideas. She proposes setting up a meeting when they have more information.

Audio script 5.01

Teacher Welcome to today's school council meeting. So, first of all, congratulations to all of you for raising €850 for the school this term. I know that involved a lot of hard work, so well done. Geeta and Ashok are here today as the student representatives. So, now we just have to decide how best to spend the money. I was wondering if either of you would you like to make a suggestion? Geeta?

Geeta Well, I was hoping we could get a digital camera or maybe even two. We don't have any in school at all just now.

Teacher Could you tell us a bit more about why you think we need a digital camera?

Geeta Well, it's definitely something that would benefit a lot of students. A digital camera could be used for art or science projects, and of course other departments could

use them as well – a geography department field trip, for example.

Ashok But aren't digital cameras really expensive? Wouldn't it be better to spend the money on something that would make more impact on the school? We could buy a lot of new books for the library with that kind of money.

Teacher That's true. And we would like to encourage people to use the library more.

Geeta I'm sorry, but I just don't think we need more books. Don't you think most people read stuff online these days?

Ashok Some stuff, yes, but people still want to read books. Lots of people prefer to read novels that way. And what about academic study? You usually need books to get into any depth on a subject. But anyway, that isn't the point. A digital camera will mostly just be used by art and photography students. Surely you have to agree that we should buy something that everyone will be able to use.

Geeta Of course, but why should that be books? Doesn't it make more sense to get something more up to date?

Ashok I'm sorry, but I just don't see why books aren't up to date.

Teacher Hmm, digital cameras or books? Both are good ideas, but which one shall we go for? Or perhaps there's something else that would be even better. I was thinking about some sports equipment, for example.

Ashok That would be useful, too, but I still think the library should be a priority ...

Teacher Actually, you know, we don't have to decide right now. Why don't we find out a bit more information about both options? Geeta, could you let us know exactly how much one digital camera would cost? And Ashok, maybe you could make a list of books you think would be useful?

Ashok How about if I asked people to make a list of books they'd like us to buy?

Teacher Yes, good idea.

Geeta And I could also see exactly how many people think they would use a digital camera.

Teacher OK, let's sleep on it, then. I think we should set up another meeting when you've got a bit more information. OK? Now, let's move onto the next item on the agenda ... swimming lessons. We've been offered the use of the local pool on Tuesdays, so ...

Exercise 3

- 1 art (and) science 2 geography 3 expensive
4 the library 5 everyone 6 online 7 cost 8 a list

Exercise 4

- 1 I was wondering if either of you would like to make a suggestion?
2 Well, I was hoping we could get a digital camera or maybe even two.
3 Could you tell us a bit more about why you think we need a digital camera?
4 Wouldn't it be better to spend the money on something that would make more impact on the school?
5 Surely you have to agree that we should buy something that everyone will be able to use.
6 Doesn't it make more sense to get something more up to date?
7 Both are good ideas, but which one shall we go for?
8 OK, let's sleep on it, then.

Exercise 5

- 1 So we have to decide which article to use as the front page in the student zine this month. Elena, I was wondering if you could tell us all about what we have to choose from?
2 Well, we've got some quite interesting stuff. There's a great article on our town in the year 1900.
3 Mmm ... I'm not sure people will be interested in that. Why don't we have something about life today?
4 OK, well, if you want something more up to date, Ilkay has written something about the school ski trip last term.
5 Don't you think skiing sounds a bit more interesting?
6 Maybe. I take your point, but not everyone is interested in sport. Doesn't it make more sense to have something of general interest? I still think the historical article is best.

Students' own answers

Vocabulary and grammar page 39

Exercise 1

- 1 resonate 2 barriers 3 abuse 4 transcend
5 come a long way 6 pinnacle

Exercise 2

- 1 bibliography 2 title page 3 dust jacket
4 imprint page 5 glossary 6 spine

Exercise 3

- A hardback B paperback C back cover
D front cover

Exercise 4

- 1 could 2 could 3 could 4 succeeded in 5 could
6 managed to 7 able to 8 succeeded in

Exercise 5

- 1 couldn't 2 can / manages to 3 be able to
4 succeed in 5 Being able to

Exercise 6

 Students' own answers

Reading pages 40–41

Exercise 1

- b
Students' own answers

Exercise 2

- 1 D 2 C 3 F 4 B 5 A
Not needed: E

Exercise 3

- 1 hammock 2 binge-watch 3 brunch 4 mouse
5 friend 6 selfie 7 phone 8 ASAP

Exercise 4

- 1 end up 2 draw up 3 show up 4 pick up
5 make up 6 give up

Exercise 5

- 1 give up 2 make up 3 pick up 4 drew up
5 show up 6 end up

Exercise 6

1

chillax: blending: chill + relax; calm down and relax; take it easy
fridge: clipping: from 'refrigerator'
hygge: loan word from a Danish word; means the quality of cosiness from doing simple things like spending time at home with family or baking
laser: acronym: light amplification by stimulated emission of radiation
plant-based: compounding: used to describe food or a diet that consists of food from plants
Segway: conversion; proper noun for a type of motorised scooter is now used as a noun
WFH: initialism: work(ing) from home

2

Students' own answers

Writing page 42

Exercise 1

1 expressive / meaningful 2 perceptive / insightful
3 moving / touching 4 fascinating / riveting
5 intricate / complex

Exercise 2

the book

Exercise 3

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

Phrase not needed: g (There's a dramatic twist at the end.)

Exercise 4

1 Nick Carraway's memories
2 Gatsby befriending Nick
3 Nick's
4 that Daisy's husband is unfaithful and a bully
5 film
6 portraying the complex characters

Unit 6 Mass media

Vocabulary page 44

Exercise 1

1 break 2 set 3 make 4 go 5 lack 6 expose
7 spread 8 trace

Exercise 2

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

Exercise 3

1 bans 2 plea 3 vows 4 axe 5 quits

Exercise 4

1 headlines 2 go 3 trending 4 an abuse
5 Breaking 6 corruption 7 vowed 8 backed

Exercise 5

 Students' own answers

Grammar page 45

Exercise 1

1 must 2 might 3 must 4 can't 5 could 6 has to
7 might have

Exercise 2

1 may not recognize 2 must have seen 3 might / may
/ could receive 4 might / may / could find out 5 can't
worry 6 might / may / could change

Exercise 3

1 probably 2 safe 3 must 4 may 5 like
6 bound to 7 possible 8 almost sure

Exercise 4

 Students' own answers

Listening, vocabulary and speaking page 46

Exercise 1

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

Exercise 2

 Students' own answers

Exercise 3

1 Kara: B Dylan: B Adil: A
2 Photo B

Audio script 6.01

Kara Hi there. I can't believe it's this week's *Weird and Wonderful* meeting already. Time to choose a funny, strange or fascinating photo from around the world for our website. So, here's what I was thinking – it's national wildlife week and there are a lot of wildlife photo competitions going on. I think we should definitely have a photo with an animal theme. Here are two we could use. We only have space for one of them though. What do you think, Dylan? Which one should we choose?

Dylan That one, definitely. It ticks a lot of boxes for me. It's funny and unusual, and it makes you look twice. At first, it's hard to tell what's going on. I feel as though I want to know why the young sheep has jumped up on to the statue, and, as you know, we try to use pictures that tell a story. Oh, and I love the idea that it might be lost. I think it's a really interesting shot with a touch of humour.

Kara In other words, you think the sheep one is funnier than the coyote in the snow? Or have I got that wrong?

Dylan Well, I didn't mean that exactly. I suppose I'm just saying that the sheep photo works for me because it's more surprising.

Kara Mmm. I think the same. It made me wonder who captured that moment. The person must have been in the right place at the right time. It might make people think a bit more about animals and how they can be like us, you know, spending time with their family. Anyway, let's go with it. I reckon our followers will find it really funny.

Adil Hang on a minute. Are you saying that the other picture isn't funny, or interesting? Personally, I think the coyote in the snow is brilliant. Not only that, but I think that the sheep one is a bit boring, and it's not that great a

shot. You can see statues and animals everywhere – there's a statue right outside school. In fact, we might as well go and get my dog, bring it back here and photograph it on the statue.

Kara Oh, come on, Adil! How can you say that? The way the photographer has captured the baby sheep standing on the statue of the adults is really clever and artistic. That little sheep looks lost and lonely and in my opinion, it's not the sort of shot you get the chance to take every day.

Adil Mmm. I'm just trying to point out that it doesn't look very artistic to me. And I think the other photo is much more unusual. It's already got a great caption with the sign on the gate and it would make a great meme, too. Anyway, didn't we say that since it's national wildlife week this week, we need a wildlife photo because a wildlife photo competition is bound to appear in a news story at some point this week. Aren't we trying to use photos that are in the news?

Kara True. It does relate to what's going on in the news this week, but it isn't going to make the headlines. I don't think that counts against us using the sheep one – we shouldn't always be using photos related to politics or bad news. This is a good news story that will most probably make people smile or maybe even laugh. I think we need more of those. So, we have to choose one. Which one is it going to be then?

Dylan Well, you know my opinion. However, we could include both on the website, couldn't we?

Kara No, there isn't room on the page. We have to choose.

Adil Well, OK. I know I'm in the minority. Let's go for the one you both prefer.

Kara Great. So, do we all agree that we'll upload this one?

Dylan/Adil Sure.

Exercise 4

2, 3, 4, 10

Exercise 5

A 1, 9 B 2, 7, 10 C 4, 5, 6, 8 D 3, 11

Exercise 6 Students' own answers

Vocabulary and grammar page 47

Exercise 1

1 a 2 c 3 b 4 b 5 a

Exercise 2

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

Exercise 3

1 took were / did was take 2 was talk about 3 was the documentary 4 watched was / did was watch 5 was Safiya who/that

Exercise 4

1 Rarely has the newsroom been as busy as it is today.
2 Hardly had we sat down when the editor broke the news.
3 Seldom have I heard such a good musical score.
4 Not only has film director Chloé Zhao won an Oscar for best director, she's also won one for best picture.

- 5 Never before have we read such good news on a website. / Never have we read such good news on a website before.
6 What happened was that the film was only released in certain countries.

Exercise 5

1 Not only 2 It 3 writer 4 It 5 life 6 over 7 What

Exercise 6 Students' own answers

Reading pages 48–49

Exercise 1

1 C 2 D 3 A 4 E 5 B 6 F

Exercise 2

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

Exercise 3

1 fierce 2 prolific 3 quest 4 inseparable
5 haunting 6 bear witness 7 capture
8 politically aware

Exercise 4

1 prolific 2 haunting 3 bear witness 4 inseparable
5 fierce 6 capture 7 politically aware 8 quest

Exercise 5 Students' own answers

Writing page 50

Exercise 1

1 undoubtedly 2 Worryingly 3 Theoretically 4 In reality 5 distressingly 6 Presumably 7 In all honesty

Exercise 2

The writer opposes using TikTok to follow the news.

Exercise 3

- 1 All people read in the days before social media was stories that newspaper owners wanted them to read.
- 2 What a lot of people follow is what their favourite commentators or celebrities say about breaking news.
- 3 Not only can you watch a breaking news story on TV, (but) you can (also) follow comments about the event online.
- 4 Never before have young people been able to share their views instantly on current events.
- 5 By far the best thing about TikTok is that it delivers short news videos.
- 6 What you can hear about is news that isn't covered in newspapers or on TV, and some good songs.

Unit 7 Once in a lifetime

Vocabulary page 52

Exercise 1

1 pay 2 set 3 cross 4 wear 5 put 6 fight

Exercise 2

1 in the prime of (her) life 2 a matter of life and death
3 led a charmed life 4 every walk of life 5 milestone in their life 6 breathed life into 7 shelf life

Exercise 3

1 in next to no time 2 all the time 3 for the time being 4 from time to time 5 at the best of times 6 before my time

Exercise 4

1 fight 2 nick 3 one 4 course 5 wear 6 prime 7 same

Exercise 5 Students' own answers

Grammar page 53

Exercise 1

1 would eat, wasn't
2 would have arrived, hadn't got
3 would have smashed, hadn't caught
4 would have been, hadn't been wearing
5 hadn't persuaded, wouldn't have won
6 would meet, had
7 weren't, would help
8 wouldn't have felt, hadn't finished

Exercise 2

1 If I was/were a lucky person, I would have won something in my life.
2 If it wasn't important, I wouldn't have called you while you were away.
3 If Jason and Laura weren't great cyclists, they wouldn't have represented their country in the Olympics.
4 If Adil hadn't won the baking competition, he wouldn't be so happy.
5 If I had got paid yesterday, I could go out tonight.
6 If you hadn't invited them, Anya and Emil wouldn't be here.

Exercise 3

1 wouldn't be 2 hadn't starred 3 hadn't known
4 might have asked 5 had had 6 would have chosen
7 hadn't signed 8 would have accepted
9 hadn't taken up 10 would never have heard

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 54

Exercise 1

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

Exercise 2

1 Lifelike 2 lifespan 3 Lifeguard 4 Lifelong
5 lifeboat 6 lifesaver 7 lifestyle 8 lifeless

Exercise 3 Students' own answers

Exercise 4

1 All three speakers agree with the statement.
2 Ashu: Teenagers are distracted by modern technology.

Senyo: Teenagers are given more freedom, so decide not to help others.

Nico: Teenagers are influenced by social media, influencers and advertising.

Audio script 7.01

Ashu A lot of people believe that young people today are more selfish, and I totally support that idea. Kids are always thinking about themselves. The most obvious reason for this is that they spend so much time online that they show no interest in what's happening in their own family. Every young person I know has a laptop or a computer and a mobile, and spends a lot of time using them. As a result, they are independent and self-reliant, but they don't spend as much time with their parents and grandparents as they once did. Families don't talk to each other or do things together very much any more. What if phones and internet access or social media were banned at home on weekday evenings? I think that would force families to talk to each other more, and young people would take more of an interest in the lives of their families.

Senyo Exactly. I completely agree. I think teenagers' lives today are very different from those of our parents when they were young. In the past, teenagers were expected to do housework and help out at home more. But today, kids are allowed to make their own decisions and, too often, they decide to do what they enjoy and to avoid chores. The main benefit that this has is that teenagers aren't as dependent on their parents as they once were, and they often take more initiatives and I do think they are more experienced from a younger age than the older generation were. My main worry is that young people grow up only thinking about themselves.

Nico I see your point, but what bothers me is not young people, it's society itself. We are exposed to a society whose values are very selfish, and then we're criticized for being selfish ourselves. On social media, through influencers and advertising, we are encouraged to look good, to be assertive, and to fight to get the best job or the best lifestyle. It's hardly surprising that kids these days are more obsessed with themselves than their parents ever were. Even if we wanted to be selfless, it would be difficult, because our society values ambition and personal achievement more than helping others.

Exercise 5

1 S 2 S 3 N 4 A 5 A 6 N

Exercise 6

1 A 2 A 3 S 4 S 5 A 6 N 7 S 8 N 9 N

Exercise 7

A 1, 4, 5 B 7, 9 C 2, 6 D 3, 8

Exercise 8 Students' own answers

Vocabulary and grammar page 55

Exercise 1 Students' own answers

Exercise 2

1 snowed 2 had known 3 stayed 4 cancelled
5 hadn't passed 6 didn't play 7 helped

Exercise 3

- 1 had posted 2 had waited / had been waiting
3 weren't 4 had moved 5 hadn't gone 6 lived

Exercise 4

- 1 had stayed; would have graduated
2 had not / hadn't convinced; be doing
3 had not / hadn't allowed; would not / wouldn't have finished
4 had not / hadn't moved

Exercise 5

- 1 had listened 2 had acted 3 would I be 4 had done
5 would have fulfilled 6 was 7 had followed
8 wouldn't have learned 9 wouldn't be 10 wouldn't have had 11 was

Exercise 6 Students' own answers

Reading pages 56–57

Exercise 1 Students' own answers

Exercise 2

- 1 C 2 A 3 E 4 B 5 D

Exercise 3

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

Exercise 4

- 1 mindset 2 lot 3 pattern 4 fluke 5 hand
6 hunch 7 attribute

Exercise 5

- 1 attributes 2 mindset 3 hunch 4 lot 5 hand
6 fluke

Exercise 6 Students' own answers

Writing page 58

Exercise 1

- 1 I've never met such a wealthy person as my uncle Max.
2 People with less money get just as much fun out of life as the super-rich.
3 The more you can buy, the happier you are.
4 As you get older, being fit and healthy is more and more important.
5 People with a lot of money are not so motivated to work hard as people who don't have much money.
6 Money is far less important than good health and good friends.

Exercise 2 Students' own answers

Exercise 3

It is answering topic 2.

Exercise 4

- 1 They get much better qualifications, better jobs and better opportunities.
2 To play a musical instrument, be good at sport and even make friends takes effort.
3 It makes you feel good about yourself and good about your life.

- 4 They are less likely to miss opportunities in life. They are less likely to feel negative when things go wrong. They are less likely to give up when something is difficult to do.

Unit 8 Food for thought

Vocabulary page 60

Exercise 1

- 1 distressing 2 struggling 3 countless 4 brutal
5 banned 6 massive 7 critical

Exercise 2

- 1 with 2 on 3 to 4 in 5 on 6 without 7 on
8 in

Exercise 3

- 1 conserve 2 overexploit 3 produce 4 reduce
5 prevent

Exercise 4

- 1 of 2 concerned about 3 result in 4 massive
5 on 6 awe-inspiring 7 in 8 empathy for

Exercise 5 Students' own answers

Grammar page 61

Exercise 1

- 1 was being explored / was explored 2 has been licensed 3 had been allocated 4 were discovered / have been discovered 5 have been studied 6 are being destroyed / are destroyed 7 is being lost / is lost 8 are affected / are being affected / have been affected 9 will be compromised 10 will be released

Exercise 2

- 1 could be discovered 2 have to be punished
3 has to be taken now 4 might be improved
5 should be banned from cities 6 must be reduced

Exercise 3

- 1 being 2 to be 3 be 4 to be 5 being 6 being

Exercise 4

- 1 being 2 being 3 been 4 is 5 be 6 is
7 being 8 will

Exercise 5 Students' own answers

Listening, vocabulary and speaking page 62

Exercise 1

- 1 Let's face it 2 face up to the fact 3 talk until they're blue in the face 4 On the face of it 5 In the face of 6 put on a brave face 7 face the music

Exercise 2 Students' own answers

Exercise 3

They are talking about photo B.

Audio script 8.01

Bako Well, it doesn't look like the kind of food you'd eat every day, but they seem to be having a good time.

Daria Who are you talking about?

Bako The people in this photo. Look at them – sitting together, sharing food, eating with their fingers. Do you think they're happy?

Daria Hmm ... Judging by the expression on some of their faces, they're not all happy. A couple of them look quite serious.

Bako Maybe they're just uncomfortable and they don't like sitting on the ground with their legs crossed like that.

Daria Fair point, I hadn't thought about that!

Bako It looks like it might be a special occasion. They could be celebrating something.

Daria Why do you say that? I don't understand what you mean.

Bako Well ... ehm ... What I mean is, why are they all there eating together? You know ... What I'm getting at is it might be someone's birthday or something.

Daria Mmm. It's hard to say. No-one's wearing party hats and there's no cake, but perhaps they're going to have cake later. And they don't look like they're wearing smart clothes or you know, something special for a party. What I'm saying is it looks more casual to me.

Bako Hmm ... I see what you mean. I hadn't even looked at what they're wearing.

Daria It's safe to say that looking at the amount of food that there is, I think they've either eaten a fair amount already or they're just getting started and there's a lot more to come.

Bako That's an interesting point. Maybe this is like a starter and they'll go on to have a lot more after this or maybe this is all they're having.

Daria Where do you think they are? I wonder if they're in a classroom at school.

Bako It doesn't look like a classroom. It looks as though it's more like a living room or a bedroom. Look, there's a teddy behind the man.

Daria Well spotted! I hadn't noticed that. It can't be a classroom.

Bako And what about the man? Who do you think he is?

Daria I reckon he's the dad of one of the kids.

Bako Good point. That would explain why he's there. Maybe he made the food, too.

Daria Yeah. Ehm ... Supposing that you could ask him a question, what would you say?

Bako I'd ask him what they're eating and if he made it. What about you?

Daria I'd ask him if it's a special occasion and if it is, what they're celebrating!

Exercise 4

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

Exercise 5

1 Judging 2 Fair 3 mean 4 getting at 5 hard
6 What 7 mean 8 point 9 like 10 spotted, noticed

Exercise 6

A 1, 5, 9 B 2, 7, 8, 10 C 4 D 3, 6

Exercise 7 Students' own answers

Vocabulary and grammar page 63

Exercise 1

1 fare 2 portion 3 dish 4 banquet 5 snacks
6 order 7 takeaway

Exercise 2

1 toast 2 bake, grill, roast, boil, fry, poach, scramble, steam, stew, stir-fry 3 barbecue, grill 4 boil, poach, steam, stew 5 fry, scramble, stir-fry

Exercise 3

1 When was Thai food first served to you?
2 Have the secrets of Thai cooking been taught to you?
3 How much money is paid to you for working in the restaurant?
4 Is advice sometimes given to you by the chefs there?
5 Has a Thai dish been made specially for you?

Exercise 4

a is paid, 3 b have been given / are given, 4
c was served, 1 d was made, 5 e was taught, 2

Exercise 5 Students' own answers

Reading pages 64–65

Exercise 1 Students' own answers

Exercise 2

1 C 2 A 3 E 4 D

Exercise 3

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

Exercise 4

1 absorb, a 2 causing, a 3 running, b 4 reach, b
5 trace, a 6 make, a

Exercise 5

1 causing the greenhouse effect 2 absorb carbon dioxide 3 run a business 4 trace the source
5 make a case 6 reached an agreement

Exercise 6 Students' own answers

Writing page 66

Exercise 1

1 It is believed that the price of some fair-trade products is going down.
2 In 2021, it was reported that ordinary coffee prices had increased and reached a ten-year high.
3 Fair-trade farmers are thought to be losing a lot of their income to ordinary coffee brands.
4 Supermarkets are known to have started selling a wider range of fair-trade products, including coffee.
5 It is said that people don't want to spend more money on coffee that is ethically produced.

Exercise 2

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

Exercise 3

A: sentence 4

B: sentence 3

C: sentence 2

D: sentence 1

E: sentence 6

F: sentence 5

Exercise 4 Students' own answers

Unit 9 High tech

Vocabulary page 68

Exercise 1

1 sense 2 life easier 3 decisions 4 generalizations
5 an observation 6 mistakes 7 predictions
8 connection

Exercise 2

1 search engine 2 big data 3 web browser 4 social media feed 5 video platform 6 streaming services
Extra words: artificial intelligence; virtual assistant

Exercise 3

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

Exercise 4

1 virtual assistant 2 voice recognition 3 artificial intelligence 4 make life easier 5 makes mistakes
6 computer algorithms 7 make observations
8 facial recognition

Exercise 5 Students' own answers

Grammar page 69

Exercise 1

- Stephanie Kwolek said that all sorts of things could happen when you were open to new ideas and you were playing around with things.
- Albert Einstein said that science was a wonderful thing if one did not have to earn one's living at it.
- Niels Bohr said that an expert was a person who had made all the mistakes that could be made in a very narrow field.
- Richard P Feynman said that he had learned very early the difference between knowing the name of something and knowing something.
- Rosalyn Yalow said that women had to believe in themselves or no one else would believe in them; they had to match their aspirations with the competence, courage and determination to succeed.

Exercise 2

1 would 2 had to 3 could 4 would 5 shouldn't
6 would

Exercise 3

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

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 70

Exercise 1

1 under attack 2 under control 3 under scrutiny
4 under the weather 5 under your belt 6 under pressure 7 under the radar 8 under no obligation

Exercise 2

1 cookies 2 Trojan 3 updates 4 virus 5 data
6 spam 7 backup 8 bugs 9 Spyware 10 firewall

Exercise 3

1 e 2 b 3 d 4 c 5 a

Audio script 9.01

In today's presentation, I'm going to talk about why I believe that the internet has had the greatest effect on society of any invention in history. Of course, there have been many other extremely important inventions, but the aim of my presentation is to explain why the internet is, nonetheless, something that is responsible for changing every aspect of our lives.

First, I'm going to talk about how the internet has made our day-to-day lives easier and changed the way we do things. Then I'll move on to look at how it is changing society, followed by a look at the impact on the world as a whole. There'll be some time for questions and answers once I've finished, so please hold any queries that you have until the end.

So, let me start by looking at some of the daily tasks that have been revolutionized and by the internet and become easier. Many people now use the internet as the main way to do their shopping, for example, buying everything from food to clothes to holidays online. In addition, when we can't or don't want to leave our homes to do other daily activities, such as studying or working, the internet has allowed us to continue these things albeit in a different way. A good example of this was during the Covid-19 pandemic when bedrooms became classrooms and kitchens became offices as people had to study online or work from home. Thanks to the internet, people could still be connected to their office and with their colleagues. And of course, the internet has revolutionized our social lives with people chatting, socializing, doing quizzes and even meeting new people online, too.

I've just told you about the impact of the internet on our day-to-day lives. Now I'm going to move on to talk about the effect of the internet on society. The changes in our behaviour, which I've just described, clearly have knock-on effects on society as a whole. The rise of online shopping is having a dramatic effect on our high streets, where many businesses are starting to close. The internet also has an impact on those who provide expertise. Take doctors or lawyers, for example. As more and more information can be freely found online, they may find this has an impact on the amount and type of work they do. This may also start to affect teachers as online study becomes more popular. In fact, education is certainly an area where the internet is causing massive changes, and that's what I'm going to talk about now.

As well as changing how education is provided, by moving it from real classrooms to virtual ones, which we may all have some experience of now, the internet is also radically changing our whole view of education. Education has traditionally been about the transfer of information from someone knowledgeable to someone seeking knowledge. The student would need to retain the information and perhaps, at some point, pass it on. However, with so much information now available at the click of a mouse, do we actually need to retain all this knowledge any more? Just think about what that might mean for education as a whole. I think we can be certain that more changes may come in the not too distant future.

The ability to share information across the globe has had a major impact on the whole world, not just individual societies. Internet access is now widespread, even in poorer countries. People are coming together as a community, to share information, mobilize, organize and campaign against injustice on a global scale. Small protest movements can quickly grow through social media, for example, and what happens in one country can rapidly affect what happens in another in an unprecedented way. To sum up, the internet is changing almost every aspect of our lives, worldwide. So, I hope my arguments have convinced you that the internet has had and will continue to have a greater impact than any other invention in history. Please feel free to ask any questions and I'll do my best to answer them.

Exercise 4

2, 4 and 6 are different (D).

Exercise 5

A 4, 7 B 1, 8 C 3, 5 D 2, 9 E 6, 10

Phrases heard: 1, 2, 4, 6, 7, 8, 9, 10

Exercise 6 Students' own answers

Vocabulary and grammar page 71

Exercise 1

1 close 2 hard 3 Just 4 highly 5 closely 6 high
7 Lately 8 hardly

Exercise 2

1 justly 2 late 3 high 4 lately 5 close 6 highly
7 just 8 hardly

Exercise 3

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

Exercise 4

- 1 They begged Yasmin to wait for them.
- 2 He denied reading Anita's/her texts.
- 3 She promised to help Badrey.
- 4 She refused to stop posting videos online.
- 5 He warned me/us not to post that video online.
- 6 He reminded Kaya to text him later.
- 7 She encouraged Senyo to take the job.
- 8 They suggested teaching people about their culture on TikTok.

Exercise 5 Students' own answers

Reading pages 72–73

Exercise 1 Students' own answers

Exercise 2

1 C 2 F 3 A 4 E 5 B 6 G

Sentence D is extra.

Exercise 3

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

Exercise 4

- 1 revolutionized, transform
- 2 reverted back to, turning back the clock
- 3 modify, adapt
- 4 relinquish, kick the habit

Exercise 5

1 a 2 b 3 a 4 b 5 b 6 b 7 a 8 b

Exercise 6 Students' own answers

Writing page 74

Exercise 1

b

Exercise 2

The missing paragraph goes after paragraph 3.

Exercise 3

1 examine 2 suggest 3 assessed 4 proved
5 examine 6 demonstrated

Exercise 4

a interview b desk research c focus group d survey
Other way of collecting research: documents

Unit 10 The powers that be

Vocabulary page 76

Exercise 1

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

Exercise 2

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

Exercise 3

1 extreme 2 reactionary 3 mainstream 4 secular
5 egalitarian 6 communal

Exercise 4

1 communal 2 an alternative 3 shared 4 common
5 community 6 radical 7 inhospitable 8 spiritual
9 division of labour

Exercise 5 Students' own answers

Exercise 1

- 1 Luciano Moggi, who was one of the most talented people in Italian football in the 1990s, became general manager of Juventus football club in 1994.
Luciano Moggi, who became general manager of Juventus football club in 1994, was one of the most talented people in Italian football in the 1990s.
- 2 However, he will be remembered not for his management skills, but for a scandal which shocked the world of football.
- 3 In May 2006, recordings of Moggi's phone conversations with referees and officials, which were about Juve winning more matches, were printed in the Italian media.
- 4 Detectives, the Italian Football Federation and the courts carefully examined Moggi's system, which was called Moggiopoli.
- 5 Moggi, who had a lot of power to influence the outcomes of matches because of his position and contacts, eventually admitted to manipulating match results in favour of Juve.
- 6 As a result, Italy's highest court and the Italian Football Federation banned Moggi from managing or coaching football, to which he had devoted his life. / As a result, Italy's highest court and the Italian football authorities banned Moggi, who had devoted his life to football, from managing or coaching.
- 7 In 2006, when Juventus was relegated to Serie B and deducted nine points, the team won the title and returned to Serie A the following season.
- 8 Unlike other sporting scandals, there was a happier ending for Moggi, whose charges were dropped in 2015.

Exercise 2

- 1 Two ice skaters taking part in an international competition broadcast on TV in Europe and America have been accused of cheating.
- 2 When they arrived at Centre Court, hundreds of tennis fans supporting both players were denied entry, despite having tickets bought for €500.
- 3 A football agent known for her high-profile clients was arrested last night for stealing money from some of her young players, including at least two Italian Under-21 stars.

Exercise 3

- 1 that/which sport (has) faced / faced by sport
- 2 including / which includes a controversial story
- 3 surrounded
- 4 who was one of
- 5 set up / that/which was set up
- 6 whose job
- 7 ranging / who ranged
- 8 associated / who was associated

Exercise 4 Students' own answers

Listening, vocabulary and speaking page 78

Exercise 1

- 1 manifesto 2 wing 3 wing 4 local 5 general
- 6 polling 7 ballot 8 electorate

Exercise 2 Students' own answers

Exercise 3

- 1 Sami: A 2 Layla: A 3 Yasmin: C 4 Omar: B

Audio script 10.01

Jamal Today's debate is on the right of students to have a voice in school. Should students have a vote on issues and decisions which affect them in school? Who would like to start us off? Sami, what are your thoughts on this?

Sami Well, I think there should be a student voice in schools. A lot of schools don't have a forum in which students can express their view about how their school is run, which is undemocratic and unfair. Head teachers and administrators make decisions which directly affect their pupils without any consultation whatsoever. This would never be allowed to happen to adults, so why should under-18s accept such a situation?

Jamal OK. Thanks, Sami. Let's have some other views on this. Layla, what do you think?

Layla Well, I couldn't agree with Sami more. But I'd go further. Even when a school has a student council in which students are elected to debate issues, the head teacher and administrators only really pretend to listen. If they disagree with what students decide democratically, and after much debate, they just ignore it. Recently, in England, a group of students walked out in protest because their school reduced their lunch hour to thirty minutes. Instead of listening to the students, and negotiating with them, the school called the police and suspended the ringleaders. This would never happen to a group of adult protesters. Students should have a voice which is not ignored, even if the school doesn't like what students think.

Yasmin Can I just come in here?

Jamal Yes, Yasmin. What's your view?

Yasmin I think what Layla's suggesting is unworkable. While I agree that there should be school councils, and schools should listen more to students, I'm not sure that pupils should be able to force head teachers to do what they say. In the end, a school is not a democracy.

Sami You can say that again. It's a place where the majority of people have no say and no rights. Students should be consulted. And, actually, I agree with Layla. If students say yes or no to something, schools should be forced to act on that decision.

Yasmin If you could just let me finish, please, Sami, I was going to say that it is a place where the people who run it are responsible experts who are there to act on our behalf. You can't say that the people who are in charge don't have our best interests at heart. They should listen to us, but we should respect their authority and expertise in making decisions.

Omar If I can interrupt for a moment, I'd like to add a comment.

Jamal OK. Go ahead, Omar.

Omar I think the main issue here is that a school should treat everybody who goes there with respect, and that means giving them a voice. So, I think student councils are important. If we give students responsibility and let them influence decisions, they'll behave better and be more mature, and they'll grow up knowing that their voice is important. Surely we should encourage that. At the same time, what's absolutely vital is that the final say about the running of a school should always be with the head teacher and administrators. Students can't be expected to know what's best and shouldn't be allowed to stop adults from doing their job.

Jamal OK. Thanks, Omar. Is there anything else ... ?

Exercise 4

1 S, L 2 S, L 3 Y 4 O 5 Y, O 6 L, S

Exercise 5

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

Exercise 6 Students' own answers

Vocabulary and grammar page 79

Exercise 1

1 swore 2 adversaries 3 humanity 4 nation
5 abolish

Exercise 2

1 down to 2 off, mark 3 under fire 4 set, straight
5 out; air

Exercise 3

1 without whom 2 in which 3 about whom
4 for whom 5 at which 6 with which

Exercise 4

1 Whenever 2 about whom 3 through which
4 those 5 for whom 6 in which 7 Many
8 Whatever 9 Nobody 10 someone

Exercise 5 Students' own answers

Reading pages 80–81

Exercise 1

This is part of the Japanese royal family.
Princess Mako is with her family in the first photo and her husband in the second one when she is no longer an official member of the royal family.

Exercise 2

1 F 2 D 3 A 4 G 5 C 6 E
Sentence B is extra

Exercise 3

1 F 2 T 3 F 4 F 5 T 6 T

Exercise 4

1 hereditary 2 in line 3 ascend the throne 4 inherit
5 commoner 6 forfeit 7 backlash 8 imperial

Exercise 5

1 commoner 2 in line 3 backlash 4 hereditary
5 forfeited 6 ascend the throne

Exercise 6 Students' own answers

Writing page 82

Exercise 1

1 B 2 D 3 A 4 C

Exercise 2

1 a 2 b 3 c 4 a 5 b

Exercise 3 Suggested answers:

1 In particular 2 like, for example, such as 3 For example

Exercise 4

1 C 2 B 3 D 4 A

Literature Insight

Literature Insight 1 pages 84–85

Before you read

1 In their poems.
2 Because her uncle died in the red room and she believes she can see his ghost.

Exercise 1

He thought it would save Jane's soul.

Exercise 2

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

Exercise 3 Students' own answers

Exercise 4

Because of the weather and the lack of care given to the girls.

Exercise 5

He thinks she is quiet and serious, but that she can be almost rude; that she has honesty and feeling; that she is good; that she is the sort of person people tell their problems and secrets to; that she is sympathetic and gives people hope.

Audio script LI.01

'Do you think I'm handsome, Miss Eyre?' Mr Rochester asked. Normally I would have taken time to think, and said something polite, but somehow I answered at once, 'No, sir.' 'Ah, you really are unusual! You are a quiet, serious little person, but you can be almost rude.' 'Sir, I'm sorry. I should have said that beauty doesn't matter, or something like that.' 'No, you shouldn't! I see, you criticize my appearance, and then you stab me in the back! All right, tell me. What is wrong with my appearance?' 'Mr Rochester, I didn't intend to criticize you.' 'Well now you can. Look at my head. Do you think I am intelligent?' He pointed to his huge, square forehead. 'I do, sir. Is it rude to ask if you are also good?'

'Stabbing me again! Just because I said I didn't like talking to old ladies and children! Well, young lady, I wanted to be good when I was younger, but life has been a struggle for me, and I've become as hard and tough as a rubber ball. I only have a little goodness left inside.' He was speaking rather excitedly, and I thought perhaps he had been drinking. 'Miss Eyre, you look puzzled. Tonight, I want conversation. It's your turn. Speak.'

I said nothing but smiled coldly.

'I'm sorry if I'm rude, Miss Eyre, but I'm twenty years older and more experienced than you. Don't you think I have the right to command you?'

'No sir, not just because you're older and more experienced than me. You would have the right only if you'd made good use of your experience of life.'

'I don't accept that, as I've made very bad use of my experience! But will you agree to obey my orders anyway?' I thought, 'He is peculiar, he's forgotten that he's paying me £30 a year to obey his orders,' and I said, 'Not many masters bother to ask if their servants are offended by their orders.'

'Of course, I'd forgotten that I pay you a salary! So will you agree because of the salary?'

'No sir, not because of that, but because you forgot about it, and because you care whether a servant of yours is comfortable or not, I gladly agree.'

'You have honesty and feeling. There are not many girls like you. But perhaps I go too fast. Perhaps you have awful faults to counterbalance your few good points.'

'And perhaps you have too,' I thought.

He seemed to read my mind, and said quickly, 'Yes, you're right. I have plenty of faults. I went the wrong way when I was 21 and have never found the right path again. I might have been very different. I might have been as good as you, and perhaps wiser. I am not a bad man, take my word for it, but I have done wrong. It wasn't my character but circumstances which were to blame. Why do I tell you all this? Because you're the sort of person people tell their problems and secrets to, because you're sympathetic and give them hope.'

Exercise 6

- 1 F: He asks her whether she considers him to be handsome.
- 2 F: Her first response is 'No, sir.'
- 3 T
- 4 T
- 5 F: He made bad decisions when he was younger.
- 6 T

Exercise 7 Students' own answers

Exercise 8 Students' own answers

Literature insight 2 pages 86–87

Before you read

- 1 It meant that poor families could only receive public money if they went to work and live in workhouses. This meant many families had to split, up and they lived in terrible conditions.
- 2 Because the other boys in the home decided that he had to be the one to ask.

Exercise 1

Large signs saying beggars would be sent to prison.

Exercise 2

1 D 2 B 3 G 4 F 5 E 6 A 7 C

Exercise 3 Student's own answers

Exercise 4

The boys steal from wealthy people.

Exercise 5

When Mr Grimwig is staring at him.

Audio script LI.02

Oliver went in and sat down. He looked at Mr Brownlow's serious face in alarm. 'Don't tell me you're going to send me away, sir, please!' he exclaimed. 'Let me stay here! I could help with the housework ... please, sir!'

'My dear child, don't be afraid,' said Mr Brownlow kindly.

'I won't desert you. I believe that you're a good boy, not a common thief. You told me you're an orphan – that seems to be the truth. But I want to hear now the whole story of your life, and how you came to be with the boys I saw you with that day.'

Oliver began his story but was soon interrupted by the arrival of Mr Grimwig, an old friend of Mr Brownlow's.

Mr Grimwig was a fierce old gentleman and very fond of arguments. He clearly knew all about Oliver and inspected him closely.

'So, this is the boy, is it?' he said at last.

Oliver bowed politely and was introduced by Mr Brownlow. Tea was then brought in, and during the meal Mr Grimwig stared so hard at Oliver that the boy felt rather confused. Eventually, Mr Grimwig whispered to Mr Brownlow, 'He may be a good-looking boy, but I think he's deceiving you, my good friend.'

'Nonsense!' said Mr Brownlow, becoming angry.

'Well, we'll see,' answered his friend. 'We'll see.'

Later that afternoon Mr Brownlow wanted to return some books to a bookseller, and to send some money for new books that he had already collected. Mr Grimwig suggested that Oliver should go. 'He'll be sure to deliver everything safely,' he said with a smile.

'Yes, please let me take them,' said Oliver, delighted to be of use. Mr Brownlow hesitated, but Mr Grimwig's smile had annoyed him. 'Very well,' he said. 'Here are the books, Oliver, and a five-pound note. The bookseller will give you ten shillings change.'

'I won't be ten minutes,' replied Oliver eagerly, and he ran out into the street.

'So you expect him to come back, do you?,' enquired Mr Grimwig.

'Yes, I do,' said Mr Brownlow, smiling confidently. 'Don't you?'

'No. He has a new suit of clothes, some valuable books, and a five-pound note in his pocket. He'll join his old friends the thieves, and laugh at you. If he comes back, I'll eat my hat.' The two men sat by the window with a pocket-watch between them, and waited for Oliver's return. Oliver hurried through the streets to the bookshop, thinking how lucky he was. Suddenly there was a loud scream behind him. 'Oh, my dear brother!' Before he could look round, a pair of arms was thrown tightly around his neck.

Exercise 6

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

Exercise 7 Students' own answers

Exercise 8 Students' own answers

Exam Insight

Exam insight 1 pages 88–90

Exercise 1

Text A: on a TV newspaper page

Text B: on a website

Text C: in an autobiography

Exercise 2

1 C 2 B 3 A 4 C 5 A 6 B

Exercise 3

All the words occur in the recording.

Exercise 4

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

Audio script EI.01

The Royal Flying Doctor Service of Australia. Just what do you know about it? And how important is it?

Founded in 1928 by John Flynn, the service combines the use of radio and aircraft to take healthcare to the remotest and most isolated parts of the country. Every year we treat around a quarter of a million patients and our pilots fly the equivalent of 25 round trips to the moon and back every year. That's how important we are. And don't make the mistake of thinking that we are just an emergency service. That is not the case at all. Sure, we provide 24-hour emergency assistance for people who have had accidents and people with life-threatening conditions. But actually, our work is far wider than that. In fact, a doctor is only called out in serious circumstances. The majority of flights involve only a pilot and a nurse. Our planes are used, where necessary, to transport patients from smaller rural hospitals to larger facilities in the city. We also fly out health workers to conduct clinics in remote areas and communities. Such routine clinics can involve dentists, midwives, mental health workers and other healthcare professionals.

And not all our work involves planes. Our other activities include providing advice by radio or telephone to the outback community and to travellers. For example, there are 3,500 medicine chests in isolated places around the country where people can go for help. Each medicine is identified by a number to make it easier to identify and to give instructions on how it should be used.

We also have a fleet of four-wheel drive vehicles which heads out to isolated communities, where we hold clinics and spread ideas to encourage preventative healthcare. The idea of preventative healthcare has obviously been around for a long time. However, just a few years ago we started our Healthy Living Program, an initiative which we hope over time will reduce the demand on our emergency services by encouraging people to live healthier lives.

Of course, all this comes at a price. We employ doctors, nurses, pilots, mechanics, administrative staff – all kinds of different people both skilled and unskilled. We have planes and motor vehicles to buy and maintain. We buy fuel, medicines and medical equipment. Yes, we are funded by the government. But we also rely heavily on financial support from businesses, both large and small, and from you, the general public.

That is why I am telling you about what we do. We are more than an emergency service. We are proud to provide free first-class healthcare to everyone who lives, works and travels in outback Australia. To continue to do this we need your help and support. Please visit the RFDS website and make a pledge. Thank you.

Exercise 5

Suggested answers:

- 1 Because a lorry had come off the road near Jack's family's home.
- 2 Because the lorry was in danger of falling into the gorge.
- 3 To help the driver out of the lorry.
- 4 Because he was very brave to risk his own life to save another at such a young age.

Exercise 6

1 a 2 c 3 d 4 b 5 c 6 a 7 b 8 d

Exercise 7

- 1 protection (The quantifier 'some' must be followed by a noun.)
- 2 uninspiring (As the adjective is describing the paintings, which the subject of the sentence does not like, the adjective must have a negative meaning.)
- 3 thoughtful (The speaker is praising someone's actions, so an adjective with a positive meaning is required.)
- 4 attractive (This is describing the noun, so must be an adjective.)
- 5 appealing (As the adjective is describing the 'curtains', which the speaker loves, the adjective must have a positive meaning.)
- 6 unimpressive (The teacher is describing a student's poor test results, so an adjective with a negative meaning is required.)
- 7 respectful (The adjective is describing somebody's behaviour towards another person and not their general character.)
- 8 tolerance (It follows an adjective, so a noun is required.)

Exercise 8

1 intolerant 2 thoughtless 3 protective
4 disrespectful 5 unappealing 6 inspiring / inspirational / inspired 7 attraction 8 impressive

Exercise 9

a agreement, formal	f suggestion, formal
b disagreement, formal	g suggestion, informal
c agreement, formal	h disagreement, formal
d disagreement, informal	i disagreement, informal
e suggestion, formal	j agreement, informal

Exercise 10 Students' own answers

Exercise 11

compel – compelled, compelling
inspire – inspired, inspiring
intrigue – intrigued, intriguing
memory – memorable
provoke – provoked, provoking
remark – remarkable

Exercise 12 Students' own answers

Exam insight 2 pages 91–93

Exercise 1

A 5 B 3 C 1 D 6 E 4 F 2

Exercise 2

1 C 2 B 3 E 4 D 5 F 6 A

Exercise 3

1 Recording 2 2 Recording 3 3 Recording 1

Audio script EI.02

- 1 Protests took place across the world today against the food company Monsanto. Estimates suggest that over two million people went on marches in over 50 countries. The 'March against Monsanto' movement began a few months ago with a Facebook page created by California resident, Tami Canal. Protesters were calling attention to the dangers they believe are posed by genetically modified food. Although many crops in the United States have been genetically modified, it is not yet necessary for GM products to be labelled, as the government and many scientists believe the technology is safe. A spokesman for Monsanto said that the company fully respected people's right to express their opinions in a peaceful manner, but that its work on genetically modified seeds was helping farmers to produce more from their land while at the same time conserving water and energy. The stock market today, and another fall ...
- 2 **Woman** But that's exactly the point. Lots of people find milk indigestible. They just can't drink it. It makes them sick and gives them stomach problems. Now scientists have genetically modified a cow that will produce a slightly different kind of milk that these people can drink. **Man** But you can't mess around with nature like that. Scientists have no idea what effect that milk will really have on people. And as for playing around with an animal's genes – honestly. They can't possibly know how that will affect the animal. It's irresponsible. **Woman** But can't you see that it's necessary? We need more food in the world. That's why there are genetically modified crops and that's why we need GM animals, too. And anyway, farmers have been practising a sort of genetic engineering for ages. They breed from the best animals so that they have the healthiest cows the next year. **Man** That's not the same thing at all. That's a natural process.
- 3 There is no doubt at all that we are in the middle of a genetic revolution. This is something that government and public opinion has not so far fully taken account of. There are simple ways that we can and should use

the knowledge we have. For example, at the moment, before a baby is born, it is routinely checked for a small number of diseases. The fact that doctors do this as a matter of course is generally accepted. However, we now understand enough about genes to know how they affect a person's intelligence and personality. Surely, as a responsible society, we should be making use of this knowledge. If we can see, before a person is born, that he or she is likely to grow up with a strong tendency towards, say, violence or alcoholism, then surely the parents must be allowed the opportunity to change that for the better. It would mean that their child could grow up safer, with a better life and with less chance of causing harm to themselves or others.

Exercise 4

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

Exercise 5

1 verb 2 article 3 preposition 4 modal verb
5 adverb 6 conjunction 7 preposition 8 verb

Exercise 6

1 looks 2 the 3 behind 4 should / do 5 long
6 if 7 by 8 considering / investigating / seeking

Exercise 7

1 noun 2 plural 3 adjective 4 noun 5 adverb
6 singular 7 past participle 8 negative

Exercise 8

1 increasingly 2 predictions 3 transformation
4 inadequate 5 information 6 retirement 7 political
8 implications

Exercise 9 Students' own answers

Exercise 10 Students' own answers

Exercise 11

1 response, concerning 2 Thank, offer
3 express, dissatisfaction 4 especially

Exercise 12 Students' own answers

Exam insight 3 pages 94–96

Exercise 1

Text A: c Text B: b

Exercise 2

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

Exercise 3

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

Exercise 4

Speaker 1: C Speaker 4: A
Speaker 2: F Speaker 5: D
Speaker 3: B

Audio script EI.03

Speaker 1 I could never give them up. I just love the look and the feel of them. I like to hold them in my hands, flick through the pages ... That's not to say I don't buy e-books.

I've got a tablet and I download them onto that, but I just use that for light reading, holiday reading, that kind of thing. But 'proper' books, literature, I have to have the physical thing so that I can truly appreciate it.

Speaker 2 Well, I've definitely moved into the 21st century, certainly as far as recreational reading is concerned, and to be honest I don't feel guilty about it at all. Why should I? I think the days of paper books are just about over. Obviously, there are books I need for work that are not available as e-books – but then the purchasing department takes care of that for me. I find e-books are just so much more convenient. My e-reader weighs less than a paperback, fits easily in my pocket ... I mean, why would I do anything else?

Speaker 3 I just wonder what houses will be like in 50 years' time. I mean, I always find it fascinating when I'm round at a friend's house to have a look at their collection of books. I love to have a browse through, see what we have in common, talk about different genres, authors and so on. But in 50 years' time, will anyone still be able to do that? You can't really pick up someone's e-reader and start browsing through that, can you? I think that would be extremely rude, don't you?

Speaker 4 Well, yes, I do download books, although not very many. Otherwise, my conscience starts to trouble me. We have a lovely little bookshop in our town – not one of the big chains, but a small friendly place run by a woman and her husband. They have a little café there, too, so it's nice to go in and have a coffee and a chat. And I love to browse real bookshelves – so much nicer than doing it online. So, you see, I really feel I ought to support them and help them stay open and downloading books is definitely not doing that.

Speaker 5 Of course, there's no way that digital will take over completely. Some people are always going to want the real thing. There's a popular book out now that originally came out in paperback, but surprisingly the publishers are now having to bring out a hardback version. It's usually the other way round, but so many readers have got in touch asking for it. I think there'll always be a place for real books for collectors and for a particular kind of reader. And people will always want beautiful books, coffee table books – the kind of thing you can't put on an e-reader.

Exercise 5

1 frequently 2 recognized 3 detective 4 entered
5 appearance 6 inspired 7 adapting 8 considerable

Exercise 6

1 recognition 2 detected 3 disappear 4 entry
5 frequency 6 considered 7 included

Exercise 7

1 noun 2 adverb 3 noun 4 noun 5 verb 6 noun
7 adjective 8 noun

Exercise 8

1 childhood 2 Admittedly 3 existence 4 expression
5 broaden 6 evolution 7 unexciting 8 impossibility

Exercise 9

A Adding more points on the same topic: apart from that; besides; what's more

- B Moving to contrasting points: yet; nevertheless; even so; still
- C Giving examples: such as; for instance; in particular
- D Talking about reasons: now that; since; seeing that

Exercise 10 Students' own answers

Exercise 11 Students' own answers

- A statistics
- B describing a situation
- C clichés and generalizations

Exercise 12 Students' own answers

Exam Insight 4 pages 97–99

Exercise 1

Paragraph 1 the result of the experiment to make an artificial burger

Paragraph 2 demand for meat

Paragraph 3 environmental issues

Paragraph 4 humans won't want to give up eating meat

Paragraph 5 It suggests the previous sentence was also negative.

Paragraph 6 steps to be taken before they can be ready to start large-scale manufacture; the fact that they can only work with small pieces of meat

Exercise 2

1 D 2 A 3 F 4 B 5 C 6 E

Exercise 3

a Recording 3 b Recording 1 c Recording 2

Audio script EI.04

Text 1

Man With me in the studio today is Sharon Williams, who is here to talk about fusion food. To be honest, Sharon, fusion food has been around for a long time, hasn't it?

Woman Yes, it has, Dermot. But let's be clear, what most people call fusion food is actually quite a recent phenomenon. A guy called Wolfgang Puck is credited with being one of the pioneers of the movement. He started fusing, blending, European and Asian cuisine in California in the 1970s.

Man But that's quite a long time ago, surely.

Woman Well, not really. One of the original types of fusion food is Peranakan or Nonya cuisine, which you can still find in Malaysia and Singapore today. This was developed from a mix of Chinese and Malay dishes as long ago as the 15th and 16th centuries.

Man That's fascinating!

Text 2

Here, in the heart of Kuala Lumpur, the Malaysian capital, I am witnessing – taking part in, actually – one of the most extraordinary culinary experiences of my life. I took a cab from my swanky upmarket airport hotel to get here, a street near the centre of the city, where I am now amidst a seething mass of people from all walks of life. I am looking around at rows of unprepossessing-looking eating places, tin tables and chairs spread out over the pavements, street hawkers selling every imaginable

kind of foodstuff. There are families here, impeccably dressed young women, businessmen straight from a day at the office – all here just for the food and to eat at their favourite eating place. The chefs, the staff, the restaurant owners all look overworked, tired and underpaid, but my research tells me that many of them are far from that. The humble surroundings are misleading, to say the least. So where shall I start? The seafood stall over there looks utterly amazing ...

Text 3

Looking for somewhere new and different for a night out? A romantic dinner for two? A meal out with friends? A celebration? A banquet? Then come to the Langkawi – at number six, Prospect Street – the newest, most exciting restaurant in town. Our menu, the creation of master chef, Tan Hung Wee, is guaranteed to set your mouth watering and stimulate even the most jaded taste buds. We offer the best of Malaysian and Singaporean dishes, an unparalleled sample of the best cuisine from these Asian countries, a delightful mixture of Malay, Chinese and Indian influences coming together in an explosive taste sensation that will surely take your breath away. Don't delay! Book a table now! Be among the first to experience this vibrant new venue. The Langkawi on Prospect Street! Book now by calling 01655 321457 or visit thelangkawi.net. Ten per cent off all menu prices during our opening month.

Exercise 4

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

Exercise 5

1 c 2 d 3 b 4 e 5 a

Exercise 6

1 to / with 2 in 3 for 4 to 5 in

Exercise 7

1 b 2 a 3 c 4 d 5 c 6 a 7 b 8 d

Exercise 8

expand: expanding, expanded, expanse, expansion, expansive, expansively

produce: producing, produced, product, production, productive, productively

drama: dramatic, dramatically, dramatize

develop: developed, developing, development, developer

export: exporting, exported, exporter

environment: environmental, environmentally

weak: weaken, weakening, weakness, weakly

Exercise 9

1 increasingly 2 expansion 3 production
4 dramatic 5 development 6 exporter
7 environmental 8 weaknesses

Exercise 10

1 I would ~~to~~ choose the first show.
2 This dish seems as the most appealing to me.
3 I'd rather ~~to~~ not go to an open-air cinema.
4 I'd prefer ~~being~~ to be part of the first team.

Exercise 11 Students' own answers

Exercise 12

For and against: A, D

Opinion: B, C

Exercise 13 Students' own answers

Exam insight 5 pages 100–102

Exercise 1

- 1 a Text A b Text B
- 2 a Text B b Text A
- 3 a the Ballbarrow, a garden wheelbarrow
b the Dyson Dual Cyclone vacuum cleaner, a bagless vacuum cleaner
c the ContraRotator, a washing machine
d control systems for electronic vehicles
e It has difficulty recruiting engineers.

Exercise 2

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

Exercise 3

(Suggested answers)

- 1 Better education helps ...; ... make them and their families sick; ... an international charity helping to ...; ... the developing world ...; ... donate ...
- 2 ... one of the foremost experts in linguistics ...; ... the earliest surviving written word ...; ... subjective ...
- 3 The taxation system is not helping people ...; ... paperwork and bureaucracy ...; ... the political microscope ...; ... criminal justice system ...

Audio script EI.05

A Throughout sub-Saharan Africa, the availability of clean, safe water is a continuing problem. Dirty water causes disease and suffering. And fetching water takes time and energy. In many communities, women and young girls will walk for miles to collect water – and not necessarily clean water, but water carrying diseases that will, ultimately, make them and their families sick. These illnesses and the time spent fetching water are two factors that deprive children in over half the developing world of a basic primary education. Access to clean water leads to better health and better food. Better health and better food lead to better education. Better education helps break the cycle of poverty. Aquarius is an international charity helping to bring clean safe water to the heart of local communities, helping people to move forward in their lives, to develop, to flourish, to grow. To do that we need your help. Please donate on our website, www. ...

B Woman And what else have you found of interest in the papers today?

Man Well, there's a fascinating article in the *Daily Mail* today about language. Professor David Crystal, one of the foremost experts on linguistics in the country, has chosen what he regards as the most important 100 words in English.

Woman Surely a very personal and subjective thing?

Man Yes, he does make that point. However, he chose words which he feels reflect the way that English has developed over the years. His first choice, for example, is 'roe', meaning a kind of small deer. This word was found carved on the bone of a deer that was found in a pile of sheep's bones. The bones were found near a Roman wall

and can be dated to around the year 400 so it might just be the earliest surviving written word in English.

Woman Extraordinary.

Man Yes. And then also on the list is LOL, L-O-L, the abbreviation that people use in text messages. This shows how language is still developing.

Woman How interesting ...

C And so listen, let me tell you, let me set out my plan for the future. I want to see fairer taxes, I want to see a fairer criminal justice system, I want to see a fairer society. These are all issues the present government has decided to avoid ... to ignore. The rich are getting richer and the poor poorer. The taxation system is not helping people who work hard; it is helping people who are already extremely wealthy. We will change that. Our police service is weighed down by paperwork and bureaucracy and prevented from doing the job it needs to do. We will sort out this mess. Society needs to be fairer. We will be putting health and education under the political microscope, looking at what needs doing and taking these fundamental areas of government into a new era. I want to see change – change for the better.

Exercise 4

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

Exercise 5

- a drop in – visit; drop off – go to sleep; drop back – fall behind; drop out – leave
- b take up – start; take after – look like; take on – employ; take off – leave

Exercise 6

- a commercial win
- b a reversal of vehicles

Exercise 7

1 birth 2 out 3 off 4 both 5 success 6 returned
7 fortune(s) 8 Although

Exercise 8

1 noun 2 adjective 3 noun 4 adverb 5 noun
6 adverb 7 adverb 8 adjective
Students' own answers

Exercise 9

1 residential 2 persistently 3 honestly 4 antisocial
5 disability 6 inhuman 7 specification(s) 8 succeed

Exercise 10

b

Exercise 11 Students' own answers

Exercise 12 Students' own answers

Global Skills

Global Skills: Social media etiquette

page 103

Exercise 1

- 1 Having good manners online
- 2 It makes it a more positive experience for everyone.

- 3 We should try to understand how it might make readers feel before we post.
- 4 Because future employers can also read your posts.
- 5 Apologize and correct it as quickly as you can.

Exercise 2

1 e 2 c 3 a 4 b 5 d

Exercise 3

1 tag 2 report 3 unfollow 4 mute 5 trolled
6 humble-bragged

Exercise 4

1 enhance 2 maintain 3 promote 4 boost
5 admire

Exercise 5 Students' own answers

Assess your progress

- 1 To be more sensitive, focused, reflective or nice.
- 2 If you use good etiquette you're helping to contribute to a more positive social media experience for everyone.
- 3 Suggested answers:
serious; horrible; personal; good; tremendous

Global Skills: Presentation skills: using data

page 104

Exercise 1

- 1 T
- 2 T
- 3 F; The data visuals help tell the story and each statistic has its own story.
- 4 F; If you understand your data, then you can visualize it and share it with your audience.
- 5 T
- 6 F; It's to use visuals.

Exercise 2

1 line graph 2 pictogram 3 bar chart
4 scatter graph 5 pie chart

Exercise 3

Suggested answers:

1 scatter graph 2 pie chart 3 pictogram
4 line graph 5 bar chart

Exercise 4

1 diagrams 2 well designed 3 Present 4 relevant
5 detail 6 source 7 balanced 8 support

Exercise 5 Students' own answers

Assess your progress

- 1 Suggested answers: line graph, pictogram, bar chart, scatter graph, pie chart
- 2 Know your story, your data and your audience.
- 3 Students' own answers

Global Skills: Moving from study to work

page 105

Exercise 1

- 1 early mornings, a possible commute, not going out partying, moving back home again after being away or moving to a new city
- 2 embrace it and see it as an opportunity for personal growth
- 3 that they may be different from you, but you can learn from them and they can help you build your new career
- 4 more responsibility
- 5 because they have a lot of knowledge in their degree subject, but they don't know everything about their job
- 6 ask questions and be curious

Exercise 2

- 1 b 2 d 3 e 4 a 5 c

Exercise 3

- 1 gain 2 land 3 climb 4 manage 5 overcome
6 put

Exercise 4

- 1 issue 2 firm 3 tension 4 area 5 structure
6 team

Exercise 5

 Students' own answers

Assess your progress

- 1 Suggested answers: late night/parties; staying out late; getting up early; possibly travelling into work
- 2 Suggested answers: moving back home; moving to a new city; working with other people of different ages and backgrounds
- 3 Students' own answers

Global Skills: Living away from home

page 106

Exercise 1

- 1 F; It is widely acknowledged that there are four different stages.
- 2 T
- 3 T
- 4 T
- 5 F; It affects different people in different ways at different times.

Exercise 2

- 1 Do 2 Start 3 Build 4 Reflect 5 Allow

Exercise 3

- 1 the chance 2 more out of 3 into the habit of
4 homesick 5 you down 6 to know 7 across
8 to grips with

Exercise 4

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

Exercise 5

 Students' own answers

Assess your progress

- 1 Suggested answers: to be more understanding of other cultures and their way of life; to learn new things; to accept change more easily
- 2 Suggested answers: join a club or a sports team; make local friends
- 3 get more out of; get the chance to; get homesick

Global Skills: Learning from mistakes

page 107

Exercise 1

- 1 Because brain activity increases and we absorb information better.
- 2 avoidance and reward-based learning
- 3 It is error-related negativity (ERN) and it tells us that making a mistake is a negative experience that we don't want to repeat.
- 4 It analyses information more slowly and thoroughly before it makes a new decision.
- 5 It helps us work harder and it's a good way to improve our performance at school or university.

Exercise 2

- 1 inner voice 2 Remember 3 control 4 define
5 focus

Exercise 3

- 1 up 2 up 3 to 4 from 5 over 6 on 7 on
8 against

Exercise 4

- 1 guilt 2 embarrassment 3 shame
4 disappointment 5 compassion 6 confidence

Exercise 5

 Students' own answers

Assess your progress

- 1 It can help us work harder; it's a good way to improve our performance at school or university
- 2 Suggested answers: listen to your inner-voice; remember that everyone makes mistakes; accept your feelings but don't let them control you; focus on what you can control
- 3 admit to = own up to; examine carefully = go over; get over / recover from = bounce back from

Grammar reference and practice

pages 108–127

These answer keys are within the main teaching notes for the relevant grammar section.

Student Book audio scripts

Lesson 1B, track 1.1, page 6, exercises 2 and 3

Radio presenter Were you born between 1982 and 1999? If so, then congratulations. You're part of the 'me generation', a generation which, according to recent studies, is lazy, materialistic and selfobsessed ... or is it? Today in the studio, we're talking to James Radcliffe, a youth worker from London, who has come to argue the opposite. Welcome, James.

James Thank you ... Well, as you've just said, I don't think the 'me generation' label is entirely fair. More and more young people are getting involved with issues they care about. It could be a local issue, such as collecting food for the homeless, or a global issue, such as providing children with an education. Many teenagers are giving their own time as volunteers to help their local community. Some are even starting their own charities.

Radio pres That's true. Have you got a particular charity in mind that you can share with us today?

James Yes, I have. It's called Game Givers.

Radio pres Game Givers? That's an interesting name. What do they do ... give games to people?

James That's right! To be more precise, they collect used video games and game consoles, and donate them to hospitals, as well as shelters and orphanages – anywhere that children are going through hard times, basically.

Radio pres I see. And how did this charity get started?

James Well, a 15-year-old called Max Rubenstein founded it in 2015. At that time, Max's grandmother was receiving treatment for cancer and she had to spend a lot of time in hospital. In order to distract herself, she played her Game Boy – an old hand-held game console. She couldn't help noticing that there were a lot of children in the hospital who were going through the same thing as her, but who had nothing to take their mind off things. Max realised that he might be able to help, and that's what gave him the idea to start Game Givers.

Radio pres I see. So, how did Max find the money to start a charity?

James Sadly, Max's grandmother lost her battle with cancer. However, before she passed away, she had given him the money to start the charity. Things weren't always easy, though. Max has faced challenges because of his age, and adults didn't always take him seriously. One hospital even told him that they simply don't work with young people. He ignored them and made the charity a success anyway. And he didn't stop there. After he began Game Givers, he started attending youth leadership events which helped him with his leadership skills. He even made a podcast to highlight the good work that other young changemakers are doing. He's been working hard to encourage other young people to follow his example.

Radio pres That's really inspiring!

James Yes it is, isn't it?! I've always believed there are plenty of hard-working, selfless teens out there. And Max is a great example!

Lesson 1C, track 1.2, page 8, exercise 2

Radio pres It was a normal afternoon on the New York subway. The platform was crowded with people as they waited for the Number 1 train to arrive. There was an old man sitting down, reading a newspaper; a couple of teenagers leaning against the wall, listening to music; a young mother with a small baby in pushchair, carrying a bag of groceries. There was also a construction worker called Wesley Autrey, who was taking his four-year-old and six-year-old daughters home before going to work. Just another ordinary day on the subway ... until the unthinkable happened. A young man moved too close to the edge of the platform and, just as the headlights of the train appeared in the tunnel, he fell onto the tracks.

Lesson 1C, track 1.3, page 8, exercise 3

Radio pres 'I had to make a split decision,' Wesley said later. So he jumped.

The man had fallen between the two rails, so Wesley lay on top of him, pushing him down into a 35-cm-deep space. The train was too close to stop, and five carriages rolled overhead as people on the platform screamed in horror. 'We're OK down here!' shouted Wesley once the train had stopped, 'but I've got two daughters up there. Let them know their father's OK.' That's when the cries of wonder started, and the applause. That's when Wesley became known as 'The Subway Superhero'.

Lesson 1C, track 1.4, page 8, exercise 4

Presenter The question many people ask themselves after hearing The Subway Superhero's story is: 'Would I have acted in the same way?' Then they might ask: 'What made Wesley Autrey risk his life to save a stranger? What was going through his mind? Didn't he think about his children? Was it a heroic act or was it thoughtless and irresponsible?' Today on *Story of the Week*, psychologist Mindy Manson is going to give some answers.

Psychologist I think most of us will recognize it as a heroic act, but for me, the real question is: why was it Wesley who reacted rather than anyone else? Several years ago, there was a similar incident in a bank. During an armed robbery, a customer jumped on the gunman. He was shot in the leg. He survived, but he helped to stop a robbery.

Presenter That's extraordinarily brave.

Psychologist True, but what was really interesting about this event was not what the hero did, but what other people did. On the CCTV recording, when the armed robber walked into the bank with his gun, the other customers didn't react. They simply carried on with their business. One man continued to drink his coffee while another filled out a loan application form.

Presenter Perhaps they didn't see the robber.

Psychologist Maybe, although I think what was happening was a typical first reaction to unexpected, dangerous situations. In these situations, our brains find it difficult to accept

that something is wrong. We try to rationalize what we're seeing; in effect, we're refusing to acknowledge the threat. It's a problem as it can waste time.

Presenter That's interesting.

Psychologist Another typical reaction is 'freezing'. When there is great danger, our stress hormones react, making it difficult for our brains to process information and make decisions. So people 'freeze'. They literally move and think more slowly. This probably happened to people on the platform when the passenger fell onto the track.

Presenter But why do some people take the lead? What makes people become heroes?

Psychologist In the case of the bank robbery, the customer who stopped the robber was threatened directly. In this situation, his brain had no choice but to accept the situation immediately – it was self-preservation, and his actions were partly in self-defence. But it's also true to say that some people are better prepared mentally than others.

Presenter You mean people like firefighters and soldiers?

Psychologist Yes. These people are trained to deal with life-and-death situations, so they react a lot better. But the way ordinary people perform often depends on their attitude. If people have a lot of self-assurance, if they feel they are in control of their destiny and can change things, then they usually react more effectively. People who tend to feel helpless and at the mercy of fate are less likely to take action.

Presenter So having self-belief and confidence are qualities a hero might have.

Psychologist That's right. Another explanation is that heroes tend to be natural risk-takers and produce lower levels of the stress hormone, so they aren't overwhelmed or 'frozen' with fear. They have more self-control.

Presenter That makes sense.

Psychologist And interestingly, they are usually more involved with people and the society around them, and not particularly motivated by self-interest. A study in 2005 found that heroes interacted with friends and family more frequently, and were more aware of the needs of others.

Presenter So are heroes pretty rare?

Psychologist Not really. Heroism happens more often than we think, and it doesn't only occur in life-and-death situations. Look at the aftermath of disasters where people share resources and look after those who need assistance, or a person who donates a kidney to a relative, or a single mother working all hours to pay for her child to go to college. We can find these examples of selflessness and self-sacrifice everywhere we look. All these people are putting others' needs before their own and they don't think they're doing anything special. They do what they feel is right.

Lesson 1C, track 1.5, page 9, exercises 9 and 10

Boy It's going to be really difficult to decide. There are so many people here who I'd say are real heroes.

Girl 1 True, but I think we can cross the singer off the list, can't we? What he did wasn't particularly heroic.

Girl 2 What do you mean exactly?

Girl 1 Well, I don't think that giving away free tickets cost him anything in particular.

Boy Although it was a nice thing to do ... The kids loved the concert and meeting him afterwards.

Girl 2 What about the firefighter? It was pretty amazing that she kept calm and managed to save the whole family. *And* she went back into the burning house to rescue their pet dog.

Boy Yes, but that is her job.

Girl 1 Sorry. Can you just explain that a bit more?

Boy Well, you know, she's a firefighter and she's been trained to stay calm and save lives in that sort of situation.

Girl 2 OK, I see where you're coming from.

Boy My view is that we have to look for an action that was totally selfless.

Girl 2 What about the little girl who called emergency services when her mother collapsed in the kitchen? She's only three years old, but she knew exactly what she had to do. She saved her mum's life.

Boy That's impressive.

Girl 1 It is, and I understand that point of view, but for me, it has to be someone who has done something brave and selfless.

Boy Are you saying that it has to be a life-and-death situation, then?

Girl 1 More or less. For example, the boy who gave his kidney to save his brother is my idea of a hero.

Girl 2 Hmm, shall we go with him, then?

All Yes. / OK. / Let's do that!

Lesson 1C, track 1.6, page 9, exercise 12

Darius I think we need to consider what we mean by 'a hero' first.

Pria It's someone who thinks of others before themselves, isn't it?

Sami In that case, they all qualify. But what about bravery?

Pria Could you explain what you mean?

Sami Sure. The point is that if someone risks their life to save someone else, they're a hero, aren't they?

Pria I appreciate what you're saying, but it's not just about saving lives. It's about helping someone in any way when there is no obvious benefit for yourself.

Darius That makes sense to me, although I think we should consider bravery, too.

Pria In that case, I think the young person suffering from a terminal illness is the most heroic.

Sami Hmm, I'm not sure I agree ...

Lesson 2B, track 2.1, page 20, exercises 2 and 3

Interviewer Today on *Life on the Edge*, we're talking to Brad, a bush pilot from the Wrangell-St. Elias National Park in Alaska. The park is huge. To give you a sense of its size, imagine Yellowstone in the USA and times it by six – that's 20,000 square miles of mountain wilderness! It's not surprising then that the most popular form of transport is the bush plane. An unusual job, Brad, and also very hazardous. What exactly are the dangers?

Brad Well, the weather is inevitably extreme and pretty changeable. A clear sky might suddenly become cloudy without warning, with very little visibility. As a result, it's quite easy to fly into the side of a mountain, and that, unfortunately, does happen from time to time. And when you get into trouble – and it's 'when' rather than 'if' – there aren't many places where you can land safely.

Interviewer But it's a seaplane, so, if necessary, you could land on a lake or a glacier, couldn't you?

Brad Yes ... if you find one in time. We have a saying in Alaska: it's a good landing if you can walk away from it. Although, unfortunately, the danger doesn't stop there. Once, after a

particularly difficult landing, a brown bear attacked my plane. That doesn't happen very often, though.

Interviewer That's good to know! What about today's flights? What's the weather forecast?

Brad Well, they say it'll be unseasonably warm and sunny, but we'll see. There are clouds on the horizon, which tells me it's going to snow later. We might have to cancel the afternoon flight – wet snow sticks to the plane wings, which makes it impossible to gain height.

Interviewer Better to be safe than sorry, I suppose. And where are you flying today?

Brad I'm taking food supplies and mail to McCarthy.

Interviewer How often do planes fly out there?

Brad Usually three times a day, as long as the weather is good. The next flight leaves in about an hour – there are a handful of tourists, too. There's quite a demand for tours at the moment, so I'm going to fly over some remote glaciers and icefalls – they're pretty awesome. Hopefully, we'll find some wildlife as well, such as eagles, bears and moose.

Interviewer It sounds like a fantastic experience.

Brad It is. Hop in and I'll take you for a quick tour. I have some time.

Interviewer Sure, but, um ... what you were saying about the snow ...

Lesson 2C, track 2.2, page 22, exercise 2

Radio presenter The Hotel Santos Dumont in São Paulo, Brazil, was once an attractive building with lots of rooms, balconies, a central courtyard and beautiful ironwork. It dates back to 1953. It's located near the city's busy bus station and is right by the Luz train station. However, in the 1980s, the station closed, the hotel deteriorated, people stopped staying there and by the 1990s, it had been completely abandoned.

The neighbourhood, like many in the city, has many other run-down buildings and empty, abandoned areas in desperate need of regeneration – cafés, bars, small shops, hostels – but the area remains a busy thoroughfare for people travelling around the city.

By 2007, the former hotel was beginning to come back to life as three housing movements had joined

forces and moved into it. The groups were highly organized and they divided the six floors between them in a very practical way. There was one co-ordinator for each floor and one general co-ordination group for the whole building.

On the ground floor, there's a hall and the hotel kitchen. It became a place for chefs from famous restaurants to cook. Parties and public meetings took place there, as well as film screenings, classes for children and adult-education classes.

The interior courtyard is now a thriving and dynamic space where children play and have fun. Concerts and live poetry performances are held there and video shoots take place, which is why the Hotel Santos Dumont has become so important to so many people. Like all of us, the people here want to live in a community and they are creating their own, despite the obstacles they might face in doing so. So, what does the future look like for social and homeless movements?

Lesson 2C, track 2.3, page 22, exercises 3 and 4

Radio presenter For many years now, housing, or rather a shortage of it, has been a problem for cities all over the world. In response to this, social housing movements in some countries try to take over neglected and run-down buildings and turn them into housing for people who need them. However, this has caused problems and has divided communities. Some people want the buildings to be demolished and replaced with modern buildings. Today in the studio we have Rita, who works for a social housing movement in São Paulo called Sem Toto, or 'Without a Roof'. She's going to explain what housing movements do, and how they support people. Welcome, Rita.

Rita Thanks. So, first, a bit of background: Brazil is the largest country in South America by area and population, yet more than 50 million Brazilians live in inadequate housing. And São Paulo – a city of almost 12 million people – is the largest city in the southern hemisphere and the world's 12th largest city. It's also one of the most expensive cities to live in. In the 1960s, there was a huge expansion in urban development. At the same time, the car became

the preferred mode of transport. So, richer people, as well as businesses, museums and galleries, began to move out of the city centre to the south-west. They built apartment blocks there and left the 19th-century buildings behind them. This meant that commercial and residential buildings were gradually abandoned. Since the 1970s, the city's population has grown at an astonishing rate, and recent economic crises have resulted in high levels of homelessness.

Radio pres Interesting ...

Rita For more than 50 years, social movements have been fighting for housing rights to use these abandoned buildings for people to occupy. We see this as a less wasteful use of resources and an efficient way of dealing with empty buildings. It's a way of making these spaces worthwhile and improving the quality of people's lives by giving them a home. It's not a new idea, but we see it as a real opportunity for citizen-powered change, an opportunity to reclaim parts of our community.

Radio pres But are the homeless people who move into these buildings there illegally – kind of squatters?

Rita I suppose in some ways they are. But some people pay a small contribution and they hope that one day they'll be able to own their own apartment. Others hope that after a certain period of time, they'll have a legal right to stay in the building.

Radio pres So, these housing movements have been making a real difference. What makes them so successful?

Rita I think it's mainly because they're highly organized and prepare well. Most of them have a strong and effective structure and a set of common rules that everyone agrees on. For example, to keep the building secure, people entering or leaving must be strictly monitored and residents take turns to do this.

Radio pres Thanks, Rita. And now, we have more perspectives on the housing situation in ...

Lesson 2C, track 2.4, page 23, exercises 10 and 11

Lewis Thanks for coming, everyone. Our top priority today is to discuss proposals for the abandoned area in Tay Street near the school. Would anyone like to make an opening suggestion? Anya?

Anya Um, well, we could do with a park. My main concern is the lack of green space in this area. It's so grey and run-down – there's nowhere to just sit, go for a walk or be near nature.
Lewis Ethan, you're shaking your head. Do you disagree?

Ethan Well, I know what Anya means, but I think that's a 'nice-to-have'. What we really need is somewhere to spend our free time, but I think an amusement park is better than just a park. For me, it's a must. A sports club would be a big plus, too. That sort of development would also generate jobs, so there are multiple benefits.

Lewis Let's bring in Serena here.

Serena Thanks, Lewis. Jobs are important, but an amusement park isn't a good idea. I mean, they're way too expensive, and who actually wants to go to one regularly? And just think: when it gets warmer, the park could have different pop-up activities. Any views on that, Anya?

Anya That's a nice idea ...

Lewis Ade, what do you think?

Ade I'm not convinced by the sports club either – it'd be more valuable to have a natural space where you can rollerblade, play football or take part in community events like fun runs.

Lewis Serena, what are your thoughts on that?

Serena Hmm ... Gyms offer more activities – and in all kinds of weather. They have swimming pools as well. There might be a duck pond in a park, but you probably wouldn't swim in it!

Anya Yes, that's true.

Lewis Well, at this point, I think we should have a vote. Let's ...

Lesson 2C, track 2.5, page 23, exercise 12

Lewis I've got five suggestions here for the Innovative Community Competition. Local residents and students can vote for their favourite. The most popular idea will receive money from the local authority.

Anya What are the suggestions?

Lewis Well, this first one is about putting musical steps in shopping centres.

Serena That would encourage people to exercise rather than use the escalators. Good for your health, but not great for the community.

Lewis You're probably right. The next one is a suggestion for a street party. Streets are closed, the road is covered with artificial grass, then people come

along and have a picnic, play ball games ... Simple.

Ethan Great idea, but it's probably not that useful or practical in April – it rains a lot! It might be an idea to do that sort of thing in the summer.

Serena There's another idea here to turn three underground pedestrian walkways into community art galleries, and make them safer.

Anya That could be useful for some people who use the walkways regularly, but lots of people aren't into art. It's crucial to include everyone.

Lewis Actually, I think this last idea is the best. It's a street circus which performs in underused or abandoned public spaces in the city.

Ade That's a fantastic idea! It's important to highlight neglected parts of the city. It'd help put them on the map again and that should be a priority. An event like that could have real long-term benefits – it'd encourage people to use these spaces again.

Serena I totally agree. It has my vote.

Cumulative Review Units 1–2, track 2.6, page 30, exercise 1

And now for something different. If you're looking for adventure on your next holiday, why not try storm chasing in the USA? In case you didn't know, storm chasing is the hunt for extreme weather conditions such as thunderstorms and tornadoes, to watch them develop, grow and disappear again. 90% of the tornadoes in the USA hit Tornado Alley, which runs down the centre of the country. In this area, cold, dry air from Canada and the Rocky Mountains meets warm, moist air from the Gulf of Mexico and hot, dry air from the Sonoran Desert in the south-west, causing atmospheric instability, heavy precipitation and intense thunderstorms. This makes Tornado Alley the ideal place for storm chasing. The best way to go storm chasing is by taking a tour organized by experts in the field. Several companies offer different tours, but you should look for a company which has existed for a long time and has invested in the latest technology to locate severe weather in action. About 60% of storm chasing relies on visual clues from the sky and it takes years to be able to recognize these clues. The other 40% is knowing how to read weather data recorded by machines. Without the

necessary experience and equipment, a company is unlikely to realize your expectations.

A typical day on a storm chasing tour starts once the experts have analysed all the data and located some severe weather. They inform the tour guests of the route and set off for the target area at around 9 a.m. This may require a long drive – a chase usually covers between 300 and 750 km a day. Prime storm chasing time is usually late in the afternoon or in the early evening, so the group will stop off for lunch at a popular restaurant on their way. The organizers aim to arrive in the vicinity of the severe weather by 4 to 6 p.m. When conditions are right and a tornado forms, the tour chases it until it disappears. Only 25 to 30% of the tours are lucky enough to witness an actual tornado, but they are all able to see how great storms form and discharge the contents of the clouds over the plains. The rain is usually accompanied by loud claps of thunder and dramatic lightning shows. Some companies offer a discount to guests who don't see storms that have been issued tornado warnings by the National Weather Service. Storm chasing holidays can be booked online. The first set of tours run from early May to late June and cost around \$2,600 per person. This usually includes six days of storm chasing, seven nights' accommodation and road transport during the tour. It does not include the airfare to and from the base city or any food. Tour guests can expect to stay in comfortable hotels and motels while they're away, and they travel in special storm chasing vans belonging to the company. So, if you're a risk-taker and love to get your adrenaline running, why don't you give storm chasing a go? You're sure not to regret it.

Lesson 3B, track 3.1, page 34, exercises 2 and 3

In today's episode of *Weird and Wonderful*, we're looking at things that have been left behind at the end of a holiday – and there might be a few surprises!

Over 70% of travellers return from their holidays, unpack their bags and find something is missing. In hotel and hostel rooms across the world, people have left toothbrushes, false teeth and even X-rays! The rich forget things like Bugatti car keys or expensive jewellery.

However, most of us just leave phone chargers, clothes or glasses. So, what's the strangest item ever forgotten? We think it was in a hotel in Portugal. Cristina Fernandes is a housekeeper in a hotel in the southern area of the Algarve. She usually cleans around 25 rooms a day and she often finds lost property. One day, she came across a fish in the bath and got the fright of her life. Why? Because the fish was a fully-grown shark! A guest at the hotel had caught it on a fishing trip and then left it behind. Luckily, the animal survived and the hotel returned it to its natural habitat. So what causes this wave of forgetfulness? Well, it usually happens because people are in a hurry to get home. Maybe it's because they've brought too much stuff in the first place, so it's not surprising that things are forgotten. As a wise man once said: 'He who would travel happily must travel light.'

Lesson 3C, track 3.2, page 36, exercises 2 and 3

Radio pres Seven huge heads – 3 metres by 1 metre – made from old, scrap metal, with faces created from dated, decaying plastic keyboards, flat, green circuit boards and rusty aluminium computer parts. A controversial British artist and sculptor, Joe Rush, used e-waste to create this extraordinary towering sculpture called Mount Recyclemore. Today in the studio we have Ella Novak, the editor of *Artists Now* magazine, to tell us a bit more about it and what inspired it. Ella, who would have thought our old tech could create something so spectacular?

Ella Good morning, and thanks for having me here. Yes, it's an enormous, towering sculpture made from 12 tons of discarded electronic waste. Each broad head is made of about 20,000 pieces of e-waste. It was inspired by the Mount Rushmore National Memorial, which is a colossal sculpture of four historic American presidents in the side of Mount Rushmore in South Dakota.

Radio pres And how long did it take to make?

Ella It took Rush and 15 artists just six weeks. They used all sorts of e-waste, from tangled copper wire to smooth plastic mobile phone parts.

Radio pres It's certainly stunning ... What did he do with the sculpture?

Ella He displayed it at an important meeting for world leaders in the UK for the politicians and general public to see.

Radio pres And what do you think he was hoping to achieve?

Ella Well, he worked with a company that sells second-hand electronics and the aim was to encourage us to think about the amount of e-waste our society produces and the huge impact it's having on the environment.

Radio pres So, whose problem is this?

Ella Everyone's! World leaders, individuals and manufacturers who need to make stuff last longer. It shouldn't be an option just to throw things away when they stop working. Electronic items are made from limited resources and we need to stop wasting them.

Radio pres What happens when our gadgets end up in waste disposal sites?

Ella As they decay, they leak poisonous chemicals into the soil or water, or they release them into the air as huge winding black clouds of smoke, which contribute to global warming.

Radio pres How have people reacted to the sculpture?

Ella It's been amazing. It's really highlighted the problem of e-waste as a growing issue worldwide, which was the aim.

Radio pres How would you describe Rush as an artist?

Ella He calls himself an 'artist of the margins' and he's well-known for his environmental art sculptures and installations. Over the years, he's worked with different artists and designers to promote awareness of environmental issues.

Radio pres But he's not the first artist to use waste to promote environmental awareness.

Ella No, no. He's not the first, although e-waste hasn't been used as much as other types of rubbish. Artists have been using junk for a long time. In the early 20th century, Pablo Picasso used newspapers and bits of old objects in his cubist paintings. Expressionist painters like Jackson Pollock also used rubbish, but nowadays, artists use junk for different reasons – often to underline the problem of the huge amount of trash we produce in our modern society.

Radio pres That's interesting ... but does art like this really influence us? Is it really worth creating?

Ella It's hard to measure the impact, but anything which draws attention to the problem has to be a good thing. The United Nations estimates that 53 million tons of e-waste is produced each year. By 2050, this is likely to be twice as much. Someone needs to do something. Most of this waste ends up in waste disposal sites or in the sea, so if environmental art reminds people of this and discourages them from throwing so much away, and to reuse, recycle or upcycle a little more, then yes, it is worth it. I think that for many of us, there are so many things going on in our lives that we need a small reminder every now and then of the consequences of our behaviour as consumers. These reminders make us more environmentally aware and encourage us to act more responsibly.

Radio pres Thank you, Ella. If you want to find out more about ...

Lesson 3C, track 3.3, page 37, exercises 10 and 11

Mila Come on, let's talk about this exhibition. We need to come up with some ideas.

Finn What do we have to do, exactly?

Mila Well, our main objective is to decide which objects we think should be displayed – objects which represent our local community and tell the story of the local people. We need objects for three different display cases; one on the environment, one on culture and one on history.

Lotte OK, so if we want to say something about the environment, we could have something to do with transport. The way we get around is a big part of our local life.

Mila You mean like a bike? We've got so many cycle paths now.

Lotte Bikes would be good, but they're huge! We could just display a bell or a bike basket.

Finn True, or we could have something relating to litter – it's a big problem along the canals. It might raise people's awareness of the problem.

Mila That sounds like a really good idea.

Finn We might want to have some ice skates as well.

Mila Ice skates?

Finn Yes, as people do a lot of skating and speed skating around here, they

will help illustrate that. People even skated on the canals last winter.

Mila True, but I'm not sure this is the right place. Wouldn't they be better in the culture display case?

Lotte Yes, that could be the best place for them. But we're forgetting the history display case. How about including some colourful plastic tulips – there to show influences from the Middle East?

Mila What do you mean?

Lotte Well, tulips were imported here from the Middle East in the 16th century.

Mila Maybe, although a poster of a Van Gogh painting might be better. People associate him with the Netherlands, don't you agree?

Finn Isn't that a bit obvious? Anyway, he isn't from this part of the country, so he doesn't count as local. Let's try and be a bit more original. A Delft vase could be more intriguing – there's more of a local story behind it. Delft pottery has been produced here since the 17th century.

Mila OK, you've convinced me!

Lotte Me too.

Lesson 3C, track 3.4, page 37, exercise 13

Lara How about having some clogs to represent culture? They're part of our regional identity.

Hans That's true. We could have something from our culture, but hardly anyone wears clogs these days.

Lara Still, they represent tradition – our past. Surely, that's important.

Hans Well, I'm not convinced. I think the aim is to concentrate on things that are relevant now, isn't it? A football would be a good object to display. After all, we have two of the best football teams in the country near us.

Lara I don't think that's the best choice. There's nothing cultural about football!

Hans Or maybe something to do with the famous cheese from this region?

Lara I don't think we'd want cheese in the museum. It might not smell great!

Hans What about some cheese making equipment or tools then? That might be the solution.

Lara Sorry, but I still think clogs are more important.

Hans Well, I can tell we're not going to see eye to eye on this one. Let's look at history instead.

Global Skills 2, track 3.5, page 45, exercises 4 and 5

Speaker Today I'd like to talk about pollution. Specifically, plastic pollution. So, worldwide, we're generating a huge amount of plastic waste every year – 353 million tonnes in 2019 according to data from the OECD, the Organisation for Economic Co-operation and Development – and a lot of this is polluting the ecosystem. When we think about plastic pollution, we often imagine plastic bags, food packaging ... things like that. But clothes are a big part of the problem, too.

A lot of our clothing is made partly or completely from plastic fibres, such as polyester and nylon. And the amount of plastic that we're using to make clothes has increased dramatically over the last few decades.

So how much plastic are we using to make clothing? Well, let's take a look at some data. The figures in this line graph are taken from data published in 2022 by the OECD. The graph shows how much plastic has been used to make clothes in the last three decades, since 1990. These are global figures, so it's the total amount of plastic used across the world. You can see the years here, on the horizontal axis.

The vertical axis represents the total amount of plastic that was used to make clothing each year, measured in millions of tonnes. One tonne is equivalent to 1,000 kilograms. A sports car weighs approximately one tonne. So one unit on this axis is roughly equivalent to the weight of a million sports cars if you can imagine that! As you can see, in 1990, 7.2 million tonnes of plastic were used. This figure rose steadily over the next two decades and by 2019, the total had reached 28.8 million tonnes.

So the chart shows a clear trend and indicates that we're now using about four times more plastic to make clothes than we were 30 years ago. And remember that this figure only includes plastic used to make clothes – not other kinds of textiles, like bed sheets, blankets, curtains, etc.

This data is especially worrying when you think about the microplastics that are now polluting our water supplies, rivers and oceans. This isn't just due to people throwing away clothes made from plastic fibres; it's also a result of washing clothes.

So what can we do to reduce our use of plastic?

Lesson 4B, track 4.1, page 48, exercises 2 and 3

Radio pres Today in the studio we have Ayesha Hartson, an actor from the popular hospital drama *Paramedics*. Before she got her TV job, Ayesha used to act in children's theatre. Then, a year ago, her life changed when she was offered a part on the show. Nowadays, she's known as Brianna Miller, an ambulance paramedic, but she often wonders how true-to-life her role is. To help her find out, Capital FM arranged for her to go out with real paramedics from a local hospital. So, how did Ayesha, who's used to special effects and made-up storylines, react to real-life drama? Let's find out. So, Ayesha, did anything surprise you?

Ayesha Well, I'm used to seeing accidents and blood in the TV studio – I witness them every day – but they're not real, I guess. I'm used to hearing people screaming or crying, too, but they're actors, of course. When we finish filming, they just get up and go home.

Radio pres So going out in the ambulance, was it a bit of a shock?

Ayesha Yes, it was. The thing is, when you're a paramedic, every day is different – you never know who you're going to meet and what problems you'll come across. It's pretty stressful. But despite this, most of the people I met were really calm and patient. I personally found it really difficult, but they were used to dealing with difficult situations – they worked long 12-hour shifts, too. By the end of the day, they were fine, but I was exhausted – both physically and emotionally.

Radio pres What sort of people did you help?

Ayesha Everyone – from a 70-year-old diabetic lady who collapsed in a shopping mall, to a 20-year-old boy who had a motorbike accident. They were both OK in the end, but the boy had broken his arm and was crying with pain. It made me cry, too. Being around real pain wasn't a good experience, and it's something I'll never get used to. But there were some happy stories too. You get a good feeling when you save someone or even just help them out.

Radio pres Did you get used to the job at all?

Ayesha No, not really. You see, paramedics are always on call, and always under pressure. They can't have

proper breaks, so they've got used to taking breaks whenever they can – a few minutes to grab a bite to eat or use the toilets at a gas station. Then it's on to the next emergency call, in all conditions and all weathers. It's such a demanding job and I really respect the people who do it. But I don't think I could get used to it. No, I couldn't get used to such a stressful job.

Lesson 4C, track 4.2, page 50, exercise 2

Radio pres Today on *Stronger Together*, we've got Matt Cancelo, who's going to tell us about an Australian summer camp called Amp Camp, which is a camp for teenagers who have limb differences or have had limbs amputated. He's been working with the camp for the last ten years. Then we're going to hear about two young people's experiences at the camp. Matt, welcome!

Matt Sure. Well, it began with a terrible car crash in 2006 in Australia. Russell Hodge was riding his motorbike between Broken Hill and Dubbo, where he lived, when an oncoming car hit him. A passer-by stopped, gave Russell first aid and kept talking to him to take his mind off the pain until an ambulance arrived.

Radio pres And as a result of the accident, Russell had his leg amputated. Is that right?

Matt Yes. It was a difficult situation, but Russell had no choice. Most people in Russell's situation would probably want to give the other driver a piece of their mind and tell them how angry they were, but Russell reacted differently. Rather than feel angry, Russell forgave the driver. He hasn't changed his mind about riding his motorbike – he still loves it.

Presenter Amazing. And Russell started Amp Camp in New South Wales in Australia a few years later?

Matt Yes, exactly. He was asked to speak at a summer holiday camp for teenagers about his accident and his own experience, and someone there suggested he started a camp for teenagers with limb differences.

Lesson 4C, track 4.3, page 50, exercise 3

Presenter So, let's meet Priya Watson, who's a camp leader at Amp Camp. Hi, Priya. How did you get involved in Amp Camp?

Priya Hi. Well, I lost a foot after a childhood illness when I was 8. When I was at secondary school, I read something about Amp Camp in a school newsletter, but you had to be 12 to attend. So, as soon as I was 12, I asked my parents if I could go. I loved it. After my first camp, I made up my mind I wanted to be a leader one day.

Presenter So, what does the role of camp leader involve?

Priya I run some of the activities and coordinate others. I answer questions. The most important thing I do is listen to what teenagers attending the camp need and I share my skills and knowledge with them. I'm here to empower others, adapt, and find solutions!

Presenter What's the difference between Amp Camp and other summer camps?

Priya Everyone at Amp Camp has a limb difference. They might have a missing finger, for example or have one leg longer than the other.

Presenter Thanks, Priya. Now let's meet Tyler Orman, who attended the camp for the first time this year. Can you tell us a bit more about your experience, Tyler?

Tyler Sure. Well, I was born with three fingers on my right hand, and when I was younger I really struggled with my confidence. Like, I had been to other summer camps, but I often felt a bit intimidated by the other young people, and how there were some things that they could do more quickly and more easily than me. I used to doubt myself all the time. The first time I went to Amp Camp, I was in two minds about it, but now that I've been, I really feel much more confident. At Amp Camp, everyone is so kind and supportive. When you have limb difference, life has challenges that other people our age don't experience – not just physical challenges, but social, too. There are self-esteem issues that people don't always get. At Amp Camp, everyone understands this and we can all support each other.

Presenter So, what sort of things do you do?

Tyler You can try loads of different activities like high ropes, abseiling, horse riding, canoeing, and loads more. Right, Priya?

Priya Yes, that's right. There's loads of choice and something for everyone.

Presenter Apart from the confidence you've gained, Tyler, what else do you think the young people get from it?

Tyler Everyone really feels part of a group, there's no peer pressure and we can build a support network that lasts way beyond the summer camp.

Presenter What was the best bit for you?

Tyler Well, there were lots of things I liked, but the best thing for me was having a prosthetist at the camp. She was available for us to talk to, to get advice or even adjust our prosthetic limbs. One girl in my group had lost both legs below the knee. She'd got used to her prosthetic limbs, but she was having problems with her prosthetic feet and was in quite a lot of pain. She discussed this with the prosthetist, who made some fairly simple adjustments, and it made a huge difference. The feet fitted her much better and it was fantastic to see her so happy again and see her dancing with her friends at the camp.

Presenter Well, it's been great talking to you both. Before you go, Tyler have you got any general advice for other teens who have experienced limb loss or have a limb difference?

Tyler I'd say just try to have an open mind and always bear in mind that real self-confidence and real happiness only comes from accepting yourself the way you are.

Priya I couldn't agree more!

Lesson 4C, track 4.4, page 51, exercises 10 and 11

Frida Hey, Vince. How's it going? I haven't seen you for days.

Vince I feel like I'm going out of my mind – I've got so much to do.

Frida Oh dear! That doesn't sound too good. I noticed you haven't quite been yourself lately. Are you OK?

Vince To be honest, Frida, I've been feeling a bit down.

Frida Oh, Vince. I'm sorry to hear that. Do you want to talk about it?

Vince Well, there's the revision for exams, trials for the football team ...

Frida I understand – especially about the exams. It's our final year and we're all under more pressure. It's been making me feel a bit stressed, too. I get it. Is there anything else bothering you?

Vince I'm not sleeping very well and I don't feel like eating. I'm staying awake on coffee and energy drinks just to get everything done.

Frida I know how you feel. What about yoga? Have you thought about that? It's really good for your mind and body. I try and do a bit every morning.

Vince Yoga? I've never done that before. I'm not sure I'd be able to.

Frida There's a great app I know. Maybe you could just try it for a couple of days and see how you feel. It might not work, but it's a start. I'll message you the link.

Vince OK, maybe I'll give it a go. It can't do any harm.

Frida Exactly! Let me know how you get on and Vince, ... I'm always here if you want to talk.

Vince Ah, thanks, Frida.

Frida You know you can talk to me any time. That's what friends are for!

Lesson 4C, track 4.5, page 51, exercise 12

Amira Hi, Thomas.

Thomas Hi, Amira. What's up? You don't sound like yourself. Is there a problem?

Amira I'm not sure. I am a bit sad. I just can't put my finger on what's wrong, though.

Thomas Would it help to talk about it?

Amira Maybe.

Thomas Try ...

Amira Well, I suppose it's a lot of things. I didn't get that job I applied for and my grandma's ill. And we've got exams coming up. I can't concentrate on anything for longer than a few minutes and I feel like crying all the time.

Thomas Poor you. I understand. I know what you're going through. It's a really stressful time for us all, but you've got even more to think about than most. Can I do anything?

Amira I don't know. I think I just have to get on with it.

Thomas Look, do you want me to come over now? It might be easier than talking on the phone.

Amira Would you?

Thomas Of course. Give me a minute and I'll be on my way. A problem shared is a problem halved!

Amira Aw, thanks, Thomas. In a bit!

Cumulative Review Units 1–4, track 4.6, page 58, exercise 1

Anya Hi, Syed. How's the running going?

Syed Anya! Good to see you! It's so hard. I thought I was getting used to it, but it isn't getting any easier.

Anya I've just been listening to a podcast about why we find it so difficult to succeed when we set ourselves goals, especially health and fitness ones. One of the things it mentioned was that the way we often spend time looking around us and getting distracted with things like flats, houses, shops, people, cars – you know, stuff like that – can affect us negatively when we are running. But if you keep your attention focused on something in the distance, like a building or a tree, it makes it much easier. What do you think about that?

Syed I'm not sure. I don't see how looking around you can affect you when you're exercising.

Anya I understand what you're saying, but you've just said yourself that running has been difficult recently, so it might be worth trying something new.

Syed I hear what you're saying, Anya, but it seems a bit hard to believe that just by looking ahead of you, running is easier. Isn't it just that some people are better at it than others – they're fitter or stronger?

Anya Let me put it this way: when they did some experiments, the runners who focused their attention on something ahead said the distance seemed shorter and it helped them run quicker. And think about Olympic athletes: they're always focused on the finishing line – you don't see them looking around them.

Syed I see where you're coming from, but I'm not convinced about that. They're elite athletes. People like us just go out for a run; there isn't a finishing line.

Anya According to a behavioural scientist, we can all learn to narrow our focus and it can help improve the quality of our exercise. Apparently, our visual focus and our mental focus are more closely connected than we realise, so our perception can be changed. When people narrow their visual focus, they think that the exercise won't be so hard. They convince themselves that they can reach the finishing line and start believing in themselves a little more.

Syed Hmm ... I can't say I agree with that. I don't think that changing your visual focus leads to a change in mental focus and gives you a more positive mindset. How can anyone keep their visual focus for a 5K run? That's impossible.

Anya You're right, it is. The answer is to narrow your focus when you feel like you're about to give up. If you do it at that point, it can help you reach the finishing line – the end of your run.

Syed That's all very well, but, surely, you've got to want to exercise in the first place, so that approach isn't going to work for someone who doesn't want to do any exercise.

Anya Hmm ... I hadn't thought of that. So, I guess it's wanting to do the exercise that creates the goal in the first place and then we can use the visual focus to help us achieve that goal.

Syed Yeah, that seems more realistic. And I guess that approach doesn't have to be used just for exercise. You could apply it to learning a new language, for example.

Anya Good point. But in terms of fitness, what we're saying is that your mind is as important as your muscles. We need to believe we can do something and we'll do it.

Syed Exactly. So, next time we go for a run, we need to think positive, feel excited and hope that we can reach the finishing line.

Anya Exactly. Shall we give it a go now?

Lesson 5B, track 5.1, page 62, exercises 2 and 3

Radio pres Imagine knowing so many languages that you can communicate with almost anyone in the world. Impossible, you think? Then you'd better think again. By the age of 16, New Yorker Tim Doner was a hyperpolyglot – he had already mastered an incredible 23 languages – and he wasn't stopping there; he wanted to learn many more. Here's our education correspondent, Susie Green, to explain how he does it. Susie?

Susie Well, Tim Doner is proof that you don't need to spend your childhood in different countries or have multilingual parents to be a brilliant language learner. Until recently, he had never lived outside the USA, and he didn't speak any languages except English until he started French at school when he was eight. So, what exactly does it take to learn as many languages as Tim?

Well, you need to be fairly intelligent to match Tim's achievements, but more importantly, you have to put in a lot of hard work. You needn't have formal language lessons, although

they can be a great help, of course. Tim has learned the basics of lots of languages through grammar books and flashcard apps on his phone. After that, the critical thing is practice. Tim chats with bilingual friends online, and with people from all over the world. You don't have to have perfect grammar to hold a conversation, but when it comes to speaking practice, you mustn't be shy.

According to Tim, you ought to follow your interests when you're practising languages as this helps you to stay motivated. Tim listens to a wide variety of music in foreign languages, from Hebrew hip hop to Hindi pop music, and he often learns the words of the songs and tries to sing along. He's also interested in politics and history, and regularly reads the news in different languages.

There's really nothing that Tim does to learn languages that we can't all do. In fact, I must stop making excuses for my own terrible language skills and start studying!

Radio pres Good luck with that, Susie, and thank you for this very interesting ...

Lesson 5C, track 5.2, page 64, exercise 2

Radio pres Where can you go in a town centre that's warm and dry in all weathers and allows you to stay for hours without buying anything? The public library, of course! For more than a century, public libraries have been an important feature of our town centres. But with the new technology of recent years, times are changing for libraries. Our special guest, Ally Evans, is a library director and she's here to explain exactly what's happening. Ally, thanks for joining us today.

Ally It's a pleasure.

Radio pres So, could you tell us a little about how libraries are changing throughout the world?

Ally Well, they're not just places to borrow books anymore, although that's still an important part of the service. We've moved on – evolved. We now lend music, films and computer games as well as books that users can borrow in person or choose to stream or download. Our visitors have free use of the internet on our computers. We have craft clubs, where people learn a new hobby like sewing or knitting, language learning clubs and some libraries even have a

specialist music library where people can borrow keyboards, sheet music – things like that. Oh, and we offer free advice on financial help from the government.

Lesson 5C, track 5.3, page 64, exercise 3

Radio pres All that sounds great for adults, but what about teenagers? Presumably, they're more likely to download e-books and listen to music on their phones than come to the library?

Ally That's what I once thought, but I needn't have worried. In fact, librarians across the world have been working really hard to get young people involved in our libraries. In the UK, there's a new initiative called Headspace, where we provide a special area in the library for people aged 11 to 19. Around the country, there are now more than 100 libraries with a space like this. A group of teenagers works together to decide what this area should look like and what should happen there. They're the people in charge and they do an amazing job. They've created some wonderful social environments for young people, where they can share the experience of reading, listening to music, doing homework, browsing stuff online or just chatting with friends, relaxing and chilling out. They can take part in activities like creative writing or manga drawing, too. Public libraries these days provide a really fun and stimulating environment for teenagers.

Radio pres So libraries are still popular ... for now. But as more and more people choose e-books, won't the need for public libraries disappear?

Ally You're right ... up to a point. If everybody moves to e-books, lending will only happen online – for most people, there's no point in using a library building in a town centre for that. But libraries do a lot more than lend books, as I've already said. And I'm not convinced that e-books will replace paper books completely – not in the near future, anyway. E-books have some advantages, but paper books have plenty of advantages over e-books, too – and it's not just older people who think so. Lots of young people have pointed out that with paper books, it's easier to mark parts of a text that you want to return to later, which can be really important when you're studying. And every paper

book has a look, a feel, a smell, even, that's unique. Looking at a website to choose a book to read just isn't the same – it's much less interactive and exciting. So, I think there will be paper books in libraries a long time into the future.

Radio pres But what if paper books do disappear at some point in the future?

Ally Some people in the United Kingdom still don't have high-speed internet access or Wi-Fi at home, and a lot of them depend on the library for their computer use. It's the only place where they can use a computer for free. So as people are doing more and more everyday things online – banking, shopping, book borrowing and so on – the need for the free computers that libraries provide will be more and more important.

Radio pres I take your point, but surely, it would be cheaper for the government to close libraries and give free internet access to the homes where it's unaffordable. The cost of library buildings is huge!

Ally Personally, I think libraries are worth the money. They do so much to encourage literacy and a love of literature, and that's vital these days, when people are spending less of their free time reading than they did in the past. We have storytelling sessions for pre-school children, talks with local authors, poetry readings, book clubs. The point is, a library isn't just a room full of books. It's a meeting place for people with an interest in culture. Without a library, a community loses something very important.

Radio pres A lot of village libraries have already closed down ...

Ally Yes, and from my point of view, that shouldn't have happened. But in other places, when a library has been on the point of closing, the community has worked together to keep it open. When there isn't any money to pay librarians, volunteers work in their place. When there isn't any money for a library building, they use part of the village church for books or – one of my favourite ideas – reuse old telephone boxes. Take out the old phone, add some bookshelves and some books donated by local people, and there you have it: a mini library. There are a lot of these now in British villages and, to me, they're a symbol of hope for the libraries of the future. I just don't think people will allow libraries to disappear.

Presenter Well, Ally, this has been very interesting. Thank you so much for joining us. And now, it's five o'clock and time for the news.

Lesson 5C, track 5.4, page 65, exercises 8 and 9

Cara Well, I take your point, but I really liked it, actually.

Layla We've got to finish soon, and we haven't chosen our next book to read yet. Which shall we decide on? Oh, hang on. Come in!

Ashok Hi. Is this the Sixth Form Book Club?

Cara, Layla, Josh Yeah. / Yes. / Come and join us. Sit down.

Ashok Cool. I was wondering if I could join. I'm new at the school, and ...

Cara Sure. In fact, we're just on the point of choosing the next book to read. Got any suggestions?

Ashok Umm, I don't know ... Could you tell me what sort of books you usually read?

Josh Well, we sometimes read classics: *Pride and Prejudice* was last month's book. But we read more modern stuff, too.

Layla I was hoping we could pick something modern this time because classic novels take so much longer to read.

Ashok OK. Well, do you know Tim Bowler? We could read one of his horror stories. They're fantastic. There's one called *Buried Thunder* that I haven't read.

Cara Oh, please no, not a horror story! I won't be able to sleep at night.

Josh Oh, come on, Cara. Don't you think you should try to be a bit braver? If you never read any horror stories, you'll miss out on some fantastic literature.

Ashok Well, we needn't read a scary story if it stops people sleeping. Wouldn't it be better to choose something else? How about *Noble Conflict* by Malorie Blackman? It's a sci-fi thriller. Or, if you like fantasy, we could read *A Monster Calls* by Patrick Ness. His novels are brilliant.

Layla Which one shall we go for? How about the sci-fi one?

Cara Sorry, I've already read *Noble Conflict*. But sci-fi sounds like a good idea. Any other suggestions?

Josh We don't have to decide right now. Perhaps I ought to have a look at the sci-fi section in the library tomorrow and come up with some options.

Cara OK, great.

Layla Yeah, thanks, Josh.

Lesson 5C, track 5.5, page 65, exercise 10

Daria Oh, look at the time! We should probably pick our next book. Can we make a quick decision?

Yasmin Umm, I'm not sure.

Daria Come on, let's decide now.

Struck by Joss Stirling is meant to be good.

Jamal What's it about?

Daria It's about romance, but there's also a bit of mystery. You know me – I can't resist a good love story.

Jamal Look, Daria ... I don't mind reading that sort of thing, but doesn't it make more sense to choose a different genre this time? We've read a lot of romantic stuff recently.

Yasmin Mmm, you know, Jamal's probably right, Daria. We could read it another time, maybe, but let's have a change this month. How about an adventure story?

Jamal Good idea, Yasmin. We've haven't read one of those for ages.

Daria But most adventure stories are really badly written.

Jamal That's so not true, Daria! Surely, you have to agree that Mark Twain and Jack London were good writers and they wrote lots of adventure stories?

Daria Well, I suppose so ...

Yasmin There are loads of great adventure writers today, too. Wouldn't it be better to choose a modern writer? Why don't we try something by Ali Sparkes?

Daria OK, if you're sure it'll be a good one.

Jamal Definitely. There's a new one, but I can't remember its name. I'll look online later and find out.

Daria Sounds like a plan. Could you let us know what the book's called, so we can get it, too?

Jamal Sure, no problem.

Global Skills 3, track 5.6, page 72, exercise 2

Podcast pres Hello and welcome to *Our Working Life*, the podcast in which we explore everything related to the world of work. In this episode, we're looking at how some young people have made the move from studying to working. This is a big step in anyone's life and while it can be a tremendously exciting time, it can also be unsettling, especially if you've been in full-time education for as long as you can remember.

To begin with, let's hear from six young professionals about their experiences of entering the world of work. We asked them to tell us what challenges they faced when they first started work and what positive changes working has brought to their lives.

Global Skills 3, track 5.7, page 72, exercises 3 and 4

Speaker 1 For me, the biggest challenge was working with people who were, like, much older than me or from different backgrounds. I'd done groupwork as a student, but that was with people my own age, who I already had loads in common with. I really had to work on my communication skills when I started my first job. I didn't really know how to work in a team with colleagues who were 30 years older than me. Now I've gained a bit more experience, I love working with a wider range of people – it makes life much more interesting and teaches you to be more open-minded.

Speaker 2 What did I learn when I started my first job? That I really like getting paid! Seriously, though, I discovered that I really had to manage my finances, especially as I was living independently in a big city and paying rent. I couldn't believe all the different expenses there were – tax, pension contributions, bills, transport costs ... lots of stuff. It took me a while to figure out how much money I actually had left over to spend or save. It's still a good feeling to be earning a salary, though!

Speaker 3 Um ... one thing I found hard was no longer being in the same situation as my friends. As students, we'd all been living pretty similar lives, but once we started work, that changed. Like, some of my friends had landed jobs with big companies and were, you know, earning more money than me or working really long hours. Others were unemployed and had no idea what they wanted to do. It created a bit of tension at first. But we got used to it. In time, you just learn to focus on what you're doing and accept that everyone's following their own path. I also like hearing about the different jobs my friends are doing. It's really interesting.

Speaker 4 I found that I actually really liked the structure of a working day. That was a surprise! As a student,

I'd often get up late and then stay up late into the night working on assignments. There was no separation between life and work. Once I started my first job, I had to be on the 7.05 train every morning and I discovered that I liked having a routine. What I found hard was the lack of flexibility. I couldn't just decide to go to the gym at three o'clock in the afternoon! I still miss that aspect of student life, but in general, I think I prefer working.

Speaker 5 Overcoming imposter syndrome was a big issue for me when I first started my first full-time job in a law firm. My colleagues all seemed to be from much more privileged backgrounds than me and I just felt like I didn't belong there. I found it really stressful at first and there were times when I felt like quitting. But I'm glad I didn't. Now that I've climbed the career ladder, I feel much more confident and see my background as an advantage. It gives me a different perspective and helps me understand our clients' needs. It's also allowed me to offer support to other young employees who might be feeling the way I did.

Speaker 6 As a student, it's easier to measure your progress: you do an assignment and you get a grade. In the workplace, it's different. I get feedback from my manager and from colleagues, but it's more difficult to know if I'm doing well and I found that challenging at first. Also, you tend to acquire different kinds of knowledge and skills when you start work. In my field, there's a lot of emphasis on interpersonal and practical skills – like working effectively in teams or giving presentations – and I really like that. Instead of just learning stuff, I'm putting my knowledge into practice and feel I'm contributing something useful to the world.

Lesson 6B, track 6.1, page 76, exercises 2 and 3

Journalist At the beginning of the advert, we see a young man running down a street in an urban area. The man is running and he's wearing jeans and a leather jacket and he's got very short hair. You most probably think there's some sort of a problem or that he must have done something wrong. He has to be running away from a bad situation: he might have stolen someone's wallet or someone could

have been hurt in a fight. He can't be doing anything good.

Then the camera angle changes; we see that he is running towards someone, not away from something. There's an older man holding a briefcase, standing in the street ahead. He may be a businessman on his way to work or a meeting, or it's possible that he's just finished work. It's safe to say that he doesn't know the younger man because he looks as if he's frightened. He's bound to be thinking the man is going to mug him – I'm almost sure we're all thinking the same. But will he? Then, the camera zooms out some more so more context is given – we get a bigger picture and our perceptions start to change. There's what looks like bricks and cement being lowered from the building above the men. The bricks might fall and they could both be badly hurt.

Then, in the final moments of the advert, the bricks do fall down, but they don't hit them because the young man has pushed the businessman to one side and saved him. Hey, wait a minute; that can't have happened because the younger man doesn't know the older man, right? He can't have been trying to help him. But in fact, that's exactly what happened. The advert has cleverly played on our prejudices and expectations until we are finally given the whole picture. It's a TV advert for a newspaper called The Guardian, and it cleverly teaches us a valuable lesson about judgement and perspective. In the end, it's all in the camera angles.

Lesson 6C, track 6.2, page 78, exercise 2

Narrator After several hours, the balloon finally landed in a field in Denver. Journalists rushed to the scene, but the boy was nowhere to be found. People thought he might have fallen out, so a ground search was rapidly organized. Then something extraordinary happened: the boy was suddenly found safe and well ... in the attic at home. He had been there the whole time. His parents were shocked and relieved, as were all the people who had been following the event. Then, two days later, during a TV interview, the boy revealed that his parents had told him to hide in the attic. 'Balloon Boy' had been a hoax, a way for his father to gain publicity for

his idea for a reality TV show. The hoax had cost the emergency services tens of thousands of dollars, so the Heenes were fined \$36,000, and Richard Heene spent a month in jail.

Lesson 6C, track 6.3, page 78, exercise 3

Narrator In 2020, Richard and Mayumi Heene were pardoned by a Colorado governor. He said they had now paid their debt to society for a hoax which had wasted police time and resources. Their story goes back to October 2009, when millions of people were glued to their television and computer screens as a large balloon drifted across three states in America. The balloon was a homemade flying saucer, and local TV helicopters were following it, broadcasting live video footage. The National Guard had also been called in to track it. Why? Because a six-year-old boy was inside the balloon. What was he doing floating hundreds of metres up in the sky? Apparently, the balloon was his father's invention, and the boy had hidden in it after being told off. It wasn't until the balloon was airborne that his family realized he was missing. His dad called the local TV station, asking their helicopters to track the balloon; then he called the emergency services. The event was closely followed on social media sites around the world, and 'Balloon Boy' quickly became the number one search on Google, receiving extensive media coverage.

After several hours, the balloon finally landed in a field in Denver. Journalists rushed to the scene, but the boy was nowhere to be found. People thought he might have fallen out, so a ground search was rapidly organized. Then something extraordinary happened: the boy was suddenly found safe and well ... in the attic at home. He had been there the whole time. His parents were shocked and relieved, as were all the people who had been following the event. Then, two days later, during a TV interview, the boy revealed that his parents had told him to hide in the attic. 'Balloon Boy' had been a hoax, a way for his father to gain publicity for his idea for a reality TV show. The hoax had cost the emergency services tens of thousands of dollars, so the Heenes were fined \$36,000, and Richard Heene spent a month in jail.

Lesson 6C, track 6.4, page 78, exercises 4 and 5

Presenter In this celebrity-obsessed age, perhaps it's not surprising that most of us want '15 minutes of fame' at some point in our lives. In a recent survey, 30% of adults and 40% of teenagers admitted they daydreamed about being famous. But why do people want to be in the limelight so badly? To help us find some answers, we're joined by psychologist Dr Soroush Mustafa, anthropologist Nasser Ayad and TV producer Giti Madani.

Soroush Well, put simply, people who desire fame want to be noticed. This need for recognition is something we all have, but it's often more obvious in fame-seekers. Maybe they weren't very popular at school or perhaps they were neglected by their parents as children, so they need the approval of others.

Nasser Yes. In fact, this need for approval has deep roots – it's part of our survival instinct. It's something that goes back to early human settlements where people lived in small groups. Those who were not approved of by the group were out on a limb – they weren't protected and eventually disappeared and died off. Fame is the ultimate seal of approval; that's why so many people pursue it.

Giti This actually happens in reality shows all the time – contestants are desperate for approval; they'll do anything for it, even act out of character and pretend to be something they're not, just so they can keep in step with their fans, feed them what they want and 'survive' on the show. If they fall out of favour, it's over.

Soroush There's also a physical explanation for why some of us desire fame so much. Imagine you have to give a talk to a large group of people. You feel nervous and your body starts producing adrenaline, stimulating the 'fight or flight' reaction. This is how celebrities feel when they are the focus of media attention, and this adrenaline rush can be addictive, especially to risk-takers. And as many famous people are natural risk-takers, they're in their element in this type of environment. In other words, they enjoy it!

Giti Although for those of us who are not natural risk-takers, perhaps this desire for fame is mostly to do with

wanting success – you know, money and influence. And thanks to reality TV and talent shows, it seems to be in the reach of ordinary people.

Soroush That's very true, and these 'look at me' spectacles on reality TV and social media make people think it's easy to become famous and that anyone can be a celebrity. Fame is more accessible, so more people pursue it.

Nasser Yes, people think it's an easy way to make money and live a long and happy life, although statistics tell a different story. In fact, celebrities are more likely to have shorter lives than people who lead more normal lives – and I'm sure we can all think of several tragic examples of this. It's thought this could be linked to increased risk-taking and stress.

Soroush Yes, and people forget about the costs – the lack of privacy and constant pressure to live up to people's ideals. This seems to happen to talent show contestants all the time – they just get out of their depth and can't deal with it. The constant press harassment can make even the most experienced celebrities feel like caged animals. You might be surrounded by people, yet you could feel totally isolated. Your fans may have an ideal of you that becomes impossible to live up to. You may feel stressed because you don't want to disappoint people.

Giti That's interesting, although it explains why people shouldn't pursue fame rather than why they do!

Presenter Well, any final thoughts from our guests today?

Soroush Actually, yes ... I think that ultimately, this desire to 'be something' comes from a desire for our achievements to outlive us. Fame, I think, helps us become immortal in some way.

Presenter Well, that's all we have time for today. Thank you very much for ...

Lesson 6C, track 6.5, page 79, exercise 11

Max What about the Summer Festival? It was cancelled on Saturday. We might as well let people know it's on 5 July now.

Elena That's useful, but hardly a major event. In other words, it's not home page news. It belongs in the *Entertainment* section.

Josh I like the story about the pensioner – she was incredibly brave.

Max You can say that again! Although we already have a crime story on the home page.

Elena What about something on youth unemployment?

Max I wouldn't do that – we covered it last week and, frankly, it's a bit depressing.

Josh You're right. There are too many negative stories in the news. What about covering the stars of the Under-21 Euros football tournament?

Elena Hmm ... I'm not sure. Most readers want stories about things that have an impact on their own lives.

Max Hang on a minute; are you saying that we shouldn't include important international events?

Elena No, I didn't mean that exactly. But the international press will be covering global events. People read this website for local news.

Max What we need is an interesting story to attract readers – celebrity stories are always popular. What about that influencer who's been banned from social media?

Josh I don't think that will interest everyone. And it doesn't have to be about a celebrity. Any human-interest story will do.

Elena Hey, there's that 18-year-old refugee who's won a poetry prize. She's local, she's pretty inspirational and her story has lots of human interest.

Josh Great idea – it ticks lots of boxes. What do you think, Max?

Max I agree. Let's go with it.

Lesson 6C, track 6.6, page 79, exercise 13

Ella Which one is it going to be then?

Luca I think the influencer story is pretty compelling.

Ella Well, it's certainly controversial. It'd be nice to have something educational, though.

Grace Actually, I like the grandmother and the bike thief story.

Ella Yeah, I couldn't believe it! And it was *her* bike!

Luca But don't you think we should do something about the Euros?

Grace Not football again!

Luca Well, let's put it this way: it is the most popular sport in the world – everyone loves football, you know.

Grace Yeah, yeah ... I'm just saying that there's already a lot about it in the news and on social media. Not everyone is that interested in it.

Ella Alternatively, there's that girl who won the poetry prize. We could include her – she's a good role model.

Grace Perhaps, although not everyone likes poetry.

Luca OK, so which one should we choose?

Grace Let's have a story that's entertaining, humorous and inspirational. Let's go for the grandma and her bike.

Cumulative Review Units 1–6, track 6.7, page 86, exercise 1

A woman from Oklahoma City has become an internet sensation after a television news interview with her went viral. Sweet Brown gave the 15-minute interview about a fire at her apartment building to a KFOR-TV Channel 4 photojournalist. She became aware of the blaze when she went to get a drink from a communal vending machine in the middle of the night. Her animated interview was uploaded to YouTube by a KFOR employee and within 48 hours, the video had had more than one million views. Since then, a number of remixes have been made of her interview, featuring the catchphrase 'Ain't nobody got time for that.'

Sister Now, here's an idea.

Brother What's that?

Sister You know those red phone boxes that used to be everywhere, but nobody uses anymore?

Brother Yes, what about them?

Sister It says here that people have started using them as libraries.

Brother Really? So how do you get hold of the phone box?

Sister It seems you can apply to the council for permission to use one in your area. Apparently, they've been converted into all kinds of things, from art installations to showers.

Brother So how can the phone box be used as a library?

Sister It's easy, really. People come along and leave their old books there. Then, if there's a book they want to borrow, they just take it. The beauty is that anybody can use it whenever they want to.

Brother What a great idea!

Sister Yes, that's what I thought. ... And there is more evidence to support my argument in favour of printed books. Research from laboratory experiments, polls and consumer reports indicates that modern screens and e-readers do not adequately recreate tactile experiences of reading on paper that many people miss and, more importantly,

prevent people from navigating long texts in a satisfying way. In turn, such navigational problems may affect reading comprehension. Compared with paper, screens may also drain more of our mental resources while we are reading and make it a little harder to remember what we read when we are done.

Presenter And now onto our next caller, Dermot from Dublin. What's your take on textspeak, Dermot?

Caller Well, I don't think it's a corruption of the language at all. It's just linguistic creativity at work. It serves to show us how the history of the English language is happening all around us. It's quite fascinating, really.

Presenter Dermot, can you give us an example?

Caller Of course. Let's take the word *LOL* – that's L-O-L. It used to be a handy abbreviation for 'laughing out loud'. Now it's a mark of irony that people use in normal speech, not just in text messages.

Presenter Dermot, thanks for calling. And I'm told we have another caller on line two.

Now you've heard about some of my personal experiences, let's look at what you need to become a journalist. Apart from perfect grammar and spelling, you'll need a few personal skills, too. These include accuracy – getting the facts wrong could have serious legal implications – a good sense of perception, so you can see when things are about to start happening, and persistence – the staying power to stick around and get that story at all costs. You'll also need a certain amount of luck. Something that's becoming increasingly important these days is a working knowledge of the new technologies – it's no good if you've got an exclusive and you can't get the internet connection working to send the story in!

Lesson 7B, track 7.1, page 90, exercise 2

Narrator When we look back on our lives, we sometimes talk about being in the right place at the right time: 'If I hadn't had that lucky break, life would be very different today.' But what would you do if you were in the wrong place at the wrong time? Would you consider yourself lucky if you kept surviving accidents? Frano Selak knew all about that. Nicknamed

'the luckiest unlucky man on earth,' he knew less about lucky breaks and more about lucky escapes in his extraordinary life.

Frano was a Croatian music teacher, born in 1929. The first 30 years of his life were relatively quiet. It wasn't until the 1960s that the trouble began. In January 1962, Frano was travelling home on a train when an accident happened. The train was travelling across a bridge when it slipped off the rails and fell into the icy river below. As the train sank, he managed to smash a window and escape, but he lost consciousness while swimming to the shore. Luckily, he was pulled out of the river by people from a nearby village. If it hadn't been for the people in the village, Frano could have drowned.

A year later, he was on a flight from Zagreb to Rijeka. During the flight, the aeroplane's back door flew open and Frano fell through it. He fell 850 metres and landed in a large pile of hay. If he hadn't landed in the hay, he might not have survived.

Then, in 1968, Frano took his students on a school trip. On the way back, he dropped the children off at school. Then, minutes later, the bus drove off a bridge and into a river. Miraculously, both Frano and the driver survived. In the 1970s, the lucky escapes continued, with Frano surviving being in a burning car on two occasions. But his final big accident happened in 1994, when he was driving along a road in western Croatia. A truck crashed into him, and his car was pushed off the highway into a 150-metre hole. If Frano's luck had run out, this would have been the end of his story. Fortunately, it hadn't, and he fell out of the car before it exploded.

You may have noticed that Frano's accidents have a common theme: they all involved transport! But one mode of transport seems to have been lucky for him: boats! Out of all of his accidents, none involved a boat. In fact, he was even born on a boat! His parents had gone out on a fishing trip near Dubrovnik when, at seven months pregnant, his mother went into premature labour and Frano was born before they reached the shore! Did he ever notice that bad luck didn't strike when he was on water? If I were him, I wouldn't feel safe unless I was on a boat!

So, was Frano lucky or unlucky in life? It's a matter of opinion. The fact that

he lived until he was 73 despite all his brushes with death seems to prove that he had a strong survival instinct at the very least!

Lesson 7C, track 7.2, page 92, exercise 2

Radio pres Welcome to this week's episode of *Age-related*. We're all living longer, healthier lives these days, which is great. We're all *feeling* younger, too. A few decades ago, people defined middle age as being around 35 to 45, but recent research suggests that many people think middle age starts much later than previously thought: at around 55. And people do not see themselves as elderly until they are nearly 70. It is estimated that by 2050, there will be more than 2 billion people aged 60 or older, and more than 400 million people will be aged 80 or older. So, what does all this mean? Is society changing quickly enough in step with these developments? How will it all affect decisions made by governments and how will society need to adapt?

Lesson 7C, track 7.3, page 92, exercise 3

Presenter So, in the studio today, we have social policy researcher Yolante Sanchez to tell us about these changing demographics. Yolante, what are the benefits and challenges of having an older population?

YS Well, there are many advantages. For one thing, older people are a source of information, and they have a great deal of knowledge and skill. The younger generation especially might think they are a little long in the tooth, but we can learn important life lessons from them; many have lived through difficult times, such as wars and pandemics, and have experienced most of what life has to throw at us, so have plenty of advice to offer. Some of our world leaders are over 70. From the point of view of society, they contribute a lot to the economy. Older people are choosing to work for longer, beyond traditional retirement age, and many choose to do volunteer work. Also, an older population usually means a declining population, which is good for the environment.

Presenter Despite all this, which is true, in some societies, older people are not often valued as highly as they should be. Some cultures tend to value youth over everything else – they see young

people as the future. Doesn't this lead to some older people feeling undervalued and irrelevant?

YS Yes, you're right, but it doesn't have to be that way. Let's take a look at Japan – a nation of 127 million people. It has the oldest population in the world. Between 2012 and 2017, the population fell by about 1 million, and for the last few years, it has recorded more deaths than births. Almost one third of the population is over 65, and there are about 2.3 billion people in their 70s.

Presenter And how old are the oldest people?

YS A few years ago, there were more than 2 million people over the age of 90, and there were at least 150 supercentenarians – that's someone who's older than 110.

Presenter 110! That's incredible! So, why is it good to be an old person in Japan and what can we learn?

YS Well, I think age is seen as simply a number there, without limitations. More importantly, having a good social life is a key factor for most people over the age of 70, and there are no barriers to starting new hobbies whatever your age. There are competitions in things like athletics and swimming, with each bracket represented, including one for 105–109-year-olds. Anything is possible.

Presenter Incredible. But, what are the reasons behind Japan's shrinking and ageing population?

YS It's a combination of two things: a high life expectancy and a decline in the birth rate. Life expectancy is greater now than it was, for various reasons, including things like diet, universal health insurance coverage, active lifestyles as well as a low level of income inequality and a high level of social cohesion. The birth rate has fallen because young people are focusing more on their careers and are therefore putting off starting a family.

Presenter And how has Japan accommodated these changes?

YS Well, traditionally, there's always been a very strong kinship system in Japan – a belief in traditional family values when older parents live with their adult children from a certain age – co-residence. Some parents think this is the right thing to do and they believe that children ought to look after their ageing parents. So, it hasn't been a problem. That said, it's

not happening quite as much today as it used to; a growing number of seniors are living alone and are self-reliant because their children don't live nearby, as younger people move away from their home towns to find work. Others want to remain independent and are happy not to live with their children. Some of them are still very youthful and dynamic, but at some point, they will need extra help or assistance.

Presenter So, what about the future?

YS Well, social robots are becoming a popular choice for many older people. These are proving to be great companions for vulnerable people who live alone. Of course, they are no substitute for human company, but in Japan, they are viewed as a really positive resource. Robots can be just as friendly, helpful and supportive as humans, and certain types of robots can even have conversations with them and do simple tasks like wash dishes, fold clothes and vacuum. Although they're expensive, their owners and their families seem to love them!

Presenter What about retirement homes? Do they use robots there, too?

YS Yes, they do, and they are proving to be invaluable. Different robots help with entertaining the residents, playing games, talking or singing to them.

Presenter That's fascinating! What lessons do you think we can learn from how Japan is adjusting?

YS There's lots we can learn – even when it comes to small practical things. Let me give you a couple of examples: when you cross the road, there's not just one, but two buttons at a pedestrian crossing. Why? Because the second button gives older pedestrians more time to cross the road. In a lot of countries, when a new and inexperienced driver is driving, there's often a sticker on the back of the car to let other drivers know. In Japan, a car with a yellow and orange sticker on the bumper indicates that the person driving the car is a more mature driver – over 70 – and after the age of 75, the sticker is compulsory. Although 70 and 75 in Japan is almost adolescent!

Presenter Wow! Brilliant ideas, and so simple. I don't think we're far behind Japan in terms of an ageing society, so lots to think about.

YS Yes, but most importantly, in Japan, people's attitudes towards older people is very positive – few people think of them as being over the hill and irrelevant, and more think that they are wise and full of life experiences, and always worth listening to.

Presenter Thank you, Yolante, that's all we have time for I'm afraid.

Lesson 7C, track 7.4, page 93, exercises 9 and 10

Geeta I think it's natural for societies to value youth over age. Young people represent the future; they are more dynamic, more innovative. One of the main reasons for valuing youth is that young people are not afraid to experiment, to try out new things. What do you think, Sami?

Sami Thanks, Geeta. I totally support that idea. The younger generation brings about change through rebelling against established beliefs and attitudes.

Geeta So, if society didn't value its youth, we would make no progress. We would still be stuck in the dark ages.

Jamal Hmmm ... That makes sense, but what bothers me is that young people don't have much experience. They don't have as much knowledge as their elders. Societies that value age, that listen to older people, have the benefit of their wisdom and experience. If we all made more use of this, perhaps fewer mistakes would be made.

Layla I completely agree, Jamal. I think that one of the biggest drawbacks of valuing youth over age is that society could become very shallow. Look at what a lot of young people watch and read online. There's so much about superficial celebrities, not real issues.

Jamal I can't entirely support that point of view, Layla. Plenty of young people are committed to real issues.

Layla What I'm trying to say is that young people don't have much life experience. They don't have much wisdom compared to older people who have experienced the ups and downs of life.

Geeta I think we'll have to agree to disagree. I still think that youth is more important to society than age and experience. We need new ideas to advance, and it's young people who supply society with these ideas.

Lesson 7C, track 7.5, page 93, exercise 12

Darius I think the main benefit that young people bring to society is their ability to keep up with new technology. Older people have problems with that.

Amira Actually, I can't entirely support that point of view. Older people have a stronger work ethic, I think. Younger people are lazier and that can be a significant problem.

Syed What bothers me is that we're also less knowledgeable about life in general, and are more likely to make mistakes.

Darius Yes, but one positive aspect of not knowing too much is the willingness to try out new things.

Amira What if older people were valued more? That might result in many benefits for communities. We really need to value everyone in society.

Darius I think so, too. I totally support that idea. There has to be a balance. We need to value young and old alike as they both have things to offer.

Lesson 8B, track 8.1, page 104, exercises 2 and 3

Podcast pres Were you watching TV last night, playing a computer game or scrolling through your phone? You probably answered 'yes' to one of these because they're all good ways to relax and unwind. But let's pause and reflect for a minute: have you ever wondered where these products come from or how they are made? Do you know which materials have been used to make them? What effect might our devices be having on our planet?

TVs are something most of us have in our homes – most probably a flat screen TV or a smart TV. Last year, more than 200 million smart TVs were sold around the world. Like with most electronic equipment, the production of TVs depends on rare minerals or special metals which are difficult to find. Two in particular, indium and gallium, are used in the manufacturing and production of TVs. However, there's a problem. Rare minerals from traditional mines are being used up fast, so companies have been looking for an alternative. The alternative lies at the bottom of the sea.

The deep-sea floor has a lot of 'wet wealth', but it has never been mined before. The possibility was investigated by companies in the 1990s, but the

cost of mining 1,000 metres under the sea was too high. Then, in the early 2000s, various mining projects which had been approved by Pacific Island countries didn't go ahead for the same reason: expense. But today, thanks to the increasing demand for electronic goods, big profits can be made from deep-sea mining. New ways of extracting rare metals are being developed all the time, and more effective machines will be used in the future to get them. Companies expect billions to be made from this 'wet wealth'. However, the impact of this mining on the marine environment is unknown. The problem is that biologists are just starting to investigate the deep sea and its unique ecosystems – ecosystems that could easily be damaged by these new machines. But why should we care about the seabed being destroyed? The fact is that we need to because no one can predict what will be lost and no one really knows what other impacts deep-sea mining could have. Polluting the seabed could affect the food chain and many species could die, including the fish we eat every day. Our seas and their ecosystems need to be protected, but something has to change. Can we stop rare minerals being used? Can we prevent new electronic equipment being sold? Probably not, but are our flat-screen TVs, computers and phones really worth it?

Lesson 8C, track 8.2, page 106, exercise 2

Speaker The subject of today's talk is food – or the lack of it – and how we can make more food without using up resources and causing even more environmental problems. By 2050, there will be around another 2 billion people on the planet – that's a lot of extra mouths to feed! It's been estimated that we will need 70 to 100% more food to keep everybody fed. Current food production will need to increase hugely to meet this rise in demand, but the problem is our natural resources are running out fast. More forests will be wiped out to make way for agricultural land, more rivers and underground sources of water will dry up, and overfishing will slowly kill our oceans. Food shortages are a problem that will affect all the world's population. So, it seems it's time to face up to the facts and look

for new sources of food. Luckily, there are a few ideas on the table, and I'm going to examine some of the solutions that have been proposed.

Lesson 8C, track 8.3, page 106, exercise 4

Speaker One solution is 'greening' deserts or, to put it another way, making deserts into places where we can grow crops. There are many arid deserts in the world which are also near the sea – in Chile, Peru, the Middle East, etc. Very little has grown in these places for hundreds of years, and it looks as if nothing much will ever grow there. However, that might be about to change thanks to a British inventor called Charlie Paton. Paton has come up with a technology to grow food in coastal deserts using huge 'seawater greenhouses'. The idea is simple: seawater is heated by the sun, it evaporates, cools to form clouds and returns to earth as rain. The process is so effective that the greenhouses produce more than five times the fresh water needed to keep the plants inside alive ... so the extra water can be used to grow other plants in the local environment. The only downsides are the high costs and the negative effect on the desert's natural ecosystem.

A second possibility is making seafood – in particular, bivalves – a larger part of our diet. Bivalves are shellfish with a shell in two parts, like mussels or clams, and there is an estimated 1.5 million square kilometres of coastline across the world that is suitable for growing them. In the face of a growing population, developing just 1% of that coastline could produce enough bivalves to meet the protein requirements of more than one billion people. They have a higher protein content than beef, they don't require land and they can help reduce the problem of over-fishing. They also benefit the environment. Mussels, for example, are very important to marine ecosystems, helping to form reefs which, in turn, create a habitat for other ocean wildlife. They also contribute positively to gender equality in coastal communities: both parents can work in aquaculture, growing bivalves, because the farms are located close to the coast. Parents can therefore balance earning a living with childcare needs. Building bivalve farms, however, is an expensive

process. And unfortunately, a lot of people don't want to eat them because they don't look attractive. But when they're cooked properly, they taste great!

Another solution which is not new, but still very popular, is the development of 'micro-livestock', or what we would call insect farms. At least 1,400 species of insects, such as grasshoppers, spiders and beetles, are already regularly eaten across the globe. This micro-livestock is easy to farm, rich in protein and takes up a fraction of the space of livestock such as cows and sheep. The problem is that in some countries, people are squeamish – the idea of eating insects makes them feel sick – so researchers are looking at ways to extract the protein, which can then be added to other foods. That said, in a few years' time, people may just have to put on a brave face and eat the insect whole! The last solution I'm going to look at today is something quite exciting: 'cultured meat'. Let me explain what I mean: cultured meat is meat grown in a laboratory from stem cells taken from an animal. This artificial product uses less energy, water and land than animal farming, which currently takes up around 25% of the Earth's land mass. If sold commercially, cultured meat could save forests and on the face of it, it seems like a great alternative to real meat. One problem, though, is that it looks like pink slime and is relatively tasteless! This bland taste, compared to real meat, is because there isn't any blood or fat. And it's also pretty pricey. At the moment, cultured meat costs a small fortune to make – this pink slime is more expensive than caviar! Well, I hope you've been inspired by some of these alternative ways to feed the planet. As we all know, the current global food system is unsustainable and is a major contributor to climate change. We can talk until we're blue in the face about alternative food sources, but until we face the music and actually change our eating habits, the situation won't improve. We can eat responsibly and still eat well. Let's face it: cutting back on our meat consumption by eating more bivalves – or even one or two insects – can't be a bad thing!

Lesson 8C, track 8.4, page 107, exercise 9

Katia It doesn't look like he's got much spare time if he's eating at his desk, does he?

Jason No, it doesn't. True. But he's eating a hot meal, I think.

Katia Yes. Judging by the bowl, I reckon he can heat it up at work, so he's probably got a microwave there, don't you agree?

Jason Or maybe he just ordered a takeaway.

Katia I'm not sure ... I mean, he's using a metal spoon. And it doesn't look like the type of plastic container that you'd get with a takeaway.

Jason Fair point – I didn't notice that.

Katia So what do you think he does?

Jason Um, he might be a policeman or security guard. I wonder what country he's from ... If you look closely, there's some writing on the badge on his uniform, but I'm not sure what language it is. Thai, maybe?

Katia Well-spotted! But no, I don't think it's Thai. The Thai alphabet looks very different to that. It looks like it's a Chinese language to me. I guess he's probably working in one of the big cities in China, like Shanghai or Beijing, perhaps.

Jason Yeah, you might be right.

Katia And you can see there's a mask on the desk, so he obviously works around other people, don't you think?

Jason Yeah. He's probably part of a team – maybe he does shift work. What I mean is, he probably needs a good meal to make sure he's got energy, especially if it's a night shift.

Katia I think a big meal would actually make me sleepy! He probably drinks a lot of coffee too to stay awake if that's the case. I know I would!

Jason I think it's clear from the photo that he must be a lorry driver. It looks like he's stopped for lunch in a car park or something.

Katia I'm not sure about the car park because lorry drivers usually have their own parking bays. I wonder if he's just on the side of the road.

Jason Hmmm ... I see what you mean. There's a pavement next to him. So, what do you think he's doing there?

Katia It's hard to say. Maybe he's grabbing a bite to eat because he's in the middle of a long journey taking goods from one side of the country to the other.

Jason That would explain why he has a chair and some food laid out.

Katia It can't be very healthy to eat there, right next to the lorry. I wouldn't want to eat like that ...

Jason You're right! Me neither! Maybe he just wants to sit in the shade. And look at that little shelf at the front of the lorry to put his food on. What a great idea!

Katia It is, isn't it? Let's have a closer look at what he's eating.

Jason Well, there's a lot of things in plastic containers. In other words, it looks like he's prepared it all at home and brought it with him.

Katia Uh-huh. And it looks like there's a can of drink, but I don't recognize the brand.

Jason I'm no expert, but that doesn't look like much food if he's going to be driving a long way.

Katia That's a good point.

Jason I guess he might just be having a snack. And then maybe he'll stop at a service station or something later for a proper meal.

Katia True. It's safe to say that he looks pretty happy and relaxed with his earphones in! I wonder what kind of music he's listening to.

Jason Maybe it's not music, maybe it's a podcast. What I'd really like to know is where he's going though!

Katia Yes! And what's in the lorry?

Lesson 8C, track 8.5, page 107, exercise 10

Katia It doesn't look like he's got much spare time if he's eating at his desk, does he?

Jason No, it doesn't. True. But he's eating a hot meal, I think.

Katia Yes. Judging by the bowl, I reckon he can heat it up at work, so he's probably got a microwave there, don't you agree?

Jason Or maybe he just ordered a takeaway.

Katia I'm not sure ... I mean, he's using a metal spoon. And it doesn't look like the type of plastic container that you'd get with a takeaway.

Jason Fair point – I didn't notice that.

Katia So what do you think he does?

Jason Um, he might be a policeman or security guard. I wonder what country he's from ... If you look closely, there's some writing on the badge on his uniform, but I'm not sure what language it is. Thai, maybe?

Katia Well-spotted! But no, I don't think it's Thai. The Thai alphabet looks very different to that. It looks like it's a Chinese language to me. I guess he's

probably working in one of the big cities in China, like Shanghai or Beijing, perhaps.

Jason Yeah, you might be right.

Katia And you can see there's a mask on the desk, so he obviously works around other people, don't you think?

Jason Yeah. He's probably part of a team – maybe he does shift work.

What I mean is, he probably needs a good meal to make sure he's got energy, especially if it's a night shift.

Katia I think a big meal would actually make me sleepy! He probably drinks a lot of coffee too to stay awake if that's the case. I know I would!

Lesson 8C, track 8.6, page 107, exercise 11

Jason I think it's clear from the photo that he must be a lorry driver. It looks like he's stopped for lunch in a car park or something.

Katia I'm not sure about the car park because lorry drivers usually have their own parking bays. I wonder if he's just on the side of the road.

Jason Hmmm ... I see what you mean. There's a pavement next to him. So, what do you think he's doing there?

Katia It's hard to say. Maybe he's grabbing a bite to eat because he's in the middle of a long journey taking goods from one side of the country to the other.

Jason That would explain why he has a chair and some food laid out.

Katia It can't be very healthy to eat there, right next to the lorry. I wouldn't want to eat like that ...

Jason You're right! Me neither! Maybe he just wants to sit in the shade. And look at that little shelf at the front of the lorry to put his food on. What a great idea!

Katia It is, isn't it? Let's have a closer look at what he's eating.

Jason Well, there's a lot of things in plastic containers. In other words, it looks like he's prepared it all at home and brought it with him.

Katia Uh-huh. And it looks like there's a can of drink, but I don't recognize the brand.

Jason I'm no expert, but that doesn't look like much food if he's going to be driving a long way.

Katia That's a good point.

Jason I guess he might just be having a snack. And then maybe he'll stop at a service station or something later for a proper meal.

Katia True. It's safe to say that he looks pretty happy and relaxed with his earphones in. I wonder what kind of music he's listening to.

Jason Maybe it's not music, maybe it's a podcast. What I'd really like to know is where he's going though.

Katia Yes! And what's in the lorry?

Cumulative Review Units 1–8, track 8.7, page 114, exercise 1

Speaker According to ecologists, meat production has a devastating effect on the environment. It contributes to everything from pollution to climate change, they say, which is why scientists have been investigating the possibility of growing meat in a lab. The first burger made from stem cells was created by Mark Post, a physiologist from Maastricht University in the Netherlands. I was lucky enough to attend its presentation a few years ago, and I can tell you it looked very much like a real burger. It was the same shape and nearly the same colour – just a bit paler, really. You have to bear in mind, though, that the stem cell strands of meat on their own are an unappetizing shade of white. They had been coloured with beetroot juice and saffron to make them look like meat. In terms of taste, the burger wasn't raw. It was cooked by a professional chef called Richard McGeown. He put lots of butter and sunflower oil in a pan, and spent ten minutes trying to cook it without breaking it in half. While it was cooking, he said it smelled like any other burger. I didn't actually taste it myself, so I can only tell you what the two tasters said – one of them was an American food writer and the other was an experienced nutritionist. Hanni Rützler, the nutritionist, said that the burger definitely tasted like meat, but she had expected the texture to be softer. She also detected an absence of fat, which meant that the burger wasn't very juicy in the middle. The second taster was food writer Josh Schonwald. He said that the burger felt like a conventional burger, but he also noticed the lack of seasoning and fat. The burger was made from stem cells, which are harvested from the muscle tissue of a cow. Scientists feed and nurture the cells, so that they multiply to create muscle tissue, which is the main component of meat. The cells grow into strands, and 20,000 strands of meat are then combined

to make one 140-gram burger. It took Professor Post and his team more than five years to design and make the burger. And it cost around 250,000 euros. I think only time will tell if it's been worth it. But Professor Post said that it might be quite some time before we can buy stem cell burgers in our local supermarket. So, I imagine some of us might think about becoming vegetarian before that happens.

Lesson 9B, track 9.1, page 118, exercises 2 and 3

Luke I'm really excited about our final year project, Lexi, aren't you? I think it's a really interesting assignment, to put together something that will inspire the next generation of young engineers. The way I see it, it's up to engineering students like us to get young people passionate about using engineering to tackle some of the challenges we face today.

Lexi Definitely!

Luke So... last week we agreed to focus on one or two young people who have used engineering skills to help their local community. But who? I thought maybe we could find someone who has tackled an environmental issue, like water pollution or sustainable energy solutions. What do you think?

Lexi Well actually, I've already made a start on getting some information together. I saw my tutor, Greg, yesterday, and he asked me whether we had decided on a focus for our project. I told him that we had decided to talk about young inventors and I said we were still looking for a good person to write about. So Greg suggested we think about Kelvin Doe.

Luke Who's that?

Lexi He's a young man from Sierra Leone, and he taught himself to build things out of electronic junk that he found in the streets and in a nearby scrapyard.

Luke That sounds perfect! I'll make a few notes and then we can think about how we build the project around him. So, what did Greg say?

Lexi He told me that Kelvin's interest had started when he was 10 years old. He used to get old devices out of rubbish bins and take them apart in his living room to see what they looked like on the inside. Greg said that by the age of thirteen, Kelvin had invented a new type of battery. It was

powerful enough to provide electricity to a few homes.

Luke Wow! That's really impressive for someone so young. It's also quite an unusual thing to focus on, isn't it?

Lexi Yeah, I thought so too. I asked why Kelvin had wanted to make a battery, and apparently, there were often problems with the electricity supply in his community, and a battery made out of simple everyday items made a big difference. Kelvin used acid, soda, and metal held together with tape, things that were fairly easy to get hold of. He also took part in a competition, and with the encouragement of his teachers, he got to the final and built a generator from scrap metal. That's not even the most impressive thing, though.

Luke Really? What else did he do?

Lexi Well, Greg said we should definitely mention the radio station.

Luke What radio station?

Lexi Kelvin started a local radio station, isn't that amazing? He managed to build a lot of the equipment himself, like a mixer, an amplifier and a radio transmitter, and then he just started his own radio station! He used to broadcast music and news using the name DJ Focus. Eventually, people started to hear about his achievements and he was invited to go to the United States. He became the youngest person ever invited to join the Visiting Practitioner's Program at MIT. In the following years, he started the Kelvin Doe Foundation, a non-profit organization to help young African engineers. He's said that his aim is to promote innovation in Sierra Leone. He's also given lectures and a TED talk, and he regularly gives talks about his own history and about his projects. People say his talks are really interesting and inspirational.

Luke He sounds like the perfect choice for our project!

Lexi And that's not all. I told Greg that I'd like to find out more about Kelvin, and guess what he suggested? He said he'd try to contact Kelvin for us, to see if he'd agree to do an interview for our project!

Luke What a great idea! I wonder if ...

Lesson 9C, track 9.2, page 120, exercises 2 and 3

Radio pres Today on the programme, we're discussing digital footprints and the implications of our actions on social media. To help us, we have

three guests: Elsa Bingham, from the Universities Admissions Council, Frankie Johnson, a civil liberties campaigner, and social media consultant Kaya Topolski. Thank you all for being here today.

Elsa / Frankie / Kaya Thank you. / Thank you.

Radio pres Elsa, perhaps we could start with you. What exactly is a digital footprint?

Elsa Your digital footprint is the data trail left by all your online activity: all the things that you've put online – your tweets, your posts, videos that you've uploaded – and all the information other people have put online about you, too. You may be tagged in other people's photos or mentioned in a blog or an online news story, for example.

Radio pres But how can you keep your digital footprint under control when a lot of it is created by other people?

Elsa Yes, that's a good question. It can be difficult to control your digital footprint, but if other people put something about you online, you can ask them to remove it. Having said that, there's no guarantee that they will. Although, to be fair, most of the problems that people have with their digital footprint have been problems they've brought on themselves.

Radio pres Can you give us an example?

Elsa Sure, erm ... Yes, there was a woman working for a Swiss company. She told them she was feeling under the weather and couldn't use her phone or computer because it made her head ache. She took the day off work, but then her boss found out she'd been using her phone to post on social media all day and she was fired. And then there were two fishermen in Cairns, Australia, who uploaded photos and videos in which they were wrestling with crocodiles. Years later, this material came under scrutiny and they had to pay fines for animal cruelty. So, it's vitally important to remember that a) the internet is public, and b) what you post could be there for a very long time. The internet never forgets.

Radio pres Frankie, what's your take on this?

Frankie Well, the people in Elsa's examples clearly did something wrong and deserved their punishment. But there are lots of other cases where the offence is much more trivial. There was

this British bank worker who heard a news report about the high salary of her bank's new CEO. For two hours, her social media status pointed out that the new CEO earned £4,000 an hour, while she got just £7. She lost her job. Companies shouldn't be able to get rid of people for things like that.

Radio pres And what about students, Kaya? Can social media footprints cause them similar problems?

Kaya Yes, absolutely. Four students in Dublin, Ireland, were thrown out of their school after posting rude comments about teachers online. This didn't just affect them – 40 of their friends were also punished just for clicking the 'Like' button on the comments. And when you're applying for higher education or for your first job, many universities and employers will use the internet to find out as much as they can about you, so you need to think hard about what they'll learn. Privacy settings on social media sites are a good idea, but you can't rely on them 100%.

Frankie That's right. There are even reports of companies putting potential new employees under pressure to give them the username and password of their social media accounts before they will offer them a job. It's outrageous. In my opinion, this issue has slipped under the radar recently. We are under no obligation to give anyone else those details. They are private and should stay that way. In some US states, there are laws to stop that. We need the same legal protection in other countries. People don't seem to realise that their privacy is under attack.

Kaya Perhaps, but it's also important to be your own censor. I always advise people to think about their grandparents when they post. If they wouldn't want their grandparents to read their comments or see their photos, then those comments and photos shouldn't be put online. Think before you post!

Radio pres So is the safest thing just not to post anything personal on the internet at all?

Kaya Well, no, that's a bit extreme, and actually, social media can do a lot to help you if you use it correctly. If you're involved in charity fundraising or sport or you've got some useful work experience under your belt, make that clear on your social media page. Use your digital footprint positively to

show universities and employers why you're special. But never show them a side of you that they may disapprove of – you may live to regret it.

Radio pres Thank you, everyone. Right, we'll be back in a moment, but first, we have Mia Hodge with the news bulletin. Over to you, Mia.

Lesson 9C, track 9.3, page 121, exercises 9 and 10

Speaker In today's presentation, I'm going to talk about internet cookies. The aim of my presentation is to persuade you that the use of cookies to collect marketing data should be banned.

First, I'm going to explain how cookies work. Then I'll discuss the annoyance that they cause when they are used inappropriately, followed by issues of security. I'll finish off with the problem of unfair pricing. There'll be some time for questions once I've finished, so please hold any queries that you have until the end.

So, let me start by explaining how cookies work. A cookie is a small piece of information that is sent to your web browser every time you access a particular website and agree to the cookies policy. When a cookie is sent, your browser saves this information to your hard drive; when you return to that site in future, some of the stored information is sent back to the web server. Without cookies, you'd have to type in your address every time you wanted to buy anything from the same store, and you wouldn't be able to save things in a shopping basket. Cookies help to make things you do online faster and more convenient, but there are problems associated with them, too, and that's what I'm going to talk about now.

Cookies allow companies to analyse your online behaviour and then personalize their marketing to you. A good example of this is how, when you move from one website to another, you are followed around by adverts for products you have already looked at online and decided not to buy. I'm sure we can all agree that when we've decided not to buy something, it's extremely annoying to get a constant stream of adverts about it.

So, I've just told you about the annoyance that cookies can cause. Now I'm going to move on to the issue of security. Some companies

build up a large amount of data about you, your lifestyle, even your medical conditions. They do this so they can sell it to other companies and make money. But what if they are hacked and criminals get hold of the information? This could lead to all sorts of problems with identity theft. It's just not safe to allow them to collect all this data.

I've got one final point to make, and it regards the pricing of things that you buy online. It is thought that companies sometimes put the price of certain things up at the point when they think you're going to make your purchase. Take train tickets, for example. You search for a train, you compare your different options and then you try to buy a ticket and the price has gone up. If you check the prices on a different computer, a computer that hasn't already done those earlier searches, you might get the original price again. When companies use cookies in this way, you can never be sure that you're paying a fair price.

To sum up, the use of cookies to collect marketing data causes annoying adverts that follow you around on the internet, it threatens your security, and it means you may have to pay unfair prices. I hope my arguments have convinced you that this use of cookies should be banned. If anyone has any questions, I'd be happy to answer them.

Lesson 9C, track 9.4, page 121, exercise 12

Speaker I'm here today to tell you about digital literacy and the importance of digital skills.

First, I'm going to talk about what digital literacy actually means. Then I'll go on to discuss the ways in which we use our existing digital skills, followed by three key areas where we can learn new ones.

Digital literacy is the ability and skills to do a wide variety of things online – from finding the information you need to evaluating the content of a website or creating and sharing a video.

OK, that's all about what digital literacy means. I'd now like to look at how we are using our existing digital skills, often without even realizing that's what we're doing. For example, think about reading a digital article. It might contain hyperlinks, videos, audio clips, images, interactive

graphics, 'Share' buttons and different features that make us stop and make decisions while we are reading. We don't simply read from top to bottom the way we do with a book or an e-book.

I've got one final point to make and it regards learning new digital skills and becoming fully digitally literate. In my opinion, there are three key areas we need to look at: how we consume digital content, how we evaluate it using critical thinking and how we share it. We should have the skills to effectively and responsibly consume, evaluate and share online content. In conclusion, I think schools need to try and introduce digital literacy lessons in the classroom by taking advantage of the digital media we all have at our fingertips. In the digital world we live in, almost every career path requires effective digital communication, so it's important for students to be equipped with the correct digital skills to be part of that. Feel free to ask any questions and I'll do my best to answer them.

Global Skills 5, track 9.5, p. 128, exercises 3 and 4

Speaker I'd like to start with a question. Who in this room has ever made a mistake? OK, I think that's everyone in the room.

And who enjoyed the feeling of making a mistake? Pretty much no one.

We all mess up sometimes – making mistakes is a universal human experience. And it almost always feels bad, right? When we get something wrong, most of us tend to beat ourselves up about it. Depending on the type of mistake we've made, we might feel a whole range of negative emotions, including embarrassment, guilt, shame or disappointment. So, it isn't surprising that so many of us try to avoid putting ourselves in situations where we might make a mistake. However, I'm going to argue that overcoming the fear of making mistakes can benefit our lives in lots of ways. First of all, if we feel confident that we can make a mistake and survive, then we're more likely to try things out and have new experiences. Sometimes having a fulfilling life means taking a few risks.

Secondly, if we're afraid to risk making a mistake, then we can't really find out what we're truly capable of. We might

not fail, but we're also less likely to succeed.

Thirdly, when we make mistakes and learn to get over them, we develop useful emotional strategies which can help us deal with mistakes in the future. That way, we become less afraid of coming up against challenging situations.

And finally, research suggests that making a mistake and then being corrected actually helps us to remember information better and for longer. So, if we're too scared to get anything wrong, we're going to miss out on some really valuable learning opportunities – at school and in other areas of life.

Global Skills 5, track 9.6, p. 128, exercises 6 and 7

Speaker So how can we turn our mistakes into positive learning experiences? Well, it's a question of what we do when we make a mistake. Research in schools has suggested that there are three main ways that students tend to react when they get things wrong in the classroom.

The first type of reaction is to avoid thinking about the mistake or owning up to it. For example, a student might try to blame someone or something else for the mistake. In other cases, they may lose concentration or simply move on and focus on another activity.

The second type of reaction is to get really upset – to feel extremely ashamed or embarrassed. A student might feel so bad that this damages their confidence and motivation, and they start to dislike the subject they're studying.

The third type of reaction has two stages. First, the student might feel a bit embarrassed or confused. Then they go over the mistake and try to work out what they should have done instead. This, of course, is the reaction that is most likely to result in learning. It enables you to understand why you made the mistake and take something positive from the experience.

So, different people react in different ways when they get something wrong. The big question is: can we learn to change the way we react to making mistakes? Well, research does suggest that we can. It may not be easy, and it takes time and practice, but we can learn to deal with mistakes more effectively and get

better at turning them into learning experiences.

What can we learn from this? Well, first of all, that learning from mistakes doesn't mean enjoying the feeling of getting things wrong. It's normal to experience some negative feelings about it and these feelings may even help us remember what we've learned. Secondly, we shouldn't try to ignore a mistake or pretend it didn't happen. We do need to reflect on the mistake so that we can work out what to do differently next time. Dealing with mistakes effectively is about accepting these negative feelings and learning to bounce back from them quickly. That way, we can calmly and objectively think about what we can do differently next time and turn a mistake into a positive learning experience.

Global Skills 5, track 9.7, page 129, exercise 9

Speaker We all mess up sometimes – making mistakes is a universal human experience.

Speaker When we get something wrong, most of us tend to beat ourselves up about it.

Speaker That way, we become less afraid of coming up against challenging situations.

Speaker So, if we're too scared to get anything wrong, we're going to miss out on some really valuable learning opportunities.

Speaker The first type of reaction is to avoid thinking about the mistake or owning up to it.

Speaker In other cases, they may lose concentration or simply move on and focus on another activity.

Speaker Then they go over the mistake and try to work out what they should have done instead.

Speaker Dealing with mistakes effectively is about accepting these negative feelings and learning to bounce back from them quickly.

Lesson 10B, track 10.1, page 132, exercise 2

They were the Olympics that should never have happened. Years before athletes arrived in Salt Lake City to take part in the Winter Olympics of 2002, everyone knew the reason why this US city was hosting the event: bribery and corruption on an epic scale.

Cities where the Olympics are held can make millions, even billions, of dollars, so the International Olympics Committee, or IOC, whose 100 members choose the host city in a secret ballot, has an extraordinary amount of power. In the 1990s, there were members that had become experts at abusing their power. Salt Lake City's earlier bid to host the 1998 Olympics had failed, which taught the organizers some brutal but useful lessons in how to gain IOC members' support. They decided that, for their 2002 bid, they would have to be much more generous with their money. They bought luxury furnishings for the IOC member from Congo Republic, including doorknobs costing \$673. They made a \$20,000 contribution to the election campaign of the Chilean member, who was running for mayor of Santiago. They paid for the university tuition fees of several members' children, a knee operation for a member's mother, and even cosmetic surgery for a member's wife. And when the Korean member's son lost his job in New York, the bid committee paid him \$75,000 for a new job in Salt Lake City, which was very kind, considering the young man didn't do a day's work for the company.

On the day when the vote for the host city finally took place, the result was inevitable. IOC members, bribed with more than \$10 million from Salt Lake City, gave the US bid a landslide victory. Although newspapers soon ran stories about the unethical tactics the bid committee had used, by then, it was too late. The venue couldn't be changed.

Lesson 10C, track 10.2, page 134, exercises 3 and 4

Radio pres 47% of 18- to 24-year-olds in Britain went to the polling stations in the last general election. So what were the other 53% of those young people doing and why did they not vote? Today we're on the streets of Manchester to ask: why is voter turnout so low among young people in Britain? Why is there so little civic engagement?

Boy 1 I'm not sure if I'm going to bother voting in the next general election. I don't know, I just don't like any of the main parties very much. My family's always had quite left-wing politics, but there aren't any true left-

wing parties any more ... well, not proper ones – you know, none that might actually get elected. If I voted, I'd just be giving my vote to the party that I dislike the least rather than one that I actually want to lead the country, and that just seems messed-up. Or, I don't know, maybe I'll go to the polling station and spoil my ballot paper – write 'no' against the names of all the candidates as a protest against the electoral system. Yeah, I might do that.

Girl 1 It's not that I'm not interested in political issues – I am. I'm involved in environmental campaigns locally, for example, and the high unemployment around here is a big issue for me because I really want a job. But the problem with politics is the politicians. Almost all of them are from well-off families, so they've never had to worry about money. They went to expensive private schools, and you get the impression they don't really know or care about life in the real world. And they never seem to care much about young people, either, except at election time. Why should I give any of them my support when they don't care about ordinary people like me? I honestly don't think there's any point in voting anymore.

Boy 2 How can you tell if a politician's lying? Their lips move! I know, it's an old joke, but it sums up politics for me. Political parties make all kinds of promises to the electorate in their manifesto, but they break half of them as soon as they get elected. Last time, I voted for the party that promised to get rid of university tuition fees, but when they got into government, they put tuition fees up even higher than they'd been before! I've got no faith in politicians anymore. That scandal a few years back didn't help – you know, when it came out that loads of them were making false expense claims, and getting the rent paid on homes they didn't live in – stuff like that. The politician who represents my constituency was one of the worst offenders, but there were lots of others. The idea that immoral people like these make decisions for the common good is ridiculous!

Girl 2 Until last year, politics didn't mean much to me. It might have been because we didn't study politics at school, so I felt like I didn't know enough to have an opinion. But we've got a problem where I live with

extreme right-wing politics – you know, people with very radical ideas on all sorts of different issues. They won a local election recently, and I got pretty worried about the situation. I went along to the meeting of an organization that campaigns against that sort of thing, and it was like, 'Wow, I do have ideas!' Now, I volunteer for the organization and I love it. It takes up a lot of my time, but it's so refreshing to have real conversations with people about things that matter instead of just talking about the latest gossip. And I'll definitely be voting in the next election. You bet!

Lesson 10C, track 10.3, page 135, exercises 9 and 10

Teacher Right, class, I think that's enough preparation time on the subject. Now we've got the rest of the lesson for our debate. Ben, could you please be our chairperson today?

Ben OK, sure. So, today's debate is on the subject of politicians. Should all politicians have a job outside politics before they can stand for election? Who would like to start us off? Melissa, what's your view?

Melissa I definitely think they should. So many politicians have no experience of life outside politics. They go to university, get a job working for a politician or a political party, and then become an election candidate themselves. How can they know about the real world of ordinary families and businesses without ever spending time in them? I think they should have a minimum of, say, ten years' work experience outside politics before they can become a politician.

Ben Thank you, Melissa. Let's have some other views now. Jack, what are your thoughts on this?

Jack Well, I agree with Melissa up to a point, but I'm not sure that a rule of ten years' work experience would be of any use. I mean, if they didn't work in politics when they left university, they'd probably get a job in a bank or something, and spend all their time with rich bankers. I don't think they'd have more of an idea about the problems that ordinary people have to deal with. I've got another suggestion, though. I think there should be a special programme for politicians where they have to spend a few months working in a school, a hospital and a prison. Then they'd really start to understand the effect that their

policies have on ordinary people. They'd learn–

Melissa Can I just come in here? You can't say that the people you'd get to know in a prison are ordinary people! They're criminals!

Jack If you could just let me finish, please, I was going to say that many people end up in prison because society and the education system haven't done enough to help them when they were young, so their stories would be really relevant to politicians. And even if you don't want to think of criminals as ordinary people, their victims certainly are. There's such a lot of crime, and maybe a lot of it could be prevented if politicians understood more about the reasons it happens or developed better systems of law enforcement.

Ben Thanks, Jack. I'd like to move on now to Katie. Katie?

Katie The main issue here is whether you need personal experience of problems to find good ways to deal with them, and I don't think you do.

Jack If I can interrupt for a moment – that surely depends on the problem. You might be able to ...

Katie Sorry, but could you just hear me out, Jack? If politicians read the right reports and listen to the right people, then they can find out everything they need to in order to tackle problems in the right way. I think a lot of it's about communication. Of course, the other important question is whether our current politicians have the necessary communication skills and, well, maybe a lot of them don't. You often get the impression they're in politics for their own egos, not to help other people. So maybe we have to look for other ways to attract more caring people into politics, but the point is, I don't think it's work experience criteria that we need.

Ben Thank you, Katie. Does anyone else have anything they'd like to add? Yes, Liam? What's your view?

Liam Well, I agree with Katie. I think Melissa's right to say that work experience might help, but I also think she's missing the bigger picture. What's absolutely vital is to have politicians of different ages and from a variety of backgrounds. Then young people and minority groups will feel represented, which they don't now. Apparently, there was a Scottish student who was elected to parliament when she was only 20.

That's the sort of thing we should see more of – younger people taking part in political life. Then people our age can finally have a say in important decisions that affect us. But if we brought in rules about having a certain number of years' work experience outside politics, we'd never be able to have younger politicians.

Ben Thanks for that, Liam. Are there any more points that people would like to ...

Lesson 10C, track 10.4, page 135, exercise 11

Adil Welcome to today's debate on the topic of democracy, and whether or not it is the best form of government. So, to start us off, it's Oleg. What's your view?

Oleg I definitely think that's true. Democracy means the rule of the people and a government that is elected for the people by the people. It's about everyone taking part to elect their leader and in my opinion, that's the best form of government.

Adil Thanks, Oleg. Let's have some other views now. Laura, what are your thoughts on democracy?

Laura Well, up to a point, I agree with Oleg, but I'm not sure we can categorically say that it is the best form of government since we haven't experienced another type to compare it with. Oleg mentioned that it's a government elected by the people for the people, but democracy does not always represent the people. There are certain voting systems which mean that it can be a small minority of the population that determines which political party gets into government, so that isn't a true democracy.

Oleg Excuse me, can I just say that a democratic state gives people the right to vote, so the people are deciding the policy of their nation and what their nation should be like, even if it is a small minority. That is democracy.

Laura Would you let me finish, Oleg? A democracy gives people the right to exercise freedom of speech, and they can influence things that affect them directly, like education, health, the economy. That is certainly not the case in an autocracy, for example.

Adil Thanks, Laura. I'd like to move on now to Anya. Anya?

Anya Well, I want to mention an important point that neither Oleg nor Laura has discussed.

Adil Sure, go on, Anya.

Anya No one has mentioned the money that's spent on election campaigns. In a democracy, millions are spent on elections and big events and things like advertising campaigns. I don't think that's what democracy should look like. In fact, I'm not even sure that is democracy. It's elitist since only the rich can afford to fund a campaign. In an autocratic society, this isn't an issue because there aren't any elections.

Adil I want to thank the speakers for their remarks. Plenty of food for thought. Does anyone else have anything they'd like to add?

Lesson 10D, track 10.5, page 136, exercise 4

Today, in our series of talks on the power of words, we'll be looking at the language that politicians depend on to make their speeches more powerful.

Let's start with pathos. This is language that appeals to the emotions of the audience. Politicians often use words and phrases which will stir up feelings of optimism or anger or fear. A classic example is Martin Luther King's famous speech 'I have a dream' – he's describing a better future for Black people in the USA, and stirring up feelings of optimism.

Next are metaphors. These say that one thing is another thing, in order to imply a comparison, and can make abstract ideas more meaningful to the audience. For instance, Nelson Mandela described his campaign for a democratic South Africa, during which he spent 27 years in prison, as a 'long walk to freedom', even though he didn't literally do much walking. Let's move on to alliteration. This is repeating particular sounds in words. This technique can make words much more memorable. A good example is Winston Churchill's 'The Battle of Britain is about to begin.'

The fourth device is tricolon, which is a list of three things. Grouping things in three is a powerful rhetorical device that politicians use a lot. The Roman Julius Caesar gave us an early example of this in his statement about his invasion of Britain: 'I came, I saw, I conquered.'

Now let's look at antithesis. This is the placing of two opposite ideas next to each other, to create contrasts. An example? The famous Neil Armstrong

quote when he stepped onto the Moon: 'That's one small step for a man, one giant leap for mankind.' And finally, chiasmus. This is where the first clause is echoed in a second clause, but with the order of important words reversed, as in the Abraham Lincoln quote: 'It's not the years in your life that count. It's the life in your years.'

Cumulative Review Units 1–10, track 10.6, page 142, exercise 1

Presenter Hello, and welcome to the show. Now, the magnitude of technological changes in the last decade has been astonishing. These changes have had an impact in all areas of life, including politics. James Woods is here with us in the studio today to tell us about some of the most important effects of social media on politics. James, welcome to the programme.

James Hello.

Presenter James, it's hard to imagine how something as established as our political system can be influenced by social media. What kind of changes are we talking about here?

James Firstly, it's a question of choice. In the past, the only information about politics that people received was what was fed to them on the news. And news programmes were always shown at certain times of day. With the arrival of the internet, people were able to find out about the news when and where they pleased. So today, people only read the stories that interest them. This has affected the way reporters spend their days and the way campaigners craft their message.

Presenter You've talked about how people receive information, James. What about the way the information is distributed?

James News distribution is one of the biggest changes that has occurred, and that is because of the ability to share information with anyone at the click of a button on any social media site like Twitter, Instagram or Facebook. Tweets from the latest earthquake zone have been retweeted hundreds of times in a row – it's a bit like the technique used in marketing called 'word of mouth'. If you consider that the Facebook page of the White House has more than 11 million followers, and one former president's Twitter page had more than 33 million followers, you can start to understand the importance of social media in

informing the public of events in politics.

Presenter James, what other features do social media pages have that are commonly used by politicians?

James Well, obviously, there's the heart symbol: by simply tapping on it under a photo, you show that you like an image. Then there is the 'Like' icon, with its simple 'thumbs up' or 'thumbs down'. That comes in very handy, if you'll pardon the pun, and allows voters to give their representatives instant feedback on opinions and positions that have been posted. This is obviously much faster and cheaper than conducting a poll by phone, though it isn't as exact.

Presenter Of course. How else can social media help?

James One of its greatest advantages is the power to connect people. During the height of a demonstration, street organizers can get protesters to come to where they are needed or, alternatively, warn them where not to go. Similarly, last-minute meetings at the town hall can be posted on Instagram, Facebook or tweeted to followers. It's a vast improvement on handing out fliers outside underground stations.

Presenter Yes, I see what you mean.

James And last but by no means least is the question of crowdfunding. Most politicians would rather have thousands of individual givers than a few big corporate donors because they face fewer problems if one of their supporters pulls out. Thanks to the internet, politicians like Barack Obama were able to raise hundreds of millions of dollars for their campaigns.

Presenter And technology is sure to bring a whole new set of changes in the next few years. James Woods, thank you for joining us. Right, we'll be back with ...