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LIFE VISION

Teacher's Guide

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Advanced

Anastasia Vassilatou and
Weronika Salandyk

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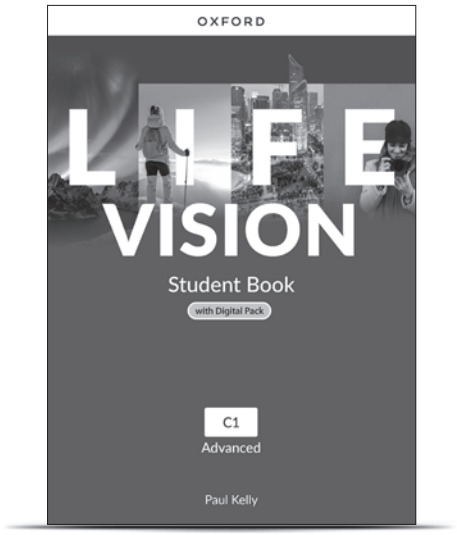
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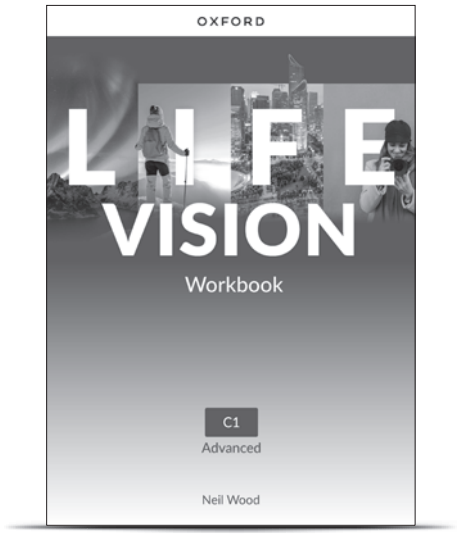
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Print components

FOR STUDENTS





Student Book

- 8 topic-based units each including *Global skills*, *Exam skills* and *Review* lessons
- 4 *Vision 360°* interactive lessons
- 16 *Vocabulary booster* lessons
- Grammar section for reference and extra practice

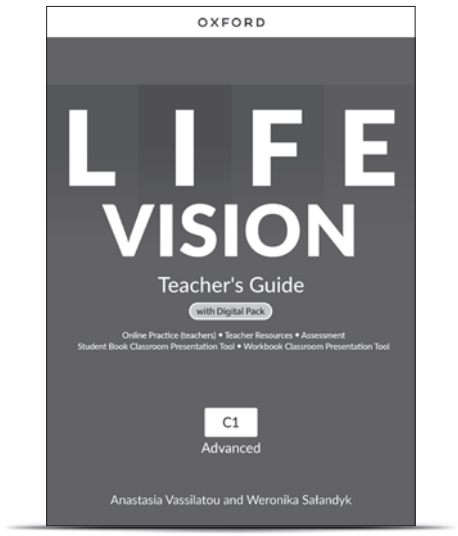
Workbook

- Further lesson-by-lesson practice including 8 pages of *Exam skills* and 8 *Review* lessons
- 8 *How to learn vocabulary* lessons
- 8 *Vocabulary booster* lessons
- Functions Bank, Writing Bank and 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 and video 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**

FOR STUDENTS

Student e-book
- A digital version of the Student Book with audio, video and *Vision 360°* interactive images

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



FOR TEACHERS

Teacher's Guide
- PDF version

Classroom Presentation Tool

Student Book
- Student Book on screen with audio, 12 videos including vlogs and documentaries, *Vision 360°* interactive images and answer keys
- Games and interactive activities
- 8 culture lessons
- 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
- 40 photocopiable activities – 16 grammar, 16 vocabulary and 8 communication worksheets
- 4 documentary video worksheets and 8 culture lessons
- Downloadable wordlists

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 maximise your teaching

Introducing *Life Vision*

Life Vision is a new six-level course for teenagers working towards national and international exams, and has been developed to give them the tools they need for exam success. But more than that, *Life Vision* is a new course for young people preparing for adult life in the globalised, digital world of the 21st century. *Life Vision* helps them develop the communication skills, learning strategies and life skills that they need to realise their full potential.

Life Vision offers you and your students:

- A carefully levelled and consistent grammar syllabus aligned to the CEFR.
- A strong vocabulary focus with vocabulary aligned to the CEFR and the Oxford 3000 and Oxford 5000 word lists, as well as vocabulary development lessons in the Workbook.
- Thorough preparation for national and international exams including Cambridge exams through exams skills lessons in the Student Book and Workbook.
- Clear skills development with strategies in the four skills aligned to the CEFR.
- Accessible, interesting topics to engage teenage learners and help them develop as global citizens.
- One or two videos in every unit to provide fun, flexible content to use during class, or as homework to introduce or consolidate learning.
- *Global skills* lessons in every unit that equip students with invaluable strategies to become successful global citizens.
- Speaking lessons with carefully staged activities and a phrasebook of useful expressions.
- *Think and share* activities that encourage students to think analytically, justify their answers, and challenge other opinions.
- *Vision 360°* lessons in every other unit that transport students to real-world environments to develop digital literacy skills and develop learner autonomy through speaking tasks and collaboration.
- Development of digital literacy skills to access, evaluate and share online content.
- A mixed ability focus throughout with differentiated exercises in the lessons and *Vocabulary boosters*, dyslexia-friendly tests and extra support and ideas for you in the Teacher's Guide.
- Mediation activities designed to help students develop a range of key language skills to clearly convey information to others.
- An assessment for learning focus enabling students to take an active part in their learning.

Life Vision also offers professional development through methodology support; this consists of a range of resources to maximise your teaching effectiveness. They can be found here: www.oxfordenglishhub.com

The Oxford English Learning Framework: the right foundations for every classroom

What is the Oxford English Learning Framework?

The Oxford English Learning Framework (OxELF) is a set of tools aligned to the CEFR, which inform our course and assessment materials. Our authors and editors use these tools to create learning materials that lay the right foundations for every classroom, enabling you to maximise each student's potential. OxELF was developed in consultation with our expert panel and it represents OUP's view of the best way to learn a language.

OxELF is composed of a range of tools that are designed to ensure that OUP's English language courses:

- are consistently levelled to the CEFR.
- are informed by evidence-based theories of language learning.
- support learners in meeting CEFR learning objectives in the most effective way possible.

The framework is flexible, allowing course materials to be developed that meet a variety of teacher and learner needs, cater to mixed abilities, and take local contexts into account. The resources are used by course developers to develop and produce material at the right level of challenge for learners. They focus on the essential elements of language acquisition: grammar, vocabulary, pronunciation, and the four skills – reading, writing, listening and speaking. They can be used by themselves or adapted to conform with requirements from external sources (e.g. ministry syllabus criteria or international and national exam specifications).

The OxELF resources

Grammar

The approach to grammar in *Life Vision* is based on the OxELF grammar syllabus which recommends at which level to teach which grammar point for the first time, ensuring that grammar acquisition is accessible to learners.

Vocabulary

The OxELF vocabulary syllabus is based on the Oxford 3000 and Oxford 5000. This enables learners to focus on the most useful words to know at each CEFR level and acquire strategies for using them. Learning objectives relating to vocabulary development are aligned to CEFR competences such as recognising different parts of speech and recognising collocations.

Pronunciation

Pronunciation is integrated into all areas of language learning and is aligned with CEFR competences. The key goal for learners is intelligibility, focusing on key pronunciation features such as consonant sounds, consonant clusters, vowel sounds, word stress, sentence stress, intonation and connected speech.

The four skills

OxELF categorises reading, writing, listening and speaking by key competences, such as understanding text structure in a reading text. These break down into specific micro-skills that are needed for learners to improve in that skill, such as recognising linking words in a reading text.

More information

To find out more about OxELF, visit http://www.oup.com/elt/OxELF

Key features of this course

Grammar syllabus

Life Vision is built on a robust grammar syllabus that satisfies several criteria. It is based on the CEFR-levelled OxELF grammar syllabi, whilst at the same time taking into account the grammar requirements of international and national exams relevant to each level. There are two grammar lessons in each unit. Further grammar practice can be found in the *Grammar boosters* in the Student book and in *Life Vision Online Practice*.

Vocabulary syllabus

There are two vocabulary lessons in each unit which introduce and practise the core vocabulary sets for each topic and the *Real English* phrases (common everyday expressions). There is further practice of these core sets in the *Vocabulary boosters* in the Student Book and Workbook. A feature called *Word skills* (vocabulary development in areas such as using compound nouns, or understanding word building), is in the *Vocabulary booster* for each unit of the Student Book and is then developed and practised in the *How to Learn Vocabulary* lessons in each unit of the Workbook. Vocabulary is recycled throughout the Student Book, Workbook and photocopiable materials. Vocabulary related to the unit topic can also be practised in *Life Vision Online Practice*.

Exam skills

Life Vision is built on thorough, targeted preparation for the Oxford Test of English, international exams including Cambridge exams, and national school-leaving exams. The syllabus was developed to reflect up-to-date curriculum requirements of national education systems and to cover the topics that occur most frequently.

At the end of every two Student Book and Workbook units, there is a dedicated Exam skills lesson which provides robust preparation for international exams with exam strategies and activation activities to help students perform to the best of their ability. Use of English, Listening, Speaking, Reading and Writing tasks are all covered in both the Student Book and the Workbook.

In addition to the exam skills lessons, there are exam exercise types throughout the Student Book and Workbook as well as in the photocopiable materials and *Life Vision Online Practice*.

The four skills

Based on OxELF, the four language skills of reading, writing, listening, and speaking are developed throughout the course with a strong focus on strategies. Every skills lesson in the course has a specific strategy and accompanying exercise, such as 'How to structure for and against arguments in an essay' or 'Understanding text structure in a reading text.' The intention is that there is a useful takeaway with these strategies as the students will be able to apply them both in their exams and outside of the classroom. The strategies are further practised in *Life Vision Online Practice*.

Stimulating topics

The selection of all the topics that appear in *Life Vision* 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.

Video

There are a total of 12 videos in the course. Each unit starts with a vlog presenting the vocabulary of the first lesson and introducing the first grammar point of the unit.

There are also four authentic documentary videos in each level which expose students to life beyond the classroom and have an accompanying worksheet.

Development of global skills

What are global skills?

Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in 21st century 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 can be grouped into five interdependent skills clusters which are all applicable to ELT settings:

Communication and collaboration

These are closely linked: collaboration requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others.

Creativity and critical thinking

Critical thinking involves being able to analyse information and use problem-solving skills. It is a natural partner to creativity, which relies on the ability to think flexibly and generate original ideas and solutions to problems.

Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship is concerned with both the local and the global, focusing on social responsibility.

Emotional self-regulation and well-being

Learner-centred approaches in education focus on aspects of well-being such as ways of promoting learner autonomy, enhancing learners' self-belief and attending to positive learner attitudes. Other aspects of learner well-being include boosting learner motivation, developing a growth mindset and making learners aware of effective self-regulatory strategies.

Digital literacies

Digital literacies include the ability not only to use a diverse range of digital technologies but to employ them in socially appropriate ways across a range of cultural contexts (see section on digital literacy below).

Global skills in *Life Vision*

In each unit there is one lesson focusing on one of the sub-skills described above. The lesson normally contains the following elements:

- a reading or listening text on the topic, often supported by new vocabulary
- one or two speaking activities that enable students to discuss aspects of the topic.

Many features of communicative English language teaching are suitable for the development of global skills alongside language skills. To find out more, read our position paper *Global Skills: Creating Empowered 21st Century Learners* at www.oup.com/elt/expert

Speaking

Life Vision places a strong emphasis on developing a range of active communication skills to equip students to respond confidently in different situations. Throughout the course, and in every lesson, students have varied opportunities for speaking practice. Speaking is built into each lesson, from the stimulating, image-based unit openers that activate students' prior knowledge of a topic, to the spoken output tasks that build on what students have learned in the lesson and allow them to personalise and activate it.

In addition to this, the *Think and share* speaking activities in every lesson make the topics more engaging and meaningful for students.

Dedicated speaking lessons in each unit provide structured tasks and phrase banks, so that students have a clear framework to express their ideas. The speaking lessons set achievable goals and give students the tools and strategies to achieve them, whilst also providing the right language and skills that they need for their exams. In the first of the two vocabulary presentation lessons in each unit, there is a Real English section, which consists of idiomatic, informal phrases. These sections help to make students' spoken language sound natural and fluent.

Critical thinking

What is critical thinking?

Critical thinking has been identified as an essential 21st century skill. It is one of the 'Four Cs,' the others being creativity, collaboration and communication. Developing critical thinking skills means helping students move beyond simple comprehension of information. They learn to use logic and evidence to make deductions, analyse and classify information, and solve problems.

As previously mentioned in the Speaking section, in *Life Vision* there are regular *Think and share* tasks, which support and develop students' critical thinking. The tasks encourage students to think analytically, justify their answers and challenge other opinions.

These activities run throughout the course and allow students to personalise and engage with a range of current topics. The critical thinking skills they foster allow students to approach real-world problems with a useful toolkit of skills, and help them to navigate with confidence through the information overload that is characteristic of today's world.

Vision 360° lessons

These lessons allow students to look at interactive 360° images in which additional content – video and audio clips and texts – has been embedded. This content is accessed through different hotspots that can be found on the 360° image. The use of this feature is highly motivating for students as they can explore interesting aspects of the 360° images before looking in closer detail at the additional content. *Vision 360°* lessons add extra dimensions to learning:

- they showcase digital technology that is easy to use and attractive to students.
- the visual stimuli provide multiple opportunities for speaking.
- the hotspot exercises and the project work allow students to develop their digital literacy and research skills (see next section).

Digital literacy

Digital literacy covers a very broad spectrum of skills, but it can be defined in general terms as the ability to access, use, create and share information and content, using a range of digital devices and applications in ways that show critical awareness and an understanding of what is safe and legal. Digital literacy plays a fundamental role in almost all areas of life and work in the 21st century. In a learning environment it enables and enhances a large number of activities that involve:

- communication
- presenting ideas
- finding, modifying and creating information
- problem solving

Social engagement also plays an important part in digital literacy; collaboration and communication skills go naturally with using digital tools in a socially engaged way.

Life Vision is a course for today's teenagers – digital natives with a strong interest in the possibilities of technology. The use of digital content throughout the course appeals to both teachers and students in its variety and flexibility for learning.

The importance of digital literacy is reflected in two main places in *Life Vision*:

1 In the topics of the *Global skills* lessons, which cover issues such as online security and global internet usage.

2 In each of the *Vision 360°* lessons, in which there is a focus on developing digital literacy through the hot spot exercises and projects (see also the section on *Vision 360°*). For example, a project may require students to do research online – such as finding out about community projects in their area then produce a poster or advert in pairs or groups and finally present it to the class. This helps develop students' digital literacy by encouraging them to:

- critically evaluate the reliability of the information on the websites that they use for their research.
- work together to decide on the best way to structure and edit the information that they find online.
- apply and extend their knowledge of digital tools for presenting their work.

Support for mixed ability classes

Through appropriate levelling with the CEFR, *Life Vision* ensures that content is manageable for all students. The speaking activities in the Student Book are carefully staged. In addition, the *Vocabulary boosters* in both the Student Book and Workbook have *Get started* review exercises for less confident students and *Extend* exercises for more confident students. Further support for less confident students is provided in the Review sections in the Workbook and the extra support and challenge activities in the Teacher's Guide. In addition, the unit tests have a dyslexia-friendly version.

Mediation

What is mediation?

Mediation normally means negotiating in order to resolve an argument or conflict. In the English language classroom, mediation has a different meaning. In a basic sense, it is someone telling someone else about something. In a fuller sense, mediation is an aspect of communication that involves clarifying or enhancing understanding between people, for example, when reporting or interpreting ideas in different ways, or when presenting information or concepts.

Developing mediation skills has acquired more importance in recent years; the CEFR now defines these skills in detail for different levels of language ability and provides can-do statements that can be adapted as learning aims for communicative activities in the classroom.

How do mediation activities work in the classroom?

A mediation task normally involves two texts, which may be either spoken or written. Students read or listen to the first text (often called the source text) and then have to change it in some way in order to explain or tell it to another person or group of people who have not had access to this information. The changed version that students speak or write is the second text (often called the mediated text).



Mediation can happen in various ways, such as changing the medium (e.g. from written to oral / aural), or the register (e.g. from formal to informal) or the purpose of the text (e.g. from information to advice).

The examples below show how these different kinds of mediation work as classroom tasks:

- Students read a text and change the information in it to a visual format (e.g. a diagram or an illustrated poster).
- Students read a text written in a formal style and write about it to a friend in an informal style.
- Students listen to a presentation and write a summary of the key points for their work colleagues.

There is one mediation task in each unit of the Student Book, and one in each unit of the Workbook.

How do mediation activities enhance learning?

A shift of emphasis

While mediation activities may help students practise grammar and vocabulary from the unit, their main purpose is to help students develop their communication skills. For this reason, the emphasis is often on effective communication rather than focused practice of grammar and vocabulary in the unit.

Personalisation

When students mediate texts, they communicate in their own words ideas or information they have read or listened to. In this way, they adapt and personalise the message, making it more relevant to the person they are communicating with.

Integrated skills

Mediation activities focus on integrating receptive skills (listening and reading in the source texts) and productive skills (speaking and writing in the mediated versions).

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 recognised 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:

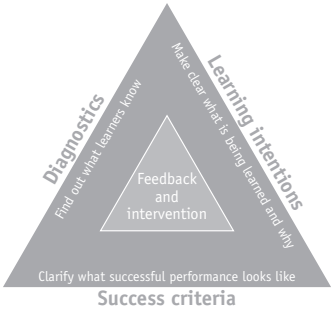
- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning but also why they are learning it and what success looks like.
- **It is motivating.** AfL emphasises progress rather than failure, encouraging students to set goals, recognise 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 prioritise 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) 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 with examples from *Life Vision*.

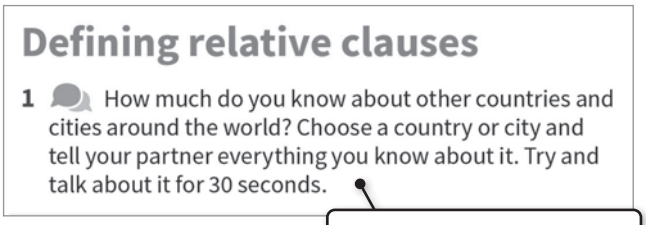
Diagnostics

To be able to provide effective 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 maximise 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.


Defining relative clauses

1 How much do you know about other countries and cities around the world? Choose a country or city and tell your partner everything you know about it. Try and talk about it for 30 seconds.

From Life Vision, Intermediate level, Student Book

Warmer activities help you understand what your students already know as well as what to focus on next in your lesson.

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 intentions at the beginning of a lesson.

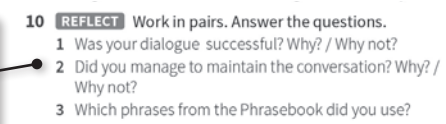
The learning intention for each lesson is clearly indicated.



From Life Vision, Intermediate level, Student Book

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.

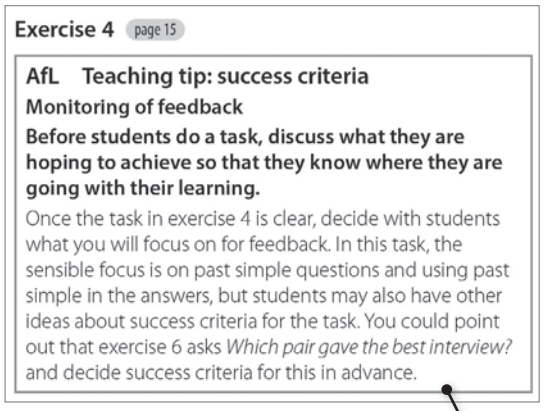
Student Book reflection activity: students self-assess against the learning intentions.



From Life Vision, Pre-intermediate level, Student Book

Success criteria

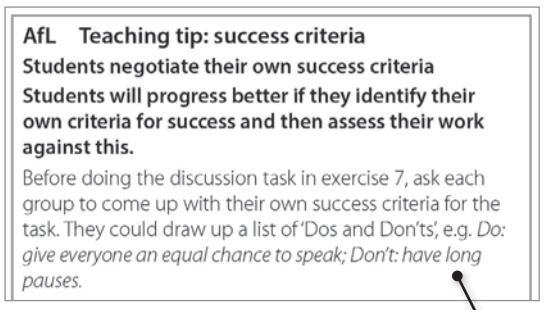
In order for students to make sense of learning intentions, these need to be linked to clear success criteria. If students understand and recognise what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria as well as learning intentions and diagnostics.



From Life Vision, Pre-intermediate level, Teacher's Guide

Tips for success criteria

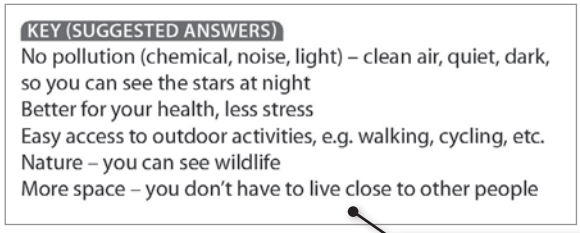
When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work, and to take charge of their own learning.



From Life Vision, Intermediate level, Teacher's Guide

Tips for success criteria

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.



From Life Vision, Pre-intermediate level, Teacher's Guide

Model answers help students know what success looks like.

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 Review lessons 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:

https://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.

Course assessment

Life Vision assessment material is based on the learning objectives from OxELF, which provide a detailed level of feedback to inform progress.

Life Vision offers a seamless learning and assessment experience, built on the principles of AfL. 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 and not leave students behind.

Most *Life Vision* tests are available in two slightly 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 tests. Both online and print tests can be accessed via Oxford English Hub.

Entry test

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

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

In *Life Vision*, there are two short tests per unit: the first focuses on the grammar and vocabulary of lessons 1 and 2 and the second focuses on the grammar and vocabulary of lessons 5 and 6. They offer a snapshot of students' progress and guide the teacher to offer remedial work while still working within a given unit.

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.

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 summarise 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

Throughout your course book there are regular exam practice opportunities with exam tips for students to help them 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 individualised experience. Further information and free practice materials are available at http://www.oxfordtestofenglish.com

Life Vision Online Practice

There is also an opportunity for further practice through the bank of skills-focused *Life Vision Online Practice* materials. This enables you to assign your students work in specific areas where they need to develop.

Methodology support on Oxford English Hub

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

Relevant to the course methodology, the *Life Vision* team have selected the following topics to help you teach with confidence:

- AfL and effective feedback
- Global skills for the language classroom
- Mediation

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.

Professional development modules

The modules consist of short introductions to topics relevant to *Life Vision*, as well as practical ideas on how to implement them in your daily practice. Each module is no more than 30 minutes long.

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.

Topics include:

Mixed-ability teaching

Motivational teaching

Teacher well-being

Find out more: oxfordenglishhub.com

Impact photo and Lesson 1 Vocabulary

Impact photo to get students talking

OxELF syllabus aligned to CEFR

Real English – modern idiomatic phrases

Core vocabulary sets practised in Student Book and recycled in Workbook, *Vocabulary boosters* and photocopiable worksheets

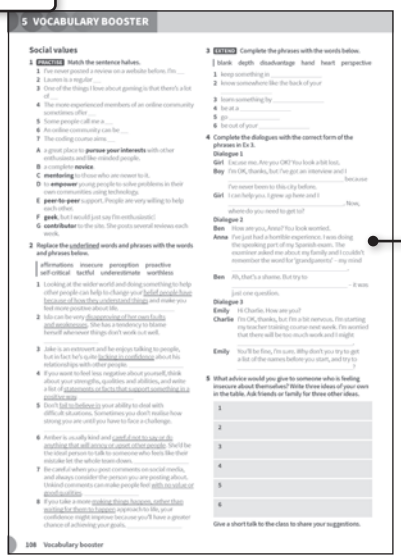


YouTube style vlog presents vocabulary and grammar

Think & share – open-ended questions providing soft critical thinking and mixed ability speaking practice for all students

Workbook gives further practice of the language and skills taught in the Student Book





Mixed ability practice with *Practice* and *Extend* exercises

5.2 GRAMMAR — Use different conditional forms to talk about gaming.

Conditionals

1 Work in pairs. Read the article. Why did the image of gaming improve? Do you agree with Karen Schrier's opinion of gaming? Why? / Why not?

Gaming and mental health

In 2019, the World Health Organization (WHO) recognised that gaming disorder existed. The image of gaming probably would never have recovered if it hadn't been for the COVID-19 pandemic. If anything, it would still be considered to have a link to mental health issues. But in 2020, the WHO updated its position, and promoted gaming to connect people who had to stay at home. Since then, gaming has gained a positive reputation as an educational tool and in her book, *We the Gamers*, Karen Schrier believes that as long as we appreciate the limitations of games, they can be used in schools to teach ethics and civics. Schrier believes that schools should accept that gaming offers great educational opportunities. If not, they'll be missing an opportunity to help their students fully engage with the world.

civics the study of the rights and duties of citizenship

2 Read the rules. Read the text again and find and underline an example of each rule.

Conditionals

A We can use other words in place of *if* in conditional sentences, e.g. *assuming, provided / providing (that), on condition that, as long as, suppose, supposing, even if.*

B We can use phrases with *if* and other words, usually without the subject and the verb *be*: *if necessary, if any, if anything, if ever, if in doubt, if possible.*

C We use *if it wasn't for / if it hadn't been for / but for* to say that one particular situation or event changes everything.

D We can use *so* and *not* after *if* instead of repeating a sentence that has come before.

GRAMMAR BOOSTER P140

3 Complete the sentences with the words below. You do not need to use three of them.

anything condition doubt even ever hadn't long not so supposing wasn't

1 We'll help them as _____ as they don't tease us anymore!
2 Can you cope with all the work? If _____, I'll provide you with some help.
3 _____ if they're a novice, I think it's still good to upload their stories.
4 If in _____, reading alternative perspectives on the topic will help you reach a decision.
5 Kiara would have got the job if it _____ been for her negative online presence.
6 Ewan will go through your story on _____ that you upload it this evening.
7 If _____, she's more of a gaming geek than I am!
8 If it _____ for the online fan base, the TV series would have been forgotten.

4 Complete the rules for mixed conditionals using the words below.

past perfect present simple

Mixed conditionals

We normally use mixed conditionals when the time frame in the *if* clause is different from the time frame in the main clause.

1 A hypothetical situation in the past with a [1] _____ result.
If clause (*If* + past [2] _____) + result clause (*would* + verb).
If he'd accepted the money, he wouldn't have any artistic credibility today.

2 A hypothetical situation in the present with a [3] _____ result.
If clause (*If* + past [4] _____) + result clause (*would have* + past participle)
If you were more interested in money, I would have said 'yes'.

GRAMMAR BOOSTER P140

5 Rewrite the sentences using mixed conditionals.

1 I don't have strong views on peer-to-peer gaming. I didn't participate in the debate.
2 The students did a course on literary devices such as metaphor, simile and parody. Their writing is more sophisticated this year.
3 Ann isn't impressionable. They couldn't persuade her to pursue other interests.
4 They swotted up on science all night. They feel very tired today.
5 Chidi participates in a number of online collaborative games. He learned about civic life.
6 We didn't thrash out an agreement. We aren't collaborating now.
7 They were lazy at school. They don't have good jobs now.
8 I didn't limit my screen time. I have a headache now.

6 Complete the sentences with mixed conditionals so that they are true for you. Work in pairs. Compare your answers.

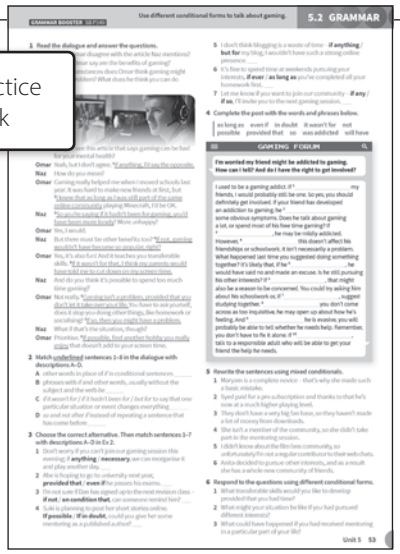
1 If I didn't live in my home town, …
2 If we had been born in Australia, …
3 If I were rich, …
4 If we'd gone to another school, …
5 If I had an English-speaking friend, …

If I didn't live in my home town, I wouldn't have become a supporter of the local football club.

7 THINK & SHARE Work in pairs. Complete the activities.

A Think of at least three important moments in your life. Then explain how your life would be different now if they hadn't happened.

B Think of at least three personal characteristics. Then explain what different things you would have done in the past if your personality was different.





Thought-provoking topics that capture students' interest

Strong grammar focus with guided inductive approach

Grammar booster reference and exercises in Student Book

Further practice in Workbook

Distinguish main ideas in a podcast about female communities. **5.3 LISTENING**

Breaking barriers



1 Work in pairs. Read the factsheet about areas of inequality for women across the world. How do you think the situation could be improved?

Women spend **twice** as much time as men on domestic work.

25% of the world's politicians are women.

Less than **20%** of the world's land is owned by women, but most of the world's food is produced by women.

Women earn **78%** of what men are paid.

75% of unpaid care is done by women.

Women work **66%** of the world's working hours.

2 5.02 Listen to the introduction to a podcast. Correct the mistakes in each sentence.

1 Maisy has two grandchildren.
2 Maisy's husband shared the responsibility for bringing up their children.
3 Maisy joined a support group for women like herself.
4 *It's a Woman's World* is a hit song by James Brown.
5 The podcast discusses three traditional women's communities.
6 The communities provide alternative perspectives on women's roles in their personal lives.

PRONUNCIATION Connected speech

We usually pronounce words that carry important information (verbs, nouns, adjectives and adverbs) in the same way whether they are spoken as individual words or in sentences. However, many function words (articles, prepositions, auxiliary verbs, pronouns and conjunctions) have a strong form when they are pronounced individually and a weak form in sentences. For this reason, they can seem to disappear when we listen to connected speech.

3 5.03 PRONUNCIATION Work in pairs. Read the Pronunciation box. Read the sentences from the introduction to the podcast and cross out the words that contain weak forms. Listen and check.

1 She was a loving mum, but she was also incredibly independent.
2 I would have a very different image of her today.
3 This all took place in the 1960's.
4 We look at three communities of women.
5 From ABEX Radio, it's the Global Community podcast.

STRATEGY Distinguishing main ideas from secondary or supporting ideas

When we listen to a speech, presentation, podcast, etc. we often need to distinguish between the main idea and the information that is used to support that idea. The supporting ideas are clearly connected to the main idea and offer evidence such as factual information, statistics or even anecdotal evidence that support it.

4 5.04 Read the strategy. Listen to the second part of the podcast. Match photos A–C above to the women in the table below. Complete the table with the main ideas and two of three supporting ideas for each group of women.

	The Haenyeo	Richard Mille Racing Team	The Khasi
Main idea	They reversed traditional roles.		
Supporting ideas			

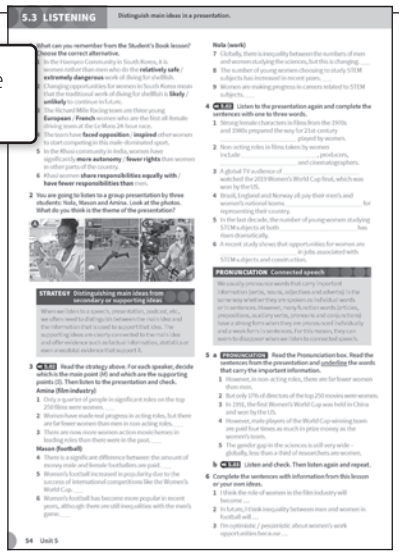
5 5.04 Listen to the second part of the podcast again. Match sentences 1–8 to the Haenyeo, the Richard Mille Racing Team or the Khasi. There are two sentences that don't match.

1 Some people would like to change their current status in the community. _____
2 This community has opened up to men and welcomes them as members. _____
3 These women have taken on opponents and beaten them. _____
4 The outlook for this group of people is unfavourable because of changing circumstances. _____
5 The activities these women are engaged in can be life-threatening. _____
6 These women have reached a deal with the government to give them some political power. _____
7 These women received help to build their credibility. _____
8 Some members of this group acquire certain rights purely because of their age. _____

6 THINK & SHARE Work in pairs. Create a list of five suggestions for improving equality between women and men. Use your own ideas and the ideas below.

education entertainment media
politics relationships science sport

7 Work in groups. Discuss the suggestions and choose the best five. Explain your reasons for choosing them.



Thought-provoking issues to facilitate discussion

OxELF listening strategy and activation exercise

Pronunciation exercise in each unit

Further practice in Workbook

Second vocabulary lesson and *Vocabulary booster*



5.4 VOCABULARY Use vocabulary to talk about self-esteem.

Boosting self-esteem

1 Work in pairs. Think of a definition for self-esteem. Compare it with the class. Are the definitions similar or different?

2 Work in pairs. Read the statements. Which do you think are from people with low self-esteem and high self-esteem? Why?

I sometimes make mistakes, but hey, so does everybody else.

Why should I leave my comfort zone just to make a fool of myself?

That's the way it is. Things just never seem to go right for me.

They might be fashionable, but I wouldn't feel comfortable wearing certain clothes!

The coach thinks I'm not good enough, but that's where she's wrong.

3 Read the infographic. Which of the suggestions have you tried? How successful were they?

Learn to *love* yourself!

Say 'no' to negative self-talk
There are moments when it's good to be self-critical, but don't overdo it! We all have flaws, but constantly focusing on them can make you feel worthless and lead you to seriously underestimate what you are capable of.

Recognise your abilities
Instead of negative self-talk, focus on your strengths and positive attributes. Spend a few minutes writing down as many positive affirmations about yourself as you can. Not only might you be surprised at how many great attributes you have, but you could also discover ones you hadn't recognised in yourself before!

Don't compare
Only by spending a lot of time with people can we ever really know them, so why be taken in by the profiles displayed online? Ignore them! Comparisons with exaggerated and probably untrue claims can make us feel insecure, or worse, like failures. The fact is that nobody can live up to the unrealistic expectations created by social media.

Develop empathy
Being considerate about other people's feelings will also help you understand your own. Little do we realise that a comment that wouldn't bother us might be hurtful to another person. Often that's because they have a different perception of life from us, so try to be tactful in what you say. Give friends and strangers a helping hand; this will help you see things from their point of view and will also make you feel more positive about yourself.

Look after yourself
It's a fact that regular exercise has the potential to improve our self-esteem. However, exercise doesn't just mean sport; it can be walking, dancing, climbing ... anything that gets you moving!

Set yourself challenges
Leave your comfort zone, be proactive and make things happen. Achieving a realistic challenge that you have set for yourself will empower you and help you feel more confident and assertive.

4 Work in pairs. Write your own paragraph to add to the infographic. Use your own ideas or the ideas below.

be open to learning | join a community | learn forgiveness | look for the positive | say goodbye to negative relationships

5 VOCABULARY Check the meaning of the words and phrases in **bold**. Then discuss the questions.

1 Do you think it is true that everybody has the **potential** to succeed in what they want to do?
2 Do you think your parents' generation have an accurate **perception** of what life is like for your generation?
3 Which is more likely to encourage a person to push themselves to improve: constant **affirmation** that they are doing well or constant criticism?
4 How much pressure is there for young people to **live up to the unrealistic expectations** created by social media?
5 Do you have any belongings that others consider to be **worthless**, but that are important to you?
6 What makes us sometimes **underestimate** other people's abilities?
7 What character **flaws** do you find it easiest to ignore or forgive in others?

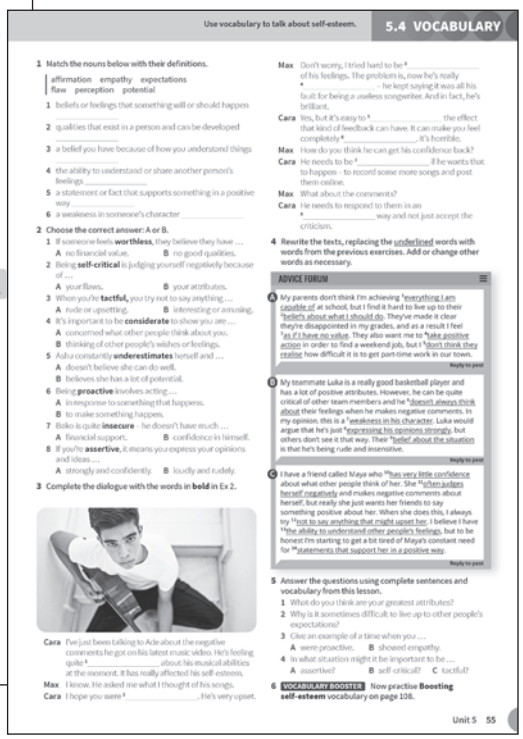
6 VOCABULARY Match highlighted words from the infographic in Ex 3 to statements 1–6.

1 I don't feel confident about myself or about how others see me.
2 I try hard not to hurt other people's feelings and to anticipate what they might need or like.
3 I always find fault with my own work, even when teachers and classmates say it's good.
4 I don't wait for things to happen; I prefer to make them happen.
5 I'm always careful not to say or do anything that will upset people.
6 I often express myself with confidence and people often take notice of what I say.

7 THINK & SHARE Work in pairs. Use vocabulary from the infographic to tell your partner about three situations in which you didn't behave or act as you should have done. Then listen to your partner's situations and suggest how they could make amends.

A: I wasn't very tactful in a few comments that I made on social media about a classmate.
B: Delete the comment, apologise and promise to be more considerate in the future.

68 Unit 5 VOCABULARY BOOSTER



Use vocabulary to talk about self-esteem. 5.4 VOCABULARY

1 Match the nouns below with their definitions.

affirmation | empathy | expectations | flaw | perception | potential

1 beliefs or feelings that something will or should happen
2 qualities that exist in a person and can be developed
3 a belief you have because of how you understand things
4 the ability to understand or share another person's feelings
5 a statement or fact that supports something in a positive way
6 a weakness in someone's character

2 Choose the correct answer: A or B.

1 If someone feels **worthless**, they believe they have ...
A no financial value. B no good qualities.
2 Being **self-critical** is judging yourself negatively because of ...
A your flaws. B your attributes.
3 When you're **tactful**, you try not to say anything ...
A rude or upsetting. B interesting or amusing.
4 It's important to be **considerate** to show you are ...
A concerned what other people think about you.
B thinking of other people's wishes or feelings.
5 Ash is constantly **underestimates** himself and ...
A doesn't believe she can do well.
B believes she has a lot of potential.
6 Being **proactive** involves acting ...
A in response to something that happens.
B to make something happen.
7 Boiko is quite **insecure** – he doesn't have much ...
A financial support. B confidence in himself.
8 If you're **assertive**, it means you express your opinions and ideas ...
A strongly and confidently. B loudly and rudely.

3 Complete the dialogue with the words in **bold** in Ex 2.

Cara I've just been talking to Ade about the negative comments he got on his latest music video. He's feeling quite [1] _____ about his musical abilities at the moment. It has really affected his self-esteem.
Max I know. He asked me what I thought of his songs.
Cara I hope you were [2] _____. He's very upset.
Max Don't worry, I tried hard to be [3] _____ of his feelings. The problem is, now he's really [4] _____ – he kept saying it was all his fault for being a useless songwriter. And in fact, he's brilliant.
Cara Yes, but it's easy to [5] _____ the effect that kind of feedback can have. It can make you feel completely [6] _____. It's horrible.
Max How do you think he can get his confidence back?
Cara He needs to be [7] _____. If he wants that to happen – to record some more songs and post them online.
Max What about the comments?
Cara He needs to respond to them in an [8] _____ way and not just accept the criticism.

4 Rewrite the texts, replacing the underlined words with words from the previous exercises. Add or change other words as necessary.

ADVICE FORUM

A My parents don't think I'm achieving [1]everything I am capable of at school, but I find it hard to live up to their [2]beliefs about what I should do. They've made it clear they're disappointed in my grades, and as a result I feel [3]as if I have no value. They also want me to [4]take positive action in order to find a weekend job, but I [5]don't think they realise how difficult it is to get part-time work in our town.

B My teammate Luka is a really good basketball player and has a lot of positive attributes. However, he can be quite critical of other team members and he [6]doesn't always think about their feelings when he makes negative comments. In my opinion, this is a [7]weakness in his character. Luka would argue that he's just [8]expressing his opinions strongly, but others don't see it that way. Their [9]belief about the situation is that he's being rude and insensitive.

C I have a friend called Maya who [10]has very little confidence about what other people think of her. She [11]often judges herself negatively and makes negative comments about herself, but really she just wants her friends to say something positive about her. When she does this, I always try [12]not to say anything that might upset her. I believe I have [13]the ability to understand other people's feelings, but to be honest I'm starting to get a bit tired of Maya's constant need for [14]statements that support her in a positive way.

5 Answer the questions using complete sentences and vocabulary from this lesson.

1 What do you think are your greatest attributes?
2 Why is it sometimes difficult to live up to other people's expectations?
3 Give an example of a time when you ...
A were proactive. B showed empathy.
4 In what situation might it be important to be ...
A assertive? B self-critical? C tactful?

6 VOCABULARY BOOSTER Now practise **Boosting self-esteem** vocabulary on page 108.

Unit 5 55



5 VOCABULARY BOOSTER

Social values

1 GET STARTED 5.10 Match the words below to the definitions. Listen and check.

absorbed | aggressive | innovative | passionate | sensitive | single-minded | sophisticated | user-friendly

1 having strong feelings of enthusiasm for something or belief in something
2 clever and complicated in the way it works
3 only thinking about one particular aim or goal because you are determined to achieve something
4 angry and behaving in a threatening way, with the potential to be violent or attacking
5 aware of and able to understand other people and their feelings
6 easy for people who are not experts to use or understand
7 very interested in something, to the extent that you aren't paying attention to anything else
8 introducing new ideas or ways of doing something

2 Complete the sentences with the words below.

artificial | delivery | distance | on-demand | social | wearable

1 _____ **learning** gives you the flexibility to study whenever and wherever you like, as long as you have access to the study materials.
2 _____ **intelligence** is a branch of computer science which involves building machines that can copy human thought processes to perform tasks.
3 The growth of _____ **content** means that you can watch several episodes of your favourite TV show in one evening.
4 _____ **technology**, like fitness trackers and smartwatches, can be very useful for monitoring health.
5 _____ **interaction** is essential for our mental and physical health, and it forms the basis of all our relationships with other people.
6 Developments in technology in the early 2000s had a huge impact on _____ **methods** for entertainment, and streaming services became more widely available.

3 Work in pairs. Discuss the questions.

1 What activities would you do more if there was no social media?
2 What do you think is the most useful technological development of the last ten years?
3 What influence do you think technology has had on human relationships?

4 PRACTISE Complete the dialogues with the correct form of the phrases below.

alternative perspective | civic life | fan base | grassroots | lag behind | screen time | sign up to | transferable skills

1 A Alfie has way too much _____ – he's always on his phone. He needs to socialise more.
B Maybe, but an _____ is that he does lots of that via social media.
2 A I think we need to get involved in the community more – and improve _____ in our town.
B That's ambitious! What are you going to do?
A Well, first I've _____ help out at a food bank for a couple of hours a week.
3 A Did you pick up any useful _____ while you were volunteering on the community website?
B Yes, although I also realised how far the broadband speed in the village _____ the city.
4 A We need to do something to build up the band's _____ so that more people know about us.
B Well, we could take a _____ approach and play at the summer festival in our local park.

5 Choose the correct alternative.

1 Be kind to yourself. Try to focus on your positive qualities, not your **expectations** / **flaws** / **affirmations**.
2 No one can live up to the **affirmations** / **expectations** / **perceptions** created by social media, so it's best not to try!
3 Finn is a very **considerate** / **proactive** / **self-critical** person. He always tries to think about other people's feelings.
4 Sometimes, you have to be **insecure** / **worthless** / **assertive** and keep asking questions.
5 I felt a lot of **perception** / **empathy** / **potential** for the main character. I could really imagine what she was going through.
6 This job is temporary, but it has the **perception** / **empathy** / **potential** to become permanent.

6 EXTEND 5.10 Choose the correct explanation of the words in **bold** in sentences below. Listen and check.

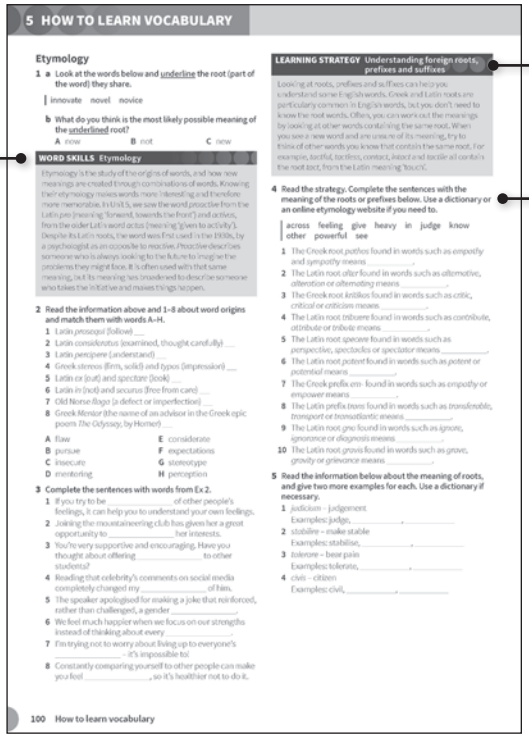
1 Imagining the future can **keep** your worries **in perspective**. Ask yourself 'Will this matter in five years' time?'
A ensure you continue to make something a priority and focus a lot of time and energy on it
B think about something in a reasonable way, without making it seem worse than it is
2 I lived in Brighton for sixteen years while I was growing up. By the time I left, I **knew it like the back of my hand**.
A be very familiar with something
B be aware of everything that is happening
3 Actors have to **learn** their lines **by heart** before they perform on stage in front of an audience.
A learn how to say something with feeling
B learn something so you can repeat it from memory
4 If you don't speak Spanish, you'll **be at a disadvantage** travelling round South America.
A less able to succeed and make progress
B unable to see where you're going next
5 When they asked me what I thought my strengths were, **my mind went blank**.
A only able to think of the opposite thing
B not able to remember a particular thing.
6 Ben feels really **out of his depth** in his new job – he's never worked with this software before.
A not having the knowledge or skills to deal with a situation
B having too many qualifications

124 Vocabulary booster

Topic of *Word skills* studied in greater detail in Workbook

Strategies on how to learn vocabulary

Exercise activating vocabulary learning strategies



5 HOW TO LEARN VOCABULARY

Etymology

1 a Look at the words below and underline the root (part of the word) they share.

innovate | novel | novice

b What do you think is the most likely possible meaning of the underlined root?
A new B not C new

WORD SKILLS Etymology

Etymology is the study of the origins of words, and how new meanings are created through combinations of words. Knowing their etymology makes words more interesting and therefore more memorable. In Unit 5, we saw the word proactive from the Latin pro (meaning 'forward, towards the front') and activus, from the older Latin word actus (meaning 'given to activity'). Despite its Latin roots, the word was first used in the 1930s, by a psychologist as an opposite to reactive. Proactive describes someone who is always looking to the future to imagine the problems they might face. It is often used with that same meaning, but its meaning has broadened to describe someone who takes the initiative and makes things happen.

2 Read the information above and 1–8 about word origins and match them with words A–H.

1 Latin *possequi* (follow) ___
2 Latin *consideratus* (examined, thought carefully) ___
3 Latin *percipere* (understand) ___
4 Greek *stereos* (firm, solid) and *typos* (impression) ___
5 Latin *ex* (out) and *specture* (look) ___
6 Latin *in* (not) and *securus* (free from care) ___
7 Old Norse *flogo* (a defect or imperfection) ___
8 Greek *Mentor* (the name of an advisor in the Greek epic poem *The Odyssey*, by Homer) ___

A flaw
B pursue
C insecure
D mentoring
E considerate
F expectations
G stereotype
H perception

3 Complete the sentences with words from Ex 2.

1 If you try to be _____ of other people's feelings, it can help you to understand your own feelings.
2 Joining the mountaineering club has given her a great opportunity to _____ her interests.
3 You're very supportive and encouraging. Have you thought about offering _____ to other students?
4 Reading that celebrity's comments on social media completely changed my _____ of him.
5 The speaker apologised for making a joke that reinforced, rather than challenged, a gender _____.
6 We feel much happier when we focus on our strengths instead of thinking about every _____.
7 I'm trying not to worry about living up to everyone's _____ – it's impossible to!
8 Constantly comparing yourself to other people can make you feel _____, so it's healthier not to do it.

LEARNING STRATEGY Understanding foreign roots, prefixes and suffixes

Looking at roots, prefixes and suffixes can help you understand some English words. Greek and Latin roots are particularly common in English words, but you don't need to know the root words. Often, you can work out the meanings by looking at other words containing the same root. When you see a new word and are unsure of its meaning, try to think of other words you know that contain the same root. For example, tactful, tactless, contact, intact and tactile all contain the root *tact*, from the Latin meaning 'to touch'.

4 Read the strategy. Complete the sentences with the meaning of the roots or prefixes below. Use a dictionary or an online etymology website if you need to.

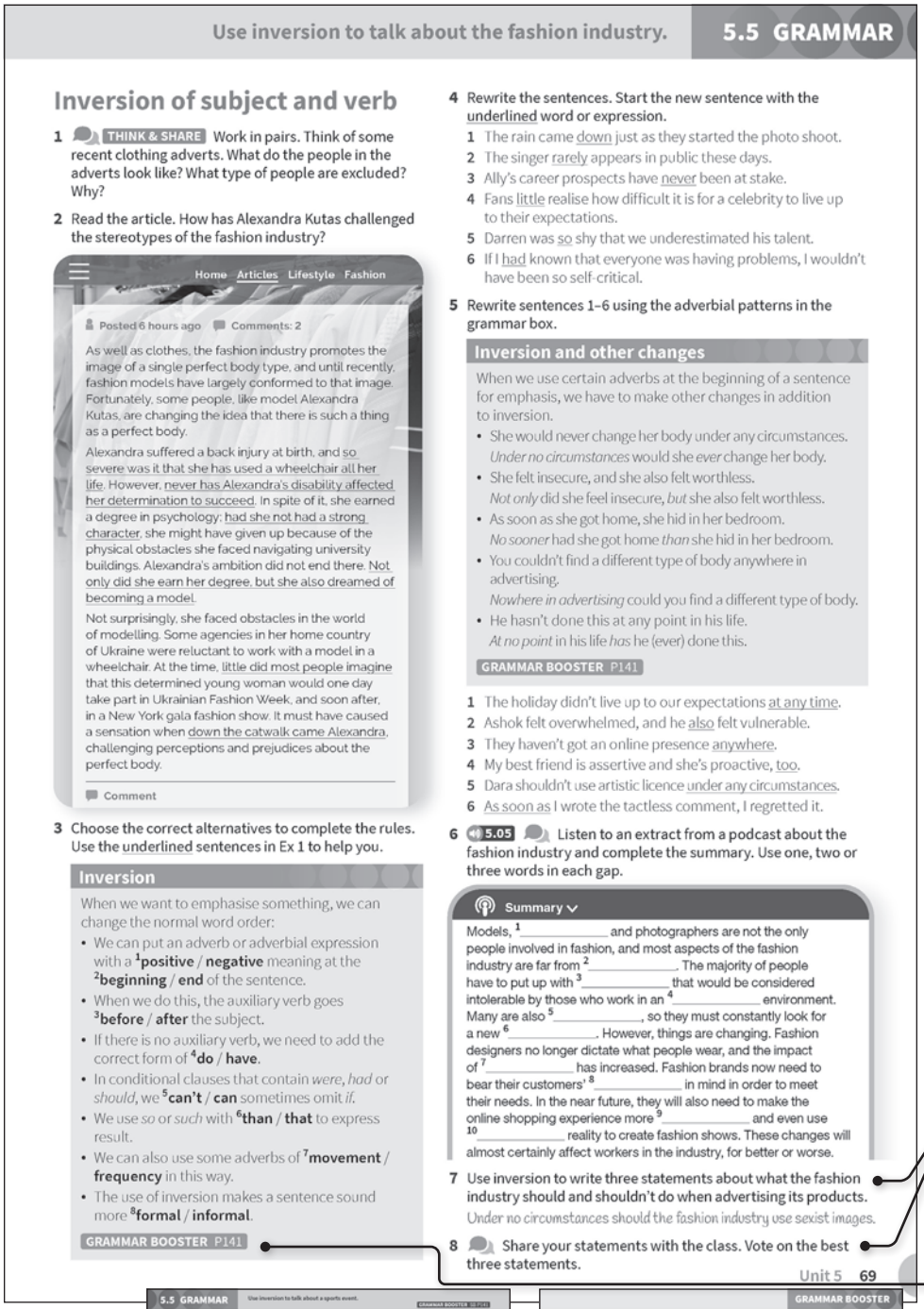
across | feeling | give | heavy | in | judge | know | other | powerful | see

1 The Greek root *pathos* found in words such as *empathy* and *sympathy* means _____.
2 The Latin root *alter* found in words such as *alternative*, *alteration* or *alternating* means _____.
3 The Greek root *kritikos* found in words such as *critic*, *critical* or *criticism* means _____.
4 The Latin root *tribuere* found in words such as *contribute*, *attribute* or *tribute* means _____.
5 The Latin root *specere* found in words such as *perspective*, *spectacles* or *spectator* means _____.
6 The Latin root *potent* found in words such as *potent* or *potential* means _____.
7 The Greek prefix *em-* found in words such as *empathy* or *empower* means _____.
8 The Latin prefix *trans-* found in words such as *transferable*, *transport* or *transatlantic* means _____.
9 The Latin root *gno* found in words such as *ignore*, *ignorance* or *diagnosis* means _____.
10 The Latin root *gravis* found in words such as *grave*, *gravity* or *grievance* means _____.

5 Read the information below about the meaning of roots, and give two more examples for each. Use a dictionary if necessary.

1 *judicium* – judgement
Examples: judge, _____, _____
2 *stabilire* – make stable
Examples: stabilise, _____, _____
3 *tolerare* – bear pain
Examples: tolerate, _____, _____
4 *civis* – citizen
Examples: civil, _____, _____

100 How to learn vocabulary



Use inversion to talk about the fashion industry. 5.5 GRAMMAR

Inversion of subject and verb

1 THINK & SHARE Work in pairs. Think of some recent clothing adverts. What do the people in the adverts look like? What type of people are excluded? Why?

2 Read the article. How has Alexandra Kutas challenged the stereotypes of the fashion industry?

Home Articles Lifestyle Fashion

Posted 6 hours ago Comments: 2

As well as clothes, the fashion industry promotes the image of a single perfect body type, and until recently, fashion models have largely conformed to that image. Fortunately, some people, like model Alexandra Kutas, are changing the idea that there is such a thing as a perfect body.

Alexandra suffered a back injury at birth, and so severe was it that she has used a wheelchair all her life. However, never has Alexandra's disability affected her determination to succeed. In spite of it, she earned a degree in psychology; had she not had a strong character, she might have given up because of the physical obstacles she faced navigating university buildings. Alexandra's ambition did not end there. Not only did she earn her degree, but she also dreamed of becoming a model.

Not surprisingly, she faced obstacles in the world of modelling. Some agencies in her home country of Ukraine were reluctant to work with a model in a wheelchair. At the time, little did most people imagine that this determined young woman would one day take part in Ukrainian Fashion Week, and soon after, in a New York gala fashion show. It must have caused a sensation when down the catwalk came Alexandra, challenging perceptions and prejudices about the perfect body.

Comment

3 Choose the correct alternatives to complete the rules. Use the underlined sentences in Ex 1 to help you.

Inversion

When we want to emphasise something, we can change the normal word order:

- We can put an adverb or adverbial expression with a [1]**positive** / **negative** meaning at the [2]**beginning** / **end** of the sentence.
- When we do this, the auxiliary verb goes [3]**before** / **after** the subject.
- If there is no auxiliary verb, we need to add the correct form of [4]**do** / **have**.
- In conditional clauses that contain *were*, *had* or *should*, we [5]**can't** / **can** sometimes omit *if*.
- We use *so* or *such* with [6]**than** / **that** to express result.
- We can also use some adverbs of [7]**movement** / **frequency** in this way.
- The use of inversion makes a sentence sound more [8]**formal** / **informal**.

GRAMMAR BOOSTER P141

4 Rewrite the sentences. Start the new sentence with the underlined word or expression.

1 The rain came down just as they started the photo shoot.
2 The singer rarely appears in public these days.
3 Ally's career prospects have never been at stake.
4 Fans little realise how difficult it is for a celebrity to live up to their expectations.
5 Darren was so shy that we underestimated his talent.
6 If I had known that everyone was having problems, I wouldn't have been so self-critical.

5 Rewrite sentences 1–6 using the adverbial patterns in the grammar box.

Inversion and other changes

When we use certain adverbs at the beginning of a sentence for emphasis, we have to make other changes in addition to inversion.

- She would never change her body under any circumstances.
  Under no circumstances would she *ever* change her body.
- She felt insecure, and she also felt worthless.
  Not only did she feel insecure, *but* she also felt worthless.
- As soon as she got home, she hid in her bedroom.
  No sooner had she got home *than* she hid in her bedroom.
- You couldn't find a different type of body anywhere in advertising.
  Nowhere in advertising could you find a different type of body.
- He hasn't done this at any point in his life.
  At no point in his life *has* he (ever) done this.

GRAMMAR BOOSTER P141

1 The holiday didn't live up to our expectations at any time.
2 Ashok felt overwhelmed, and he also felt vulnerable.
3 They haven't got an online presence anywhere.
4 My best friend is assertive and she's proactive, too.
5 Dara shouldn't use artistic licence under any circumstances.
6 As soon as I wrote the tactless comment, I regretted it.

6 5.05 Listen to an extract from a podcast about the fashion industry and complete the summary. Use one, two or three words in each gap.

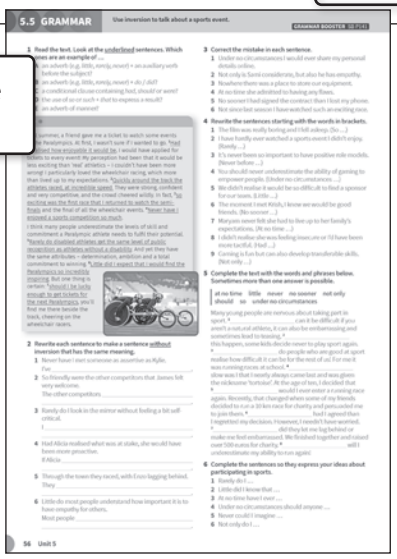
Summary

Models, [1]_____ and photographers are not the only people involved in fashion, and most aspects of the fashion industry are far from [2]_____. The majority of people have to put up with [3]_____ that would be considered intolerable by those who work in an [4]_____ environment. Many are also [5]_____, so they must constantly look for a new [6]_____. However, things are changing. Fashion designers no longer dictate what people wear, and the impact of [7]_____ has increased. Fashion brands now need to bear their customers' [8]_____ in mind in order to meet their needs. In the near future, they will also need to make the online shopping experience more [9]_____ and even use [10]_____ reality to create fashion shows. These changes will almost certainly affect workers in the industry, for better or worse.

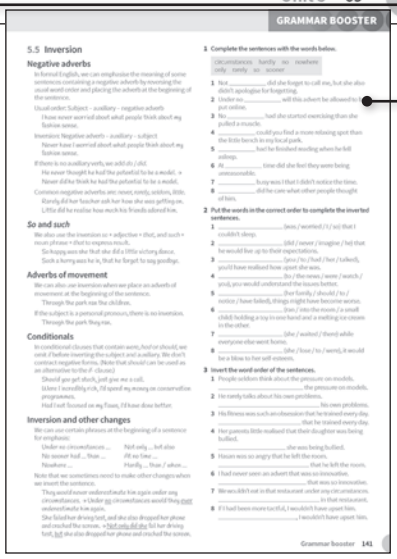
7 Use inversion to write three statements about what the fashion industry should and shouldn't do when advertising its products.
Under no circumstances should the fashion industry use sexist images.

8 Share your statements with the class. Vote on the best three statements.

Unit 5 69



5.5 GRAMMAR



GRAMMAR BOOSTER

Second grammar lesson and *Grammar booster*

Personalisation tasks to make learning meaningful and improve retention

Grammar booster reference and exercises in Student Book

Further practice in Workbook

Preparation for topic of the lesson with short speaking activities in every lesson, flagged with speech bubbles

OxELF strategy in all skills lessons, with activation exercise



5.6 READING Recognise the use of hedging in an article about lying.

The truth hurts

1 Work in pairs. In which situations do people use lies like these? In which of the situations are these lies always, sometimes or never acceptable?
- There was no signal for my mobile.
- Umm, this is delicious!
- I've already done it.
- You won't feel a thing, I promise.
- I'm afraid I've got plans that day.
- I have read the terms and conditions.
- It must have gone into my spam folder.
- The bus was late.

2 SB 5.05 Work in pairs. Read the article. What types of lies does the article describe? Do you agree with this distinction? Can you think of an example of each type of lie that you have recently heard?

3 Read the article again. Choose the correct answer: A, B, C or D.
1 What does Mark's boss tell him?
A His colleagues don't like working with Mark.
B He feels Mark's work is below standard.
C He wants Mark to tidy his desk and office.
D He thinks Mark should resign.
2 What do we learn from *The Invention of Lying*?
A It is cruel to tell people lies.
B Telling lies is entertaining.
C Honesty can cause others pain.
D Being honest isn't easy.
3 What do the statistics tell us about lying?
A Teenagers lie most of the time.
B Lying is part and parcel of our everyday lives.
C We lie less and less to others as we get older.
D Parents successfully teach children not to lie.
4 Why might you tell people you feel fine when you don't?
To avoid ...
A having to find a solution to a problem.
B having an argument with someone.
C giving explanations about a personal problem.
D telling a bigger lie.
5 What does the Mark Twain quote tell us?
A Blatant liars have to keep track of two sets of details.
B People rarely gain an advantage by telling blatant lies.
C Blatant liars have to build relationships to win people's trust.
D People tend to remember the blatant lies they tell.
6 How might the film have presented a better alternative reality according to the writer?
By ...
A showing how lies are invaluable to society.
B suggesting that liars always have to pay for their lies.
C avoiding lies that hurt the main character's feelings.
D making a distinction between different types of lies.

70 Unit 5

The truth hurts

Mark Ellison works in the film industry as a script writer, but one morning, no sooner has he arrived at work than it becomes clear that very bad news is just around the corner. Hardly has he sat down at his desk when his boss enters his office to tell him that his scripts are incredibly boring. His boss adds that they show no potential for entertaining cinema audiences and, as a result, he has decided to fire Mark. Shocked by the news, Mark clears his desk and prepares hurriedly to leave, but before he can get out of the building, he meets two now former colleagues, Shelley and Brad. It soon becomes clear that Shelley and Brad are not big fans of Mark's. They add insult to injury by telling Mark that they have never enjoyed working with him, that he's a hopeless writer and that he doesn't have a future.

Fortunately, the scene described above is from the comedy *The Invention of Lying*, a film set in an alternative reality where everybody always tells the truth, no matter how brutal it is. Had this happened in real life, Mark's self-esteem would no doubt be seriously damaged by Shelley and Brad's complete lack of empathy. People would also perhaps wonder why they hadn't kept their thoughts to themselves. Evidently, the objective of the film was to entertain audiences, but its theme suggests that a world where nobody lies could prove to be a cruel place to live. Despite that, it is generally accepted that this is the kind of world we want to live in.

Pinocchio and *The Boy Who Cried Wolf* are two classic tales that parents use to teach children that they should not lie, because lying has negative consequences. It would appear, however, that the stories fail to get the message across. Studies show that we start lying when we are as young as two and that as teenagers, we mislead our parents in 50% of our conversations. Once we reach adulthood, it is thought that we deceive over 30% of the people we speak to and lie on average at least four times a day. That means each person lies up to 1,600 times a year. If anything, although we might find it hard to accept, persistent lying seems to be a principal component of civic life.

The affirmation that lying might be important for social interaction is perhaps difficult to accept when it is generally agreed that liars are people with serious character flaws. When people lie, however, they frequently tell white lies, lies that attempt to avoid difficult situations or differences of opinion. Assuming that is the case, then lying may be acceptable and at times, even necessary. Were you to have a blazing row before leaving home in the morning, you would still probably answer the question 'How are you?' with a 'Fine thanks', on arriving at school or the office. Few people want to air their grievances in public, and even fewer people are interested in hearing about them. Most of us would tell a friend at a party that they look great in their new outfit, even if we think the opposite. White lies allow us to be tactful, don't usually hurt people and are quickly forgotten.

White lies, however, are not the only lies we tell. We also tell blatant lies, and obviously they are completely different. A liar uses blatant lies to gain an advantage over others or to pursue their own self-interests. Unfortunately, studies indicate that the people who frequently tell blatant lies are those who we should be able to trust the most: our politicians, our employers, our partners and even members of our own families. Fortunately, rarely do blatant liars succeed in the long term, because they have to establish a backstory that supports their deception, and this, sooner or later, leads to their downfall. As the author Mark Twain said, 'If you tell the truth, you don't have to remember anything.' Blatant liars have the complicated task of remembering two versions of everything: what they really did and the lies they told, and this is where they come unstuck.

Perhaps when we warn children about the dangers of lying, we could make a distinction between white lies and blatant lies. White lies perform a useful social function, and they enable us to get along and avoid hurting each other's feelings. Blatant lies, on the other hand, can have very negative effects on our most important relationships and even society. Had the characters in the film *The Invention of Lying* focused on just avoiding blatant lies, the alternative reality that it presented might have been a lot more appealing.

STRATEGY Recognising hedging

Hedging is used to distinguish between opinions and facts, for example, to present theories and suggestions we don't have strong evidence for. Hedging is useful for making claims without committing ourselves to the truth of a statement. We can use these structures in hedging:
verbs: *appear, indicate, seem, suggest, tend to*
modal verbs: *could, may, might*
adverbs: *conceivably, likely, perhaps, possibly, presumably, probably*
that clauses: *it is thought that, it is generally agreed that*

4 Read the strategy. Decide if the statements about the writer's intentions in the article are true (T) or false (F). Which words or phrases helped you identify hedging?
The writer is absolutely sure that ...
1 Most people want to live in a world where nobody lies.
2 folk stories persuade children that lying is wrong.
3 the producers of *The Invention of Lying* wanted to make audiences feel good.
4 we all think of liars as people with a weakness.
5 the two types of lying are not the same at all.
6 we must highlight the difference between the two types of lying when telling children about the dangers of lying.

5 THINK & SHARE Work in pairs. Discuss the questions.
1 Do you agree that a world without white lies would make social interaction difficult? Why? / Why not?
2 Think of a white lie that you have recently told. What do you think would have happened if you had told the truth?
3 Does your partner's answer to question 2 support or contradict their answer to question 1? Why?

6 VOCABULARY Complete the sentences with the correct form of the highlighted phrases in the article.
1 The workers didn't want to put up with bad pay and terrible working conditions any more, so they took to the streets to _____.
2 If you carry on taking such big risks, you are bound to _____ one day.
3 The project was a failure, and they blamed each other for it. In fact, they had a _____.
4 The employee discovered a document that was so shocking that she decided she couldn't _____, so she leaked it to a newspaper.
5 The Prime Minister tried to continue in his position, but a series of bad decisions eventually _____.
6 My flight was delayed by six hours. Then, _____, the airline lost my luggage and it was three days before they found it!
7 The criminal _____ to account for his actions, but under questioning, the inconsistencies were soon discovered and he was found guilty.
8 I know you've had a series of disappointments, but good times _____.

7 Work in groups. Discuss whether it's possible to detect if someone is lying to you. What type of behaviour would make you think someone is lying?

Unit 5 71

'Googleable' texts

All vocabulary exercises flagged

4 documentaries per level
– interesting, global, diverse and inclusive content
– linked to reading or listening lesson topic

Further practice in Workbook



Recognise the use of hedging in an article about fraud. 5.6 READING

What can you remember from the Student's Book? Choose the correct alternative.
1 The film *The Invention of Lying* is set in a world where **everybody** / **nobody** lies.
2 White lies are lies which attempt to **avoid** / **create** difficult situations.
3 White lies allow us to be **honest** / **tactful** and are often relatively harmless.
4 Blatant lies are used by someone to pursue their **affirmation** / **self-interest**.
5 Blatant liars rarely **succeed** / **fail** because they have to remember two versions of everything.
6 **Blatant** / **White** lies perform a useful social function.

2 Think about the questions.
1 Why do people become victims of fraud?
2 What attributes do you think make a good fraudster?

fraud /frɔːd/ the crime of cheating somebody in order to get money or goods illegally
fraudster /'frɔːdstə/ a person who commits fraud

3 Read the article quickly. What is the writer's overall message?
A Fraud is basically a victimless crime because it only affects large institutions.
B People who commit fraud are criminals who cause harm to ordinary people.
C People who are victims of fraud share the responsibility for their own bad luck.

4 SB 5.04 Read the article again. Which paragraph (A–E) ...
1 expresses the view that fraud is not a 'victimless crime'? ___
2 explains some of the techniques used by fraudsters? ___
3 refers to crimes committed by a real fraudster? ___
4 describes some of the attributes of fraudsters? ___
5 says what happened after the fraudster was released from prison? ___
6 suggests why fraudsters are often portrayed positively in films? ___

STRATEGY Recognising hedging

Hedging is used to distinguish between opinions and facts, for example, to present theories and suggestions we don't have strong evidence for. Hedging is useful for making claims without committing ourselves to the truth of a statement. We can use these structures in hedging:
verbs: *appear, indicate, seem, suggest, tend to*
modal verbs: *could, may, might*
adverbs: *conceivably, likely, perhaps, possibly, presumably, probably*
that clauses: *it is thought that, it is generally agreed that*

5 Read the strategy above. The statements below are all about things mentioned by the writer. For which of them does the writer use hedging? Find the phrases in the text that are used to hedge them.
1 Films and books about fraudsters are popular because people find them fascinating. ___
2 Fraudsters often have similar characteristics and are able to make people like them. ___
3 The portrayal of fraudsters as intelligent and sympathetic leads people to believe that fraud is a victimless crime. ___
4 When people are defrauded, they are usually behaving like most members of society by showing trust in what other people say. ___
5 We generally like people who seem similar to us and are more likely to trust them. ___
6 People are more likely to give personal details if they believe the person asking is from an institution they know. ___

NEWS

Why are so many people the victims of fraud?

A In the film *Catch Me If You Can*, Leonardo DiCaprio plays a real-life fraudster call Frank Abagnale. It appears that while successfully pretending to be an airline pilot, a doctor and a lawyer, he cheated people and companies out of millions of dollars. Little did his victims realise Frank was actually an ordinary teenager with no qualifications.

B Fraudsters have always fascinated people. This is perhaps why films and books about them are popular. According to Jeni Williams, a former FBI agent, most fraudsters share similar qualities: they are often outgoing, sociable and charming. So convincing are they that people admire their ability to use these attributes to persuade others. This could be why fraudsters are often portrayed in films as intelligent, likeable characters, not real criminals!

C This favourable presentation of fraudsters is problematic. It suggests that their crimes are 'victimless', especially if the victims are banks or large organisations. Rarely is this the case, however. If anything, most victims of fraud are ordinary people who have been cheated out of their savings or pension, and who may also feel ashamed or worthless because of what has happened to them. Most people rely on trust and on others telling them the truth. Presumably, people who have been defrauded are no different from anyone else – they are usually just unlucky.

D According to the American psychologist Robert Cialdini, we like people who appear similar to us and are more willing to trust what they say. It seems likely that fraudsters exchange personal information with victims in order to win their trust. Second, if someone does you a favour, it's natural to want to return that favour. Fraudsters are good at seeming to give their victims something, so long as they can gain useful information in return. Thirdly, it is generally agreed that people are more likely to give personal details to someone they believe is a credible authority, so fraudsters often provide affirmation by pretending to be from institutions known to the victim. Once someone has answered a few simple questions, they may give fraudsters more sensitive information, such as bank account details, even if that is a risk.

E So what about Frank Abagnale? He spent time in person for his crimes, but later started a business advising people how to avoid fraud. He also wrote a book, on which *Catch Me If You Can* was based. The film was hugely successful – it seems our fascination with fraudsters continues.

Unit 5 57

5.7 GLOBAL SKILLS

Identify my own unconscious bias.

Dealing with your unconscious bias





1 THINK & SHARE Work in pairs. What is unconscious bias and how might it relate to the people in the photos? How do you think people develop an unconscious bias?

2 Work in pairs. Look at the different groups of people below. Decide if it is sometimes, always or never acceptable to have negative feelings about each group. Discuss your answers. Can you justify them?

a rival sports team bullies elderly people
people with different political opinions unpleasant neighbours

3 Read the summaries of three studies. Which types of bias from the box below do they represent? There may be more than one possible answer.

ageism classism nationalism patriotism racism sexism

A A study has revealed that some European primary school teachers sometimes display ignorance of and prejudice against certain names. Students with traditional names were more likely to be seen as having positive attributes or to get away with bad behaviour. Students with modern or unusual names would fall behind and behave badly, according to their teachers.

B Research by the University of Pompeu Fabra in Barcelona has shown that female job candidates are coming up against considerable bias. In response to over 1,000 job vacancies, researchers sent two CVs out to the employers for each vacancy. Both candidates were of a similar age and had virtually the same qualifications and experience. There was just one difference: one was from a woman and the other a man. The researchers discovered that women were 30% less likely to be called in for an interview.

C A recent study by the Royal Society for Public Health in the UK has suggested that elderly people in the UK have to put up with negative stereotypes from the rest of society. A quarter of of adults between 20 and 40 believe it's normal for older people to be unhappy and depressed and 40% expect them to end up suffering from memory loss. It was also discovered that some bosses are guilty of discrimination against older workers. They show less tolerance towards people in their 50s and above, because they believe they can't keep up with their younger colleagues.

4 Work in pairs. Discuss which study was the most / least surprising. Why?

5 5.07 Listen to a presentation on dealing with your prejudices. Answer the questions.

1 Who does the speaker say it is acceptable to feel negative about?
2 What are socially invented ideas?
3 How many steps does the process of dealing with your prejudices involve? What are they?
4 What will you realise at the end of the process?

6 Work in pairs. How easy do you think it would be to follow the three steps described in the presentation in Ex 5? What problems might you encounter?

7 VOCABULARY Check the meaning of the highlighted words in the article. Choose the correct alternative.

1 Racial **prejudice** / **ignorance** is often a product of a lack of information about other people's cultures and customs.
2 There is a lot of unreasonable **discrimination** / **tolerance** against the over 50s in the job market.
3 Gender **biases** / **stereotypes** are becoming obsolete as both men and women are freer to behave in a way which was once regarded as unsuitable.
4 People who claim to be broadminded have very low **discrimination** / **tolerance** of the opinions of others.
5 Newspapers often have a clear political **bias** / **stereotype** in favour of one party.
6 Many politicians show real **ignorance** / **discrimination** of the problems faced by ordinary people.

8 Work in pairs. Say if you agree or disagree with the statements in Ex 7. Give reasons for your answers.

9 VOCABULARY Underline the phrasal verbs in the summaries in Ex 3. Then complete the sentences with the correct form of the phrasal verbs using the definitions in brackets to help you.

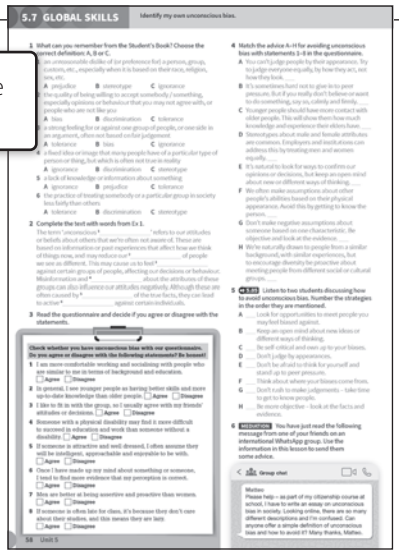
call in end up with fall behind get away with
keep up (with) put up with send out

1 Abe and Erica _____ the invitations to their wedding a week ago. (post)
2 The police _____ to the stadium to deal with unruly spectators. (ask for sb's services)
3 He thought he could _____ his appalling behaviour, but he was wrong. (do something wrong and not be punished for it)
4 Kiara was off school for weeks, so she _____ with her work. (fail to keep level with sb or sth)
5 Employees shouldn't have to _____ racist or sexist comments from other people at work. (accept sb/sth that is annoying, unpleasant, without complaining)
6 Alex will _____ with no friends if he doesn't stop being aggressive. (to find yourself in a place or situation at the end of a process or period of time)
7 If you don't make more of an effort, you won't be able to _____ the rest of the class. (to make progress at the same rate as sb / sth)

10 MEDIATION Your friend is interested in how unconscious biases operate but missed the lesson. Send them a message summarising:
how unconscious biases can play a role in education, in the workplace and in society's view of the elderly, and how people can learn to overcome them

11 THINK & SHARE Work in groups. Think of a recent example of unconscious bias and discuss why this occurs and what can be done to deal with it in the future.

72 Unit 5



Global skills lesson for lifelong learning

Focus on communication and collaboration

Developing global skills by exploring real issues

Mediation activity for focused communication practice

Further practice in Workbook

Compare and contrast photos. **5.8 SPEAKING**

Comparing and contrasting photos

1 Work in pairs. Answer the questions.

1 What do you think are the most important causes of inequality between rich and poor members of society?
2 Is there a difference between being poor in a poor country or in a rich country? Why? / Why not?



2 5.08 Listen to a student comparing and contrasting two of the photos. Answer the questions.

1 How are the photos similar?
2 Where does he think the photos were taken?
3 What difference does he mention between the two photos?
4 What does he say about the man's facial expression and the woman's body language in photo A?
5 What contrast does he remark on in photo C?
6 What does he say are the related but different aspects of poverty in cities shown in the photos?
7 What message about society do both photos present?

3 5.08 Listen again. Which of the phrases from the Phrasebook below does the student use?

PHRASEBOOK Comparing and contrasting

The photos have a few things in common, such as …
They all / both / each have / show / portray …
A similarity worth mentioning is …
The most obvious similarity is that …
What the situations have in common is that …
One / The most noticeable difference is that …
Another important difference is that …
In contrast, the other photos …
In comparison with photo …, photo …
Unlike photo …, photo …
Whereas photo … depicts …, photo … shows …

STRATEGY Making deductions

When we talk about photos, we often guess or make deductions about the situations they illustrate. To do this, we can use:

- *must / can't / might / may / could* + infinitive without *to*, e.g. *Anyone who lives in a tent like this must be homeless.*
- *must / can't / might / may / could* + *have* + past participle, e.g. *The other photo might have been taken in a US city.*
- *look / seem / appear* + adjective, e.g. *The woman seems indifferent to the man.*
- *seem / appear* + infinitive with *to* / perfect infinitive, e.g. *The photos appear to have been taken in similar parts of the world.*
- *look like* + noun, e.g. *They look like luxurious modern apartment buildings.*
- *look as if* + clause, e.g. *The man looks as if he's given up on life.*

4 Read the strategy. Rewrite the sentences as deductions about the photos in Ex 1. Use the words in brackets.

Photo A

1 The woman is in a hurry. (look)
2 She has been shopping because she's carrying shopping bags. (must)
3 The homeless man is cold and hungry. (seem)
4 He started begging when he lost his job. (might)

Photo B

5 The people serving behind the counter are volunteers. (like)
6 The man being served is here because he can't afford to buy food. (must)

Photo C

7 The tents were put up on the pavement because there was no other place for them. (appear)
8 Living in a tent in a city is dangerous. (look)
9 The bicycle near the tent belongs to one of the homeless people. (like)

5 Work in pairs. Follow the instructions.



- Student A, compare and contrast the two photos above. Use phrases from the Phrasebook and the strategy.
- Student B, listen to your partner. Which phrases from the Phrasebook and strategy do they use? What can you add to their comparison?

6 Work in pairs. Go to page 151 and follow the instructions.

7 REFLECT Work in pairs. Discuss the task. Did you …

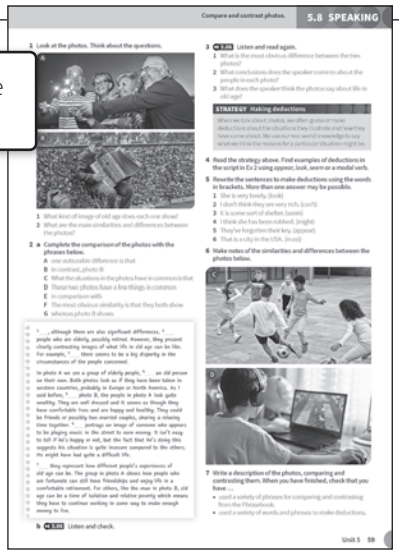
- briefly describe each photo and compare the two?
- give your opinion about inequality?
- use a variety of phrases from the Phrasebook?

Unit 5 73

OxELF speaking strategy and activation exercise

Speaking lesson with *Phrasebook*

Further practice in Workbook



5.9 WRITING — Use forceful vocabulary to write an email of complaint.

An email of complaint

1 Work in pairs. What examples of sexism can you think of in the way products are advertised? Do you agree that each other's examples are sexist?



2 Look at the advert and read the email complaining about it. Do you think it would have any effect on the company? Why? / Why not?

Dear Sir / Madam,

A I am writing to complain about the offensive content of the advertising campaign for your new range of household electrical appliances, which has been widely viewed online and broadcast on television.

B Rarely have I been so appalled by an advertising campaign. The images of a woman doing menial household tasks while her male partner lies on a sofa show that your company is completely out of touch with the radical changes that have taken place in society in the past decades. If nothing else, your advert displays an inexcusably sexist perspective of a woman's place in society. This is all the more deplorable as it suggests that women should continue to conform to an outdated stereotype even though they have a career or job outside the home.

C While I accept that one letter from an angry ex-customer is unlikely to lead to a change to your current advertising campaign, I can assure you that I am not alone in expressing my displeasure, and countless other women and men are equally unwilling to tolerate such blatant sexism. As a result, a boycott of your goods is currently being organised, and an online petition has been established, asking the advertising authority to investigate your campaign.

D I look forward to your prompt response and hope that you will reassess your advertising strategy in the very near future.

Yours faithfully,
Sean Barrett

boycott A refusal to buy, use or take part in something as a way of protesting

3 Read the email again and answer the questions.
Which paragraph states …
1 why the company's behaviour is unethical? ___
2 what the writer is going to do? ___
3 what the writer hopes the company is going to do? ___
4 what the writer is complaining about? ___

4 Read the Phrasebook. Then complete it with the highlighted phrases from the email.

PHRASEBOOK An email of complaint

Opening statement
1 _____
I am writing to express my disappointment with …
I am writing to draw your attention to …
Expressing disappointment
2 _____
3 _____
I am bitterly disappointed by …
Outlining action
4 _____
5 _____
I shall have no alternative but to …
Should we receive no response, we will be obliged to …
Signing off
6 _____
I would appreciate it if you would …
I look forward to learning how you intend to …

STRATEGY Using vocabulary to sound more forceful

Select vocabulary that is appropriate for the context and objective of your writing, e.g. that makes more impact and that will impress the reader.

5 Work in pairs. Read the strategy. Rewrite the statements replacing the underlined words with more forceful vocabulary underlined in Ex 2. Discuss the statements. Do you agree or disagree? Why? / Why not?
1 People make very annoying comments on social media that they would probably not otherwise make.
2 We are so used to reading and hearing about terrible events that no one is genuinely shocked by anything any more.
3 The status of women has been the most important change in society over the last hundred years.
4 Housework is not an unimportant job, so should be paid.
5 Cruelty to animals is the most unacceptable behaviour imaginable.
6 The view of women as the weaker sex is ridiculously old-fashioned.
7 All politicians believe they can tell obvious lies and get away with them.
8 Only quick action now can save the planet from disaster.
9 There are many reasons why we are complaining.

6 Write an email of complaint responding to one of the following situations.
- A national newspaper criticised young people for being too sensitive about certain social issues.
- A popular comedian made racist jokes on social media.
- A politician suggested there should be no social restrictions to control a virus that only seriously affects elderly people.

7 **CHECK YOUR WORK** Did you …
- think about the purpose of each paragraph?
- make sure the reason for your complaint is clear?
- use forceful phrases from Ex 5?
- use inversion for emphasis?
- check your email for spelling and grammar mistakes?

74 Unit 5

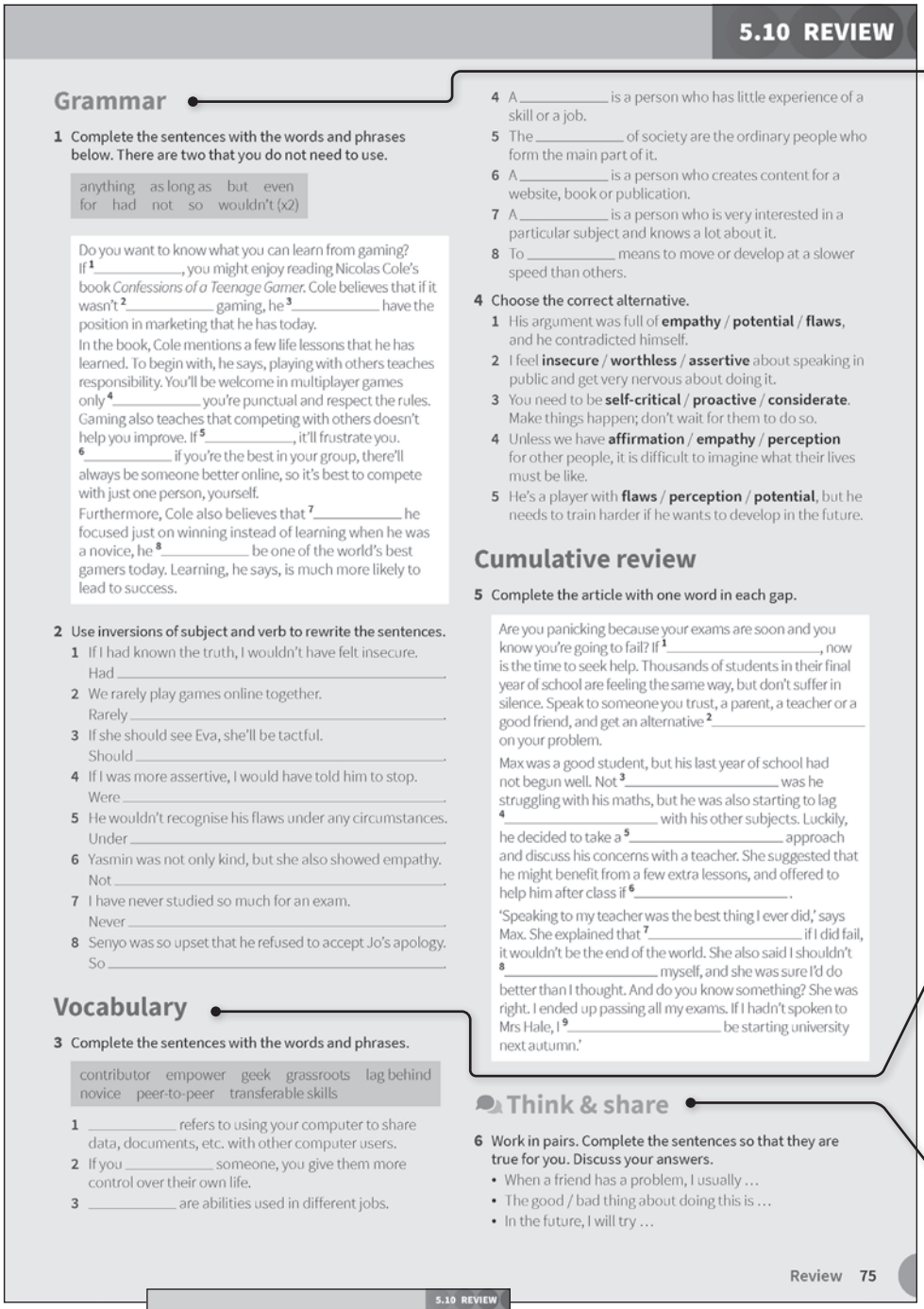
Phrasebook for key phrases in specific language areas

OxELF writing strategy and activation exercise

Check your work to encourage self-assessment

Further practice in Workbook





5.10 REVIEW

Grammar

1 Complete the sentences with the words and phrases below. There are two that you do not need to use.

anything as long as but even for had not so wouldn't (x2)

Do you want to know what you can learn from gaming? If [1]_____, you might enjoy reading Nicolas Cole's book *Confessions of a Teenage Gamer*. Cole believes that if it wasn't [2]_____ gaming, he [3]_____ have the position in marketing that he has today.
In the book, Cole mentions a few life lessons that he has learned. To begin with, he says, playing with others teaches responsibility. You'll be welcome in multiplayer games only [4]_____ you're punctual and respect the rules. Gaming also teaches that competing with others doesn't help you improve. If [5]_____, it'll frustrate you. [6]_____ if you're the best in your group, there'll always be someone better online, so it's best to compete with just one person, yourself.
Furthermore, Cole also believes that [7]_____ he focused just on winning instead of learning when he was a novice, he [8]_____ be one of the world's best gamers today. Learning, he says, is much more likely to lead to success.

2 Use inversions of subject and verb to rewrite the sentences.

1 If I had known the truth, I wouldn't have felt insecure.
Had _____.
2 We rarely play games online together.
Rarely _____.
3 If she should see Eva, she'll be tactful.
Should _____.
4 If I was more assertive, I would have told him to stop.
Were _____.
5 He wouldn't recognise his flaws under any circumstances.
Under _____.
6 Yasmin was not only kind, but she also showed empathy.
Not _____.
7 I have never studied so much for an exam.
Never _____.
8 Senyo was so upset that he refused to accept Jo's apology.
So _____.

Vocabulary

3 Complete the sentences with the words and phrases.

contributor empower geek grassroots lag behind novice peer-to-peer transferable skills

1 _____ refers to using your computer to share data, documents, etc. with other computer users.
2 If you _____ someone, you give them more control over their own life.
3 _____ are abilities used in different jobs.
4 A _____ is a person who has little experience of a skill or a job.
5 The _____ of society are the ordinary people who form the main part of it.
6 A _____ is a person who creates content for a website, book or publication.
7 A _____ is a person who is very interested in a particular subject and knows a lot about it.
8 To _____ means to move or develop at a slower speed than others.

4 Choose the correct alternative.

1 His argument was full of **empathy** / **potential** / **flaws**, and he contradicted himself.
2 I feel **insecure** / **worthless** / **assertive** about speaking in public and get very nervous about doing it.
3 You need to be **self-critical** / **proactive** / **considerate**. Make things happen; don't wait for them to do so.
4 Unless we have **affirmation** / **empathy** / **perception** for other people, it is difficult to imagine what their lives must be like.
5 He's a player with **flaws** / **perception** / **potential**, but he needs to train harder if he wants to develop in the future.

Cumulative review

5 Complete the article with one word in each gap.

Are you panicking because your exams are soon and you know you're going to fail? If [1]_____, now is the time to seek help. Thousands of students in their final year of school are feeling the same way, but don't suffer in silence. Speak to someone you trust, a parent, a teacher or a good friend, and get an alternative [2]_____ on your problem.

Max was a good student, but his last year of school had not begun well. Not [3]_____ was he struggling with his maths, but he was also starting to lag [4]_____ with his other subjects. Luckily, he decided to take a [5]_____ approach and discuss his concerns with a teacher. She suggested that he might benefit from a few extra lessons, and offered to help him after class if [6]_____.

'Speaking to my teacher was the best thing I ever did,' says Max. She explained that [7]_____ if I did fail, it wouldn't be the end of the world. She also said I shouldn't [8]_____ myself, and she was sure I'd do better than I thought. And do you know something? She was right. I ended up passing all my exams. If I hadn't spoken to Mrs Hale, I [9]_____ be starting university next autumn.'

Think & share

6 Work in pairs. Complete the sentences so that they are true for you. Discuss your answers.

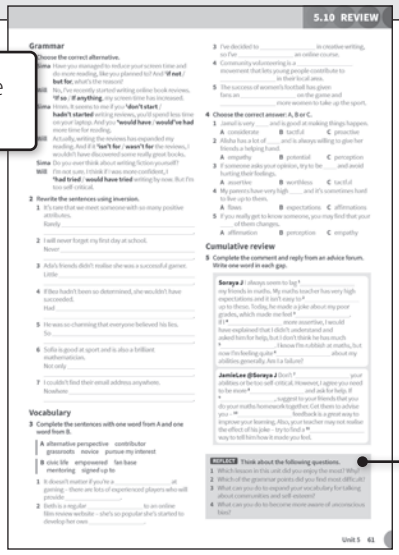
- When a friend has a problem, I usually …
- The good / bad thing about doing this is …
- In the future, I will try …

Review lesson to revise grammar and vocabulary of the unit

Recycling grammar to deepen understanding

Recycling vocabulary to improve recall and retention

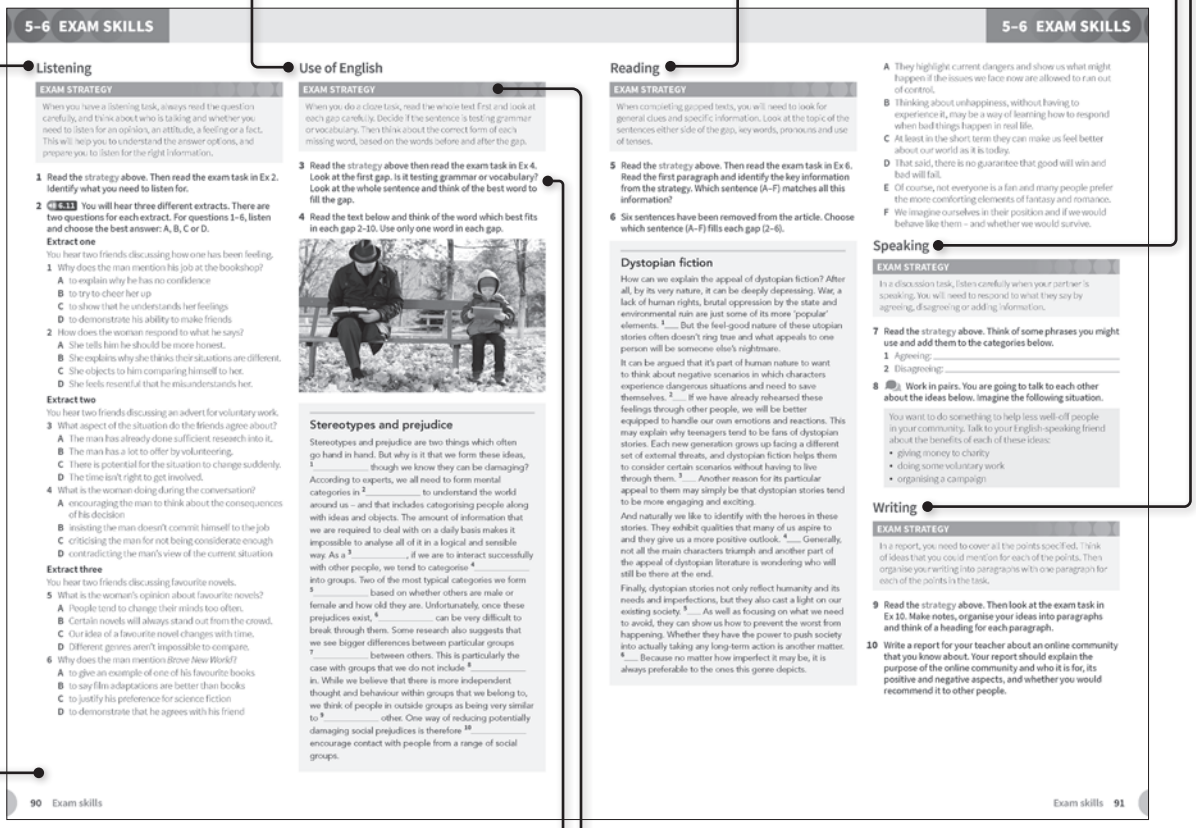
Think & share to reflect on the topic of the unit



Further practice in Workbook

Reflect activity to help students be aware of how they learn

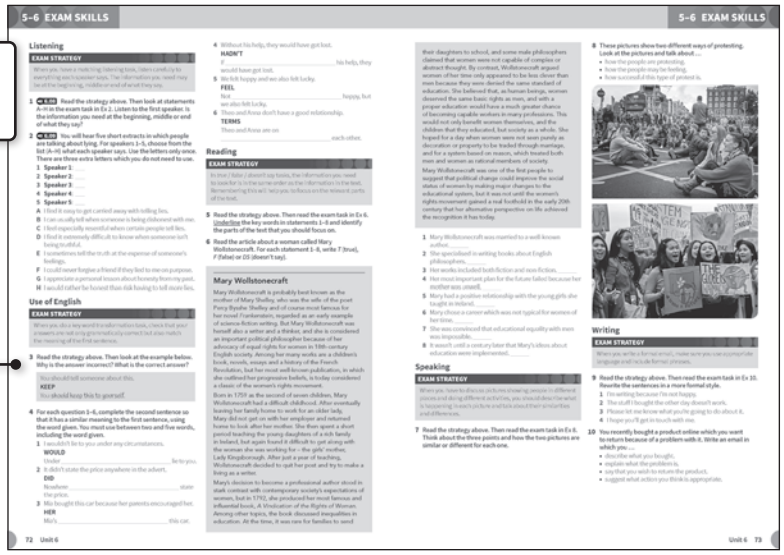
Robust preparation for national and international exams with exposure to all exam task types



Exam strategies and activation exercises to help students perform to the best of their ability

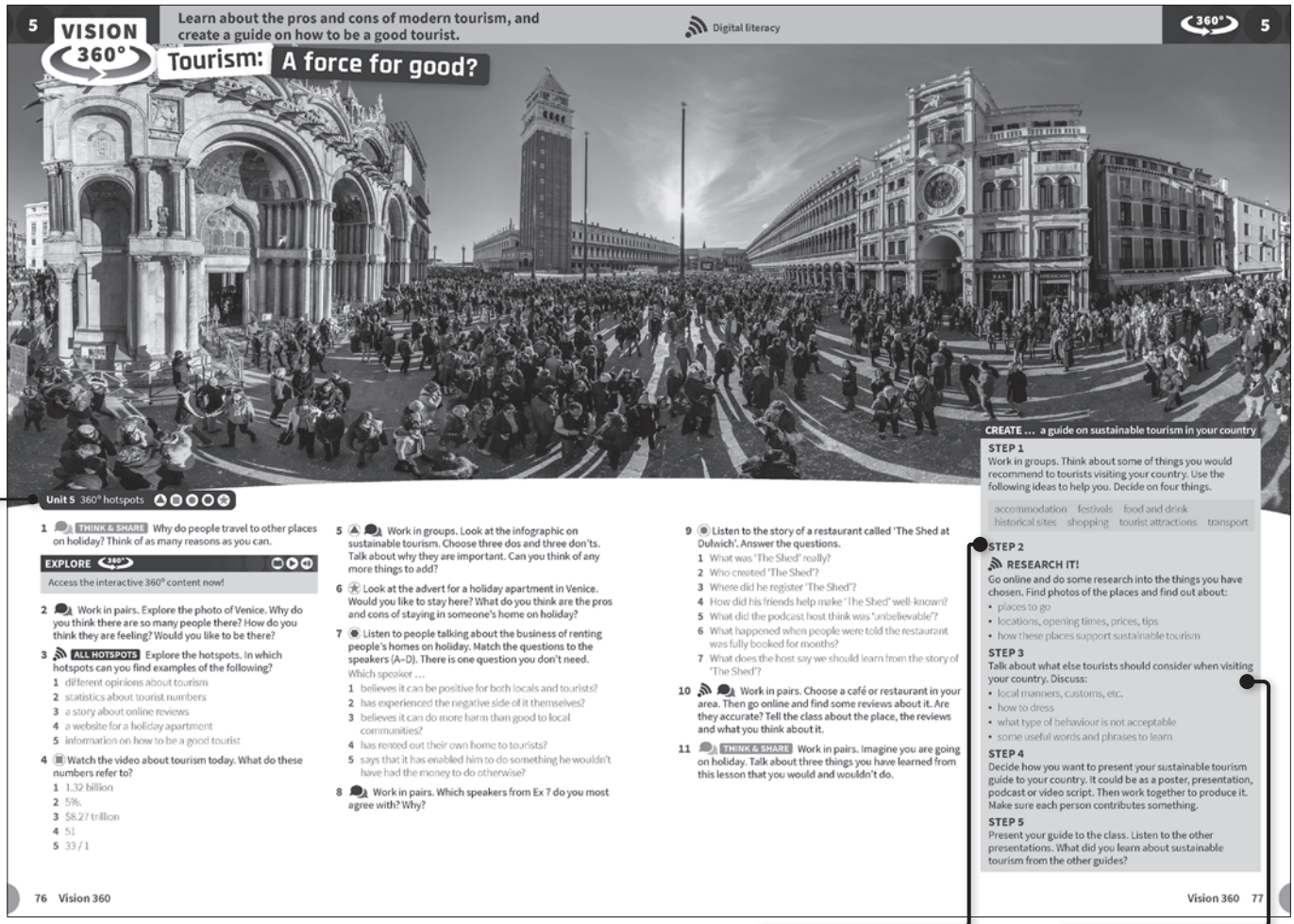
Further practice in Workbook

Use of English, Listening, Speaking, Reading and Writing tasks all covered in both the Student Book and the Workbook at the end of every 2 units



Four double-page *Vision 360°* lessons per level

Enhanced learning experience through digital technology that is motivating and easy to use



5 VISION 360°

Learn about the pros and cons of modern tourism, and create a guide on how to be a good tourist.

Digital literacy

360° 5

Tourism: A force for good?

Unit 5 360° hotspots

1 THINK & SHARE Why do people travel to other places on holiday? Think of as many reasons as you can.

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the photo of Venice. Why do you think there are so many people there? How do you think they are feeling? Would you like to be there?

3 ALL HOTSPOTS Explore the hotspots. In which hotspots can you find examples of the following?

1 different opinions about tourism
2 statistics about tourist numbers
3 a story about online reviews
4 a website for a holiday apartment
5 information on how to be a good tourist

4 Watch the video about tourism today. What do these numbers refer to?

1 1.32 billion
2 5%
3 $8.27 trillion
4 51
5 33 / 1

5 Work in groups. Look at the infographic on sustainable tourism. Choose three dos and three don'ts. Talk about why they are important. Can you think of any more things to add?

6 Look at the advert for a holiday apartment in Venice. Would you like to stay here? What do you think are the pros and cons of staying in someone's home on holiday?

7 Listen to people talking about the business of renting people's homes on holiday. Match the questions to the speakers (A–D). There is one question you don't need.

Which speaker …

1 believes it can be positive for both locals and tourists?
2 has experienced the negative side of it themselves?
3 believes it can do more harm than good to local communities?
4 has rented out their own home to tourists?
5 says that it has enabled him to do something he wouldn't have had the money to do otherwise?

8 Work in pairs. Which speakers from Ex 7 do you most agree with? Why?

9 Listen to the story of a restaurant called 'The Shed at Dulwich'. Answer the questions.

1 What was 'The Shed' really?
2 Who created 'The Shed'?
3 Where did he register 'The Shed'?
4 How did his friends help make 'The Shed' well-known?
5 What did the podcast host think was 'unbelievable'?
6 What happened when people were told the restaurant was fully booked for months?
7 What does the host say we should learn from the story of 'The Shed'?

10 Work in pairs. Choose a café or restaurant in your area. Then go online and find some reviews about it. Are they accurate? Tell the class about the place, the reviews and what you think about it.

11 THINK & SHARE Work in pairs. Imagine you are going on holiday. Talk about three things you have learned from this lesson that you would and wouldn't do.

CREATE … a guide on sustainable tourism in your country

STEP 1
Work in groups. Think about some of things you would recommend to tourists visiting your country. Use the following ideas to help you. Decide on four things.

accommodation festivals food and drink
historical sites shopping tourist attractions transport

STEP 2
RESEARCH IT!
Go online and do some research into the things you have chosen. Find photos of the places and find out about:

- places to go
- locations, opening times, prices, tips
- how these places support sustainable tourism

STEP 3
Talk about what else tourists should consider when visiting your country. Discuss:

- local manners, customs, etc.
- how to dress
- what type of behaviour is not acceptable
- some useful words and phrases to learn

STEP 4
Decide how you want to present your sustainable tourism guide to your country. It could be as a poster, presentation, podcast or video script. Then work together to produce it. Make sure each person contributes something.

STEP 5
Present your guide to the class. Listen to the other presentations. What did you learn about sustainable tourism from the other guides?

76 Vision 360

Vision 360 77

Hotspots embedded with text, audio and video content

Development of digital literacy and research skills through project work

Collaborative speaking tasks to develop learner autonomy

Introduction

0.1 Introduction

Lesson summary
Speaking: Discussing friendships
Reading: An article about friendships
Grammar: Perfect tenses
Vocabulary: Choosing friends and keeping them

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief.

WARM-UP Ask students: *Who was the first friend you ever made? When and where did you meet? Are you still friends? If yes, why do you think that is? Is it because you have things in common? Are other facts important for a strong and lasting friendship?*

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

Exercise 1 page 4

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

Exercise 2 page 4

- Students read the article and answer the questions.
- Ask a few students to share their answers with the class.

Extra support

- Elicit the questions posed by Dr Akbari (i.e. *How many friendships will you have had by the time you're sixty? How do we maintain the friendships we've already made? Can we confide in them? Do we learn from them? Do they make us happy, at least some of the time?*) and ask students to underline them or copy them into their notebooks in a list and number them.
- Then give students time to consider their response to each one.

Extra activity

- Ask students to consider the point Dr Akbari makes about finding time for our friends. Then ask: *Are you ever guilty of, for example, checking your phone constantly while you are with a friend, or not keeping regular contact? How do you feel if a friend is guilty of these things?*
- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.

Exercise 3 Grammar page 4

- Students read the article and find an example of each tense.

Extra support

- Elicit the form of each perfect tense and write it on the board:
  present perfect simple: *have / has* + past participle
  present perfect continuous: *have / has* + *been* + *-ing* form
  past perfect simple: *had* + past participle
  past perfect continuous: *had* + *been* + *-ing* form
- Elicit examples from the class.

KEY

present perfect simple: we've (already) made, we've lived
present perfect continuous: we've been spending
past perfect simple: they'd had, they'd fallen out with
past perfect continuous: they and their friends had been growing apart

Exercise 4 page 4

- Students complete the rules.
- Check answers as a class.

KEY

1 present perfect simple 2 present perfect continuous
3 past perfect simple 4 past perfect continuous

- Students do the Grammar booster exercises on page 128.

Exercise 5 page 4

- Students complete the text.
- Check answers as a class.

KEY

1 have known 2 have been sharing / have shared
3 have been 4 have been talking / have talked
5 had already been 6 had been living 7 has never lost

Exercise 6 Vocabulary page 4

- Ask students to cover exercise 6 and guess the meaning of the highlighted words and phrases they are not sure of.
- Then ask them to work in pairs or small groups and think of simple definitions for those words and phrases.
- Students match some of the words and phrases to definitions 1–5. Ask them to tell you if any of these definitions are similar to their own.
- Check answers as a class.

KEY

1 regrets 2 chill out 3 build our confidence
4 be constantly on the go 5 well-being

Exercise 7 Vocabulary page 4

- Students complete the blog post.
- Check answers as a class.

KEY

1 get together 2 miserable/bitter 3 fall 4 make up
5 bitter/miserable

Exercise 8 Think & share page 4

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use perfect tenses to talk about personal life.*

Further practice
Workbook page 4
Grammar booster page 128
Online practice

0.2 Introduction

Lesson summary
Speaking: Discussing the reasons we play sport
Reading: An article about sport through the ages
Vocabulary: Time for sport
Grammar: *used to*, *would* and *be / get used to*
Writing: A blog post about how your attitude to sport has changed

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 7 for homework.

WARM-UP Ask the following questions and get students to respond by raising their hand for a *yes* answer:

1 *Are you passionate about sports, and do you both play them and watch them?*
2 *Are you interested in some sports and play one or more sports?*
3 *Do you enjoy watching sports, but don't like playing them?*
4 *Do you watch sports only occasionally?*
5 *Do you think sports are boring?*

- Write the number of students who respond to each question on the board. Which is the biggest group?
- Then ask students if they think this is a surprising result.

Exercise 1 Think & share page 5

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

Exercise 2 page 5

- Draw a table on the board with the following headings: *Prehistory*, *Ancient civilisations*, *Middle Ages*, *Modern times*. Ask students to copy the table into their notebooks.
- Give them time to read the article and ask them to make brief notes about what the article says about sports during these time periods.
- Elicit answers from the class.

KEY (SUGGESTED ASNWERS)
Prehistory: People didn't do sports; practised skills for hunting; physical activity/hunting was a necessity for food
Ancient civilisations: Sports were a cultural activity; sports now competitive; very important in ancient Greece
Middle Ages: Hunting was an important sport; hunting with horses and dogs popular with nobility; expensive; in England, archery compulsory for men; lower classes did other sports
Modern times: People do sport to keep fit; people not only do it, they watch it; very important entertainment
Physical activity was necessary for survival in prehistory. By the time of the ancient civilisations, sports had become cultural activities and were important in ancient Greece. In the Middle Ages, many people hunted and the lower classes also did other sports. In Modern times, people are much more inactive, but they know it's important to do sports to keep fit, and watching sports is an important entertainment.

Extra activity

- Put students in groups and assign one of the following to each group:
  – chariot racing in ancient Greece or Rome
  – hunting in the Middle Ages
  – falconry
  – rugby (illustrated at the bottom of the article on page 5).
- Groups go online in class to find information about their sport and present their findings to the class.
- Alternatively, students can choose one sport, research it for homework and write a short paragraph about it. They can present their findings in the next lesson.

Exercise 3 Vocabulary page 5

- Elicit the meanings of the words in bold or ask students to check in a dictionary.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 Vocabulary page 5

- Students complete the sentences.
- Check answers as a class.

KEY
1 fit physical activity into my daily routine
2 has a positive impact 3 maintain your health
4 takes up 5 made aware of 6 works up a sweat

Exercise 5 Grammar page 5

- Students match the underlined phrases in the article to the rules.
- Check answers as a class.

KEY
Rule 1: men used to compete, athletes would gather, Women didn't used to compete, nobles would spend, what did the lowest classes use to do for sport?
Rule 2: it used to be
Rule 3: they were used to being active
Rule 4: people with little interest in it have to get used to the fact

- Students do the Grammar booster exercises on page 129.

Exercise 6 page 5

- Students do the exercise.
- Check answers as a class, and ask students to explain their choices by referring to the grammar box in exercise 5.

KEY

1 didn't use 2 used to/would 3 used to/would
4 use 5 used to/would 6 've got used to
7 'm also used to

Extra challenge

- Make sure students understand the difference between *be used to* + *-ing* and *used to* + verb.
- Write on the board:
  1 *Cold weather doesn't bother me. (am)*
  2 *At first, she didn't like getting up early to go to work, but she soon became accustomed to it. (wasn't, got)*
  3 *When I was young, I was afraid of the dark. (be)*
  4 *He played rugby for the local team until he was injured. (play)*
  5 *My grandparents didn't have a computer at home when they were students, so they didn't mind going to the library to look things up. (use, were)*
- Ask students to rewrite the sentences using the words in brackets.
- Check answers as a class.

KEY

1 I am used to cold weather.
2 At first, she wasn't used to getting up early to go to work, but she soon got used to it.
3 When I was young, I used to be afraid of the dark.
4 He used to play rugby for the local team until he was injured.
5 My grandparents didn't use to have a computer at home when they were students, so they were used to going to the library to look things up.

Exercise 7 page 5

- Ask students to try to use each of the forms *used to*, *would* and *be / get used to* at least once in their blog post.
- Circulate and monitor as students are writing. If you spot any errors, encourage the student to self-correct by asking: *Is this correct?* and getting them to refer to the grammar box in exercise 5.
- When students have finished writing, ask them to swap blog posts with a partner. They then read their partner's blog post and suggest improvements and corrections if necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple, 'would / used to' and 'be / get used to' to talk about sport.*

Further practice

Workbook page 5
Grammar booster page 129
Online practice

0.3 Introduction

Lesson summary
Speaking: Discussing studying in different places; discussing improvements to make to your study space and study habits
Reading: A blog post with tips about how to make your bedroom a study space
Grammar: Modal verbs
Vocabulary: Home comforts

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 4 for homework.

WARM-UP Write the following sentences on the board:
I'm not motivated.
There are too many distractions.
I can't concentrate.
I can't memorise facts and figures.
I don't have the right resources, e.g. books, computer.
I can't manage my time.
Ask students:
Which of these do you think is the most common or important problem when it comes to studying?
Do you experience any of these problems?
What do / could you do to overcome these problems?
Students discuss the questions in pairs.
Ask a few students to share their answers with the class.
Leave the sentences on the board.

Exercise 1 page 6

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.
- Then ask students which of the places they do most of their studying in, and why.

Exercise 2 page 6

- Students read the blog post and discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 3 Grammar page 6

- Students complete the rules.
- Check answers as a class.

KEY

1 should 2 can't 3 may, might 4 must, need to
5 are supposed to 6 mustn't 7 should 8 can
9 don't have to, needn't 10 be able to

- Students do the Grammar booster exercises on page 130.

Exercise 4 page 6

- Students choose the correct alternatives.
- Check answers as a class.

KEY

1 must 2 was supposed to 3 can 4 mustn't
5 might 6 don't need to

Extra activity

- Put students in A / B pairs. Tell the As to write one sentence for each of the rules 1–5 in the grammar box, and tell the Bs to write one sentence for each of the rules 6–10.
- Students then swap sentences, read their partner's sentences and, if necessary, correct them.

Exercise 5 Vocabulary page 6

- Focus attention on the highlighted words and phrases in the blog post in exercise 2 and emphasise that the phrases are common collocations.
- Students complete the sentences.
- Check answers as a class.

KEY

1 spacious, appeals to, wander
2 temporary, facilities, central heating
3 dependent on, helping hand, support network

Exercise 6 Think & share page 6

- Students discuss ways to improve their study space and study habits.
- Ask one student from each group to share their group's ideas with the class.
- If you did the warm-up, ask students how these improvements might help with the difficulties you wrote on the board.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modal verbs to talk about creating a study space.*

Further practice

Workbook page 6
Grammar booster page 130
Online practice

0.4 Introduction

Lesson summary
Speaking: Discussing how technology affects the environment
Reading: Forum posts about technology and the environment
Vocabulary: Sustainable technology
Grammar: Advanced comparatives

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 3 brief.

WARM-UP Ask students:

How many mobile phones have you and your family had in your lives?

What about computers / games consoles / computer games / external hard drives / printers / other electronic devices?

What do you do with the ones you don't use any more?

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

Exercise 1 Think & share page 7

- Students discuss the questions in pairs. Promote discussion by asking students to consider the following:
  What happens to obsolete electronic devices and hardware?
  How much energy do electronic devices consume?
  What role does technology play in developing renewable sources of energy?
  What role does it play in education / healthcare / transport / access to information and entertainment?
- Ask a few students to share their ideas with the class.

Exercise 2 page 7

- Students read the forum posts.
- Elicit ideas from students.

Extra activity

- Check comprehension further by asking questions, e.g.
  1 *What contradiction does TechGeek describe in connection with technology and energy?*
  2 *According to TechGeek, how environmentally friendly is digital technology? Why?*
  3 *According to Rossum.U.Roberts, what do gadgets such as smartwear require in order to operate?*
  4 *What problems does space junk cause?*
  5 *According to DeepBlue96, why aren't batteries for electric cars environmentally friendly?*
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Without technology, many advances in renewable energy such as wind and solar energy wouldn't have been possible. However, digital technology consumes huge amounts of energy.
2 It isn't environmentally friendly because it doesn't use energy from renewable sources, so it has a huge carbon footprint.
3 They require satellites in space.
4 Space junk travels at great speeds, so it is dangerous, and if it collides with functioning satellites and space stations, it can cause damage.
5 They are made from rare metals that have to be mined, and mining damages the environment.

Exercise 3 Vocabulary page 7

- Students put the highlighted words and phrases in the correct column.

Extra support

- Students check the meaning of the highlighted words and phrases in a dictionary.

- Check answers as a class.

KEY

Words and phrases related to technology: techie, artificial intelligence, gadgets, smartwear, advance in technology
Words and phrases related to the environment: natural resources, renewable sources, carbon footprint, deforestation, landfill sites, global warming
Words and phrases that could go in both: alternative energy sources, consumption, environmentally friendly

Exercise 4 Vocabulary page 7

- Students complete the sentences.
- Check answers as a class.

KEY

1 renewable 2 Deforestation 3 consumption
4 environmentally friendly 5 carbon footprint
6 techie

Exercise 5 Grammar page 7

- Students find the comparative forms and match them to the rules.
- Check answers as a class.

KEY

A (are)n't as productive as
B higher and higher
C the more addicted … the more dependent …; the bigger the battery … the less environmentally-friendly …
D far greater
E just as polluting

- Students do the Grammar booster exercises on page 131.

Exercise 6 page 7

- Students do the matching task.
- Check answers as a class.

KEY

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

Exercise 7 Think & share page 7

- Students discuss the questions in pairs.

Extra support

- Prompt discussion by asking further questions, e.g.
  Which countries have the biggest negative impact on the environment, and why?
  Does the responsibility for doing something about climate change lie with individuals, with governments, or both?
  What role do large energy companies play?
  What role do other large corporations play?
  Do you think individuals can make a difference?
  Do you think we can reduce our impact on the environment to any great degree without radical changes to our way of life?
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use advanced comparatives to talk about technology and the environment.*

Further practice

Workbook page 7
Grammar booster page 131
Online practice

1 Growing and learning

1.1 Vocabulary

Lesson summary
Listening: A vlog about future careers
Reading: A text about SMART goals
Vocabulary: Future careers
Speaking: Talking about fixed and growth mindsets

AfL Teaching tip: learning intentions

Engaging with content

Exploring the course unit map can help learners identify course content that interests them. It can also raise awareness of where they are in their learning in relation to that content.

Ask students to refer to pages 2–3 and scan the map for Unit 1. Ask: *Which grammatical structures and topic vocabulary have you come across before? Which do you think might be new? Which lesson looks the most interesting?*

See the notes on Assessment for Learning on page 11.

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 9 for homework.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (an elderly man showing his grandchild how to prune and nurture bonsai trees). *How important is it for young people to learn from older generations? What knowledge or skills have you learned from an older relative? Do you think the older generation can learn from the younger generation? If yes, what?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 8

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

Extra activity

- Write two headings on the board: *Career ambitions when I was younger* and *Career ambitions now* and conduct a quick class survey. Ask students in turn to say what their career ambitions were when they were younger and what their career ambitions are now and write their ideas under the corresponding heading.
- Can students draw any interesting conclusions from the results of the survey? For example: What kind of jobs did students want to do when they were younger? How realistic were their earlier ambitions? Were any jobs especially popular? Are certain kinds of jobs more desirable now?

Exercise 2 1.01 page 8

- Remind students that it is important to read the questions before they watch or listen so that they know what information to listen out for.
- Play the video or audio for students to answer the questions.
- Check answers as a class.

KEY

1 They discuss careers.
2 They both want to go to drama school and be actors.
3 They need downtime.

Transcript

See Teacher's Guide, page 184.

Exercise 3 1.01 page 8

- Ask students to read the text about SMART goals quickly and point out that it summarises what Darius and Amira talked about in their vlog.
- Play the video or audio again for students to complete the text.
- Check answers as a class.

Extra support

Play the video or audio again and ask students to raise their hand when they hear one of the gapped words or phrases. Pause the video or audio and elicit the answer. Continue in the same way with the rest of the video.

KEY

1 set 2 Break down 3 success 4 ability
5 resources 6 failure 7 give up 8 deadlines

Extra challenge

- Ask students to summarise the five parts of the SMART goals in exercise 3. You could challenge them further to try to use no more than 50 words for their summary.
- Ask students to compare summaries in small groups, give each other feedback and then agree on a group summary.
- Ask one student from each group to read out their group summary.

KEY (SUGGESTED ANSWERS)

1 Be specific about your goals and break them down into stages.
2 Judge how well or badly you have accomplished each stage.
3 Understand the difference between what you want and what you can actually do.
4 Make sure your goal is something you really want.
5 Set a time limit for each stage.

Exercise 4 Think & share page 9

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

Extra activity

- Write on the board:
  1 *I want to understand English speakers better.*
  2 *I want to speak English better.*
- Give students time to discuss how they could apply each of the SMART parameters to these two general goals.
- Elicit students' ideas and write them on the board in note form.

KEY (SUGGESTED ANSWERS)

1 Specific: I will listen to podcasts in English.
Measurable: I will listen to two podcasts every week.
Achievable: I will listen to the podcasts before I go to bed.
Relevant: I will listen to topics that interest me so that I will be motivated to listen.
Time-limited: I will listen to two podcasts a week for four weeks and then see how I am doing.
2 Specific: I will do role plays with a partner to improve my English conversation skills.
Measurable: I will record the role plays on my phone.
Achievable: My partner and I will need time to prepare, so I will record one dialogue a week.
Relevant: We will choose six common situations and base our role plays on them.
Time-limited: We will do six role plays and then see how we are doing.

Exercise 5 Real English page 9

- Students read the lines from the video and choose the correct meaning of the phrases in bold.
- Check answers as a class.

KEY

1 A 2 B 3 B 4 B 5 A

Exercise 6 Vocabulary page 9

- In pairs, students guess the meaning of the words and phrases in bold.
- Ask them to compare their guesses with another pair. If necessary, they can check their guesses in a dictionary.
- Students then discuss the questions.
- Ask a few pairs to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

1 gain a foothold = to get or obtain a strong position in a business, profession, etc. from which somebody can make progress and achieve success
2 come up against = to be faced with or opposed by somebody/something
3 consistency = always behaving in the same way or having the same opinions, standard, etc.
4 at the expense of = with loss or damage to somebody/something
5 constructive criticism = useful or helpful criticism (rather than negative criticism)

Students' own answers

Exercise 7 Vocabulary page 9

- Focus attention on the adjectives in the box and tell students that Darius and Amira used all except two in their vlog.
- Read out each adjective in turn and ask students if they know the meaning or if they can guess it. You could play the video or audio again and ask students to listen out for the adjectives in context. Then ask: *Which adjectives are not used?* (*malleable* and *vulnerable*)
- Give students time to check the meanings in a dictionary if necessary before they compete the comments.
- Check answers as a class.

KEY

1 self-motivated 2 persistent 3 inevitable
4 achievable 5 malleable 6 vulnerable 7 resentful
8 resilient 9 overwhelmed

Extra activity

- Read out the following sentences, saying 'beep' instead of the gapped words. Students write the missing word.
  1 *She worked hard to succeed, but it was … the expense of her health.*
  2 *It's a long and complicated process, so … it down into smaller steps. That way it will be easier to understand.*
  3 *Unfortunately, they … up against difficulties and couldn't continue.*
  4 *It's difficult for young people to gain a … on the career ladder.*
  5 *I didn't want to tell him, but he was so … that eventually I did.*
  6 *To succeed, you must … yourself realistic goals.*
  7 *She hasn't overcome all her problems, but it's a step in the right … .*
  8 *It was no use arguing with them, so I threw in the … .*
  9 *Why were you surprised at the result? It was … .*
  10 *I'm always happy to hear constructive … – it helps me improve.*
- Check answers as a class.

KEY

1 at 2 break 3 came 4 foothold 5 persistent
6 set 7 direction 8 towel 9 inevitable 10 criticism

Exercise 8 page 9

- Focus attention on the definitions of *growth mindset* and *fixed mindset* and make sure students understand them.
- Working in pairs, students read the comments in exercise 7 again and categorise them.
- Check answers as a class.

KEY

Growth mindset: 1, 2, 4, 8, 9
Fixed mindset: 3, 5, 6, 7

Exercise 9 page 9

- Students turn to page 149 and do the quiz individually. When they have finished, they calculate their score and read what this says about their mindset.
- In pairs, students discuss whether they agree with what they read about themselves.

Exercise 10 page 9

- Give students time to read the situations and think about the questions before they work in pairs. Encourage them to use some of the words and phrases they have learned in this lesson in their discussions.

- Circulate and monitor as students discuss the situations, helping with language and ideas where necessary.

Extra support

- As a class, brainstorm the following:
  - words or phrases to describe how the people might feel (e.g. *frustrated*, *worried*, *despondent*, *desperate*, *disappointed*, *angry*, *envious*).
  - language to talk about why the people might be in this situation (e.g. *He/She … might/could/may/must/can't …*, *He/She possibly/probably …*, *In all probability, he/she …*).
  - language to give advice and make suggestions (e.g. the imperative; first or second conditionals; *You could/should …*; *Why don't you … ?*; *Try …-ing*).

- Ask a few pairs to share their ideas with the class.

Exercise 11 Think & share page 9

- In pairs, students discuss the statements using language from the lesson.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about preparing for the future.*

Further practice

Workbook page 8
Vocabulary booster page 120
Vocabulary photocopiable worksheet
Short test

1.2 Grammar

Lesson summary

Reading: An online magazine article about Carol Dweck (Professor of Psychology at Stanford University)

Grammar: Advanced question forms

Speaking: Discussing people's surprising achievements; using different question forms to express interest, ask for confirmation, etc.; pronunciation: intonation in questions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 2 brief.

WARM-UP Write on the board:
What is more important for success: talent or hard work? How important is intelligence? What about luck?

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

AfL Teaching tip: diagnostics

Considering existing knowledge

Asking students to think about what they already know focuses them immediately on the lesson's content. It also helps the teacher to evaluate what the class already understands and where there may be gaps.

Tell students that today's lesson is about question forms. Ask them to consider what they already know about questions. Ask: *How do we form object questions? How do we form subject questions? How do we form question tags? Why do we use question tags? How confidently can you use them? Score each 1–5 (1 = low, 5 = high). Why do we ask questions? How many reasons can you think of?*

Give students time to think and write down their answers. At the end of the lesson, ask students to review their answers, amend any errors, add any new information they have learned and alter their confidence scores as appropriate.

See the notes on Assessment for Learning on page 11.

Exercise 1 Think & share page 10

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

KEY (SUGGESTED ANSWER)

Praising people's talent and intelligence doesn't encourage them to try harder, whereas praising their effort does.

Exercise 2 1.02 page 10

- Students read and listen to the article and compare their ideas from exercise 1.

Exercise 3 page 10

- Read through the rules A–G with the class and check that students understand them.
- Students then match the rules to the questions in the podcast.
- Check answers as a class.

KEY

1 C 2 G (and D) 3 F 4 E 5 D 6 B 7 A

- Students do the Grammar booster exercises on page 132.

Extra activity

- Find an online talk by Carol Dweck talking about developing a growth mindset. Ask students to listen to it and then ask:
  How clearly did she speak?
  Did you learn anything new?
  Do you think her ideas are interesting?
- Alternatively, ask students to find an online talk by Carol Dweck for homework and report what they learned in the next lesson.

Exercise 4 page 10

- Students write the questions individually. They then check them with a partner.

Extra support

- Go through answers 1–6 and elicit which question word is needed in each case. Then elicit if the question should be a subject question or an object question. If necessary, remind students that if the question word refers to the subject of the answer, a subject question is required.

KEY

subject questions: 3, 4, 5
object questions: 1, 2, 6

- Check answers as a class.

KEY

1 Whose house did you study at last night?
2 Where did Jack learn about the growth mindset?
3 Who helped your cousin gain a foothold in her banking career?
4 How many students got it in one?
5 Which exam results made you feel vulnerable?
6 What did Amy show throughout the year?

Exercise 5 page 10

- Check that students understand the difference between a reply question and an echo question, i.e.
  – we use echo questions to show surprise or disbelief; we repeat part of what someone has just told us with a question intonation, e.g.
  A: Cats are the most intelligent animals.
  B: Cats are the most intelligent animals?
  – we use reply questions to express understanding or interest, e.g.
  A: She's been nominated for a Nobel Prize.
  B: Has she?

Extra support

- Revise reply questions with the class. Write the following statements on the board, underlining the verbs as shown:
  1 *Staying up very late before an exam* is *a terrible idea.*
  2 *I* don't agree *with Carol Dweck.*
  3 *Our teacher* has decided *not to give us any more tests.*
  4 *Most students* will fail *the exam.*
  5 *Teachers* shouldn't praise *students unless they deserve it.*
- Elicit or explain that we form reply questions using auxiliary verb + subject pronoun.
- Elicit reply questions for the statements.

KEY

1 Is it? 2 Don't you? 3 Have he/she? 4 Will they? 5 Shouldn't they?

- Now write the following statement on the board:
  I think *Carol Dweck's ideas* are *very interesting.*
- Explain that there are two possible reply questions: to express surprise at what the person thinks, the reply question is *Do you?,* whereas to express surprise that the ideas are interesting, the reply question is *Are they?*

- Students work in pairs and take turns to respond to the statements.
- For extra practice, they could repeat the task two more times: the first time responding with reply questions to each statement and the second time responding with echo questions.

KEY

2 Talent is more important than consistency? Is it? / Do you?
3 Having a fixed mindset is fine? Is it?
4 Everybody accepts constructive criticism? Do they?
5 Being self-motivated is crucial to success? Is it?
6 Working hard doesn't affect how successful you are? Doesn't it?

Exercise 6a 1.03 page 10

- Tell students to read the dialogue for meaning first before they complete it.
- Play the audio for students to listen and check their answers.

KEY

1 Aren't you 2 There isn't enough time to revise / There isn't 3 Have we 4 Self-motivated / Am I 5 How did you 6 taught 7 couldn't you

Exercise 6b page 10

- Elicit which question forms are used in Exercise 6a.

KEY

1 negative question 2 normal statement 3 short reply question 4 echo question 5 object question 6 subject question 7 question tag

Exercise 7 Pronunciation 1.04 page 10

- Go through the information in the Pronunciation box together.
- Play the audio for students to listen and decide if the intonation goes up or down.
- Check answers as a class. Explain that in questions 3 and 6, the intonation goes up because the speaker isn't sure about something and wants the other person to confirm it. The intonation in question tags goes down when the speaker is fairly sure.

KEY

1 down 2 up 3 up 4 down 5 up 6 down

Extra activity

- Read out the following and ask students to say if you are sure about what you are saying or if you are not sure:
  She's very persistent, isn't she? (falling intonation; sure)
  He passed all his exams, didn't he? (rising intonation; not sure)
  Carol Dweck doesn't claim that success is purely a matter of hard work, does she? (rising intonation; not sure)
  The film wasn't very interesting, was it? (falling intonation; sure)

Exercise 8 1.04 page 10

- Play the audio again, pausing after each question for students to repeat, using the correct intonation.

Exercise 9 page 10

- Put students in A / B pairs. Tell them to go to page 151 and read the task.
- Students work individually to invent two further surprising facts about their person.
- Circulate and monitor as students come up with their facts, helping with language and ideas where necessary.

Extra support

- Put Student As together in one group and Student Bs in another group to share and compare their surprising invented facts. They can then choose the best ideas to use in their A / B discussions.

- Students take turns to tell their partner about their person. They could record their discussions on their phones if possible. When they have finished talking, they can work together to check how accurately they formed their questions and how many different question forms they used.
- For further practice, students could swap roles and repeat the task.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can use advanced question forms to discuss the growth mindset*.

Further practice

Workbook page 9
Grammar booster page 132
Grammar photocopiable worksheet
Online practice

1.3 Listening

Lesson summary

Speaking: Discussing how we learn what is right and wrong; discussing the ethical thing to do in different situations; discussing the ethical dilemma in a story

Listening: People discussing the ethical thing to do; a story about an ethical dilemma

Strategy: Understanding details

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 3 and 5 brief.

WARM-UP Write on the board:
What do we mean by 'a good person'? What does a good person do? What doesn't a good person do?

- Students discuss the questions in pairs.
- Ask pairs to share their ideas with the class.
- Focus on the title of the lesson and elicit or explain the meaning of *ethics* (the moral principles that control or influence a person's behaviour).

Exercise 1 Think & share page 11

- Students discuss the questions in pairs.
- Ask pairs to share their ideas with the class.
- You could prompt further discussion by asking more questions, e.g. *How important is the influence of the family in teaching what is right and what is wrong? What about the influence of your peers / society as a whole / the media? Can you be a happy person without sound ethical principles? What do you think would happen to a society that does not respect ethical principles?*

Exercise 2 page 11

- Working in pairs, students discuss each situation. Ask them not only to give their opinion and reasons, but to listen carefully to their partner and challenge their opinions if they disagree. Remind students that being able to discuss issues on which people have different opinions calmly and respectfully is an important life skill.

Extra support

- Write the following headings on the board: *Expressing your opinion*, *Agreeing and disagreeing*
- As a class, brainstorm expressions students could use in their discussion, e.g.
  In my opinion, …; As I see it, …; In my view, …; I think/ believe …; I think most people would say that …;
  The right thing to do in this situation is obvious. The only right/ethical/moral thing in this situation is to …; It would be wrong/unethical/immoral (not) to …; This is a difficult situation, and it's hard to know what to do. Nonetheless/ Nevertheless, …;
  I agree with you 100%!
  I see what you mean, but …; I agree with you up to a point. I take your point, but …; I'm not sure I agree with you. Let's agree to disagree on that point.
- Explain that the zero or first conditional can also be used to talk about the consequences of doing or not doing something, e.g. *If you watch a streaming service without paying for it, that's the equivalent of stealing something from a shop.*

- Ask students to share their ideas with the class.

Exercise 3 Think & share page 11

- Students discuss the questions in pairs.
- Ask students to share their ideas with the class.

Exercise 4 1.05 page 11

- Give students time to read the situations in exercise 2 again and note the key words. Remind them that they will probably not hear these key words, but they should listen for synonyms and paraphrase as well as references to the situation.

Extra support

- Play the audio and pause after every sentence, giving students time to consider what is being referred to, e.g. the sentence *No way, I'd never do that, and if a so-called friend did it to me, it would be the end of our friendship, it really would* can only refer to situation 1 or 6.

- Play the audio for students to match the speakers to the situations.
- Check answers as a class.

KEY

A 6 B 4 C 1 D 5

Transcript

See Teacher's Guide, page 185.

Exercise 5 1.05 page 11

- Play the audio again for students to compare their answers in exercise 2.
- Ask a few students which answers they agree with and which they disagree with, giving reasons.

Exercise 6a 1.06 page 11

- Go through the Listening strategy together.
- Then focus attention on the notes. Point out that the black text is a summary of the narrator's story, which will help students form a clear picture of the main events. The purple questions in brackets focus on the details of the story and students can ignore them for the time being.
- Ask students to read the notes carefully and think what words might be missing, e.g. the first item will be a number giving the narrator's age.
- Play the audio for students to listen and complete the notes.
- Check answers as a class.

KEY

1 sixteen years / 16 years 2 vulnerable 3 resentful
4 her parents 5 her sister 6 new school
7 makes fun of / is unkind/mean/nasty to
8 Susan's bedroom 9 a ruby ring 10 says nothing

Transcript

See Teacher's Guide, page 185.

Exercise 6b page 11

- Now tell students to look at the questions in brackets (the purple text), discuss them and see if they can remember the answers.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Why? (after item 5) She isn't getting on with her parents; she resents the fact that her sister is more popular than her and has a bigger bedroom; she thinks her parents love her sister more than her.
By whom? (after 'being bullied') The speaker doesn't say who bullies her, but the implication is that she is bullied by other students at school.
Why? (after 'doing badly at school') She isn't motivated to do well.
Why? Where is it? What is it like? Her father gets a job in the south of the country. The narrator doesn't say what the school is like.
Why? (after 'What is the attitude of the people there to the narrator?') People have already made friends and they aren't interested in her.
Why does the person do this? How does she do it? Amanda makes fun of the narrator's accent. The narrator doesn't give any specific reason why Amanda does this, but it's possibly because the other students laugh at the things she says.
How? What happens? Susan and the narrator become friends and because Susan is popular, the narrator is accepted by the other students.
What is inside the box? Why is it locked? What does the narrator think of the things inside it? There is gold and silver jewellery inside the box. The narrator realises that it doesn't belong to Susan. The box is locked because Susan has stolen the items in it.
What does she lose? What does she do? Why is this significant to the story? Julia loses a ruby ring. She accuses Amanda of stealing it because Amanda is in the habit of borrowing things and not returning them. This is a key moment in the story because it forces an ethical dilemma on the narrator.
What is the ethical dilemma? What choices does she have? The narrator's dilemma is that she must either expose her best friend as being the thief or say nothing and let an innocent person take the blame for the theft.
Why does she do this? How does she feel about it in hindsight? She doesn't want to lose her friend. In hindsight, she implies it was the wrong thing to do.

Exercise 7 1.06 page 11

- Give students time to read the questions and note the key words. Remind them that the answer in the audio will probably use different words. It is also possible that the audio will imply the correct answer rather than state it explicitly.
- Play the audio again for students to listen and answer the questions.
- Check answers as a class.

KEY

1 D 2 B 3 C 4 A

Extra activity

- Ask students: *Who would you go to for advice if you were faced with an ethical dilemma?*
- Students discuss the question in pairs.
- Ask a few students to share their answers with the class.

Exercise 8 page 11

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the details of a story about ethics*.

Further practice
Workbook page 10
Online practice

1.4 Vocabulary

Lesson summary
Reading: A blog about how to be a successful forecasting pundit
Vocabulary: Predicting the future
Speaking: Discussing the reasons why we make predictions; making predictions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 4 brief.

WARM-UP Discuss the following questions as a class:
Which events do you think you can confidently predict will happen next year?
What about events that will happen in five, ten or a hundred years from now?
Which events or situations (e.g. meteorological, environmental, political, cultural) are easier to predict accurately? Why?

AfL Teaching tip: learning intentions

It is important for students to take responsibility for their learning. Emphasise that they can consolidate new language not only by trying to memorise it, but by using it as often as possible.

Point out that the focus of this lesson is vocabulary for making predictions. Ask students to look at the exercises in the lesson and notice how each one helps them learn the vocabulary: exercise 1 helps to activate a little known vocabulary; exercise 2 presents the new language in context; exercises 3 and 5 help to clarify the meaning of the new language while further practising it in context; exercises 4, 6, 7, 8 and 9 are an opportunity for students to put the new language into practice by using it in their discussions.

Stress that it is important for students to make full use of the opportunities offered to use the language during the lesson and that repetition will help them retain it.

Exercise 1 Think & share page 12

- Students discuss the questions in pairs.
- Ask pairs to share their ideas with the class.

KEY

1 Suggested answers:
We want to predict the future that we hope we will have one day.
We want to predict the future so that we can feel that we control it and make decisions about our own futures.
Predicting the future is fun even if it's impossible to do it accurately.
2 Students' own answers

Exercise 2 page 12

- Read out the instructions and ask students to read the four points. Then ask them to read the title of the blog and the headings only.
- Ask: *Do you think the last paragraph will be about actual birds? Can you answer the question in the instructions (or guess the answer to the question) without reading further?*
- Now ask students to read the blog quickly and answer the question.
- Check answers as a class and ask students if they knew or guessed the answer without reading the whole text. Use this opportunity to emphasise the importance of paying attention to titles, headings and any illustrations in aiding comprehension.

KEY

Studying all the available facts and expecting the unexpected

Exercise 3 Vocabulary page 12

- Ask students to try to guess the meaning of the highlighted words from the context before checking in a dictionary.
- Ask students to read the text for gist before choosing the correct options.
- Check answers as a class.

KEY

1 Forecasting 2 pundits 3 scenarios 4 accuracy
5 judgements 6 make assumptions 7 variables
8 outlook 9 contradict

Exercise 4 page 12

- Ask students to read the questions and make sure they understand what they have to do.
- Students discuss the questions in pairs.

Extra support

- Brainstorm some black swan events of the last few decades, e.g. *the 2008 financial crisis*, *the Great East Japan earthquake of March 2011*, *the outbreak of the Covid-19 pandemic in 2020*, *the fuel crisis of 2022*, and write them on the board. Then ask students to choose one natural and one human-made black swan event to discuss.
- You could write some prompts on the board to help students, e.g. *Situation before the event? Any warnings? Assumptions about the future? Did pundits foresee event? Should they have? Possible to predict future with accuracy?*
- Give students time individually to think about what words and phrases they could use to talk about each event and make a note of them.

- Ask pairs to share their ideas with the class.
- At the end of the activity, ask students how successful they were in using words and phrases from the lesson.

Exercise 5 Vocabulary page 12

- Students complete the task individually or in pairs.
- Check answers as a class.

KEY

1 forecasting 2 pundits 3 make assumptions
4 instincts 5 at stake 6 insight

Exercise 6 page 12

- Students discuss the questions in pairs.
- Ask pairs to share some of their opinions with the class.

Extra activity

- Write the following book titles on the board:
The End of History and the Last Man (1992) by Francis Fukuyama
Silent Spring (1962) by Rachel Carson
Future Shock (1970) by Alvin Toffler
- Explain that these are famous books that made predictions about the future. Ask students if they have heard of or read any of them.
- Ask students to research one of these books and write a short essay or paragraph saying what the book is about, to what extent it was accurate, and giving reasons for its success or failure to predict the future.
- Ask a few students to read out their essay/paragraph to the class.

Exercise 7 Think & share page 12

- Students discuss the questions in pairs.
- Circulate and monitor as students discuss making predictions, helping with language and ideas where necessary.
- Ask pairs to share their ideas with the class.

Note!
Students should use *will* and modals of possibility (*may, might*, *could*) to make predictions.

Exercise 8 page 12

- Students discuss the questions in pairs.
- Ask pairs to share some ideas with the class.

Exercise 9 page 12

- You could write or brainstorm some useful expressions on the board for students to use in their discussions, e.g.
  Have you considered … ?
  Bear in mind that …
  Don't forget that …
  I think you are being overly optimistic/pessimistic.
  Circumstances can change in unexpected ways and it's important to adapt to them.
  At the moment, it seems likely/unlikely that …
- Students discuss the questions in pairs.
- Ask pairs to share their ideas with the class.
- Students do the Vocabulary booster exercises on page 120.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make predictions about the future.*

Further practice
Workbook page 11
Vocabulary booster page 120
Vocabulary photocopiable worksheet
Short test

1.5 Grammar

Lesson summary
Reading: A blog post about a website that makes predictions; a text about a prediction that disappointed the world
Grammar: Future tenses; future in the past
Listening: A man talking about his job
Speaking: Discussing what will be happening or what will have happened in the future

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 4 brief and set exercise 8 as a writing task for homework.

WARM-UP Discuss the following questions as a class:
How much time do you spend thinking about the future?
How important is it to think about the future?
Do you think people spend too much time worrying about the future?

Exercise 1 page 13

- Students read the blog post and decide which prediction is most likely to come true.
- Elicit ideas from students.

Exercise 2 page 13

- Students read the sentences in bold, identify the tenses and complete the grammar rules.
- Check answers as a class.

KEY
future continuous: we'll be regularly using human-like artificial intelligence in our homes and offices by 2029
future perfect simple: by 2028 we'll have found the first definite evidence of life on another planet
future perfect continuous: by the beginning of the 22nd century, some humans will have been living on giant floating cities for some time
1 in progress 2 has been in progress 3 a completed

- Students do the Grammar booster exercises on page 133.

Exercise 3 page 13

- Students complete the sentences.
- Check answers as a class.

Extra support
- Go through exercise 3 with the class and ask about each item:
  Is it about a completed action in the future?
  Is it about an action in progress in the future?
  Is it about how long an action has been in progress by a certain time in the future?
- If necessary, revise how to form the tenses by asking students to match these forms to the tenses:
  will have + past participle (future perfect simple)
  will have been + *-ing* form (future perfect continuous)
  will be + *-ing* form (future continuous)
- Students can work in pairs to complete the sentences.

KEY
1 Will we have finished 2 'll be taking 3 will have been working 4 'll be meeting 5 Will they still be providing 6 will have died out 7 will have been creating 8 won't have finished

Exercise 4 page 13

- Go through the grammar box with students.
- Ask students to read the text and find an example of each structure.

KEY
was/were going to + infinitive: … they were going to see Comet Kohoutek
past continuous: Our neighbours were thinking of driving to a dark-sky site for a good view …

would + infinitive: According to astronomers, it would be 'the comet of the century'.
was/were on the verge of + *-ing*: … my parents were on the verge of doing so themselves, …
was/were due to + infinitive: Comet Kohoutek was due to be at its brightest on 28 December.
was/were about to + infinitive: I was about to join my family outside when my brother came back indoors.

- Students do the Grammar booster exercises on page 133.

Exercise 5 page 13

- Students complete the task.
- Check answers as a class.

KEY

1 was going to 2 was about to 3 would 4 was on the verge of 5 was due to 6 were thinking of

Exercise 6 page 13

- When they have finished writing, ask a few students to read out one of their sentences to the class.

Exercise 7 1.07 page 13

- Tell students to read the sentences carefully.
- Play the audio for students to listen and decide if the sentences are true or false. You could ask students to correct the false sentences.
- Check answers as a class.

KEY

1 F (He was going to apply, but then he changed his mind.) 2 T 3 F (The company were going to train him, but his boss kept cancelling.) 4 T 5 T

Exercise 8 Think & share page 13

- Students discuss the topics in pairs.
- Ask a pair to share their ideas about one of the topics with the class and encourage the class to say whether they agree or disagree, giving reasons.
- Do the same for the rest of the topics.

Extra activity

- Write on the board: *black swans*, *entertainment*, *food*, *energy sources*, *leisure*.
- Ask students to choose two of these prompts and write a sentence about what will be happening or what will have happened in 10 or 20 years' time.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different future tenses to make predictions.*

Further practice

Workbook page 12
Grammar booster page 133
Grammar photocopiable worksheet
Online practice

1.6 Reading

Lesson summary

Reading: An article about what makes us happy and how to improve mental health

Speaking: Talking about what will have a long-lasting effect on your happiness

Strategy: Understanding discourse construction

Vocabulary: Happiness

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, set exercise 7 for homework and do exercise 8 in the next lesson.

WARM-UP Ask students to complete the sentence: *Happiness is …*

- Ask students to share their sentence with the class. Are their sentences similar or different?

AfL Teaching tip: learning intentions

Lesson aims

Being clear about what is being learned and why, and communicating this to students helps make sense of what they are doing and to see the value of it.

Draw students' attention to the language objective: *Understand discourse construction in an article about happiness*. Check that they understand what it means (how texts are structured so that the writer's meaning is clear and easy to follow; how sentences link and follow one another.)

Ask students to think of reasons why this is an important life skill as well as an essential academic one. Don't confirm or correct answers at this stage, but ask students to keep it in mind as they work through the lesson.

At the end of the lesson, elicit that being able to understand discourse construction in an article will help them understand texts about challenging topics in their own language and in other languages, and it will also help them understand how to write good texts of their own.

Exercise 1 Think & share page 14

- Students discuss the topics in pairs.
- Ask a few students to share their ideas about one of the topics with the class, giving their reasons.

Exercise 2 1.08 page 14

- Ask students to read the title of the article and elicit their ideas about how chocolate might be relevant to happiness.
- Students then read and listen to the article, ignoring the gaps, and check their ideas about how chocolate is relevant to happiness. They then discuss the questions in the instructions in pairs.
- Check the answer to the first question in the instructions as a class. Then ask a few students to share their opinions about whether studies into happiness can help people be happy/happier.

KEY

The article suggests that the use of digital technology results in greater levels of stress, anxiety and loneliness, and this has been one of the motivations for the growing interest in ways to make people happier.

Exercise 3 page 14

- Go through the Reading strategy together.
- Ask students what else they can remember about how to do tasks of this type. Elicit or remind them that they should pay careful attention to the meaning of the sentences on either side of the gap. They should also look out for reference words (e.g. *it*, *they*, *her*, *their*, *here*, *there*, *this*, *those*) and linkers (e.g. *but*, *whereas*, *however*, *on the other hand*, *what's more*, *in addition*, *as a result*).
- Students complete the article with the missing sentences.

Extra support

- Do the first item together as a class. Ask students to read the first paragraph again and ask: *Why do people eat chocolate?* (to cheer themselves up) *Why does chocolate make people feel better?* (It helps to produce serotonin, a hormone that makes people feel better.) *How can someone get the benefit of 2,000 bars of chocolate without eating them?* (They can smile.).
- Then ask students to read the gapped sentences A–H and see which one fits best. Check the answer (F). Then ask: *What does 'it' in sentence F refer to?* (the thing that you can do that has the same positive effects as 2,000 bars of chocolate).
- Students can work in pairs to do the rest of the task.

- Check answers as a class.

KEY

1 F 2 A 3 H 4 C 5 E 6 D
Not used: B and G

Exercise 4 page 15

- Ask students to read sentences 1–3 and decide which paragraph they relate to.
- Check answers as a class. Then ask students to work in pairs and decide on the best position for each sentence in the paragraph.
- Elicit ideas from the class.

KEY

A 2 B 3 C 1
Suggested answers:

1 Therefore, aren't fewer smiles inevitable? Between 'Moreover, sadness forms part of the human experience and some of us naturally have a pessimistic outlook on life' … and 'What are the possible scenarios that life presents us with that make smiling difficult?'
2 This is not just because the pleasant taste helps them forget their worries; there is also a scientific reason. Between 'A lot of people eat chocolate when they want to cheer themselves up.' … and 'Chocolate helps produce serotonin, a hormone that makes people feel better.'
3 Smiling can also actually improve the image that people have of you. Between 'Furthermore, the act of smiling has social advantages.' … and 'There is an attraction factor, and we are drawn to people who smile.'

Exercise 5 Think & share page 15

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class, giving reasons.

Exercise 6 Vocabulary page 15

- Check the meaning of *mindfulness* (a mental state achieved by concentrating on the present moment, while calmly accepting the feelings and thoughts that come to you; used as a technique to help you relax).
- Ask students to check the meaning of the highlighted words in the article. They should try to guess the meaning from the context before checking in a dictionary.
- Tell students to read the text for gist before completing it.
- Check answers as a class.
- Students then put the activities in order of usefulness.
- Ask students to discuss the similarities and differences in their lists in small groups.

KEY

1 squinting 2 pervasive 3 fulfilling 4 frown
5 hormones 6 unconsciously 7 competent
8 drawn to 9 contagious 10 mimic
Students' own answers

Exercise 7 page 15

- Ask students to read the technique. Then say: *Let me tell you about some good things that happened to me yesterday* Give some examples, e.g. *I heard from an old friend*, *I found an old £20 note in a coat pocket and I saw a brilliant piece of street art on my way home from school*.
- Now ask students to come up with three good things that happened to them. Emphasise that these things can be something that affected them directly or indirectly.
- Ask a few students to share their answers with the class.

Exercise 8 Think & share page 15

- Working in pairs, students take turns to share good things about the topics.
- Ask a few students to share their ideas with the class.

Extra activity

- Write the following quote on the board:
  'If you want to be happy, be.'
  Leo Tolstoy (1828–1910), Russian novelist
- In pairs, students discuss what the quote means and if they agree or disagree with it, giving reasons.
- Ask a few students to share their ideas with the class.
- You could ask students to research more quotes about happiness for homework, choose their favourite and share it with the class in the next lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand discourse construction in an article about happiness.*

Further practice
Workbook page 13
Online practice

1.7 Global skills

Lesson summary
Speaking: Talking about techniques to memorise information
Listening: A lecture about mnemonics
Vocabulary: Using memory techniques
Writing: A message explaining memorisation techniques and how a Memory Palace works

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 5 brief and set exercise 8 for homework.

WARM-UP Discuss the following questions as a class:
What are three advantages of having a good memory?
Do you have a good memory? Do you wish you had a better memory? Why do you think you can remember some things easily and have difficulty remembering other things?

Exercise 1 Think & share page 16

- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class and find out if any students have similar answers.

Exercise 2 page 16

- Put students in A / B pairs and ask them to think of a way to memorise the information. They then take turns to tell each other their method for memorising it.

Exercise 3 1.09 page 16

- Read the instruction with the class and check that students understand *mnemonic* (anything that helps you to remember something).
- Play the audio for students to listen and answer the question.
- Check the answer as a class.

KEY

The speaker uses mnemonics.
For pi: How (3 letters) I (1 letter) wish (4 letters) I (1 letter) could (5 letters) calculate (9 letters) pi (2 letters).
For the planets: My (M for Mercury) Very (V for Venus) Educated (E for Earth) Mother (M for Mars) Just (J for Jupiter) Served (S for Saturn) Us (U for Uranus) Noodles (N for Neptune).

Transcript

See Teacher's Guide, page 186.

Exercise 4 1.10 page 16

- Ask students to look at the notes before they listen.
- Play the audio of the whole lecture for students to listen and complete the notes.
- Check answers as a class.

KEY

1 rare 2 fade away 3 sentence 4 order of the planets 5 irritating 6 a date 7 their size 8 people

Extra activity

- Write on the board:
  The colours of the rainbow – red, orange, yellow, green, blue, indigo violet.
  The five Great Lakes of North America – Huron, Ontario, Michigan, Erie, Superior
- Ask pairs to think of ways to memorise the information using the memory techniques in the notes in exercise 4.
- Elicit ideas from the class. (A possible mnemonic for the colours of the rainbow is the name *Roy G. Biv*. A possible mnemonic for the great lakes is the acronym *HOMES*.)

Exercise 5 Think & share page 16

- Students discuss the questions in pairs.
- Ask a few students to share with the class which techniques they find the most or least useful, giving reasons.
- Then ask why different people might find different techniques useful, e.g. because some people find verbal mnemonics easier to devise and remember, while others find aural clues easier.

Exercise 6 page 16

- The acceptable order of adjectives in English can be tricky to learn, so point out to students that a mnemonic to remember this order is very useful!
- Students compare their mnemonics in small groups.
- Ask groups to share the best mnemonic with the class. You could have a vote for the best mnemonic in the class. You could also teach students a mnemonic commonly used to remember the order: the acronym *OSSACOMP*.

Exercise 7 Vocabulary page 16

- You could play the audio from Exercise 3 again for students to guess or check the meaning of the phrasal verbs in context. If necessary, they can confirm the meanings in a dictionary.
- Students complete the text individually.
- Check answers as a class.

KEY

1 fades away 2 brushing up on 3 picked up
4 Come up with 5 call up 6 go over 7 sail through

Extra challenge

- Ask students to choose four of the phrasal verbs and use them to write sentences.
- Ask a few students to share one of their sentences with the class.

Exercise 8 Mediation page 16

- Students write their message.

Extra support

- Elicit from the class the kinds of mnemonics they learned about in the lecture in exercise 2 and write short notes on the board, e.g. *sentences*, *songs*, *short poems*, *acronyms*, *association of ideas*.
- Then ask them to re-read the text in exercise 7 and elicit the basic information about how a Memory Palace works, e.g. *imagine a place you know well*; *think of a specific route through the place*, etc.
- Students use the notes to write their message.

- Ask a few students to read out their message to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand how to use memory techniques.*

Further practice
Workbook page 14

1.8 Speaking

Lesson summary

Listening: Students discussing an item of clothing

Strategy: Using rhetorical questions

Speaking: Discussing issues using rhetorical questions; asking for and giving opinions

SHORTCUT

To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief.

WARM-UP Write on the board:
It's impossible to lead a totally ethical life because everything we do causes some kind of harm to other people or to the planet.

- Give students a little time to think and then ask them how far they agree or disagree with the statement. They can just give a quick response, e.g. *On the whole, that's true. / I think that's an exaggeration. / That's very true, but there's nothing we can do about it. / I agree, but we should do everything we can to minimise the harm we do.*

Exercise 1 page 17

- Students make a list (e.g. price, quality, style, can it be bought second-hand) and then compare their list with a partner's.
- Ask a few students to share their lists with the class and make notes on the board. Then ask the rest of the class to put up their hand if they have anything different on their lists and add it to the board. Find out how similar students' lists were.

Exercise 2 1.11 page 17

- Give students time to read the questions and note what information they need to listen out for. Then play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

1 She's bought a new top.
2 He's convinced that Dara's top was made by children. (He learned this on social media.)
3 She didn't know this. / She hadn't read it on social media. We know she's upset because she says: 'Are you suggesting I knew about it? Obviously, I wouldn't have bought it if I had!'
4 No, they don't. Frank thinks the issue isn't black and white because families rely on the children's income, while Dara thinks it's completely wrong.
5 Students' own answers

Transcript

See Teacher's Guide, page 186.

Exercise 3 1.11 page 17

- Play the audio again for students to listen and do the task.

Extra support

- Working in pairs, one student listens and ticks the phrases Dara uses and the other student does the same for Frank.
- They then share their answers before checking as a class.

- Check answers as a class.

KEY

What are your thoughts on the situation? D
What makes you say that? D
I have no doubt that … D
My impression is that … D
You aren't being serious, are you? D
I have no doubt that … F
I'm convinced that … F
There's no doubt in my mind that … F
That's one way of looking at it. F
From their point of view, … F

Exercise 4 page 17

- Go through the Speaking strategy with the class and make sure students understand it. Read out the examples and point out that we use falling intonation in rhetorical questions.
- Students then do the task in pairs.
- Check answers as a class, making sure that students understand that the questions in 2 and 4 are not rhetorical because the speaker actually expects an answer, whereas the speaker does not expect an answer to questions 1 and 3; they assume agreement on the part of the listener.

KEY

1 and 3 are examples of rhetorical questions.

AfL Teaching tip: learning aims

It is important for students to take risks and not to be afraid to make mistakes. Make it clear that the aim here is to express their opinion and to agree or disagree with their partner respectfully on the topic.

Tell students that when they discuss the issues in exercise 5, they should not worry too much about making mistakes with grammar or vocabulary. These are usually relatively unimportant as long as the speaker can convey their meaning to the other person.

You will not interrupt them if they make mistakes, and you will write down any mistakes only if they are important and go through them another time.

Exercise 5 Think & share page 17

- Before students do the task, ask them to agree on the number of phrases from the Phrasebook that they will try to use when discussing each issue and on the number of rhetorical questions they will use.
- Students then discuss the issues in pairs.

Extra support

- As a class, brainstorm ideas about each of the issues and make brief notes on the board for students to use in their discussions.

- Circulate and monitor, making a note of the language students are using and their intonation when they use rhetorical questions.

Exercise 6 Reflect page 17

- Remind students that when they give feedback, they should do so respectfully. You could write a few expressions on the board for students to use, e.g.
  You used phrases for giving your opinion / rhetorical questions. Well done!
  Perhaps you could have used a few more phrases for giving your opinion / rhetorical questions.
  Your intonation was excellent!
  Your intonation was a little unclear sometimes. I couldn't always tell if you were using a falling or rising intonation, so perhaps you could emphasise it a bit more.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can express opinions about an ethical issue.*

Further practice

Workbook page 15
Communicative activity photocopiable worksheet
Online practice

1.9 Writing

Lesson summary
Speaking: Talking about jobs and gender
Strategy: Writing an introduction and conclusion
Reading: A report about women working in STEM
Writing: A report

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 5 and 6 for homework.

WARM-UP Elicit a list of school subjects and write them on the board, e.g. *Mathematics*, *Physics*, *Chemistry*, *Biology*, *Information Technology*, *History*, *Geography*, *Literature*, *Language*, *Foreign language(s)*, *Music*, *Art*.

- Ask students to note their three favourite subjects. Then point to each subject in turn and ask students to put up their hand if it is one of their favourites. Count the hands and write down the number next to the subject. If your class has female and male students, write down the number of female students and the number of male students.
- Are the results interesting or unexpected, or are they unsurprising? Is there a significant difference between the favourite subjects of female students and those of male students? Ask students to discuss in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 18

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

KEY (SUGGESTED ANSWERS)

1 women: teachers, nurses, hairdressers, receptionists, sales assistants, waiters
men: STEM jobs (e.g. doctors, dentists, engineers), manual labour, the armed forces, driving (e.g. bus or train drivers, taxi drivers)
2 being put off from applying for a job if other men/women don't tend to do it; difficulty obtaining a job due to gender bias/sexism on the employer's part; not being physically equipped to do a certain job

AfL Teaching tip: diagnostics

Considering your own ability against exemplars

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

Ask students to read the model report in exercise 2. Ask if they would find it easy, OK or difficult to write a similarly good and clear introduction and conclusion? As students do the exercises in the lesson, give them an opportunity to evaluate if a particular exercise has built their confidence in writing their own report.

Ask students what other help you could give them to build their confidence. Finally, explain that it is only by attempting a task, possibly failing, and then learning from mistakes that they will improve.

Exercise 2 page 18

- Go through the Writing strategy with the class. Then ask students to read the report and answer the questions.
- Check answers as a class.

KEY

1 It highlights the fact that although women make up 50% of the workforce in general, they make up only 22% of the STEM workforce.
2 To discuss the strengths and weaknesses of the Inclusive Science Institute's attempts to address the problem.
3 The Athena programme really encourages female students to study STEM. There is a lack of facilities for students who are mothers.
4 It recommends improving facilities for mothers.
5 It is linked to the institute's claims to be contributing to changing the current situation.

Extra activity

- Ask students to go online and find out what percentage of women work in the fields of science, technology, engineering and mathematics in their country.
- They could also find out what percentage of women work in other professions, e.g. the law, nursing, teaching, accounting, the armed forces.
- Ask students to share their findings with the class and discuss any interesting or surprising findings.

Exercise 3 page 18

- Students complete the Phrasebook.
- Check answers as a class.

KEY

1 This report sets out to …
2 One of the strengths …
3 On the downside, …
4 This means that …
5 For this reason, …
6 As a result of my experience, …

Exercise 4 page 18

- Ask students to choose one of the topics and brainstorm the current situation, strengths and weaknesses (if applicable), and recommendations for improvement.

Extra support

- Ask the class to vote for one of the topics and brainstorm ideas as a class. Make notes on the board so that students can refer to them when they are writing their report.

- Circulate and monitor while students are writing, helping with grammar and vocabulary if necessary.

Exercise 5 Check your work page 18

- Students go through the checklist before submitting their work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a report with a suitable introduction and conclusion.*

Further practice
Workbook page 16
Online practice

1.10 Review

Note!
Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 19

KEY

1 Who 2 hasn't 3 Do 4 Preparing 5 Isn't 6 What

Exercise 2 page 19

KEY

1 was going to study 2 'll have heard 3 'll have been working 4 'll be giving 5 was due to arrive 6 was on the verge

Vocabulary

Exercise 3 page 19

KEY

1 vulnerable, inevitable 2 overwhelmed, resilient
3 persistent, gain a foothold in 4 growth mindset, self-motivated

Exercise 4 page 19

KEY

1 instinct 2 pundit 3 accuracy 4 assumptions
5 at stake 6 scenarios

Cumulative review

Exercise 5 page 19

KEY

1 A 2 C 3 B 4 A 5 C 6 B 7 A 8 B 9 A 10 C

Think & share

Exercise 6 page 19

KEY

Students' own answers

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice
Workbook page 17
Progress test

1 Vision 360°

Into the future

Lesson summary
▲ **triangle:** A text about the history of flying cars
■ **square:** A presentation about homes in the future
● **circle:** A poster about invisible clothes
⬢ **hexagon:** A video about trees in the future
★ **star:** A talk about robots
◆ **diamond:** A text about the metaverse
Speaking: Discussing the differences between the future and the present; discussing the future cities and homes; discussing the disadvantages of the metaverse; discussing forecasts of the future
Listening: A presentation about homes in the future; a video about trees in the future; a talk about robots
Reading: A text about the metaverse
Create task: Creating a city of the future

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1 and 2 of the Create task are done in class, set Steps 3 and 4 for homework and do Step 5 in the next lesson.

WARM-UP Ask: *How do you feel when you think about the future? Are you, perhaps, worried and pessimistic or optimistic and excited / Why do you feel this way?*

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

Exercise 1 Think & share page 20

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

EXPLORE

Exercise 2 page 20

- Go through the task together and then enter into the 360° image. Move around the image of the future city, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

Similarities: neon signs, glass and steel modern buildings, pedestrians

Differences: flying vehicles, the shape and design of some buildings, lack of roads and cars on the roads, few plants

Exercise 3 All hotspots page 20

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices.
- As each hotspot is explored, students match it to the topic it relates to.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

1 ▲ 2 ■ 3 ● 4 ⬢ 5 ◆ 6 ★

Exercise 4 ■ page 20

- Tell students to read the questions before they watch and listen to the presentation so they know what to listen for.
- Click on the square hotspot for students to watch and listen.
- Check answers as a class.

KEY

1 Higher density housing, for example, high-rise apartments.
2 AI would control the heating, lighting, air conditioning, food shopping and cleaning.
3 The homes wouldn't have windows.
4 Students' own answers

Extra support

- Explain the meaning of the word *density* (the quality of containing a lot of people, things, plants, etc. with little space between them)
- Ask students to explain what the term *higher density housing* means.

Extra activity

- After checking the answers, write the following questions on the board:
  What problems might people living in these future compact apartments face? (lack of contact with nature – no windows and no plants; isolation and limited contact with people – it may lead to depression)
  What solutions might help to solve these problems? (gardens built on the roof or green spaces between buildings; winter gardens on some floors; community centre for the residents where they could do sports, meet and chat to neighbours)
- Ask students to discuss the questions.
- Elicit a few ideas from the class.

Transcript

See Teacher's Guide, page 187.

Exercise 5 ◆ page 20

- Click on the diamond hotspot for students to read the text and answer the questions.
- Check answers as a class.

KEY

1 It will give people a chance to travel and experience different cultures without moving. It will make interactions with people safer and travelling won't damage the environment.
2 They will be able connect with many more people, advertise and promote their products in new ways.
3 They will be able to play live to millions of people around the world.

Exercise 6 page 20

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

KEY (SUGGESTED ANSWERS)

cybercrime, cyberbullying, people would lose connection to the physical world and to other people, mental health problems including addictions, lack of physical activity

Exercise 7 page 20

- Click on the triangle hotspot for students to read the text about flying cars.
- Students then go online and research the latest flying cars. You could brainstorm as a class what key words to use to find information (e.g. *speed*, *technology for flying cars*, *impact on the environment*). You could also remind students that it is important that they use valid and trustworthy sources; they should be wary of information they find in blogs or wikis.
- Give students time to find the information.
- Elicit answers from the class.

Exercise 8 page 21

- Tell students to read the incomplete sentences carefully and think of ways to complete them. They can then compare their ideas in pairs.
- Click on the hexagon hotspot for students to watch the video and complete the sentences.
- Check answers as a class. Ask students if any of their guesses were correct.

KEY

1 the lack of space
2 would increase
3 carbon dioxide and pollution levels in cities
4 have the same positive effect on our health and well-being

Transcript

See Teacher's Guide, page 187.

Exercise 9 page 21

- Tell students to read the questions and guess what the answers might be. They can then compare their ideas in pairs.
- Click on the star hotspot for students to listen to the talk and discuss the questions.
- Ask a few students to share their ideas with the class.

Transcript

See Teacher's Guide, page 187.

Extra challenge

- Organise a class debate. Write the topic on the board: *AI will do more harm than good.*
- Divide students into two teams, one to argue in support of this statement and the other to argue against the statement.
- Give students time to research the topic online and prepare their arguments. You can also encourage students to find and write down relevant quotes, keeping a note of their author and source.
- Explain the rules of the debate. First, each team will be given two minutes to present their arguments. Then, after hearing each other's arguments, both teams will have two minutes to prepare their final speech. In the final speech they might rephrase their arguments, state their opinion or refer to the arguments the opposing team mentioned in the beginning. Next, each team present their final speech.
- At the end, ask students to choose which team, in their opinion, presented more convincing arguments. You could ask students how they felt about the debate by asking: *What did you like about it? What was the most challenging aspect?*

Exercise 10 Think & share page 21

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

CREATE … a city of the future

To complete the Create task, students will need access to the internet to do the Research it! task, and paper and coloured pens or pencils to draw their maps. If students choose any pictures online, they might also need a printer. Alternatively, they could use an online tool for graphic design.

STEP 1 page 21

- Put students in small groups. Groups then decide which places and facilities to include in their city and decide who will research them. Ask them to divide up the work equally.

STEP 2 Research it! page 21

- Students do their research online and make notes. As well as information, they could also look for interesting images that they could use in their presentation.
- Remind students how to make notes while doing research (i.e. *write down key points rather than long sentences*, *organise notes in bullet points or as a spidergram).*

STEP 3 page 21

- Students share the information they have found with the other members of their group.
- Students prepare their presentation together.
- Circulate and monitor as students make their presentation, responding to queries as necessary.

STEP 4 page 21

- Students create their map using some graphic software they are familiar with or drawing it on paper.

STEP 5 page 21

- Groups take turns to present their city to the class.
- Have a vote on the city students would most like to live in. Then ask a few students to give reasons for their choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about different aspects of living in the future. I can create a presentation about a city of the future.*

2 Finding your niche

2.1 Vocabulary

Lesson summary

Speaking: Discussing the reasons for getting a part-time job, how to look for one and what you can learn from doing one

Listening: A vlog about internships and temporary jobs

Vocabulary: Career prospects

Reading: A text about career advice; a questionnaire to help students find a job

Writing: A text message to an English-speaking friend giving advice about choosing a future career

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 9 brief and set exercise 10 for homework.

WARM-UP Tell students to look at the photo. Ask: *What can you see in the photo?* (people walking in different directions, towards different destinations on a grid) *How do you think the image relates to the title of the unit, 'Finding your niche'? Do you think it can be difficult to decide which direction to take in life? Why? / Why not? Have you ever had to make a decision about which path to follow? Did you ask anyone for advice? Did you make the right decision? Why? / Why not?*

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

Exercise 1 Think & share page 22

- Go through the phrases in the box and make sure students understand them.
- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

Extra activity

- Write on the board: *Are there any negative aspects of doing a part-time job while still at school?*
- Students discuss the questions in groups. Ideally, each group should include someone who has done or who currently does a part-time job.
- Ask a few students to share their ideas with the class. (Suggested answers could include: less time for homework and studying, increased fatigue and stress, lower grades at school, development of negative view of work, absenteeism at school)

AfL Teaching tip: learning intentions

Preparing students to listen

Talking and speculating about a topic before listening helps engage students with the content and provides added motivation for listening.

Before playing the vlog, tell students to read the questions in exercise 2. Check they understand the meaning of *internship* (a period of time during which a student or new graduate gets practical experience in a job, for example, during the summer holiday).

Then they work in pairs to read the questions, speculate about what the possible answers might be and write brief notes for each question.

See the notes on Assessment for Learning on page 11.

Exercise 2 2.01 page 22

- Play the video or audio for students to listen and compare their guesses with the information in the vlog.
- Check answers as a class, and elicit to what extent students' predictions were correct.

KEY

1 They suggest using job search engines, word of mouth to let people know you are available and networking with employers.
2 Kaya worked as a chef in a fast-food restaurant.
Ali did an internship at a financial company.
3 They can help to show you what you might want or not want to do in the future.

Transcript

See Teacher's Guide, page 188.

Exercise 3 2.01 page 22

- Ask students to read the notes carefully and make sure they know what to listen out for.
- Play the video or audio again for students to listen and complete the notes.
- Check answers as a class.

KEY

Kaya
Reason for taking job: She wants to be a chef and wanted hands-on experience in a kitchen.
What she learned from doing the job: She didn't cook much, but she learned a lot about working under pressure and working in a team.
How the experience might help in the future: She has some experience for her CV, which will hopefully give her a competitive edge.
Ali
Reason for taking job: He'd always been good at maths, and he thought he'd like to work in finance and find out what it is like.
What he learned from doing the job: He learned that you have to do things the company's way. They didn't want people thinking outside the box.
How the experience might help in the future: He realises that working in corporate finance isn't for him.

Extra challenge

- Before students listen again, ask if they can remember the information required to complete the notes. They should make a note of the information they do remember and guess the information they don't remember to the best of their ability.
- Play the video or audio again for them to check their answers. Ask a few students to say how accurate their initial answers were.

Exercise 4 Real English page 23

- Students complete the matching task.
- Check answers as a class.

KEY

1 D 2 A 3 E 4 B 5 C

Exercise 5 Vocabulary page 23

- Tell students that they heard all the words and phrases in the vlog apart from *fulfil your potential*. Then ask them to check the meanings in pairs.
- Ask students to read the text before they complete it.
- Check answers as a class.

KEY

1 internships 2 networking 3 make a successful pitch
4 hands-on experience 5 prioritise 6 competitive edge
7 career prospects 8 fulfil your potential

Exercise 6 Vocabulary page 23

- Students discuss the meaning of the phrases in bold. If necessary, they can check the meanings of the phrases or individual words in a dictionary.
- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

1 to learn while doing a particular job
2 to think about something, or how to do something, in a way that is new, different or shows imagination
3 to test or use something in order to see how good or effective it is
4 to show that you are happy and ready to work
5 (recommendations) that people tell each other and not because they read about them
6 to attempt to go beyond what is allowed or thought to be possible

Students' own answers

Exercise 7 page 23

- Students choose the correct alternatives.
- Check answers as a class.

KEY

1 thinks outside the box 2 networking
3 made a successful pitch 4 word of mouth
5 hands-on experience 6 try out 7 fulfil our potential
8 a competitive edge

Exercise 8 page 23

- Students replace the underlined words.
- Check answers as a class.

KEY

1 networking 2 show a willingness 3 thinking outside the box 4 hands-on experience 5 try out
6 competitive edge, make a successful pitch
7 career prospects 8 prioritise

Exercise 9 page 23

- Students discuss the questions in exercise 8. You could ask them to record their partner's answers in note form, noting the similarities and differences between their partner's answers and their own.
- Ask a few students to say what they learned about their partner and then explain how their own answers were similar or different.

Extra activity

- Write on the board:
  1 *I do crosswords occasionally so I don't forget how to do them. (hand)*
  2 *I hope the company employs her. (takes)*
  3 *He must work hard to become as good as possible. (potential)*
  4 *Someone told me about the job. (mouth)*
  5 *The inventor is trying to go beyond what others think is possible. (boundaries)*
  6 *If you want the job, you should try to get it. (go)*
- Tell students to close their books and ask them to rewrite the sentences using the word in brackets.

KEY

1 I do crosswords occasionally so I (can) keep my hand in.
2 I hope the company takes her on.
3 He must work hard to fulfil his potential.
4 I found out / heard about the job by word of mouth.
5 The inventor is pushing the boundaries.
6 If you want the job, (you should) go for it.

Exercise 10 Mediation page 23

- Remind students that in a text message, they don't need to write full sentences; they could write notes, and they could also use the imperative.

Extra support

- Brainstorm useful advice as a class and make brief notes on the board.
- Then ask students to vote for the three most useful things they could tell their friend. Students use this information to write their text.

- Students write their texts individually.
- When they have finished, ask them to exchange texts with a partner to check. Has their partner given the friend good advice? Is it clear? They could give their partner some constructive feedback.
- Ask a few students to read out their text to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about future career possibilities.*

Further practice

Workbook page 18
Vocabulary booster page 121
Vocabulary photocopiable worksheet
Short test

2.2 Grammar

Lesson summary

Speaking: Discussing how certain information in CVs creates bias in the recruiting process; discussing the qualities needed to do certain jobs, working conditions, the people you work with and the difficulties and positive aspects of a job

Reading: A short article about a job site that focuses on companies that offer internships and that are committed to diversity, equity and inclusion

Grammar: Reduced relative clauses; prepositions in relative clauses

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief.

WARM-UP Briefly revise the vocabulary from lesson 2.1. Ask students to choose ten phrases from the lesson and write them down.

- Working in pairs, they take turns to say the first word in each phrase. Their partner says the complete phrase, e.g.
  A: *Fulfil.*
  B: *Fulfil your potential.*
  A: *Correct!*

AfL Teaching tip: learning intentions

Lesson aims

Being clear about what is being learned and why, and communicating this to students helps make sense of what they are doing and to see the value of it.

Write the main language aim (i.e. relative clauses) on the board and focus students' attention on it. Ask students to think of reasons why relative clauses are useful. Elicit that we use defining relative clauses to define words or to specify who or what exactly we are talking about, and we use non-defining relative clauses to add information.

Then elicit examples of how to define a word or specify what we are talking about, e.g.

A: You should work as an intern if you want hand-on experience.
B: What's an intern?
A: A student or new graduate who is getting practical experience in a job.
A: I learned a lot from the part-time job.
B: What part-time job are you talking about?
A: The one that I had last summer.

Explain that it is important to recognise as well as use different kinds of relative clauses in English.

See the notes on Assessment for Learning on page 11.

Exercise 1 Think & share page 24

- Make sure that students know what *CV* stands for (curriculum vitae) and the meaning of *bias* (a strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement).
- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

The inclusion of a candidate's date of birth might lead to bias against older candidates in a job usually associated with young people (e.g. a barista) or against younger candidates in a job associated with older people (e.g. a shop manager). The inclusion of a candidate's name, photo and social media profile might lead to bias against a person's gender or ethnic background. The inclusion of a candidate's home address might lead to bias against people from economically disadvantaged backgrounds. The inclusion of a candidate's school might lead to bias in favour of a person who attended a particular school or kind of school (e.g. the same school the interviewer went to, or a prestigious private school), or bias against a person who went to a school in a socially or economically deprived area.

Extra support

- Briefly revise defining and non-defining relative clauses. Write on the board:
  1 *The people who I spoke to were friendly.*
  2 *Anita Alexandrescu, who founded the company, is the Managing Director of Corner Productions.*
- Point to the first sentence and ask: *What is the relative clause?* (who I spoke to) *What kind of relative clause is it?* (defining) *What happens to the meaning of the sentence if we remove the relative clause?* (We no longer know which people we are talking about.) *Can we omit 'who'?* (yes) *Why?* (Because the relative pronoun ins the object of the relative clause) *Can we replace 'who'?* (yes) *Can you rewrite the sentence in two other ways using two different relative pronouns?* Elicit: *The people that I spoke to were friendly*. If students don't come up with *The people to whom I spoke were friendly*, come back to this when they have done exercise 5.
- Point to the second sentence and ask: *What is the relative clause?* (who founded the company) *What kind of relative clause is it?* (non-defining) *Why is it non-defining?* (It doesn't specify a person or thing.) *If we remove the relative clause, do we know who Anita Alexandrescu is?* (Yes, she's the Managing Director of Corner Productions.) *Can we omit who?* (no) *Why not?* (Because we can never omit the relative pronoun in a non-defining clause, even if it refers to the object of the clause).

Exercise 2 page 24

- Students read the article and decide which words in bold are necessary.
- Check answers as a class. If students struggled with this exercise, explain that the grammar box in exercise 3 will help them understand.

KEY

Only one is necessary: *Way Up is the job site* **which** *attracts more young adults.* We can't leave out the relative pronoun here because it is the subject of the relative clause.

Exercise 3 page 24

- Read through the grammar box with the class and check that students understand everything.
- Students match the rules to the three sentences in the article in exercise 2.
- Check answers as a class.

KEY

A recruiters who are committed to DEI
B which are offering internships, who are looking for internships
C the beliefs which you have

- Students do the Grammar booster exercises on page 134.

Exercise 4 page 24

- Students complete the exercise.

Extra support

- Focus attention on item 1 and ask students what the pronoun *it* in the second sentence refers to (the job). Then elicit the missing relative pronoun in the example (*which / that*).
- Now do one or two more items together with the class, eliciting the full relative clause each time and then showing students how to change to the reduced relative clause where possible.

- Check answers as a class.

KEY

2 There are some important rules you should follow during your internship.
3 Those candidates applying early for the post have a competitive edge.
4 (reduced relative clause not possible)
The internship, which was really useful, gave me hands-on experience. (non-defining) / The internship gave me hands-on experience which/that was really useful. (defining)
5 This is the job website I found the ad on.
6 The candidates offered a job were absolutely delighted

Extra activity

- Write on the board:
  1 *The pundits who are making these predictions are wrong.*
  2 *The person who explained the topic was a university lecturer.*
  3 *The companies that have done well pay their employees well.*
  4 *The decisions that are taken must be sensible ones.*
  5 *The candidate who will be chosen must be willing to learn.*
  6 *The new technologies that are being developed will change the world.*
- Focus attention on sentences 1–3 and elicit the tenses in the relative clauses (*1 present continuous*; *2 past simple*; *3 present perfect*). Then ask if the verbs are active or passive (active). Next elicit the reduced relative clauses (*1 making these predictions*; *2 explaining the topic*; *3 doing well*). Point out that although the verb tenses of the relative clauses are different, the reduced relative clause uses the same *-ing* form.
- Now focus attention on sentences 4–6 and elicit the tenses in the relative clauses (*1 present simple*; *2 future with will*; *3 present continuous*). Then ask if the verbs are active or passive (*passive*). Next elicit the reduced relative clauses (*4 taken*; *5 chosen*; *6 being developed*). Point out that we form the reduced relative clause by omitting the relative pronoun and the (first) auxiliary.

KEY

1 The pundits making these predictions are wrong.
2 The person explaining the topic was a university lecturer.
3 The companies doing well pay their employees well.
4 The decisions taken must be sensible ones.
5 The candidate chosen must be willing to learn.
6 The new technologies being developed will change the world.

Exercise 5 page 24

- Read rules A and B with the class and check that students understand them.
- Students then match the sentences to the rules.
- Check answers as a class.

KEY

1 A 2 B 3 A 4 B

- Students do the Grammar booster exercises on page 134.

Exercise 6 page 24

- Look at the example with the class and make sure everyone understands what to do.
- Students rewrite the sentences.
- Check answers as a class. If you did the Extra support activity after exercise 1 with students, refer them again to the following sentence: *The people who I spoke to were friendly.* Ask them to rewrite it with the preposition at the beginning of the relative clause. (*The people to whom I spoke to were friendly.*)

KEY

2 The company to which he referred has its headquarters in New York.
3 She apologised to the colleague with whom she had argued earlier that day.
4 The assumptions on which he based his theory were incorrect.
5 I can't remember the name of the person to whom you introduced me.
6 The PA found the data to which his boss had referred online.

Exercise 7 2.02 page 24

- Tell students to read questions before they listen to the audio.

Extra support

- Ask students to note down the answers as short notes while they listen.
- Play the audio. Then give students time to try to express the answers using reduced relative clauses.
- Play the audio again for students to check their answers.

- Check answers as a class.

KEY (SUGGESTED ANSWERS)

2 Jobs (that were) advertised online.
3 The girl who sits next to him in class. / The girl Jakub sits next to in class.
4 Companies advertised jobs for young people who had just finished school.
5 A company looking for interns to work in London.

6 Because he wanted to work for a company located in another country.
7 They would like someone who could work in their office in Valencia.
8 A knowledge of Spanish was one of the requirements highlighted.
9 The person he spoke to offered him the job.

Exercise 8 Think & share page 24

- Remind students of the lesson aim: to understand and use relative clauses to define and explain. Explain that this is an opportunity to put what they have learned into practice. Ask them to try to use at least one reduced relative clause to talk about each of the jobs in the box.
- Encourage students to think about age, gender, qualifications, skills, personality and circumstances (e.g. reasons for working).
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different types of relative clauses to speak about job adverts.*

Further practice
Workbook page 19
Grammar booster page 134
Grammar photocopiable worksheet
Online practice

2.3 Listening

Lesson summary
Listening: A podcast about young adults that have turned their hobbies into jobs
Strategy: Inferring attitude
Speaking: Presenting a plan for how to make money from a hobby

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 4 brief.

WARM-UP Discuss the following questions as a class:
What hobbies are popular with young children / teenagers / adults / the elderly in your country?
What are the benefits of having a hobby?
Do you know anyone who has the same hobbies as the people in the photos at the top of the page?

Exercise 1 Think & share page 25

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

Exercise 2 2.03 page 25

- Ask students to read events A–I so that they know what to listen for. Then ask them to speculate in pairs what hobbies the young adults turned into jobs.
- Play the audio for students to listen and match the events to the people.
- Check answers as a class. Did any students guess any of the hobbies accurately?

KEY
Theo Rivers: B, E, H
Natalie and Nina Mallory: A, G, I
Zayn Patel: A, C, D, F

Transcript
See Teacher's Guide, page 188.

Exercise 3 2.03 page 25

- Ask students to read the sentences and complete as many as they can before you play the audio again.

Extra support
- Go through the sentences with the class and ask students if they can remember how to complete them. If they can't, ask what kinds of words are missing and what the words might be. Write their guesses on the board, e.g. *1 noun or noun phrase: interviews, surveys.*
- Play the audio again and pause it at the relevant parts so that students can record their answers.

- Check answers as a class.

KEY
1 school interviews 2 successful pitch 3 young adults
4 (animal-inspired) designs 5 paid off
6 hands-on experience 7 other towns

Exercise 4 page 25

- Students discuss the questions in pairs. You could ask further questions to promote discussion, e.g. *What do you think their experience has taught them? How might they use their experience so far to improve their career prospects? How might their careers develop and change as they get older?*
- Ask a few students to share their ideas with the class.

Exercise 5 2.04 page 25

- Go through the Listening strategy with the class.
- Demonstrate with a few examples, e.g. say *Interesting!* with different intonations to express actual interest, reservations about something, cautious approval, sarcasm. Ask students to guess what you are expressing. If necessary, give another example, e.g. say *I see!* to express that you have finally understood something, or that you are unsure about something.
- Play the audio for students to listen and choose the correct alternative.
- Check answers as a class. You could play the audio again for students to listen and repeat, imitating the intonation. If they feel awkward or shy about doing this, explain that appropriate intonation is important, and unless they use it correctly, their attitude may be misunderstood.

KEY
1 delight 2 disbelief 3 excitement 4 disbelief
5 disagreement 6 disbelief 7 disapproval 8 approval

Exercise 6 2.03 page 25

- Ask students to read the questions and answer any they can before they listen again.

- Play the audio for students to answer the questions.
- Check answers as a class. If necessary, play the audio again, pausing at the relevant places to confirm answers.

KEY

1 B 2 C 3 A 4 C 5 A

Extra activity

- Tell students you are going to say a short sentence, e.g. *They did it again*, a number of times, but each time with a different intonation. They must guess what you are expressing, e.g. excitement, anger, surprise, frustration.
- Put students in pairs. Write the words *No* and *Really* on the board. Ask students to take turns to say one of the words with a different intonation each time to express different attitudes. Their partner has to guess the attitude expressed each time.
- Circulate and monitor, making a note of inadequate or incorrect intonation for a feedback session at the end.

Exercise 7 page 25

- Give pairs enough time to read the instructions and create their plan.
- Circulate and monitor as students discuss the situations, helping with language and ideas where necessary.

Exercise 8 page 25

- Put pairs into groups and ask each pair to present their plan in turn. Tell the rest of the group to listen carefully, make brief notes about the positive aspects of the plan and any aspects they think could be improved.

Exercise 9 Think & share page 25

- Ask students to give feedback to the group in turn.
- Students then vote in their group for the plan they think would be the most successful and the reasons for their choice.
- Ask a few groups to tell the class about the winning plan.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can infer attitude in a podcast about hobbies that pay.*

Further practice
Workbook page 20
Online practice

2.4 Vocabulary

Lesson summary
Speaking: Talking about your, and a famous person's, presence on social media
Reading: An article about how to brand yourself on social media and stand out from the crowd; an article about a celebrity's online branding
Vocabulary: Brand me!

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 5 for homework.

WARM-UP Discuss the following questions as a class:
What social media platforms do you use?
What do you use them for?
Do you think your life is better or worse because of the existence of social media?

Exercise 1 Think & share page 26

- Students discuss the questions in pairs.

Extra support

- As a class, brainstorm some words to describe personality and write them on the board, e.g. *optimistic*, *enthusiastic*, *positive*, *thoughtful*, *witty*, *cynical*, *streetwise*, *shrewd*, *naïve*. If necessary, help out with vocabulary.

- Ask a few pairs to share their ideas with the class.

Exercise 2 page 26

- Ask students to read the article quickly for gist before they match the rules to the areas in the box. Remind them that they don't have to understand every word to do this.
- Check answers as a class.
- Then say: *What target demographics do you think you come under?* (Prompt students to consider their age, gender, hobbies and interests, online shopping habits, etc.) Next, ask: *Which companies selling goods or services catch your attention when you go online? On what platforms do you see them? Do you think their online brand is successful? Why? / Why not?* Elicit answers and ideas from the class.

KEY

1 planning 2 creating the right image 3 providing relevant information 4 speaking to the right people 5 making use of the right tools

Exercise 3 Vocabulary page 26

- Students rewrite the sentences.
- Check answers as a class.

KEY

1 be consistent 2 build your credibility 3 create content 4 define your audience 5 establish your reputation 6 keep a high profile 7 carved a niche

Exercise 4 Vocabulary page 26

- Students complete the sentences.
- Check answers as a class.

KEY

1 engagement 2 attribute 3 mapped out 4 online presence 5 stand out from the crowd 6 target demographic

Extra support

- Remind students that it is important to learn new language in chunks.
- Ask students to close their books. Write on the board:
  1 … consistent
  2 … credibility
  3 … a niche
  4 … content for a website
  5 … your audience
  6 … your reputation
  7 … a high profile
  8 … your career
  9 … from the crowd
- Give students a minute to complete the phrases with appropriate verbs. They can check their answers by referring to exercises 3 and 4.

KEY

1 be **2** build **3** carve **4** create **5** define
6 establish **7** keep **8** map out **9** stand out

Exercise 5 page 26

- Ask students to read the article quickly for gist before they complete it.
- Check answers as a class. Then ask: *Have you ever bought something because of a celebrity's online branding? If yes, what did you buy and did any other factors persuade you to buy it? If not, why not?*
- Students can discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY

1 credibility **2** carved **3** demographic **4** mapped
5 crowd **6** profile **7** established

Exercise 6 Think & share page 26

- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.
- Students do the Vocabulary booster exercises on page 121.

Extra challenge

- Ask students to write a short article about the celebrity they discussed in exercise 6.
- You could print out their articles and stick them on the classroom wall for the class to read.

AfL Teaching tip: learning intentions

Focusing students on how to extend their learning

In this unit so far, students have learned words and expressions to talk about the important topic of career possibilities and creating a personal brand. Ask them what they can do to consolidate this new language.

As a class, brainstorm ideas and write their suggestions on the board, e.g.

– Keep referring to their vocabulary notebook to revise the new language on a regular basis (e.g. daily).
– Re-read the texts and exercises in the Student's Book and Workbook.
– Use the online practice.
– Try to use the new vocabulary themselves at every opportunity, when speaking or when writing.
– Find and read texts about career possibilities, note when they come across the vocabulary they have learned, and extend their knowledge by recording any other useful or interesting vocabulary they come across.

Then ask them to make a note of which of the suggestions on the board they will put into practice in the next two weeks. At the end of this time, ask them to evaluate how well they have consolidated new language and if there is anything else they can do to extend their learning.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about creating a personal brand.*

Further practice

Workbook page 21
Vocabulary booster page 121
Vocabulary photocopiable worksheet

2.5 Grammar

Lesson summary

Speaking: Discussing your online presence; discussing the difference between your online and offline presence

Grammar: Ellipsis; substitution

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 2 brief.

AfL Teaching tip: diagnostics

Gauging existing competence

Giving students a task which encourages use of the target language before any formal presentation allows the teacher to gain valuable insight into existing levels of competence.

As students do the warm-up, circulate and see how accurately they can identify words that can be omitted. Note any common errors or gaps in their knowledge (e.g. not omitting the subject or auxiliary after *and* and *but*) and make a point of addressing these areas at the grammar presentation stage.

See the notes on Assessment for Learning on page 11.

WARM-UP Write on the board:

1 *A: Will you be able to finish the work?*
B: Yes, I will be able to finish it.
2 *A: Would you like to work in finance?*
B: I think I'd like to work in finance, but I'm not sure.
3 *He has carved out a niche for his business and he has mapped out its development.*
4 *I think her online business will do well, but it will do well only if she maps out a plan to develop it.*
5 *A: Will your plan succeed?*
B: I hope it will succeed.

- Ask students to copy the sentences into their notebooks. Then ask them to cross out any words that can be omitted because the meaning can be understood without them, or to substitute a group of words with one short word.
- Circulate and monitor, noting what students can and can't do.
- Elicit answers. Then explain to students that in this lesson, they will learn more about deliberately leaving out words from a sentence when the meaning can be understood without them (ellipsis) and substitution.

KEY

1 A: Will you be able to finish the work?
B: Yes, I will ~~be able to finish it~~.
2 A: Would you like to work in finance?
B: I think **so** ~~I'd like to work in finance~~ / I think I'd like to ~~work in finance~~, but I'm not sure.
3 He has carved out a niche for his business and ~~he has~~ mapped out its development.
4 I think her online business will do well, but ~~it will do well~~ only if she maps out a plan to develop it.
5 A: Will your plan succeed?
B: I hope **so** ~~it will succeed~~.

Exercise 1 page 27

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

Exercise 2 page 27

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

Exercise 3 page 27

- Ask students to read the conversation and complete the rules, matching the phrases in brackets to the rules.
- Check answers as a class, making sure students understand the rules.

KEY

1 leave out 2 *and* and *but* 3 repeated verb or verb phrase 4 repeated infinitive
A 3 B 4 C 1, 2

- Students do the Grammar booster exercises on page 135.

Exercise 4 page 27

- Students read the sentences and decide what words have been omitted using ellipses.
- Check answers as a class.

KEY

2 keeping a high online profile, keep a high online profile
3 establish our reputation in the USA.
4 I've shown
5 some positive attributes
6 an online presence, has
7 the speaker today
8 start our own business

Extra support

- Rather than working individually, students can complete the exercise in pairs.
- When you check answers, ask students to match each item to the rules in exercise 3.

KEY

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

Exercise 5 page 27

- Read through rules A–C with the class and check that students understand them.
- Students then match the rules to sentences 1–3 in the grammar box.
- Check answers as a class.

KEY

1 B 2 C 3 A

- Students do the Grammar booster exercises on page 135.

Exercise 6 page 27

- Students complete the exercise.
- Check answers as a class.

KEY

1 I think so. 2 It doesn't appear so. / It appears not.
3 I believe so. 4 I'm afraid not. 5 I suspect not.
6 It seems so.

Exercise 7 page 27

- Ask students to read the dialogue for gist before working in pairs to decide where to use ellipsis and substitution.

Extra support

- Ask students to read the dialogue and underline repeated words or phrases and circle the conjunctions *and* and *but*.
- Then ask them to work in pairs and decide if the repeated words/phrases can be omitted or if they need to be substituted.

- Check answers as a class.

KEY

Geeta Do you have experience as a social media manager?
Nathan Yes, I do ~~have experience as a social media manager~~. I worked as a manager for my rugby club.
Geeta Did you increase their online presence?
Nathan Yes, I believe so ~~I increased their online presence~~ and their membership, too.
Geeta Did you define their audience clearly?
Nathan Yes, I did ~~defined their audience clearly~~.
Geeta Great! Now, do you think you could help our club?
Nathan Yes, I think so ~~I could help your club~~.
Geeta Would you be able to tell me how?
Nathan No, I'm afraid not ~~I wouldn't be to tell you how~~. I need to learn more about the club first.
Geeta Good point – so I'll start with some background …

Extra activity

- Put students in two teams and explain that they will play a game of noughts and crosses.
- Draw a grid for the game on the board and write the following verbs in the squares: *assume*, *hope*, *seem*, *appear*, *suspect*, *presume*, *expect*, *think*, *guess*.
- Read out the following questions one by one, e.g.:
  Do you think he will be taken on as an intern?
  Will the scandal affect their business?
  Are they building credibility with their target demographic?
  Have you done enough to create a good online presence?
  Did her attempts to remain anonymous work?
  Will people be able to avoid using social media in the future?
  Has she managed to persuade her boss to give her more responsibilities?
  Is he going to be the next managing director of the company?
  Will the scandal damage her credibility with sponsors?
- Each team chooses a square in turn and answers the question in the affirmative or negative using the verb in that square. If it is correct, substitute the verb for with a cross or a nought. The first team to get three crosses/noughts in a line wins.

Exercise 8 Think & share page 27

- Working in pairs, students discuss one of the topics.
- Ask a few students to share their ideas with the class, and ask the class to make a note of any further opportunities for ellipsis and substitution that have been missed.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use ellipsis and substitution to talk about building an online brand.*

Further practice

Workbook page 22
Grammar booster page 135
Grammar photocopiable worksheet
Online practice

2.6 Reading

Lesson summary
Speaking: Discussing online scams and why people fall for them
Reading: An article about illegal and legal but dishonest activities
Strategy: Understanding text structure
Vocabulary: Money scams

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 7 for homework. Check answers in the next lesson.

WARM-UP Discuss the following questions with the class:
How much spam do you receive?
What do you do when you receive spam?
Do you ever get any suspicious emails, texts or notifications? If so, what sorts of things are they about?
Have you ever been asked for money by an unknown person or organisation? If so, what did you do, and why?

AfL Teaching tip: learning intentions

Preparing students to read

Speculating about a text's content before reading can help engage students with the topic and provide an incentive for reading.

Before students discuss the questions in exercise 1, ask them to read the lesson objective (Understand the structure of a text about money scams) and look at the title of the article and the photos. Check that they understand the meaning of *scam* (a clever and dishonest plan for making money). Then ask them: *What do you think the article is about?*

After students have read the article, they discuss to what extent their predictions were correct.

You could also elicit to what extent the questions in exercise 1 activated their existing knowledge of the topic and the vocabulary they already know.

See the notes on Assessment for Learning on page 11.

Exercise 1 Think & share page 28

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

KEY (SUGGESTED ANSWERS)

Scammers get you to reveal your details about your identity; steal your personal details, including bank details and they trick you into handing over money.
It takes the police a very long time to research online scams and collect and analyse data to present evidence in a court case. Also, special technical skills are needed to do things like decrypt files, recover deleted files and crack passwords. Groups of police officers have to be trained in these skills.

Exercise 2 2.05 page 28

- Focus attention on the title and elicit the meaning (used to say that you cannot believe that something is as good as it seems).
- Remind students that they don't have to understand every word to get the gist and answer the question.
- Play the audio for students to listen and read the article.
- Check answers as a class.

KEY

illegal: A & C
legal but dishonest: B & D

Exercise 3 Think & share page 28

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

KEY (SUGGESTED ANSWERS)

Scammers use techniques that have worked in the past. Scammers who have studied our digital footprint can make informed guesses about what things will appeal to us and what our concerns are.

People may be desperate or in great need of a job, money, information, etc. This makes them vulnerable to scams because they think they have found a solution to their problem.
Scammers are persuasive and appear to be honest people. They exploit our FOMO (fear of missing out).

Extra activity

- Ask: *Do you think older people are more vulnerable than your generation to being cheated out of money? Why / Why not?*
- Elicit ideas from students. Then ask: *Have you heard or read any news stories about people being cheated out of money?*
- Ask students to research such a story and write a paragraph, summarising what happened and answering as many of the following questions as possible:
  Who was victim? Who was the criminal who cheated them?
  How did the criminal go about cheating them? (e.g. *Did the crime involve identity theft or a promise to deliver goods or a service? Did the criminal ask for a loan? Did they pretend to be someone they weren't?*)
  How much money did the criminal steal from their victim?
  Why did the victim hand over the money?
  Was the criminal ever caught? If they were, what was their punishment?
- You could put students in groups and ask them to read out their paragraphs to each other. Alternatively, you could print out their stories and stick them on the classroom walls for the class to read.

Exercise 4 page 28

- Go through the Reading strategy with the class.
- Then ask students to find the underlined phrases and work out which words were left out.
- Check answers as a class.

KEY

1 they stay within the law
2 for companies
3 these companies
4 recruit their family and friends
5 take action against unscrupulous coaches
6 take action against unscrupulous coaches

Exercise 5 page 29

- Students work in pairs to match the victims to the scams.
- Check answers as a class, eliciting the information that helped students match the victims to the scams.

KEY

1 C 2 A 3 D 4 B

Exercise 6 page 29

- Before students do the task, ask them to read questions 1–5 and remind them that the information will probably be expressed using different words in the article.
- Check answers as a class.

KEY

1 Emma Davies 2 Maya Weber 3 Emma Davies
4 Ajay Sharma 5 Catalina Rodrigo

Exercise 7 Vocabulary page 29

- Students complete the sentences.
- Check answers as a class.

KEY

1 con artist 2 fraudulent 3 scam 4 money mules
5 top of the range 6 get around 7 see through
8 laundered

Extra challenge

- Ask students to choose five other words or phrases from the article in exercise 2 and write definitions for them.
- They then exchange definitions with a partner and try to find the words and phrases their partner chose.

Exercise 8 Think & share page 29

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

KEY (SUGGESTED ANSWERS)

1 Indications that a job offer might not be genuine: the pay is unusually high; the job description is vague; the company asks you for a payment; you receive a job offer immediately.
2 You would know the job search engine is genuine because you have heard of it before and perhaps know people who have used it. The job search engine would have a high volume of users.
3 Other ways of looking for a job include networking; looking at career websites and company websites; going to career fairs; asking employees of a company to refer you; doing an internship; sending a speculative email to a company you would like to work for.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the structure of a text about money scams.*

Further practice
Workbook page 23
Online practice

2.7 Global skills

Lesson summary
Speaking: Discussing different methods of finding a job; evaluating a professional profile and suggesting ways to improve it
Reading: An article about how to write a stand-out professional profile
Vocabulary: A professional profile

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Ask students what they remember about creating a personal brand in Lesson 2.4.

- Then say: *Now imagine you want to write a personal profile to impress a potential employer. What could you include in it?*
- Brainstorm a list as a class. Alternatively, put students in two teams to see who can think of the most ideas. If necessary, start them off by making one or two suggestions yourself. Possible ideas include obvious things like making sure the profile has no spelling errors, is grammatically correct and does not contain offensive language or comments; posts about your interests that reflect your enthusiasm, willingness to learn, ability to get along with other people; posts about your career ambitions for the future; posts about your activities as a volunteer for causes you believe in.

Exercise 1 Think & share page 30

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

Exercise 2 page 30

- Students read the article and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 They want to know about your skills, endorsements, hands-on experience as a volunteer and other work experience that is relevant to their field.
2 A good way is in clearly defined lists of short sentences in bullet form, highlighting your attributes.
3 No, they don't.
4 You should be dressed in a way that makes you look professional, in a similar style to how people in your target demographic and industry dress.
5 You should write in the first person, include keywords from your target industry as well as interesting language to describe yourself.
6 Because this increases your chances of appearing in a recruiter's online search.
7 Your accomplishments and your endorsements should be emphasised.
8 Because this shows recruiters that you possess a skill that employers value: the willingness to learn on the job.

Exercise 3 Vocabulary page 30

- Students complete the sentences.
- Check answers as a class.

KEY

1 accomplishments 2 keywords 3 endorsements
4 human resources 5 track record 6 recruiters

Exercise 4 page 30

- Ask students to read the profile and compare it against the advice in the article in exercise 2. In pairs, they discuss what is wrong with it and suggest ways to improve it.

Extra support

- As a class, brainstorm adjectives that could be used instead of *responsible*, *hard-working* and *polite*, e.g. *trustworthy*, *reliable*, *energetic*.
- If students have access to the internet, they could look online for job advertisements for workers in the catering industry (e.g. for chefs, kitchen workers, waiters) and look for target industry keywords.
- Ask students to identify any irrelevant information in the profile and remind them that it shouldn't be used in a professional online profile.

- Give students time to discuss the changes they would make.

Extra activity

- Students work in pairs or groups to rewrite the online profile in exercise 4. Remind them to check it to make sure it has no spelling mistakes and that it is grammatically accurate.
- When they have finished writing their profiles, collect them, print them out and stick them on the classroom walls for the class to read.

KEY (SUGGESTED ANSWERS)

- Trustworthy and energetic school leaver with excellent interpersonal skills is seeking a position in the kitchen of a busy restaurant.
- I'm passionate about food and my ambition is to work in the catering industry as a chef.
- Last summer, I worked in the kitchen of a seaside café. I learned a great deal about safety and hygiene in a kitchen. When the café was busy, I also helped to serve customers and enjoyed interacting with them.
- I'm an enthusiastic cook and I love trying out new recipes and ingredients. I also enjoy growing my own herbs that I can use in my dishes.

Extra activity

- Write the following jobs on the board: *dog walker*, *gardener*, *beach/swimming pool lifeguard*, *reporter for a local newspaper*, *shop assistant*, *sports coach for an under-12 team*, *summer camp events organiser*, *waiter*.
- Ask students to choose one of the jobs and think what information they would include in an online profile for it.
- They then organise their ideas and write a profile following the advice in the article in exercise 2.
- When they have finished writing their profiles, collect them, print them out and stick them on the classroom walls for the class to read.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can stand out from the crowd when writing a professional profile.*

Further practice

Workbook page 24

2.8 Speaking

Lesson summary

Speaking: Discussing the benefits of volunteering; describing photos

Listening: A student describing a photo

Strategy: Using relative clauses to add clarity

Pronunciation: Elision

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Write the following on the board:
A train pusher is …
I met a woman called Binny Honeyfoot …
The photo … went viral.

- Ask students to work in pairs and write three sentences using the incomplete sentences on the board: one with a non-defining relative clause, one with a defining relative clause that needs a relative pronoun, and one using a reduced relative clause.
- Ask students to read out one of their sentences to the class and use the opportunity to do any remedial work on relative clauses. Tell students that a train pusher is an actual job; he or she is the person who pushes people into a train carriage at a crowded stop during rush hours.

Exercise 1 Think & share page 31

- Students discuss the questions in pairs.

KEY (SUGGESTED ANSWERS)

1 and 2 Students' own answers 3 It strengthens their CV, it gives them work experience, it builds confidence, they want to help others.

Exercise 2 2.06 page 31

- Give students time to look at the photo and think about how they would describe it.
- Then play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

The speaker thinks they might be in a retirement home.
The speaker says that students in some countries do volunteer work because it helps them with university and job applications.

Transcript

See Teacher's Guide, page 189.

Exercise 3 2.06 page 31

- Go through the Speaking strategy together.
- Play the audio again for students to identify the information the speaker provides.
- Check answers as a class.

KEY

The quality of the window that makes it distinct is identified: sunlight is pouring through it.
We are given extra information about the room: the fact that sunlight is coming into it through the window makes it pleasant.
We are given extra information about the two people: they appear to be enjoying themselves.
The T-shirt is identified: it has the word 'volunteer' on it.
The capacity in which the young woman is at the retirement home is identified: she has come there to participate in activities with the residents.
We are given extra information about the man: he is about to move a chess piece.

Extra support

- Play the audio again, pausing it after every sentence, or every few sentences, for students to take notes.

Exercise 4 2.06 page 31

- Play the audio again for students to listen and complete the Phrasebook.
- Check answers as a class.

KEY

1 get the impression 2 background 3 hard to know
4 would guess 5 possibly 6 way that they're
7 can't be 8 clues

Extra challenge

- Ask students to try to complete the Phrasebook from memory. If they can't remember a word, they should guess.
- Then play the audio again for them to check their answers.

Exercise 5a Pronunciation page 31

- Read the Pronunciation box with the class and make sure students understand everything.

Extra support

- Write on the board:
My friend paid ten dollars for a second-hand book.
I don't know if he will let me help him.
- Ask students to copy the sentences into their notebook. Then read them out slowly and clearly to illustrate elision. Students underline where elision occurs.
- Check answers as a class.

KEY

My friend paid ten dollars for a second-hand book.
I don't know if he will let me help him.

- In pairs, students read out the sentences to each other and try to 'hear' where elision would be most natural.

KEY

1 It's hard to know exactly where the picture was taken
2 In the background, there's a big window that sunlight is pouring through.
3 I get the impression that it's spacious.
4 I can't be sure, but I'd say that because of the T-shirt and the fact that the man is elderly, she's possibly a volunteer.
5 The man, who has his right hand raised above the board, is about to make a move.

Exercise 5b 2.06 page 31

- Play the audio again for students to listen and check where elision is used. Pause the audio for them to repeat each sentence.

Exercise 6 Think and share page 31

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

KEY (SUGGESTED ANSWERS)

1 The young woman possibly feels that she is contributing to society. If she's chosen to volunteer with elderly people, then she possibly enjoys their company. Volunteering can look good on your CV. The elderly man enjoys the company.
2 It shows that they are proactive and have a growth mindset.

Exercise 7 page 31

- Put students in A / B pairs and ask them to look at the photos on page 150.
- Before students do the task, ask them to work individually to think of three follow-up questions they could ask about their partner's photo, e.g. *Do you think all the young people in photo A are students? Do you think the problem of plastic pollution on beaches will ever be solved?*
- Tell students to listen carefully to their partner and make notes of good language and things that can be improved. Explain that they will need these notes so that they can give their partner feedback about their performance. Ask them to look at the areas for feedback listed in exercise 8 so that they know what to focus on.
- When their partner has finished describing their photo, they ask their own follow-up questions.
- Circulate and monitor while students are doing the activity.

Exercise 8 Reflect page 31

- Students give each other feedback using the notes they made in exercise 7. Add your own feedback if necessary.

Extra activity

- Choose two photos in the Student's Book for pairs of students to describe, for example, the two photos on page 17.
- Students work in A / B pairs and follow the same instructions that they used for exercise 7, using relative clauses to clarify who or what they are talking about when describing their photo and asking follow-up questions about their partner's photo.
- When they have finished, ask them if they think their performance this time was better.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use relative clauses to add clarity to a photo description.*

Further practice

Workbook page 25
Communicative activity photocopiable worksheet
Online practice

2.9 Writing

Lesson summary
Speaking: Talking about a job advert; discussing whether a person is a good candidate for a job
Reading: A formal email applying for a job
Strategy: Selecting appropriate vocabulary
Writing: A formal email applying for a job

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 7 and 8 for homework.

WARM-UP Briefly revise the conventions used in formal emails for salutations and signing off:
If you don't know the person's name: *Dear Sir or Madam,* → *Yours faithfully,* + your full name
If you know the person's name: *Dear Mr/Ms* + last name, → *Yours sincerely,* + your full name

- It is also important to write a brief but clear subject line that will tell the recipient what the email refers to without their having to actually read it.

Culture note

- The title *Ms* is commonly used to address women in formal emails, and it may be preferable to either *Mrs* or *Miss*, even if you know a woman's marital status.
- Even if you know a person's given name, it may be difficult to know their gender. In such cases, the salutation can use their full name, e.g. *Dear Mudiwa Sibanda*.

Exercise 1 Think & share page 32

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

KEY

Digital Marketing and Social Media Internship
Students' own answers

Exercise 2 page 32

- Before students read the email, draw their attention to the top of the email and point out that the writer uses the recipient's full name and a brief but clear subject line. Point out, however, that she begins the email using the person's title (Mr): *Dear Mr Patel*.
- Students read the email and put the paragraphs in the correct order.
- Check answers as a class.

KEY

1 D 2 A 3 B 4 E 5 C

Exercise 3 page 32

- Students complete the matching task.
- Check answers as a class.

KEY

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

Exercise 4 page 32

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

KEY (SUGGESTED ANSWER)

Jessica appears to be a good candidate because she developed the AllStars online presence and this matches the advertisement's request for candidates with experience in growing social media campaigns. She has experience of carrying out and producing interviews, another requirement of the job. She also appears to be aware of the latest trends in social media through her work and through running her own sports vlog.

Exercise 5 page 32

- Go through the Writing strategy with the class and make sure students understand it.
- Ask students to find examples of the vocabulary and expressions the writer has used.
- Check answers as a class.

KEY

I have developed strategies …
I have gained invaluable expertise in identifying the latest social media trends …
I have had a number of duties including growing existing campaigns …
… and this has helped me to align my social media campaigns with the marketing team's overall advertising strategy

Exercise 6 page 32

- Students complete the Phrasebook.
- Check answers as a class.

KEY

1 to apply for 2 made my mark 3 number of duties
4 my skills and experience 5 I have attached my CV
6 to hearing from you

Extra activity

- Ask students to look online for a few good examples of emails applying for a job.
- Tell them to study the emails and make a note of any useful or interesting words or phrases that they could use in their own writing.

Exercise 7 page 32

- Read the instructions with the class. Explain that when you apply for a job, you send a CV as well as a cover letter or email. If you sent only a CV, the recipient would not know why it was sent.
- Ask students to re-read the email in exercise 2 and underline or make a note of useful vocabulary, e.g. *I have developed strategies to …; I have gained valuable expertise in …; align … with …; I am currently …-ing; I dedicate my free time to … .*
- Students write their cover letters.

Extra support

- Write the structure of a formal email applying for a job on the board for students to follow:
  Paragraph 1: Reason for writing; brief biography
  Paragraphs 2 and 3: Experience in a related job; relevant skills for the job
  Paragraph 4: Reasons why you are suitable for the job
  Paragraph 5: Your availability for an interview

AfL Teaching tip: diagnostics

Peer proofreading

Students are often good at identifying mistakes and areas for improvement in others' work.

When students have completed their email, ask them to swap with a partner. They read through each other's work, assessing whether their partner has used appropriate language from the advert and phrases from the Phrasebook. They should also underline any mistakes with spelling and grammar. They then provide each other with some feedback and discuss together what they think the errors are and make corrections accordingly.

See the notes on Assessment for Learning on page 11.

Exercise 8 Check your work page 32

- Students go through the checklist and revise their work before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a formal email applying for a job.*

Further practice

Workbook page 26
Online practice

2.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 33

KEY

1 Anyone affected by the situation should inform the authorities.
2 The position he found himself in didn't allow him to fulfil his potential.
3 The website you found has great tips on improving your online presence.
4 The people they are hiring all have hands-on experience.
5 They only interviewed people already working in the field.
6 The website being created will attract thousands of subscribers.
7 We really hope that the person interviewing Anita tomorrow gives her the job.
8 They are only replying to applications made before the closing date.

Exercise 2 page 33

KEY

Examples of ellipsis are underlined. Examples of substitution are circled.

Amy What's the matter, Syed?
Syed My brother. He's asking me for help to set up his blog.
Amy He's keeping a high online profile, isn't he?
Syed (It appears so.) (It appears that he is keeping a high online profile.) He's creating content for a new blog.
Amy Wow! I really want to develop an online presence when I finish my studies and when I finish my exams.
Syed I'd like to develop an online presence as well. You didn't go to the careers talk about networking, did you?
Amy (I'm afraid not), (I'm afraid I didn't go to the careers talk about networking.), I intended to go to the careers talk about networking, but I had to go to work.
Syed Well, there's another one next week. Maybe you can go to that.
Amy Great! Thanks for telling me. I will go to the other talk next week. It should be interesting.
Syed (I expect so)! (I expect that it should be interesting!)

Vocabulary

Exercise 3 page 33

KEY

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

Exercise 4 page 33

KEY

1 carved a niche 2 network 3 define our audience
4 established her reputation 5 mapped out
6 stand out from the crowd 7 target demographic
8 create content

Cumulative review

Exercise 5 page 33

KEY

1 fulfil the potential 2 build credibility 3 prioritise
4 carve a niche 5 target demographic 6 online presence
a they demonstrated as youngsters
b (cannot be shortened)
c (cannot be shortened)
d who do so
e aimed at their target demographic
f damaging to their image

Think & share

Exercise 6 page 33

KEY

Students' own answers

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice
Workbook page 27
Progress test

1–2 Exam skills

Lesson summary

Exam strategies: Listening: listening for the general meaning when matching speakers to statements; Use of English: predicting answers in multiple-choice cloze tasks; Reading: finding evidence to support true/false or not given answers; Speaking: encouraging a partner to contribute to discussion tasks; Writing: covering all of the points specified in the task

Listening: Monologues about people's jobs

Use of English: An article about predicting the future

Reading: An article about choosing a career

Speaking: Discussion on how different things affect plans for the future life.

Writing: An article

WARM-UP Write on the board:
Why do you think planning for the future is important?
What things do you have as your short-term goals? What are your long-term goals
Does writing your future plans down help you reach your goals? Why? / Why not?
What other things could help?

- Students discuss the questions in pairs.
- Elicit a few answers from the class.

Listening

Exercise 1 page 34

- Go through the Listening exam strategy together.
- Students think of how the information in the statements could be expressed differently, then compare their ideas in pairs.
- Elicit ideas from the class.

Exercise 2 2.07 page 34

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 G 2 H 3 D 4 E 5 B

Transcript

See Teacher's Guide, page 189.

Extra activity

- Elicit a few potential concerns or difficulties that people in the audio had to overcome and write them down on the board.
- Ask students: *If you had to start a new job this week, what would you worry about?*
- Students discuss the questions in pairs.
- Elicit a few answers from the class.

Use of English

Exercise 3 page 34

- Go through the Use of English exam strategy together.
- Students cover the options and read the text, noting down any words that they think might fit the gap.
- Students compare the answers in pairs.

Exercise 4 page 34

- Students complete the task, checking their answers from Exercise 3 against the given options.
- Check answers as a class.

KEY

1 B 2 D 3 A 4 B 5 C 6 D 7 A 8 B 9 C 10 A

Reading

Exercise 5 page 34

- Go through the Reading exam strategy together.
- Students decide which statements are true or false.

Exercise 6 page 35

- Students read the article and complete the task.
- Check answers as a class.

KEY

1 T (*keep in mind not only what you want, but what is also realistic*)
2 NG (location is only mentioned in terms of being one of the considerations but not mentioned in connection with different salaries)
3 NG (the article only mentions subjects you enjoyed)
4 T (*a passion for a particular subject won't necessarily translate into a successful career for you*)
5 F (*You also need to think about what you want in both the short and long term.*)
6 T (*These may vary depending on whether you're a school leaver, someone in your 20s or 30s …, or a more mature person …*)
7 F (*these may involve how well you work with numbers, how you approach and deal with different situations, and how thorough you are in checking for errors in your work*)
8 NG (The article only mentions that they are often used.)

Speaking

Exercise 7 page 35

- Go through the Speaking exam strategy together. Brainstorm for other phrases that students could use to encourage their partner to contribute.
- Students complete the task.
- Elicit a few questions from the class, e.g. *Do you think that poor exam results should stop you from getting the education you want?*

Exercise 8 page 35

- Working in pairs, students complete the task.
- Do a whole-class correction and feedback activity at the end of the task. Ask students what questions they have heard or used in their discussion.

Writing

Exercise 9 page 35

- Go through the Writing exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students write their article, elicit and agree on the success criteria for the task, e.g. include a wide range of vocabulary related to achieving goals, have clear organisation and paragraphing, respond to all the prompts in the task fully. Students then refer to the agreed criteria to self-assess their completed article.

See the notes on Assessment for Learning on page 11.

Exercise 10 page 35

- Students complete the writing task.

KEY (SAMPLE ANSWER)

The goal that I really want to achieve is learning to play the piano. This is something which will probably take me a long time to do to a reasonable standard, and it is a hobby that I hope I can enjoy for many years, so I don't have any specific dates in mind. Obviously, the more time I spend learning, the better I should get. However, my aim would be to pass a couple of exams before I leave school.

I have always enjoyed listening to music and my older sister is taking guitar lessons, so this is something I have been considering for a while. The guitar doesn't appeal to me as much as the piano – I think I prefer this instrument because I tend to listen to a lot of classical music. Apart from the fact that I would like to be able to play some of the pieces that I listen to, I also think it's important for everyone to have a hobby. As a student, I spend a lot of time studying and working for school exams, and this would make a pleasant change.

In order to achieve this, first of all I need to buy a piano, or perhaps a digital keyboard, which would be less expensive for my parents! Then I will have to find a teacher. It would be helpful to find someone who lives near me, but it is more important that this person is patient and motivating, understands my goals and can support me in them.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for the general meaning when matching speakers to statements. I can make predictions in multiple-choice cloze tasks. I can find evidence to support true, false or not given answers in a reading text. I can encourage a partner to contribute to discussion tasks. I can make sure I cover all of the points specified in the writing task.*

Further practice

Workbook pages 28–29

3 Influencing attitudes

3.1 Vocabulary

Lesson summary

Speaking: Discussing the most important factors in conflict resolution

Listening: A vlog about dealing with differences of opinion successfully

Vocabulary: Exercising influence

Reading: An article about the MY HERO project

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1, 4, 5b and 9 brief.

WARM-UP Tell students to look at the photo. Ask: *What can you see in the photo?* (a woman shouting her ideas in a megaphone and a man listening) *How important is it for your ideas to be listened to? How do you feel if someone doesn't listen to you? Think of the last time you really listened to someone. What did you learn from them?*

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

Exercise 1 Think & share page 36

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

Extra activity

- Tell students about a person, experience or event that had a great influence in your life, e.g. *The person who had the greatest influence on me when I was child was my grandmother. I never heard her say a bad word about anyone, and she always said life was too short to spend it being angry. When I left school, I spent a year travelling. The experience that made the greatest impression on me was seeing children aged just six or seven walking four or five kilometres to get to school. That's when I realised how privileged I had been. It's what made me decide to be a teacher.*
- Give students a minute to think about the people, experiences and events that have had the greatest influence on them in their lives so far.
- Then ask them to share their answers with a partner.
- Ask a few students to share their answers with the class.

Exercise 2 3.01 page 36

- Play the video or audio for students to answer the questions.
- Check answers as a class.

KEY

1 He has a problem with his parents.
2 He keeps forgetting to put out the recycling in time for collection, and his parents are annoyed.

Transcript

See Teacher's Guide, page 190.

Exercise 3 3.01 page 36

- Tell students to read the sentences before they watch or listen again and see if they can answer any of them. They should guess any answers they are not sure of.
- Play the video or audio again for students to check their answers.
- Check answers as a class.

KEY

1 T
2 F (Darius's problem is not complicated; all he has to do is remember to put out the recycling. Kaya's advice is general and concerns conflicts of many kinds.)
3 F (Darius doesn't think there is any point trying to negotiate with his parents.)
4 F (She thinks that Darius is being unreasonable, and that his parents are not really asking that much of him.)
5 T

Exercise 4 page 36

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

KEY

She recommends that he set a reminder on his phone.
Students' own answers

Exercise 5a Real English page 37

- Students complete the task.
- Check answers as a class.

KEY

1 D 2 C 3 A 4 E 5 B

Exercise 5b page 37

- Students work individually. They think of situations where they might use the phrases and then tell a partner.
- Check answers as a class by asking students to share their situations with the class. Point out that the phrases in 1, 3, 4 and 5 are informal, but *on bad terms* is neutral.

KEY

Students' own answers

Exercise 6 Vocabulary page 37

- Students answer the questions.
- Check answers as a class. Then ask: *How do you think The Validation Project and Youth Action Network actually work to help the victims of bullying and children affected by violence? What do you think of Erin Gruwell's idea of solving differences of opinion by writing? Which of the heroes in the article do you admire the most?* Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY

1 collaboration, compromise
2 disputes, confrontation, differences of opinion
3 outcome, side effects

AfL Teaching tip: diagnostics

Defining vocabulary

Thinking of definitions for items of vocabulary helps students to consider and articulate what they already know.

- Ask students to look at the highlighted words and phrases in the article. Working in pairs, ask them to come up with a definition for as many items as they can.
- In pairs, students try to write a short definition for each of the words and phrases and clarify, if they can, the difference between a *dispute*, a *confrontation* and a *difference of opinion*.
- Explain that sometimes it is enough to understand the general meaning of a word or phrase, but it is often important to understand the exact meaning so that you know which word to use in a particular context or situation.
- Check answers as a class.
- Then ask students to write sentences using *dispute*, *confrontation* and *difference of opinion*.
- Ask a few students to share one of their sentences with the class.

See the notes on Assessment for Learning on page 11.

KEY

dispute = an argument between two people, groups or countries; discussion about a subject on which people disagree
collaboration = the act of working with another person or group of people to create or produce something
compromise = an agreement made between two people or groups in which each side gives up some of the things they want so that both sides are happy at the end
unjust = not deserved or fair
confrontation = a situation in which there is anger between people or groups who disagree because they have different opinions
outcome = the result or effect of an action or event
side-effect = an unexpected result of a situation or course of action that happens as well as the result you were aiming for
difference of opinion = a disagreement; a belief or view about something that someone has that differs from someone else's belief or view

Exercise 7 Vocabulary page 37

- Ask students to cover the definitions A–G and read the questions. Working in pairs, they try to write their own definitions for the bold words and phrases.
- They then do the matching task.
- Check answers as a class. Ask if their own definitions were close to the ones given and if they were accurate enough.

KEY

1 D 2 G 3 E 4 F 5 B 6 A 7 C

Exercise 8 Think & share page 37

- Students discuss the questions in exercise 7 in pairs.
- Ask a few students to share their answers with the class.

KEY

Students' own answers

Exercise 9 page 37

- Ask students if they can remember what advice Kaya gave in the vlog.

Extra support

- Play the video or audio again for students to make notes about the advice Kaya gives.
- Students then choose three words or phrases from exercises 6 and 7.

- Ask a few students to share their ideas with the class, giving reasons for their choices.

Exercise 10 3.02 page 37

- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

common ground, collaboration, fairness

Exercise 11 Think & share page 37

- Working in pairs, students choose one the problems and discuss the best way to resolve it.

Extra support

- Ask students, individually, to choose the problem they would like to discuss. Put them into three groups according to their choice of problem. If possible, try to have groups of roughly equal size.
- First, divide each group in two subgroups: As and Bs. Assign the role of one 'side' in each dispute to the As and the other 'side' to the Bs. Students brainstorm reasons for their point of view in their A or B group. They then vote on the two or three best reasons.
- Next, ask students to brainstorm what reasons the other 'side' might have for disagreeing with them.
- After that, ask students to think about what would be non-negotiable, what they might be prepared to compromise about and, above all, what would be fair for both sides.
- Finally, put students in A / B pairs in each group to discuss how to resolve the problem.

- When students have finished discussing, ask one or two pairs from the different groups to share their ideas with the class.

Extra activity

- As a class, brainstorm ideas for other disputes or conflicts that teenagers face in their daily lives and write notes on the board (e.g. conflict with a brother or sister who borrows their possessions without asking / teases them about their appearance; a dispute with parents about what time they need to be home at night; conflicts with parents about their choice of friends / free-time activities).
- In pairs, students choose one of the disputes or conflicts and discuss ways to resolve it.
- Ask a few students to present their ideas to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about exercising influence.*

Further practice

Workbook page 30
Vocabulary photocopiable worksheet
Short test

3.2 Grammar

Lesson summary
Speaking: Discussing whether phones should be banned from schools
Reading: A text about the use of mobile phones in schools
Grammar: Advanced passive structures; *have* + object + past participle
Writing: Rules for a book called *The Art of Getting Along*

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 11 as a written task for homework.

AfL Teaching tip: diagnostics

Considering existing knowledge

Asking students to think about what they already know focuses them immediately on the lesson's content. It also helps the teacher to evaluate what the class already understands and where there may be gaps.

Tell students that today's lesson is about advanced passive structures and the structure *have* + object + past participle.

Ask them to consider what they already know about these structures. As students do the warm-up, circulate and see how accurately and confidently they can form the passive. Note any common errors and make a point of focusing on these areas at the grammar presentation stage.

See the notes on Assessment for Learning on page 11.

WARM-UP Briefly revise passive structures. Write on the board:

1 *They may soon solve the problem. (The problem …)*
2 *She can't have solved the problem so quickly. (The problem …)*
3 *They are developing solutions to the problem. (Solutions …)*
4 *Scientists were working on the problem. (The problem …)*
5 *I remember the teacher giving me a problem to solve. (I remember …)*
6 *She dealt with the problem efficiently. (The problem …)*
7 *He showed the students the solution to the problem. (Two sentences: The students … / The solution to the problem …)*
8 *We need to solve the problem as soon as possible. (The problem …)*
9 *Some people consistently underestimate the seriousness of the problem. (The seriousness of the problem …)*

- Ask students to rewrite the sentences beginning with the words in brackets.
- Check answers as a class. Use this opportunity to evaluate how confidently students can form these relatively simple passive structures. If they have made many mistakes, reassure them and say that they will have a chance to improve their knowledge in this lesson.

KEY

1 The problem may soon be solved.
2 The problem can't have been solved so quickly.
3 Solutions to the problem are being developed.
4 The problem was being worked on by scientists.
5 I remember being given a problem to solve (by the teacher).
6 The problem was dealt with efficiently.
7 The students were shown the solution to the problem.
The solution to the problem was shown to the students.
8 The problem needs to be solved as soon as possible.
9 The seriousness of the problem is consistently underestimated by some people.

Exercise 1 Think & share page 38

- Students discuss the questions in pairs or small groups.
- Ask a few pairs to share their ideas with the class and make a list of points in favour of the proposal and points against it (e.g. For: *Phones are so much part of the way young people behave that it's unreasonable to ban them. They are valuable tools in the classroom because students can perform so many functions on them.* Against: *They can distract students and prevent them from focusing on the lesson. They discourage students from taking time to think deeply about issues for themselves.*).

Exercise 2 page 38

- Students rewrite the sentences in pairs.

Extra support

- Ask students to focus on the form of the verb *to be* in each sentence and elicit or remind students that in the active voice, the verb will have the same form, e.g. in item 1, the verb *to be* is in the past continuous tense (*was being considered*), so in the active voice the verb will be *was considering*.
- Then ask students to work in pairs and decide what the subject of the active voice sentence must or could be.

- Check answers as a class.

KEY

1 Other countries were considering a ban as well.
2 When journalists/reporters/people/they repeatedly asked him about the use of mobile phones in UK schools, …
3 … he replied that students should not use them during the school day.
4 However, some teachers did not approve of the minister's comments.

5 The Department of Education can't have interviewed the many teachers who use phones as a study device.
6 Teachers present many useful teaching materials to students through digital devices.
7 Numerous teachers denied (that) students using phones in class was a problem.

Exercise 3 page 38

- Go through the grammar box with the class.

KEY

1 G 2 H 3 A 4 E 5 B 6 F 7 C 8 D

- Students do the Grammar booster exercises on page 136.

Extra support

- Write examples of each advanced passive form on the board and make sure students know how they are formed:
  A: present modal: modal + *be* + past participle, e.g. *can be done*
  B: past modal: modal + *have* + *been* + past participle, e.g. *must have been done*
  C: *-ing* form: *being* + past participle, e.g. *being done*
  D: infinitive: *to be* + past participle, e.g. *to be done*
  E: verb + dependent preposition, e.g. *deal with*: (appropriate form of) *to be* + *dealt with*
  F: verb + two objects, e.g. *give something to someone*: *someone* + (appropriate form of) *to be* + *given something* OR *something* + (appropriate form of) *to be* + *given to someone*
  G: past continuous: *was/were being* + past participle, e.g. *was being done*
  H: passive + adverb, e.g. *is constantly being done*

- Students match the underlined passive forms to the passive structures A–H.
- Check answers as a class. Use this opportunity to revise the uses of the passive and to clarify any questions students may have about it.

Exercise 4 page 38

- Students complete the sentences.
- Check answers as a class.

KEY

1 Confrontation needs to be avoided at all costs.
2 Will the date be announced soon?
3 The new members were enthusiastically welcomed by the club.
4 While the speeches were being given, we waited outside.
5 My dad said I couldn't be relied on to look after the house.
6 Tom didn't remember being shouted at by the woman.
7 A compromise can't have been agreed on by the council.
8 The workers are going to be given a pay rise.

Exercise 5 page 38

- Students read the sentences and answer the questions.
- Check answers as a class.

KEY

1 B 2 A

- Students do the Grammar booster exercises on page 136.

Exercise 6 page 38

- Students complete the responses.
- Check answers as a class.

KEY

1 No, I had it confiscated by the Head.
2 No, we usually had them checked by the coach.
3 No, I had it stolen from my bag.
4 No, I usually have it cut at the new hairdressers in the shopping centre.

Exercise 7 page 38

- Students answer the questions.
- Check answers as a class.

KEY

1 a 2 b 3 a 4 b

Extra challenge

- Write on the board:
  1 *A famous architect is going to design the company's new office building. (The company …)*
  2 *Our party invitations have been printed by Bodoni & Goudy. (We …)*
  3 *Someone must have stolen his money while he was on the bus. (He …)*
  4 *My brother can cut your hair for you. He's training to be a hairdresser. (You …)*
  5 *My mobile phone is being repaired at the moment. (I …)*
  6 *Thousands of homes are destroyed by floods every year. (Thousands of people …)*
- Ask students to rewrite the sentence using the words in brackets and the structure *have* + object + past participle.
- Check answers as a class.

KEY

1 The company is going to have its new office building designed by a famous architect.
2 We have had our party invitations printed by Bodoni & Goudy.
3 He must have had his money stolen while he was on the bus.
4 You can have your hair cut by my brother. (He's training to be a hairdresser.)
5 I am having my mobile phone repaired at the moment.
6 Thousands of people have their homes destroyed by floods every year.

Exercise 8 page 38

- Students discuss the questions on page 150.
- Circulate and monitor while students are doing the activity and also make a note of good examples of language and errors.

Exercise 9 3.03 page 38

- Ask students to read the questions before they listen.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 He wrote it about 2,500 years ago.
2 He gave advice about fighting wars.
3 Yes, because they want to be successful in life.

4 A good general knows when a battle needs to be fought (and when it doesn't). They support their soldiers. They use strong discipline with their soldiers. They should always offer opponents a way of escaping.

Exercise 10 3.03 page 38

- Ask students to read the sentences and try to complete them before listening to the audio again.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY

1 is still being used
2 should never be entered, had been totally exhausted
3 can be defeated
4 to be fought
5 were not approved of
6 being used
7 should always be offered

Exercise 11 Think & share page 38

- Students write some rules in pairs.

Extra support

- As a class, brainstorm ideas for the rules and write brief notes on the board, e.g. *avoid conflict, compromise, collaboration*. Remind students of the advice Kaya gave in the vlog in Lesson 3.1.
- Encourage students to use a variety of passive structures, e.g. passives with present modals (such as *may*, *must/mustn't*, *should/shouldn't*). They could also use structures like the first conditional.

- When students have finished, elicit ideas and as a class discuss which ones would work best.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use advanced passive structures to talk about conflict.*

Further practice

Workbook page 31
Grammar booster page 136
Grammar photocopiable worksheet
Online practice

3.3 Listening

Lesson summary
Strategy: Strategic scanning
Listening: A presentation about rebels
Speaking: Discussing rebels; discussing how people can be pressurised to behave in a certain way
Writing: A text summarising how to be a rebel

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 4 and 9 brief.

Culture notes

- **Jo** is one of the four March sisters in Louisa May Alcott's novel *Little Women*. Most of the story takes place during the American Civil War, i.e. in the 1860s. Jo is a rebel because she is a tomboy, she has ambitions to write and she longs for an adventurous life. These qualities were considered unsuitable for a girl at that time.
- **Katniss Everdeen** is one of the protagonists of *The Hunger Games* trilogy by Suzanne Colins, on which The Hunger Games films are based. The stories take place in a dystopian fictional world, where people are chosen to take part in Hunger Games, the aim being to kill the other participants. Katniss rebels against the rulers of the fictional nation of Panem, where the action is set.
- The legendary English hero **Robin Hood** is an outlaw who lives in Sherwood Forest and steals from the rich to give to the poor. There are many versions of the legend, and adaptations of the story have been filmed many times.

WARM-UP Focus attention on the photos and elicit what students know about the characters they show and why they were rebels. If necessary, give them the information in the Culture notes.

Exercise 1 page 39

- As a class, elicit one example of each. Then ask students to make a list in pairs and brainstorm characteristics they have in common.
- Ask a few pairs to share their lists and ideas with the class.

KEY

Students' own answers
Suggested characteristics: not being afraid to be different, following their own path, determination

AfL Teaching tip: learning intentions

Preparing students to listen

Talking and speculating about a topic before listening helps engage students with the content and provides added motivation for listening.

Before students listen to the introduction to the presentation, ask them to speculate in pairs or small groups what they might hear, based on their own experience of reading fiction or watching films and television programmes. Ask them to make a list of brief notes for their topic in exercise 2.

When they have listened to the presentation, they can compare the notes with their own lists. Ask them if their points were similar to or very different from the ones in the audio.

Exercise 2 3.04 page 39

- Go through the Listening strategy together.
- Play the audio for students to listen and take notes. Remind students not to write full sentences; they should concentrate only on key words, i.e. nouns and (affirmative or negative) verbs, and perhaps adjectives and adverbs where they are significant.

Extra support

- Tell students that you are going to play the audio and pause it after every sentence or two. Ask them just to listen and simply focus on Student A's topic, i.e. what they hear about the way rebels are portrayed in fiction. When you pause the audio, they should make brief notes if they heard anything to do with this theme. Tell them not to worry if they didn't hear anything relevant; this may well be because the speaker didn't actually say anything relevant.
- When students have listened to the audio, ask a few to share their notes with the class. Write them on the board and ask the rest of the class if they agree that the information is relevant, and if not, why not.
- For further practice, repeat with Student B's topic, i.e. what happens to rebels in fiction and why.

- Ask a few students to share their answers with the class.

KEY

Students' answers should include some of the following information:
The way rebels are portrayed in fiction: rule breakers; in confrontation with parents and other figures of authority; feel they can't live life as they want.
What happens to rebels in fiction and why: portrayed negatively in fiction; fiction warns people about the dangers of rebelling.

Transcript

See Teacher's Guide, page 191.

Exercise 3 3.04 page 39

- Play the audio again for students to complete the notes.
- Check answers as a class.

KEY

1 other people's freedom 2 parents, teachers, police
3 positive 4 us against rebelling

Exercise 4 Think & share page 39

- Students discuss the questions in pairs. Tell them to make short notes about the circumstances in which it might be good to be a rebel, e.g. to challenge old-fashioned or unjust practices and create positive change.
- Ask a few pairs to share their ideas with the class.

KEY

Students' own answers

Exercise 5 3.05 page 39

- Play the audio for students to listen and compare what the speaker says with their own ideas in exercise 4.

KEY

Students' own answers
The speaker suggests rebelling against: routines, thinking the same as others, stereotypes, pretending we are something that we are not and doing things without understanding them fully.

Transcript

See Teacher's Guide, page 191.

Exercise 6 3.05 page 39

- Ask students to read the questions and answer options and try to answer the questions before they listen again. Emphasise that it doesn't matter if they are not sure of the answer; having guessed the answer will help them focus on what they have to listen out for.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

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

Exercise 7 Mediation page 39

- Ask students to write a profile of a rebel using their own words as far as possible. Emphasis that the language in a text message is usually informal.

Extra support

- Elicit the five areas mentioned in the audio and write short notes on the board, i.e.
  1 *rebel against routines we follow every day, think outside box, have more time*
  2 *rebel against social bubble, develop growth mindset*
  3 *avoid stereotypes, reality is different*
  4 *authenticity, don't pretend to be something or know something*
  5 *understand things first, then change*
- If necessary play the audio again.
- Students use the information on the board to write their text message.

KEY (SUGGESTED ANSWERS)

Rebel against routines and you'll have more time.
Develop your ideas by going outside your social bubble.
Ignore stereotypes because they give us a false image of reality.
Be honest about who you are and what you know.
Understand things fully before you rebel against them.

Extra activity

- Ask students to research a famous rebel online and write a short paragraph about them. They should summarise how the person rebelled and why, and what characteristics (if any) they exhibited that are described in the audio.
- You could collect the paragraphs, print them out and stick them on the classroom walls for the class to read.

Exercise 8 Think & share page 39

- Students discuss the questions in pairs.
- Ask a few students to share their ideas about one of the groups of people with the class.

KEY (SUGGESTED ANSWERS)

people in their thirties: settle down, get married, have children, focus on their family and career
teenagers: concentrate on their school work, start to think of a future career
the elderly: become less active and involved in social life, retire, take up gentle, leisurely pursuits
young adults starting careers: be ambitious, work hard, make money
young children: be respectful, do well at school and do their homework, do sports

Exercise 9 page 39

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand detailed information from a presentation about rebels.*

Further practice
Workbook page 32
Online practice

3.4 Vocabulary

Lesson summary

Speaking: Talking about how we feel when we ask questions; deciding what questions you would ask in various situations

Reading: A forum post about the power of questions

Vocabulary: Asking the right questions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief.

WARM-UP Discuss some or all of the following questions as a class:
What do you do when you don't understand something that concerns your schoolwork?
Why do people sometimes pretend to understand what others are talking about?
How do you feel when a person in authority says they don't know the answer to a question?
Is it ever acceptable for an expert to say that they don't know the answer to a question in their field of expertise?
Would you have more or less trust in an expert if they admitted to not knowing something?

Exercise 1 Think & share page 40

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

Extra support

- Briefly review how to make questions more polite in English.
  - The use of *excuse me* and *please* is very common when we ask questions in English, and that omitting to use them where appropriate can sound rude. Elicit a few questions using these words from students, e.g. *Can you explain it to me again, please? Excuse me. How do I get to the train station from here?*
  - We often use *could* and *would* instead of *can* and *will*, e.g. *Could you repeat what you said, please? Would you be able to help me with my homework tonight?*
  - We often prefer indirect questions to direct questions, using introductory phrases, e.g. *I wonder if you could/would … ? Is there any chance that … ? Could you tell me where … ? Would you mind … ? Do you have any idea if/whether … ?*
- Write on the board:
  Where are you from?
  Why does water boil at a lower temperature at higher altitudes?
  Where is the nearest post office?
  Can you come with me to the dentist?
- Ask students to rewrite the sentences so that they sound more polite.
- Check answers as a class. Accept any valid answers.

Exercise 2 page 40

- Students read the forum post and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 Vocabulary page 40

- Go through the instructions with the class and emphasise that matching the highlighted words and phrases to the categories will give students a clue about their general meaning.
- Check answers as a class.

KEY
1 pertinent, in depth, probe into, line of enquiry
2 drone on, a loss of face, evasive, stonewall
3 inquisitive, approachable, effectiveness, open up, attentively, build rapport

Extra activity

- Ask students to work in pairs and try to come up with more precise definitions for the words and phrases in the forum post.
- Students then check their definitions in a dictionary.
- Ask them how accurate their own definitions were.

KEY
drone on = to talk for a long time in a boring way
pertinent = appropriate to a particular situation; relevant
a loss of face = having less respect or looking stupid because of something you have done
inquisitive = very interested in learning about many different things
approachable = friendly and easy to talk to
effectiveness = producing the result that is wanted or intended; the fact of producing a successful result
engagement = being involved with somebody in an attempt to understand them
in depth = in a detailed, careful and complete way
open up = to talk about what you feel and think; to become less shy and more willing to communicate
attentively = carefully, in a way that shows a lot of interest
evasive = not willing to give clear answers to a question
stonewall = to delay a discussion or decision by refusing to answer questions or by talking a lot
build rapport = create a friendly relationship in which people understand each other very well
probe into = to ask questions in order to find out secret or hidden information about somebody/something
line of inquiry = the kinds of questions that someone is asking in order to find out particular information

Exercise 4 Vocabulary page 40

- Students complete the descriptions using the correct form of the words and phrases. Point out that the words are not in the order they will use them so students need to choose carefully.
- Check answers as a class.

KEY

1 approachable, build rapport, open up to
2 drones on, in depth
3 inquisitive, attentively, pertinent
4 a loss of face, evasive, stonewalls
5 probing into, line of enquiry, effectiveness

Exercise 5 page 40

- Make sure students understand what an open-ended question is (question with questions words like *what*, *who*, *where*, *why*, etc.)
- Working in pairs, students tell each other about the people they know that match the five descriptions.
- Students ask and answer their follow-up questions. They could ask about the person's family background, character, motives for behaving in a certain way, the way they are perceived by others, etc.
- Ask a few students to share what they learned about one of the people their partner told them about.

Exercise 6 Think & share page 40

- Students work in pairs to decide what questions they would be prepared to ask.

Extra support

- As a class, brainstorm what kinds of information a person might like to find out in each of the situations and make notes on the board, e.g. job interview (the interviewee): *the responsibilities the job involves, possible training offered, how many people work in the business; asking for a loan from your parents: how much they are prepared to lend you, for how long*.
- Remind students that for some kinds of information, they will need open-ended questions, but for other kinds, 'yes' or 'no' questions might be better. Point out also that in some situations, indirect questions might be more appropriate than direct questions.

- Ask a few students to share their questions with the class.

Exercise 7 page 40

- Students discuss the question in new pairs.
- Ask a few students to share their ideas with the class.
- Students do the Vocabulary booster exercises on page 122.

Extra activity

- In pairs, students choose one of the situations in exercise 6. They then choose a role and act out the conversation.
- Remind them that in some of the situations there may be a difference of opinion, in which case they should try to find common ground and reach a compromise that is fair to both sides.
- Ask a few pairs to act out their interview for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the power of questions.*

Further practice

Workbook page 33
Vocabulary booster page 122
Vocabulary photocopiable worksheet
Short test

3.5 Grammar

Lesson summary

Speaking: Asking questions about various topics; thinking of interesting questions you would like to ask

Reading: An article about asking the right question

Grammar: Passive reporting structures

Listening: A profile of an astronomer and popular science commentator

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Write on the board:

Why does a zebra have stripes?
How do we know how hot the sun is?
Why is the sky blue?
Do you perceive the colour blue in the same way as I perceive the colour blue?
Why do people get sick?
Why is water wet? What is 'wet'?
How big is the world?
How do I know I am real and not just in someone's dream?

- Ask students to work in groups and see if they can answer the questions.
- Ask a few students to attempt to answer the questions.
- Then ask students if they remember asking questions like these when they were younger? Do they still ask questions like these? And if they do, do they try to find answers? If so, how?
- Elicit answers and encourage everyone to contribute to the discussion.

Exercise 1 Think & share page 41

- Students think of questions in pairs.
- Ask a few students to share their questions with the class.

KEY (SUGGESTED ANSWERS)

influencers: What are the characteristics of a successful influencer? How do you become an influencer?
mainstream media: Why do so many young people distrust mainstream media? How easy is it to start working in mainstream media?
mobile phones: What would people do if they couldn't use their mobile phone because of some disaster? Would it be possible to have a normal social life if you didn't have a mobile phone?

social media: What future development, technological or not, might make social media redundant?

Exercise 2 page 41

- Students read the article and answer the question.
- Ask a few students to share their answer with the class.

AfL Teaching tip: learning intentions

Lesson aims

Clearly communicating to students what is being learned and why helps them understand what they are doing and see the value of it.

Before you look at the grammar box with students, write the main language objective on the board: *passive reporting structures*, and ask students if they know or remember what these are. Elicit one or two examples and write them on the board, or write your own examples, e.g. *It is reported that the rebels have attacked the city*. *The rebels are reported to have attacked the city*.

Refer back to them during the lesson to elicit or explain how and why we use them.

See the notes on Assessment for Learning on page 11.

Exercise 3 page 41

- Go through the grammar box with the class and make sure students understand everything.
- Students then match the underlined sentences in the article to the rules.

KEY

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

- Students do the Grammar booster exercises on page 137.

Extra support

- Write on the board:
  1 *People who know her claim that the actor wants to retire after her next film. (It is …)*
  2 *The locals believe that a monster lives at the bottom of the lake. (A monster …)*
  3 *Scientists say that the virus is evolving rapidly. (The virus …)*
  4 *Archaeologist think that the ancient city had been destroyed by an earthquake. (The ancient city …)*
- Ask students to rewrite each sentence using the words in brackets.
- Check answers as a class. Then ask students to think about why the passive reporting structure is better than using subjects like 'people' or 'they' (because the subjects are vague or general).

KEY

1 It is claimed that the actor wants to retire after her next film.
2 A monster is believed to live at the bottom of the lake.
3 The virus is said to be evolving rapidly.
4 The ancient city is thought to have been destroyed by an earthquake.

Exercise 4 page 41

- Students complete the sentences.
- Check answers as a class.

KEY

1 has been suggested that asking
2 are reported to be working
3 are believed to support
4 is reported to have made

Exercise 5 page 41

- Students rewrite the sentences.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

2 It is expected that a line of enquiry will start soon.
A line of enquiry is expected to start soon.
3 It is believed that the media are questioning the politician's activities.
The media are believed to be questioning the politician's activities.
4 It is claimed by the workers that the owners have given them assurances that they will address the issues.
The owners are claimed (by the workers) to have given assurances that they will address their / the workers' issues.
5 It is suspected that the researchers have been asking the wrong questions.
The researchers are suspected to have been asking the wrong questions.
6 It is alleged that the opposition have been stonewalling her questions.
The opposition are alleged to have been stonewalling her questions.

Exercise 6 3.06 page 41

- Ask students to read the instructions and gapped sentences and think about how to complete them.
- Play the audio for students to listen and check their guesses.
- Check answers as a class.

KEY

1 is reported to have been asked, schoolchildren
2 is said to have been raised, 18th
3 is suggested, questions
4 is said, Einstein, relativity
5 is reported to be using, dark matter

Exercise 7 Think & share page 41

- Students think of interesting questions to ask. Elicit that open-ended questions are more likely to be interesting than 'yes' and 'no' questions.
- Students discuss their questions in pairs and how they might find the answers.
- Ask a few students to share their questions with the class and write them on the board. Then ask the rest of the class for feedback on how interesting they find the questions and how they themselves would try to find the answers.

Extra activity

- Ask students to choose one of the questions from exercise 7 and try to find out the answer for homework.
- In the next lesson elicit answers from students.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use passive reporting structures to talk about asking questions.*

Further practice
Workbook page 34
Grammar booster page 137
Grammar photocopiable worksheet
Online practice

3.6 Reading

Lesson summary
Speaking: Discussing the right age at which to do certain activities
Reading: An article about laws regarding the age of responsibility
Strategy: Summarising
Vocabulary: Gaining independence

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 5 for homework.

WARM-UP Ask students to note down things they were not allowed to do when they were ten years old (e.g. go to the shops on their own, watch TV until midnight).
- Then write on the board:
  How did you feel if you weren't allowed to do something? Do you think you were more mature when you were a young child than your parents gave you credit for?
- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.

Exercise 1 Think & share page 42

- Before students discuss the questions, elicit what the photos show (*someone casting a vote in an election, students handing in their phones before a lesson or an exam, a girl riding a moped, a boy flying a glider, a boy doing his homework/ browsing the internet, a girl leaving home to go to college*).
- Students discuss the photos in pairs.
- Ask a few students to share their ideas with the class.

KEY
1 Students' own answers
2 Suggested answer: They protect teenagers and children from potential hazards until they are mature enough to know how to handle them and therefore these restrictions will save lives. The right to vote is reserved for people who are considered mature enough to be able to judge what is best.

AfL Teaching tip: success criteria
Integrating prior knowledge
Students should learn to call upon existing awareness of a topic to facilitate comprehension.
Encourage students to make use of the ideas that have been activated in the warm-up and exercise 1 to aid comprehension of the article.
See the notes on Assessment for Learning on page 11.

Exercise 2 3.07 page 42

- Play the audio for students to listen and read the article and answer the questions.
- Ask a few students to share their answers with the class.

Exercise 3a page 42

- Go through the Reading strategy with the class and make sure students understand everything.
- In their groups, each student summarises one of the paragraphs.

Extra support
- Tell students to imagine that they have to explain the information in their paragraph to a much younger child, aged seven or eight years old. They should try to use no more than 50 words. This may help them to focus on the important information and not worry too much about using sophisticated vocabulary.

KEY (SUGGESTED ANSWERS)
Technology: Despite the use of digital technology in schools, mobile phones are not welcome in many. The French authorities say that asking students to limit their phone use didn't work. Furthermore, both French and Australian authorities say according to research, a strict no-phone policy possibly helps improve exam results.
Transport: In different countries, there are differences laws about when young people can drive cars. In some USA states, teenagers can drive alone at 14, but they can't in most European countries. However, many 14-year-old Europeans can ride a moped and, in the UK, 14-year-olds can fly a glider!
Home life: Some US states control the age when parents can leave children at home alone. Countries in the EU don't, but they do control the age when children can legally leave home, which is usually 18. However, the average age for leaving is 26 because of the costs it involves.

Exercise 3b page 42

- Students exchange summaries with the other members of their group.
  – They should read the summary first to see if they understand it. Is it clear?
  – Then they compare it against the paragraph in the article, checking that the summary includes all the main points but no irrelevant ones.
  – Finally, they check it for grammatical accuracy and suggest ways to express ideas more clearly and succinctly if necessary.
- In their groups, students work together and use the feedback to improve the three summaries.
- Ask students to read out their summaries as a class feedback session.

Exercise 4 page 43

- Students read the questions and answer as many as they can. They then read the article again to check their answers. Ask them to note down support for each answer.
- Check answers as a class, asking students to justify their choice of answer. Finally, ask if and how summarising the paragraphs helped them with the task.

KEY

1 B (The reality, however, is that some rights and obligations can be experienced for the first time earlier or later in life, depending on where you live.)
2 D (The authorities in France claimed that their non-negotiable position on phones had been decided upon when attempts to limit students' use of phones in class had failed.)
3 B (The minimum age for driving a car in some states in the USA stands in stark contrast with the rest of the world, where you usually need to be at least 17 or 18. … the only 14-year-old Europeans to enjoy the same freedom to use motorised vehicles live in France, Italy, Poland, Portugal, Estonia, Latvia and Hungary, but they are only allowed to ride mopeds not drive cars at this age. … UK teenagers have to wait a further two years before they are permitted to ride a moped, …)
4 A (… there are clear differences of opinion about when children are old enough to be responsible for themselves. The state of Illinois believes children's dependence on their parents means they shouldn't be left at home alone until they are 14, while the state of Kansas thinks children aged 6 and over can be left alone for short periods of time.)
5 C (However, deciding when you are ready to take an important step in life is not just a question of taking the law into account. Most young adults in the European Union are aware of the consequences of living alone and … most teens think twice about making the move. …)

Exercise 5 page 43

- Students complete the exercise.
- Check answers as a class.

KEY

1 take a tougher stance on 2 be aware of the consequences of 3 stand in stark contrast with 4 a much greater chance of 5 made you think twice about 6 take responsibility for

Exercise 6 Think & share page 43

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

KEY

1 Students' own answers
2 Students' own answers
3 People aged between 13 and 19 weren't called teenagers until the 1940s. In the early 20th century only 19% of 15- to 18-year-olds went to secondary school, and only around 9% graduated. In the UK, people had to be 21 to vote. There was limited technology – no TV, and the movies were silent.

Extra activity

- Ask students to choose one of the activities mentioned in the article and think of arguments for why the legal age should be raised or lowered.
- Ask students to compare their arguments in small groups, then share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an online article about the age of responsibility.*

Further practice

Workbook page 35
Online practice

3.7 Global skills

Lesson summary

Speaking: Talking about issues you argue about and how you resolve them; discussing mediating

Listening: A conversation about solving conflicts

Reading: A text about mediation to resolve arguments and conflicts

Vocabulary: Mediating

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, set exercise 7 for homework and do exercise 8 in the next lesson.

WARM-UP Ask students: *What's the difference between an argument and a fight? Does an argument necessarily mean that the people involved are angry with each other?*

- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class, but be sensitive to the fact that some students may be reluctant to share this information.

Exercise 1 page 44

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

AfL Teaching tip: learning intentions

Preparing students to listen

Talking and speculating about a topic before listening helps engage students with the content and provides added motivation for listening.

Before playing the audio, ask students to read the different types of conflicts in the list in exercise 2 and speculate in pairs on what issues are involved in them.

Elicit ideas from students and make notes on the board, e.g. *arguments between students and teachers: the amount of homework given, the use of mobiles in class, punctuality problems between employers and employees: pay, working conditions, lack of promotion*.

When students listen to the audio in exercise 2, they can refer to the list and the notes on the board with greater confidence that they will be able to identify the two types of conflict not mentioned. When they listen to the audio again in exercise 3, ask them if Bako and Marius argued about any of the issues on the board.

See the notes on Assessment for Learning on page 11.

Exercise 2 3.08 page 44

- Play the audio for students to listen and answer the question.

KEY

arguments between students and teachers
conflict between parents and children

Transcript

See Teacher's Guide, page 191.

Exercise 3 3.08 page 44

- Ask students to read the questions and discuss in pairs what answers they remember.
- Play the audio again for students to listen and answer the questions.
- Check answers as a class.
- Then ask: *What do you think of Harry's advice to Bako? Is this a good way to settle a dispute? Do you think it would work for you?*
- Elicit responses from the class.

KEY

1 He's been arguing with him about their holiday plans.
2 He has been complaining about Bako's ideas.
3 It is to take a break and cool down.
4 The third side is the friends and family of the people involved, the neighbourhood, fellow citizens and even other countries.
5 They need to agree on the importance of showing willingness to find a solution / talking.
6 You should separate the problem from the people.

Exercise 4 page 44

- Students match the titles to the paragraphs.
- Check answers as a class.

KEY

1 How to be a mediator 2 Get people to sit down together
3 Set clear guidelines 4 Let them find an answer

Exercise 5 Think & share page 44

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

Exercise 6 Vocabulary page 44

- Encourage students to guess the meanings of any words and phrases they don't know from the context. They can then check the meanings in a dictionary.
- Students complete the sentences.
- Check answers as a class.

KEY

1 advance the process 2 conflicting interests
3 at the core of 4 go-between 5 escalated tensions
6 establishing some ground rules

Exercise 7 page 44

- Give students time to think of ways to complete the sentences so that they are true for them.

Exercise 8 Think & share page 44

- Students compare their sentences in groups and discuss the questions.
- Ask a few students if they learned anything useful or interesting from their discussions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use mediation to resolve arguments and conflicts.*

Further practice

Workbook page 36

3.8 Speaking

Lesson summary

Speaking: Speculating about different scenarios; a conversation about a problem at work and an attempt at mediation; evaluating the success of an attempted mediation

Listening: Two conversations: one about how photos on social media might affect someone's chance of getting a job, and the other about the problem an intern has with a training programme

Strategy: Being polite and diplomatic

Pronunciation: Stress in sentences

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 5 brief.

WARM-UP Write on the board:

How do you show respect for the people you are talking to in your culture?
Do you think that being diplomatic when you talk to your friends is necessary? Why? / Why not? What about being diplomatic with your siblings/parents?
Would you be interested in a career in the diplomatic service of your country? Why? / Why not?

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

Exercise 1 Think & share page 45

- Students look at the photos and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

1 The photos might be embarrassing. They might be problematic for security issues (e.g. they might show a person's address or certain identity details). They might jeopardise a person's job application.
2 They may have issues with too much (or not enough work), the work might not be very interesting or relevant. They are not given sufficient supervision or training.

Exercise 2 3.09 page 45

- Play the audio for students to listen and answer the questions.
- Check the answers as a class.

KEY

1 The friend had posted photos that he thought might be an issue if a future employer saw them. His friend agrees to remove all of the photos he appeared in.
2 The intern was offered an extension into the summer but was initially unsure as she was looking for paid work. Her employer has agreed to pay her for the extra time.

Transcript

See Teacher's Guide, page 192.

Exercise 3 3.09 page 45

- Ask students to read the gapped sentences in the Phrasebook and see if they can complete any of them before listening again.
- Play the audio again for students to check or complete the sentences.
- Check answers as a class. Make sure students understand the idiom *on the same page* (if two or more people or groups are on the same page, they agree about what they are trying to achieve). If necessary, play the audio again, pausing it where necessary to confirm answers.

KEY

1 trouble 2 bring 3 mind 4 acceptable 5 willing 6 satisfied 7 consider 8 happy 9 reached

Extra activity

- Play the audio again and pause it when you come to one of the sentences in the Phrasebook. Encourage students to repeat, imitating the speaker's intonation.

Note!

Students may find it embarrassing or difficult to vary their intonation as much as a native speaker does, but explain that intonation is very important in English; a lack of appropriate intonation may be mistaken for abruptness or even rudeness. Sometimes, simply using the right words isn't enough; you have to *sound* diplomatic.

Exercise 4 page 45

- Go through the Speaking strategy with the class.
- Students work in pairs to make changes to the conversation on page 150.
- Circulate and monitor as students work, helping with language and ideas where necessary.
- When they have finished, ask a few students to act out the conversation for the class, using appropriate intonation.

KEY (SUGGESTED ANSWER)

A: I think we need to talk.
B: Of course.
A: I'm afraid your assignment isn't quite right. I think it would be a good idea if you rewrote extensive sections of it.
B: I think I could probably make a few changes to improve it.
A: That's not exactly what I was saying. I'm afraid I may not be able to pass you if all of the issues are not addressed.
B: I'm not entirely sure what the issues are. Might you be able to explain in more detail?
A: Yes, of course. I can certainly do that.
B: Thank you. That would be really helpful.

Extra activity

- Ask students to act out the conversation and record it on their phones so that they can listen to themselves.
- They then exchange recordings with another pair and ask for and give feedback on how diplomatic the conversation sounds.

Exercise 5 Pronunciation 3.10 page 45

- Play the audio for students to listen and answer the questions.
- Check answers as a class. Play the audio again for students to listen and imitate the stress.

KEY

1 think, B 2 we, C 3 I, A

AfL Teaching tip: diagnostics

Having a 'safe' time

By presenting a productive task as a 'safe' time to experiment with new language, teachers can value effort and encourage risk taking.

The first time students do the role-play, tell them not to be too concerned with accuracy, but to maximise the opportunity to try out the Phrasebook language and use diplomatic language. When they repeat the activity, they should try to improve their accuracy. To facilitate this, give groups the option to keep the same roles when they repeat the conversation.

See the notes on Assessment for Learning on page 11.

Exercise 6a page 45

- Ask students to read the situation carefully. Then put them in groups of three and ask them to choose a role.
- Give them time to prepare what they are going to say and think about how they are going to say it.

Exercise 6b page 45

- Students act out the conversation. Circulate and monitor, making a note of good examples of language and intonation and also errors to address in a feedback session at the end.
- Once you have fed back, ask students to repeat the conversation and this time try to improve their performance.

Exercise 7 Think & share page 45

- Students discuss the questions in groups.
- Then ask a few students to share their answers to the questions with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can be polite and diplomatic when reaching an agreement.*

Further practice

Workbook page 37
Communicative activity photocopiable worksheet
Online practice

3.9 Writing

Lesson summary

Speaking: Discussing if there is a difference between stealing an album from a shop and stealing it free from the internet

Reading: An opinion essay about whether we should download or stream without paying

Strategy: Generating ideas

Writing: An opinion essay

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercises 7 and 8 for homework.

WARM-UP On the board write a list of different kinds of theft: *car theft*, *cheating someone out of their savings*, *mugging someone*, *robbing a bank*, *shoplifting*, *stealing a work of art from a museum*.

- Then write:
  Are all these forms of theft equally immoral?
  Are some forms of theft more serious than others? Why? / Why not?
  How should each of these forms of theft be punished?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class, giving reasons for their answers.

Exercise 1 Think & share page 46

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

Exercise 2 page 46

- Ask students to read the opinion essay and match 1–4 to paragraphs A–D.
- Check answers as a class.

KEY

1 D 2 C 3 A 4 B

Exercise 3 page 46

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

Exercise 4 page 46

- Students add the phrases in bold from the essay to the Phrasebook.
- Check answers as a class. Focus attention on the phrases for expressing others' opinions or evidence and point out the use of the passive reporting structures.

KEY

1 It is widely known
2 Studies have shown
3 According
4 It seems to me
5 On the whole I agree
6 All things considered, it's
7 In my view, the outcome

Exercise 5 page 46

- Go through the Writing strategy with the class. Elicit suggestions for how students could do this (e.g. they could create a mind map; they could write down any ideas they associate with words or phrases in the topic).
- Then ask students, working in pairs, to choose one of the topics and brainstorm ideas.

Extra support

- Find out with a show of hands which is the most popular topic and write it on the board.
- As a class, brainstorm ideas in favour, against or neutral and write notes on the board. Encourage students to think of as many ideas as possible.

KEY

Students' own answers

Exercise 6 page 46

- Students work individually to plan their work. They can choose the best ideas from the board if they like and use them to write their essay, or they can use their own ideas.
- Give students enough time to write their essay.

Exercise 7 Check your work page 46

- Students go through the checklist and revise their work before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can generate ideas to write an opinion essay.*

Further practice
Workbook page 38
Online practice

3.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 47

KEY

1 are asked to do 2 hate/hated/will hate/are going to hate being told 3 will be expected 4 should have been handed in 5 were widely reported 6 Were … discussed 7 being sent 8 was given

Exercise 2 page 47

KEY

1 is believed to have the support of powerful interests.
2 's also known that our party has the support that matters … the support of the people!
3 is thought to be planning the closure of another factory right at this very moment.
4 has been calculated that his government's decisions led to the loss of over 400,000 jobs!
5 is alleged to have accumulated an enormous fortune thanks to the sale of public land.

6 is believed to be planning to increase the city's social housing.

Vocabulary

Exercise 3 page 47

KEY

1 autonomy 2 common ground 3 confrontation
4 dispute 5 compromise 6 side effect

Exercise 4 page 47

KEY

1 build rapport 2 inquisitive 3 opened up
4 approachable 5 droned on 6 effectiveness
7 attentively 8 probes into

Cumulative review

Exercise 5 page 47

KEY

1 non-negotiable 2 effectiveness 3 outcome
4 confrontation 5 to be 6 were being
7 were immediately 8 wasting 9 droning on
10 build a rapport 11 were eventually given

Think & share

Exercise 6 page 47

KEY

Students' own answers

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice
Workbook page 39
Progress test

3 Vision 360°

Decisions, decisions

Lesson summary
▲ **triangle:** A flowchart about how to make a decision
■ **square:** A story about a man who made a split-second decision
● **circle:** A review of a film
⬢ **hexagon:** A video about the 'multiverse' theory
★ **star:** A video about three decisions that will be remembered forever
Speaking: Discussing personal experience related to making decisions; expressing opinions on the 'multiverse' theory
Listening: A story about a man who made a split-second decision; a video about three decisions that will be remembered forever; a video about the 'multiverse' theory
Create task: Creating an alternative chain of events

SHORTCUT To do the lesson in 30 minutes, set the research in the exercise 6 for homework and ask students to present their findings in the next lesson. Ensure Steps 1 to 3 of the Create task are done in class, set Step 4 for homework and do Step 5 in the next lesson.

WARM-UP Tell students that, according to one study, an adult person makes on average 35,000 decisions a day. Another study, however, showed that an adult person makes on average 122 informed decisions every day. Although these numbers vary greatly, it's clear we make lots of decisions every day. Ask students what types of decisions these are (e.g. what to eat, what to wear, what film to watch).

- Ask: *Which of these decisions are the easiest to make for you? Which are the hardest? Why?*

Exercise 1 Think & share page 48

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

EXPLORE

Exercise 2 page 48

- Go through the task together and then enter into the 360° image. Move around the image of the city, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY

The woman appears five times. It shows the different decisions she could make about what to do.

Exercise 3 All hotspots page 48

- Go through the task together, then explore each of the hotspots in turn as a class.
- As each hotspot is explored, students match it to the topic it relates to.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

1 ■ 2 ★ 3 ★ 4 ●

Exercise 4 ■ page 48

- Tell students to read the sentences before they listen to the story so they know what to listen for.
- Click on the green square hotspot for students to listen and order the sentences.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 193.

Extra support

- Pre-teach the word *detour* (*a longer route that you take in order to avoid a problem or to visit a place*).
- Ask students when people usually have to make a detour (e.g. the road is closed, there is an accident on the road).

Extra activity

- Tell students to go online and find out if William Cimillo took his job back and what he did next in life.
- Check answers as a class.

KEY

William Cimillo took his job back and was an exemplary driver for the next 16 years until he retired. He became a celebrity and lots of people wanted to ride on his route.

Exercise 5 ★ page 48

- Tell students to read the questions before they watch the video so they know what to listen for.
- Click on the orange star hotspot for students to watch the video and complete the task.
- Check answers as a class.

KEY

1 C 2 A 3 C 4 B 5 B

Transcript

See Teacher's Guide, page 193.

Exercise 6 page 49

- Start by going through the list with the class and asking what they already know about each person.
- Then, ask students to work in pairs. They go online and find out about one person. To ensure the presentations are varied, encourage students to select a different person.
- Students present what they have found out.
- Ask the class which pair's story was the most interesting.

Exercise 7 ⬣ page 49

- Click on the blue hexagon hotspot for students to watch the video about the 'multiverse' theory.
- Elicit answers from the students.

KEY

The multiverse theory says that every time you make a decision a new universe is created, one where you made this choice and one where you made a different choice. It challenges the idea of the universe because it says that it's possible that there is more than one universe.

Transcript

See Teacher's Guide, page 193.

Exercise 8 ▲ page 49

- Click on the red triangle hotspot for students to look at the flowchart. Alternatively, students could access the flowchart on their own devices.
- Students work in pairs and complete the task.
- Ask if students find the flowchart helpful in the decision-making process.

Exercise 9 Think & share page 49

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

CREATE … an alternative chain of events

To complete the Create task, students will need access to the internet to do the Research it! task and a large piece of paper and coloured pens or pencils to draw their diagram.

STEP 1 page 49

- Put students in small groups. Groups then decide whose story they will research.

Extra support

- Ask students what text they should type into a search engine to find people that made decisions that changed the world.
- Elicit some answers and write them on the board.
- Remind students that once they find an interesting person, they should check their story in other sources to confirm it is correct.

STEP 2 Research it! page 49

- Students do their research online and make notes.

STEP 3 page 49

- Students discuss alternative chain of events and their consequences.
- Remind students to make notes.

STEP 4 page 49

- Go through the example diagram and make sure students understand how it works.
- Students create their own diagram.

Extra support

- Together with the class, analyse how to complete the story diagram about Buddy Holly.
- Remind or tell students that Buddy Holly and two other musicians from the band, Ritchie Valens and JP Richardson Jr., died in a plane crash. They were supposed to travel to the concert by bus but the bus kept breaking down and had no heating so Buddy convinced some of the musicians to charter a plane with him.
- Ask students to imagine what two consequences of driving to the concert by bus could be (e.g. *Their concert is a success and they sign a new record contract that makes them the most popular band of all time. / Their concert turns out to be a failure because they're tired and cold after a long bus journey. Buddy gives up his music career and becomes a car mechanic.*)
- Then, analyse what else could happen after Buddy cancels the trip and goes home (e.g. *Buddy meets another musician on the bus back home and together they start a new band.*)

STEP 5 page 21

- Groups take turns to present their diagram.
- Ask a few students which chain of events they found the most interesting and why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can create an alternative chain of events.*

4 Channels of communication

4.1 Vocabulary

Lesson summary

Speaking: Discussing adverts and advertisers; presenting an outline for a social media advertisement

Listening: A vlog about the language of advertising

Reading: An article about advertising techniques

Vocabulary: The language of advertising

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and do exercise 9 in the next lesson.

WARM-UP Tell students to look at the photo. Ask: *What can you see in the photo?* (a man who is using the braille instructions on a map to find his way to the library) *How important is it for people who are blind, hard of hearing or have other disabilities to be supported in navigating public life? What support is available where you live in terms of public transport, buildings and on the streets? Do you think all people receive enough support? Why? / Why not?*

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

Exercise 1 page 50

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

Exercise 2 4.01 page 50

- Tell students to read the list of topics.
- Play the video or audio for them to tick the topics discussed in the vlog.
- Check answers as a class.

KEY

1, 3, 5, 6, 7

Transcript

See Teacher's Guide, page 193.

Culture notes

The following slogans are mentioned in the vlog:

- 'Think different' is an advertising slogan used from 1997 to 2002 by Apple Computer, Inc., (now Apple Inc.). It is often thought that the slogan was created as a response to the slogan of the rival computer company, IBM: 'Think'.
- 'Impossible is nothing' is the slogan for Adidas. It is a quote by the boxer Muhammed Ali. Adidas''Impossible is nothing' advertising campaign was launched in 2004 and includes videos featuring Muhammed Ali himself and athletes such as Zinedine Zidane, David Beckham and Haile Gebrselassie.
- 'Just do it' is the slogan and a trademark of the shoe company Nike. It often appears together with the Nike logo, the Swoosh.

Exercise 3 4.01 page 50

- Tell students to read the sentences carefully before they watch or listen again and see which items they can answer. They should guess if they can't remember. Elicit or explain what *connect people with brands* means in item 5 (expose people to brands, so they form a relationship with them, thus encouraging brand loyalty).
- Play the video or audio again for students to check their answers.
- Check answers as a class.

KEY

1 F (When Darius uses the Adidas slogan 'Impossible is nothing', Amira doesn't understand what he means.)
2 DS (Darius says, 'Lots of slogans are grammatically incorrect in order to make them more memorable,' but not that they are aimed at young adults.)
3 F (Musicians sang jingles in the streets to advertise the services of local businesses.)
4 T (Influencers are employed to promote products in the style of social media posts.)
5 F (The word 'sponsored' is written on them.)
6 DS (Events and campaigns, hashtags and calls to action are used to encourage engagement.)

Extra activity

- Write on the board:
  1 *Spread the happy*
  2 *A diamond is forever*
  3 *Be more dog*
  4 *More power. More style. More technology. Less doors.*
  5 *Does exactly what it says on the tin.*
- Tell students that these are famous slogans, some of which are ungrammatical. Ask them to go online if necessary and find out what kind of product or service they advertise and which brands or organisations use them.
- They then decide which of the slogans are ungrammatical and modify them if necessary to make them grammatically correct.
- Finally, students discuss in pairs or small groups why the advertisers decided that the ungrammatical forms are more effective.

KEY

1 It advertises a spread, i.e. a soft food that you put on bread. The brand is Nutella, which has a cocoa and hazelnut flavour. It is manufactured by the Italian company Ferrero. It is ungrammatical. (Spread <u>the</u> happiness / Spread <u>happiness</u>)
2 It advertises diamonds, and more specifically diamonds in engagement rings. It is used by De Beers, the world's largest diamond company. It is grammatically correct.
3 It advertises O2, UK, a British telecommunications services provider. It is ungrammatical: (Be more <u>like</u> a dog.)
4 It advertises Mercedes-Benz's 2012 C-class coupe. It is ungrammatical. (More power. More style. More technology. <u>Fewer</u> doors.)

5 It advertises a quick-drying wood stain. It is made by Ronseal, a British company that manufactures wood stains, paints and preservatives. It is grammatically correct, apart from the fact that it omits the subject 'It'. (It does exactly what it says on the tin.) The slogan has now become part of the English language.

Exercise 4 Real English page 51

- Students do the exercise individually.
- Check answers as a class. Make sure students know the precise meaning of *low-down* (the true facts about somebody/something, especially those considered most important to know).

KEY

1 B **2** A **3** A **4** B **5** A

Extra activity

- Write on the board:
  What kinds of comments put your back up?
  Name two things that do your head in and explain why.
  What catchy songs or jingles do you like?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 5 page 51

- Ask students to cover headings A–F, read the text quickly for gist and note just one or two words that they think express the main topic.
- They then read the text again and match the headings to the paragraphs.
- Check answers as a class. Find out from students if noting down words that express the main topic helped them do the task. Ask: *Was it more helpful than matching headings directly to paragraphs?*
- Elicit answers and say that it is a good idea to try different approaches to a task to see which one works best for them.

KEY

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

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students who exchange ideas and knowledge can help each other to clarify an area of learning.

Ask students individually to look at the bold words and phrases in the article in exercise 5 and mark them ✓ = I understand, ? = I'm not sure, ✗ = I don't understand. In pairs, students then think of simple definitions for the vocabulary which is unfamiliar to them.

See the notes on Assessment for Learning on page 11.

Exercise 6 Vocabulary page 51

- Comparing definitions 1–10 in the Student's Book with their own simple definitions (see AfL Teaching tip above), students complete the matching task.
- Check answers as a class.

KEY

1 jingle **2** exaggeration **3** parody **4** slogan **5** manipulate **6** call to action **7** proverbs **8** hashtag **9** artistic license **10** analogy

Exercise 7 Vocabulary page 51

- Students check the meaning of the literary devices on pages 150.
- They then discuss what the slogans might advertise and what they mean and do the matching task.
- Check answers as a class.

KEY

1 metaphor **2** simile **3** pun **4** rhyme **5** irony

Exercise 8 page 51

- Students choose one of the products in their groups.

Extra support

- Before students create their advertisement, remind them to:
  – think about what makes their product special, e.g. *What does it offer the user that other similar products don't?* What are the advantages of using it?
  – think of their target demographic: *Who are their potential customers (e.g. children, young teens, older teens, adults, the elderly)? What are their interests?*
  – think of ways to make their slogan memorable, e.g. *Could it use irony, parody, a simile, ungrammatical language?*
- Finally, remind students that their text must be short. They should try to aim for fewer than 30 words.

- Students prepare their outlines.

Exercise 9 Think & share page 51

- Ask groups in turn to present their outlines to the class and explain their decision.
- The class then vote for the most effective advertisement. Ask a few students to give reasons for their choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a vlog about the language of advertising.*

Further practice

Workbook page 40
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

4.2 Grammar

Lesson summary
Speaking: Speculating about products and their advertising slogans
Listening: People talking about an advert
Grammar: Modals of speculation
Pronunciation: The schwa in modal contractions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 8 brief.

WARM-UP Quickly review some of the vocabulary from lesson 4.1. Tell students that they learned five Real English phrases. In pairs, students take it in turns to say part of a phrase for their partner to complete, e.g.
A That puts my back …
B up!

- Then call out some simple definitions and ask students what word is being defined, e.g. *a short song or tune to advertise something* (jingle), *a well-known phrase that says that something that is true* (proverb).

AfL Teaching tip: diagnostics

Determining prior knowledge

Engaging students in an activity which encourages use of the target language before formal presentation helps the teacher gauge prior knowledge.

As students do exercise 1, circulate and see to what extent they can use modals of speculation. Make a note of some examples of correct and any incorrect usage and write them on the board.

Following the grammar presentation, ask students to look at the sentences on the board and elicit whether each is correct or incorrect and why. If students had difficulty with the form of the modals, you could do the Extra support activity.

See the notes on Assessment for Learning on page 11.

Exercise 1 page 52

- Students discuss the questions in pairs. Ask them to say how sure they are about their speculations, using *must* or *can't* if they are sure, and *may*, *might* or *could* if they are not sure about something.
- Ask a few students to share their ideas with the class.

KEY

Photo A: BMW Mini cars
Photo B: Nike sportswear
Students' own answers

Exercise 2 4.02 page 52

- Play the audio for students to listen and answer the question.
- Check the answer as a class.

KEY

Photo A

Transcript

See Teacher's Guide, page 194.

Exercise 3 4.02 page 52

- Ask students to try to complete the sentences from memory.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY

1 on the street 2 award 3 the ideal spot
4 anywhere 5 a lot of buildings

Exercise 4 page 52

- Students answer the questions.
- Check answers as a class.

KEY

Sentences 1 and 2: **a** 1 **b** 2
Sentences 3–5: **a** 5 **b** 4 **c** 3

Exercise 5 page 52

- Students read the sentences in exercise 4 again and complete the rules.
- Check answers as a class.

KEY

A perfect **B** been **C** participle

- Students do the Grammar booster exercises on page 138.

Extra support

- Write on the board:
  1 *She isn't at home. I'm certain she's on her way to meet us. (must)*
  2 *I'm sure he didn't forget. I reminded him this morning. (can't)*
  3 *I'm sure she hasn't failed her exam. She's a good student. (can't)*
  4 *I don't know how they found out. Maybe Joyce told them. (could)*
  5 *He's late. I'm sure he's stuck in traffic. (must)*
  6 *There are scratches on the furniture. Perhaps they were made by the cat. (might)*
- Focus attention on the underlined verbs. Then ask students to rewrite the sentences using the words in brackets. If necessary, do a few examples together first.
- Check answers as a class.

KEY

1 She isn't at home. She must be on her way to meet us.
2 He can't have forgotten. I reminded him this morning.
3 She can't have failed her exam. She's a good student.
4 I don't know how they found out. Joyce may have told them.
5 He's late. He must be stuck in traffic.
6 There are scratches on the furniture. They might have been made by the cat.

Exercise 6 page 52

- Students complete the sentences.
- Check answers as a class.

KEY

1 can't have agreed 2 must have been discussing
3 may / might / could have decided 4 may / might / could have increased 5 must have been aiming
6 can't have understood

Exercise 7 page 52

- Students rewrite the sentences.

Extra support

- Ask students to read the sentences, decide which modal verb is appropriate and then consider whether it needs to be active or passive.

- Check answers as a class. Point out that in questions, we can't use *may*, only *could* or *might*.

KEY

1 must have helped build the brand's credibility
2 may / might / could have been hoping his slogan would become famous

3 Might / Could … have written a jingle without words that rhyme
4 can't have gone against your principles
5 can't have been manipulated by Macy
6 may / might / could have been annoying viewers

Extra activity

- Put students in two teams. Tell them to respond to what you say using a modal verb of speculation each time. The team that puts their hand up first and responds with a grammatically correct sentence gets a point. Give an example:
  A: He ran 100 metres in nine seconds.
  B: He can't have done that! Not even Usain Bolt could do that!
- Then read out the following sentences one at a time:
  She fell asleep in the hot sun for six hours.
  I saw a lion in the garden last night.
  I found a purse with £500 in it in a taxi last night.
  He made his first million dollars before he was eighteen and then lost it all within a year.
  My mum gave the waiter at the café a 20 euro tip by mistake.
  My grandad spoke thirty languages.
  The chef put ten chillies into the soup.
  The authorities wanted to ban the film.
  Someone dropped a flower pot from a balcony on the tenth floor onto the street below.

Exercise 8 Pronunciation 4.03 page 52

- Go through the Pronunciation box as a class and make sure students understand everything.
- You could ask students to read the sentences aloud with a partner before they listen and underline the schwa sound.
- Play the audio for students to listen and underline the schwa sound.
- Check answers as a class. Then play the audio again for students to repeat.

KEY

1 The advert **could've** been for a fast-food chain.
2 Jingles **might've** been first used in the 16th century.
3 Advertising methods **must've** been changed.

Exercise 9 Think & share page 52

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

KEY

Go further (Ford)
Seek the unique (California Pizza Kitchen)
Because times are changing (Maxima – watches)

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modals of speculation to talk about advertising.*

Further practice
Workbook page 41
Grammar booster page 138
Grammar photocopiable worksheet
Online practice

4.3 Listening

Lesson summary

Speaking: Discussing long-distance communication; discussing past forms of communication

Strategy: Listening to longer texts

Listening: A podcast about two methods of long-distance communication

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Write on the board:
– *How do you communicate with your family/friends when you are not with them?*
– *How do your grandparents/parents prefer to communicate? Is there an intergeneration difference in your opinion?*
– *Do you ever write letters? Why? / Why not? Can you think of any advantages that letters might have over digital communication?*

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

Exercise 1 page 53

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

Culture notes

Air traffic controllers use light lamps (or light guns) to signal to planes, either in flight or on the runway. The lamps can emit three different colours (red, white and green) that can be flashed or steady, each having a different meaning.

A flare is a device that produces a bright flame, and is used to signal distress often when at sea.

Talking drums are hollowed out logs that were developed in areas such as the South Pacific and Africa to send messages that could be heard up to eight km away.

Traffic officers use hand signals and whistles to stop and direct traffic.

Mirrors can be used to reflect sunlight and attract attention in an emergency. They can also be used as or in a heliograph – a semaphore system that signals by flashes of sunlight (generally using Morse code) reflected by a mirror.

Exercise 2 4.04 page 53

- Go through the Listening strategy with the class.
- Then give students time to look at the table, note the two types of communication and focus on the type of information required. Ask them to think how an interviewer might ask questions to prompt answers.

- Play the audio for students to listen and complete the table.
- Check answers as a class.

KEY

	Method 1	Method 2
Types of communication	talking drums (I)	silbo gomero whistle (I)
When it originated?	600 years ago (I)	Centuries ago (I)
Distance covered	30 km (Q)	3 km (Q)
Where it's used	Nigeria (I)	La Gomera, Spanish Canary Islands (I)
Content of the message	calls to action, warnings, danger (Q)	to communicate across the island (I)
Current use	the current music scene (Q)	part of the primary school curriculum (Q)

Transcript
See Teacher's Guide, page 194.

Exercise 3 4.04 page 53
- Tell students to read the questions before they listen again and answer as many as they can.
- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 C 2 A 3 B 4 B

Extra activity
- Tell students to cover exercise 3. In pairs, students take turn to talk about each method of communication using only the completed table in exercise 2. Their partner helps them with any details they have forgotten.

Exercise 4 Think & share page 53
- Students discuss the advantages and disadvantages in pairs. Remind them to use modals of speculation where necessary.
- Ask a few students to share their ideas with the class.

Exercise 5a page 53
- Students discuss the questions about the forms of communication.

Culture notes
Carrier pigeons have the ability to find their way home over very long distances. This is why pigeons have been used by many cultures over the centuries to carry messages. Pigeons were also used in the First World War to deliver important messages, and some birds were even awarded medals for bravery.

Bonfires on hilltops (or beacons) have also been used since ancient times. They were often lit to warn that an enemy was approaching or to warn of some danger. A number of beacons could relay such messages long distances very quickly.

In the past, **horseback messengers** delivered communications to and from rulers, governments and other authorities. They also delivered post to private citizens until this function was taken over by inventions like the railways and the telegraph.

Large horns such as the Swiss alphorn were played by herdsmen and villagers in mountainous regions to communicate with others.

Exercise 5b page 53
- Ask groups in turn to share their answers with the class.

Extra activity
- Ask students to choose one of the forms of communication in exercise 5a and research it online.
- They could prepare a short presentation, as for the talking drums and silbo gomero in exercise 2, saying where it originated, over what distances it can be used, where it was used, the content of the message and its current use.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand longer listening texts in a podcast about communication techniques.*

Further practice
Workbook page 42
Online practice

4.4 Vocabulary

Lesson summary

Reading: An article about why you should use gestures; a text about why we use gestures when we talk

Vocabulary: Using gestures

Speaking: Discussing hand gestures that you use frequently and what they mean

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 6 brief.

WARM-UP Ask students if they have ever watched any old silent films (e.g. with Charlie Chaplin or Buster Keaton), the British television series *Mr Bean* or the Academy Award-winning silent film of 2012 *The Artist*. Then ask if any of these were, or are, popular in their country.
- Ask: *How do the actors communicate without words in silent films?* Elicit answers (e.g. through facial expressions, gestures, body language, the way they look at other people).
- Then ask how a person's physical appearance and the clothes they wear or the things they have with them also communicate meaning. Elicit ideas. Explain that all these are non-verbal means of communication.

- Then ask: *How much meaning do you think people communicate in this way? Would you be more likely to believe what someone says or would you be more likely to rely on aspects of their non-verbal communication?*
- Ask a few students to share their ideas with the class. You could then tell students that non-verbal communication can carry more meaning than verbal communication in certain circumstances.

Exercise 1 Think & share page 54

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class and/or to demonstrate the gestures used.

Exercise 2 page 54

- Ask students to read the article quickly and see if it mentions any of their ideas in exercise 1. Tell them that they don't need to understand every word; they could just ignore any words or phrases they don't understand, including the highlighted ones.

Exercise 3 Vocabulary page 54

- Focus attention on the highlighted phrasal verbs and ask students to try to work out their meaning from context.

Extra support

- Focus on each highlighted phrasal verb in turn, and as a class, brainstorm ideas for synonyms or very simple definitions. Write students' ideas on the board, e.g. *capitalise on = use, take advantage of*
  come across = communicate.

- Check answers as a class. Make sure students understand the meaning of the phrasal verbs. They can check the meanings in a dictionary.

KEY

1 cut down on 2 swotted up 3 landed … in
4 held on to 5 called up 6 thrash out
7 went through 8 come across

Exercise 4 Vocabulary page 54

- Tell students that the phrasal verbs are the ones in the article in exercise 2 that weren't used to complete the sentences in exercise 3.

Extra activity

- Ask students to work individually and try to guess the meanings before they check the meanings in a dictionary.
- They then compare their ideas with a partner.

- Ask students to read the text quickly for gist. Then ask: *What does the use of hand gestures make the people you are talking to do?* (hand gestures make them listen to you more carefully and remember more of what you say).
- Students replace the underlined words and phrases in the text with the correct form of the phrasal verbs.
- Check answers as a class.

KEY

1 work out 2 bears out 3 get across 4 spell out
5 capitalise on 6 take in

Extra challenge

- Ask students to choose five phrasal verbs from the text in exercise 2 and use them to write their own sentences, gapping either the whole verb or part of the verb.
- They then exchange sentences with a partner and try to complete their partner's sentences.
- Ask a few students to read out one of their sentences to the class.

Exercise 5 Think & share page 54

- Students discuss the questions in pairs. Encourage them to demonstrate the gestures to their partner.

Exercise 6 page 54

- Ask a few students to share their answers with the class.
- Then ask a few students to demonstrate one of the gestures their partner told them about, explain what it means and say where, when and with whom they use it.

AfL Teaching tip: success criteria

Students relate common difficulties to solutions

Prompting students to identify problems they experience most often and then decide on solutions they will try can foster self-directed learning strategies.

At the end of a lesson, ask students to consider any problems they have with the learning aim. For example, after today's lesson, students may say *I can't remember all the new phrasal verbs*. Ask them to think of a solution they will try out, e.g. *I'll write some personalised sentences using these phrasal verbs and I'll review them at least once a week*.

Reassure students that phrasal verbs can indeed be tricky to learn, but they are a very common feature of the English language, so it is essential to learn them.

See the notes on Assessment for Learning on page 11.

- Students do the Vocabulary booster exercises on page 123.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use phrasal verbs to talk about gestures.*

Further practice

Workbook page 43
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

4.5 Grammar

Lesson summary

Reading: An article about facial expressions; a text about what expressions say about personality

Speaking: Discussing universal expressions; deciding whether statements are true or false by observing the speaker's facial expressions

Grammar: Adverbs; adverbs with gradable and ungradable adjectives

Listening: Position of the adverb *even* in a sentence

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 9 brief.

WARM-UP Put students in pairs and tell them to take turns to use just facial expressions to act out one of the following sets of emotions without telling their partner which one it is. They can act out the emotions in a set in any order:

A: upset, disgusted, disappointed
B: content, surprised, puzzled
C: bored, relieved, excited.

- Then ask: *Did you recognise which set of emotions your partner was acting out? Why? / Why not?*
- Ask students to share their reactions to their partner's acting with the class.

Exercise 1 page 55

- Focus on the title of the article and ask students what they think the answer is. Elicit ideas.
- Then ask if they recognise what emotions the facial expressions of the girl in the four photos display. Elicit ideas from the class. Are students' ideas the same or different for each photo?
- Now ask students to read the article and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWER)

Hand gestures can vary in meaning from country to country, but according to some research from the scientific community, facial expressions may not.
Students' own answers

Culture note

Paul Ekman is an American psychologist whose research in the 1960s and 1970s suggested that humans could recognise emotional states from the expressions on faces. This implied that emotional expressions are universal. Ekman's work has been and is being used to create software that can read a person's emotions from their facial expressions. However, more recently, psychologists and cognitive scientists are questioning his conclusions, and many point out that facial expressions vary between cultures and the contexts in which they are used.

Exercise 2 Think & share page 55

Extra support

- As a class, brainstorm words for emotions and write them on the board, e.g. *happiness*, *sadness*, *pride*, *shame*, *boredom*, *excitement*, *despair*, *hopefulness*, *admiration*, *contempt*.

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

KEY (SUGGESTED ANSWERS)

sadness, happiness, disgust, fear, surprise, contempt

Exercise 3 page 55

- Go through the grammar box with the class.
- Students then match the underlined adverbs to the two types of adverbs in A and B.
- Check answers as a class.

KEY

A apparently, surprisingly
B simply, even

- Students do the Grammar booster exercises on page 139.

Exercise 4 page 55

- Students rewrite the sentences using an attitude verb.
- Check answers as a class.

KEY

1 Obviously, the metaphor doesn't work.
2 Honestly, you should cut down on your screen time.
3 Evidently, they're thrashing out a secret plan.
4 Naturally, advertisers use artistic license.
5 Apparently, they're going through all the scripts to remove the puns.
6 Admittedly, the simile is a really good one.

Exercise 5a 4.05 page 55

- Remind students that *even* is a focus adverb. Then play the audio for students to listen and add it to the sentences in the correct position.
- Check answers as a class.

KEY

1 Even Leyla worked out the answers to the maths test.
2 Leyla even worked out the answers to the maths test.

Exercise 5b page 55

- Check answers as a class.

KEY

1 B 2 A

Exercise 6 page 55

- Write on the board:
  1 only, just
  2 mainly, especially, particularly
  3 also, as well, even, too
- Tell students that these are all focus adverbs:
  – *Only* and *just* describe a limit to something, e.g. *Only Silvio can help me.* (No other person can help me.)

– *Mainly*, *especially* and *particularly* partially limit something, e.g. *I like bright colours, especially red*. (I like all bright colours, but red is the one that stands out.)
– *Also*, *as well*, *even* and *too* add more information, e.g. *Brian was angry and Omar was angry, too*.

- Students do the exercise.
- Check answers as a class, eliciting or explaining the differences in meaning.

KEY

1 Marek **also** added a jingle and a hashtag to the advertisement. (He did this as well as adding other things.)
Marek added a jingle and **also** a hashtag to the advertisement. (He added a hashtag as well as a jingle.)
2 **Only** Kate can borrow the laptop. (Nobody else can borrow it.)
Kate can **only** borrow the laptop. (She can't do anything else with it. For example, she can't keep it; she has to return it.)
Kate can borrow **only** the laptop. (She can't borrow anything else.)

Extra activity

- Write on the board:
  1 I love exploring the countryside in the spring. (especially)
  2 Yoshi wrote her name in her book. (only)
  3 I asked her a question, but she got annoyed. (merely)
- Ask students to rewrite the sentences inserting the focus adverb in brackets in as many positions as possible. They should be prepared to explain any differences in meaning.
- Check answers as a class.

KEY

1 I **especially** love exploring the countryside in the spring. (This is the thing I like doing the most.)
I love exploring, **especially** the countryside in the spring. (This is the place I like exploring the most.)
I love exploring the countryside, **especially** in the spring. (This is the season when I like doing the countryside the most.)
2 **Only** Yoshi wrote her name in her book. (No other person wrote their name in their book.)
Yoshi **only** wrote her name in her book. (She didn't do anything else.)
Yoshi wrote **only** her name in her book. (She didn't write anything else.)
Yoshi wrote her name **only** in her book. (She didn't write it anywhere else.)
3 I **merely** asked her a question, but she got annoyed. (That's all I did.)

Exercise 7 page 55

- Go through the grammar box with the class.
- Students then do the exercise.
- Check answers as a class. Ask students to give reasons for their choices.

KEY

1 very: It makes the gradable adjective *interested* stronger.
2 completely: *Fascinated* is an ungradable and stronger version of *interested*, so we use *completely* to emphasise it.
3 a bit: It makes the gradable adjective *tired* weaker.
4 totally: *Exhausted* is an ungradable, stronger version of *tired*, so we use *totally* to emphasise it.
5 extremely: It makes the gradable adjective *angry* stronger.
6 absolutely: *Furious* is the ungradable, stronger version of *angry*, so we use *absolutely* to emphasise it.

- Students do the Grammar booster exercises on page 139.

Exercise 8 page 55

- Students complete the text with the adverbs.
- Check answers as a class.

KEY

1 Apparently 2 just 3 highly 4 completely
5 extremely 6 even 7 even

Exercise 9 a–c page 55

- Students do the task in their groups.
- When they have finished, ask groups in turn: *Could you tell when someone was lying? Could you tell the statement was a lie because the lie itself wasn't plausible? Do you think you could have told it was a lie if the person had been a good actor?*
- Elicit ideas from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adverbs to talk about facial expressions.*

Further practice

Workbook page 44
Grammar booster page 139
Grammar photocopiable worksheet
Online practice

4.6 Reading

Lesson summary

Speaking: Discussing smells and their importance; discussing our five senses
Strategy: Identifying the writer's attitude and point of view
Reading: An article about understanding the messages that smells contain
Vocabulary: The power of smell

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 7 brief.

WARM-UP Ask students: *Which of your five senses is the most important to you? Which is the least important? Why?*

- Give students a moment to reflect and then ask them to exchange ideas with a partner.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 56

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Find out if students' answers to questions 1 and 3 are similar or different.

Exercise 2 page 56

- Students do the exercise.
- Ask a few students to share their opinions with the class, but don't confirm any answers as students will find out in the next exercise.

Exercise 3 4.06 page 56

- Focus attention on the title of the article and read it aloud. Ask students if they recognise the pun in the title, but tell them not to say anything yet.
- Then focus on the photos and find out if students think the things have a pleasant smell by a show of hands. Do most students have the same opinion?
- Play the audio for students to listen and read and check their answers to the questions in exercise 2.
- Check answers as a class and elicit what the pun in the title is.

KEY

1 T 2 F 3 F 4 T

The pun is the play on words between 'making sense' (= finding meaning) and 'making scents' (= producing things that have a smell).

Exercise 4 page 56

- Students match the statements to the paragraphs.

Extra support

- Tell students that the ideas expressed in sentences 2 and 3 in exercise 2 are similar to those in statements 1 and 7 respectively in exercise 3.
- Ask students if they remember which paragraph talks about the fact that our sense of smell influences the extent to which another sense can function (paragraph D).

- Check answers as a class, asking individual students to read out the evidence in the article.

KEY

1 D When the smells of cooking disappear, so does our ability to taste.
2 F Fortunately, Professor Carl Philpott from the University of East Anglia in the UK has conducted experiments that show we can improve our sense of smell and even increase the number of scents that we can distinguish.
3 A Visit a friend's house while they're eating a meal and you'll be able to tell them what's on their plate before you get to the kitchen. Go for a walk locally and you'll know which neighbours have recently cut their grass even if their gardens are hidden from view. Meet a group of friends coming from the gym, and you'll immediately detect without having to be told which one can't have showered.
4 E … the more developed our sense of smell, the greater our chances of taking evasive action.
5 B Yet sufferers of anosmia, the inability to smell, will tell you exactly the opposite.
6 C Furthermore, our sense of smell enables us to work out if a room has been recently occupied by family members or by people we are not related to, even if they were all wearing perfume that made them smell like roses.
7 F The ability to smell has been undervalued in some industrialised nations and this is borne out by the fact that they have developed extensive vocabularies to describe things that are seen, such as colours, but have fewer words than languages from other cultures to describe smells.
8 C …our sense of smell enables us to work out if a room has been recently occupied by family members or by people we are not related to, …

Exercise 5 Vocabulary page 56

- In pairs, students guess the meaning of any words they don't know from the context.
- They then complete the sentences.
- Check answers as a class.

KEY

1 stench 2 gone off 3 biodegradable 4 immune system 5 leftovers 6 sewage 7 scent 8 respiratory illnesses

Extra activity

- Write the following on the board: *aroma*, *perfume*, *scent*, *stench*, *stink*. Tell students that all these words can be used to refer to different kinds of smell.
- Ask students to check the meanings in a dictionary if necessary and write sentences using each of the words. Make sure students understand how they are used (*aroma* = a pleasant smell, often used to describe food and drinks like coffee or bread; *perfume* = a pleasant, often sweet smell, often used to describe flowers; *scent* = a close synonym of *perfume*; *stench* = a strong, very unpleasant smell; *stink* = a very close synonym of *stench*).
- Ask a few students to read out one of their sentences.
- Then as a class, brainstorm adjectives that we use to describe smells. Write students' ideas on the word, e.g. *aromatic*, *flowery*, *spicy*, *sweaty*. Point out that many adjectives that describe smell are formed from the noun for the thing that the smell describes + *y*, e.g. *fish* + *y* = *fishy*; *lemon* + *y* = *lemony*.
- Encourage students to look in a thesaurus or dictionary, find other adjectives that describe smells (e.g. *fetid*, *heady*, *intoxicating*, *musty*, *pungent*), learn those that appeal to them and use them in sentences.

Exercise 6 page 57

- Go through the strategy with the class and make sure students understand everything.
- Students do the exercise in pairs.
- Check answers as a class.

KEY

1 Writer's voice (e.g. first or third person, passive), e.g.:
The relationship that **we** have with food …
… fact that our sense of smell provides **us** with **such valuable information should give us** food for thought …
… **we**'ve all noticed …
The ability to smell **has been undervalued** …

2 Use of attitude and focus adverbs, e.g.:
and it can **even** have a negative effect …
Apparently, people suffering from …
evidently, the fact that …
Even when we don't have a cold …
Fortunately, Professor Carl Philpott …
simply because they can no longer smell it.
A good sense of smell **not only** enables us …

3 Presentation of facts and examples:
Research by … found that
Research by … . In 2012 demonstrated
Professor Carl Philpott … has conducted experiments that show
This is borne out *by the fact that*

Exercise 7 Think & share page 57

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can detect the writer's attitude in an article about our sense of smell.*

Further practice
Workbook page 45
Online practice

4.7 Global skills

Lesson summary

Speaking: Discussing possible ethical problems with persuasion techniques; role-plays to persuade someone to do something

Reading: An article about the photocopy machine study

Listening: People talking about persuasion techniques

Vocabulary: Persuading

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Ask students how easy it would be to persuade them to do the following on a scale of 1 (very difficult) to 5 (very easy), and what facts would help persuade them:
- watch a long film in a language they don't understand (with subtitles).
- eat a dish that contains an ingredient they don't like.
- try a new sport or activity.
- make a speech in public.
- change their mind about a career they want to pursue.

- Students discuss the questions in pairs and compare their ideas.
- Ask a few students to share one of their ideas with the class.

Exercise 1 Think & share page 58

- Students discuss the question in pairs.

Extra support
- Prompt discussion by asking further questions, e.g.
Did they explain why they wanted you to do it?
Did they use logic?
Did they appeal to your generosity, common sense or good nature?
Did they try to manipulate you unfairly in any way?

- Ask a few students to share their answers with the class.

Exercise 2 page 58

- Ask students to read the article quickly and answer the question.
- Check the answer as a class.

KEY
The most persuasive word is 'because' because it helps us rationalise why we are helping the person, even if their reason isn't a particularly valid one.

Exercise 3 4.07 page 58

- Give students time to read the sentences.
- Play the audio for students to listen and match the speakers to the sentences.
- Check answers as a class.

KEY
A 2 B 3 C not mentioned D 1

Transcript
See Teacher's Guide, page 194.

Exercise 4 4.07 page 58

- Tell students to read the questions and try to answer them from memory if they can.
- Play the audio again for students to answer questions 1–3.
- Check answers as a class. Then ask a few students to say which strategy is the best, giving reasons for their choice.

KEY
1 You ask it after you've asked a few other questions which are easy to answer 'yes' to.
2 Have you ever made an exception? Would it be possible to make an exception this time?
3 If I were in your position, I would probably feel the same.
4 Students' own answers

Exercise 5 Think & share page 58

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

KEY (SUGGESTED ANSWERS)
1 The first technique mentions manipulating people, which could be considered unethical. The second technique involves persuading someone to do something they aren't supposed to, which is also unethical.
2 Persuasion involves making people do or believe something, often for their own benefit. Manipulation involves controlling or influencing someone, often using unfair or unethical methods, and is usually done to gain an advantage for yourself.

3 It's wrong when it's clear that they have valid reasons for not doing what you are asking, and that it won't benefit them.

Exercise 6 Mediation page 58

- Go through the situation with the class and make sure students understand what they have to do.

Extra support

- Play the audio again so that students can write short notes about the three persuasion techniques.
- Suggest that when they write their text, they can use brief phrases for suggesting, e.g. *Try* + *-ing*; *You could* … . Alternatively, they could simply use imperatives or even avoid writing full sentences and write short phrases instead.

- Students write their text.
- When they have finished, ask them to exchange texts with a partner. Has their partner included all the necessary points? Is the advice clear? They could give their partner some constructive feedback.
- Ask a few students to read out their text to the class.

Exercise 7 Vocabulary page 58

- Students match the highlighted expressions with the definitions.
- Check answers as a class.

KEY

1 give and take 2 part and parcel 3 make or break 4 first and foremost 5 black and white 6 dos and don'ts 7 loud and clear 8 all in all

Extra activity

- Ask students to choose four of the highlighted expressions in the article and write sentences with them.
- Ask a few students to read out one of their sentences to the class.

Exercise 8a & b page 58

- Give students time to read the role-plays. Then ask them in their groups to decide which role they will take in each one.
- Give students a little more time to think about what they are going to say in each role-play. Remind them to consider one of the three persuasion techniques they heard about in exercises 3 and 4, and the power of the word *because*.
- While students are doing their role-plays, circulate and monitor, noting good examples of language and errors to address in a feedback session at the end.
- When students have finished, ask them to tell the class who the most persuasive person in their group was, giving reasons and explaining the techniques they used.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can explore different persuasion strategies.*

Further practice
Workbook page 46

4.8 Speaking

Lesson summary

Speaking: Discussing the three most important factors for a student choosing a college; discussing how to advertise and organise an open day

Reading: A poster and a social media post for a college open day

Listening: A conversation between two students who are helping to organise a college advertising campaign

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Tell students: *I'm sure most of you will have started thinking about what you are going to do when you leave school.* Then ask:

Do you want to go to college or university after leaving school? Why? / Why not?
Is there any point in studying subjects at college/university that don't prepare or train you to do a job?
What are the benefits of a higher education?

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

Culture notes

In the UK, a college is a place where students go to study or to receive training after they have left school. There are different kinds of colleges in the UK: they may offer degree courses, vocational training, or further education at any level in compulsory education. A university is an institution at the highest level of education where you can study for a degree or do research.

In the USA, the terms *college* and *university* are often used interchangeably, especially when people are talking, and the term *college* is usually used instead of *university*. However, as in the UK, there is a difference. A university offers undergraduate and graduate programmes. There are colleges of different kinds: liberal arts colleges, which emphasise the importance of studying a range of academic subjects; technical colleges, also known as trade schools, which offer two-year vocational or professional training programmes; and community colleges, which offer two-year programmes of study to students who have graduated from high school.

Exercise 1 Think & share page 59

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

Exercise 2 page 59

- Focus on the photo and elicit or explain what a community college is (see the Culture note above).
- Then ask students to read the poster and social media post and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 They are aimed mostly at parents. Parents are assured that the college's students achieve good results.
2 They highlight science, technology and arts, as well as sporting and cultural activities.
3 It could use the college website, local newspapers and social media platforms.
4 The poster should include information about specific events during the day, contact details (such as the college address, website and phone number) and also information about whether there is a café where visitors can have lunch, coffees, etc.

Exercise 3 4.08 page 59

- Tell students to read the questions before listening and guess what the answers might be. You could suggest that they make a note of their guesses.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

1 They decide to use print media and social media.
2 Social media will be the best place for finding future students. Print media and QR codes linking to websites will be useful for finding some parents who don't use social media.

Transcript

See Teacher's Guide, page 195.

AfL Teaching tip: diagnostics

Considering your own ability against exemplars

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

Ask students to say if they would find persuading people to adopt their plan for a college open day advertising campaign easy, OK or difficult.

Then do exercises 4 and 5, which will improve their confidence in doing a similar task and also help consolidate the language they will need to persuade.

See the notes on Assessment for Learning on page 11.

Exercise 4 4.08 page 59

- Play the audio again for students to note the phrases the students use.
- Check answers as a class.

KEY

I'm absolutely certain that …
I'm sure you'll agree that …
You also have to take into account …
Not to mention the fact …
The most important thing to bear in mind is …
We've got nothing to lose if we …
I highly recommend that …

Exercise 5 page 59

- Go through the Speaking strategy as a class.
- In pairs, students take turns to say sentences 1–4. If necessary, say the sentences yourself first and get students to repeat, imitating your stress and intonation.

Exercise 6 page 59

- Students discuss the task in pairs.

Extra support

- Emphasise that the purpose of an open day at a place of study is to persuade people to enrol there. Ask students what they need to bear in mind in order to make their place of study attractive.
- Focus attention on the bulleted list in exercise 6 and as a class brainstorm ideas. Write students' ideas on the board in note form.

Exercise 7 page 59

- Ask pairs in turn to share their ideas with the class. The class should listen carefully, make a note of the ideas they find interesting or useful and discuss which plan would be most effective for parents and which would be most effective for students.

Exercise 8 Reflect page 59

- In groups of four, pairs take turns to feed back to each other.
- If there is time, pairs could revise their plan and present it again.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use expressions for persuading in a plan to publicise an event.*

Further practice

Workbook page 47
Communicative activity photocopiable worksheet
Online practice

4.9 Writing

Lesson summary

Speaking: Discussing how and why you study and use English

Reading: A for and against essay about English as the 21st century lingua franca

Strategy: Organising ideas into a coherent structure

Writing: A for and against essay

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 6 and 7 for homework.

WARM-UP Have a class discussion about learning languages. Ask students:

Do you speak any other languages apart from English and your own language?
Would you like to learn any other languages? Which ones? Why? If not, why not?
Do you think other foreign languages will become more important than English in the future? Why / Why not?
What are the most important reasons for learning a language, in your opinion?

- Students discuss the questions as a class. What are the top two most important reasons for learning English according to students?

Exercise 1 Think & share page 60

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.
- You could also have a class vote to see which activity students think helps students learn English the most.

Culture note

- The term *lingua franca* is Italian and its literal meaning is 'Frankish tongue'. *Frankish* is the adjective that refers to the *Franks*, a term used to refer to Western Europeans from early medieval times. Historically, people trading and dealing around the Mediterranean from the Middle Ages up to the 18th century used a common language called lingua franca, which was mainly Italian- and French-based, with elements of Spanish, French, Greek, Arabic and Turkish.
- Today, *lingua franca* means a shared language of communication used between people whose main languages are different. Many languages play and have played the role of a lingua franca in different parts of the world and at different times. Examples include Latin, used by European scholars until the 18th century, and Swahili in East Africa.

Exercise 2 page 60

- Focus attention on the title of the essay and elicit from the class a definition of *lingua franca* (see Culture note above).
- Students then read the essay and find out if it mentions any of the pros and cons on their own lists from exercise 1.

Exercise 3 page 60

- Students discuss the writer's conclusion in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 page 60

- Go through the Writing strategy with the class.
- Then ask students to answer the questions.
- Check answers with the class.

KEY

1 More education authorities are using English to teach courses because of the importance of English in global business.
2 for: Students who use English to study other subjects will have better English language skills.
against: Studies suggest students do better at school studying in their mother tongues. Furthermore, teachers and lecturers often do not have sufficiently good English to teach their subjects in English.
3 Students' own answers

Exercise 5 page 60

- Students add the underlined phrases to the Phrasebook.
- Check answers as a class.

KEY

1 There is a growing belief …
2 The reasoning is as follows: …
3 Likewise, …
4 On the other hand, …
5 In a nutshell, …

AfL Teaching tip: success criteria

Students negotiate their own success criteria

Students will progress better if they identify their own criteria for success and then assess their work against this.

Before students write their for and against essay, elicit and agree on the success criteria for the task, e.g. have clear organisation and paragraphing, use one phrase from each section of the Phrasebook in my essay. Students then refer to the agreed criteria to self-assess their completed essay.

See the notes on Assessment for Learning on page 11.

Exercise 6 page 60

- Students choose one of the topics. They make notes and then write their for and against essay.

Extra support

- Ask the class to vote for an essay topic.
- As a class, brainstorm ideas for the benefits of advertising and ideas for the harm done by advertising.
- Students then choose the strongest arguments to write their essay.

Exercise 7 Check your work page 60

- Students go through the checklist and revise their work before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can organise ideas in a 'for' and 'against' essay.*

Further practice

Workbook page 48

Online practice

4.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 61

KEY

1 can't have been 2 may / might / could have suggested 3 may / might / could have been asked 4 must have been 5 must have worked

Exercise 2 page 61

KEY

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

Vocabulary

Exercise 3 page 61

KEY

1 jingle 2 rhyme 3 parody 4 analogy (note that the first part of this analogy includes a simile) 5 metaphor 6 irony 7 pun 8 simile

Exercise 4 page 61

KEY

1 capitalised, cutting 2 get 3 came, call, work 4 thrash 4 land 5 spell 6 swotting

Cumulative review

Exercise 5 page 61

KEY

1 come across 2 even 3 capitalise on 4 must 5 irony 6 apparently 7 manipulating 8 can't 9 must 10 slogans

Think & share

Exercise 6 page 61

KEY

Students' own answers

Note!

Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice

Workbook page 49

Progress test

3–4 Exam skills

Lesson summary

Exam strategies: Listening: completing a summary of a listening; Use of English: understanding the rules of key word transformation tasks; Reading: working with short texts; Speaking: understanding what things and ideas to mention in picture description tasks; Writing: using different tenses when writing an email or a message

Listening: A monologue about the history of advertising

Reading: Short texts of different genres and dealing with different topics

Speaking: Comparing pictures of different situations with people in authority

Writing: An email

WARM-UP Write on the board:

What advertisements and commercials do you remember from your childhood?
Why do you think they are so memorable?
Do you pay attention to advertisements now? Why? / Why not?
How do you choose the products you want to buy?

- Students discuss the questions in pairs.
- Elicit a few answers from the class.

Listening

Exercise 1 page 62

- Go through the Listening exam strategy together.
- Students read through the sentences in exercise 2 and predict in pairs what information is needed to complete them.
- Elicit suggestions from the class.

Exercise 2 4.09 page 62

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 wall posters 2 images 3 (advertising) jingles 4 printing 5 19th century 6 English businessperson 7 slogans 8 baseball 9 blogs 10 the public

Transcript

See Teacher's Guide, page 195.

Extra activity

- Students listen again and working in pairs, make a timeline of the history of advertising based on the information they have heard.
- To explain how it needs to be done, play the first part of the audio that includes information about ancient Egyptians and draw the following line on the board:

ancient Egypt: papyrus was used to make wall posters and sales messages

Use of English

Exercise 3 page 62

- Go through the Use of English exam strategy together.
- Students read the instructions for the exam task and then look at the sentence. In pairs, they discuss why it is incorrect and how to correct it.
- Check answer as a class.

KEY

The sentence has got six words, but the limit is five.
She didn't find *it easy to understand* his point of view.

Exercise 4 page 62

- Students complete the task. Remind students that contractions count as two words and that the key word must not be altered.
- Check answers as a class.

KEY

1 is said to be 2 being told this by 3 can't have been lying 4 had her bag stolen 5 was about to finish 6 to cut down on

Reading

Exercise 5 page 62

- Go through the Reading exam strategy together. Brainstorm examples of short texts students might read in an exam and their possible functions (e.g. *an advert*

– to persuade or inform, a notice – to inform or remind; a description – to provide information, a text message / email – to ask for advice, help, information, to thank, to apologise etc.).

- Students look at the texts and complete the task.
- Elicit possible answers.

KEY (SUGGESTED ANSWERS)

1 a message between two friends about a situation that occurred at the weekend
2 a blog post giving advice about spotting scams; it's not clear who it was written by, but possibly a social media influencer
3 a notice written by a scientist about some research they are carrying out

Exercise 6 page 62

- Students complete the task.
- Check answers as a class.

KEY

1 B 2 C 3 A

Speaking

Exercise 7 page 63

- Go through the Speaking exam strategy together.
- Students complete the task.
- Ask students to compare their answers in pairs.
- Elicit a few ideas from the class.

Exercise 8 page 63

- Working in pairs, students compare the photos.
- Circulate and monitor, making a note of errors or interesting points that students mention.
- Do a whole-class correction and feedback activity at the end of the task.

Writing

Exercise 9 page 63

- Go through the Writing exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Explaining the issue: present and past tenses
Apologising: present tenses, past tenses
Suggesting a solution: conditionals, future tenses and forms, modal verbs

AfL Teaching tip: learning intentions

Peers help each other clarify task goals

Students working together to determine the aims of a task deepens engagement with the learning process and promotes cooperation within the classroom.

Before students complete the writing task, ask them to decide in pairs what they think the goals of the task are. Elicit ideas from the class.

See the notes on Assessment for Learning on page 11.

Exercise 10 page 63

- Students complete the writing task.

Note!

You may choose to set a word count and/or time limit for the writing task, in line with the requirements of the exam your students will be taking.

KEY (SAMPLE ANSWER)

Hi Alex,
I hope you're well and had a good weekend. I wanted to get in touch to see how you are after what happened last Thursday. I'm still feeling really awful about it. I wanted you to know that it definitely wasn't my idea to play that stupid trick on you. Some of the other boys thought it would be entertaining and I went along with them.
Of course, I realise now that it was a thoughtless and selfish thing to do. I hadn't appreciated how upset it might make you and I'm extremely sorry. It was obvious that it made you pretty angry and I completely understand why. I can only apologise and promise sincerely that I will never do anything like that in the future. I really hope that you're able to forgive me and that this won't ruin our friendship. I would feel much better if I had the opportunity to apologise face to face and explain things. How would you feel about going out for a pizza together sometime? (Obviously I will pay to make up for my mistake!) Please say yes – it would mean so much to me, although I know I don't really deserve it.
Hope to hear from you soon.
Sam

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can complete a summary of a listening. I understand the rules of key word transformation task. I know how to work with short texts. I know what things and ideas can be mentioned in picture description tasks. I can use different tenses when writing an email or a message.*

Further practice

Workbook pages 50–51

5 Social values

5.1 Vocabulary

Lesson summary
Speaking: Talking about online communities
Listening: A vlog about online communities and reasons for joining them
Vocabulary: Participatory culture
Reading: A text about fan fiction

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 7 for homework.

WARM-UP Tell students to look at the photo. Ask: *What can you see in the photo?* (coloured blocks with icons that represent social communication online). *How important has online interaction become in our daily life? Give some examples.*

- *Do you think social interaction is easier or more difficult online? Why? How much time do you spend interacting with online communities (e.g. social media, blogs, group forums)? What are the benefits?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 64

- Students discuss the questions in pairs.
- Elicit ideas for a definition of *online community* (a group of people with a shared interest who use the internet to communicate with each other. A Facebook group, for example, is a kind of online community).
- Then ask a few students to share their ideas with the class.

Exercise 2 5.01 page 64

- Ask students to cover summaries A–D.
- Play the vlog for students to watch and listen. Then give them time to write a sentence or two summarising what they heard.
- Ask students to compare their sentences with a partner.
- Students then read summaries A–D and compare them with their own sentences.
- Check the answer with the class. Find out if students' own summaries were similar. If not, why not? If necessary, play the audio again.

KEY

B

Transcript

See Teacher's Guide, page 196.

Extra activity

- In pairs, students discuss why sentences A, C and D are not good summaries. If necessary, prompt by asking questions, e.g. *Is the information in the sentence correct? Is it too vague? Does it focus too narrowly on one aspect of the discussion?*
- Elicit ideas from students.

KEY

A This is both inaccurate and too specific. Kaya mentions that some people think screen times are 'suspect'. She also says that people can read some dangerous ideas during page time (i.e. times spent reading books or magazines). She doesn't say they do this during screen time.
C This focuses on just one of the topics in the vlog.
D This is inaccurate. This idea is not expressed in the vlog.

Exercise 3 5.01 page 64

- Tell students to read the questions and answer any they can before they watch or listen to the vlog again.
- Play the video or audio again.
- Check answers as a class.

KEY

1 She says that printed material can also be of poor quality or dangerous.
2 He has started writing book reviews.
3 They have to clarify that what they write is their own work, not the original author's.
4 The skills are debating, seeing things from alternative perspectives and building rapport with others.
5 It could focus more on teaching collaboration with others.

Exercise 4 Real English page 65

- Students do the exercise in pairs.
- Check answers with the class.

KEY

1 F (It increases a lot.) 2 T 3 T 4 T 5 F (They agree about what they are trying to achieve.)

Exercise 5 Vocabulary page 65

- Tell students that they heard all the words and phrases in the vlog.

Extra support

- Ask students to mark the words and phrases as follows: ✓ = I know this, ? = I'm not sure, ✗ = I don't know this.
- They then compare in pairs or small groups and see if they can explain all the words or phrases to each other.

- Tell students to read the text for gist before completing it.
- Give them time to compare their answers in pairs before checking answers as a class.
- Then ask: *Would you be interested in reading stories by fans? If so, which book/series/film/video game would you be interested in, and why? If not, why not? Would you be interested in writing fan fiction yourself?*
- Elicit answers from the class.

KEY

1 fan bases 2 signed up to 3 peer-to-peer
4 mentoring 5 novices 6 pursue their interests
7 geek 8 contributors

Exercise 6 Vocabulary page 65

- Tell students that they heard all the words and phrases in the vlog.
- Students check the meanings in pairs, then complete the questions.
- Check the questions as a class before students discuss them.
- Ask a few students to share their ideas with the class.

KEY

1 screen time 2 transferable skills 3 civic life
4 lag behind 5 grassroots 6 alternative perspective
7 empower

Exercise 7 page 65

- Students complete the sentences individually. They then compare and discuss their sentences in pairs.
- Ask a few students to share one of their sentences with the class.

Exercise 8 Think & share page 65

- Working in groups, students complete the table.
- When groups have finished, ask them in turn to present their ideas to the class. Are there more pros than cons, or more cons than pros?

KEY (SUGGESTED ANSWERS)

Pros: You can share your thoughts with others with similar interests. You can make friends. You can offer and receive help. You get used to communicating with different kinds of people. You have time to think before you contribute. You feel less lonely. Participation is free.
Cons: Some contributors might give you misleading information or advice, either deliberately or inadvertently. It's easy for a few people to dominate discussions. You could lose touch with reality. Some online communities might promote harmful or dangerous ideas.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about fan fiction and online communities.*

Further practice

Workbook page 52
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

5.2 Grammar

Lesson summary
Reading: An article about gaming and mental health
Grammar: Conditionals; mixed conditionals
Speaking: Discussing how your life might have been different

SHORTCUT To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 6 for homework.

AfL Teaching tip: diagnostics

Considering existing knowledge

Asking students to think about what they already know focuses them immediately on the lesson's content. It also helps the teacher to evaluate what the class already understands and where there may be gaps.

Tell students that today's lesson is about conditionals, including mixed conditionals. Ask them to consider what they already know about conditionals by doing the Warm-up.

At the end of the lesson, elicit a list of the new aspects of conditionals students have learned and write a list on the board. Then ask: *How confidently can you use these?* Get students to score each from 1–5 (1 is low and 5 is high).

Then ask students to consider what they will do to consolidate their new knowledge (e.g. go back over lesson 5.2 in the Student's Book, use the online practice material, write their own conditional sentences using the new aspects).

See the notes on Assessment for Learning on page 11.

WARM-UP Write on the board: *Zero conditional*, *First conditional*, *Second conditional*, *Third conditional*.

- Ask students what verb forms are used in the *if* clause of each conditional type and what verb forms are used in the main clause. Elicit answers and write them on the board.
- Then elicit what each conditional type is used for.

KEY

Zero conditional: *if* + present simple, present simple
To talk about facts or things that are always true.
First conditional: *if* + present tenses (usually present simple, but also present continuous or present perfect), *will* + infinitive (or other future forms)
To talk about a future situation that is real or possible.
Second conditional: *if* + past simple, *would/should/could/might* + infinitive
To talk about a present or future situation that is unlikely to happen.
Third conditional: *if* + past perfect (or past perfect continuous), *would/should/could/might* + *have* + past participle
To talk about the past consequence of an unrealistic action or situation in the past.

Exercise 1 page 66

- Students read the article and then answer the questions in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Say: *In her book, Karen Schrier says gaming offers educational opportunities. She also says it can be used to teach ethics and civics*. If necessary, explain *civics* (the way government works and deals with the rights and duties that you have as a citizen and a member of a particular society). Then ask:
  What educational opportunities do you think gaming might offer?
  Do you play any games that could be modified for use in education?
  How do you think gaming can be used to teach civics? How could it can be used to teach ethics?
- Students discuss the questions as a class. Encourage everyone to contribute to the discussion.

Exercise 2 page 66

- Go through the rules in the grammar box with the class. Make sure students understand the phrase *if anything* (used to express an opinion about something, or after a negative statement to suggest that the opposite is true).
- Students find and underline an example for each rule.
- Check answers as a class. Take this opportunity to point out the use of the future continuous instead of *will* in the second conditional.

KEY

A … Karen Schrier believes that **as long as** we appreciate the limitations of games, they can be used in schools to teach ethics and civics.
B **If anything**, it would still be considered to have a link to mental health issues.
C The image of gaming probably would never have recovered **if it hadn't been for** the COVID-19 pandemic
D **If not**, they'll be missing an opportunity to help their students fully engage with the world.

- Students do the Grammar booster exercises on page 140.

Exercise 3 page 66

- Students complete the sentences.
- Check answers as a class.

KEY

1 long 2 not 3 Even 4 doubt 5 hadn't
6 condition 7 anything 8 wasn't

Exercise 4 page 66

- Ask students to read the rules in the grammar box and complete them.
- Check answers as a class and make sure students understand everything. Remind them that in the second conditional, we can use *were* for all persons in the *if* clause.

KEY

1 present 2 perfect 3 past 4 simple

- Students do the Grammar booster exercises on page 140.

Exercise 5 page 66

- Students rewrite the sentences using mixed conditionals.

Extra support

- Tell students to read the sentences and decide which will be the *if* clause and which the main clause.
- Then ask them to note the time frame for each clause. This should help them use the correct verb form in each clause of the mixed conditional sentences.
- Do the first item together as an example:
  first cause: *I don't have strong views on peer-to-peer gaming* (time frame: present)
  main clause: *I didn't participate in the debate* (time frame: past)

- Check answers as a class.

KEY

1 If I had strong views on peer-to-peer gaming, I would have participated in the debate.
2 If the students hadn't done a course on literary devices such as metaphor, simile and parody, their writing wouldn't be as sophisticated this year.
3 If Ann was/were impressionable, they could have persuaded her to pursue other interests.
4 If they hadn't swotted up on science all night, they wouldn't feel very tired today.
5 If Chidi didn't participate in a number of online collaborative games, he wouldn't have learned about civic life.
6 If we had thrashed out an agreement, we would be collaborating now.
7 If they hadn't been lazy at school, they would have good jobs now.
8 If I had limited my screen time, I wouldn't have a headache now.

Exercise 6 page 66

- Give students time to write mixed conditional sentences that are true for them.
- When they have finished writing, they could exchange sentences with a partner. Their partner reads the sentences and suggests corrections where necessary.
- Students then discuss any similarities and differences between their sentences.
- Ask a few students to say one thing they learned about their partner.

Exercise 7 Think & share page 66

- Give students time to think about the two topics and make short notes. Circulate and monitor as students make their notes, helping with language and ideas as necessary.
- Students then take turns to tell their partner about how their life might be different now if certain things hadn't happened, and what they would have done if their personality were different.
- Ask a few students to share some of their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different conditional forms to talk about gaming.*

Further practice

Workbook page 53
Grammar booster page 140
Grammar photocopiable worksheet
Short test

5.3 Listening

Lesson summary

Reading: A factsheet about areas of inequality for women across the world

Listening: A podcast about three communities of women: the Haenyeo, the Richard Mille Racing Team and the Khasi

Pronunciation: Connected speech

Strategy: Distinguishing main ideas from secondary or supporting ideas

Speaking: Suggesting ways for improving equality between men and women

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercises 1 and 3 brief, and either keep exercise 7 brief as well or omit it.

WARM-UP Books closed, ask students:
In your country, if both parents work, do they also take an equal share of the housework and child care? If not, who does more? Why do you think that is the case?
Who do you think works more/harder in your country: men or women? Or is the amount of work approximately equal?

- Discuss the questions as a class, eliciting responses from as many students as possible.

Exercise 1 page 67

- Students read the factsheet and discuss the question in pairs.
- Ask a few students to share their ideas with the class. If you did the warm-up, you could ask if they think the situation in their county is better or worse than the situation in the world as a whole.

Exercise 2 5.02 page 67

- Tell students to read the sentences before they listen.
- Play the audio for students to listen and correct the sentences.
- Check answers as a class.

KEY

1 Maisy has *many* grandchildren.
2 Maisy *brought up the children single-handedly*.
3 Maisy *set up* a support group for women like herself.
4 *It's a Man's World* is a hit song by James Brown.
5 The podcast discusses *three* women's communities: two traditional and one modern.
6 The communities provide alternative perspectives on women's roles in *civic life*.

Transcript

See Teacher's Guide, page 197.

Exercise 3 Pronunciation 5.03 page 67

- Go through the Pronunciation box with the class. If necessary, say a few examples to demonstrate what we mean by weak forms, e.g.
  Can you speak Chinese? (*Can* = strong: /kæn/)
  No, I can't, but I can speak Thai. (*can* = weak: /kən/)
  I have two brothers and a sister. (*have* = strong: /hæv/)
  I could have helped you if you had asked. (*have* = weak: /həv/; *had* = weak: /həd/)
- Students do the exercise.
- Play the audience for students to listen and check.
- Ask a few students to read out a sentence using the weak forms.

KEY

1 She ~~was~~ a loving mum, ~~but~~ she ~~was~~ also incredibly independent.
2 I ~~would~~ have a very different image ~~of her~~ today.
3 ~~This~~ all took place ~~in the~~ 1960s.
4 We look ~~at~~ three communities ~~of~~ women.
5 From ABEX Radio, it's ~~the~~ Global Community podcast.

Exercise 4 5.04 page 67

- Focus attention on photos A–C and ask students what roles the women in them might play in their societies. Elicit ideas, but don't confirm them yet.
- Go through the Listening strategy with the class. Stress that this is also an important strategy in reading, and students also need to use it in real life to understand the gist of any information they hear or read.
- Play the audio for students to listen and complete the table.
- Check answers as a class.

KEY

The Haenyeo (Photo A)
Main idea: Traditional roles have been reversed and women do a tough job not traditionally associated with women.
Supporting ideas:
– They were the first working mothers. Men stayed at home to look after the children.
– The job is extremely dangerous.
– Young women today prefer safer alternatives.

Richard Mille Racing Team (Photo C)
Main idea: Three women are changing people's perceptions about who can race by forming the first all-female motor racing team at Le Mans 24-hour race.
Supporting ideas:
– Their determination and support from their families and sponsors has helped them despite motor racing being a male-dominated sport.
– By building an international fan base, they have encouraged other women in other countries to set up their own teams.

The Khasi (Photo B)
Main idea: The women in the community enjoy rights other women in India don't.
Supporting ideas:
– They take their mother's surname at birth. When people marry, the husband lives with his wife and her family.
– The youngest daughter inherits the family's wealth and property.
– Men and women share responsibilities and it's easier for women to set up businesses.

Transcript

See Teacher's Guide, page 197.

Exercise 5 5.04 page 67

- Ask students to read the sentences and match any they can remember. They should guess if they can't remember.
- Play the audio again for students to listen and check their answers.
- Check answers as a class.

KEY

1 Khasi 2 – 3 Richard Mille Racing Team 4 Haenyeo
5 Haenyeo 6 – 7 Richard Mille Racing Team 8 Khasi

Exercise 6 Think & share page 67

- Students discuss the questions in pairs.

Extra support

- To prompt discussion, point out some general facts and ask students to think about why this should be the case and therefore what can be done about the situation:
  - education: *Fewer girls worldwide go to school than boys.*
  - entertainment: *There are plenty of women actors and singers, but in some areas of the entertainment industry there are very few women. For example, there are still relatively few women comedians or film directors.*
  - media: *There are few women publishers of newspapers, and most top positions in digital media are occupied by men.*
  - politics: *Although there are fewer women than men in politics, some notable women have played a very important role at the highest level of politics.*
  - relationships: *In many countries, and indeed in many communities throughout the world, men think of themselves as the head of the house.*
  - science: *Fewer girls than boys study science and other STEM subjects at school, and fewer women work in STEM jobs.*
  - sport: *As a rule, professional male athletes earn more than professional women athletes.*

Exercise 7 page 67

- Students discuss the suggestions in group and choose the best five.
- Ask a student from each group to share their chosen suggestions with the class, giving reasons for their choice.

Extra activity

- Tell students to think of a famous woman in a largely male-dominated sector of the entertainment industry, in politics or in science and research her online.
- Ask them to find out about her family background, education and experience of working in her field. Ask: *How did she manage to achieve success? Might she have succeeded more easily if she had been a man?*
- Students then write two or three paragraphs about her. Alternatively, put students in groups to tell each other about the woman they researched.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish main ideas in a podcast about female communities.*

Further practice
Workbook page 54
Online practice

5.4 Vocabulary

Lesson summary
Speaking: Talking about high and low self-esteem
Reading: An infographic about learning to love yourself
Writing: A paragraph about learning to love yourself
Vocabulary: Boosting self-esteem

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 2 brief.

WARM-UP Write on the board: *Do you think you are average, above average or below average in terms of your appearance / popularity / intelligence / talents / how content you are with your life?*

- Without sharing this information with anyone, ask students to score each aspect 0 for average, and then + 1, + 2 or + 3 for above average (with +3 being the highest) and –1, –2 or –3 for below average (with –3 being the lowest).
- Ask: *Do you think most people have a realistic view of themselves and their abilities? What factors might make them unhappy with themselves, their abilities and their situation in life?* (For example, they have an especially good looking or intelligent brother or sister; the people they see on social media seem to lead better / more interesting / more exciting lives.)
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Then ask them to reflect on their scores again.

Exercise 1 page 68

- Students think of a definition in pairs.
- Elicit ideas from the class. Then as a class, try to come up with a definition most people are satisfied with. You could give them a dictionary definition to finish off (a feeling of being happy with your own character and abilities).

Exercise 2 page 68

- Students read the statements and then answer the questions in pairs.
- Elicit answers from the class. Then ask: *Do you think it's possible to have too much self-esteem?* Elicit ideas from a few students.

KEY (POSSIBLE ANSWERS)

High self-esteem
I sometimes make mistakes, but hey, so does everybody else!
They might be fashionable, but I wouldn't feel comfortable wearing certain clothes!
The coach thinks I'm not good enough, but that's where she's wrong.
Low self-esteem
Why should I leave my comfort zone just to make a fool of myself?
That's the way it is. Things just never seem to go right for me.

Exercise 3 page 68

- Students read the infographic and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 page 68

- Students choose an idea in pairs, brainstorm what they could say and make notes, and finally write their paragraph.

Extra support

- Ask students to vote for one of the ideas in the box.
- As a class, brainstorm ideas and write short notes on the board. Prompt if necessary by asking questions, e.g. *What kinds of communities could you join?* (e.g. a sports club, an amateur dramatic society, an online community, any community in which members have one or more common interests)
  Why might it be better to join a community where you can meet other people face to face rather than online? (e.g. It is easier to get a mistaken impression of the other members of a community if you only meet them online. Being physically present and interacting face to face helps people communicate both verbally and non-verbally, so they get more out of the experience.)
  What are other general benefits of joining a community? (e.g. Members discover/share common interests and so can bond more easily.)
  How exactly would joining a community help you love yourself? (e.g. You would find out that others have similar experiences, similar problems and similar joys, so you would feel less alone and therefore happier.)
- Students use the notes to write their paragraph in pairs.

- Ask pairs to read out their paragraphs to the class. Alternatively, collect the paragraphs, print them out and use them to create a poster.

AfL Teaching tip: success criteria

Create occasions for students to showcase their work

Providing students with the opportunity to share their work promotes a sense of pride and accomplishment.

To add authenticity to the task in exercise 4, arrange for the poster to be displayed somewhere in the school, such as the library, hall or corridor. You may first of all like to provide some feedback on the paragraphs and give pairs the opportunity to redraft theirs to include improvements.

If possible, ask the audience – other students, teachers, staff members – to leave short comments on a piece of paper after they have viewed the poster.

See the notes on Assessment for Learning on page 11.

Exercise 5 Vocabulary page 68

- Students check the meanings of the bold words and phrases before they discuss the questions. They could do this by first guessing the meanings from the context or working in pairs to pool their knowledge, and then checking in a dictionary.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 6 Vocabulary page 68

- Ask students to read the statements and elicit that they are, in effect, definitions. Students then do the exercise.
- Check answers as a class.

KEY

1 insecure 2 considerate 3 self-critical
4 proactive 5 tactful 6 assertive

Extra activity

- Ask students to choose six words or phrases from the infographic and use them to write their own sentences.
- They then exchange sentences with a partner, who suggests corrections or improvements if necessary.
- Ask each students to read out one of their sentences to the class.

Exercise 7 Think & share page 68

- Students do the exercise in pairs. You could also ask them to make brief notes about their partner's suggestions that they can then use in the Extra challenge activity below.
- Circulate and monitor while students are working, making a note of good language use and common errors that you can address in a feedback session at the end.
- Students do the Vocabulary booster exercises on page 124.

Extra challenge

- Ask students to write conditional sentences saying what would or might have happened if they had behaved or acted differently (e.g. *If I hadn't made those comments on social media, I wouldn't have upset my classmate.*). Then ask them to write conditional sentences saying what would or might happen if they follow their partner's advice (e.g. *If I delete the comment and apologise, my classmate might forgive me and we might be friends again*).
- Ask a few students to share some of their sentences with the class.
- Students do the Vocabulary booster exercises on page 124.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use vocabulary to talk about self-esteem.*

Further practice

Workbook page 55
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

5.5 Grammar

Lesson summary

Speaking: Describing what people look like in clothing adverts

Reading: An article about how Alexandra Kutas has challenged the stereotypes of the fashion industry

Grammar: Inversion; inversion and other changes

Listening: An extract from a podcast about the fashion industry

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 7 for homework. Do exercise 8 in the next lesson.

WARM-UP Write on the board:
When you shop for clothes, what is more important: how you look in them or how you feel in them?
How important is it for people in general / you to wear fashionable clothes?
Would/Do you ever wear clothes that were fashionable in an earlier decade or era? Why? / Why not?

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

Exercise 1 Think & share page 69

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

Exercise 2 page 69

- Students read the article and answer the question.
- Check the answer as a class.
- Then ask: *Do you think that people's perceptions about what a perfect body looks like are changing in your country? Why? / Why not?* Elicit ideas from the class.

KEY

Because of her disability, she is challenging perceptions of what the perfect body is.

Exercise 3 page 69

- Students complete the rules in the grammar box.
- Check answers as a class.

KEY

1 negative 2 beginning 3 before 4 do 5 can 6 that 7 movement 8 formal

- Students do the Grammar booster exercises on page 141.

Exercise 4 page 69

- Students rewrite the sentences using inversion.

Extra support

- Write on the board:
The balloon went <u>up</u> as soon as the child released it.
It <u>rarely</u> rains here in summer.
I had <u>never</u> been to such a terrible fashion show.
- Rewrite the sentences together as a class so that students can see how inversion works:
  Up is an adverb of movement, so it goes to the beginning of the sentence; the rest of the sentence is unchanged: *Up went the balloon …*
  Rarely is an adverb of frequency with a negative meaning. We need an auxiliary, in this case, *does*: *Rarely does it rain here in summer.*
- *Never* is also an adverb of frequency with a negative meaning. We need an auxiliary, in this case, *had*: *Never had I been to such a terrible fashion show.*

- Check answers as a class.

KEY

1 Down came the rain just as they started the photo shoot.
2 Rarely does the singer appear in public these days.
3 Never have Ally's career prospects been at stake.
4 Little do fans realise how difficult it is for a celebrity to live up to their expectations.
5 So shy was Darren that we underestimated his talent.
6 Had I known that everyone was having problems, I wouldn't have been so self-critical.

Exercise 5 page 69

- Go through the grammar box with the class and point out the further changes.
- Students rewrite the sentences.
- Check answers as a class.

KEY

1 At no time did the holiday live up to our expectations.
2 Not only did Ashok feel overwhelmed, but he also felt vulnerable.
3 Nowhere have they got an online presence.
4 Not only is my best friend assertive, but she's also proactive.
5 Under no circumstances should Dara use artistic license.
6 No sooner had I written the tactless comment than I regretted it.

- Students do the Grammar booster exercises on page 141.

Exercise 6 5.05 page 69

- Ask students to read the extract and guess the missing words.

Extra support

- As a class, brainstorm what the missing words in each gap might be and write students' predictions/guesses on the board in a numbered list, e.g.
  1 designers, fashion photographers
  2 good, perfect, satisfactory.
- Then ask students to re-read the extract and decide if any of the words and phrases on the board would make sense. Emphasise that predicting or guessing answers like this will help them focus on what they need to listen out for.

- Play the audio for students to listen and complete the summary.

Extra support

- Pause the audio at frequent intervals to give students time to complete the gaps.
- Play the audio again after they have finished to allow them to check their answers.

- Check answers as a class.

KEY

1 fashion designers 2 glamorous 3 working conditions 4 office 5 freelance 6 assignment 7 bloggers and influencers 8 preferences 9 exciting 10 virtual

Exercise 7 page 69

- Students write their sentences.
- Circulate and monitor as students write their sentences, helping with language and ideas where necessary.

KEY (POSSIBLE ANSWERS)

Not only should the fashion industry make their prices clear in advertising, but also their shipping costs.
Under no circumstances should fashion advertising discriminate against any group of people.
Not only should fashion advertising be inclusive of different sizes, but also gender and different ethnicities.

Exercise 8 page 69

- Ask as many students as possible to share their ideas with the class.

KEY

Students' own answers

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use inversion to talk about the fashion industry.*

Further practice

Workbook page 56
Grammar booster page 141
Grammar photocopiable worksheet
Short test

5.6 Reading

Lesson summary

Speaking: Talking about lying, why people lie and if lying is ever acceptable

Reading: An article about the types of lies people tell

Strategy: Recognising hedging

Vocabulary: The truth hurts

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 7 brief.

WARM-UP Write on the board:

A politician lies about a scandal involving tax-payers' money.
A witness lies when giving evidence in court.
An employee lies to protect another employee who has stolen from the company and who will be fired if they are found out.
A person lies to cover for a friend who has done something that will embarrass their family.

- Ask: *How serious or important are these lies? Is it ever OK to lie?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 70

- Students read the lies and discuss the questions.
- Ask a few students to share their ideas with the class.

Culture notes

Pinocchio is the protagonist of the children's book *The Adventures of Pinocchio* by the Italian writer Carlo Collodi (1826–1890). In the book, Pinocchio is a wooden puppet made by a poor woodcarver called Geppetto. Pinocchio behaves badly from the minute he is created. He runs away from Geppetto and has many adventures. In one incident, when he tells lies, his nose grows. In the end, Pinocchio becomes a reformed character and he becomes a real boy.

The story has often been adapted in films, the most famous of which is probably Disney's animated film *Pinocchio* (1940).

The boy who cried wolf is a fable by Aesop. It tells the story of a shepherd boy who calls for help because a wolf is attacking the town's sheep. The townspeople come to his aid only to find that the boy was lying. One day a wolf actually does attack the sheep, but when the boy calls for help, the townspeople don't believe him. The story is the origin of the expression *to cry wolf*: to call for help when you do not need it, with the result that when you do need it people do not believe you.

AfL Teaching tip: learning intentions

Preparing students to read

Speculating about a text's content before reading can help engage students with the topic and provide an incentive for reading.

Before students read the article, focus on the title of the article and the photo and ask:
Why might the truth hurt, and in what circumstances?
What do you know about the story of Pinocchio? Why do you think Pinocchio is used to illustrated the article?
Elicit ideas from students.

After students have read the article, ask them to discuss to what extent their predictions were correct.

See the notes on Assessment for Learning on page 11.

Exercise 2 5.06 page 70

- Play the audio for students to read and listen and answer the questions.
- Check answers as a class.

KEY

It describes white lies and blatant lies.
Students' own answers

Exercise 3 page 70

- Tell students to read the questions and try to answer them before they read the article again.

Extra support

- Tell students to cover the answer options and focus only on the questions, one at a time.
- Ask them to look for the answer to the first question in the article and underline it. Then ask them to uncover the answer options for that question and see which one means the same as the answer they found in the article.
- Students answer the rest of the questions in the same way. Remind them that the questions in reading comprehension tasks like this follow the order of the information in the text.

- Check answers as a class, asking students to support their answers by reading out the relevant part of the article.

KEY

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

Exercise 4 page 71

- Go through the Reading strategy with the class and make sure students understand everything.
- Students do the exercise.
- Check answers as a class.

KEY

1 T (Despite that, it is generally accepted that this is the kind of world we want to live in.)
2 F (It would appear, however, that the stories fail to get the message across.)
3 T (Evidently, the objective of the film was to entertain audiences.)
4 T (It is generally agreed that liars are people with serious character flaws.)
5 T (Obviously, they are completely different.)
6 F (Perhaps when we warn children about the dangers of lying, we could make a distinction between white lies and blatant lies.)

Exercise 5 Think & share page 71

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

Exercise 6 Vocabulary page 71

- Ask students to look at the highlighted phrases in the article and see which ones they know. Tell them to guess the meanings of the ones they are unsure of or don't know from the context or by working in pairs to share their knowledge.
- Students complete the sentences.
- Check answers as a class.

KEY

1 air their grievances 2 came unstuck 3 blazing row 4 keep it to herself 5 led to his downfall 6 to add insult to injury 7 established a backstory 8 are just around the corner

Extra activity

- Ask students to choose three of the highlighted phrases in the article and use them to write their own sentences, gapping one of the words.
- They then exchange sentences with a partner and try to complete their partner's sentences.
- Ask as many students as possible to read one of their sentences to the class.

Exercise 7 page 71

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise the use of hedging in an article about lying.*

Further practice
Workbook page 57
Online practice

5.7 Global skills

Lesson summary
Speaking: Discussing unconscious bias
Reading: Summaries of three studies about bias
Listening: A presentation on dealing with your prejudices
Vocabulary: Dealing with unconscious bias

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 10 for homework.

WARM-UP Tell students you are going to read out six statements. Ask them to listen and raise their right hand if they agree with a statement and their left hand if they disagree.

- Then read out the following, giving students no more than a second or two seconds to respond, and write the number of students who agree and disagree with each one on the board:
  1 *Men make better cooks than women.*
  2 *Women gossip more than men.*
  3 *Twelve-year-old boys are physically stronger than 12-year-old girls.*
  4 *Elderly people think today's teenagers are spoilt.*
  5 *People over a certain age can't perform as well in a job than younger people doing the same job.*
  6 *All politicians are liars.*
  7 *The more intelligent you are, the more knowledgeable you are.*
  8 *Honest people look directly at you when they are talking to you.*
- Now ask students to discuss in pairs what evidence they have for agreeing or disagreeing.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 72

- Check that students understand the meaning of *bias* (a strong feeling in favour of or against one group of people,

or one side in an argument, often not based on fair judgement).

- Then ask what *unconscious bias* is and again check that students understand what it is. Emphasise that this is a bias that you are not aware of but that affects your behaviour and decisions.
- Students discuss how unconscious bias might relate to the people in the photos and how people develop an unconscious bias.
- If you did the warm-up, ask students to reflect if any of their answers might be a result of unconscious bias.

KEY (SUGGESTED ANSWERS) WORK WITH

The woman on the left is old, and unconscious bias might lead people to believe that therefore she is very conservative and set in her ways, incapable of learning something new, unable to work with new technology and uninterested in popular culture.
The young man is wearing a hoody, and unconscious bias might lead people to believe that therefore he may be dangerous or even a criminal, unemployed, uninterested in or incapable of academic achievement.

Exercise 2 page 72

- Students discuss the questions in pairs, justifying their beliefs. You could prompt discussion by asking further questions, e.g.
  How exactly is a rival sports team different from the sports team you support – apart from the fact that they are a different team?
  Why do you think a bully bullies another person?
  Where or how does a bully learn their behaviour?
  What do you think an elderly person was like when they were your age?
  Do you think all the people who belong to the same generation are alike?
  How strongly do you feel about your own political opinions?
  Have you ever genuinely tried to find out why a person has political beliefs that are different from your own?
  How would you define an unpleasant neighbour?
  What does a good or pleasant neighbour do?
- Ask a few students to share their ideas with the class.

Exercise 3 page 72

- Check the meaning of the six *-isms*, especially *classism* (a bias or prejudice against a class of people in a society, i.e. a group of people that are thought of as being at the same social or economic level).
- Students read the summaries and answer the question.

KEY (SUGGESTED ANSWERS)

A classism (depending on the context; nationalism and racism are also possible) **B** sexism **C** ageism

Exercise 4 page 72

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

Exercise 5 5.07 page 72

- Ask students to read the questions.
- Play the audio for students to listen and answer the questions.

Extra support

- Ask students to predict the answers to the questions before they listen.
- Then ask them to compare their predictions with a partner and discuss whose might be correct.

- Check answers as a class.

KEY

1 She says it is OK to sometimes feel negative about people who break the law, people who are violent and people who are anti-social.
2 All the '-isms', e.g. racism, sexism, ageism, and disliking people just because they're different to us.
3 It involves three steps. They are: 1) be honest with ourselves and own up to our prejudices; 2) ask ourselves where our prejudices come from; and 3) actively look for opportunities to meet people from the social groups that we have felt prejudiced against.
4 You will realise how silly and unjust your prejudices were.

Exercise 6 page 72

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

Exercise 7 Vocabulary page 72

- Focus attention on the highlighted words in the summaries in exercise 3. Ask students to try to work out the meanings from the context and come up with simple definitions for them. They can then check the meanings in a dictionary.
- Next, ask students which of the highlighted words have dependent prepositions (*ignorance of*, *prejudice against*, *discrimination against*, *tolerance towards*). Remind students that when they learn new vocabulary, they should not learn just the meaning, but also how a word is used: if it has a dependent proposition, common collocation, etc. A good dictionary will usually provide such information.
- Students read the sentences in exercise 7 and choose the correct alternative.
- Check answers as a class.

KEY

1 prejudice 2 discrimination 3 stereotypes
4 tolerance 5 bias 6 ignorance

Extra activity

- Ask students to look in a dictionary and note down some common collocations for the words in exercise 7, e.g. *racial prejudice/tension/violence*; *discrimination against/in favour of*, *gender discrimination*, *discrimination on the grounds of something*; *gender/racial/national stereotypes*.
- Then ask them to write their own sentences using these collocations.
- Ask a few students to read out one of their sentences to the class.

Exercise 8 page 72

- Students discuss the statements in exercise 7 in pairs.
- Ask a few students to share their ideas with the class.

Exercise 9 Vocabulary page 72

- Students do the exercise.
- Check answers as a class.

KEY

1 sent out 2 were called in 3 get away with 4 fell behind 5 put up with 6 end up with 7 keep up with

Exercise 10 Mediation page 72

- Ask students to read the instructions and write the message to their friend.

Extra support

- Tell students that to do this exercise, they will need to summarise the summaries in exercise 3. They will also need to use information from the presentation in exercise 5, and more specifically, the answers to question 3.

- When students have finished writing, ask them to exchange messages with a partner. Has their partner given the friend all the necessary information? Is the message clear? They could give their partner some constructive feedback.
- Ask a few students to read out their message to the class.

KEY

Students' answers to include:
In European schools, some teachers believe students with non-traditional names are less capable than students with so-called traditional names.
Job offers are more likely to be made to a man than to a woman, even if their qualifications and experience are similar.
In the UK, elderly people are seen as unhappy/depressed and memory loss is expected; in the workplace they are believed to be less capable of keeping up with younger people.
To combat our prejudices, we need to own up to them, question why we have them and where they come from and actively seek out people from the social groups against which we have our prejudices

Exercise 11 Think & share page 72

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify my own unconscious bias.*

Further practice
Workbook page 58

5.8 Speaking

Lesson summary
Speaking: Discussing inequality; comparing and contrasting two photos
Listening: A student comparing and contrasting photos
Strategy: Making deductions

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Ask students to work in pairs or groups to define what constitutes poverty. In addition to various factors such as possessions and income, they could also consider living conditions and access to services.

- Elicit a definition from each group.
- Then write on the board: *Extreme poverty is a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information.* Tell students that this is the definition given by the United Nations.
- Explain that poverty is one of the topics in this lesson.

Exercise 1 page 73

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

AfL Teaching tip: diagnostics

Considering your own ability against exemplars

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

Ask students to rate whether they would find comparing and contrasting two photos in English as easy, OK or difficult. Then do the exercises in the lesson that will extend their mastery in doing a similar same task and help build their confidence.

See the notes on Assessment for Learning on page 11.

Exercise 2 5.08 page 73

- Tell students to look at photos A–C and give them time to think how they themselves might describe what they see and what theme links them.
- Then ask students to read the questions.
- Play the audio for students to listen and answer the questions about photos A and C.
- Check answers as a class.

KEY

1 They are similar in that they show a disparity in wealth.
2 He suggests both pictures were taken in Western countries, with picture A being taken in Europe and picture C possibly in an American city such as Los Angeles or San Francisco.
3 He mentions that picture A shows a disparity in wealth by showing people in different circumstances, while the other does the same thing but through living conditions.
4 He says the man's facial expression suggests he doesn't expect to receive anything from the woman, and the woman's body language suggests she is ignoring the man or hasn't even seen him.
5 He remarks on the contrast between the tents and the smart buildings behind them.
6 Picture A shows how the poor are ignored in big cities, and Picture C shows how they are pushed away to the edges of big cities.
7 He thinks both pictures demonstrate how we ignore the poor and avoid seeing them.

Transcript
See Teacher's Guide, page 198.

Exercise 3 5.08 page 73
- Play the audio again for students to note which sentences the student uses.
- Check answers as a class.

KEY
the most obvious similarity
they both portray
The most noticeable difference
what the situations have in common is that
whereas photo A depicts …, photo B doesn't show …
in comparison with
both photos portray
in contrast, photo C shows

Exercise 4 page 73
- Go through the Speaking strategy with the class. Remind students that they learned about modals for speculation in Lesson 4.2.
- Students rewrite the sentences as deductions.
- Check answers as a class.

KEY
1 The woman looks as if she's in a hurry.
2 She must have been shopping because she's carrying shopping bags.
3 The homeless man seems cold and hungry.
4 He might have started begging when he lost his job.
5 The people serving behind the counter look like students.
6 The man being served must be here because he can't afford to buy food.
7 The tents appear to have been put up on the pavement because there was no other place for them.
8 Living in a tent in a city looks dangerous.
9 The bike near the tent looks like it belongs to one of the homeless people.

Exercises 5 and 6 page 73
- Give students time to read the instructions in both exercises and prepare what they are going to say.

Extra support
- Ask: *What theme might link the two photos?* Elicit ideas and write them on the board (e.g. education, facilities in education, classrooms in the past and in the present, education in poor and rich countries).
- Then as a class, brainstorm useful or interesting vocabulary that could describe the two classrooms (e.g. photo A: *dull*, *oppressive*, *bare*, *chilly*, *regimented rows of desks*, *resembles a prison cell*; photo B: *well-lit*, *state-of-the-art facilities*, *student-friendly*, *digital education aids*, *interactive whiteboard*).
- Next, ask students to consider what they know for certain about the two classrooms and what they could speculate about. They then refer to the Strategy box and decide on a specific number of ways they will use to speculate (e.g. they might decide to use at least one modal, *look like* and *seem/appear* + infinitive with *to*).
- Finally, ask them to refer to the Phrasebook and decide which of the phrases would be appropriate for what they want to say.

- Students work in A / B pairs to do the task.

Exercise 7 Reflect page 73
- Give pairs time to discuss how they performed the task and give each other feedback.
- Ask: *How do you think you could improve your performance?*

Extra activity
- Students repeat exercises 5 and 6, reversing roles this time, i.e. Student A takes Student B's role in exercise 5 and Student B takes Student A's role in exercise 6.
- Alternatively, students repeat exercise 5 and 6, but this time try to improve their original performance in the light of their partner's feedback.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos.*

Further practice
Workbook page 59
Communicative activity photocopiable worksheet
Online practice

5.9 Writing

Lesson summary
Speaking: Discussing sexism in advertising
Reading: An email complaining about offensive content in an advertising campaign
Strategy: Using vocabulary to sound more forceful
Writing: An email of complaint

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and set exercises 6 and 7 for homework.

WARM-UP Ask students to think of an advertisement or advertising campaign that they particularly like and one that they find annoying or offensive.
- In pairs, students discuss these advertisements, explaining why they like them or why they find them annoying or offensive.
- Ask a few students to share their ideas with the class.

Exercise 1 page 74
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)
Portraying women as being the person in the family who is responsible or most concerned with childcare and domestic chores like housework and cooking. Women and girls are shown as being incapable of performing certain tasks such as car maintenance and minor repairs around the home.
Portraying men as being physically strong and capable of doing hard manual labour, handling large tools and

electrical equipment, and being able to carry out tasks requiring mechanical skills.
Portraying girls as being interested in certain toys such as dolls and preferring more sedate games, whereas boys are portrayed as being interested in toys such as model cars, construction toys and boisterous physical activities.

Exercise 2 page 74

- Focus attention on the advert and elicit what is offensive about it.
- Students read the email and discuss the questions.
- Elicit ideas from students.

Extra activity

- Ask students to work in pairs and discuss how they might change or re-design the advert in exercise 2 so that it is not offensive. They could think about the stereotypes associated with each of the people in it, what the people are actually doing, what they are wearing, and even the colours used in the advertisement.
- Ask a few students to share their ideas with the class.
- Then ask: *How might the original advertisement in exercise 2 also be offensive to the man and the little girl?* (The man is lazy, almost lifeless, and possibly incapable of doing any housework. He is physically almost weightless as the woman is lifting the sofa on which he is lying with one finger; this may be interpreted as symbolic of his insignificance in family life. The little girl is portrayed almost as a doll in her clean pink dress, not a person. She is a very passive figure.)
- Elicit suggestions from the class.

Exercise 3 page 74

- Students read the email again and answer the questions.
- Check answers as a class.

KEY

1 B 2 C 3 D 4 A

Exercise 4 page 74

- Students complete the Phrasebook.
- Check answers as a class.

KEY

1 I am writing to complain about …
2 Rarely have I been so appalled by …
3 Your advert displays an inexcusably …
4 I can assure you that …
5 As a result, a boycott of your goods is currently being organised …
6 I look forward to your prompt response.

Exercise 5 page 74

- Go through the Writing strategy with the class. Make sure that students understand that *forceful* doesn't just mean emphatic; it means 'expressing opinions strongly and clearly in a way that persuades other people to believe them'; forceful language is effective because it expresses meaning both emphatically and (usually) more precisely.
- Students rewrite the sentences.
- Check answers as a class.

KEY

1 offensive 2 appalled 3 radical 4 menial
5 deplorable 6 outdated 7 blatant 8 prompt
9 countless

- Students then discuss the statements.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students to check the precise meaning of the underlined words in the email in exercise 2 and compare these meanings with the underlined words in exercise 5, e.g. *offensive = rude in a way that causes somebody to feel upset or annoyed because it shows a lack of respect*; *annoying = making someone feel slightly angry; irritating*
- Students discuss the differences in pairs.
- Ask them if they better understand why the writer of the email used the words he did rather than the ones in exercise 5.

AfL Teaching tip: learning intentions

Focusing students on how to extend their learning

It is important to encourage students to take responsibility for their learning and make decisions about what they will do to further improve.

At the end of the lesson, ask students to write a list of what they can do to expand their vocabulary and use words more effectively, thus continuing their progress. Students may write: *go back over the vocabulary I have learned from the Student's Book*; *check the precise meaning of new words in a good monolingual dictionary*; *use a thesaurus to find words and expressions that express what I want to say more accurately*.

See the notes on Assessment for Learning on page 11.

Exercise 6 page 74

- Students write their email of complaint following the structure of the email in exercise 2.

Extra support

- As a class, brainstorm ideas students could use to respond in each situation and write short notes on the board, e.g.
  - Situation 1: *Which social issues? (e.g. gender equality, sexism, ageism, racism, bullying in the workplace, animal rights); such issues neglected for too long; it's time to recognise the harm done; young people not too sensitive – some older people not sensitive enough*
  - Situation 2: *Comedian should know better; such jokes hurtful; perpetuate harmful stereotypes; encourage people to think it's acceptable to say such things; in extreme cases, encourages racism itself; demonstrates lack of empathy towards people who already suffer because of racist attitudes*
  - Situation 3: *Inhumane and shameful attitude: other cultures respect and revere their elders and value them for their wisdom and contribution to society; people over 65 comprise nearly 20% of the UK's population; is the politician saying that this 20% doesn't matter?*
- Students can choose all or some of the ideas on the board in their email of complaint.

- Circulate and monitor as students write their email, helping with language and ideas where necessary.

Exercise 7 Check your work page 74

- Students go through the checklist and revise their work before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use forceful vocabulary to write an email of complaint.*

Further practice
Workbook page 60
Online practice

5.10 Review

Note!
Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 75

KEY
1 so 2 for 3 wouldn't 4 as long as 5 anything
6 Even 7 had 8 wouldn't

Exercise 2 page 75

KEY
1 I known the truth, I wouldn't have felt insecure
2 do we play games online together
3 she see Eva, she'll be tactful
4 I more assertive, I would have told him to stop
5 no circumstances would he recognise his flaws
6 only was Yasmin kind, but she also showed empathy
7 have I studied so much for an exam
8 upset was Senyo that he refused to accept Jo's apology

Vocabulary

Exercise 3 page 75

KEY
1 Peer-to-peer 2 empower 3 Transferable skills
4 novice 5 grassroots 6 contributor 7 geek
8 lag behind

Exercise 4 page 75

KEY
1 flaws 2 insecure 3 proactive 4 empathy
5 potential

Cumulative review

Exercise 5 page 75

KEY
1 so 2 perspective 3 only 4 behind 5 proactive
6 necessary 7 even 8 underestimate 9 wouldn't

Think & share

Exercise 6 page 75

KEY
Students' own answers

Note!
Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice
Workbook page 61
Progress test

5 Vision 360°

Tourism: A force for good?

Lesson summary
▲ **triangle:** An infographic on sustainable tourism
■ **square:** A video about tourism today
● **circle:** A story about a fake restaurant
⬣ **hexagon:** Monologues about the business of renting people's homes on holiday
★ **star:** An advert for a holiday apartment in Venice
Speaking: Discussing reasons for travelling; talking about sustainable tourism; discussing different aspects of tourism
Listening: A video about tourism today; monologues about the business of renting people's homes on holiday; a story about a fake restaurant
Reading: An infographic on sustainable tourism; an advert for a holiday apartment in Venice
Create task: Create a guide on sustainable tourism in your country

SHORTCUT To do the lesson in 30 minutes, set the research in the exercise 10 for homework and ask students to present their findings in the next lesson. Ensure Steps 1 to 3 of the Create task are done in class, set Step 4 for homework and do Step 5 in the next lesson.

WARM-UP Ask: *What do you think are the most visited tourist attractions in the world? What places would you like to see and why?*

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

Exercise 1 Think & share page 76

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

KEY (POSSIBLE ANSWERS)

To see and experience new things; to broaden our horizons, to relax; to spend quality time with friends and family

EXPLORE

Exercise 2 page 76

- Go through the task together and then enter into the 360° image. Move around the image of Venice, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWER)

Venice is a popular tourist destination because it is a unique and beautiful city. They are probably feeling excited and possibly annoyed that there are so many people there.

Exercise 3 All hotspots page 76

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices.
- As each hotspot is explored, students match it to the topic it relates to.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

1 ⬣ 2 ■ 3 ● 4 ★ 5 ▲

Exercise 4 ■ page 76

- Tell students to look at the numbers before they watch and listen to the video so they know what numbers to listen for.
- Click on the square hotspot for students to watch and listen.
- Check answers as a class.

KEY

1 The number of tourists travelling around the planet each year
2 The percentage of the world's economy that is tourism
3 The amount of money generated by tourism each year
4 The number of destinations where there are more visitors than locals
5 The proportion of tourists to residents in Andorra

Transcript

See Teacher's Guide, page 198.

Extra support

- Pause the audio after each number is heard so that students have enough time to make notes.

Extra activity

- Before students watch the video, ask them to work in pairs and predict what could these numbers refer to when we analyse tourism today.
- After students watch the video and do the task, elicit how many they guessed correctly.

Exercise 5 ▲ page 76

- Click on the red triangle hotspot for students to read the infographic.
- Students discuss their chosen dos and don'ts in small groups.
- Elicit a few answers from the class.

KEY (POSSIBLE ANSWERS)

Do: stay quiet when you're in a forest, wildlife parks or other places where animals are; maintain a safe distance from animals; respect local traditions
Don't: collect plants or animals without making sure it is allowed; damage plants as you walk in the forest, etc.; take unnecessary brochures or leaflets in parks, museums, etc.

Exercise 6 ★ page 76

- Click on the orange star hotspot for students to read the advert.
- Students discuss the question in pairs.
- Ask a few students to share their opinions with the class.

Exercise 7 ⬣ page 76

- Tell students to read the questions before they listen so they know what to listen for.
- Click on the blue hexagon hotspot for students to listen to monologues and answer the questions.
- Check the answers as a class.

KEY (SUGGESTED ANSWERS)

1 B 2 D 3 C 4 – 5 A

Transcript

See Teacher's Guide, page 198.

Extra activity

- Students write a monologue to match the question that wasn't used.
- Ask a few students to read out their monologues.

Exercise 8 page 76

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

Extra challenge

- Ask students to choose one of the speakers who didn't like the idea of apps that allow tourists to rent people's homes and spare rooms. Their task is to imagine they are this person and to write an email to town authorities to complain and request action is taken to combat the problem they mentioned in their monologue.
- Students write their email.
- Ask students to walk around the class and read each other's emails.
- Take a class vote for the email which makes the strongest point and is most likely to be noticed by town authorities.

Exercise 9 page 77

- Tell students to read the questions before they listen so they know what to listen for.
- Click on the blue circle hotspot for students to listen to the story and answer the questions.
- Check answers as a class.

KEY

1 a small hut
2 journalist Oobah Butler
3 on a popular review site
4 by writing reviews of the restaurant
5 that the restaurant became popular on the review site without serving a meal
6 more people wanted to visit it
7 Don't rely on just one source of information. Ask local people for recommendations.

Transcript

See Teacher's Guide, page 199.

Exercise 10 page 77

- Elicit the names of a few local cafés or restaurants that students have been to. Ask: *Did you enjoy the food?*
- Elicit what else apart from food you can include in the review (e.g. *service, design, location, wait time, prices*).
- Students discuss the questions in pairs. Remind students to focus not only on the food, but also on other aspects of the place.
- Ask a few students to share their findings with the class.

Exercise 11 Think & share page 77

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

CREATE … a guide on sustainable tourism in your country

To complete the Create task, students will need access to the internet to do the Research it! task and phones or tablets to make a podcast, a presentation or a video. Alternatively, students can use pens and paper and create a poster.

STEP 1 page 77

- Put students in small groups. Groups then decide which four things they would recommend to tourists visiting your country. Remind students that their guide should focus on sustainable tourism so they need to take this into account when planning and collecting ideas. To ensure the presentations are varied, encourage students to select different examples of the ideas from the word pool, for example different types of food or different historical sites.

STEP 2 Research it! page 77

- Students do their research online, find photos and make notes. You may like to suggest that within their group, each student focuses their research on different points.

STEP 3 page 77

- Working in their groups, students discuss the questions. Circulate and monitor as they do so, helping with language and ideas where necessary. Check students have considered the appropriate dress and behaviour for the different historical sites and/or tourist attractions.

STEP 4 page 77

- As a class, discuss the different ways to present the guide. Elicit what students need to consider for each type, e.g.
  - podcast or video: they should present their ideas clearly and not speak too fast
  - video: they need to remember to look at the camera and smile
  - poster: they should choose interesting pictures and write catchy headingsStudents choose create their guide.

STEP 5 page 77

- Groups take turns to present their guide to the class.
- Ask what students have learned about sustainable tourism from the other guides.
- Elicit a few answers from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can create a guide on sustainable tourism in my country.*

6 Human nature

6.1 Vocabulary

Lesson summary

Speaking: Discussing reasons for moving abroad and issues to consider before moving; discussing whether people should stay in the country where they were born and whether everyone should be free to live where they want to

Listening: A vlog about moving to another country

Vocabulary: Migration

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 10 brief.

WARM-UP Tell students to look at the photo. Ask: *What can you see in the photo?* (a diver stroking a dolphin in the sea) *Do you think humans generally have a positive relationship with animals? Why? / Why not? Have you ever seen an animal in the wild? If so, what was most memorable about the experience? Which animals would you most like to see in their natural habitats? Why?*

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

Exercise 1 Think & share page 78

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Write their ideas on the board in note form and keep them there for students to refer to in exercise 2.

KEY (POSSIBLE ANSWERS)

1 to experience life in another country / out of curiosity; to learn or improve their knowledge of another language; to find work; to enjoy a better quality of life; to live or stay with family members or friends who live abroad
2 learning a new language or culture; obtaining a visa; leaving behind family and friends; finding employment, schools, and/or housing; transporting pets; adapting to different climates/weather; paying for and arranging the move; finding transportation in a new country; leaving personal possessions behind; accessing services

Culture note

The Famine, as it is known in Ireland, or the Irish Potato Famine, lasted from 1845 to 1849. The potato crop, a staple food for many poor Irish, failed when it was devastated by potato blight (the fungus *Phytophthora infestans*). It is estimated that about a million people died of hunger and disease during this time. A further million people emigrated. These numbers account for 20–25% of the country's population. Many thousands of immigrants went to English cities like Liverpool, but most went to North America. The Famine left a lasting legacy in Ireland, demographically, politically and culturally, but it also had a lasting influence on the history and culture of the United States, where large numbers of Irish settled in cities like Boston, New York, Philadelphia and Baltimore.

Exercise 2 6.01 page 78

- Play the video or audio for students to answer the question.
- Check answers as a class. Then ask students to compare the reasons mentioned in the vlog with the reasons they discussed in exercise 1. Ask: *How many are similar?*

KEY

better career prospects, better standard of living, an event which forces people to move (e.g. in 19th century Ireland when there was a food shortage)

Transcript

See Teacher's Guide, page 199.

Exercise 3 6.01 page 78

- Ask students to read the sentences before they listen again and try to correct as many as they can from memory.
- Play the video or audio again for students to check their answers and finish correcting the sentences.
- Check answers as a class.

KEY

1 Amira's *friend* suggested going to Australia to her sister.
2 Amira's parents immigrated *separately*.
3 One person in *thirty* lives outside their country of birth.
4 Many people are likely to have *distant* relatives in other countries that they aren't aware of.
5 Significant numbers of immigrants settled in *the USA* in the 19th century.
6 Immigrants contribute more to the *economy* than they receive.

Exercise 4 Real English page 79

- Students match the phrases to their meanings.
- Check answers as a class.

KEY

1 E 2 B 3 D 4 C 5 A

Culture notes

Charles Darwin (1809–1882) was the great English naturalist whose theory of evolution by natural selection revolutionised the life sciences and became their underlying concept. This theory is described in his book *On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life,* published in 1859.

The species name *Homo sapiens*, meaning 'wise man', was given to modern humans by the Swedish botanist Carl Linnaeus (1707–1778). The study of the evolution of the genus *Homo* is complex, and every new discovery, whether of actual human remains or from DNA analysis throws up controversies and revisions. However, it is believed that the genus *Homo* originated in Africa about 2.5 million years ago. Anthropologists have identified a number of different human species and some of these, like *Homo sapiens* and *Homo neanderthalensis* (the species name for the Neanderthals), have co-existed in space and time.

The Neanderthals probably evolved about 400,000 years ago and survived until about 40,000 years ago. It is clear that they mixed with modern humans. Europeans and Asians have between 1% and 4% Neanderthal DNA, though African people south of the Sahara have almost zero.

Exercise 5 page 79

- Give students time to read the article and think about what they have read.
- Elicit answers from the class.

Exercise 6 Vocabulary page 79

- Students complete the task.
- Check answers as a class.

KEY

1 migrate 2 emigrate 3 immigrate 4 uproot
5 displace 6 settle

Extra support

- Write the following short paragraphs on the board: *My grandfather [1] … from Italy. He [2] … to the USA and [3] … in New York. A year later, his family joined him. It wasn't easy to [4] … them from their place of birth, but they soon adapted to life in America.*

  People are constantly on the move. Some [5] … from the countryside to cities in search of work. Others are [6] … by war or natural disasters.
- Go through the paragraphs with students and complete them as a class, taking the opportunity to clear up any confusion about the use of *emigrate*, *immigrate* and *migrate*, and *uproot* and *displace*.

KEY

1 emigrated 2 immigrated 3 settled 4 uproot
5 migrate 6 displaced

Exercise 7 Vocabulary page 79

- Students complete the text.
- Check answers as a class.

KEY

1 cutting-edge technology 2 trace our ancestry
3 migrate 4 displaced/uprooted 5 displaced
6 settle 7 emigrated 8 control their destiny
9 immigrated

Exercise 8 Vocabulary page 79

- Ask students to check the meaning of the words and phrases they don't already know in a dictionary.
- They then complete the statements.
- Check answers as a class before students discuss them. Encourage as many students as possible to contribute their ideas.

KEY

1 innovation 2 get out of control 3 A spike in
4 entrepreneurship 5 fabric of (our) society
6 go-getters 7 melting pot

Exercise 9 Think & share page 79

- Give students time to think of points in favour of both statements.

Extra support

- Brainstorm ideas as a class and write short notes on the board, e.g. *people should stay in the country out of loyalty*; *a country can't afford a brain drain* (i.e. losing talented or skilled people); *people leave their homes in search of a better/safer life*; *people have always moved*.
- Remind students that in a brainstorming session, they need to let their imagination and thoughts range freely. Afterwards, they can choose the good ideas and discard the weaker ones.

Exercise 10 page 79

- Students share their thoughts in groups of three.
- Ask a few students to share their ideas with the class. Then find out which statement has more points in its favour.

AfL Teaching tip: learning intentions

Evaluating success criteria in reviews

Scaffolded review tasks can exploit core learning intentions.

At the end of the lesson, ask students to close their books and brainstorm, in pairs, the vocabulary and Real English phrases they have learned in this lesson. They can then refer back to page 79 to see if they missed any items. Alternatively, this review could be done at the start of the next lesson or even after lesson 6.4.

See the notes on Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a vlog and use vocabulary about migration.*

Further practice

Workbook page 62
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

6.2 Grammar

Lesson summary

Speaking: Discussing quotes by famous people; discussing the future of the planet and human rights

Reading: A text about Martin Luther King's 'I have a dream' speech

Grammar: Advanced reported speech structures

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5.

WARM-UP Write on the board: *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness*.

- Elicit or explain that this is the first sentence of the second paragraph of the Declaration of Independence of 1776 of the thirteen united States of America (as they were then).
- If necessary, explain *endow* (to give, as a gift) and *unalienable* (that cannot be taken away from you). Then ask: *Do you agree with what it says? What other inalienable rights do you think people should have?*
- Students discuss the questions in pairs. You could explain that the constitution of the United States protects freedom of speech, the press, assembly and the right to petition the government for a redress of grievances. There are also ten amendments that together constitute the Bill of Rights.
- Ask a few students to share their ideas with the class.

Culture notes

Martin Luther King Jr (1929–1968) was a Baptist minister and one of the leaders of the civil rights movement of the USA. He played a major role in the 1963 March on Washington, where he delivered his 'I have a dream' speech. He was assassinated by James Earl Ray in Memphis, Tennessee.

The **Universal Declaration of Human Rights** was proclaimed by the United Nations General Assembly in 1948 as 'a common standard of achievements for all peoples and all nations'. It sets out fundamental human rights that should be universally protected.

Angela May George is an award-winning author of children's books with a focus on cultural diversity. She lives in Australia.

Richard Milhous Nixon (1913–1994) was the 37th president of the USA. Nixon resigned as president after the Watergate scandal – his administration's attempts to cover up its involvement in the 1972 break-in of the Democratic National Committee headquarters at the Washington, D.C., Watergate Office Building.

Nelson Mandela (1918–2013) was a South African anti-apartheid activist. He served 27 years in prison for attempts to overthrow the government of the time, but was released in 1990. He became South Africa's first black head of state (1994–1999).

Ilhan Omar (1982–) is a US politician. She is the first Somali American and the first naturalised citizen of African birth in the United States Congress. She is also one of the first two Muslim women to serve in Congress.

Mahatma Gandhi (1869–1948) (his actual name was Mohandas Karamchand Gandhi) was an Indian lawyer who advocated nonviolent resistance to campaign for independence from British rule. India achieved this in 1947. Gandhi was assassinated in 1948.

Exercise 1 page 80

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

KEY

Martin Luther King addressed the crowds in 1963 to speak about his vision of racial equality.

Exercise 2 page 80

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

Extra activity

- Ask students: *In your country, are there groups of people who still don't enjoy equality? Who might these people be?*
- Encourage students to think not only about people who have a different skin colour, but also people who have a different culture, language or religion. What about women?
- Students could discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class. Alternatively, discuss the questions as a class.

Exercise 3 page 80

- Go through the grammar box with the class and make sure students understand everything.
- Students then match the rules to the underlined sentences.
- Check answers as a class.

KEY

A 3 B 1 C 2 D 5 E 4

- Students do the Grammar booster exercises on page 142.

AfL Teaching tip: diagnostics

Treating mistakes as opportunities to learn

Teaching students to expect to make errors can help them become more resilient and confident learners.

Monitor as students complete exercise 4. When you notice an error, point it out and ask the learner to try to ascertain why they made the mistake. Use the opportunity to clarify so as to further support the student's self-efficacy.

See the notes on Assessment for Learning on page 11.

Exercise 4 page 80

- Students complete the reported speech.
- Check answers as a class.

KEY

1 Article 3 of the Universal Declaration of Human Rights says that we all have the right to life and to live in freedom and safety.
2 Writer Angela May George explained that she was called an asylum seeker, but that was not her name.
3 President Nixon apologised to American citizens for letting down the country and their system of government.
4 Nelson Mandela's idea was that education was/is the most powerful weapon which we could/can use to change the world.
5 Ilhan Omar said their immigration policy should be based on compassion and a desire to help the other.
6 Mahatma Gandhi advised people to change themselves – (that) they were/are in control.

Exercise 5 page 80

- Students discuss the questions in pairs.
- Ask students to think of a famous quote and tell their partner. They could search online for quotes if necessary.
- Ask a few students to share their quote with the class. Then ask others to share a quote that their partner told them.

Extra activity If students are struggling to think of a famous quote or having difficulty expressing one in English, you could write some on the board for them to discuss instead, e.g.

– *You can only protect your liberties in this world by protecting the other man's freedom. You can only be free if I am free.* (Clarence Darrow, American lawyer)
– *They who can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.* (Benjamin Franklin, one of the founding fathers of the USA)
– *I must study politics and war that my sons may have liberty to study mathematics and philosophy.* (John Adams, one of the founding fathers of the USA)
– *Posterity! You will never know how much it cost the present generation to preserve your freedom! I hope you will make a good use of it.* (also John Adams)
– *If liberty means anything at all, it means the right to tell people what they do not want to hear.* (George Orwell, British author of *Animal Farm* and *Nineteen Eighty-Four*)

Exercise 6 page 80

- Give students time to read the text and complete the rules.
- Check answers as a class.

KEY

1 whether 2 or, or not 3 prepositions

- Students do the Grammar booster exercises on page 142.

Exercise 7 page 80

- Students complete the sentences and match them to the rules.
- Check answers as a class.

KEY

1 into whether (3) 2 whether or not (2) 3 asked whether (1)

Exercise 8 page 80

- Students discuss the questions in pairs. Ask them to listen carefully to their partner's opinions and make short notes as they will need to report them in the next exercise.

Exercise 9 page 80

- Students work in different pairs and take turns to report their previous partner's answers.
- Ask a few students to share what their new partner said with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use advanced reported speech structures.*

Further practice
Workbook page 63
Grammar booster page 142
Grammar photocopiable worksheet
Short test

6.3 Listening

Lesson summary

Speaking: Discussing dystopian worlds in fiction; a presentation of a book or a film/series you have recently read or seen

Listening: A podcast about dystopian fiction; three students talking about dystopian novels

Strategy: Distinguishing between opinions and facts

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 4 brief.

Culture notes

In George Orwell's novel ***Nineteen Eighty-Four***, Big Brother is a man who is depicted on posters and appears on telescreens everywhere in the state of Oceania with the slogan *Big Brother Is Watching You*. Big Brother may or may not be a real person, but he is the symbol of the Party that governs the state. In Oceania, all citizens are under constant surveillance, and even thinking the wrong thoughts is a crime.

Sir Thomas More (1478–1535) was an English lawyer who served as Lord High Chancellor of England to King Henry VIII. His book ***Utopia*** describes the political system of an imaginary state. He was convicted of treason and executed for refusing to acknowledge the King as head of the Church of England.

WARM-UP Focus attention on the picture and ask students if they recognise where the quotation comes from (see Culture notes).

- Discuss as a class what 'Big Brother is watching you' means or implies. (It is a warning to people that they are always under surveillance and that they must always do what the state dictates.)

Exercise 1 page 81

- Students read the definitions and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 6.02 page 81

- Before students listen, ask them to think about the possible purpose of dystopian fiction and make a few notes. Then ask them to compare their ideas in pairs.
- Play the audio for students to listen and answer the questions.
- Check answers as a class. Ask: *Are they similar to their own ideas?*

KEY

Author Fiona Alonso suggests that dystopian fiction is a warning not to ignore the negative things that are happening in the present and are, potentially, a call to action.

Transcript
See Teacher's Guide, page 199.

Exercise 3 6.02 page 81
- Ask students to read the sentences and see if they can remember any of the answers. Encourage them to guess the answers if they are not sure, and remind them that this will help them focus on the part of the podcast that will give them the answers.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY
1 T 2 F 3 F 4 T 5 T 6 F

Exercise 4 Think & share page 81
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Prompt more discussion about living in a utopia by asking further questions, e.g. *What might life actually be like in a utopia? Where would people live? What would they do every day? Would people work? How might human relationships be different? Would there be a psychological price for living in a utopia? What challenges would there be?*
- Elicit a few ideas from students.

Extra activity
- Ask students if they have ever read any fiction about utopias. Elicit answers from the class.
- If students are interested, tell them that the following are famous examples in the English language:
  The Lathe of Heaven (novel) and *The Ones Who Walk Away from Omelas* (short story), both by Ursula Le Guin
  Childhood's End by Arthur C. Clarke
  Brave New World and *The Island*, by Aldous Huxley.

Exercise 5 6.03 page 81
- Ask students to read the statements before they listen.
- Play the audio for students to match the novels to the statements.
- Check answers as a class.

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

Transcript
See Teacher's Guide, page 200.

Exercise 6 page 81
- Go through the Listening strategy with the class.
- Students read the extracts and decide if each expresses a fact or an opinion.
- Check answers as a class.

KEY
1 O 2 F 3 F 4 O 5 O 6 F

Exercise 7 page 81
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 8 page 81
- In groups, ask students to choose a book, film or series and prepare a presentation. They could choose one about a dystopian world if they wish.

Extra support
- Elicit or remind students about the usual order in which information is presented in a book/film review:
  1 title and author (for a book) / title and director (for a film)
  2 setting (place and time)
  3 characters and plot (and, if a film/series, the actors who play the main roles)
  4 your overall opinion of the book/film/series.
- Tell students that they don't need to wait until the end of the review to express their opinion; they can also express opinions about elements of the setting, characters or plot while they are discussing them.

Exercise 9 page 81
- In groups, students give their presentations. The rest of the students identify the facts and opinions.

Extra challenge
- Remind students that the words they choose to use can, in themselves, express opinion rather than fact. For example:
  – *The film lasts three hours* is a fact, but *The film drags on for three hours* expresses an opinion through its use of the verb *to drag on* (= to go on for too long).
  – *The plot has many loose ends / The plot leaves many questions unanswered* is or may be a fact, but *The messy plot is laughable* expresses the reviewer's opinion.
- Ask students to write a short review of their chosen book/film/series, once taking care to include only facts, and once to express as many opinions as possible through the use of appropriate verbs, adjectives and adverbs.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for opinions and facts in conversations about dystopian fiction.*

Further practice
Workbook page 64
Online practice

6.4 Vocabulary

Lesson summary

Speaking: Discussing humanitarian organisations; discussing emergency measures that can be taken in a natural disaster

Reading: An article about three humanitarian organisations

Vocabulary: Coming to the rescue

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 3 brief.

WARM-UP Give students a minute to think of the important national and international news of the last week. Then ask students to say what news items they remember and make brief notes on the board.

- As a class, consider how many of the news items students mentioned concern each of the following areas: political developments, social issues, crime, the economy, natural disasters.
- Then ask students which of these areas they consider the most important, and why.

Exercise 1 page 82

- Focus attention on the photos and elicit what they show (a plane dropping emergency supplies in a disaster area; emergency aid such as bottles of water and other necessities that will be sent to a disaster area).
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 82

- Students read the article and answer the question.
- Check the answer as a class.

KEY

war / conflict

Exercise 3 page 82

- Ask students to read the article again and answer the questions.
- Check answers as a class and elicit the sentence or sentences that support each answer.

KEY

1 IRCRC 2 Doctors without Borders 3 UNICEF

Exercise 4 Vocabulary page 82

- Students find the words in the article.
- Check answers as a class.

KEY

1 fight epidemics, suffering from malnutrition
2 provide basic necessities, disaster management, offer emergency relief, humanitarian aid, preventive healthcare, organise rescue missions

Extra activity

- Ask students to think about what specific actions might be involved in the following: fighting an epidemic, aid to people suffering from malnutrition, disaster management, providing emergency relief, preventive healthcare, rescue missions. Do an example with the class and write short notes on the board, e.g. *fighting an epidemic: organise a vaccination programme; supply medication and other medical equipment; set up field hospitals to treat large numbers of people; organise a campaign to inform people how best to protect themselves from the disease.*
- Students discuss the actions in pairs.
- Ask a few pairs to share their ideas with the class.

Exercise 5 Vocabulary page 82

- Students do the exercise.
- Check answers as a class.

KEY

1 stands up for 2 Fieldworkers 3 on the ground
4 raise awareness 5 aftermath of 6 showed solidarity with

Exercise 6 Vocabulary page 82

- Give students time to read and complete the email.

Extra support

- Put students in pairs or small groups. Suggest that before they complete the email with the words from exercise 2, they should try to complete it using their own words, ignoring the number of words given in brackets, e.g. (1) the time after.
- They then complete the email by looking for the highlighted words that can take the place of their own words.

- Check answers as a class.

KEY

1 aftermath 2 on the ground 3 rescue missions
4 humanitarian aid 5 suffering from malnutrition
6 epidemics 7 fieldworkers 8 provide basic necessities
9 disaster management 10 offer emergency

AfL Teaching tip: success criteria

Effective feedback is well timed

When to give feedback depends on the proficiency of the learner, the nature of the task and the type of feedback.

For vocabulary learning, especially with less proficient students, teachers may want to give immediate feedback, but as students become more proficient, it is better to wait and give feedback when the task is completed. It is also important to give students time to respond to feedback.

As students are having their group discussion, circulate and make a note of any common errors, particularly with the lesson's target language. Conduct the feedback through a 'spot the mistake-type' activity, as this will give students time to think about the feedback and it also depersonalises the process.

See the notes on Assessment for Learning on page 11.

Exercise 7 Think & share page 82

- In their groups, students choose one of the natural disasters and discuss the emergency measures.

Extra support

- As a class, quickly brainstorm the consequences of the natural disasters and write short notes on the board, e.g.
  - *extreme flooding: drowning; lose homes and possessions; sewage overflows; no drinking water; no transport; bridges destroyed; people trapped on roofs, in homes*
  - *extreme heatwave: old people vulnerable, dehydration; heat stroke; power cuts*
  - *uncontrolled forest fires: lose homes, possessions and lives; power cuts; loss of animal life; risk of flooding when it rains because of loss of ground cover*
  - *a long period of drought: shortage of drinking water; shortage of water for irrigation; crop failure; livestock deaths; famine; water run-off next time it rains because soil is compacted; people displaced*

- Then ask students to consider what the first responses should be. Do an example as a class, e.g. *in the case of extreme flooding: organise rescue missions to save people trapped on rooftops or in their homes; provide basic necessities such as drinking water, clothing, food; have fieldworkers set up temporary accommodation for people whose homes have been destroyed or which are uninhabitable.*

Exercise 8 page 82

- Students now work in new groups to present their emergency measures.
- They then decide which measures would be most useful.
- Ask a student from each group to share their group's ideas with the class, giving reasons for the decision.
- Students do the Vocabulary booster exercises on page 125.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use vocabulary to discuss humanitarian organisations.*

Further practice
Workbook page 65
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

6.5 Grammar

Lesson summary
Reading: An article about the charity Save the Children
Grammar: Cleft sentences for emphasis; other ways to add emphasis
Listening: A conversation about a fund-raising event
Speaking: Talking about the help you have recently given to someone

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 6 as a writing task for homework.

WARM-UP Briefly revise the vocabulary in Lesson 6.4. Ask students to go to page 82 and choose six phrases.

- In pairs, students take turns to say part of a phrase for their partner to complete, e.g.
  A: *Provide …*
  B: *… basic necessities. Suffer from …*
  A: *… malnutrition.*

AfL Teaching tip: learning intentions

Lesson aims

Clearly communicating to students what is being learned and why helps them understand what they are doing and see the value of it.

At the start of the lesson, write the language objective on the board and introduce it to learners. Elicit that when we speak, we usually emphasise what is important by using stress and intonation. As this is not possible when we write, we need other means for emphasis, and cleft sentences are one way we can achieve this.

See the notes on Assessment for Learning on page 11.

Exercise 1 page 83

- Students read the article and answer the questions.
- Check answers as a class.

KEY

They used newspaper advertising and short films at cinemas.
They were very successful; they raised a large amount of money.
Students' own answers

Exercise 2 page 83

- Students read the sentences and find the key information.
- Check answers as a class.

KEY

1 The sisters were inspired to set up Save the Children by images of children suffering from malnutrition.
2 The sisters used newspaper advertising and short films in cinemas.
3 These new campaign techniques influenced people to donate to the sisters' organisation.
4 The incredible success of their campaign surprised the sisters.
5 They provided meals to 300,000 children with the money.
6 The sisters then decided to make Save the Children into a permanent organisation.

Exercise 3 page 83

- Students match the sentences to the explanations in the grammar box.
- Check answers as a class.

KEY

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

- Students do the Grammar booster exercises on page 143.

Exercise 4 page 83

- Students complete the exercise.
- Check answers as a class.

KEY

1 What the fieldworker did led to the success of the rescue mission. C
2 It's an epidemic not malnutrition that is affecting the children. A
3 What shocked us was the aftermath of the hurricane. B
4 What UNICEF's emergency relief has done is to provide people with basic necessities. B
5 It was preventive healthcare that ended the epidemic. A

6 What the organisation did was raise awareness about climate change. C

Exercise 5 page 83

- Do the first item as an example with the class.
- Students complete the exercise.
- Check answers as a class.

KEY

1 It was an advert that made me want to donate to the charity.
2 What the news report did was (to) focus on the fieldworkers.
3 It was my experience of humanitarian aid that made me interested in disaster management.
4 What Jon is going to do is participate in a rescue mission.
5 It was dirty drinking water that caused the epidemic.
6 What the neighbours showed was a lot of solidarity.

Exercise 6 page 83

- Ask students to look at the questions on page 151 and think about what they are going to say.
- Circulate and monitor as students prepare helping with language and ideas where necessary.
- Students take turns to tell each other about the most difficult decision they have ever had to make.
- When pairs have finished talking, ask a few students to share their answers with the class.

Extra activity

- Write on the board:
  Who or what had the greatest influence on you when you were a child?
  Was it a positive or a negative influence?
  How different do you think you would be as a person today if you hadn't been influenced in the way you were?
- In pairs, students take turns to answer the questions, using cleft sentences for emphasis. Their partner notes how many cleft sentences they use. Ask a few students to share their ideas with the class.

Exercise 7 page 83

- Go through the grammar box with the class.
- Students rewrite the sentences.
- Check answers as a class.

KEY

1 The reason why Doctors without Borders was set up was to provide emergency medical care.
2 The topic (that) we're looking at today is preventive healthcare.
3 The fact (of the matter) is that welfare should be a basic human right.
4 The question is where do we start?
5 The place where people were suffering was in the south of the country.

- Students do the Grammar booster exercises on page 143.

Exercise 8 6.04 page 83

- Ask students to read the questions before they listen.
- Play the audio for students to answer the questions.

Extra support

- Tell students just to listen for the answers and make short notes.
- They can first write out their answers as sentences without emphasis. They then compare their answers in pairs.
- Once students are satisfied that the information in their answers is correct, they rewrite their sentences using emphasis.

- Check answers as a class.

KEY

2 What Mark told them was that if we raised a lot of money, we would be saving them money.
3 The reason why A Roof Over Your Head was set up was to provide more basic necessities.
4 What they did was ask local businesses to donate things.
5 What Grace said they would give them was lots of free publicity.
6 It was on a Friday evening that they decided to hold the event.

Exercise 9 Think & share page 83

- Give students time to read the questions and think about their answers before they talk with a partner. They can write short notes to help them remember what they want to say.
- Students take turns to ask and answer the questions, using emphasis in their answers.
- Circulate and monitor, noting examples of good language and use of emphasis as well as common errors to address in a feedback session at the end.
- Ask a few students to share their experience of helping with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use emphasis to talk about important information.*

Further practice

Workbook page 66
Grammar booster page 143
Grammar photocopiable worksheet
Online practice

6.6 Reading

Lesson summary
Speaking: Discussing role models and social changes; discussing a national or international issue
Reading: An article about the ripple effect
Strategy: Recognising paraphrasing
Vocabulary: The ripple effect

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief. Do exercise 8 in the next lesson.

WARM-UP Ask students to think back to when they were eight, ten or twelve years old. Ask: *Do you remember any toys that suddenly became popular and every child had one or wanted to have one? What about items of clothing that suddenly became popular among your friends? What about things you used to say, for example slang words, names for things, types of jokes, that you don't say now?*

- Elicit students' ideas. Then ask: *Why and how do you think these toys/items of clothing/slang/expressions/types of jokes became popular?*
- Elicit students' ideas. Then tell them that this lesson is about a phenomenon called the ripple effect that may explain why and how.

Exercise 1 page 84

- Focus attention on the three photos and in particular on the concentric circles in the corner of the photos.
- Students answer the questions in pairs.
- Ask a few students to share their ideas with the class. Then elicit a definition of *the ripple effect* (a situation in which an event or action has an effect on something, which then has an effect on something else).

KEY (SUGGESTED ANSWERS)

The top photo shows the smoke stacks of factories emitting gases. The gases spread out, polluting the atmosphere in the surrounding area.
The middle photo shows someone yawning. When we see someone doing this, we often feel like yawning ourselves.
The bottom photo shows American football players taking the knee before a match. Once the first athlete had taken the knee, many others imitated him.
The concentric circles represent the fact that each photo illustrates the ripple effect.
Students' own answers

Exercise 2 page 84

- Ask students to cover sentences A–F. Then tell them they have one minute to skim-read the article quickly and decide what the topic of each paragraph is. Setting a time limit will help focus students' attention on the task.
- When the minute is up, elicit a few ideas, but don't confirm them yet.

Extra support

- Remind students of the structure of a paragraph: the topic sentence is usually (although not always) the first sentence. It is followed by examples or supporting details.
- Ask students to bear this in mind, especially with gaps 3 and 4.

- Students now match sentences A–F to gaps 1–6.
- Check answers as a class.

KEY

1 E 2 F 3 B 4 A 5 D

Exercise 3 page 85

- Go through the Reading strategy with the class and make sure students understand everything.

KEY

1 catching (paragraph A); S
2 observe (paragraph A); N
3 acted in protest (paragraph B); N
4 take for granted (paragraph D); A
5 have a beneficial effect (paragraph D); S

Exercise 4 6.05 page 85

- Refer students back to exercise 2 and ask them to recall what the topic of each paragraph is.
- Then ask them to read the questions and see if they can answer any of the questions without reading the article again.
- Play the audio for students to listen and read and find or check their answers.
- Check answers as a class, eliciting the part of the text that supports each answer, e.g. 1 D: *Actively directing our attention towards positive role models can have a beneficial effect on who we are and how we live our life.* Elicit the topic of paragraph D (the importance of learning through imitation) and ask students if knowing this helped them know where to look for the answer.

KEY

1 D
2 C (the whole paragraph)
3 A (The answer lies in the smallest unit of the brain, mirror neurons … and … a far slower ripple effect is seen when social change occurs.)
4 B (In 2016, American footballer Colin Kaepernick acted in protest … by kneeling on one knee at the start of a game.)
5 C (On the issue of racial fairness, for instance, protests at sports matches and Black Lives Matter protests are still ongoing.)
6 D (What remains to be seen is whether there is a role for better scientific understanding of mirror neurons in boosting these developments.)
7 C (If society becomes significantly aware of a problem, cognitive conflict develops, when people start to discuss the issue and identify where they stand on it.)
8 A (What's remarkable about these cells is that they respond equally when we perform an action and when we observe someone else perform the same action.)
9 A (All our little day-to-day imitations contribute to habits and lasting behaviours … changing our beliefs and values without us even realising it.)
10 B (The gesture of 'taking the knee' was one which had long been associated with the civil rights movement.)

Exercise 5 Vocabulary page 85

- Students replace the underlined words in the sentences with highlighted words in the article.
- Check answers as a class.

KEY

1 imitating 2 shifts 3 cause 4 Cultural norms
5 tipping point 6 mechanisms 7 vital 8 trigger

Exercise 6 page 85

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

Extra activity

- As a class, discuss why some people resist certain social changes so strongly. To prompt discussion, you could ask further questions, e.g.
  Do people simply refuse to believe that an idea is true/valid?
  Does the change threaten a deeply-held belief?
  Might the change make them fearful of the future?
  Is the change or idea unpopular within their social circle?
  Are they adequately informed about the issue?

Exercise 7 Think & share page 85

- Students decide on an issue in pairs and discuss the questions. Tell them to make notes of their ideas and answers.

Exercise 8 page 85

- Groups prepare a short presentation.
- Then they give their presentation to the class.
- Have a class vote for the most interesting ideas and elicit reasons for students' choices.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise how paraphrasing is used to manage repetition in a text.*

Further practice
Workbook page 67
Online practice

6.7 Global skills

Lesson summary
Speaking: Discussing presentations
Listening: The start of two presentations; a radio programme that gives tips about giving presentations; students discussing a presentation that they are preparing
Writing: An email to a friend giving advice about how to give a presentation
Vocabulary: Planning a successful presentation

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1, 7 and 8 brief.

WARM-UP As a class, discuss these questions: *What exactly is a presentation?* (a meeting or event at which you inform a group of people about a subject, an idea or a product, or at which you try to inspire them) *Why do you think it is important to learn how to give a good presentation?*

- Elicit answers and ideas from students and emphasise that learning how to give a good presentation is the topic of this lesson as well as lesson 6.8.

Exercise 1 Think & share page 86

- Students discuss the questions in pairs. You could ask a few further questions to prompt discussion, e.g. *How do you think the other students in the photo feel? How might students benefit from giving a presentation?*
- Ask a few students to share their answers and ideas with the class.

Exercise 2 6.06 page 86

- Play the audio for students to listen and answer the questions.
- Elicit answers from students.

KEY

Presentation 2 is better. The speaker introduces the topic and explains the programme. They involve the audience by starting off with a question. They also speak at a comfortable pace, with pauses that allow listeners to take in what they are saying.
The first speaker appears to not have rehearsed. They need notes to start the presentation. They speak quickly and don't pause. They should have checked the equipment that they intended to use before the presentation because now they can't get it to work.

Transcript

See Teacher's Guide, page 200.

Exercise 3 Pronunciation 6.07 page 86

- Go through the Pronunciations box with the class.
- Give students time to read the paragraph and mark where they think a speaker would pause.
- Play the audio for students to listen and check.
- Check the answer by asking a volunteer to read out the paragraph, exaggerating the pauses.

KEY

Good morning, everybody / and thank you for coming. / As Amy said in her introduction, / I'm going to be talking about how humanitarian aid works / and looking at the many different jobs / that volunteer field workers do.

Extra activity

- Ask students to look back at the article about the ripple effect on pages 84 and 85.
- Ask them to choose five or six sentences from one of the paragraphs, read them and mark where they would pause if they were part of a presentation.
- In pairs, students take turns to read out their sentences to their partner, pausing where appropriate.
- Their partner gives feedback and, if necessary, suggests improvements or different places for pauses.

Exercise 4 page 86

- Students make a list of dos and don'ts in pairs.
- Elicit students' ideas and write them on the board.

KEY (POSSIBLE ANSWERS)

Do: plan your presentation carefully so it has a clear structure (e.g. an introduction, main points and a conclusion); practise giving the presentation to family and friends for confidence and fluency; have some note cards with your main points on them to act as prompts; use interesting visuals that support and add to your presentation.

Don't: hope you can remember all the points you want to make; try to cram in too much information; put too much information on your slides or use many different fonts; look down at the floor; talk too fast or too much; use visuals that aren't relevant

Exercise 5 6.08 page 86

- Play the audio for students to listen and answer the questions.
- Elicit answers from students.

KEY (SUGGESTED ANSWERS)

Students could include some of the following:

1 Prepare well. Study your material, make notes and rehearse.
2 Don't use notes.
3 Organise your material. It will be easier to remember and follow.
4 Speak at a normal speed. You know the material, but your audience doesn't.
5 Don't use jargon (i.e. specialist language). Also avoid being too informal.
6 Choose slides that are relevant and that make an impact. Don't put a lot of text on your slides. Look at your audience and not the slides.
7 Relax and enjoy giving your presentation. If you are prepared, you will feel confident, and confident speakers give very good presentations.

Transcript

See Teacher's Guide, page 201.

Exercise 6 Mediation 6.08 page 86

- Play the audio again for students to listen and make short notes about the seven tips.
- They then complete the email to Sam, giving him advice about the things he doesn't already know.

Extra support

- Remind students that they will already have made a note of at least some of the tips from the audio in their answers in exercise 5.
- Tell students to read the start of the email and compare what it says to the notes they made about the seven tips in the audio. They should tick the two tips Sam already knows about.
- They then use their notes to complete the email with the other five tips, using their own words as far as possible.

KEY

Students should include these other points: 1 prepare thoroughly 3 organise material into easy-to-remember chunks 4 speak at a natural/normal pace 5 avoid jargon 7 relax and enjoy your presentation

Exercise 7 page 86

- Students work individually to put the tips in order of how helpful they are.

Exercise 8 page 86

- Students compare their lists and think of another tip they could add to it.
- Elicit students' lists. Are they similar? Which tip seems to be the most helpful for most students? Why is it so helpful?
- Then ask pairs to say which tip they have thought of to add to the list.

KEY (POSSIBLE ANSWERS)

Students' own answers
Decide on the key points you want to make and focus on these in your presentation.
Don't use too many slides.
Watch your body language (e.g. don't fidget, walk around too much or cross your arms. Smile and make eye contact with the people listening to you).

Exercise 9 Vocabulary page 86

Extra challenge

- Play the audio again, pausing where necessary, for students to listen and try to work out the meaning of the words and phrases in context. Note that the words appear in this order: tip 1: *draft, rehearse, feedback*; tip 3: *chunks, are concise*; tip 4: *pace; tip*; 5: *jargon, background knowledge*; tip 6: *slides, cluttered*.

- Students tick the words and phrases they know and check the meaning of the ones they don't know or are not sure of in a dictionary.
- They then complete the sentences.
- Check answers as a class.

KEY

1 background knowledge 2 jargon 3 slides
4 feedback, rehearsed/rehearse 5 are concise, pace
6 cluttered 7 chunks, draft

Exercise 10 6.09 page 86

- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

The topic is an environmental charity.
They discuss giving background knowledge, using uncluttered slides, being concise, going at a good pace, and using images with impact.

Transcript

See Teacher's Guide, page 201.

Exercise 11 page 86

- Students discuss the questions in pairs and write at least five questions.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Did the presenter know the topic of their presentation well?
Was their material organised and easy to follow?
Did they speak at a clear and steady pace?
Did they paraphrase jargon and explain the jargon they had to use?
Did the slides contribute to the audience's understanding of the topic?
Did they allow time for questions?

Exercise 12 page 86

- Ask pairs in turn to present their checklist to the class, giving reasons for their questions.
- The class decide on the five best questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can analyse what makes a successful presentation.*

Further practice
Workbook page 68

6.8 Speaking

Lesson summary
Listening: A student giving a presentation
Strategy: Reformulating
Speaking: Giving a presentation; giving feedback on each other's presentations

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 6 brief.

WARM-UP Ask students: *Have you recently heard a particularly interesting presentation or speech? If so, what made it interesting? If you haven't heard an interesting one recently, what about a boring one? What made it boring for you?*

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

Exercise 1 page 87

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

Exercise 2 page 87

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

Exercise 3 Think & share 6.10 page 87

- Play the audio for students to listen and answer the question.
- Elicit ideas from students.

KEY (SUGGESTED ANSWERS)

Children having to walk a long way to collect water; dirty water in a river or well; bottled water as consumed in wealthier countries; hospitalisation as a consequence of epidemics caused by water unfit for human consumption; the UN or an international organisation doing fieldwork in relation to water (e.g. building wells)

Transcript

See Teacher's Guide, page 201.

Exercise 4 6.10 page 87

- Tell students to read the questions before they listen again and try to answers as many as they can from memory.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 He says he is going to talk about the difficulties of finding clean water in some developing countries, mention a few of the problems that these difficulties create and suggest a solution.
Yes, he mentions them all.
2 Dirty water kills about 5,000 children a day.
There are 1.1. billion people who don't have easy access to clean water.
On average, they [the children] walk six kilometres a day to collect water and bring it home.
3 He explains *unfit for human consumption*. He says '… in simple terms, this means the water is so dirty that people shouldn't drink it or cook with it.'
4 Water is a basic human right that everyone should have access to.

Exercise 5 Phrasebook 6.10 page 87

- Play the audio again for students to tick the phrases that they hear.
- Check answers as a class.

KEY

I plan to speak about …
Let's look at …
An example of this can be found …
Let's now move on to …
As I mentioned at the beginning, …
So, as we have seen …
In my opinion, we can conclude that …

Exercise 6 page 87

- Students complete the Phrasebook with the headings.
- Check answers as a class.

KEY

A Introducing the topic B Giving examples
C Changing focus D Referring back E Concluding

Extra activity

- As a class, brainstorm some other phrases that could be useful when giving a presentation, e.g.
  Introducing the topic:
  Today, I'd like to tell you a little about …
  The topic of my presentation today is …
  Giving examples:
  Take …, for example.
  … is a case in point.
  Changing focus:
  Moving on, …
  Another important fact/point concerns …
  Of course, we mustn't forget another important fact/point …
  Referring back:
  This brings us back to an earlier point / a point I made at the beginning.
  Concluding:
  We are forced to conclude that …
  I'd like to end by saying/emphasising/reminding/reiterating/quoting …
- Remind students that they should take every opportunity to extend their learning; the more they can add to what they learn in class, the more fluent they will become.

Exercise 7 page 87

- Go through the Speaking strategy with the class. Elicit why it is important to be able to reformulate a point made previously (to make sure the audience understands the point, to avoid using the same words).
- In pairs, students take turns to reformulate the statements.
- Elicit answers from students.

KEY (SUGGESTED ANSWERS)

1 In short, we have to do something about it ourselves.
2 What I mean by this is that nothing is more important than clean water.
3 In other words, it is our duty to support charities by donating or offering to work with them.
4 In simple terms, this means tackling sexism in many ways.

Exercise 8 page 87

- Students work in pairs to plan a presentation.

Extra support

- As a class, brainstorm ideas for one or more of the topics and make notes of students' ideas on the board, e.g.
  – *bullying occurs to some degree in most schools*
  – *effects on the victims of bullying: fear, unhappiness, even suicide*
  – *reasons why people bully others: low self-esteem, fear of being left out if they don't join in, culture of bullying*
  – *what teachers can do: support children to speak out against bullying, talk about hurtful behaviour in class, parents need to be aware if their child is being bullied or if their child bullies others children.*
- Students then choose the two or three best points to use in their presentation.

AfL Teaching tip: success criteria

Peer feedback

A successful peer feedback session requires students to think critically and analytically about what makes a successful piece of work.

Before pairs give their presentation to another pair, ask them to cover exercise 10 and decide on the success criteria for the task, e.g. expressing ideas clearly in an organised way, not using notes, pausing between groups of words, reformulating ideas, using phrases from the Phrasebook.

Then ask students to compare their success criteria with the ones in exercise 10. Are there any success criteria in exercise 10 that they didn't think of themselves?

Once students have given their presentations, ask them to apply their agreed success criteria to the presentation they heard and also to their own and make suggestions for improvement based on these.

See the notes on Assessment for Learning on page 11.

Exercise 9 page 87

- Allow students to practise their presentation before they give it to another pair.
- Pairs take turns to give their presentation to each other.

Exercise 10 Reflect page 87

- Remind students that when they provide feedback, they should focus on the positive aspects of the presentation first and be constructive and polite.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can prepare and stage a presentation about an ethical issue.*

Further practice

Workbook page 69
Communicative activity photocopiable worksheet
Online practice

6.9 Writing

Lesson summary
Speaking: Discussing a story that had an impact on you
Strategy: Evaluating
Reading: A review of a famous novel
Writing: A review of a book or film

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 7 and 8 for homework.

WARM-UP Ask students:
What kinds of reading material do you most enjoy? Why?
Would you prefer to read a novel or watch a film or television adaptation of the novel? Why?
Can you think of a film or television programme based on a novel that was disappointing/better than the novel itself?

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

Exercise 1 page 88

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

Exercise 2 page 88

- Go through the Writing strategy with the class.
- Students then discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Write on the board:
  Film: action, comedy, drama, fantasy, horror, romance, science fiction, thriller
  Novel: adventure, fantasy, romance, dystopian, mystery, historical fiction
- Elicit that these are all genres. Then ask students to choose one film and one books genre and discuss its conventions (i.e. the elements that characterise them and that the viewer or reader expects from each).

- Elicit students' ideas, e.g. in action films, the location must have physical characteristics that allow for quickly changing circumstances that pose a threat to life, there is a conflict between the protagonist(s) and the villain(s) and there is often one or more victims; in a love story, the location is not very important, but the characters include people who fall in love with each other, rivals and often, helpers and harmers.

Exercise 3 page 88

- Students read the model text and answer the questions.

KEY (POSSIBLE ANSWERS)

The reviewer focuses a society that restricts and discourages free thought by banning books. The story warns us about the dangers of losing our ability to think for ourselves in a similar vein to George Orwell's novel *1984*, which was published in 1949.

Exercise 4 page 88

- Students answer the questions and then compare their answers in pairs.
- Check answers as a class.

KEY

1 C, D 2 D 3 B 4 A

Exercise 5 page 88

- Ask students to read through the Phrasebook and check that they understand *ground-breaking* (making new discoveries; using new methods), *tedious* (lasting or taking too long and not interesting) and *nail-biting* (making you feel very excited or anxious because you do not know what is going to happen).
- Students then complete the Phrasebook with the underlined words and phrases from the review.
- Check answers as a class.

KEY

1 written by 2 published in 3 book is set in
4 The main character 5 book tells the story
6 writer's intention was to 7 In my opinion, the book is thought-provoking 8 One criticism I have is that
9 Overall 10 well worth reading

Exercise 6 page 88

- Students brainstorm ideas for books or films in pairs.
- Students them chose a book or film individually and answer the questions, making short notes.

Exercise 7 page 88

- Students write their review.
- Circulate and monitor as students prepare their review, helping with language and ideas where necessary.

AfL Teaching tip: success criteria

Using models

A good model text shows students what successful writing looks like and provides a benchmark for achievement.

Ask students to refer back to the model review in exercise 3 when writing their own review. Encourage them to compare their final draft to the model to self-evaluate.

See the notes on Assessment for Learning on page 11.

Exercise 8 Check your work page 88

- Students go through the checklist and revise their work before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can evaluate a novel, film or series.*

Further practice

Workbook page 70
Online practice

6.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 89

KEY

1 Activists claim that climate change is already happening.
2 They explained that they couldn't find the article online.
3 The aid organisation advised its students to be polite in front of the reporters.
4 The politician asserted that climate change is the biggest issue the world is facing.
5 Our representative apologised for allowing the situation to get out of control.
6 He explained that they had received criticism for a lack of clear communication.
7 The official recommended controlling the border until they reached an agreement.
8 The reporter's remark was that the government was not doing enough for teachers.

Exercise 2 page 89

KEY

1 my granddad told me was that
2 is good jobs, not charity, that
3 disappointed us was the lack of support from the government
4 cutting-edge innovation has done is (to)
5 was flooding that uprooted thousands of
6 the fieldworkers did was provide / the fieldworkers provided was
7 was a visit by a celebrity that
8 the study did was focus

Vocabulary

Exercise 3 page 89

KEY

1 uprooted 2 emigrated 3 settling 4 Go-getters
5 entrepreneurship 6 fabric 7 innovation
8 cutting-edge

Exercise 4 page 89

KEY

1 fight, epidemic 2 provide, necessities 3 offered, chance 4 show solidarity 5 organising, mission 6 stand up for, rights

Cumulative review

Exercise 5 page 89

KEY

1 B 2 C 3 B 4 A 5 C 6 C 7 A 8 C 9 A

Think & share

Exercise 6 page 89

KEY

Students' own answers

Further practice
Workbook page 71
Progress test

5–6 Exam skills

Lesson summary

Exam strategies: Listening: making predictions from multiple-choice tasks; Use of English: reading the text before completing a cloze task to gain a general understanding of how to complete the answers; Reading: looking for general clues and specific information in a gapped text; Speaking: listening to and responding to your partner's comments in a discussion task; Writing: planning and organising your paragraphs in a report

Listening: Three conversations between friends

Use of English: A text about stereotypes and prejudice

Reading: An article about a dystopian future

Speaking: A discussion about helping people in the community

Writing: A report

WARM-UP Write on the board:

What would you do if a friend told you about a problem they have?

a) I'd listen and be there for them.

b) I'd listen and try to cheer them up by sharing a personal story with a similar problem that ended well

c) I'd ask questions about the situation or what might happen next.

d) I'd tell them not to worry and give examples of other bigger problems.

- Students discuss the question and possible options in pairs. They try to choose the answer that they think would work best.
- Elicit a few answers from the class.

Listening

Exercise 1 page 90

- Go through the Listening exam strategy together.
- Students read through the exam task in exercise 2. Working in pairs, students identify what they need to listen for.
- Elicit suggestions from the class.

Exercise 2 6.11 page 90

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 202.

Extra activity

- Write on the board:
  Do you agree with the woman's opinion that favourite books change with time?
  Did you use to like any books a lot when you were younger you don't find them so interesting anymore?
  Why do you think it is like that?
  Is it the same with films or music?
- Students discuss the questions in pairs.
- Ask a few students to share their opinions with the class.

Use of English

Exercise 3 page 90

- Go through the Use of English exam strategy together.
- Students complete the task.
- Allow students to compare their answer in pairs before you check it as a class.

KEY

The first gap is testing vocabulary.

1 even

Exercise 4 page 90

- Students complete the task.
- Check answers as a class.

KEY

2 order 3 result 4 them 5 are 6 it 7 than 8 ourselves 9 each 10 to

Extra activity

- Elicit or tell the class common types of words which are gapped in cloze tasks, e.g. *prepositions, articles, auxiliary verbs, pronouns, quantifiers, conjunctions.*
- Ask students to look back at previous texts in the Student's Book and choose a short paragraph. They then copy it out into their notebook, but gap five words. For example, students may choose the text on page 88 and write: *Fahrenheit 451 is a dystopian novel written … Ray Bradbury and published in 1953. The book is … in a future dystopian … where the authorities have banned books and expect people … be obedient, because have television to entertain … .* (Answers: by, set, society, to, them)
- Students swap paragraphs with a partner, fill the gaps, then swap back to check.

Reading

Exercise 5 page 91

- Go through the Reading exam strategy together.
- Students complete the task. Ask students what the first paragraph is about. (*It starts with a list of popular topics in dystopian literature which are all depressing. Then it moves on to more positive character of utopian literature mentioning who it may appeal to.*) Ask students what the connecting sentence should relate to. (*It needs to be a link between depressing dystopian literature and more heart-warming stories.)*
- Check answers as a class.

KEY

1 E

Exercise 6 page 91

- Students complete the task.
- Check answers as a class.

KEY

2 F 3 B 4 D 5 A 6 C

Speaking

Exercise 7 page 91

- Go through the Speaking exam strategy together.
- Students complete the task. You could turn this into a competitive activity by dividing students into groups. Set the time limit of three minutes and at the end check which group have found the most phrases.
- Elicit a few phrases from the class

KEY (POSSIBLE ANSWERS)

1 I couldn't agree more. / That's how I see it. / You've got a point there.
2 I'm not sure I agree entirely. / I understand what you're saying but … / That's one way of looking at it. / I'm sorry but I don't see it that way.

Exercise 8 page 91

- Working in pairs, students complete the task.
- At the end of the task elicit which phrases students have used or heard in their discussion.

Writing

AfL Teaching tip: success criteria

Effective feedback focuses on the task, not the learner

Feedback focused on the student often has no impact on learning, as it is not linked to goals and can deflect attention from the task. The most effective feedback addresses what has been done well and where it could be improved.

At the start of the lesson, specify the type and scope of the feedback you intend to give so that all students know they will be assessed in the same way. Relate the feedback to the next time that students do the task, e.g. remember to separate your report into clear paragraphs, try to extend your range of topic-specific vocabulary.

See the notes on Assessment for Learning on page 11.

Exercise 9 page 91

- Go through the Writing exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

Exercise 10 page 91

- Students complete the writing task.

Extra support

Students can go back to page 18 and check how to write a report and what phrases might be used in reports.

Note!

You may choose to set a word count and/or time limit for the writing task, in line with the requirements of the exam your students will be taking.

KEY (SAMPLE ANSWER)

The objectives of this report

The aim of this report is to explain the purpose of an online community and who it is for. It will also evaluate some of its strengths and weaknesses. Finally, it will summarise whether or not I would recommend it.

The community and its goals

The online community I want to focus on is for people living in my neighbourhood. It is open to everyone, regardless of their age. However, anyone under the age of 18 should have permission from an adult, for instance a parent, to join. The community aims to share relevant local news with its members and to keep them in touch with issues that may affect them.

Positive and negative aspects

This community has many benefits. For example, it is a quick and easy way of alerting members to any problems in the neighbourhood and updating them on what is being done to resolve these issues. Quite often this leads to a discussion among the members and solutions are suggested. It is also useful for letting everyone know about local events they may be interested in. From my point of view, one negative aspect is that in general the information is more appropriate for adults than teenagers of my age.

Recommendations

To sum up, I would say that on the whole I recommend this online community. It is a useful and reliable source of information, specifically aimed at local people who care about what happens in their neighbourhood.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make predictions from multiple-choice tasks. I can read the text before completing a cloze task to gain a general understanding of how to complete the answers. I can look for general clues and specific information in a gapped text. I can listen to and respond to my partner's comments in a discussion task. I can plan and organise paragraphs in a report.*

Further practice

Workbook pages 72–73

7 Cultural and natural heritage

7.1 Vocabulary

Lesson summary

Speaking: Discussing cultural events

Listening: A vlog about two cultural events (Castellers and Kumiodori)

Vocabulary: Saving our traditions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 7 brief and do exercises 9 and 10 in the next lesson.

WARM-UP Tell students to look at the photo. Ask: *What can you see in the photo?* (the Yi Peng festival of lights in Thailand) *How do you think the people attending the festival in the photo are feeling? Do you think it's important to keep traditional festivals going? Why? / Why not? Have you ever experienced a traditional festival in your country? What was it like? Are there any festivals you have heard of from other parts of the world that you'd like to experience? Why?*

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

Exercise 1 Think & share page 92

- Before students discuss the questions, make sure they understand *garment* (a piece of clothing). Then elicit what is meant by *arts and crafts* (activities that require both artistic and practical skills, such as making clothes, jewellery and pottery).
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students to choose the activity or tradition they think would have the greatest appeal for visitors to their local area.
- They then write a short paragraph about it for a tourist brochure. They should say where the activity is done or where the tradition comes from, who does it, what it involves and what makes it significant or interesting.
- You could collect students' paragraphs and encourage the class to create a poster for the classroom wall.

Culture notes

Catalonia (Catalunya, in Catalan) is an autonomous community of Spain. It lies south of the Pyrenees mountain range. Its capital is Barcelona.

Okinawa is one of the five main islands that constitute the country of Japan.

Morris dancing is a form of English folk dancing, traditionally performed by men, although more and more women are now participating. The dancers wear different costumes, depending on the part of the country in which they dance. They often wear white and they usually have sticks that they bang against each other as they dance, and they may also dance with bells attached to their legs.

Exercise 2 7.01 page 92

- Focus attention on the video clip and elicit ideas about what the vlog is about.
- Then ask: *Is Amira's costume similar to traditional garments from your country?*
- Play the video or audio for students to complete the information.
- Check answers as a class. Write the names of the places on the board and ask students if they know anything else about them.

KEY

1 Catalonia, Spain 2 They form human towers.
3 Okinawa, Japan 4 They perform traditional music and dance in traditional costumes.

Transcript

See Teacher's Guide, page 202.

Exercise 3 7.01 page 93

- Students read the questions and try to answer them from memory before they watch or listen again.
- Check answers as a class.

KEY

1 It protects cultural events like festivals, music, dance and arts and crafts skills.
2 The reasons are to develop mutual respect between countries, to raise awareness of these events and to revitalise them.
3 They go as high as ten levels.
4 It started at the beginning of the 18th century.
5 Originally, women weren't allowed to take part.
6 He could improve by getting a bit more practice.

Exercise 4 Real English page 93

- Students read the phrases from the vlog and choose the correct meaning.
- Check answers as a class. Make sure students understand that all the phrases in bold are informal.

KEY

1 B 2 A 3 B 4 A 5 B

Exercise 5 Vocabulary page 93

- Students complete the sentences.

Extra support

- Play the vlog again, pausing it at regular intervals for students to hear the words and phrases in context and guess the meaning more easily. The order they'll hear the words is as follows: *died out*, *keeping the tradition very much alive*, *mutual respect*, *large-scale events*, *processions*, *wealth of knowledge*, *passed down*, *characterised*, *rituals*, *recount legends*, *under threat*.

- Check answers as a class.
- Tell students that many of the words collocate quite strongly with words in the sentences, and in two cases form phrasal verbs. Elicit the phrasal verbs (*die out*, *pass down*) and collocations (*keep a tradition alive*, *large-scale event*, *mutual respect*, *recount a legend/myth*, *be under threat*, *a wealth of knowledge*). Then remind students that it is important to learn not only the meaning of individual words, but also the collocations they form.

KEY

1 keep **2** dying **3** mutual **4** were passed **5** are characterised **6** wealth **7** threat **8** large-scale **9** recounts **10** rituals **11** procession

Exercise 6 Vocabulary page 93

- Tell students to read each question and guess the meaning of the word in bold if they don't already know it. Remind students, if necessary, that many words are formed from simpler, known words, e.g. *origin*, *safe*, *guard*, *practice* and the prefix *re-*. If necessary, students can check their guesses using a dictionary.
- They then discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 7 page 93

- Give students time to prepare before they discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Encourage them to say why they would like to experience this particular event.

Exercise 8 page 93

- Give pairs time to think about what to include in their proposal. They might need specialised vocabulary to talk about their chosen cultural event, activity or tradition, and they might also need to research some aspects, so this task could be set for homework.
- Write the following questions on the board for students to consider when they are discussing why their event should be included in UNESCO's list:
  1 *How important is the cultural event/activity/tradition to your country or local area?*
  2 *How would you feel if it died out?*
  3 *Why might it matter if one cultural event/activity/tradition dies out when there are so many in the world?*
- Remind students to make short notes about the key points in their presentation.

Exercise 9 page 93

- Pairs take turns to present their ideas to the class.
- Tell the class to listen carefully and respectfully. If there is time, they could ask a few questions at the end of each presentation.
- Students then vote for the proposal that is most likely to succeed.

Exercise 10 Think & share page 93

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

AfL Teaching tip: learning intentions

Encouraging risk-taking

To promote a classroom culture for risk-taking and help learners become less afraid of making mistakes, make it clear that you will focus on task achievement rather than accuracy.

Tell students before they present their proposal to include a local or national intangible event that your focus will be on successful communication and content rather than accuracy. Mistakes can still be noted down for correction in a future lesson.

See the notes on Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about cultural and natural heritage.*

Further practice

Workbook page 74
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

7.2 Grammar

Lesson summary

Speaking: Discussing what 'intangible heritage' means; discussing the traditions and events that are most popular in your area

Reading: An article about UNESCO's Intangible Cultural Heritage List

Grammar: Uses of *it*

Listening: A travel vlog about a festival

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 8 brief.

WARM-UP Briefly revise the vocabulary from lesson 8.1. Ask students to brainstorm the vocabulary and Real English phrases they learned. They can then refer back to pages 92 and 93 to see if they missed any items.

- Alternatively, write the following sentences on the board for them to complete:
  1 *Why are you kitted … like that?*
  2 *What's a mermaid's purse when it's at … ?* (A mermaid's purse is the leathery pouches that are washed up on shores, and are actually the egg cases of sharks.)
  3 *Just thinking about heights make my legs turn to … !*
  4 *This kind of music will be right up your … .*
  5 *The tradition hasn't died … . It's still going … .*
  6 *We must keep our traditions … .*
  7 *Learning about other cultures encourages mutual … .*
  8 *She knows all about the subject. She has a wealth of … .*
  9 *These wild animals are under … .*
  10 *In the past, people used to sit around the fire and recount old … .*

KEY

1 out 2 home 3 jelly 4 street 5 out, strong
6 alive 7 respect 8 knowledge 9 threat
10 legends/myths

Exercise 1 page 94

- Remind students that Ali, Amira and Darius discussed UNESCO's Intangible Cultural Heritage List in lesson the vlog in 7.1. Ask them to think of a definition of *intangible*.
- Students then read the first sentence of the article and, if necessary, refine their definition.
- Ask a few students to share their definition with the class.

KEY

intangible heritage = something that is not an object such as a monument or a building, but rather an activity or an event, described in the article as 'the work of traditional dancers, singers, poets, craftspeople and other artists'.

Exercise 2 page 94

- Students read the rest of the article and answer the questions.
- Check answers as a class.

KEY

They accept it because they love it when their cultural event or practice is finally accepted.
UNESCO wants governments to protect the cultural events and practices, to invest in them and encourage people to participate in them.

Exercise 3 page 94

- Go through the information in the grammar box together.
- Students match the sentences from the article with the uses.
- Check answers as a class.

KEY

A = sentence 1 B = sentence 4 C = sentences 2 and 3
D = sentence 5

- Students do the Grammar booster exercises on page 144.

Exercise 4 page 94

- Students rewrite the sentences.

Extra support

- Do the first item with the class as an example.
  - Ask students to underline both verbs in the sentence and decide which is the main verb (*is*).
  - Then ask: *What is 'natural'?* (the fact that local people want to keep their traditions alive)
  - Point out that *the fact that local people want to keep their traditions alive* is a clause.
    Which structure from the grammar box do we need to use? (A)
- You could do a few more items with the class if necessary. Alternatively, students can work in pairs.

- Check answers as a class.

KEY

1 It's natural that local people want to keep their traditions alive.
2 It was a waste of time trying to bring the tradition back to life.
3 It's always interesting to watch craftspeople at work.
4 It's a great experience to take part in a traditional dance.
5 It's important to remember that the process can be long and complicated.
6 It is essential to celebrate traditional artists if we want to keep their traditions alive.

Exercise 5 page 94

- Students add *it* to the sentences.
- Check answers as a class.

KEY

1 Don't you love **it** when people sing along with the traditional songs?
2 Local artists appreciate **it** when you give them a positive online review.
3 The artists see **it** as an endorsement of their talent and ability when they receive good reviews.
4 Local authorities regard **it** as positive that visitors are interested enough to leave reviews.
5 I hate **it** when traditional events are criticised for being old-fashioned and out of date.
6 I don't accept **it** as a fact that all cultural events should be given heritage status.

Culture notes

Lerwick is the main town of the Shetland Islands, Scotland. The Shetland Islands are about 170 kilometres north east from mainland Scotland and 220 kilometres from Norway. Although today they are part of the United Kingdom, they formed part of the Kingdom of Norway from the 10th to the 15th centuries, and the islanders are proud of their Norse heritage.

The Up Helly Aa festival celebrates Shetland's Nordic – or Viking – history. It lasts one day and night and thousands of students work all year to organise it. The festival includes a squad of almost a thousand people dressed as Vikings, who take part in a torchlit procession through the darkened streets of Lerwick. They drag a replica of a Norse longship to a special site and then they throw their torches onto the longship and burn it.

Exercise 6 7.02 page 94

- Focus attention on the photo and elicit what students think is happening. Ask:
  Where is this event taking place?
  Can you tell from the costumes the people are wearing what kind of event this might be?
- Elicit students' ideas, but don't confirm them.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

It's a festival of fire. They have to prepare traditional garments, a boat and thousands of torches.

Transcript

See Teacher's Guide, page 203.

Exercise 7 7.02 page 94

- Students rewrite the sentences.
- Check answers as a class.

KEY

1 It is encouraging that so many people on the Shetland Islands work hard to keep their tradition alive.
2 They all love it when they burn the ship.
3 The locals regard it as an honour to remember their Viking heritage.
4 It isn't easy to prepare for such a large-scale event.
5 It's necessary for people to think hard about whether they have time to participate.

Exercise 8 Think & share page 94

- Students discuss the questions in pairs.
- Circulate and monitor while students are talking, making a note of good language use and common errors that you can address in a feedback session at the end.

Extra support

- Ask a few questions to prompt discussion, e.g.
  Why is the particular tradition/event popular?
  How do local people regard it?
  How is it organised/celebrated?
  Do many people take part? Why? / Why not?
  How would you feel if the tradition died out or if the event no longer took place?

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use 'it' in different ways to talk about cultural activities.*

Further practice

Workbook page 75
Grammar booster page 144
Grammar photocopiable worksheet
Online practice

7.3 Listening

Lesson summary
Speaking: Discussing the impact of climate change and reasons why people might build underground cities
Strategy: Recognising point of view
Listening: A podcast about underground living in cities in Australia, Tunisia and Canada
Writing: A list of three changes to your neighbourhood that would improve living there

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 6 brief.

Culture notes

Coober Pedy is a town in South Australia. The mines there supply most of the world's gem-quality opal.

Montreal is Canada's second-largest city and the capital of the province of Quebec. The official language of the city is French, although most people who live there also speak English.

Matmata is a small town in southern Tunisia. It has a population of about 2,000.

The **Earthscraper** is a proposed 300-metre inverted underground pyramid, with its base on the surface of the ground, that would be built under Mexico City's central plaza.

WARM-UP Focus attention on the title of the lesson (Going underground) and the photos at the top of the page and ask: *What do these places have in common? Why do you think they were built?*

- Students can discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class. (The photos at the top of the page, from left to right show: a hotel in Coober Pedy, an underground shopping centre in Montreal, Canada, an ice hotel in Finland, Matmata in Tunisia and an illustration of the proposed Earthscraper project in Mexico City.)
- Then tell students that they will hear about these places in the lesson.

Exercise 1 Think & share page 95

- Students discuss the questions in pairs.
- You could prompt discussion by asking further questions, e.g. *Are farmers in your country experiencing any special difficulties? Are you experiencing more extreme weather such as heatwaves that put vulnerable people at risk? Are there any places in your country that are experiencing rapid coastal erosion so that homes are falling into the sea?*
- Ask a few students to share their ideas with the class.

Exercise 2 7.03 page 95

- Go through the Listening strategy with the class and make sure students understand everything. Emphasise that apart from the words we use when agreeing or disagreeing, intonation is also important. Point out also that in British English, we often soften disagreement with initial agreement before actually disagreeing with a speaker, e.g. *I would go along with that, but …* . Listen out for the *but*.
- Tell students to read the questions carefully before they listen.
- Play the audio for students to listen and answer the questions.
- Check answers as a class.

KEY

1 Z (I would go along with that, but, of course, …)
2 L (Yes, I'd totally agree and that is why … there are some good examples …)
3 L (You have a point, but I think …)
4 L (I'd have to side with Zaha)

Transcript
See Teacher's Guide, page 203.

Exercise 3 7.03 page 95
- Play the audio again for students to answer the question.
- Check the answer as a class. Then give students time to think about other possible positive and negative features. If necessary, prompt discussion by asking them to consider other factors, e.g.
  – *the cost of energy to heat or cool an underground city versus a city above the ground*
  – *the amount of energy necessary to provide facilities like swimming pools*
  – *natural disasters like earthquakes, fires or floods and their consequences*
  – *contact with the natural world*
  – *how food and other supplies reach a city.*
- Students discuss the issue in pairs or in groups. You could also have a whole-class discussion.

KEY
The conclusion is that taking certain human activities underground might allow more environmentally friendly living conditions to be developed on the surface.
Students' own answers

Exercise 4 page 95
- Students discuss reasons in pairs. If necessary, prompt by asking what students know about these places and what they have in common, e.g. *extreme climatic conditions*.

KEY (POSSIBLE ANSWERS)
Escape from extreme weather conditions of heat and cold
Limited space for constructing new buildings
Underground buildings are cheaper to maintain; less surface area to repair and cheaper heating and air-conditioning costs
Less impact on the environment

Exercise 5 7.04 page 95
- Ask students to read the questions before they listen to the audio.
- Check answers as a class. You could play the audio again to confirm answers and ask why the other answer options are incorrect.

KEY
1 C **2** A **3** B **4** A **5** C **6** B

Transcript
See Teacher's Guide, page 203.

Extra activity
- Ask students:
  Which of the three places would prefer to live in? Why?
  Would you be prepared to live permanently in an unusual environment, such as a colony in space or in an underground or underwater city?
  What might be the advantages and disadvantages of living in such places?
- Students discuss the questions in pairs. If they have access to the internet in the lesson, they can look up more information about these places before they answer.
- Ask a few students to share their ideas with the class.
- Students can discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class. Alternatively, have a whole-class discussion.

Exercise 6 Pronunciation 7.05 page 95
- Go through the Pronunciation box with the class.
- Students could work in pairs and read out the sentences to each other to help them decide which vowel sounds are weak.
- Play the audio for students to listen and check their answers.

KEY
1 I can't imagine living any other way.
2 I love it when I go down into my house in the summer.
3 These underground houses were perfect for surviving …
4 I get the metro into the centre.

Exercise 7 Think & share page 95
- Students discuss the questions in groups. If possible, students who live in the same neighbourhood should work together.

KEY
Students' own answers

Exercise 8 page 95
- Go through the facts with the class. Check understanding of *urban farming* (Urban farming, or urban agriculture is producing food inside a city, usually for profit. It can be done in many different places within a city, e.g. in parks, on rooftops, next to restaurants).
- Groups decide which three changes would improve the experience of living in their neighbourhood.

Extra activity
- Ask students to work in groups and discuss which three changes would improve the experience of living in their neighbourhood for other groups of people: the elderly, families with pre-school children and young working age adults.
- Ask a student from each group to share their groups' ideas with the class. Are there different priorities for different groups of people when it comes to the environment?

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise a speaker's point of view in a conversation about underground cities.*

Further practice
Workbook page 76
Online practice

7.4 Vocabulary

Lesson summary

Speaking: Discussing the popular traditional celebrations; discussing different Juneteenth celebrations

Reading: An article about Juneteenth

Vocabulary: Celebrating freedom

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 2 brief.

WARM-UP Ask students: *What public holidays celebrate important events in your country's history? What exactly is celebrated on those days?*

- Elicit answers. You could explain that in the UK, people usually refer to a *bank holiday* rather than a *public holiday*.

Exercise 1 Think & share page 96

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

Culture note

The American Civil War (1861–1865) was fought between the United States and eleven Southern states that withdrew from the union and formed the Confederated States of America. Among the reasons for the war was a disagreement over slavery: the president Abraham Lincoln wanted to outlaw slavery. This was opposed by the Southern states, whose economy relied on slave labour in their cotton and tobacco fields.

Exercise 2 page 96

- Tell students to cover the text of the article and focus on the image in the right-hand corner; ask them what they can see.
- Elicit that it shows the American flag, a raised black fist and broken manacles (or handcuffs). Then ask students what they can deduce about the content of the article from this. Elicit ideas, but don't confirm them yet.
- Students read the article to find out what the objectives of the Juneteenth celebrations are.
- Check the answer as a class. Then ask students if their deductions about the content of the article were correct.

KEY

The objectives are to commemorate the anniversary of the Emancipation proclamation, educate Americans about the country's past and work for freedom for other peoples around the world.

Exercise 3 Vocabulary page 96

- Remind students how important it is to be able to work out meaning from context. Ask them to look at the highlighted words and phrases in the article and mark them ✓ = I understand, ? = I'm not sure, ✗ = I don't understand. In pairs, students then think of simple definitions for the vocabulary which is unfamiliar to them.
- Students can then check their definitions in a dictionary. If they have guessed relatively accurately, this will boost their confidence.
- Students read the text for gist before completing it with words and phrases from the article in Exercise 2.
- Check answers as a class.

KEY

1 observed **2** latched on to **3** sprung up **4** cherished **5** recitations **6** light-hearted **7** booths **8** commemorates

Exercise 4 Vocabulary page 96

- Ask students to read the questionnaire and replace the underlined words.
- Check answers as a class.

KEY

1 let their hair down **2** dress to kill **3** re-enactments **4** reunions **5** instil a sense of pride **6** anniversaries **7** commemorated **8** recitations **9** latched on to **10** light-hearted

Exercise 5 page 96

- Students answer the questions in pairs and then compare answers with another pair.

Exercise 6 page 96

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.
- Students do the Vocabulary booster exercises on page 126.

Extra activity

- Put students in small groups. Ask them to think of an event or anniversary that they think should be celebrated.
- They should then discuss and make notes about the following:
  – *the objectives of the celebration*
  – *the date it should be celebrated*
  – *how long the celebration should last*
  – *the activities that can be organised*
  – *how to involve people and encourage them to take part in the celebration.*
- When groups have finished discussing, ask them, in turn, to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about celebrating freedom.*

Further practice

Workbook page 77
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

7.5 Grammar

Lesson summary

Reading: An article about a gesture made by an athlete that reached the world stage

Grammar: Articles for generalising; abstract nouns and articles; quantifiers

Speaking: Discussing a historical period

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 7 for homework.

AfL Teaching tip: diagnostics

Considering existing knowledge

Asking students to think about what they already know focuses them on the lesson's content. It also helps the teacher to evaluate what the class already understands and where there may be gaps.

Tell students that one of grammar areas in today's lesson is the use of articles (*a/an*, *the* and no article). This can be a tricky area for many learners, but fortunately, the misuse of articles rarely causes communication problems. Nevertheless, if they want to be proficient in English, it is important to master their use.

Do the warm-up activity with students. Circulate and monitor while they are completing the phrases and note what they get right and also common errors so that you can focus on them in the lesson.

At the end of the lesson, ask students to review their answers and amend any errors. Then ask them if they feel more confident about the use of articles.

See the notes on Assessment for Learning on page 11.

WARM-UP Write the following on the board:

1 … *power corrupts.*
2 … *power of words is great.*
3 … *love is blind.*
4 … *greatest love is … love … mother has for her child.*
5 *Firefighters rescued … people from … burning building.*
6 … *people need … air to breathe.*
7 *Why don't … young listen to … old?*
8 … *adult male elephant can weigh 6,300 kilograms.*

- Ask students to read the phrases and sentences and complete them with articles if necessary. All they need to do is write the *a*, *an*, *the* or – (for not article).
- Leave the phrases and sentences on the board so that students can refer to them at the end of the lesson.

KEY

1 – 2 The 3 – 4 The, the, a 5 the, the 6 –, – 7 the, the 8 An

Exercise 1 page 97

- Focus attention on the raised fist in the article and ask students what they associate with the gesture.
- Elicit ideas, but don't comment on them.
- Students read the article and answer the question.
- Ask a few students to share their answers with the class. Then ask students if they remember another such gesture made by an athlete that they read about in Lesson 6.6 (Colin Kaepernick 'taking the knee' in 2016).

Exercise 2 page 97

- Students look at the underlined phrases, complete the rules and match the rules to the phrases.
- Check answers as a class. Make sure students have understood everything and explain further if necessary. You could also give a few more examples, e.g.
  Rule A: *Children can be noisy. War is wrong.*
  Rule B: *A person must do what he or she thinks is right.*
  Rule C: *The hippopotamus is one of the most dangerous animals in Africa.*
  Rule D: *The sky is blue.*
  Rule E: *The homeless are invisible to many people.*

KEY

1 plural 2 generalise 3 countable 4 environment 5 people
A 1 B 4 C 5 D 2 E 3

- Students do the Grammar booster exercises on page 145.

Exercise 3 page 97

- Student do the exercise.
- Check answers as a class. You could ask students to justify their answers by referring to the grammar box.

KEY

1 –, a 2 A, – 3 –, the 4 A, the 5 The, the

Exercise 4 page 97

- Students read the grammar box and choose the correct options to complete the rules.
- Check answers as a class.

KEY

1 don't 2 can

- Students do the Grammar booster exercises on page 145.

Exercise 5 page 97

- Students do the exercise.
- Check answers as a class.

KEY

1 – (general idea) 2 – (general idea) 3 a (specific situation) 4 a (specific situation) 5 – (general idea) 6 a (specific situation)

Exercise 6 page 97

- Students read the grammar box and answer the questions.
- Check answers as a class.

KEY

1 loads of 2 a few, every, few, many, whole 3 a little, little, much 4 a good deal of, all, any, enough, loads of, some 5 any, many, much 6 a few / a little

- Students do the Grammar booster exercises on page 145.

Exercise 7 page 97

- Students read the dialogue and complete the gaps.
- Check answers as a class.
- Now refer back to the sentences on the board from the warm-up and ask students to correct them if necessary and give reasons for their answers.

KEY

1 loads of / lots of 2 any / enough 3 – 4 – 5 any / enough 6 – / many / most / a lot of / lots of / loads of 7 – 8 – / a few / a lot of / lots of / loads of 9 – / many 10 – 11 the 12 a bit / a little / a lot / lots / much

Exercise 8 Think & share page 97

- Give students time to think about the topic.
- They then take turns to tell their partner about it.
- Ask a few students to share their ideas with the class.

KEY

Students' own answers

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now*? and elicit answers: *I can use articles and quantifiers to talk about the past.*

Further practice

Workbook page 78
Grammar booster page 145
Grammar photocopiable worksheet
Online practice

7.6 Reading

Lesson summary
Speaking: Discussing cultural icons
Strategy: Identify the writer's focus
Reading: An article about the importance of cultural icons
Vocabulary: Cultural icons

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 1 brief and set exercise 5 for homework. Check the answers to exercise 5 in the next lesson.

WARM-UP Focus attention on the photos and ask students what they have in common (they are symbols of countries or cities, or they are iconic images from a particular place).

- Then ask students which country or city they symbolise.

KEY

the Taj Mahal, Agra, India
Mickey Mouse, the USA
sushi, Japan
Burj Khalifa, Dubai, the United Arab Emirates
men wearing kilts and sporran, Scotland / the Highlands of Scotland
fish and chips, the UK
the Eiffel Tower, Paris
windmills and tulips, the Netherlands

Exercise 1 page 98

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

Exercise 2 page 98

- Go through the Reading strategy with the class.
- Students then read the first paragraph of the article and answer the question.

Extra support

- Elicit or remind students of the structure of an article, i.e. it has an introduction, a main body consisting of one or more paragraphs and a conclusion.
- Then elicit or remind students of the structure of a paragraph, i.e. it has a topic sentence, which is usually, but not always the first sentence in the paragraph; this is followed by examples or details supporting the topic sentence; the paragraph may sometimes end with a sentence summarising it or acting as a bridge to the next paragraph.
- Finally, elicit examples of linking words and discourse markers, e.g. *first*, *second*, *third* (to list arguments or facts, *furthermore*, *what's more* (to add information), *however*, *nonetheless* (to indicate contrast or concession).

KEY

A

Exercise 3 7.06 page 98

- Play the audio for students to listen and read the article and answer the question.
- Check the answer as a class.

KEY

Foreigners contributing to cultural icons – paragraphs 2 and 3
Cultural icons not being originally popular – paragraphs 4 and 5

Exercise 4 page 98

- Students read the questions and try to answer them before reading the article again to check their answers.
- Check answers as a class.

KEY

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

AfL Teaching tip: success criteria

Students relate common difficulties to solutions

Prompting students to identify problems they experience most often and then decide on solutions they will try can foster self-directed learning strategies.

At the end of a lesson, ask students to consider any problems they have with the learning aim. For example, after today's lesson, students may say *I try to identify the writer's focus, but when I am doing multiple-choice comprehension questions, I get confused when I read the options.*

Ask them to think of a solution they know about but perhaps forget to put into practice, e.g. they should try to find the answer to the question in the text before they read the answer options. They could also try to find evidence not only for the correct answer, but also evidence for why the other options are incorrect.

See the notes on Assessment for Learning on page 11.

Exercise 5 Vocabulary page 99

- Students guess the meaning of the highlighted words in the article and check their guesses in a dictionary.
- They then complete the sentences.
- Check answers as a class.

KEY

1 embrace 2 succinctly 3 unity 4 quintessential
5 beloved 6 nostalgia 7 coat of arms 8 eyesore

Exercise 6 Think & share page 99

- Students work in pairs to invent new cultural icons.
- Circulate and monitor as students prepare their icons, helping with language and ideas where necessary.

Exercise 7 page 99

- Ask groups in turn to present their ideas for new cultural icons to the class.
- The class then vote for the best five new icons.

Extra activity

- Ask students: *What new cultural icons might your people of your parents' generation choose? What about your grandparents' generation?*
- Students discuss the questions in the same groups.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the writer's focus.*

Further practice
Workbook page 79
Online practice

7.7 Global skills

Lesson summary
Speaking: Discussing making mistakes
Reading: An article about four types of mistake that we all make
Listening: A lecture about learning from mistakes
Vocabulary: Learning from mistakes

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 3 brief.

WARM-UP As a class, brainstorm the kinds of mistakes (both unimportant ones and serious ones) that people make, and write brief notes on the board, e.g. *misread a recipe*; *get on wrong bus/train*; *forget to set alarm*; *add up numbers incorrectly*; *forget to feed pet/water plants*; *take wrong medicine*.

- Ask what the consequences of some of these mistakes might be. Elicit ideas from the class.
- Then tell students that this lesson is about the types of mistakes people make.

Exercise 1 Think & share page 100

- Students take turns to describe a mistake they made recently and answer the questions.
- Ask a few students to share their answers and ideas with the class.

Exercise 2 page 100

- Focus attention on the title of the article and ask students to cover the text. Then ask if they can guess what the types of mistakes the article describes.
- Elicit ideas, but don't confirm ideas.
- Students read the article and match the situations to the different types of mistake.
- Check answers as a class.

KEY

Carelessness – 3 Over-stretching – 4 'Aha' moments – 1
The big-time – 2

Exercise 3 page 100

- Students discuss with their partner the kind of mistake (A–D) they described in Exercise 1.
- Ask a few students to share their answers with the class.

Exercise 4 7.07 page 100

- Give students time to think of the answer. Ask them to make short notes.
- Then play the audio for them to listen and check.

Transcript

See Teacher's Guide, page 204.

Exercise 5 Mediation 7.07 page 100

- Play the audio again for students to make a note of the important points.

Extra support

- Check that student have made a note of all the main points.
- Play the audio again to confirm answers.

- Students then write a text message to their friend.

KEY (SUGGESTED ANSWERS)

1 We should give our full attention to what we're doing.
2 We should try not to rush, and to take the time that's needed.
3 It's a good idea to stop and reflect on what's going wrong.
4 Get help and feedback so you can adjust what you are doing.
5 Be prepared to be flexible and keep an open mind.
6 We should also appreciate that a different/unexpected outcome can be positive.
7 Two rules to remember: be honest with yourself and make small steps towards change.

Exercise 6 Vocabulary page 100

- Tell students that they heard these collocations in the lecture in Exercise 5.
- Students do the matching task.
- Check answers as a class.

KEY

1 C 2 D 3 A 4 E 5 B 6 G 7 F

Exercise 7 page 100

- Students complete the questions.
- Check answers as a class.

KEY

1 into perspective 2 set 3 problem 4 constructive feedback 5 open mind 6 time 7 accept

Exercise 8 page 100

- Students discuss the questions in Exercise 7 in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students to choose four of the collocations in Exercise 6 and use them to write sentences.
- They then read out their sentences to a partner.
- Ask a few students to read out one of their sentences to the class.

Exercise 9 Think & share page 100

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

Extra challenge

- Ask students to think of their own 'quote' about making mistakes.
- Ask students to read out their quote to the class.
- The class can vote for the best quote.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can learn from my mistakes.*

Further practice
Workbook page 80

7.8 Speaking

Lesson summary

Speaking: Discussing decisions you have to make; discussing the things people need to consider when making certain decisions

Listening: A conversation between two young students about leaving home

Strategy: Active listening

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

WARM-UP Ask students: *How decisive are you? Can you make up your mind about things quickly? Do you change your mind about things often?*

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

Exercise 1 page 101

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

Exercise 2 page 101

- Make sure students understand the factors in the box.
- Students then work in pairs to put these factors into three groups.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

A reasons for leaving home: become independent, challenge yourself, discover different perspectives, experience new places, gain confidence, make new friends
B reasons for staying at home: be in your comfort zone, have a family support system, see your family on a daily basis
C reasons which could be both: understand local culture

Exercise 3 7.08 page 101

- Play the audio for students to listen and answer the questions. Encourage them either to make notes as they listen or write *S* (reason for staying) or *L* (reason for leaving) next to the reasons in Exercise 2.
- Check answers as a class.

KEY

Reasons for staying: have a family support system, make new friends, discover different perspectives
Reasons for leaving: make new friends, discover different perspectives, gain confidence, become independent

Transcript

See Teacher's Guide, page 203.

Exercise 4 7.08 page 101

- Play the audio again for students to complete the phrases.
- Check answers as a class.

KEY

1 whatever 2 taking 3 say 4 precise 5 getting 6 Let 7 with 8 it 9 perfect 10 follow

Exercise 5 Think & share page 101

- Go through the Speaking strategy with the class. Emphasise that in general, good communication depends not only on talking well, but listening well, and that it is important to remember this. Remind students that factors like body language and intonation are also integral aspects of active listening.
- Students discuss the questions in pairs. They should take turns to ask and answer and be active listeners when their partner is telling them something.
- Circulate and monitor, making a note of good language and encouraging students to listen actively.
- When students have finished discussing, ask a few students to tell the class about something their partner told them.

AfL Teaching tip: diagnostics

Having a 'safe' time

By presenting a productive task as a 'safe' time to experiment with new language, teachers can value effort and encourage risk taking.

The first time students discuss the things people need to consider when making decisions, tell them not to be too concerned with accuracy, but to maximise the opportunity to try out the Phrasebook language and listen actively.

Tell students to decide on some criteria for success, e.g. they could aim to use at least one phrase from each section of the Phrasebook in their discussion and use appropriate body language.

Circulate and monitor while students are talking, making a note of what students are doing well and what they could improve. Offer feedback on the previously decided criteria. Students can then repeat the task in different pairs and try to improve on their performance.

See the notes on Assessment for Learning on page 11.

Exercise 6 Think & share page 101

- Students do the speaking task in pairs.

Extra support

- Encourage students to think about the following:
  - doing a part-time job: *How important is it to earn money / get experience of work? Will it interfere with your studies?*
  - travelling alone: *How safe is it? How could you keep safe while travelling? What might be the benefits of travelling alone?*
  - deciding what to study: *How motivated are you to study? Why should you study something? How does studying benefit you? Will it lead to a better job or are the benefits intangible?*

Exercise 7 page 101

- Students work in groups to compare their answers, rank the ideas in order of importance and give reasons for their ranking.

Exercise 8 Reflect page 101

- In pairs, students reflect on how they did the task in Exercise 7. Did they improve when they repeated the task with a different partner?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can explain decisions and demonstrate active listening in a discussion.*

Further practice

Workbook page 81
Communicative activity photocopiable worksheet
Short test

7.9 Writing

Lesson summary

Speaking: Discussing why people want to save a monument, an old building or a neighbourhood in their home town

Reading: A proposal

Strategy: Building a strong argument

Writing: A proposal to save part of your local area's heritage

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 6 and 7 for homework.

WARM-UP Ask students:

Are there are any new buildings going up in your neighbourhood or town?
Are any buildings being demolished for this to happen?
Are there many old buildings that look as if they need to be demolished or renovated?

- If most of your students live in the same town or neighbourhood, you could discuss the questions as a class; if they live in different towns or neighbourhoods, they could discuss in groups. You could then ask a students from each group to share their group's ideas with the class.

Exercise 1 page 102

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

Exercise 2 page 102

- Students read the proposal and answer the questions.
- Check answers as a class.

KEY

The writer wants to save the farms because of their important role in the historic Civil Rights march from Selma to Montgomery in 1965. The photo shows some of the people who took part in the march in 1965.

Exercise 3 page 102

- Go through the Writing strategy with the class. Emphasise that this strategy also teaches an important life skill.
- Students then do the matching exercise.

KEY

A 4 B 5 C 2 D 3 E 1

Exercise 4 page 102

- Clarify for students that they need to identify the three main points the writer is making.
- Students read the proposal again. Once they have identified the three main arguments, they can list those details that support them.

Extra support

- Students work in small groups to identify the strongest arguments. Ask them also to consider the following: *What role did the farms and the people who lived in them play in the march?* (The people taking part in the march stopped at the farm to rest and spend the night there.) *What will probably happen to the farm buildings if they are not preserved?* (They will probably be demolished.) *What does the writer propose should happen to the farm buildings?* (They should become museums and education centres, where people will be able to learn about the civil rights movement. This is turn will encourage mutual respect.)

- Check answers as a class.

KEY (SUGGESTED ANSWERS)

* The march was an event of great significance, and the farms played an important role. (Details supporting: Why they are important; what happened on march; the role played by the farms and the people who lived there)
* The buildings are in disrepair and visitors are unaware of their importance to contemporary US history. (Details supporting: Farm building may fall down/be demolished)
* It is important for people to know about the difficulties faced by African Americans in their fight for integration. (Details supporting: If they become museums and education centres, people will learn about the civil rights movement; mutual respect encouraged)

Exercise 5 page 102

- Students complete the Phrasebook.
- Check answers as a class.

KEY

1 objective 2 suggest 3 background 4 highly 5 implemented

Exercise 6 page 102

- Students write their proposal following the structure of the proposal in Exercise 2.

Extra support

- As a class, brainstorm arguments and make notes on the board, e.g.
  - *a historic building / monument: oldest structure in town; important link to past; commemorates historic achievement / local hero; in danger of being forgotten; neglect/pollution mean structure needs urgent repair*
  - *a festival: celebrates ancient tradition; folk customs in danger of being forgotten; young people need to know significance; could attract tourists and other visitors to area*
  - *a traditional ritual: necessary to revive it; unique; pride in our customs*
- Students can then choose the strongest arguments to write their proposal.

- Circulate and monitor as students write their proposals, helping with language and ideas where necessary.

AfL Teaching tip: success criteria

Using models

A good model text shows students what successful writing looks like and provides a benchmark for achievement.

Ask students to refer back to the model text in Exercise 2 when writing their proposal. Encourage them to compare their final work to the model to self-evaluate.

See the notes on Assessment for Learning on page 11.

Exercise 7 Check your work page 102

- When students have completed their proposal, ask them to swap with a partner. They read through each other's work, assessing whether their partner has used strong supporting arguments and phrases from the Phrasebook. They should also underline any mistakes with spelling and grammar. They then provide each other with some feedback and discuss together what they think the errors are and make corrections accordingly.
- Students revise their work based on their partner's feedback before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can build strong arguments to support an objective.*

Further practice

Workbook page 82
Online practice

7.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 103

KEY

1 would appreciate it if
2 like it when
3 a good idea to
4 important for young people
5 it as acceptable
6 It is a waste of
7 made it difficult for
8 necessary for practitioners to

Exercise 2 page 103

KEY

1 the, the 2 A few 3 whole 4 any 5 The 6 a 7 little 8 The

Vocabulary

Exercise 3 page 103

KEY

1 procession 2 large-scale events 3 characterised
4 a wealth of knowledge 5 under threat 6 safeguard

Exercise 4 page 103

KEY

1 up 2 cherish 3 on 4 pride 5 hair
6 anniversary

Cumulative review

Exercise 5 page 103

KEY

1 C 2 A 3 B 4 A 5 C 6 C 7 B 8 A
9 A 10 B

Think & share

Exercise 6 page 103

KEY

Students' own answers

Further practice
Workbook page 83
Progress test

7 Vision 360°

The world comes to New York

Lesson summary
▲ **triangle:** A tourist guide talking about places in New York
■ **square:** A radio phone-in about immigrants' stories
● **circle:** A blog on why people love New York
★ **star:** A blog post about festivals in New York
◆ **diamond:** A video about the history of immigration to New York
♥ **heart:** A fact file about cultural icons of New York
Speaking: Discussing different aspects of living in a big city; talking about cultural icons of New York and symbols of student's own country; talking about festivals in New York and in student's own country; discussing the effects of immigration on American culture
Listening: A tourist guide talking about places in New York; a video about the history of immigration to New York; a radio phone-in about immigrants' stories
Reading: A fact file about cultural icons of New York; a blog post about festivals in New York
Create task: Create a multicultural tour of New York City

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1 and 2 of the Create task are done in class, set Steps 3 and 4 for homework and do Step 5 in the next lesson.

WARM-UP Ask: *What do you know about New York City? What is this city famous for? What books, films or TV shows do you know that take place in New York City?*

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

Exercise 1 Think & share page 104

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

EXPLORE

Exercise 2 page 104

- Go through the task together and then enter into the 360° image. Move around the image of New York City, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 All hotspots page 104

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices.
- As each hotspot is explored, students match it to the topic it relates to.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

1 ♥ 2 ★ 3 ▲ 4 ◆ 5 ●

Exercise 4 ▲ page 104

- Click on the square hotspot for students to listen and look at the picture of New York.
- Elicit answers from the class.

KEY

1 F (Broadway cuts across 5th Avenue.)
2 F (It's a small area and also the busiest park in the world.)
3 T 4 T

Transcript

See Teacher's Guide, page 205.

Extra activity

- Tell students to listen again and write down all the buildings that the guide mentions (*the Flatiron building*, *the One World Trade Center*, *New York Public Library*, *the Chrysler building*, *the Empire State Building*).
- Tell students to go online and look at photos of each place.
- Working in pairs, students then place the buildings in order from the ones they would like to see the most to the ones that they would like to see the least.
- Elicit a few answers from the class. Check what is the most popular place on students' lists, and reasons why.

Exercise 5 page 104

- Click on the purple heart hotspot for students to read the text and answer the questions.
- Elicit a few answers from the class.

KEY (POSSIBLE ANSWERS)

Other icons in New York City: Central Park, Grand Central Station, Fifth Avenue, Times Square, The Metropolitan Museum of Art, Brooklyn Bridge, the Yankee Stadium, the Mets Stadium

Extra challenge

- Ask students to choose one of the places mentioned by the tour guide in exercise 4 and write a short informational text about it, similar to the ones from the fact file.
- Students read out their texts without revealing what place it is. The rest of the class try to guess.

Exercise 6 page 104

- Students discuss the task in pairs. They go online and do research. To ensure the texts are varied, try to encourage students to select a different cultural icon.
- Students share their choices with the class.

Extra activity

- Ask students to write a fact file about the cultural icon of their country that they've researched.
- Display students' works on the classroom walls.
- In a class feedback, ask student what new information they have learnt from reading the fact files.

Exercise 7 page 104

- Tell students to read the questions and guess what the answers might be.
- Click on the yellow diamond hotspot for students to watch the video about the history of immigration to New York.
- Students compare the answers in pairs before you check them as a class.

KEY

1 an immigration centre
2 They have ancestors who passed through there.
3 They had medical and legal inspections.
4 a museum

Transcript

See Teacher's Guide, page 205.

Exercise 8 page 105

- Tell students to read the questions before they listen to the radio programme so they know what to listen for.
- Click on the green square hotspot for students to listen and answer the questions.
- Check answers as a class.

KEY

1 Ricardo 2 Emer 3 Marina 4 Emer
5 Marina and Emer 6 Ricardo

Transcript

See Teacher's Guide, page 205.

Exercise 9 page 105

- Click on the orange star hotspot for students to read the blog post and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 10 Think & share page 105

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

CREATE … a multicultural tour of New York City

To complete the Create task, students will need access to the internet to do the Research it! task and a printer. Alternatively, students can draw their route on paper.

STEP 1 page 105

- Put students in small groups. Groups then decide which ethnic groups they will focus on and who will be responsible for which ethnic group.

Extra support

- To encourage students to research different ethnic groups, ask students to go online and find out more about the demographics of New York City.
- Elicit what other large ethnic groups they've found (e.g. *Dominican*, *German*, *Polish*, *Asian Indian*, *Jamaican*, *South Korean*, *Filipino*).

STEP 2 Research it! page 105

- Students do their research online and make notes.

STEP 3 page 105

- Students share the information they have found with the other members of their group.
- Together students find or create a map of New York City. Students could download a map template of the city and customise it for their tour.

STEP 4 page 105

- Read through the stages with students and make sure they understand what is required.
- Working in groups, students prepare their tour.
- Tell students to start by dividing the tasks between the members of their group. Then, students should decide which tasks they will do together.
- Tell students how much time they have to do the presentation and let them decide how much time they can devote to different tasks.

STEP 5 page 105

- Groups take turns to present their tour to the class.
- Find out which tour students would most like to go on and why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can create a multicultural tour of New York City.*

8 Money talks

8.1 Vocabulary

Lesson summary

Speaking: Deciding how to find the money to pay for something; preparing a budget for a camping trip

Reading: A questionnaire about your relationship with money

Listening: A vlog about how to save money

Vocabulary: Money management

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and do exercise 11 in the next lesson.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (gold bars being made) *What do you think will happen to the gold bars in the photo once they are made? What are the pros and cons of being very wealthy? If you were extremely rich, how would you use your money to improve your own life? What about the lives of others?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Note!

Throughout this lesson, be sensitive to the fact that some students may not want to talk about their own relationship with money.

Exercise 1 Think & share page 106

- Students discuss the questions in pairs. Suggest to students that they need to find some way to earn and save the money (e.g. get a part-time or weekend job, do babysitting, offer to tutor a younger person who is having difficulties at school, deliver newspapers or leaflets, wash cars, mow lawns, do small jobs around the house for neighbours, sell clothes you don't wear or other items in auction websites, become a YouTuber).
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students: *What item, event or activity would you very much like to have, attend or do? How much would you be prepared to pay for it?*
- Students discuss the questions in pairs.
- Ask students to share their ideas with the class.

Exercise 2 page 106

- Give students time to read the questionnaire and answer it.

Extra activity

- Tell students to cover exercise 3. In groups of three, they speculate about what the questionnaire results might say about someone who has mainly a, b or c answers.
- Each student in the group then writes one or two sentences explaining what the result says about a person and suggests what the person could do.
- Ask a student from three different groups to share their idea for a particular result with the class.

Exercise 3 page 107

- If you have done the Extra activity above, ask students to compare what they have written with the results in exercise 3. How similar are they?
- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.
- As a follow-up, say: *Questionnaires like this often appear in magazines or online. Do you think they should be taken seriously? Why? / Why not?* Elicit ideas from the class.

Exercise 4 8.01 page 107

- Before students watch or listen to the vlog, explain that Kaya is going to give some advice about money.
- Play the video for students to watch and listen. Ask them to make brief notes about what answers Kaya would give to the questionnaire, and why.

KEY

Students' own answers

Suggested answers based on Kaya's comments about her saving plan:

1 in the past B, but now A or C 2 A 3 C 4 A 5 A or C

Transcript

See Teacher's Guide, page 206.

Exercise 5 8.01 page 107

- Ask students to read the questions and try to answer as many as they can.
- Then play the video or audio again for them to check their answers.
- Check answers as a class.

KEY

1 He's planning to travel around Europe by train.
2 The tips were to have a clear goal, get a part-time job and open a bank account.
3 She wants to get a really good laptop to do graphic design.
4 She works in a fast-food restaurant.
5 She saves 70% of it.
6 She put a limit on her debit card.
7 It means 'fear of missing out'.
8 She might get a job and start saving.

Extra activity

- Say: *Kaya suggests three ways to save money: have a clear goal, get a part-time job and open a bank account*. Then ask: *How easy is it for young people to get a part-time job or open a bank account in your country?*
- Students can discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class.

Exercise 6 Real English page 107

- You could ask students to cover items A–E and guess the meaning of the phrases in bold before they do the matching exercise. If students guess correctly, this will boost their self-confidence.
- Check answers as a class.

KEY

1 D 2 E 3 A 4 B 5 C

Exercise 7 Vocabulary page 107

- Tell students that Amira, Darius and Kaya used all these words and phrases in the vlog. You could play the vlog again and pause it a regular intervals for students to hear the words and phrases in context.
- Then ask students to look at the words and phrases in the box and mark them ✓ = I understand, **?** = I'm not sure, ✗ = I don't understand. They can then check the meanings in a dictionary.
- Students do the exercise.
- Check answers by asking students why they have included a word or phrase in a particular category; if their reason is reasonable, accept the answer. You could also point out that in British English, we often use *pocket money* rather than *allowance*.

KEY

1 money you receive: allowance, earnings
2 related to banking: current account, debit card
3 spending money: go through, live on, pay off, pay your way, splash out
4 saving money: put aside, tighten your belt
5 synonyms for expensive: costly, extravagant
6 not having any money: broke

Exercise 8 Vocabulary page 107

- Students do the exercise.
- Check answers as a class.

KEY

1 an allowance 2 current account 3 go through
4 live on 5 put the rest aside 6 tighten your belt
7 costly 8 extravagant

Exercise 9 page 107

- Students do the exercise.
- Check answers as a class.

KEY

1 an allowance, current account, debit card, earnings
2 go through 3 splashing out 4 put money aside
Students' own answers

Extra activity

- Ask students if they know the difference between the following: a *debit card* and a *credit card*; a *current account* and a *savings account*. They can use a dictionary to check or go online to find out.

KEY

A debit card is a plastic card that can be used to take money directly from your bank account when you pay for something. A credit card is a plastic card that you can use to buy goods and services and pay for them later.
A current account is a type of bank account that you can take money out of at any time, and that provides you with a debit card. A savings account is a type of bank account that pays interest on the money that is left in it, but from which you often cannot take the money out without giving notice or losing interest.

Exercise 10 page 107

- Students discuss and prepare their budget for a camping weekend in groups.

Extra support

- As a class, brainstorm vocabulary and ideas for the camping weekend and write short notes on the board, e.g.
  - *activities: hiking, swimming, fishing, mountain biking*
  - *camping equipment: tent, sleeping mat, sleeping bag, camping stove, first aid kit, insect repellent, sun screen*
  - *campsite: basic or with lots of facilities*
  - *clothing: walking boots, long trousers, socks, hat, parka, waterproof jacket*
  - *food and drink: water bottle, dry food, tins, if there are shops where they can buy food or a campsite café*
  - *transport: ask parents to drive them to the camp site, use local transport, hire a mini-bus*
- Circulate and monitor as students prepare their budgets, helping with language and ideas where necessary.
- Students can use some of these ideas when they work in groups.

Exercise 11 page 107

- Ask groups in turn to present their budget to the class.
- The class vote for the most realistic budget. Ask a few students to give reasons for their choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about managing money.*

Further practice

Workbook page 84
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.2 Grammar

Lesson summary

Speaking: Speculating on the content of a book from its title

Reading: A book review

Grammar: Advanced uses of infinitives; infinitive forms

Listening: A conversation between two friends about money

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 8.

WARM-UP Ask students: *Do you ever discuss money with your friends? Why? / Why not? How important do you think is to teach young people how money works and how to deal with it? Do you think this should be part of a school's curriculum? Why? / Why not?*

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

Exercise 1 page 108

- Tell students to read the title of the book and ask: *Would you be interested in reading this book? Why? / Why not?*
- Elicit answers from a few students. Then ask the class to read the review and answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWER)

It suggests that people don't know enough about money and how it affects their lives.

Exercise 2 page 108

- Ask students to read the grammar box and find examples for each rule.

Extra support

- Tell students to read the review again and underline all the examples of infinitives, i.e. *to* + verb. They should include the phrase in which the infinitive occurs as part of their underlining. They can then look for the rule that describes what is underlined.

- Check answers as a class.

KEY

A you're never too young to start
B Sophia Bera offers young adults the opportunity to reflect
C Bera's ideas are easy to follow
D a) the first thing to do b) if you haven't got a financial expert to speak to
E some people want to dedicate their lives, You don't want to work hard
F You don't want to work hard throughout your career only to find that you have no money
G To sum up
H Bera is not so obsessed with her subject as to ignore other important issues

- Students do the Grammar booster exercises on page 146.

Exercise 3 page 108

- Students complete the sentences.
- Check answers as a class.

KEY

1 likely to spend 2 debts to pay off 3 decision to tighten 4 has promised to pay 5 as to be able 6 only to find 7 enough to be 8 last to splash

Exercise 4 page 108

- Ask students to read the sentences and underline the three infinitive forms (1 *to be enjoying*, 2 *to have found*, 3 *not to go through*).
- They then complete the rules in the grammar box.
- Check answers as a class.

KEY

1 continuous 2 perfect 3 negative

- Students do the Grammar booster exercises on page 146.

Exercise 5 page 108

- Students complete the sentences.
- Check answers as a class.

KEY

1 to have put aside 2 too much time 3 to tighten 4 to be dying out 5 not to go through 6 to have arrived

Extra challenge

- Write on the board:
  1 *Is there any reason why we should do that?* (to)
  2 *There is insufficient money to go on holiday.* (enough)
  3 *The news came as a surprise to him.* (he)
  4 *She was the only person who finished the test.* (finish)
  5 *We ran to the station, but we found that the train had left. (only)*
  6 *He isn't so rich that he can afford a house like that. (as)*
- Ask students to rewrite the sentences using the words in brackets.
- Check answers as a class.

KEY

1 Is there any reason to do that?
2 There isn't enough money to go on holiday.
3 He was surprised to hear the news.
4 She was the only person to finish the test.
5 We ran to the station only to find that the train had left.
6 He isn't so rich as to be able to afford a house like that.

Exercise 6 8.02 page 108

- Students read the questions and incomplete answers before they listen to the audio.
- Check answers as a class.

KEY

1 to move out of his parents' and to live in his own place.
2 to have saved up enough money to afford his own place / to be looking at flats, to pay for when you live on your own.
3 to take a course on personal finance.
4 to have done the course.

5 to budget and save money on everyday things, to waste money on basic things like water and electricity.
6 to concentrate on finding the right place.

Transcript
See Teacher's Guide, page 206.

Exercise 7 Think & share page 108
- Give students time to write their sentences.
- Circulate and monitor while they are writing. If you notice any errors, prompt students to self-correct by asking: *Is this correct?*

Exercise 8 page 108
- Students take turns to read out their sentences to each other and listen to their partner's sentences.
- Encourage them to introduce reasons for their answers using a variety of phrases, e.g.
  I think that's true because …
  I doubt that's true because …
  I'm pretty sure that's false because …
  That sounds feasible / plausible / likely / unlikely, so I'd say it's true / false.
- When students have finished talking, ask a few students to share what their partner told them with the class, whether what they said was true or false, and their reasons for saying so.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use advanced infinitive forms to talk about finance.*

Further practice
Workbook page 85
Grammar booster page 146
Grammar photocopiable worksheet
Online practice

8.3 Listening

Lesson summary

Speaking: Discussing phrases about money; discussing the purposes of money and what alternatives there are to money; presenting three free activities that you could do

Listening: Three people discussing alternatives to traditional currency; a conversation between two friends about having a money-free weekend

Strategy: Sentence stress

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and do exercise 9 in the next lesson.

WARM-UP Ask students: *Have you ever heard about people who manage to live without money?*
- Elicit answers from students. If they haven't heard about such people, ask: *How do you think a person could live in this day and age without money? What might they have to do?*
- Elicit ideas. Then tell students that in this lesson, they will learn about a few such people.

Exercise 1 page 109
- Students read the phrases, discuss what they mean and think of a context in which someone might use them.
- Elicit ideas from students.

KEY (SUGGESTED ANSWERS)
* Money makes the world go round: Money is essential and it makes things happen. Used when we perhaps feel the need to justify its existence.
* More money than sense: Used to talk about someone who spends a lot of money unwisely on something that you think is unnecessary.
* Time is money: Time is a valuable resource. Used when someone is wasting our time and we think we could be using it in a more profitable way.
* Money isn't everything: Other things are more important than money. Used when you think someone gives money too much importance.
* Money doesn't grow on trees: There is a limited amount of money and it is not easy to find. A parent might use it to tell a child that what they are asking for is too expensive.

AfL Teaching tip: learning intentions
Focusing students on how to extend their learning

It's important to encourage students to take responsibility for their learning and make decisions about what they will do to further improve.

Tell students that in order to increase their proficiency in a language, they should not content themselves with what they learn from their course book. They should look for opportunities to go beyond it, for example, by using a particular task as a springboard to extend their vocabulary. For example, point out some of the phrases in exercise 1 are commonly used idioms. Students can find more idioms in a good dictionary, choose three or four that appeal to them and learn them. Alternatively, you could take the opportunity to do the extra activity below with the class.

See the notes on Assessment for Learning on page 11.

Extra activity
- Write the following phrases on the board:
  be made of money
  put your money where your mouth is
  throw money around
  throw good money after bad
  see the colour of someone's money
  be rolling in money
  for love or money
  have a license to print money
  old / new money

- Ask students to choose four of the phrases, check the meanings in a dictionary and use them in a sentence.
- Alternatively, ask students to look in a dictionary, find four idioms with the word *money* and use them in their own sentences.
- Ask each student in turn to read out one of their sentences to the class and explain the meaning of the phrase.

Exercise 2 Think & share page 109

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

Exercise 3 8.03 page 109

- Encourage students to take brief notes as they listen.
- Elicit answers from students.

KEY

A Living in a cave without money and surviving by doing jobs for people in exchange for food.
B Using an unofficial currency locally that has to be spent within a limited amount of time, so forcing the money to circulate and create wealth locally.
C Living in an alternative community where people pay their way by working in the community in return for basic necessities.

Transcript

See Teacher's Guide, page 206.

Exercise 4 8.03 page 109

- Play the audio again for students to do the matching task.
- Check answers as a class.

KEY

A 2, 5 **B** 3, 4 **C** 1, 6

Exercise 5 page 109

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

Exercise 6a page 109

- Go through the Listening strategy with the class.
- Students do the exercise in pairs.

Exercise 6b 8.04 page 109

- Play the audio for students to check their answers in Exercises 6a.
- They then take turns to read the questions and answers. Tell them to listen for the word their partner stresses in the answer.
- Check answers by asking pairs to read out a question and answer, stressing the correct word.

KEY

1 year **2** living **3** two **4** Three **5** whole **6** farm

Exercise 7 8.05 page 109

- Tell students to read the questions.
- Then play the audio for them to listen and answer the questions.
- Check answers as a class.

KEY

1 B **2** A **3** D **4** B

Transcript

See Teacher's Guide, page 207.

Exercise 8 page 109

- Students discuss the activities in groups of three. Prompt discussion if necessary by suggesting that they consider a wide range of activities that they could do both indoors at home or in other buildings and out of doors.
- Encourage students to think of activities that could appeal to different tastes and encourage them to keep brief notes.
- They should then decide as a group which are the three best activities.
- Circulate and monitor, helping with language and ideas where necessary.

Exercise 9 page 109

- Students present their three activities to the class.
- The class vote for the three best activities.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand sentence stress in different extracts discussing alternatives to money.*

Further practice
Workbook page 86
Online practice

8.4 Vocabulary

Lesson summary

Speaking: Discussing the advantages and disadvantages, and dos and don'ts, of online shopping

Reading: An infographic showing how online retailers get you to spend more

Vocabulary: Online shopping

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 3 for homework.

WARM-UP Write on the board:
Do you enjoy shopping? Why? / Why not?
Where do you buy things from?
What kinds of things do you buy the most?
Do you think people buy too many things?

- Students discuss the questions in pairs or groups.
- Ask a few students to share their answers with the class.

Exercise 1 Think & share page 110

- Students discuss the questions in pairs or groups.
- Ask a few students to share their answers with the class.

Exercise 2 page 110

- Focus attention on the infographic and check that students understand *retailer* (a person or business that sells goods to the public).
- Students read the shopping sites and match them to the messages.

Extra support

- Tell students they can do the matching task even if they don't know the meaning of the highlighted words; they can quite simply ignore them if necessary. However, ask them to underline the parts of the texts that helped them choose the correct answers.

- Check answers as a class. Elicit the part of the text that confirms each answer.

KEY

1 C 2 B 3 D 4 A

Exercise 3 Mediation page 110

- Students choose two shopping sites and summarise what their friend should be aware of. Encourage them to summarise each technique in fewer than 20 words if possible.

Extra support

- Remind students to use informal language and tell them they don't need to write full sentences.
- As a class, brainstorm ideas for how they could start their message and write their suggestions on the board, e.g.
  You shop a lot online, right?
  Just read about some tricks online retailers use to make people buy.
  Hey, I know why you spend so much online! This is what two shopping websites do.
- Tell students that for each shopping site, there are only two points they should make. Ask them: *What does the site actually do? Why does it do it?* If necessary, summarise one technique together with the class as an example, e.g. (A) *Sites offer bundles – other things they think you might buy. Sometimes they offer free shipping to tempt you.*

- Circulate and monitor while students are writing and note any good use of language or errors to correct in a feedback session at the end.

Exercise 4 Vocabulary page 110

Extra support

- Refer students back to the infographic in exercise 2 and elicit the meaning of the highlighted words and phrases. Alternatively, students can check the meanings in a dictionary.
- Make sure students understand the difference between *profit* (the money that you make in business) and *profit margin* (the difference between the cost of buying or producing something and the price that it is sold for).

- Students read the consumer's thoughts and choose the correct alternatives.
- Check answers as a class.

KEY

1 profit margins 2 discounts 3 free shipping
4 nudging 5 notifications 6 bundles 7 appealing
8 shopping spree

Exercise 5 Vocabulary page 110

- Students complete the advice for online shoppers.
- Check answers as a class.

KEY

1 shopping basket 2 fierce competition 3 Browse
4 free shipping 5 promotions 6 notifications
7 trigger an emotional response 8 nudge
9 impulse buy 10 billing 11 bundle

Exercise 6 Think & share page 110

- Give students time to think of the temptations of offline shopping.

Extra support

- Prompt discussion by asking questions, e.g.
  Where do you usually shop: small independent shops with unusual things or large shopping malls?
  Who do you go shopping with? Do other people influence you to buy things?
  Do you shop around before you buy things?
  Do you know what you want to buy before you go shopping or do you buy on impulse? Why?

- Students discuss dos and don'ts in pairs.

KEY (SUGGESTED ANSWERS)

Dos: plan ahead and know what you are looking for, make a list of things you want or need to buy and stick to it; be aware of the returns policy (within how many days you can return goods); consider whether what you are buying is value for money; shop around for the best deal before you buy something
Don't: buy something just because it is currently fashionable or a short-lived trend; go shopping for food on an empty stomach; buy on impulse; buy something because someone else is enthusiastic about it; be tempted by goods placed near a checkout point

Exercise 7 page 110

- Ask a few pairs to present their dos and don'ts and write notes on the board.
- Ask the rest of the class if they have any other suggestions and add them to the board.
- Then ask the class to vote for the three most useful dos and don'ts and elicit reasons for their choice.
- Students do the Vocabulary booster exercises on page 127.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about online shopping.*

Further practice

Workbook page 87
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.5 Grammar

Lesson summary

Speaking: Discussing why shops have sales; discussing which shopping method is best for various items

Reading: An article about Black Friday

Grammar: Advanced uses of *-ing* forms; present participle forms

Listening: A conversation between two friends about online shopping

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 9 brief.

WARM-UP Write on the board: *advertisements*, *product reviews*, *peer pressure / wanting to fit in*, *shop windows*, *sales and discounts*, *boredom*, *hobbies*.

- Ask: *Which, if any, of the things on the board tempt or prompt you to buy things?*
- Students discuss the question in pairs.
- Ask a few students to share their answers with the class.

Exercise 1 page 111

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

Exercise 2 page 111

- Students read the article and answer the questions.
- Ask a few students to share their answers with the class.

Extra activity

- Ask students: *Can you think of other days in the year, apart from sales, that encourage people to spend money?*
- Students discuss the question in pairs.
- Ask a few students to share their answers with the class.

Exercise 3 page 111

- Students match the phrases in bold to the rules.
- Check answers as a class.

KEY

A enjoyed walking, began introducing
B After a day of celebrating
C look forward to making
D had difficulties moving around
E Shopping on this day
F enjoyed walking
G their promoting
H Seeing how busy the streets were

- Students do the Grammar booster exercises on page 147.

Exercise 4 page 111

- Students rewrite the sentences.

Extra support

- Do one or two items together with the class.
  1: Make sure students recognise that they need to use *object* as a verb and elicit that it is followed by the dependent preposition *to*.
  2: The main verb of the second sentence is *have*; elicit another way of expressing *find it difficult*: *have difficulty*.

- Encourage students to match the items to rules A–H.
- Check answers as a class.

KEY

1 object to being **2** have difficulty identifying **3** his capitalising on **4** about increasing their profit margin **5** like going **6** no use nudging

Exercise 5 page 111

- Students share opinions on sales shopping.
- Ask a few students to share their ideas with the class.

Exercise 6 page 111

- Students complete the rules.
- Check answers as a class.

KEY

1 perfect **2** passive, perfect passive **3** negative

- Students do the Grammar booster exercises on page 147.

Exercise 7 page 111

- Students complete the sentences.
- Check answers as a class.

KEY

1 being manipulated **2** Having been offered **3** Not knowing **4** Having tried **5** Not wanting **6** Being paid

Extra activity

- Write on the board:
  1 *After I had shopped around, I bought this mobile phone.*
  2 *They've spent their allowance, so they can't afford to go out tonight.*
  3 *She doesn't know what to buy, so she isn't going to buy anything.*
  4 *I was sent the wrong size shoes by the online shop, so I returned them.*
- Ask students to rewrite the sentences using participle clauses.
- Check answers as a class.

KEY

1 Having shopped around, I bought this mobile phone.
2 Having spent their allowance, they can't afford to go out tonight.
3 Not knowing what to buy, she isn't going to buy anything.
4 Having been sent the wrong size shoes by the online shop, I returned them.

Exercise 8a 8.06 page 111

- Play the audio for students to listen and answer the question.
- Check the answer as a class.

KEY
clothes and footwear

Transcript
See Teacher's Guide, page 207.

Exercise 8b 8.06 page 111
- Ask students to try to complete the sentences before listening to the audio again.
- Check answers as a class.

KEY
1 Shopping 2 finding 3 trying 4 being disappointed 5 having to

Exercise 9 Think & share page 111
- Students discuss the best shopping methods in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use advanced -ing forms to talk about shopping experiences.*

Further practice
Workbook page 88
Grammar booster page 147
Grammar photocopiable worksheet
Online practice

8.6 Reading

Lesson summary
Speaking: Discussing the social and environmental cost of products
Strategy: Using prior knowledge
Reading: An article about the high price of a low-cost economy
Vocabulary: The low-cost economy

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 7 for homework.

WARM-UP Tell the class: *I sometimes buy things on impulse and then never wear or use them. I wonder how much money I've wasted like this in my life?*
- Then ask students: *Do you ever buy things you later regret buying? If so, what kinds of things? What made you buy them?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Alternatively, have a whole-class discussion.

Exercise 1 page 112
- Focus students' attention on the photos and elicit what they see before suggesting what environmental problems they illustrate.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)
(page 112, top) A fully automated factory that uses robots to assemble the cars. Automation means that the workforce employed is small.
(page 112, bottom left) The cotton is harvested by machines. This means the farmer doesn't have to employ people to pick the cotton. Monocultures impoverish the environment by drastically reducing biodiversity, and crop diseases spread more easily in a monoculture, which then encourages the use of pesticides which further reduce biodiversity.
(page 112, bottom right) This is textile weaving factory where production is automated. This means the factory employs a small workforce.
(page 113, top) A sweatshop, where workers earn very little money to makes clothes. The clothes are therefore cheap, which enables fast fashion.
(page 113, bottom) A cargo ship with containers full of goods that will be off-loaded somewhere. Such ships have a large carbon footprint.

Exercise 2 page 112
- Go through the Reading strategy together. Emphasise that this is one of the most important and useful strategies in reading.
- Students predict which of the problems they identified in exercise 1 are likely to be mentioned in the article.

KEY (POSSIBLE ANSWERS)
the high environmental cost of shipping goods from other parts of the world; exploitation of workers to keep things cheap; automation which reduces the need for a human workforce

Exercise 3 page 112
- After students read the first paragraph, ask them if any of the problems they predicted in exercise 1 are probably not mentioned in the article.
- Elicit ideas, but emphasise that this doesn't automatically mean that the problem won't be mentioned later on.

Exercise 4 8.07 page 112
- Play the audio for students to listen and read the article.
- Ask a few students what surprised them the most.

KEY (POSSIBLE ANSWERS)
that teens spend 50% less than their parents did; that it only takes 24 hours to load and unload a shipping container; that young people consider an item old after wearing it only three times; that we throw away half of what we buy within a year of buying it

Exercise 5 page 112
- Students read the article again and answer the questions.
- Check answers as a class. Elicit the part of the text that supports or contradicts each answer.

KEY
1 DS (Other industries have been affected, but there is no information about whose prices have dropped the most.)
2 F (It's more economical, which is why companies have reduced spending on workforces and replaced them with robots.)
3 F (The process has become automated, but not entirely.)
4 T

5 DS (They do throw away clothes quickly but we don't learn why.)
6 T
7 F (The digital economy enables multinational companies to avoid paying taxes in the countries where they sell their goods.)
8 T

Exercise 6 Think & share page 113

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

Extra activity

- Ask students: *Is there anything in the reading text that surprised you? If so, what?*
- If so, students can go online and find out more about it and report back to the class in the next lesson. Alternatively, ask them to find out more about Eco-Age.

Exercise 7 Vocabulary page 113

- Students complete the sentences.
- Check answers with the class.

KEY

1 labour-intensive, workforce 2 outsource, low-cost 3 tax haven, headquarters 4 Just-in-time 5 fully automated

AfL Teaching tip: diagnostics

Wait time

Students need to be given time to answer questions which ask them to evaluate and analyse.

Rather than asking students to respond to the higher order questions in exercise 8 immediately, allow them some time to mentally prepare their answers. This will improve the quality of their responses.

See the notes on Assessment for Learning on page 11.

Exercise 8 Think & share page 113

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

Extra challenge

- Write on the board:
  Do you think it is feasible for a modern economy to abandon automation?
  What do you think will be the consequences if people are persuaded to buy fewer clothes? Think about the factories, the workers who produce them, the shipping companies that transport them and the shops that sell them.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 9 page 113

- Students answer the questions in pairs.
- Ask a few students to share their ideas with the class.
- Then ask who already does some of these things and encourage them to describe what they do (e.g. If they borrow clothes, who they borrow them from? What kinds of clothes do they borrow? How do they reciprocate? If they make or repair their own clothes, how did they learn to do it? How much money do they save?).

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use prior knowledge to understand an article.*

Further practice

Workbook page 89

Online practice

8.7 Global skills

Lesson summary

Speaking: Discussing the key requirements for a young person to be in business; discussing how to improve a service or product, and make and present a plan of action

Vocabulary: Project management

Reading: An article about a young business person

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 6 brief.

WARM-UP Ask students to raise their hand if their ambition is to be an entrepreneur.

- Put the students who raised their hand in a group to discuss their reasons for wanting to be one, and put the students who didn't raise their hand in another group to discuss why they don't want to be one.
- Ask a student from each group to share their group's ideas with the class.

Culture note

Me & The Bees Lemonade is a company founded by a teenager from Texas, Mikaila Ulmer. Since the company was founded, Ulmer has donated 10% of the company's profits to charities that are concerned with saving bees.

Exercise 1 Think & share page 114

- Students discuss the question in pairs.
- You could prompt discussion by asking additional questions, e.g.
  How old do you think the young entrepreneur is in the photo?
  What do you think of the name of the product?
  Do you think the young entrepreneur got help from her parents or other adults? Why? / Why not?
  What might motivate a young person to set up a business?

Exercise 2 page 114

- Pairs compare their lists.
- Find out what similarities they found. Then ask them if they agree with any requirements the other pair thought of that are not on their own list.

KEY (SUGGESTED ANSWERS)

It is important to be passionate about the product or service you want to offer.
Identify your target demographic: who exactly do you want to sell to? This will help you decide how to advertise and market your product/service.
Find out how much money you will need to start your business and start saving or earning the necessary capital.
Be prepared to work hard; this will mean giving up a lot of your free time.
Find out if you can get advice from someone with experience of your proposed business.

Exercise 3 Vocabulary page 114

- Ask students to guess and then check the meaning of words they don't know.
- They then match the rules to the explanations.
- Check answers as a class.

KEY

1 E 2 G 3 A 4 F 5 C 6 D 7 B

Exercise 4 Vocabulary page 114

- Students discuss the question in pairs.
- Ask a few students to share their ideas about questions 1 and 2.
- Elicit ideas for question 3 from as many students as possible and make notes on the board.

Exercise 5 page 114

- Students read the article and answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWERS)

She hired a CEO, so she doesn't micromanage (4).
Thanks to her CEO, she can now focus on what is important (5).
She documents the people that she is dealing with (7).
She probably also made a project plan (1) when she saw the possibilities for a business after looking for nannies for her mother's friends, although it isn't stated clearly.

Exercise 6 page 114

- Student put the events in the correct order.
- Check answers as a class.

KEY

E, D, A, F, C, B

Exercise 7 Think & share page 114

- Students work in small groups to make a list of things they could improve.

Extra support

- Before students discuss, elicit ideas for the kind of language they could use to organise their discussion, suggest products or services that could be improved, explain what they are happy with and what is wrong with the product or service, and make suggestions to how to improve them. Write examples on the board, e.g.
  Let's begin with a list of products or services we aren't happy with.
  I think … is adequate/satisfactory.
  On the other hand, … could be improved.
  In my experience, … is inefficient/too slow/too expansive.
  The people who use … say … doesn't cater for their tastes.
  If … was/were more less …,

Extra challenge

- Tell students to think of a product or service they have not been happy with and a write an online review. They should say what was wrong with it and how it could be improved.

Exercise 8 page 114

- In their groups, students discuss how to improve the product or service.

Extra support

- If students are struggling with this task, simplify it by writing these questions on the board for groups to discuss:
  List the positive qualities or aspects of the product/service.
  Who is the target demographic for the product/service?
  What are the shortcomings of the product/service?
  What other companies make this product/offer this service?
  Are competitor products/services better or worse than your product/service? If so, in what way?
  How could you improve on the competitor's products/services?
  What are the most important aspects of your product/service that you need to improve?
  What percentage of your budget could you devote to making the changes?
  What skills would be needed to make the changes?
  Who would be the best people in your group to make them?
- Circulate and monitor as students prepare their plan of action, helping with language and ideas where necessary.
- Elicit ideas and answers from the class.

Exercise 9 page 114

- Ask groups in turn to present their plan to the class.
- The class vote for the best plan, giving reasons.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can evaluate the rules of project management.*

Further practice

Workbook page 90

8.8 Speaking

Lesson summary

Speaking: Discussing alternatives to consumerism, asking follow-up questions to keep a conversation going; discussing downshifting

Listening: Two friends talking about buying phones

Strategy: Keeping a conversation going

Reading: An article about downshifting

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 5 brief.

WARM-UP Ask students: *Are you good at small talk?* (Explain *small talk* if necessary, i.e. polite conversation about subjects that are ordinary or unimportant, especially at social occasions.)

Have you ever met a person and found that there were awkward silences in your conversation?
Have you ever seen other people in such situations?
Why does this happen?
What do you do in such situations?
What could you do?

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Then explain that in this lesson, students will learn one way to keep a conversation going.

Exercise 1 Think & share page 115

- Focus attention on the photos and elicit what they show. Make sure students have the vocabulary to describe what they see and, if necessary, teach *knit*, *knitting*, *pottery* and *clay*.

KEY (SUGGESTED ANSWERS)

A: The person is repairing rather than replacing something.
Advantages: It is cheaper than buying a replacement; you learn a new skill.
Disadvantages: You might not manage to fix it and actually do more damage.
B and D: The people are making something rather than buying it. Advantages: Knitting, pottery and other such activities have been shown to be good at relieving stress; you learn a new skill; you will own a unique item.
Disadvantages: Making something may end up being more expensive than buying a fast-fashion item; it may not look very good if you aren't good at the activity.
C: The person is cooking at home rather than eating out / getting a takeaway.
Advantages: Homemade food is cheaper, healthier and tastier, cooking can be a group activity with the family.
Disadvantages: Cooking may take up time you would rather spend studying or relaxing; the food may not taste very good if you are not a good cook.

Exercise 2 8.08 page 115

- Play the audio for students to listen and explain the difference.
- Check the answer as a class.

KEY

You have little knowledge about what has happened to a second-hand product. You don't know if components have been changed and if the device has a virus. If you have a problem, you won't get your money back. Refurbished products have been repaired, and broken components have been replaced by the manufacturer. The products are tested and they come with a guarantee.

Transcript

See Teacher's Guide, page 207.

Exercise 3 8.08 page 115

- Play the audio again for students to complete the phrases in the Phrasebook.
- Check answers as a class.

KEY

1 the idea of 2 be the consequences 3 your view
4 do you feel 5 Why do you 6 does that work

Exercise 4 Think & share page 115

- Go through the Speaking strategy with the class.

Extra support

- As a class, brainstorm ways a conversation about each of the topics could start and write students' ideas on the board, e.g.
  (buying second-hand goods)
  A: Hey, I like your backpack. Where did you get it?
  B: Actually, I bought it second-hand.
  (making things yourself)
  A: I saw a beautiful cardigan in that new shop, but it's very expensive.
  B: Well, you're good with your hands. Why don't you make / knit one yourself?
  (reducing consumerism)
  A: I'm always broke long before the end of the month. I need a bigger allowance.
- *B: Maybe you just need to buy fewer things.*
  (refurbishing technology)
  A: I need a new laptop, but laptops are very expensive. Can I trust a refurbished one?
  (repairing things yourself)
  A: The toaster doesn't work. I'll have to buy a new one.
  B: Have you tried to repair it yourself? Maybe all you need to do is replace the fuse.

- Students then work in pairs to talk about the topics and ask follow-up questions.

Exercise 5 Pronunciation 8.09 page 115

- Students read the Pronunciation box.
- Play the audio for them to listen and decide what the questions are doing.
- Check answers as a class.

KEY

1 checking 2 checking 3 asking for new information
4 asking for new information 5 asking for new information 6 checking

Exercise 6 page 115

- Students take turns to ask the questions and decide if their partner is asking for new information or checking information.

Exercise 7 page 115

- Students read the article and discuss how realistic such a change would be.
- Elicit a few ideas from the class.

KEY (POSSIBLE ANSWER)

Probably not really, as many people only earn enough to live on by working full time, so working less isn't an option. Also, many others have financial obligations, such as paying off student loans or they have a family to support.

Exercise 8 Think & share page 115

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

KEY (POSSIBLE ANSWERS)

Students' own answers

City Advantages: less stress, less time commuting, working fewer hours might make you view your job in a more positive light, more time to take advantages of the facilities offered in a city, e.g. concerts, exhibitions
Disadvantages: may not be able to afford as much with a reduction in income, may still have to endure the stresses of city life, miss the excitement that often goes with a stressful job

Countryside Advantages: less stress, more time to grow own food, enjoy getting out in nature
Disadvantages: feelings of isolation, fewer people who share your interests, fewer opportunities to socialise

AfL Teaching tip: success criteria

Effective feedback offers strategies rather than solutions

More learning is encouraged when students are asked to take responsibility for finding and correcting their errors.

Circulate and monitor as students complete the speaking activity in exercise 8 and make a note of whether they are using phrases from the Phrasebook and asking questions with appropriate intonation.

When students have finished, ask students in pairs to reflect on their performance. How many phrases did they use? Did they ask questions with the appropriate information? What could they have done to improve their performance? Ask them to make a list specifying the changes they could make.

Get students to repeat the task in different pairs. Ask them if their performance improved this time.

See the notes on Assessment for Learning on page 11.

Exercise 9 Reflect page 115

- Students do the exercise.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can ask for information to help move a conversation forward.*

Further practice

Workbook page 91
Communicative activity photocopiable worksheet
Online practice

8.9 Writing

Lesson summary

Speaking: Discussing product reviews and whether you can trust them

Reading: An essay about product reviews

Strategy: Concluding

Writing: An opinion essay

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 7 and 8 for homework.

WARM-UP Ask students:
Have you ever bought something online and been disappointed with it? If so, what did you do?
Have you ever written a review for something you've bought? Why? / Why not?

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

Exercise 1 Think & share page 116

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

Extra activity

- Ask students: *What can you do to check if a review is genuine or fake?* Students can discuss the question in pairs or you can discuss it as a class.

KEY (SUGGESTED ANSWERS)

Check the date of the review. Is it earlier than the date the product was released or very shortly after?
Look for spelling and grammar mistakes. A genuine review could have or two minor mistakes, but be suspicious of a large number of mistakes.
Don't just look at the number of stars awarded; read the actual review.
Compare reviews on several websites.
Be suspicious of a review that is overwhelmingly positive or negative.
If the person hasn't actually bought the product, their review could be fake.

Exercise 2 page 116

- Students read the essay and answer the question.
- Check the answer as a class.

KEY

a business that makes money by writing fake reviews for products or services to tempt potential customers to buy the product or service

Exercise 3 page 116

- Students read the essay and do the exercise.
- Check answers as a class.

KEY

A 2 B 4 C 3 D 1

Exercise 4 page 116

- Go through the Writing strategy with the class.
- Ask students which statement would not be suitable and the reason why.

KEY

Statement 2 would not be suitable because it brings up a topic (the importance of including pictures or videos) that has not been discussed in the essay.

Exercise 5 page 116

- Students complete the Phrasebook.
- Check answers as a class.

KEY

1 A significant number of shoppers use …
2 As a rule, most shopping or service websites provide customers with …
3 Investigations show that a majority of …
4 As proof of that, a recent report revealed that …
5 A case in point is the number of …
6 That is to say …
7 To put it another way …
8 … perhaps we should go back to …

Exercise 6 page 116

- Students work in pairs to brainstorm ideas for an opinion essay on one of the topics.

Extra support

- If students are struggling with the task, brainstorm some ideas with the class and make notes on the board, e.g.
  – *no doubt that online shopping is one reason why local shops under pressure*
  – *fewer local shops means fewer reasons for people to come to town centres*
  – *people more isolated as a result*
  – *town centres may have to re-invent themselves and provide other reasons for people to come there.*
- Students can then choose which ones to use when writing their essay.

AfL Teaching tip: success criteria

Students choose areas for focused feedback

Allowing students to select areas of their work for quality feedback invites them to take more ownership of the assessment and feedback process and motivates them to attend to comments.

Before students submit their opinion essay, ask them to select two or three specific areas they would like feedback on, e.g. on the use of appropriate vocabulary, organisation of content, accurate grammar, and write these on their work. When you mark their essays, target these areas for feedback.

See the notes on Assessment for Learning on page 11.

Exercise 7 page 116

- Students write their opinion essay.

Exercise 8 Check your work page 116

- Students go through the checklist and revise their work before submitting it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an opinion essay.*

Further practice

Workbook page 92

Online practice

8.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

AfL Teaching tip: diagnostics

Students create the review

Asking students to make review tasks causes them to spend time carefully considering the target language and evaluating their understanding. It also increases motivation and engagement as they are given the sense that they are helping create the class content.

As an alternative to doing the review page in class, students work in pairs to write their own review task on a piece of paper, with the answers on the back. They can choose whether to focus their task on vocabulary, grammar or both. They then swap their review with another pair, write down and check the answers, before swapping with another pair. Continue in the same way to provide thorough practice.

See the notes on Assessment for Learning on page 11.

Grammar

Exercise 1 page 117

KEY

1 (for us) to come / have come by train
2 too much to take piano lessons
3 to be spending a lot of money
4 to be late because they won't let us in after 8 p.m.
5 to have missed the match
6 to discover / find out that it was cancelled a week later / for it to be cancelled a week later

Exercise 2 page 117

KEY

1 Having provided 2 reading 3 Having been sent
4 increasing 5 buying 6 having received
7 being made

Vocabulary

Exercise 3 page 117

KEY

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

Exercise 4 page 117

KEY

1 bundle 2 triggered 3 basket 4 margin
5 shipping 6 spree 7 impulse

Cumulative review

Exercise 5 page 117

KEY

1 appealing 2 doing 3 Having been sent
4 making 5 to be turned 6 earnings 7 live on
8 promotions 9 fierce competition 10 profit margins

Think & share

Exercise 6 page 117

KEY

Students' own answers

Further practice
Workbook page 93
Progress test

7–8 Exam skills

Lesson summary

Exam strategies: Listening: finding key words and predicting the words you hear in *true / false / doesn't say tasks*; Use of English: dealing with word formation tasks; Reading: underlining key words in statements to understand their meaning in multiple-choice tasks; Speaking: dealing with questions that you don't know how to answer; Writing: developing points fully by giving reasons for opinions or feelings

Listening: A lecture about collapse of civilisations

Use of English: A text about Uluru, World Heritage Site

Reading: An article about the value of gold

Speaking: Answering questions

Writing: A film or book review

WARM-UP Write on the board:
What do you value the most in life? Why?
Is it more important for you to own things or to experience things?
If you inherited a large sum of money, what would you do with it?

- Students discuss the questions in pairs.
- Elicit a few answers from the class.

Listening

Exercise 1 page 118

- Go through the Listening exam strategy together.
- Students complete the task.
- Students compare answers in pairs.
- Elicit suggestions from the class.

Exercise 2 8.10 page 118

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 208.

Extra support

- Stop the audio after students hear each fragment that contains information which they need to decide if the statement is *true* or *false* or *doesn't say*.
- Elicit the answer and if needed, play each fragment of the audio again.

Use of English

Exercise 3 page 118

Extra activity

- Ask students to cover the text and look at the picture. Ask: *What is this place called? Where is it? Why is it special?*
- Elicit a few answers.

KEY

This is Uluru, known also as Ayers Rock, located in the centre of Australia. It's a scared place for indigenous people.

- Go through the Use of English exam strategy together.
- Students complete the task.
- Check answer as a class.

KEY

1 adjective 2 noun (singular) 3 noun (singular)
4 adjective 5 noun (plural) 6 noun (singular)
7 adjective 8 noun (singular) 9 adverb 10 noun (uncountable or plural, if ignoring the word in brackets)

Exercise 4 page 118

- Students complete the task.
- Check answers as a class.

KEY

1 central 2 height 3 significance 4 astonishing
5 Archaeologists 6 recognition 7 remarkable
8 relationship 9 closely 10 knowledge

Note!

Common mistakes that students make with word formation tasks include forgetting to add a negative prefix to an adjective or adverb and not pluralising a noun. Tell students to take care with these when completing the task.

Reading

Exercise 5 page 118

- Go through the Reading exam strategy together.
- Students complete the task.

- Elicit possible answers (e.g. Question 1: important; afford; symbol of spirituality; power; shortage of other metals).

Exercise 6 page 119

- Students complete the task.
- Check answers as a class.

KEY

1 C 2 B 3 A 4 D 5 B

Extra support

When checking the answers, elicit from the class why the other options are incorrect (e.g. Question 1: A – it didn't have much value in the beginning; B – it was a symbol of power for pharaohs who were regarded as gods; D – it's not mentioned in the text).

Extra activity

With books closed, ask students to work in pairs and think of all the facts about gold that they remember from the text.

Speaking

Exercise 7 page 119

- Go through the Speaking exam strategy together.
- Students discuss the questions in Exercise 8 in pairs.
- Elicit a few ideas from the class.

Exercise 8 page 119

- Working in pairs, students discuss the questions.
- Circulate and monitor, making a note of errors or comments students make when they don't know how to answer the question.
- Do a whole-class correction and feedback activity at the end of the task.

Writing

Exercise 9 page 119

- Go through the Writing exam strategy together.
- Students complete the task. Tell students that they could make a list of ideas as bullet points or in the form of a mind map.
- Elicit a few examples from the class.

Exercise 10 page 119

- Students complete the writing task.

Note!

You may choose to set a word count and/or time limit for the writing task, in line with the requirements of the exam your students will be taking.

KEY (SAMPLE ANSWER)

A film that I enjoyed watching recently with money as a theme is *The Social Network*. It tells the story of how Facebook was set up and what happened as a result immediately afterwards. The film, which stars Jesse Eisenberg as Mark Zuckerberg, is adapted from a book called *The Accidental Billionaires*, written a year before the film was released. Apart from Zuckerberg, the other main characters are Eduardo Saverin, a friend from college, and the twin brothers Tyler and Cameron Winklevoss. All these characters are people who had an important real-life role in the creation of Facebook.

Money is an important theme because this is a strong motivation for the characters. The Winklevoss brothers are convinced that Zuckerberg has stolen their idea for a social network, and, as a result, they take legal action against him. At the same time, Saverin lends Zuckerberg some money to set up his website. However, once it becomes hugely popular and major business decisions have to be made, their relationship becomes complicated and they eventually fall out because of financial disagreements.

In my opinion, this is an excellent film, not only because of the high standard of acting, but because it tells a real-life story in an engaging and powerful way. Not all the facts are accurate, but this allows it to be more entertaining and more like a thriller than a documentary. It also has important lessons about how money and power can influence people and destroy relationships, so I definitely recommend it to everyone, whether or not they use social media.

AfL Teaching tip: success criteria

Link feedback to the learning intention

It's a good idea to relate any feedback to the original learning intentions and success criteria to give students consistency.

Agree with the students before they do the task, what you will give feedback on, e.g. *structure*, *developing points*, *range of vocabulary*, *accurate use of grammar*. Next time, choose different criteria and again discuss beforehand.

See the notes on Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you*
- *do now?* and elicit answers: *I can find key words and predict the words you hear in true / false / doesn't say tasks. I can deal with word formation tasks. I can find key words in statements to understand their meaning in multiple-choice tasks. I can deal with questions that you don't know how to answer in speaking tasks. I can develop points fully by giving reasons for opinions or feelings.*

Further practice

Workbook pages 94–95

Vocabulary Booster

Vocabulary booster 1 objective

Vocabulary: To review, practise and extend the vocabulary to talk about growing/learning and predicting the future

Exercise 1 Get started 1.12 page 120

- When students have completed the sentences, play the audio for students to check their answers.

KEY

1 watch 2 be 3 fulfil 4 pick up 5 be 6 master
7 overcome 8 attempt

Transcript

See Teacher's Guide, page 187.

Exercise 2 1.13 page 120

- Give students time to check their answers in pairs, then play the audio for them to check their answers.

KEY

1 D 2 A 3 B 4 C

Extra challenge

Ask students to work in pairs and write a sentence illustrating the meaning of each phrase, e.g. *My grandmother finds crossword puzzles really easy because she has such an extensive vocabulary.*

Transcript

See Teacher's Guide, page 187.

Exercise 3 page 120

KEY

1 second language 2 extensive vocabulary
3 mental arithmetic 4 older generation

- After students have completed the questions, they work in pairs and discuss the questions.
- Ask a few students to share something they found out about their partner with the class.

Exercise 4 Practise page 120

Extra support

Before students choose the correct words to complete the sentences, ask them to review the meaning of the adjectives in pairs and decide which ones can't be used to describe what people are like or feel like.

- After students have chosen the correct alternative, ask them to compare their answers in pairs before you check as a class.

KEY

1 achievable 2 constructive 3 resentful 4 persistent
5 resilient 6 inevitable 7 overwhelmed 8 malleable

Exercise 5 page 120

Extra support

Before completing the gaps, ask students to read the text and decide together in pairs if the missing word is a verb, a plural noun or a singular noun. This should help them when choosing the correct word for each gap.

KEY

1 tendency 2 assumptions 3 contradicted
4 accuracy 5 variables 6 stake 7 calculations
8 scenario

Exercise 6 Extend 1.14 page 120

Extra activity

Before students match the words to the definitions, ask them to work in pairs and, without looking at the definitions, try to guess what each word or phrase means.

- Play the audio for students to check their answers.

KEY

1 live wire 2 know-it-all 3 show off 4 slowcoach
5 people person 6 lazybones 7 high achiever
8 born leader

Transcript

See Teacher's Guide, page 187.

Exercise 7 page 120

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 slowcoach, lazy bones 2 high achiever, know-it-all
3 people person, born leader 4 live wire, show off

Extra activity

Write some words and phrases from Vocabulary Booster 1 on the board in random order. One by one, ask students to choose a word or phrase from the board and explain its meaning to the class or use it in a sentence. If the class agree it's correct, wipe the word or phrase out. Continue until there are no words left on the board.

Further practice

Workbook page 104

Vocabulary booster 2 objective

Vocabulary: To review, practise and extend the vocabulary to talk about career prospects and developing a personal brand

Exercise 1 Get started 2.08 page 121

- Play the audio for students to check their answers.
- Ask students to explain the meaning of each phrase.

KEY

1 of 2 on 3 to 4 by 5 into 6 from

Transcript
See Teacher's Guide, page 190.

Exercise 2 page 121

KEY

1 has the potential to 2 work from home 3 been inspired by 4 put the theory into practice 5 focus your attention on 6 be capable of

Extra activity
Write the names of the following jobs on the board: *architect*, *journalist*, *lawyer*, *accountant*, *construction worker*, *actor*, *bus driver*, *chef*. Ask students to work in pairs or small groups and describe each profession using as many phrases from exercise 1 as possible.

Exercise 3 page 121

KEY

1 maintain 2 facing 3 took, doing

- After students have completed the questions, they work in pairs and discuss them.
- When students have finished, ask the class if their answers were similar to their partner's or different.

Exercise 4 Practise page 121

KEY

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

Extra challenge
Ask students to work in pairs. Student A chooses a phrase from exercise 4. Student B tries to explain its meaning without looking at their book. Students then swap roles and choose a different phrase.

Exercise 5 page 121

Extra support
Encourage students to first read through the whole text to get a general understanding and then to underline words that form a phrase with one of the possible answers, for example: It's essential to have an online **credibility / demographic / presence.** Ask students to discuss in pairs which word goes best with the underlined words.

KEY

1 presence 2 profile 3 crowd 4 reputation
5 credibility 6 content 7 define 8 demographic

Exercise 6 Extend 2.09 page 121

- Give students time to check their answers in pairs, then play the audio for them to check their answers.

KEY

1 E 2 G 3 B 4 A 5 F 6 D 7 C

Extra challenge
Ask students to work in groups of four. In each group, ask two students to work on phrases 1–4, and the other two students to focus on phrases 5–7. Students work in pairs first and prepare two definitions of each phrase – one which is correct and one which is wrong. Allow students to use dictionaries if needed. When students are ready, ask them to work in their groups. Each pair reads their definitions and the other pair must try to guess which one is correct.

Transcript
See Teacher's Guide, page 190.

Exercise 7 page 121

Extra support
Ask students to work in pairs. Students read the sentences first and discuss what must be the meaning of the missing phrase.

KEY

1 isn't his thing 2 getting it off the ground
3 show your potential 4 leave my comfort zone
5 done well for himself 6 had a burning ambition
7 make their mark

Extra activity
Write the following gapped phrases on the board:

1 … *the theory into practice*
2 … *a challenge*
3 … *control of a situation*
4 … *outside the box*
5 *word of* …
6 … *profile*
7 … *out from the crowd*
8 … *your reputation*
9 *target* …
10 *have a* …*ambition*
11 *get something off the* …
12 … *your mark*

Give students two minutes to think what the missing words are. Then check the answers and ask students to make one sentence with each phrase illustrating its meaning.

KEY

1 put 2 face 3 take 4 think 5 mouth 6 high
7 stand 8 establish 9 audience 10 burning
11 ground 12 make

Further practice
Workbook page 105

Vocabulary booster 3 objective

Vocabulary: To review, practise and extend the vocabulary to talk about exercising influence and asking the right questions

Exercise 1 Get started 3.11 page 122

- Play the audio for students to check their answers.
- Ask students to explain why the other options are incorrect.

KEY

1 A 2 B 3 A 4 C 5 B

Transcript

See Teacher's Guide, page 192.

Exercise 2 page 122

KEY

1 conflict 2 leadership 3 propose 4 self-confidence
5 challenge 6 overreact

Exercise 3 Practise page 122

Extra support

Ask students to explain the meaning of the words in the word pool. Then, encourage students to read through the whole text to get a general understanding and to think about what word might be needed in each gap and in which form.

- Give students time to check their answers in pairs, then check answers as a class.

KEY

1 differences 2 fairness 3 disputes 4 compromise
5 assurances 6 outcome 7 autonomy

Exercise 4 page 122

KEY

1 E 2 C 3 G 4 A 5 B 6 F 7 D

Extra activity

Ask students to imagine they've just had a job interview. Using the bold words and phrases from exercise 4, ask students to think of two things that went well during the interview and two things that you think didn't go well, and to write sentences, e.g. *I kept droning on about some courses I had done even though they weren't related to the job I was applying for*. Ask a few students to read their sentences to the class.

Exercise 5 Extend 3.12 page 122

- Give students time to compare their answers in pairs, then play the audio for them to check their answers.

KEY

1 revolutionary 2 ministry 3 ambassador
4 referendum 5 republic 6 presidency
7 spin doctor 8 representation

- Play the audio again for students to repeat the words.

Transcript

See Teacher's Guide, page 192.

Exercise 6 page 122

KEY

1 referendum 2 Ministry 3 spin doctors
4 ambassador 5 republic 6 revolutionary
7 representation 8 Presidency

Extra challenge

- Working in pairs or small groups, ask students to write five newspaper headlines. The headlines should be followed by one or two sentences that summarise the news story. Each heading and news summary should contain at least one word or phrase from Vocabulary Booster 3, for example:

  Has a revolutionary treatment for the flu virus been discovered?

  Scientists have compared different natural treatments for the flu and found a combination that could make a difference for flu patients. So far Doctor Timothy Newman has remained evasive about the outcome of the research.
- Circulate and monitor, helping with ideas and language as necessary.

Further practice

Workbook page 106

Vocabulary booster 4 objective

Vocabulary: To review, practise and extend the vocabulary to talk about the language of advertising and using gestures

Exercise 1 Get started 4.10 page 123

- Play the audio for students to check their answers.

KEY

colourful, detailed, dramatic, humorous, realistic, striking, thought-provoking, vivid

Extra activity

Ask students to think of things that the three remaining adjectives can be used to describe (e.g. *addictive* = caffeine, sugar, gaming; *beneficial* = exercise, fresh air, a good night's sleep; *flexible* = muscles, working hours, approach).

Transcript

See Teacher's Guide, page 196.

Exercise 2 4.11 page 123

- Play the audio for students to check their answers.

KEY

1 striking 2 humorous 3 detailed 4 thought-provoking 5 vivid 6 realistic 7 colourful
8 dramatic

Transcript

See Teacher's Guide, page 196.

Exercise 3 page 123

- Students discuss the questions in pairs.
- Ask a few students to share some information about their partner with the class.

Extra activity

- Working in pairs, ask students to write three questions about art using adjectives from exercise 2, e.g.
  What do you think are the most striking features of modern art?
  Why is art beneficial to society?
  Is it acceptable for all artists to have a flexible working schedule and work only when they feel inspired?
- Ask pairs to exchange their questions with another pair and discuss the questions they receive.

Exercise 4 Practise page 123

Extra support

Write the underlined words from exercise 4 on the board (i.e. *exaggeration*, *hashtag*, *jingle*, *parody*, *pun*, *rhyme*, *simile*, *slogan*). Then, read out the following definitions for students to say what word they refer to.

1 *a statement or description that makes something seem larger, better, worse or more important than it really is* (exaggeration)
2 *a word or phrase that compares something to something else* (simile)
3 *a word that has the same sound or ends with the same sound as another word* (rhyme)
4 *the clever or humorous use of a word that has more than one meaning* (pun)
5 *a word or phrase with the symbol '#' in front of it, used on social media websites* (hashtag)
6 *a word or phrase that is easy to remember, used for example by a political party or in advertising to attract people's attention* (slogan)
7 *a piece of writing, music, acting, etc. that deliberately copies the style of somebody or something in order to be humorous* (parody)
8 *a short song or tune that is easy to remember and is used in advertising* (jingle)

- Make sure students understand the rubric. If not, do the first example together as a class.
- Give students time to compare their answers in pairs, before checking as a class.

KEY

1 jingle **2** rhyme **3** similes **4** pun **5** hashtags **6** slogan **7** parody **8** exaggeration

Extra activity

Ask students if they can think of any ads or advertising campaigns which have used the techniques described by words from exercise 4, for example jingles and puns. Ask students if they think the ads have been successful or they just find them rather irritating.

Exercise 5 page 123

- Make sure students understand the rubric. If not, do the first example together as a class.
- Give students time to compare their answers in pairs, before checking as a class.

KEY

1 cut down, C **2** came across, E **3** get … across, F **4** hold on, A **5** work, out, B **6** going through, D **7** take in, G

Extra challenge

Ask students to work in pairs. Tell them to cover the sentences 1–7 and the phrasal verbs so that they can only see the synonyms A–G. Ask students to try to remember the phrasal verb for each synonym.

Exercise 6 Extend 4.12 page 123

- Play the audio for students to check their answers. Play the audio again for students to repeat the words.

KEY

1 advertising campaign **2** brand loyalty **3** celebrity endorsements **4** mailing list **5** sponsored content **6** target market

Extra activity

Ask students to use dictionaries or look up the phrases online to check their meanings. Elicit the answers from the class.

Transcript

See Teacher's Guide, page 196.

Exercise 7 page 123

- Give students time to compare their answers in pairs before checking answers as a class.

KEY

1 advertising campaign **2** brand loyalty **3** target market **4** mailing list **5** sponsored content **6** celebrity endorsements

Exercise 8 page 123

- Working in pairs, students discuss the questions.
- At the end of their discussion, ask students if they have answered any of the questions in the same way as their partners. Choose a few students to give an example.

Extra challenge

- Divide students into pairs and ask each student in the pair to choose three phrases from Vocabulary Booster 4.
- Students work individually to write two opinion-giving sentences with each phrase: one sentence which they think their partner will agree with and the other which they think their partner will disagree with.
- Students work in pairs and read out the sentences to each other. Students check if their predictions were correct.
- Check with the class who was able to write the most sentences their partner agreed with.

Further practice

Workbook page 107

Vocabulary booster 5 objective

Vocabulary: To review, practise and extend the vocabulary to talk about participatory culture and boosting self-esteem.

Exercise 1 Get started 5.09 page 124

- Working in pairs, students match the words to the definitions.
- Play the audio for students to check their answers.

KEY

1 passionate 2 sophisticated 3 single-minded
4 aggressive 5 sensitive 6 user-friendly 7 absorbed
8 innovative

Extra activity

Ask students to work in small groups. The first student in the group chooses an adjective from the word pool in exercise 1, but doesn't reveal which word it is. The student needs to describe a person or a thing which is characterised by this adjective for the rest of the group to guess which word he/she has chosen, e.g. *Seals have been known to exhibit this kind of behaviour towards swimmers, but they are probably just protecting their young* (aggressive).

Transcript

See Teacher's Guide, page 198.

Exercise 2 page 124

- Give students time to compare their answers in pairs, before checking as a class.

KEY

1 Distance 2 Artificial 3 on-demand 4 Wearable
5 Social 6 delivery

Extra activity

Working in pairs, ask students to discuss the advantages and disadvantages of the concepts in exercise 2, e.g.
Distance learning
Advantage: Students can study from any place in the world.
Disadvantage: Lack of face-to-face social interactions.

Exercise 3 page 124

- Working in pairs, students discuss the questions.
- Ask students about the most interesting answers they have heard from their partner.

Exercise 4 Practise page 124

Extra activity

Divide the class into two groups. Ask the first group to prepare definitions of the phrases from the top line in the word pool. Ask the other group to prepare the definitions of the phrases from the bottom line in the word pool. When students are ready, a representative of each group reads out the definitions and the other group tries to match them to words from the word pool.

KEY

1 screen time, alternative perspective
2 civic life, signed up to
3 transferable skills, lags behind
4 fan base, grassroots

Exercise 5 page 124

KEY

1 flaws 2 expectations 3 considerate 4 assertive
5 empathy 6 potential

Extra challenge

- Ask students to choose two of the unused options and two of the words that have been used as correct answers. Then, ask them to write a text message to a friend giving them advice on how to start a day positively.
- Students swap their texts in pairs and read each other's work.
- Ask a few students which piece of advice they liked the most.

Exercise 6 Extend 5.10 page 124

- Tell students to read the sentences, but not the A–B explanations. Ask them to try to guess the meaning of the phrases from the context before looking at the two possible answers.
- Give students time to compare their answers in pairs, before playing the audio for them to check their answers.

KEY

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

Extra challenge

- Ask students to think about a very difficult day at school. (This can be real or imagined.)
- Tell students to write a short summary of what happened on that day using at least four of the phrases from exercise 6.
- Display students' texts around the classroom.
- Ask students to work around the classroom, read each other's work.
- At the end, ask students some questions: *Which text presented the worst day? Which text described something similar that happened to them once? Were any of the texts similar?*

Transcript

See Teacher's Guide, page 198.

Further practice

Workbook page 108

Vocabulary booster 6 objective

Vocabulary: To review, practise and extend the vocabulary to talk about migration and coming to the rescue

Exercise 1 Get started 6.12 page 125

- Working in pairs, students match the words to the definitions.
- Play the audio for students to check their answers.

KEY

1 preserve 2 threaten 3 co-ordinate 4 distribute
5 encounter 6 eliminate

Extra activity

Working in pairs, ask students to test each other's vocabulary from exercise 1 by taking turns to explain the meaning of one of the words for their partner to guess.

Extra challenge

- Write on the board:

A police officer …	*A team of engineers …*
Environmental activists …	*Some politicians ….*
A manager …	*Drivers …*
Students at the homeless shelter …	*Football players …*

  Students choose five of the sentence beginnings and complete them using words from exercise 1 and their own ideas, e.g. *Students at the homeless shelter were distributing hot drinks and meals during winter.*
- Ask students to share their ideas in pairs, then ask a few students to read a sentence to the class.

Exercise 2 6.13 page 125

- Play the audio for students to check their answers.

KEY

1 A 2 C 3 B

Transcript

See Teacher's Guide, page 202.

Exercise 3 page 125

- Check the answers first, then students work in pairs to discuss the questions.
- Ask students if they have similar or different views from their partner when answering the questions. Ask students to raise their hands if they agreed on their answer to the first question and then on the second question.

KEY

1 extended family 2 standard of living, lifestyle choice

Exercise 4 Practise page 125

- Give students time to compare their answers in pairs, before checking as a class.

KEY

1 displaced 2 emigrated 3 uproot
4 entrepreneurship 5 settle 6 melting pot
7 go-getter 8 control our destiny

Extra challenge

Write the following words and phrases on the board: *get out of control*, *cutting edge technology*, *spike*, *fabric of society*, *trace your ancestry*. Explain that these are the unused words and phrases from exercise 4. Ask students to work in pairs and write the sentences illustrating the meaning of these words and phrases. Allow students to use a dictionary or search online to check the meaning of the words, if necessary.

Exercise 5 page 125

- Ask students to match the collocations first. Ask which is written as one word (*fieldworkers*).
- As you check the answers, ask students to explain the meaning of the collocations.
- Then students read the text and complete it with the collocations.
- Give students time to compare their answers in pairs, before checking as a class.

KEY

1 D (disaster management) 2 F (emergency relief)
3 G (fieldworkers) 4 A (humanitarian aid)
5 C (preventive healthcare) 6 B (raise awareness)
7 E (rescue missions)

1 humanitarian aid 2 raise awareness 3 preventive healthcare 4 disaster management 5 emergency relief 6 rescue missions 7 fieldworkers

Extra activity

- Write the following questions on the board:
- *What is Oxfam?*
  What is Oxfam's mission?
  What are some of the things that Oxfam does?
- Ask students, in pairs, to discuss the questions and use words from exercise 5 in their answers. Every time a student uses one of the collocations, they write down their initials next to the collocation in exercise 5.
- At the end, students compare who used more words.

Exercise 6 Extend 6.14 page 125

- Give students time to compare their answers in pairs, before playing the audio for them to check their answers.

KEY

1 multicultural society 2 driving political discourse
3 contributed to the economy 4 higher-skilled migrants
5 first-generation immigrants 6 pushed down wages

Exercise 7 page 125

- Students discuss the questions.
- Circulate and monitor, helping students if necessary.

Extra activity

- Write the following pairs of words on the board and divide the class into three groups:
  immigrate / emigrate
  coordinate / distribute
  settle / uproot
  go-getter / fabric of the society
  eliminate / spike
  preventive healthcare / humanitarian aid
  first-generation immigrants / multicultural society
  push down wages / contribute to the economy
  disaster management / emergency relief
- Explain that students are going to explain the difference in meaning between pairs of words from Vocabulary Booster 6. If they do it correctly, they get a point.
- Allow the first group to choose a pair of words. The other groups listen and decide if their explanation is correct. Award points and continue with the next group until all the pairs of words have been explained.
- Sum up the points at the end.

Transcript
See Teacher's Guide, page 202.

Further practice
Workbook page 109

Vocabulary booster 7 objective
Vocabulary: To review, practise and extend the vocabulary to talk about saving our traditions and celebrating freedom.

Exercise 1 Get started 7.09 page 126
- Give students time to compare their answers in pairs, then play the audio for them to check their answers.

KEY
1 F (add a new dimension) 2 E (convey a sense of)
3 A (draw attention to) 4 B (engage with the issues)
5 C (make a contribution) 6 D (provide assistance)
7 G (retain its independence) 8 H (suffer hardship)

Extra activity
Ask students, in pairs, to practise the collocations in exercise 1 by taking turns to say a verb and respond with the collocating phrase, e.g. 'add' 'add a new dimension'.

Transcript
See Teacher's Guide, page 205.

Exercise 2 page 126

KEY
1 engages with the issues 2 suffered hardship
3 draws attention to 4 make a contribution 5 conveys a sense of 6 provide assistance 7 added a new dimension 8 retain its independence

Exercise 3 Practise page 126

Extra support
Encourage students to first read through the whole text to get a general understanding and then to look carefully at the language around each gap to help them decide which word is correct.

- Before completing the gaps, ask students to read the text and decide together in pairs if the missing word is a verb or a noun phrase and what form of the word is needed.
- Ask students to compare their answers in pairs before checking them in class.

KEY
1 originated 2 traditional rituals 3 Practitioners
4 wealth of knowledge 5 passed down 6 keep … alive 7 dying out 8 mutual respect

Extra challenge
Ask students, working in pairs, to cover the text but make sure the word pool is still visible. They take turns summarising the text about tree beekeeping trying to use all the words from the word pool.

Exercise 4 page 126
- Give students time to compare their answers in pairs, then check answers as a class.
- As you check the answers, ask students why the other options are incorrect, what they mean and in what context they could be used.

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

Extra challenge
- Ask students to work in pairs and write the sentences illustrating the meaning of five of the unused words in exercise 4.

Exercise 5 Extend 7.10 page 126
- Ask students to look at the words first. Ask questions, e.g. *Do any of the words look familiar? What can they mean?*
- Give students time to compare their answers in pairs, then play the audio for them to check their answers.
- Play the audio again for students to repeat the words.

KEY
1 peasant 2 blue blood 3 chronicle 4 mythology
5 demographic shift 6 integration 7 descendants
8 uprising

Exercise 6 page 126
- Students discuss the questions in pairs.
- Circulate and monitor, helping students as necessary and encouraging students to use the vocabulary from exercise 5 in their answers.

Extra activity
- Working in pairs, students take turns to test each other using words from Vocabulary Booster 7.
- Student A chooses one of the words or phrases from the lesson and writes it down. But he/she replaces all the vowels with hyphens, e.g. *m_t__l r_sp_ct* (mutual respect).
- Student B tries to guess the word and explain its meaning. They get one point for completing the word or phrase and one for explaining its meaning.
- Then students swap roles.

Further practice
Workbook page 110

Vocabulary booster 8 objective
Vocabulary: To review, practise and extend the vocabulary to talk about managing money and online shopping

Exercise 1 Get started 8.11 page 127
- When students have completed the phrases, give them time to compare their answers in pairs.
- Play the audio for students to check their answers.
- Elicit the meaning of the phrases.

KEY
1 owe 2 spend 3 cut out 4 send/receive
5 build up 6 keep 7 get

Extra activity
Ask students to work in pairs and choose three activities from exercise 1 which can improve your finances the most.

Transcript
See Teacher's Guide, page 208.

Exercise 2 page 127

Extra support
Allow students to use a dictionary or search online to check the meaning of the phrases.

- Check the answers before students start discussing the questions.
- In a whole-class feedback, ask students if they share the same opinions on money as their partner. Which questions have they answered in a similar way? Choose a few students to give an example.

KEY

1 savings account 2 non-essential items 3 track of your finances 4 your money wisely 5 spending under control 6 owes

Exercise 3 8.12 page 127

- Check if students have matched the phrases correctly and elicit their meaning. Then, ask them to use the phrases to complete the sentences.
- Play the audio for students to check their answers.

KEY

pick up a bargain, potential customers, reference number, shipping costs, special offer, track your package

1 potential customers 2 special offer 3 track your package 4 shipping costs 5 reference number 6 pick up a bargain

Transcript
See Teacher's Guide, page 208.

Exercise 4 Practise page 127

Extra challenge
Before students do the exercise, ask them to look at the sentence beginnings (1–7) and try to complete them. Then, ask students to compare their endings with the A–G options.

KEY

1 F 2 D 3 A 4 G 5 C 6 B 7 E

- When you check the answers, ask students to explain what the phrases in bold mean.

Extra challenge
- Ask students to make a list of synonyms of the phrases in bold. Allow students to use a dictionary or to search for them online.

KEY (POSSIBLE ANSWERS)

tighten your belt – cut down on spending, cut costs
live on – survive, subsist
pay off – repay, settle, pay back
splash out – splurge, indulge oneself
pay your way – be financially independent
put aside – save, keep something available to use
go through – use up, finish, spend

Exercise 5 page 127

- Ask students, in pairs, to discuss the meaning of the words in the word pool first. Elicit their meanings from the class.
- Before completing the gaps, ask students to read the text and decide together in pairs if the missing word is a verb or a noun / noun phrase and what form of the word is needed.
- Give students time to compare their answers in pairs before checking them as a class.

KEY

1 shopping spree 2 shopping basket 3 impulse buy 4 promotions 5 notifications 6 nudged 7 browse 8 fierce competition

Exercise 6 Extend 8.13 page 127

- Play the audio for students to check their answers.

Extra activity
- Give students one minute to look at the sentences again and try to remember as many phrases from exercise 6 as they can.
- When the time is up, students close their books.
- Read out the definitions from the book, e.g. *pay too much money for something* and ask students if they remember which phrase it was (pay through the nose).

Extra challenge
- Students can work individually or in pairs/groups.
- Tell students to imagine that they've read an article about someone who has been in financial trouble and made many bad decisions concerning their money.
- Ask students to write an email to a friend retelling the story of the person from the article, adding their own comments about their behaviour using vocabulary from Vocabulary booster 8, e.g. *He shouldn't have splashed out on such an expensive car!*
- Hang students' emails around the classroom and give students time to go around and read them.

Transcript
See Teacher's Guide, page 208.

Further practice
Workbook page 111

Grammar Booster

Grammar booster 0.1 objective

Grammar: To consolidate grammar rules for the perfect tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 128

Extra support

To help students analyse the mistakes with the tenses, tell them to underline any time reference words or phrases, e.g. *for a year*, *already*, *by the time*, *how long*, *last summer*.

KEY

1 I can't believe it – I've been working here for a year already!
2 We hadn't finished cooking by the time the guests arrived.
3 How long have you known your closest friend?
4 By the end of yesterday, they had painted the whole house.
5 Correct
6 My brother hasn't left home yet. He still lives with my parents.
7 Emily hasn't moved into her new apartment yet. She's moving at the end of this month.
8 Correct

Exercise 2 page 128

KEY

1 'd/had been cycling 2 'd/had left 3 'd/had finished 4 hadn't paid back 5 Had you been waiting 6 hadn't seen 7 'd/had been looking 8 'd/had applied

Exercise 3 page 128

KEY

1 'd/had planned 2 had been doing/had done 3 hadn't had 4 'd/had graduated 5 'd/had decided 6 'd/had checked 7 've/have been relaxing 8 haven't thought

Further practice

Workbook page 4

Grammar booster 0.2 objective

Grammar: To consolidate grammar rules for *used to*, *would*, *be / get used to*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 129

KEY

1 used to 2 would 3 didn't use to 4 would always 5 be used to 6 were used to 7 Did you use to 8 isn't used to

Exercise 2 page 129

KEY

1 used to live 2 isn't used to swimming 3 'm/am getting used to going 4 didn't use to play 5 'll/will soon get used to driving 6 are used to buying

Exercise 3 page 129

KEY

1 used to live 2 am used to / have got used to 3 get used to eating 4 didn't use to have 5 'm/am used to cooking 6 get used to hearing 7 am not used to / haven't got used to 8 used to drink / was used to drinking

Further practice

Workbook page 5

Grammar booster 0.3 objective

Grammar: To consolidate grammar rules for modal verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 130

KEY

1 ought to 2 must 3 needn't 4 should 5 are not supposed 6 must 7 shouldn't 8 supposed

Exercise 2 page 130

KEY

1 might have 2 should 3 had to 4 will be able 5 didn't need to 6 can't 7 should have 8 may

Exercise 3 page 130

KEY

1 should / ought to eat 2 mustn't enter 3 are supposed to finish 4 may / might / could make 5 can't have been 6 we need / have to use

Further practice

Workbook page 6

Grammar booster 0.4 objective

Grammar: To consolidate grammar rules for advanced comparatives

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 131

KEY

1 not as 2 nothing 3 better and better 4 cheaper 5 equally 6 considerably 7 the less 8 a little

Exercise 2 page 131

KEY

1 The roads aren't as busy as usual.
2 The internet connection is far slower than it was yesterday.

3 My new students are as resourceful as I hoped they would be.
4 I think the more you exercise, the more you need to exercise.
5 Laptops are getting lighter and lighter as technology develops.
6 The film is every bit as amazing as the book!
7 The city centre is a bit less polluted than it was five years ago.
8 The more quickly he speaks, the less intelligible he becomes.

Exercise 3 page 131

KEY

1 nowhere near as important as 2 the wiser 3 not nearly as easy as 4 not as hard 5 cheaper and cheaper 6 the more reliable 7 a great deal more interested 8 20% lower

Further practice

Workbook page 7

Grammar booster 1.2 objective

Grammar: To consolidate grammar rules for advanced question forms

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 132

Note!

In question tags for sentences with collective nouns such as *team*, *jury*, *family*, we use a plural pronoun if the verb is in the plural form and a singular pronoun if the verb is in the singular form, e.g. *Your family always have dinner at 6 p.m., don't they?*

KEY

1 doesn't she 2 hasn't he 3 were they 4 didn't you 5 will it 6 did we 7 would you 8 aren't they

Exercise 2 page 132

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 What did Darius decide to do? (object)
2 What improves your motivation? (subject)
3 What did Maya advise Ali on? (object)
4 What helps team leaders to prioritise their aims? (subject)
5 Where did Karl give a talk? (object)
6 Who worked on their presentation in the library? (subject)
7 Whose project team went on a research trip to Argentina? (subject)
8 What does a lack of communication do? (object)

Extra challenge

- Ask students to write three to five sentences about the last time they did something they were proud of.
- Ask students to swap their texts in pairs.
- Students read their partner's story and write three subject and three object questions to find out more about events their partner described.
- Students work in pairs to ask and answer the questions they wrote.

Exercise 3 page 132

- Ask students to read the whole dialogue without completing any gaps first to get a general sense.
- Give students time to check their answers in pairs, before checking as a class.

KEY

1 It's going 2 Has 3 motivated enough 4 Who 5 Hasn't 6 is it 7 Do 8 Can

Extra support

When checking answers, ask students what type of question each one is. Write on the board:
A = question tag
B = subject question
C = object question
D = normal statements as question
E = short reply question
F = echo question
G = negative question

For answers that are type D–G, elicit from students what function these questions have in a dialogue.

KEY

1 D (function: to express surprise)
2 E (function: to express understanding or interest)
3 F (function: to express surprise or disbelief)
4 B
5 G (function: to express surprise and ask for confirmation)
6 A
7 E (function: to express understanding or interest)
8 E (function: to express understanding or interest)

Further practice

Workbook page 9

Grammar booster 1.5 objective

Grammar: To consolidate grammar rules for the future tenses and the future in the past

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 133

- Give students time to check their answers in pairs, before checking as a class.
- Elicit why the specific future form is used in each sentence.

KEY

1 What will you be doing this time next year?
2 He'll have already left by the time we arrive.
3 I'll have made dinner by the time you get home.
4 I'm so late that I can't imagine anyone will still be waiting for me.
5 How many countries will you have visited by the end of your journey?
6 In my new job, I will be writing lots of news stories.
7 Will you have finished your assignment by tomorrow?
8 Next year, I'll have been studying here for three years.

Exercise 2 page 133

KEY

1 to begin 2 was going to 3 wouldn't listen 4 to leave 5 were 6 had been thinking / was thinking 7 leaving 8 weren't going to

Exercise 3 page 133

Extra support
Ask students to read the whole dialogue first and underline the gaps which refer to actions that were in the future at some point in the past (i.e. items 3 and 4).

- Ask students to read the whole dialogue without completing any gaps first to get a general sense.
- Give students time to check their answers in pairs, before checking as a class.

KEY
1 'll/will be setting off 2 'll/will be swimming 3 was going to go 4 was thinking 5 'll/will have changed 6 Will she be meeting 7 'll/will have already booked 8 'll/will have been researching

Extra challenge
Ask students to write the continuation of the dialogue which would refer to Ken's future plans, starting with Anya saying: *What about your plans for the summer, Ken?*

Further practice
Workbook page 12

Grammar booster 2.2 objective
Grammar: To consolidate grammar rules for relative clauses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 134

Extra support
Before you check students' answers, tell them that there are four sentences in which a relative pronoun can be omitted. Give students one more minute to analyse their answers.

KEY
1 (which) – can be omitted
2 whom
3 who
4 (which) – can be omitted. The auxiliary verb *is* would also need to be deleted.
5 (who) – can be omitted. The auxiliary verb *are* would also need to be deleted.
6 which
7 (which) – can be omitted. The auxiliary verb *are* would also need to be deleted.
8 whose

Extra challenge
Students write three relative clauses where a relative pronoun is omitted. At least one of these sentences should also omit the auxiliary form of the verb.

Exercise 2 page 134

- Give students time to check their answers in pairs, before checking as a class.
- Elicit if there is any difference in meaning or usage between the two alternative versions. If yes, what is it? (In formal situations, the prepositions come at the start of the relative clause and in informal, they go after the verb. This situation happens in sentences 2, 3 and 5).

KEY
1 This is the position that I'm most interested in.
2 Which company would you like to work for? / For which company would you like to work?
3 Systems engineering is a field which I know nothing about. / Systems engineering is a field about which I know nothing.
4 In many jobs you can't choose who you share an office with.
5 I didn't like the room which I was interviewed in. / I didn't like the room in which I was interviewed.
6 Working late is something that you have to get used to.

Exercise 3 page 134

Note!
Remind students that regardless of what tense is used in the underlined fragment of the sentence, they should use the present participle (*-ing*) in active sentences and the past participle (*-ed*) in passive sentences.

- After students have completed the sentences, ask them to read them quietly and check if they've used the present participle in active sentences and the past participle in passive sentences.

KEY
1 advertised 2 looking 3 involving 4 recruiting 5 paid 6 named/called

Extra activity
Students write a text message to their friend about a job offer they've seen online. They need to use at least three reduced relative clauses with both the present and the past participle.

Further practice
Workbook page 19

Grammar booster 2.5 objective
Grammar: To consolidate grammar rules for ellipsis and substitution

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 135

- Give students time to check their answers in pairs, before checking as a class.

KEY
1 He identified his goals and target demographic.
2 A Have you updated your profile?
B No, I haven't.
3 I don't have an online presence even though I should.
4 He planned to tweet about the decision, but he didn't.
5 If you go to the presentation, I won't have to.
6 His tweet was short but interesting.
7 They've never studied Spanish, but they'd like to.
8 She doesn't have to finish her assignment tonight, but I do.

Exercise 2 page 135

Extra support

Ask students to read the sentences first and decide which ones will have a negative reply and which ones a positive reply (negative: 2, 4 and 6; positive: 1, 3 and 5).

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 hope so 2 afraid not 3 think so 4 guess not
5 expect so 6 suspect not

Extra activity

Ask students to work in pairs and take turns to ask and answer questions about their school and friends. The reply should always include substitution like in the dialogues in exercise 2, e.g.
Student A: Do you think there will be a maths test soon?
Student B: I hope not. I'm not prepared.

Exercise 3 page 135

Extra support

- Ask students to work in pairs.
- On a piece of paper, ask pairs to write two possible answers for each question, one which they think is correct and one which they think might be correct or which they are sure is wrong. They shouldn't specify which one is correct or wrong.
- Students exchange their answers with another pair.
- Students look at the answer sheet and underline the answer they think is correct.
- When both pairs have finished checking the answers, they work as one group and discuss the answers.

KEY

1 so 2 to 3 don't 4 not 5 Neither/Nor 6 It
7 to 8 would

Further practice
Workbook page 22

Grammar booster 3.2 objective

Grammar: To consolidate grammar rules for advanced passive structures and *have* + object + past participle

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 136

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 be informed 2 being used / to be used 3 been asked
4 been criticised 5 be allowed to 6 have been warned
7 being accessed 8 were posted

Exercise 2 page 136

Extra support

Ask students to read the sentences first and think what tense should be used in each sentence. Check the answers with the class and then ask students to complete the sentences with the correct form of *have* and the words in brackets.

KEY

1 had its web security upgraded
2 will have their phones returned
3 having his hair cut
4 to have my house painted
5 are going to have their wedding photos taken
6 Have you had your eyes checked
7 are having their bathroom replaced
8 had had her tablet repaired

Extra activity

- Students write five sentences about themselves using *have* + object + past participle.
- Some of the statements should be untrue and they should use a different tense in each sentence.
- Ask students to work in pairs. They read out the sentences and guess which of their partner's sentences are true and which false.

Exercise 3 page 136

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 of cheating using mobile devices has been identified by investigators
2 will not/won't be given a grade by the examination board
3 were told they had to cooperate with the educational authorities (by the government)
OR
were told (by the government) they had to cooperate with the educational authorities
4 are blamed for having too much autonomy in relation to exam procedure
5 should have been resolved sooner by the education minister
6 always being told (by students) that the rules are outdated
7 has been agreed on by educational authorities and school leaders

Extra challenge

Ask students to write one more passive sentences connected to each sentence from exercise 3. The new sentence should develop the topic further, e.g. *The problem of cheating using mobile devices has been identified by investigators. It has been discovered that more than 40% of students were involved in this activity.*

Further practice
Workbook page 31

Grammar booster 3.5 objective

Grammar: To consolidate grammar rules for passive reporting structures

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 137

- Give students time to check their answers in pairs, before checking as a class.

KEY

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

Exercise 2 page 137

Extra support

Ask students to read the dialogue fragment by fragment. Point out that they need to look for context and time references to decide which tense is needed in each gap.

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 was reported 2 were estimated 3 are believed
4 is hoped 5 are considered 6 is assumed
7 has been said

Extra challenge

- Ask students to close their books and work in pairs.
- Students try to summarise the information from the dialogue using passive reporting structures where possible.
- Tell pairs to count how many times they were able to use passive reporting structures correctly.
- Check how many passive structures each pair used.

Exercise 3 page 137

Extra support

Tell students to underline both verb forms in the first sentence and then refer to this underlining while completing the second sentence.

KEY

1 was said to have decided on new security measures
2 is understood that the prime minister is concerned about the situation
3 is believed to be looking into the problem
4 was thought that the psychologists spent nearly ten years studying problem-solving processes.
5 have been estimated to ask almost 400 questions every day.
6 has been reported that the police are putting greater emphasis on data fraud.

Further practice

Workbook page 34

Grammar booster 4.2 objective

Grammar: To consolidate grammar rules for modals of speculation

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 138

KEY

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

Extra support

When checking answers, ask students if any other modal could be used without changing the meaning of the sentence.

KEY

1 may, could 2 not possible 3 might, may
4 not possible 5 not possible 6 might

Exercise 2 page 138

- Ask students to check each other's work before you check answers as a class.
- Make sure you elicit all correct answers.

KEY

1 The advert may not/might not be a success.
2 Our clients may/might/could have been expecting the adverts to be more artistic.
3 Your call for action must have got everyone's attention.
4 We couldn't have created an advertising campaign on that budget.
5 The slogan could be a bit catchier.
6 The advert must have been censored in some markets.

Extra activity

- Ask students to work in groups of four. Give each student a piece of paper.
- Write the following sentences on the board:
  What a party!
  They aren't here yet! Why are they late?!
  Great film! That actor was amazing!
  No school tomorrow!
  Check out what bands are going to play at the summer festival!
- Each student in a group chooses and writes down a different sentence from the board on their piece of paper.
- Below the sentence from the board, the student writes a sentence explaining what might/must, etc. happen or might/must, etc. have happened using a modal of speculation.
- Then each student passes their piece of paper to the person on their left.
- Students read the sentences and write down a different sentence using a modal of speculation. Again, they pass the paper to their left.
- Students continue like this until the person who wrote the first sentence gets their piece of paper back.
- Students read all the sentences and choose the most interesting, absurd or funniest explanation.

Exercise 3 page 138

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 could/might/may have gone
2 may/might/could have missed
3 may not/might not/can't have got
4 must have turned off
5 must/may/might/could have been stolen
6 can't be

Further practice

Workbook page 41

Grammar booster 4.5 objective

Grammar: To consolidate grammar rules for adverbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 139

Extra support

When checking answers, elicit why each adverb is in this position in the sentence. Ask students to find the relevant point in the rules.

KEY

1 People **naturally** use hand gestures while they speak.
2 **Personally**, I think that trying to copy other people's style is a bad idea.
3 **Sadly**, some gestures can lead to misunderstandings.
4 The man's hand gestures were very clear and expressive. He was **evidently** annoyed.
5 Facial expressions are **luckily** similar across cultures, so if you don't know the language, you can still understand how someone is feeling.
6 I'm **honestly** not very good at logic puzzles.

Extra activity

- Write the following adverbs on the board: *admittedly*, *apparently*, *evidently*, *honestly*, *luckily*, *naturally*, *obviously*, *personally*, *sadly*, *surprisingly*.
- Students work in pairs. They take a piece of paper and draw a noughts and crosses (3 x 3) grid and fill it in with the adverbs from the board.
- Explain that students are going to play a regular noughts and crosses game. Their aim is to get a line of three of their symbols either horizontally, vertically or diagonally.
- Students take turns to pick a square on the grid and make two sentences with the adverb from that square. In each sentence, the adverb needs to be in a different position, for example: *Sadly, I'm not very good tennis. I'm sadly not very good at tennis*.
- If their partner thinks the sentence is correct, they put their symbol (X or O) on that square and the other person in the pair continues.

Exercise 2 page 139

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 also 2 just / only 3 especially 4 just / only
5 even / also 6 mainly

Exercise 3 page 139

Extra support

Ask students to read the email first. Students analyse each adjective preceded by adverbs and decide if it is gradable or non-gradable. Ask students to underline all gradable adjectives (*old*, *interesting*, *recent*, *hot*) and circle all non-gradable adjectives (*amazing*, *fascinating*, *boiling*, *perfect*). Ask them to compare their answers in pairs before you check as a class.

- Elicit why students have chosen each adverb, when it is used and what function it has. Ask students to refer to the rules, if necessary.

KEY

1 totally 2 absolutely 3 quite 4 extremely
5 very 6 a bit 7 absolutely 8 completely

Extra challenge

Ask students to write a short email to their friend describing a trip they have recently taken. Tell them to use all eight modifying adverbs from exercise 3.

Further practice

Workbook page 44

Grammar booster 5.2 objective

Grammar: To consolidate grammar rules for conditionals

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 140

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 on condition that 2 Assuming 3 As long as
4 Supposing 5 even if 6 providing 7 necessary
8 If in doubt

Exercise 2 page 140

Extra support

Give students some time to decide what type of mixed conditional is used in each sentence. Write on the board:
A: past situation – present result
B: present situation – past result
Check the mixed conditional types before you check the answers.

KEY

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

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 had 2 hadn't spent 3 played 4 had joined
5 had paid 6 would have missed

Extra activity

- Ask students to write six mixed conditional sentences: three should be about a past situation with a present result and three should be about a present situation with a past result.
- Ask individual students to read out their sentences for the class to say if it's a past situation with a present result or a present situation with a past result.

Exercise 3 page 140

Extra support

Ask students to read the text first and make sure they understand it. Then, they can read it again, filling in the missing words. At the end, ask students to read it once again, checking if the words they have added make sense in context.

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 didn't 2 not 3 even 4 long 5 possible
6 Providing / Provided 7 had

Further practice

Workbook page 53

Grammar booster 5.5 objective

Grammar: To consolidate grammar rules for inversion of subject and verb

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 141

Extra support

Before students do the exercise, tell them to look at the words in the word pool and find the complete phrase in the rules. They should them read the explanation and look at the example sentence.

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 only 2 circumstances 3 sooner 4 Nowhere
5 Hardly 6 no 7 So 8 Rarely

Extra activity

- Students write their own endings of the sentences, leaving only the phrase or word at the beginning that introduces the inversion, e.g. ***Not only*** *did I have a great time, but I also made some new friends.*
- Elicit a few examples of each beginning of the sentence.

Exercise 2 page 141

Extra support

Ask students to start by underlining the word which should go first to make each inverted sentence. Tell students to compare their answers in pairs.

- As you check the answers, elicit which point in the rules the sentence refers to.

KEY

1 So worried was I
2 Never did he imagine
3 Had you talked to her
4 Were you to watch the news
5 Should her family have failed to notice
6 Into the room ran a small child
7 There she waited
8 Were she to lose

Exercise 3 page 141

Extra support

Ask students to start by underlining the word which should go first in each sentence to make an inverted sentence. Tell students to compare their answers in pairs.

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 Seldom do people think about
2 Rarely does he talk about
3 Such an obsession was his fitness
4 Little did her parents realise
5 So angry was Hasan
6 Never had I seen an advert
7 Under no circumstances would we eat
8 Had I been more tactful

Extra activity

- Write on the board:

Never …	*Little …*
Such a …	*So …*
Into the bag …	*Seldom …*
Rarely …	

- Ask students to close their books and complete the sentences using inversion.
- Elicit a few sentences from individual students.

Further practice

Workbook page 56

Grammar booster 6.2 objective

Grammar: To consolidate grammar rules for advanced reported speech structures

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 142

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 She asked if/whether I was going to make a speech or not.
2 They asked if/whether people thought the suggestion was a good idea.
3 I asked Javier if/whether he thought the situation would improve.
4 He asked if/whether the proposal had been accepted.
5 She asked if/whether she should get involved in the debate.
6 We asked Stephen if/whether the political process was fair.

Exercise 2 page 142

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 She explained that she needed to change the time of the meeting.
2 Phil encouraged me to come and listen to the talk.
3 They agreed that it had been difficult to persuade people to join the campaign.
4 Freya claimed that she had won more votes than anyone else.
5 Eva refused to talk about the incident.
6 He advised me/us to give priority to the migration situation.
7 They apologised for not taking both sides into account.
8 He criticised them for not working hard enough.

Extra activity

- Ask students to replace the reporting verb in the sentences with another one which the same pattern. Ideally, students try to choose a verb which won't change the meaning of the sentence much, e.g. 1: *She claimed that she needed to change the time of the meeting.*
- If it's not possible, students can choose a verb with the same pattern, but a different meaning, e.g. *They admitted to not taking both sides into account.*

Exercise 3 page 142

Extra support

- Allow students to work on the task together in pairs.

KEY

1 His explanation was that he felt tired.
2 The staff's claim is that their working conditions are unfair.
3 Her advice to young people was to be active.
4 The writer's criticism was that the authorities hadn't acted sooner.
5 The government's promise was to tackle the issue of equality.
6 The members' suggestion was that there should be more discussion about affordable housing.

Further practice

Workbook page 63

Grammar booster 6.5 objective

Grammar: To consolidate grammar rules for emphasis

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 143

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 question 2 issue 3 reason 4 people 5 truth
6 place 7 fact 8 things

Extra challenge

- Ask students to work in pairs.
- Student A says one of the sentence beginnings from exercise 1, e.g. *The question is …* Student B has to complete the sentence, making sure the sentence is correct and logical.
- Students swap roles and continue until they have worked through the eight beginnings.

Exercise 2 page 143

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 we need to provide is more humanitarian aid
2 was the park where we met a lot of our friends
3 the people in the village need is clean drinking water
4 was the local students who / that did
5 the government did was supply aid to the earthquake victims
6 is the local residents who / that have painted the murals on the wall
7 arrived yesterday was the food (not the medical supplies)
8 the doctors who / that are doing their best in the situation

Exercise 3 page 143

Extra support

Do the first item with the class as an example.

- Ask students to compare their answers in pairs before you check as a class.

KEY

1 What we need are food supplies.
2 The issue is that the road was blocked by a fallen tree.
3 It's fresh water that people really need.
4 The problem is this year's drought.
5 The question is: how long will the drought continue?
6 What we need in the short term is emergency relief.

Further practice

Workbook page 66

Grammar booster 7.2 objective

Grammar: To consolidate grammar rules for uses of **introductory** *it*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 144

Extra support

Before students start working, ask them which sentences use *it* to introduce a subject and which one to introduce an object.

KEY

To introduce a subject: 1, 2, 4, 6, 7
To introduce an object: 3, 5, 8

- Give students time to check their answers in pairs, before checking as a class.
- As you check the answers, elicit which pattern of introductory *it* is used in each sentence.

KEY

1 of (it + *of* + noun or pronoun + infinitive)
2 that (*it* + clause)
3 it (subject + *like* + *it* + clause)
4 for (it + *for* + noun or pronoun + infinitive)
5 to (subject + *owe* + *it* + *as* + noun / adjective + clause or infinitive)
6 why (*it* + clause)
7 to (*it* + infinitive)
8 if (subject + *would appreciate* + *it* + *if* clause)

Exercise 2 page 144

Extra support

Remind students to refer to the rules to check what pattern of introductory *it* is being used and to compare their sentence to the example sentence in the rules.

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 It was fun learning about ancient civilisations.
2 We regard it as our duty to preserve our heritage.
3 He made it clear that the project was under threat.
4 Tourists love it when the castle is lit up.
5 I would appreciate it if you kept to the designated route.
6 Some people think it sad to neglect old buildings.
7 It's impressive that so many dwellings have been saved.

Exercise 3 page 144

- Ask students to read the text first to get the general meaning.
- Give students time to check their answers in pairs, before checking as a class.

KEY

1 find it 2 accepts it as 3 regards it as
4 it's necessary to 5 It's their aim to 6 It's unusual that
7 owe it to

Extra challenge

- Write the following on the board:

1 … find it …	*5 … is fun …*
2 … regard it …	*6 … important for …*
3 … love it …	*7 … think it …*
4 … see it …	*8 … the first time that …*

- Divide students into four teams.
- Tell each group to complete the sentences using introductory *it*.
- When students have finished, ask the first team to read out their sentence for item 1, e.g. *I find it boring to sit at home all day*. If they are correct, award one point. If they can make another sentence using the same type of introductory *it* structure, e.g. *I consider it necessary to learn foreign languages,* award them another point.
- Ask the second team to read out their sentence for item 2.
- If one team can't answer correctly, another team can take over and receive points for their answer.

Further practice
Workbook page 75

Grammar booster 7.5 objective

Grammar: To consolidate grammar rules for articles and quantifiers

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 145

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 the 2 – 3 The 4 a 5 the 6 the 7 – 8 a

Exercise 2 page 145

Extra support

Before students complete the sentences, ask them to look at the quantifiers in the word pool and say which ones can be used with countable nouns (i.e. *all, any, enough, every, few, loads, some, whole*) and which can be used with uncountable nouns (i.e. *all, any, enough, great deal, loads, much, some*). Elicit which ones are often used in negatives or questions (i.e. *any, enough, much*).

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 loads 2 much 3 few 4 great deal 5 any
6 some 7 whole 8 enough

Exercise 3 page 145

- Give students time to check their answers in pairs, before checking as a class.
- When checking answers as a class, elicit why they think each answer is correct and encourage students to find a relevant point in the rules.

KEY

1 The websites 2 a 3 Curiosity 4 enough 5 an
6 few 7 some 8 the 9 some 10 a 11 the

Extra challenge

- Ask students to write a short text about what they have been up to recently and to include ten quantifiers and articles for generalising.
- Circulate and monitor, helping with language and ideas where necessary.
- When students have finished, ask them to make a new copy of the text, this time without the articles and quantifiers and leaving a gap instead.
- Ask students to exchange their texts in pairs.
- Students fill in their partner's text with the missing words.
- Students get back in pairs and compare their answers with their original text.

Further practice
Workbook page 78

Grammar booster 8.2 objective

Grammar: To consolidate grammar rules for advanced infinitive forms

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 146

Extra support

Ask students to work in pairs and discuss which word or phrase goes first in the sentence (e.g. 1 She, 2 He made, 3 I don't think).

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 She was disappointed not to get a bonus.
2 He made the decision to start saving regularly.
3 I don't think I have enough money to buy an apartment in London.
4 The interest rate was too high for them to take out a loan.
5 I hope to retire by the time I'm fifty. / By the time I'm fifty, I hope to retire.
6 No one expected him to make such a risky investment.
7 He got a well-paid job only to be made redundant a few months later.
8 It's hard to understand how she managed to waste so much money.

Exercise 2 page 146

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 money to buy 2 lazy to keep 3 decided to start
4 persuaded me to put away 5 only to spend
6 easy to use 7 promise not to waste

Extra challenge

- Students work in pairs and write a short article about saving money. They should include at least eight pieces of advice which Yasmin could find useful. Tell students to use as many different advanced infinitives forms as possible.
- Display students' articles in the classroom and encourage everyone to walk around, read and then vote for the most interesting or original pieces of advice.

Exercise 3 page 146

- Give students time to check their answers in pairs, before checking as a class.
- When checking answers, elicit which pattern of the infinitive structure the sentence uses and encourage students to find the relevant point in the rules.

KEY

1 He decided <u>not to</u> invest his money in the stock market.
2 She was happy to <u>have</u> paid off her credit card bill.
3 He claimed to <u>have made</u> a huge profit in the previous year.
4 They promised <u>not to</u> spend any more money on designer clothes.
5 By this time next year, I hope to <u>have repaid</u> most of my loan.
6 I'd really like <u>to be</u> sitting on beach now rather than studying.

Further practice

Workbook page 85

Grammar booster 8.5 objective

Grammar: To consolidate grammar rules for advanced uses of *-ing* forms

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 147

Extra support

When checking answers, elicit which *-ing* forms are in passive (items 1, 2, 3, 6 and 7).

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 Not being 2 being criticised 3 Having been told
4 having had 5 not having 6 Not having been offered
7 Being invited 8 having seen

Exercise 2 page 147

Note!

Remind students that they can use possessive adjectives like *my, your,* etc. before an *-ing* form, e.g. *His studying all night was a mistake as he fell asleep during the exam.*

Extra support

Ask students if they remember the advanced passive structure *have something done* and tell students to pay attention as it's used in the *-ing* form in one of the sentences (sentence 4).

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 He recommended waiting to buy the tablet until the sales started.
2 It's no good shopping online for clothes that you can't try on.
3 We're really excited about booking our flights.
4 Having things delivered to the wrong address is a common problem.
5 Her complaining about getting a product she didn't order was ignored.
6 While booking tickets online, I noticed the price went up.
7 She's been working part-time since leaving school. / Since leaving school, she's been working part-time.
8 Did you avoid paying shipping costs by becoming a member?

Exercise 3 page 147

Extra support

- Remind students that there might be some perfect infinitive or *-ing* forms as well as passive infinitive or *-ing* forms.
- After students have analysed the sentences, ask them how many sentences with perfect *-ing* (= four) or infinitive forms (= four) they have and how many passive sentences (= two: items 3 and 8) they have.

- Give students time to check their answers in pairs, before checking as a class.

KEY

1 delivering 2 to spend 3 being informed
4 to go 5 to get 6 ordering 7 Having had
8 to be told

Further practice

Workbook page 88

Culture Notes

Lesson summary

1 Culture: The positive power of learning

SHORTCUT To do the lesson in 30 minutes, omit the warm-up. Ask students to do exercise 7 as a written task for homework, set the research part of exercise 8 for homework and then do the presentations in the next lesson.

WARM-UP Ask: *Apart from being at school, what are other experiences that shape young people?*

- Ask students to discuss the question in pairs, then ask a few students to share their opinions.

Exercise 1 Think & share

- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.
- Write a list of the things on the board that students think make it easier to learn new things (e.g. spending time practicing the things you find difficult, practising little and often, taking frequent breaks, watching how-to videos online, finding a mentor). Once the list is complete, encourage students to vote for their favourite options.

Exercise 2

- Students look at the pictures and discuss the questions.
- Elicit a few possible ideas from the class, but don't reveal any answers yet.

Exercise 3 1.15

- Students compare their answers in pairs.
- Ask if anyone has guessed correctly.
- Elicit the answers to the question one from exercise 2.

KEY

1 **A small computer that is placed inside a tree broadcasts a Wi-Fi network. People who are near the tree can connect to the network and view educational content.**
2 **Children who are not in education in rural Africa.**

Transcript

A Good morning, everyone, and welcome to another episode of *Innovation in Education*. I'm joined today by our senior education expert, Carla Beecham.
B Good morning, Paul. Nice to be here again.
A So, Carla, what amazing innovations have you got for us today?
B Well, the author Arthur C Clarke once said that any really advanced technology at first appears to be magic. And today's idea does sound like a magical solution to an important problem.
A Sounds interesting. Shall we start with the problem?
B Sure. The thing is, in rural Africa, access to education can be limited. For villages that are a long distance from cities and towns, there is often no school nearby that children can go to. Distance is a big problem.
A And the solution?
B Well, this idea – and at this stage it is only an idea, but a brilliant one – comes from William Sachiti. He's a young entrepreneur from Zimbabwe, specialising in Artificial Intelligence and Robotics. His goal is to help some of the 32 million children in Africa who are currently out of education. And his idea is to turn trees – trees that are growing in the wild – into centres of knowledge for children who live in villages nearby.
A Trees? That sounds incredible. How will it work?
B Well, a small computer is placed inside a tree. It broadcasts a Wi-Fi network, so local people can come to the tree, connect to the network, and view educational content for a variety of subjects. And all for free.
A What an incredible idea! But what about the phones?
B Well, that's not such a problem. Cheap phones are quite widely available in rural Africa. The problem is how to connect to educational content when there is no 4G, no 3G, often no connection at all. And printed books are just too expensive. This idea solves that problem. All you need to do is connect to the Wi-Fi network that comes from the computer in the tree. Anyone within a hundred metres of the tree can connect. It's like having a huge local library, but all of it is digital.
A That's such a fantastic idea! But is it realistic? Can it really happen? There must be practical difficulties? What about the cost?
B Well, William Sachiti estimates that basic micro-computers cost around 100 US dollars each. These simple computers are about the same size as a tennis ball, including the battery. And the local people won't have to pay for them. The computer will be in a tree, so all they need is a phone.
A And will the battery last long enough?
B Yes, there will be solar panels on the tree to keep the computer's battery charged. And people can use this same solar power to charge their phone batteries.
A What a wonderful idea. Let's hope that one day it becomes reality!
B Yes, let's hope so!

Exercise 4 1.15

- Ask students to read the questions to check what information they will be listening for.
- Before they listen, students can work in pairs and discuss if they remember the answers to these questions after listening to the audio in exercise 3. Then, they can try to predict the answers to the questions.
- Play the audio.
- Check answers as a class.

KEY

1 **Lack of schools and education for children in remote villages in Africa.**
2 **Some of the 32 million children in Africa who are currently out of education.**
3 **availability of phones, connectivity, cost of computers, battery charging**
4 **Cheap phones are already widely available in Africa**
No 3G / 4G network is required – just connect to the Wi-Fi of the computer in the tree.

The small basic computers only cost $100 and will be provided.
Solar panels will keep the computer battery charged.

Transcript
See exercise 3.

Extra challenge
Ask students to do some online research about William Sachiti and his business career and prepare a two-minute presentation of the most interesting facts they discover to share with the class.

Exercise 5
- Students read the article and answer the question.
- Check the answer as a class.

KEY
C

Extra activity
Ask students to look at the photo at the top of the article. Working in pairs, students describe what they see and discuss why they think one of the SOI groups decided to take such a picture. Ask *Why do you think they are holding a globe like this?*

Exercise 6
- Working in pairs, students discuss the sentences quickly and see what they can remember.
- Students read the article again to confirm their ideas, or to choose their answer and correct false sentences.
- Check answers as a class. Elicit corrections for the false items.

KEY
1 NG 2 F (Students have come from more than 50 countries so far.) 3 T 4 T

Extra support
To make the task less challenging, tell students that only two of the sentences are true.

Exercise 7 Think & share
- Give students some time to consider the questions, then ask them to discuss their answers in pairs or small groups.
- Elicit from a few students the most interesting thing their partners said.

Exercise 8
- To ensure the presentations are varied, try to encourage each group to select a different aspect of Students on Ice, e.g. past or future expeditions (groups can choose specific expeditions to talk about), who can apply and what the application process looks like.
- Groups take turns to share the information they found with the class. Encourage the other students to ask questions.
- Ask: *What information from the presentations did you find most surprising? Would you be interested in joining the programme?* Elicit ideas from the class.

Lesson summary
2 Culture: Work experience in the USA and UK

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and the discussion in exercises 1 and 6 brief. Set the research part of exercise 7 for homework and then do the presentations in the next lesson.

WARM-UP Elicit a list of cities or regions in the USA that are the most popular among tourists.

Exercise 1 Think & share
- Working in pairs, students discuss the questions.
- Elicit from a few students the most interesting or surprising thing they found out about their partners.

Culture note
Work USA is a programme for full-time students that allows them to work for up to four months in the USA and then travel for up to 30 days around the country. To take part in the programme, you must be a current full-time degree level student at a UK, German, Austrian or Swiss university.

Exercise 2
- Students read the blog and choose the adjectives. Explain that there are no correct or wrong answers here as all answers are possible as long as students are able to justify their choice.
- Allow students to compare and discuss their ideas in pairs.
- Check answers as a class. Elicit why students have chosen each adjective.

Exercise 3
- Ask students to read the questions and options, and check that they understand what information they need to find in the text.
- Check answers as a class. If students disagree about the answers, ask them to find fragments in the text supporting their decision.

KEY
1 B 2 C 3 D 4 C

Extra challenge
- Ask students to imagine they would like to take part in the programme.
- Students read the text again and, working in pairs, write down a list of questions they would like to ask before they decide whether to take part in the programme, e.g. *What is the cost of applying? How can you apply?*
- When students have finished, tell them to go online and see if they can find the answers to their questions on the BUNAC/Work America website.

Exercise 4 2.10
- Students listen to the radio show and answer the question.
- Check the answer as a class.

KEY
A

Transcript

A In today's edition of *Me and My World*, we're taking a look at job opportunities and career development for young people in the United Kingdom.
B That's right. Today we're exploring organisations that help young people in the UK find work and develop their skills and careers.
A Great. So, first of all, let's take a look at Youth Employment UK. It's an independent organisation, set up in 2012 on a 'not for profit' basis. In other words, its objective is not to make money. It just wants to help young people in the world of work.
B Yes, this type of organisation is so valuable for young people. After all, it can be tough out there. You really need to gain some hands-on experience to give yourself a competitive edge in the jobs market – to enhance your career prospects and, in the end, with a bit of luck and lots of hard work, to fulfil your potential. There can be loads of questions when you finish your education, whether that's school or college or university. How can you find the right job to start with? How do you know what you'll be good at? And what type of job will be good for you? How can you acquire the necessary skill set and experience that you need, before you have any experience, possibly before you've ever had a job?
A Yes, I remember when I left full-time education, I really didn't know what direction to take … what kind of job or career would be best for me.
B It was the same for me. Well, organisations like Youth Employment UK can help you with that. They support young people with the skills and career advice that they need to progress.
A And not only that. They also offer support and advice to companies who employ those young people – helping them to become 'Youth Friendly Employers'. What's more, they give expert advice to the government, to improve government policy in this area.
B And a really important point to mention. They believe that it's essential for young people to have a strong voice in all of this. So they have 'Youth Ambassadors', in all parts of the UK and from all types of backgrounds. These are young people who can speak for other people of their age. They make sure that the voices of young people are heard.
A Yes, that's really important, isn't it? So that young people contribute to creating a society in which they can achieve their goals and carve out their niche in life.
B Absolutely. Right, let's look now at another organisation that … .

Exercise 5 2.10

- Students complete the task.
- Ask them to compare their answers in pairs before you check as a class.

KEY

1 NG **2** F (It gives young people career advice.) **3** T
4 F (It employs young people as ambassadors.)

Transcript

See exercise 4.

Extra support

To make the task less challenging, tell students that only one sentence isn't mentioned in the audio.

Exercise 6 Think & share

- Give students some time to consider the questions, then ask them to discuss their answers in pairs or small groups.
- Elicit from a few students the most interesting thing their partners said.

Exercise 7

- To ensure the presentations are varied, encourage students to visit the BUNAC/Work America website, do some research and choose a topic for their group presentation, e.g. how the scheme works, the cost of the programme, how much you can earn, popular destinations and former participants' experiences. Keep track of what presentation each group prepares and make sure they're varied.
- Groups take turn to share the information they found with the class. Encourage the other students to ask questions.
- Ask: *What information from the presentations did you find most surprising? Would you like to work in the USA through Work America? Why? / Why not?* Elicit ideas from the class.

Lesson summary

3 Culture: Leaders and influencers

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 6 brief. Set the research part of exercise 7 for homework, and do the presentations in the next lesson.

WARM-UP Elicit the names of some of the most famous leaders in history. Encourage students to think of people who had the greatest influence on others in, for example, politics, fashion, music, literature, sports, lifestyle or philosophy.

Exercise 1 Think & share

- Working in pairs or small groups, students read the quotes and discuss if they agree with them and why / why not.
- For each quote, ask for a show of hands if students agree with it.
- Ask a few students to explain why they agree or disagree with the quotes.

Extra activity

Encourage students to go online and find a few quotes about leadership that they completely agree with to share with the class.

Exercise 2 3.13

Extra activity

Before students start listening, ask them to work in pairs or small groups and predict which qualities will be mentioned in the audio.

Extra support

To make the task less challenging, tell students that the podcast will mention three qualities.

- Check answers as a class.

KEY

imagination, discipline, resilience

Transcript

A Hey there! It's Katie here. Welcome to today's podcast. And with me, as usual, is Ed.
B Hi everyone! Thanks for joining us again! So Katie, what's on the menu today?
A Well, this week we're looking at what's needed to lead and influence a team in the world of professional sport. We're zooming in on a legend of the sporting world, a true leader. He's Scottish …
B Uh-huh …
A From Glasgow …
B Yeah? Give me another clue.
A Manchester United.
B Fergie!
A That's right! Sir Alex Ferguson. Manager of the Manchester United football team for nearly 30 years! Thirty-eight trophies in that time. Dozens of players, world stars with big egos. So, what was the secret of his success?
B Yeah, how did he manage all that?
A Well, he's attributed a lot of it to his cultural background. He grew up in Glasgow, a tough city, and his dad worked in the shipbuilding industry. Having a strict father meant that Alex Ferguson learned early in life the importance of discipline. And that stayed with him throughout his career. He was always early to meetings and he never wasted time. You have to be disciplined to achieve your potential. And you have to expect discipline from those that you lead.
B You mean, just tell them what to do and then they do it?
A Not quite as simple as that. You have to express your vision to the team.
B Vision?
A Yes, it's about planning for the future with imagination. To see and then describe a destination so everyone else can see it too. Then that becomes your collective goal. To be a good leader and influencer, you need to have that vision. You ask, 'What do I want to achieve?' Then you decide on a strategy – 'How am I going to get there?' Then you identify the right people to do it together with you. That's your team.
B That all sounds like great advice. What else?
A Well, another of the Ferguson principles is resilience.
B Resilience?
A Yeah. The strength to come back when things go wrong. To recover from temporary failure so that you stay focused on your goal. And again Ferguson's cultural background contributed to this. Coming from a working-class family in Glasgow gave him determination and that all-important strength. And that showed in how his team played – very often they won a game with a goal in the last minute. They just never gave up.
B It really is an amazing and inspiring success story.
A It is indeed. And Ferguson's influence goes beyond the world of football, including a role as a trainer in executive education at Harvard Business School.
B Wow! That's pretty cool for a working-class kid from Glasgow.
A Yep, and it just shows the value of discipline and resilience. And the importance of vision and teamwork!

Exercise 3 3.13

- Ask students to read the questions and options, and check that they understand what information they are listening for. Remind them that the information in the audio may be phrased differently.
- Also remind them that the order of questions follows the order of information in the audio – this should help students navigate more easily.
- Check answers as a class.

KEY

1 F (He was born in Glasgow.) **2** NG **3** T
4 F (He learnt discipline as a child.) **5** NG

Transcript

See exercise 2.

Extra challenge

- Divide students into groups and ask them to find out more about Sir Alex Ferguson.
- Each group prepares four multiple-choice questions about Ferguson, e.g.
  In what year did Sir Alex Ferguson retire as manager of Manchester United?
  A 2010 *C 2016*
  B 2013 *D 2019*
  (The correct answer is B – 2013)
- Organise a whole class quiz. Each team in turn reads their questions and four possible answers. The remaining teams write down the answers on a piece of paper. Check the answers and count the points.

Exercise 4

Extra activity

Tell students that they are going to read an article about leaders but before they do, encourage them to look at the photos illustrating it and discuss how they might be related to this topic (e.g. The school of fish and one fish in front may symbolise a leader. The picture of holding hands may illustrate teamwork.).

- Ask students to read the article and choose the best title.
- Check the answer as a class. Elicit why students think this title works best.

KEY

2

Exercise 5

- Working in pairs, students try to match the sentences to the paragraphs and see what they can remember.
- Students read the text again to confirm their ideas, or to choose their answer.
- Check the answers as a class.

KEY

A 4 **B** 3 **C** 6 **D** 1 **E** 2

Exercise 6 Think & share

- Students complete the discussion task in pairs.
- Elicit a few answers from the class.

Exercise 7

- To ensure the presentations are varied, make sure each group or pair works on a different leader / influencer.

Lesson summary

4 Culture: Communication that changes lives

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 7 as an individual written task for homework. Set the research part of exercise 8 for homework and do the presentations in the next lesson.

WARM-UP Ask: *Do you remember how old you were when you got your first phone? What did you mainly use it for at that time? How has how you use it changed since then?*

Exercise 1 Think & share

- Students complete the discussion task in pairs.
- Elicit suggestions from the class and make a list of the most common ways of communicating.
- Check if anyone has used anything other than a phone or a computer/laptop.

Extra activity

Ask: *Imagine you had to spend a week in a place with no phone connectivity or internet connection. What would you find the most challenging?* Elicit opinions from individual students. Encourage the rest of the class to comment.

Exercise 2

- Ask students to cover the text.
- Working in pairs, students discuss and/or check the meaning of the words. Students predict what the text can be about.
- Elicit their ideas, but don't confirm answers yet.

Exercise 3

- Students read the article and answer the question.
- Check the answer as a class.

KEY

B

Exercise 4

- Students try to complete the task and see what they can remember.
- Students read the text again to confirm their ideas, or to choose their answer.
- Check the answers as a class.

KEY

1 NG
2 F (They've never had access to normal schools.)
3 F (They received materials twice a month.)
4 F (It was set up in the late 1950s.)
5 F (They communicated by mail and phone.)
6 T

Extra support

To make the task less challenging, tell students that only one sentence is true.

Exercise 5 4.13

Culture note

Hong Kong is officially known as Hong Kong Special Admirative Region of the People's Republic of China. The abbreviation which is used is either Hong Kong SAR or HKSAR. It's a city and a special administrative region of China. Hong Kong has got 7,5 million residents in a 1,104-square-kilometre territory which makes it one of the most densely populated areas in the world. Hong Kong is known as a global financial centre.

- Ask students to read the question to check what information they will be listening for.
- Before they listen, tell students to look at the pictures. Ask what situation is presented in the photos. Tell students to try to predict what types of communication they may hear mentioned in the audio. Brainstorm their ideas (e.g. phone, radio).
- After listening, allow students to compare their answers in pairs before you check answers as a class.

KEY

Nine types of communication are mentioned: gun signals, newspapers, radio, TV, website, screens (in the street and on public transport), a freephone number, social media, mobile app.

Transcript

A Hello, everyone. In today's programme we'll be looking at situations around the world in which effective communication is essential, perhaps even life-saving. We'll start in Hong Kong, Special Administrative Region of China, and its typhoon warning system. With me is Lyllian Wong, a student with the Hong Kong Observatory summer programme. Lyllian, welcome, and thank you for coming on the show.
B It's a pleasure. Thank you for inviting me.
A So, tell me about typhoons in Hong Kong …
B Well, typhoons, also known as tropical cyclones, are extremely powerful tropical storms, and in Hong Kong they're a real danger. One might hit the city at any time during the typhoon season, which is between May and November.
A Wow, so for more than half the year?
B Yes, exactly. And it can affect everyone. The roof of my garage was blown off by Typhoon Vincente in 2012! And my dad had to sleep in the train station because all public transport had been cancelled and he couldn't get home from work.
A It sounds like these storms affect people's lives in Hong Kong a great deal.
B Yes, and it's not just the inconvenience – there can also be a serious risk to human life. Luckily, though, we have a warning system in place that helps people stay safe. I researched the history of this system as part of my summer course.
A I see. Can you tell us more?
B Sure. Interestingly, the system started with gun signals back in the 1880s. A gun would be fired just once when a gale – you know, a strong wind – was on its way. And it was fired twice when a typhoon was expected to hit the city.
A And what if somebody didn't hear the gun?
B Yeah, that was a problem. So after a few years, they started sending a weather forecast to the newspapers every day. And then from the 1920s there were regular weather forecasts on Radio Hong Kong.

A And later on TV, I guess?
B Yes, absolutely. And then in the 1990s, the Observatory launched a website. The site is still live these days, though you can also see weather warnings on screens in the street and on public transport, and you can call a freephone number or subscribe to get updates on social media. And there's a 'My Observatory' mobile app.
A It sounds like it's hard to miss these warnings now!
B Yes, very true. The most important thing is that people are warned in advance if a typhoon is coming. That means they can take measures to stay safe. Over the years, the warning system has saved many lives – death and injury from typhoons in Hong Kong has decreased significantly since the 1880s.
A Thank you, Lyllian. That's great to hear. Good luck with your studies, and stay safe! And now, let's look at …

Exercise 6 4.13

- Ask students to read the questions and options, and check that they understand what information they are listening for. Remind them that the information in the audio may be phrased differently.
- Also remind them that the order of questions follows the order of information in the audio – this should help students navigate more easily.
- Play the audio again for students to choose the correct answers.
- Check answers as a class.

KEY
1 C **2** B **3** A **4** B

Transcript
See exercise 5.

Extra activity
Ask: *Does your country use any warning system to notify citizens of danger? If yes, what is it? Have you heard about similar systems in other places around the world?* Elicit answers from the class.

Exercise 7 Think & share

- Students complete the discussion task in pairs.
- Elicit a few answers from the class.

Exercise 8

- To ensure the presentations are varied, tell students to consider various aspects of the job: time management, staying focussed and avoiding distractions, maintaining work-life balance, work space, staying in touch with colleagues.
- Elicit a few answers from the class.

POSSIBLE ANSWERS
Make sure have good Wi-Fi connection and all the technology you need.
Set up a designated work space.
Structure your day.
Get dressed!
Foster relationships and communicate proactively.
Exercise regularly.

Lesson summary
5 Culture: Mixed cultures and communities

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 6 brief.

WARM-UP With books closed, write *Canada* on the board. Elicit what the class knows about Canada and if any of the students have been there.

- Ask: *What's the capital?* (Ottawa) *What's the official language?* (English and French).
- Elicit some famous Canadians that students can name as well as what they are famous for.

Exercise 1 Think & share

- Before students start, elicit one or two examples. If students aren't sure where to start, provide a few ideas, e.g. *hospitable, open-minded, food* (give an example of a popular national dish), etc.
- Working in pairs or small groups, students make a list of words and ideas.
- Elicit a few examples from the class. Check if others agree.

Exercise 2 5.11

- Play the audio for students to check their ideas.
- Ask: *Are there any similarities between your country and the way Canadians describe their country?*

Transcript
Presenter So, here we are in the centre of Ottawa, the capital of Canada. And today is the first of July – Canada Day – the day when Canadians celebrate the creation of their nation, way back in 1867! Now we all know a few things about Canada, don't we? It's enormous, the second largest country on the planet, almost ten million square kilometres. It's a land of great natural beauty, welcoming people, and a huge number of lakes – around two million of them! And Canada was the first country in the world to adopt a policy of multiculturalism, welcoming and encouraging diversity. But what does Canada mean to its people? Let's go and ask a few of them … Hey, hi!
Various voices Hi! Hiya! Hey! Hi!
Presenter Can I ask you a quick question for the radio?
Various voices Sure. Yeah. Uh-huh. Yep.
Presenter We're all here today celebrating Canada, right? So, what does Canada mean to you?
A Me? Yeah? OK, I'll go first. Yeah, well, polite and friendly. That's the most obvious thing about Canadians. Everyone says it, and it's so true. A Canadian will always hold the door open for you. Canadians are kind and happy people, peaceful people. It's just the way we are.
Presenter OK, great. And how about you?
B Well, for me it's the food. Canadians have their own special food such as poutine. You know poutine? French fries and cheese and gravy. But there are loads of different types of food here. That's one of the benefits of being a multicultural country. Oh, and the wildlife and the beauty of the natural environment, the forests and the mountains and lakes. You know I saw a bear when I was on vacation last summer!
Presenter Wow! And you? What do you think?
C Well, I love the fact that life here feels very stable and secure. The economy is strong and the country is well organised. We've got great schools and universities, and our public health service is probably the best in the world – and it's free! People help each other here, we enjoy life, and together we create a country that's a great place to live.

Presenter Fantastic, and you?
D Yeah, well, I think Canadians are a pretty cool mix. We're patriotic – I mean, Canadians are proud to be Canadians. But we're also multicultural. Canada is a country that's good to immigrants. It's a welcoming country where people from different cultures can come and create a life, and in the end we're all Canadians. That's the best thing about living in Canada.
Presenter And finally …
E Me? Yeah, I agree with all that. Interacting with people from different cultural backgrounds can seem confusing at times, but everyone is respected here. Everyone matters. Canadians love and respect each other. That's the best thing.
Presenter Great! What a nice thought to finish on. Have a great day, everyone!
Various voices Thanks. Thank you. Thanks. You too.

Exercise 3 5.11

- Ask students to read through the questions to check what information they are listening for.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 Its size (enormous), the second largest country on the planet (almost ten million square kilometres). It's a land of great natural beauty, welcoming people, and a huge number of lakes (around two million). Canada was the first country in the world to adopt a policy of multiculturalism, welcoming and encouraging diversity.
2 That Canadians are polite and friendly.
3 The variety of food on offer.
4 The economy is strong and the country is well organised. There are great schools and universities, and the public health service is probably the best in the world (it's also free). People help each other and enjoy life, and together they create a country that's a great place to live.
5 Canada is a country that's good to immigrants. It's a welcoming country where people from different cultures can come and create a life, and in the end, they are all Canadians.
6 Interacting with people from different cultural backgrounds can seem confusing at times, but everyone is respected. Everyone matters. Canadians love and respect each other.

Transcript

See exercise 2.

Extra support

Pause the audio after each interviewee makes a comment and the answer to one of the questions is heard. This will give students some time to make notes of their answer.

Culture note

Indigenous people in Canada consist of First Nations, Inuit and Métis. They total 5% of the Canadian population.

Exercise 4

- Ask students to read the article, and in pairs, answer the question.
- Check the answer as a class.

KEY (POSSIBLE ANSWERS)

Through his 6,000-kilometre walk across eastern Canada, he inspired a generation to stay in school and follow their dreams. He's a surgeon.

Exercise 5

- Ask students to read the sentences first and then to read the text again, stopping at each gap to select the best sentence to complete it.
- Ask students to compare their answers in pairs.
- Check the answers as a class.

KEY

1 F 2 B 3 A 4 D

Exercise 6 Think & share

- Working in pairs or small groups, students discuss the questions.
- Ask a few students to share some ideas with the class.

Extra activity

- Ask students, working in groups, to research and plan a ten-day long holiday in Canada. What places would they like to see? How would they get from place to place?
- Students prepare a presentation and mark the route on the map.
- Students present their holiday itineraries to the class.

Lesson summary

6 Culture: Recycle in style!

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep the discussion in exercise 6 brief, and set exercise 7 as written homework.

WARM-UP With books closed, ask *Other than throwing unwanted clothes away, what else can you do with them?* Ask students to work in pairs and make as long a list as possible.

KEY (POSSIBLE ANSWERS)

donate them to a charity shop, donate them to a younger relation, sell them on a pre-loved website, organise a clothes swap with friends, upcycle them into new garments

Exercise 1 Think & share

- Students discuss their ideas in pairs.
- Elicit a few answers from the class.
- Ask: *Have you ever supported a charity? In what way?*

Exercise 2

Culture note

In the USA and Canada charity shops are called *thrift stores* or *thrift shops*.

- Ask students to read the article quickly and choose its main purpose.
- Check the answer as a class.

KEY
C

Exercise 3

- Ask students to read the questions first to check what information they will be looking for.
- Students read the article more carefully, and decide if the sentences are true, false or not given. Remind students to correct the false sentences.
- Check answers as a class.

KEY
1 NG
2 NG
3 T
4 F (It's suggested that you set a budget to avoid spending too much.)
5 F (You should keep an open mind about things you weren't expecting to find.)
6 F (It might take time to find the thing you're looking for.)

Extra support
To make the task less challenging, tell students that two sentences include information not given in the text.

Extra challenge
- Working in small groups, ask students to write five similar pieces of advice but for people who want to sell unwanted clothes online. There are lots of services and websites offering such a possibility so students' advice should be focused on how to make sure their item gets noticed by a potential customer and gets purchased (e.g. *Take good photos*).
- Asks students to read out their advice and make a list of the most common on the board.

Exercise 4 6.15

- Play the audio for students to listen and answer the question.
- Ask students to compare ideas in pairs before you check the answer as a class.

KEY
B

Transcript

Presenter 1
Olivia Hi, my name's Olivia. And why am I here? Well, I'm a big fashion fan. I love all sorts of clothes. So, as you can imagine, I have a very full closet at home! At the same time, I hate the fact that a lot of the clothes we buy end up getting thrown away. I've read that modern synthetic fabric is almost as bad as plastic bags when it comes to environmental pollution. And did you know that the fashion and clothing industry is one of the biggest producers of waste in the world? So, my idea is that by buying second-hand clothes – or 'thrifting', as we say here – I can enjoy shopping for clothes without feeling bad about harming the planet.
Presenter 2
Elijah I'm Elijah, hi! I mainly buy second-hand clothes because there's already too much stuff in the world – I don't want to create even more waste by buying new clothes. I've got my own personal style and I find it easy to find exactly the right things in thrift stores. I can look pretty cool and trendy without spending lots of money. I also don't want to support huge fashion corporations anymore, those that mass-produce new clothes every season based on the latest trends. They just make people want to buy more and more all the time. These giant fashion companies harm the environment, and the working conditions in their factories are terrible – and they pay extremely low wages. So I've decided that reusing what already exists is the best choice for me.
Presenter 3
Taylor Hi, I'm Taylor. I'm a student and for me, buying second-hand clothes is cheaper and more fun. Wherever I go – to my college classes, to a party or to the gym – I like to be unique. I like to express myself through fashion and I like to stand out. I often combine and remake clothes and I create my own accessories – little bits of jewellery and things like that. I'm really into the 1980s disco style – you know, funky and colourful – so thrift stores are my favourite shopping destination. I also buy second-hand clothes online. Then of course, I like to tell everyone about my great finds on my Instagram account and I give my followers advice about thrifting. Oh and after I get tired of my clothes, I donate them back to the store so they can sell them again!

Exercise 5 6.15

- Ask students to read the options to check what information they will be listening for.
- Play the audio again twice. On the first listening, ask students to choose the options that they think match the speakers, and on the second listening, listen more closely to confirm their choices.
- Check answers as a class.

KEY
Speaker 1: C, E
Speaker 2: A, F
Speaker 3: B, D

Transcript

See exercise 4.

Exercise 6 Think & share

- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class. Invite others to agree or disagree, and to give reasons.

Exercise 7

- To ensure the presentations are varied, go around the class and make sure students choose different celebrities or focus on different aspects of charity shops.
- Remind them to make a list of the five most interesting things they've found out.

Extra activity
If students like this topic, they could work in groups and prepare a short article with a list of recommendations of where to buy used clothes and goods locally.

Lesson summary
7 Culture: Protecting our national heritage

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep the discussions brief in exercises 1 and 7, and set the research part of exercise 8 as homework. You could also set exercise 7 as an individual written task for homework.

WARM-UP Elicit the names of some endangered plants or animals in your country and around the world. Ask: *What threats do they face? What measures are being taken to protect them?*

Exercise 1 Think & share

- Students discuss the questions in pairs.
- Elicit some ideas from the class.

Exercise 2

- Students compare the answers in pairs.
- Elicit the answers from the class, but don't confirm which ones are correct.

Exercise 3 7.11

- Ask students to listen and check their answers.
- Check the answers as a class.

KEY

The following topics are mentioned:
1 the wildcat in Scottish culture
3 destruction of forests
4 deer hunting
6 money and business
7 wolf attacks

Transcript

A Good morning, everyone, and welcome to this week's *Wildlife Preservation* podcast. Today we're looking at an animal that has always been important in the culture and natural heritage of Scotland, an animal that is now seriously endangered – the Scottish wildcat. There are now fewer than a hundred of these wildcats in the wild, living in small, isolated populations in northern Scotland.
B Yes, that's right. They are now rarer than tigers. Did you know that the wildcat has an important place in Scottish culture and mythology? It was respected and admired by many Highland clans – these ancient Scottish family groups – and some of them even used its image as their clan's identity. The wildcat is one of Scotland's most iconic species, symbolising the wild nature of the Scottish Highlands.
A Unfortunately, the Scottish wildcat population has declined dramatically over recent decades and centuries, mainly because of habitat loss and the threat from us, people.
B What kind of threat do you mean?
A Well, essentially, hunting and killing. The wildcat has been, let's say, inconvenient to landowners who make money from the hunting that takes place on their large estates. People pay a lot of money to travel to Scotland to shoot a variety of animals including birds and also, of course, deer. It's a big business. And the wildcat sometimes preys on some of these same animals. So it becomes a competitor. And that means it is sometimes illegally killed.
B So, it's all about money? That's awful.
A Well, yes, partly it's about money. But loss of habitat is also an incredibly important factor. Five thousand years ago, Scotland was almost completely covered by trees, but now just a small percentage of that ancient forest remains. It's estimated now that only five to ten per cent of Scotland is covered by trees.
B Why such a big decline?
A Well, of course trees have been cut down for centuries for building and other purposes, and then, of course, there's the problem of the deer.
B The deer? Aren't they another iconic symbol of Scotland?
A They are, yes. But their numbers have increased enormously – and again, it's the financial element that is influencing things. Deer are farmed in large numbers, as a business. And as a result, it's difficult for trees to grow – basically, there are so many deer that they eat all the young trees before the trees can grow.
B And that means no habitat for the wildcat …
A Exactly. It's really a question of balance, of having a balanced ecosystem. That's just not the case any more in so many parts of the world, Scotland included. But there are solutions. Some people even recommend the reintroduction of wolves to control the deer population and restore that natural balance.
B Wolves? Isn't that a bit scary? Don't they eat people?
A No, in fact wolf attacks are incredibly rare, unless you're a deer – they're scared of humans, and with good reason. There are now wolf populations in many parts of Europe and few if any confirmed reports of attacks on humans. And in Yellowstone Park in the USA, wolves were reintroduced in 1995, and since then the ecosystem has been transformed. Wolves eat the deer, you see. So trees can grow, forests get bigger, and this helps all the species that live in them. One day, the same could happen in Scotland.
B Yes, let's hope so. Anyway, let's look now in more detail at the wildcat …

Exercise 4 7.11

- Ask students to read the questions and options to check what information they will be listening for. Remind them that the information follows the order of the questions.
- Play the audio again for students to answer the questions.

Extra support

Pause the audio after information about each question is heard, and give students some time to makes notes of their answer.

- Check answers as a class.

KEY

1 There are fewer than 100 left in the wild. They are rarer than the tiger.
2 The wildcat was respected and admired and its image was used for clan identity.
3 Deer eat young trees before they can develop. This means forests can't grow, which leads to loss of habitat for the wildcat. Bird hunting also puts the Scottish wildcat population in danger because it is a big business and wildcats eat birds, so sometimes the wildcats are killed illegally.
4 They are much smaller. Only 5–10% of Scotland is covered by forest. 5,000 years ago, nearly all of it was.
5 They create a balanced ecosystem. Wolves eat deer, which means deer don't.

Transcript
See exercise 3.

Exercise 5
- Ask students to read the text quickly and find the answer to the question.
- Check the answer as a class.

KEY
Possible answer: It has helped him to share his feelings and to communicate with the outside world.

Exercise 6
- Ask students to read the gapped text first, and try to fill in with information they already remember after doing exercise 5.
- Then, students read the article again and complete the summary with words.
- Check answers as a class.

KEY
1 city 2 countryside 3 blog 4 prizes 5 emergency 6 radio

Exercise 7 Think & share
- Students discuss the task and make notes.
- Circulate and monitor their progress, providing help with any unfamiliar language as necessary.
- Elicit some suggestions from the class. Ask students to explain why they think this would help.

Extra activity
- Students use their ideas from exercise 7 to make posters.
- Display the posters on the classroom wall and encourage students to read each other's work.

Exercise 8
- To ensure the presentations are varied, go around the class and make sure students choose different wildlife protection organisations.
- Remind them to make a list of five most interesting things they've found out.

Extra challenge
- Ask students to do research online and find a famous person who is or has been involved in different campaigns or organisations supporting wildlife. Monitor to make sure students choose different famous people and celebrities.
- Tell students that they are going to pretend to be that person and give an interview about the work they've been doing for charity.
- Students work individually and prepare for the interview. They can go online to find more information about this person's involvement in charity work.
- Invite a student to sit in front of the class and introduce themselves as their famous person. Invite another student to be a journalist. Students act out the interview.
- Continue by inviting another pair of students.

Lesson summary
8 Culture: Money makes the world go round?

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 and the research part of exercise 8 as homework, and do the presentations in the next lesson.

WARM-UP Ask students to think of as many verbs as they can that form a collocation with the word *money*. Write them on the board.
- You could turn this into a competitive activity by dividing students into pairs or groups. Set a time limit of three minutes and at the end check which group have been able to come up with most verbs.

KEY (POSSIBLE ANSWERS)
be worth / borrow / collect / cost / deposit / donate / draw out / earn / exchange / get / give back / have / invest / make / owe / pay back / put aside / receive / run out of / save / spend / take out / waste

Exercise 1 Think & share
- Working in pairs or small groups, students read the quotes and discuss if they agree with them and why / why not.
- For each quote, ask for a show of hands if students agree with it.
- Ask a few students to explain why they agree or disagree with the quotes.

Extra activity
Encourage students to go online and find a few quotes about money that they completely agree with.

Exercise 2
- Ask students to cover the text and the photo.
- Working in pairs, students discuss and/or check the meaning of the words. Students predict what the text might be about.
- Elicit students' predictions, but don't confirm the answer.

Exercise 3
- Ask students to read the statements first, then read the article.
- Allow them to compare ideas in pairs before you check the answer as a class.

KEY
B

Exercise 4
- Ask students to read the statements first, then read the article again to match the headings to the paragraphs.
- Allow them to compare ideas in pairs before you check answers as a class.

KEY
1 D 2 G 3 F 4 B 5 A 6 C

Exercise 5
- Students discuss the answer in pairs or small groups.
- Elicit the answers from the class, but don't confirm which ones are correct.

Exercise 6 8.14

- Play the audio for students to answer the questions.
- After listening, ask students for a definition of what Slow Money is.

KEY

Slow Money is a non-profit organisation which supports local food producers financially.

1 Students' own answers
2 positive

Transcript

Welcome to *Just Slow Down* with Sarah Anderson, a weekly podcast about slow living, a lifestyle choice where we live in a more balanced and meaningful way. This movement is inspired by Carl Honoré's book *In Praise of Slow*, in which he proposes an alternative to society's passion for speed. He believes that we can all live life better by living more slowly! In today's episode, I'm going to talk about The Slow Money movement. It started in the United States to try to 'bring money back down to earth'.

But first, for a bit of background, let's remind ourselves how the whole Slow Movement first started. It all began when Carlo Petrini organised a protest against the opening of a fast-food burger restaurant in the centre of Rome in 1986. This protest inspired the creation of the international Slow Food movement that promotes local food, traditional cooking, and local farming. In contrast to the giant corporations that mass produce food using industrial machinery and technology, the Slow Food movement emphasises the importance of connections between people and the land, and between people within communities. Over time, the Slow Food movement has developed into a whole way of thinking – a new way of seeing the world – that is relevant to a wide variety of activities. So now we have Slow Cinema, Slow Education, Slow Travel, and so on.

Now let's go back to talking about money. Small businesses that grow food locally in a nature-friendly and traditional way need financial support in order to survive, so they can compete with giant food corporations. Woody Tasch, an American author and investment professional understood this very well when he started the Slow Money movement in November 2008. The mission of his Slow Money Institute, now a non-profit organisation, is to support local food producers financially.

How does this work? The Slow Money Institute helps to bring together local groups of people who think this way. They set up public meetings, farm events, and, most recently, loans with zero interest. This means farmers and other food producers can borrow money for free to establish and develop their businesses. Thanks to the Slow Money movement, millions of dollars have flowed into small, slow, local food businesses. In fact, in the USA, since 2010, more than 80 million dollars has been received by over 800 small organic farms and food businesses thank to the efforts of students in dozens of communities. Tens of thousands of people have attended Slow Money events, locally and nationally. And obviously that's great news for their businesses promoting and contributing to the slow lifestyle!

Exercise 7 8.14

- Ask students to read the questions and options to check what information they will be listening for. Remind them that the information follows the order of the questions.
- Play the audio again for students to choose the options.
- Check answers as a class.

KEY

1 A 2 A 3 B 4 B

Transcript

See exercise 6.

Exercise 8 Think & share

- Working in pairs or in small groups, students discuss the questions.
- Elicit some answers from the class.

Extra challenge

- Ask students to imagine they receive funding for a 'slow' project. Their task is to decide what project it could be, why it would be beneficial and how the money would be spent.
- Students present their ideas in the class.
- In the end each student can vote for one project which should receive the funding.

Student's Book audio and video scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 2 and 3

Darius Hi everyone, I'm Darius!
Amira And I'm his cousin Amira.
D And this is our vlog, where we look at all kinds of topics.
A And today, we're looking into the future! But we're not talking about robots or flying cars …
D … we're talking about our future careers.
A And more specifically, how do we gain a foothold on the career ladder?
D And the answer is that we should set smart goals!
A SMART? Isn't that an acronym?
D Yeah, you got it in one! And it's really useful. SMART stands for Specific, Measurable, Achievable, Relevant and Time-limited. It's a method designed to help you rise to the challenge and set realistic goals without stressing yourself out. First, you have to decide on a specific goal. Then, if it's a big goal, it should be broken down into smaller ones, so we don't feel overwhelmed and decide to throw in the towel. That way each small goal you reach is a step in the right direction.
A I'm just reading about it here and it makes a lot of sense. We've got a specific goal, haven't we, Darius?
D You mean going to drama school?
A Yep, that's the big goal. But then we have smaller goals to achieve that too, like being cast in the school play.
D Yeah, that's a really good example. Go on then, Amira. What comes next?
A Well, the M of SMART is for measurable. It says here that whatever your goal is, there are always ways of measuring your progress. For example, in our case, if we are cast in the school play, that will be a success. If we get good roles, that will be another success and so on. Each success will make us feel that we're getting closer to achieving our goal.
D Right! And that's where 'achievable' comes in. It's great to have a goal, but you've got make it achievable. You should ask yourself if you have the ability, the resources and the time to achieve it. You should also make a plan for how you're going to get there. What's more, your plan should include the possibility of failure.
A Wait, your plan should include failure? That can't be right, can it?
D No, that's right. Everybody makes mistakes; it's inevitable! However, if you expect them, it's much easier to deal with them and that makes you more resilient and teaches you to be persistent.
A Oh, really? OK, I'll remember to tell my parents that next time I fail an exam!
D That should be interesting! OK back to the goals.
A OK, now we're at R, which is for relevant. In other words, the goal has to be important enough to keep you self-motivated. Don't do something because of pressure from others. Otherwise, you might become resentful and give up. And that brings us to our last letter …
D … which is 'T' for time-limited. You've got to have a timetable. If you don't have specific dates or deadlines for achieving objectives, then you'll face difficulties achieving your goals.
A I know that's true, I always need a deadline. But there's one thing missing –downtime!
D Of course, everyone needs to chill sometimes. Success should never come at the expense of your health!
A Let's build that into our plan to get to drama school! But what about you? What are your goals and how do you plan to achieve them? Let us know in the comments! See you next time.
D Bye!

Unit 1, Lesson 1.2, Track 1.02, page 10, exercise 2

Interviewer In this week's episode of *Psychology Now*, we're privileged to have with us psychologist Dr Gabriella Messina to tell us a little about the work of Carol Dweck. Dr Messina, thank you for being with us this morning.
Dr Messina Thank you for inviting me!
I So, tell us, Doctor, who is Carol Dweck, and what does she do?
Dr She's a professor of Psychology at Stanford University, known for her work on growth mindset.
I Growth mindset?
Dr Yes, the belief that we can develop our talents.
I But aren't people born with certain talents?
Dr In a way, but Dweck insists abilities aren't fixed.
I Aren't they?
Dr Not according to Dweck. She says we can become smarter.
I We can become smarter?
Dr That's right. The more effort we put into something, the easier it becomes, and then the more motivated we are to attempt other things.
I So who will do better: a student who relies on their natural ability, or one who works hard?
Dr Guess.
I I'd be right in thinking it's the student who works hard, wouldn't I?
Dr Surprisingly often, yes. That's why praising children for making an effort is effective. Why try harder if you're already talented and intelligent!

Unit 1, Lesson 1.2, Track 1.03, page 10, exercise 6a

Maya Hi Hasan. What are you doing here? Aren't you supposed to be at the match?
Hasan Yes, but I have to study for the exam and there isn't enough time to revise.
M There isn't? What do you mean? We've had plenty of time.
H Have we? Really? OK, don't answer that! I know we have. It's just that you're self-motivated and I'm not.
M Self-motivated? Me? Well, I am now, but I didn't use to be.
H I'd love to change, too. How did you do it?
M I developed a growth mindset.
H Who taught you?
M My brother. He learned it at university.
H You could tell me now, couldn't you? Or is it complicated?
M No, but you have to unlearn a few bad habits – at least I did!

Unit 1, Lesson 1.2, Track 1.04, page 10, exercises 7 and 8

1 What's your name? 
2 Is that in Mexico? 
3 She's coming, isn't she?
4 What do you do? 
5 Who told you? 
6 You couldn't help, could you?

Unit 1, Lesson 1.3, Track 1.05, page 11, exercises 4 and 5

Speaker A Do what? No way, I'd never do that, and if a so-called friend did it to me, it would be the end of our friendship, it really would. But apart from the ethical considerations, I think it'd be inevitable that your friend would find out, so you'd have a short-term financial gain, but in the long-term, you'd look really bad. I mean, who trusts a person that cheats their mates? Nobody, right?

Speaker B Yeah, that's a tricky one, isn't it? I mean, it's not as if the money belongs to someone vulnerable. If you keep it, it wouldn't be at the expense of a person, but a big, faceless institution. Okay, people work there, I know, but let's face it, would they really miss it? And I can't imagine anyone would get into trouble. After all, it's a machine that's made the mistake, isn't it? So, so I'm not sure, but, yeah, maybe, maybe I'd keep it.

Speaker C What someone else did? That's an easy one, that is. I mean, if they found out, they'd probably feel resentful, and you'd also risk losing a friend. I think, I think, that'd be too high a price to pay for a better grade or whatever. And, erm, what I've said is looking at it from a selfish point of view, you know, what the consequences would be for me. But, in general, that sort of thing just isn't right, is it?

Speaker D Well, first of all, I'd probably feel a bit overwhelmed with a variety of emotions, because I'd know I'd have to do something, but it wouldn't be easy, would it? So, what would I do? Well, first I'd speak to them and ask them, no *tell* them, to stop, but if they continued, you know, if they were persistent, I'd have to speak to someone … perhaps their parents or maybe a teacher. Really, I, I don't think I'd give up until they stopped doing it.

Unit 1, Lesson 1.3, Track 1.06, page 11, exercises 6 and 7

Like most people, I've faced various ethical dilemmas, but one has haunted me all my life.

It was back in 1967 or 1968 … Yes, 1968. I remember because the following year, 1969, was the year of the first moon landing. I was 16 and vulnerable. I wasn't getting on with my parents. I fought with my sister all the time: I was resentful because she was more popular than me, she had a bigger bedroom, and I thought Mum and Dad loved her more. I hated school. I wasn't self-motivated, so I was doing badly – and I was being bullied. So I was delighted when Dad got a job in the south of the country and I had to change schools.

What happened next? Well, I thought things would improve, but no. It's hard for a new girl to make friends in the middle of a school year. People were already settled in their friendship groups. They weren't nasty or anything; they just weren't interested in me.

There was one exception – let's call her Amanda. The other girls didn't like her much: she thought she was superior to the rest of us; she was always borrowing things and not returning them; she liked to poke fun at people, but her comments were funny as well as cruel, so others laughed. It was inevitable that my strong northern accent would make me an easy target.

Then Susan – also not her real name – came into my life. I was in the library one afternoon, feeling sorry for myself, when Susan slipped into the seat next to me.

'Hey,' she said. 'Do you want to hang out on Saturday?'

'I'm studying,' I replied.

'Are you? Seriously?'

And just like that, my life changed. Susan was popular, and because she was my friend, the other kids accepted me. I was happier and my school work improved.

Then one day, we were hanging out in Susan's bedroom. Susan got up to fetch us something to drink, and while I was waiting for her to get back, I noticed a wooden box on a shelf with a key in the lock. On impulse, I opened it. It was full of jewellery, and not the fake stuff, either: it was the real thing in gold and silver. I thought I recognised one of the rings: it had a round red stone – a ruby, I discovered later. I shouldn't have been snooping, but I instantly sensed something was wrong. Susan's family weren't rich and Susan usually only wore a bracelet with glass beads.

A few days later, Julia, a classmate, was telling everyone that she had lost a ruby ring, a birthday present from her grandmother. It had disappeared during her birthday party, and she accused Amanda of being the thief. After all, Amanda was always borrowing things and not returning them.

But I knew. Susan and I had also been at the party. I didn't know what to do. Should I tell everyone who the real thief was? I hated Amanda, and Susan was my best friend. Confront Susan? Doing so would have meant the end of our friendship.

In the end, I took the coward's way out and said nothing. … What happened? Nothing much. Amanda left the school soon after that. A few years ago, I heard that she'd been in prison for fraud. It's funny, but I felt guilty when I heard that, as if I had been responsible for the way her life turned out. … Susan? Oh, we drifted apart. We never saw each other after we left school. She moved to Canada. … She has five grandchildren, I believe. I sometimes wonder what she did with the things in the wooden box.

Unit 1, Lesson 1.5, Track 1.07, page 13, exercise 7

When I finished school, I was going to apply for a place at university, but then an opportunity presented itself. I was offered a junior position in a large company and I thought it was too good to turn down. 'You'll be missing out on the university experience,' my parents said. 'But I'll be working with the best people in the business,' I replied, and I couldn't wait to start.

I thought I'd quickly learn all there was to know and my parents would realise they'd been wrong all along, and they'd be proud of me. Then came the reality of the situation. Someone showed me to a desk and gave me a pile of folders and a list of incredibly boring tasks. I did them, but I didn't really understand what I was doing or why I was doing them.

My boss said I was going to receive training, but she kept cancelling. Then she said it would be more useful if I waited until another new employee started and we could do the training together. This new employee was due to start work two months ago, but for some reason, she never turned up.

I became more and more frustrated and last month I was on the verge of giving up my job.

Luckily, I didn't resign because the firm employed someone else and we're starting our training next week. I'll have been working for the company for six months by then, which is a long time. Hopefully, by this time next year, I'll have learned a lot, proved myself, and been promoted.

So, in the end, my job has worked out OK, considering I was about to leave!

Unit 1, Lesson 1.7, Track 1.09, page 16, exercise 3

The writer and scholar C.S. Lewis was said to remember everything he read. A student of his claimed that he could take any book from Lewis's shelf, read out something from any page, and Lewis would be able to summarise the rest of the page. Some of us are lucky and can pick up information easily, but the ability to memorise facts and call them up days, weeks, months, even years later is rare. Most of us can memorise facts for an exam, and if we've studied enough, we might sail through it. The trouble is that unless we make use of what we've learned, or go over it regularly, it fades away.

An example. When you do maths at school, you learn about the number pi, which we use to calculate the area and circumference of a circle. Just ask an adult to tell you the value of pi to seven digits. They learned it at school, but unless they're a mathematician or need a knowledge of geometry to do their job, they probably won't remember.

So, what can we do to learn facts more easily or brush up on what we once knew? Well, it depends. If we're learning things like formulae, lists of names, that sort of thing, mnemonics can be useful.

And what is a mnemonic? Put simply, it's anything – a sentence, a song, a short poem, an acronym – that will help us recall the information.

Now, to go back to pi, if someone asked me to recall its value to seven digits – three point one, four, one, five, nine, two, I might come up with a sentence with seven words, one word for each digit, and the length of each word in letters would represent the digit. Here's a sentence I could remember easily: *How I wish I could calculate pi*. As you can see, the first word, *How*, has three letters and the first digit in pi is three; the second word, *I*, has one letter and the second digit is one; *wish* has four letters, and the third digit is four, and so on. And if I wanted to remember the value of pi to eleven digits, how about this: *May I have a large container of coffee, cream and sugar?* And if I wanted to remember the names of the planets in order, a mnemonic could be *My Very Educated Mother Just Served Us Noodles*. Here, the first letter of each word would help us recall the first letter of a planet: *My* for *Mercury*, *Very* for *Venus*, *Educated* for *Earth*, *Mother* for *Mars*, *Just* for *Jupiter*, *Served* for *Saturn*, *Us* for *Uranus*, and *Noodles* for *Neptune*.

Unit 1, Lesson 1.7, Track 1.10, page 16, exercise 4

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Do you remember how you learned things in primary school? Many teachers use songs – just think of the alphabet song you learned as a child! I'm sure you still remember it. Songs stick in your mind, and advertisers have known this for a long time. That's why jingles – short songs or tunes – are often used in advertisements. We probably all experience times when we can't stop singing a jingle to ourselves or hearing it over and over again in our heads, no matter how irritating it is!

A useful way to recall dates is through short poems. Imagine you want to remember the year Columbus sailed to the Americas:

Columbus sailed the ocean blue
In fourteen hundred and ninety-two.

For some lists, acronyms are useful. An acronym is a word where each letter is the first letter of a word or name you want to remember. Imagine you need to learn the five great lakes of North America. You could come up with a five-letter acronym: HOMES. *H* for *Huron*, *O* for *Ontario*, *M* for *Michigan*, *E* for *Erie* and *S* for *Superior*. But if you wanted to remember the great lakes in order of their size, a single-word mnemonic might not be possible, and you might have a five-word sentence: *Super Heroes Must Eat Oranges*. So, *Super* for *Superior*, *Heroes* for *Huron*, *Must* for *Michigan*, *Eat* for *Erie* and *Oranges* for *Ontario*. Yes, *Super Heroes Must Eat Oranges* is a strange sentence, but the stranger – or funnier – the sentence, the easier it is to remember.

Then, of course, there's association of ideas. Basically, you associate people or objects with the thing you want to remember. For example, you're learning personality adjectives in English. Think of people you know who have the quality that the adjective describes. For the adjective *articulate*, you could create an image in your mind of a politician who is *articulate* – a good public speaker – and imagine them wearing a jumper with the letter A on it. When you remember this image, you'll remember the adjective it represents.

Unit 1, Lesson 1.8, Track 1.11, page 17, exercises 2 and 3

Frank I like your new top.
Dara Thanks!
F There's only one problem with it.
D Really? What's that?
F Well, looking at the brand, I'm convinced that it was made by …. children.

D It was made by children? What makes you say that?
F Everybody has been talking about that brand and its factory on social media.
D That brand's factory has been all over social media? Are you suggesting I knew about it? Obviously, I wouldn't have bought it if I had!
F Sorry, it was just a comment. To be honest, there's no doubt in my mind that the reaction to the news was a bit exaggerated.
D You aren't being serious, are you? Children should be at school, not working in factories! Their futures are at stake!
F That's one way of looking at it, but these situations are not always so black and white.
D Why not?
F Well, there was also a message from the children that worked in the factory on social media. They were frightened that they would lose their jobs if people stopped buying the brand's products. They come from vulnerable families that rely on their income. They want better conditions, but not at the expense of their jobs. They want to work fewer hours so they can go to school, too.
D My impression is that it doesn't sound like a very good solution. They shouldn't have to work at all!
F Yes, but from their point of view, they probably don't see that as achievable right now. Being able to work and study would be a small step in the right direction towards children eventually not having to work.
D So what are your thoughts on the situation?
F Well, it's like I said, it's not black and white. It's easy for people like us – that have so much – to make assumptions about what's right and wrong and talk about ethics, but they don't have that luxury.
D Well, I have no doubt that brands have to take responsibility for their workers' conditions. But one thing's for sure …
F What's that?
D I won't be wearing this top again!

Unit 1, Vocabulary Booster, Track 1.12, page 120, exercise 1

1 Pablo couldn't go to classes in person when he was ill, but he was able to watch online tutorials.
2 Winning the engineering prize would be a boost to Oscar's confidence.
3 Last year, Ella managed to fulfil a dream when she had her first newspaper article published.
4 I haven't had time to learn a lot of Spanish, but I've managed to pick up the basics, so I should be OK when I go to Spain.
5 I like the candidate, but I don't think he'll be motivated enough to succeed in this job.
6 The new computer system wasn't easy to use at first, but eventually I managed to master it.
7 Tell me about a time when you worked well as part of a team to overcome a problem.
8 We're going to attempt to complete the building project within two months.

Unit 1, Vocabulary Booster, Track 1.13, page 120, exercise 2

1 extensive vocabulary
2 mental arithmetic
3 older generation
4 second language

Unit 1, Vocabulary Booster, Track 1.14, page 120, exercise 6

1 A person who is full of energy is a livewire.
2 A person who acts as if they are very clever is a know-it-all.
3 A person who tries to impress other people is a show off.
4 A person who takes a long time to move or act is a slowcoach.
5 A person who enjoys, and is good at, being with and talking to others is a people person.
6 A person who doesn't want to work or be active is called a lazybones.
7 A person who is very successful, particularly in their work or studies is a high achiever.
8 A person who is good at showing or telling others what to do is a born leader.

Unit 1, Vision 360°, page 20, exercise 4

As urban populations continue to grow, city planners and architects in the future will need to build higher density housing to accommodate them. One possible way to do this would be to build high-rise apartment buildings, hundreds of stories tall that can house thousands of single people and couples in compact single room apartments.
These smart apartments would be designed for the city worker in mind, with everything from heating, lighting, air conditioning, food shopping and cleaning taken care of by artificial intelligence, robots, and internet-connected devices.
Due to the limited space, these apartments wouldn't have windows, but an ultra-high definition interactive display would be able to provide residents with spectacular 'views' through a virtual window.
Such apartments won't be for everyone, but it is likely that they will provide a much-needed home to millions of people in years to come.

Unit 1, Vision 360°, page 21, exercise 8

Can you imagine a city without trees? Some scientists predict that cities of the future will not have enough space for trees or green spaces. If that were true, what would it mean?
There would be an increase in temperatures as trees offer shade from the hot sun. Trees also remove large amounts of carbon dioxide from the air through the process of photosynthesis, and filter car exhaust fumes by up to 60%.
If there wasn't enough space for trees in cities, scientists would have to develop artificial trees with leaves that could do all these things quickly and efficiently. But it's worth remembering that trees have a positive effect on our health and well-being. Could artificial trees do the same? It's highly unlikely.

Unit 1, Vision 360°, page 21, exercise 9

In the future, there is little doubt that robots will play an increasingly important part in our lives. They will help us with day-to-day tasks, work with children, care for the elderly, and transport us through cities. And they will also become more autonomous, making decisions without the involvement of a human.
This presents a number of ethical problems. For example, what if an autonomous vehicle swerves to avoid hitting a child in the road but instead hits an older person? Or if there are two patients in hospital in urgent need of treatment, who should a healthcare robot help first? And should a robot have the power to make a person do something that is good for them but against their own will?
When humans are faced with these dilemmas, we won't always agree on what is the correct course of action. And when a decision or a judgement

is required instantly, we often rely on our instincts. So how are we going to program robots to be able to make the right decision? And can we expect them to develop an 'instinct'? These are important ethical questions that need to be discussed.

Unit 2, Lesson 2.1, Track 2.01, page 22, exercises 2 and 3

Darius Hi everybody and welcome to our vlog, it's me Darius …
Amira … and me Amira, and this week we're discussing internships and temporary jobs.
D A report published last week claimed that holiday jobs, part-time jobs or internships provide a lot more benefits for young adults than just a bit more cash. Great! But just how do you find one?
A Well, if you're looking for a temporary job, it's probably best to use a job search engine. If you're looking for an internship, then you could prioritise visiting the sites of companies working in the field that you're interested in.
D And of course, word of mouth is a great way to let people know you're available, while networking is an effective way to connect with employers.
A It can be a lot of work to find work, so is it worth it? We spoke to two friends who were both successful in finding jobs to find out about their experiences.
Kaya Hey there, Kaya here. As you know, I really want to be a chef and I was hoping to get some hands-on experience in the kitchen of a top-class restaurant … but I ended up in a fast-food restaurant in the street in which I live! It wasn't exactly what I had in mind! I mean, you don't really cook very much in a fast-food restaurant, so I didn't see how I was going to learn much on the job! Actually though, it was a great experience because I learned a lot about working in a team and working under pressure. Since the summer I've kept my hand in by working the lunch-time shift on weekends. So, now I've got some experience for my CV and, who knows, maybe it'll give me a competitive edge when it comes to looking for jobs in the future! At the very least it'll show willingness to work.
Ali Hey there, it's Ali here. I actually did an internship this summer. I've always been good at maths so I thought I'd like to work in finance. Internships based at financial companies are really difficult to get. Loads of people were going after this one and we had to make a pitch explaining why we were the best person for the job. Amazingly, my pitch was successful and they took me on! It was unpaid, but the career prospects were great. What's not to like! Well, for me, almost everything! The main problem was they didn't want anybody thinking outside the box, you know, you had to do things their way and only their way. It was disappointing, but look, I tried it out and now at least I know that the corporate finance world just isn't for me.
D Mmm, so two very different experiences there!
A But you can see how internships and temporary jobs can help to show you what you might want to do ….or might not want to do … in the future.
D But what about you? Have you had a temporary job or done an internship? What was your experience?
A Let us know all about it in the comments. But for now, it's goodbye!
D See you in the next one!

Unit 2, Lesson 2.2, Track 2.02, page 24, exercise 7

The exams were nearly over and I wanted a job that would give me some useful work experience, so I was thinking of doing an internship during the summer. I wanted something exciting, not just any job. The trouble was that the jobs advertised online were only suitable for someone who had a lot of work experience. Then one day I was talking to Julia – she's the girl who sits next to me in class – and she recommended a website she had found. It was for companies advertising jobs for young people who had just finished school during the months of June, July, August and September. I went online and I was very excited because I found some great jobs. One company looking for interns was offering a position in London, which was tempting, I have to say. But I thought I would rather work for a company located in another country, as I was keen to travel. In the end, I applied for a job as an intern with a mobile phone company. They wanted someone who could work in their office in Valencia. I applied because Spanish is one of the languages highlighted in the ad – and I speak it fluently! I contacted the company's human resources department, and the person I spoke to said I would be perfect and gave me the job!

Unit 2, Lesson 2.3, Track 2.03, page 25, exercises 2, 3 and 6

Aziz Hi guys! It's Aziz and Daria. Welcome back to Talking About Life. This week, we're putting hobbies under the microscope.
Daria Yes, but we're looking at them from a different angle. Hobbies are a great way of enjoying your free time, but what if you could make some money from the activities you love doing?
A Seriously? Money from a hobby? What's not to like? The question is how?
D Well, that's what we're going to find out by looking at three young people who turned a hobby into a job. OK, first up is fellow podcaster Theo Rivers. 17-year-old Theo became an internet sensation with his RJ Radio podcast 'Talking Music'. Theo's school interviews with local celebrities about their favourite music soon caught the attention of a media executive. In fact, the executive was so impressed that she helped Theo make a successful pitch for a position with a national radio network.
A Really? He must have been ecstatic!
D He was, and he soon caught listeners' attention. The interviews were relaxed and funny and the people he talked to clearly enjoyed chatting. Theo obviously learned a lot on the job because now he presents a really professional podcast. He has an amazing ability to get people to talk, not only about the music they love, but about all sorts of topics that young adults want to hear about.
A I'll definitely check out his podcast.
D Seriously! You can't listen to a rival podcast!
A I beg to differ. We might get a few ideas.
D You have a point. So, now let's take a look at the Mallory sisters. Two young women who've turned their favourite free-time activity, drawing, into a very profitable business. Nineteen-year-old Natalie knew she didn't want to go to university when she finished school. She wanted to start her own business. So she and her 16-year-old sister Nina decided to print their designs on T-shirts. Their first move was to borrow £2,000 and buy 500 ordinary T-shirts and a second-hand printing machine. They then transformed the T-shirts with their brilliant animal-inspired designs. Nina set up social media pages for their

company, N&N, and they joined an e-commerce website.
A They took a big risk borrowing so much money! I hope it paid off. I bet some people thought it was a stupid thing to do.
D So stupid that after just three weeks, they had sold all their T-shirts, paid back the money they had borrowed and earned a nice little profit of £1,200!
A Unbelievable. We could ask them to do a cool design for the pod!
D You're having a laugh, right? You want us to start selling merchandise … Haven't we got enough to do creating a weekly podcast?
A Just a thought.
D Now, our next success story is about something completely different. Zayn Patel started a chess coaching business when he was just 20.
A A business teaching chess? Really?
D Really. Zayn has always loved chess. His grandmother taught him how to play, and then he taught his little sisters and cousins. They enjoyed playing it so much that their enthusiasm for the game spread and before he knew it, dozens of neighbourhood kids were asking to learn. Zayn also started doing vlogs teaching chess on YouTube, and by the time he was 16, he had attracted over 32,000 followers to his Instagram pages showcasing his passion. A number of famous brands that make board games contacted him about advertising their products in his posts, but he had other ideas.
A Honestly? He said no to famous brands? People who work with famous brands make lots of money.
D That's not always the case, you know.
A Well, I'd have accepted their offer, no questions asked!
D Really, Aziz! Money's important, but it's not the only thing in the world. Anyway, instead of accepting adverts from brands, Zayn decided to use the hands-on experience he had gained from teaching kids and his vlogs on YouTube in another way. He set up a business teaching the game to children aged six to eleven. His classes became so popular that parents in other towns started asking him if he could teach their kids too. Zayn now has three people working for him as he can't be in several places at the same time!
A Incredible. Well guys, there you have it! Your hobby could be your future career. Who wouldn't like to make a living from what they love doing?
D Who knows, maybe one day we'll manage to! That's all from Talking About Life. Stay subscribed!

Unit 2, Lesson 2.3, Track 2.04, page 25, exercise 5

1
A My sister's been offered a job on a major television channel.
B Seriously?
2
A My sister's been offered a job on a major television channel.
B Seriously?
3
A I'm not joking! It really happened.
B Really?
4
A I'm not joking! It really happened.
B Really.
5
A I think we should start our own business.
B You're having a laugh, right?
6
A We've just been offered a contract with a major recording label!
B You're having a laugh, right?
7
A I'm going to invest £1,000 in a new start-up.
B Honestly.
8
A I'm going to invest £1,000 in a new start-up.
B Honestly?

Unit 2, Lesson 2.8, Track 2.06, page 31, exercises 2, 3, 4 and 5b

Well, it's hard to know exactly where the picture was taken, but the setting looks comfortable and bright. In the background, there's a big window that sunlight is pouring through, which makes the room very pleasant. Although we can't see much of it, I get the impression that it's a place which is spacious. There are two people in the room, an elderly man and a young woman, who appear to be enjoying themselves. The woman is sitting on a large sofa and she's wearing a T-shirt that has the word 'volunteer' on it. She's playing chess with the man. I can't be sure, but I'd say that because of the T-shirt and the fact that the man is elderly, she's possibly a volunteer who's come to a retirement home to participate in activities with the residents. The way that they're sitting suggests that the man, who has his right hand raised above the board, is about to make a move. There really aren't any clues to which country they're in, but the T-shirt suggests that the woman belongs to a volunteer organisation, so I would guess they're in the USA. I know from a friend that young people there do a lot of volunteer work because it builds their credibility on university or job applications. I'm sure lots of people volunteer because they genuinely want to help others, but knowing that it might give them a competitive edge in obtaining a university place or a job must also be a motivation.

Exam Skills 1–2, Track 2.07, page 34, exercise 2

Speaker 1
My first job was working in a local high-street shop when I was a teenager. Because I was only young, I didn't have any experience, so I had to learn everything as I went along. The shop sold all sorts of things that you couldn't buy anywhere else. People loved it because it was unlike any of the other shops in town. It had been there for nearly a hundred years as well, so it had lots of history and I think that's another reason it was so popular. The other staff were great – they were quite a bit older than me and they were really helpful and encouraging. In fact, I'd say it's all because of them that I'm where I am now!
Speaker 2
The only way to be successful in this line of work is to carve a niche for yourself, even if that's at the expense of other people and their feelings. Maybe that sounds a bit hard, but believe me, it's a tough world out there and you need to have a competitive edge to get anywhere. The only way to fulfil your potential is to be self-motivated, and if that makes other people resentful, well, I'm afraid that's just life. On the other hand, it's important to keep the right people on your side because you never know when they might be useful.
Speaker 3
Looking back, I'd obviously been unhappy in my work for a long time, but I just hadn't admitted it to myself. I remember I used to hate Sunday evenings, worrying about what the next week would bring. In my career, there was a lot of pressure to keep a high profile, which meant that I was working far more hours than I should have been. It wasn't fair on my family either, because I took a lot of work home and didn't make time for a social

life. I'm so relieved that I finally decided to get out and go after something else – something completely different without the stress. I'm a much happier person these days – and my family are happier, too.

Speaker 4

I don't really know yet what I want to do when I finish school. My parents are probably a bit concerned about me, and I can understand why, but I find it all a bit overwhelming, being expected to make a decision about my future so soon. There are so many possibilities out there. I have a few ideas about the type of job I'd like to go for, but I know I'll be up against a lot of competition from people who are more resilient than I am. I just don't think I stand out from the crowd enough. But I'm seeing a careers adviser next week, so that's a step in the right direction and might give me some more ideas.

Speaker 5

To be honest, I didn't really plan to be where I am now! I didn't have a particular career in mind when I left college. There were too many options available to me and nothing that really stood out. But my instinct told me that I'd find the right thing eventually. And that's what happened. There was an internship available at my uncle's office, so I thought I'd give it a go. They were clearly impressed with me – I think it's because I showed willingness to do my best at whatever came along – and they offered me a permanent job there. Well, after a few years doing that, I took a position in another department in the same company and gradually established a reputation for myself. I guess I was in the right place at the right time.

Unit 2, Vocabulary Booster, Track 2.08, page 121, exercise 1

1 be capable of
2 focus your attention on
3 have the potential to
4 inspired by someone
5 put the theory into practice
6 work from home

Unit 2, Vocabulary Booster, Track 2.09, page 121, exercise 6

1 have a burning ambition
2 do well for yourself
3 get something off the ground
4 leave your comfort zone
5 make your mark
6 not be my thing
7 show your potential

Unit 3, Lesson 3.1, Track 3.01, page 36, exercises 2 and 3

Amira Hi guys and welcome to the vlog, It's me Amira.

Darius And, er, me Darius. Sorry, Amira. Sorry guys. I'm distracted because I'm going through a bit of a bad patch with my parents. I'm not exactly on bad terms with them but we're having a few, er, differences of opinion that I just don't know how to resolve.

A I know you've been having some problems but that does sound tough.

D Tell me about it. I just don't know what to do.

A Well, don't worry. Our friend Kaya is doing a conflict resolution class, so I asked her for some advice. Here's what she said!

K Hi guys, Kaya here. Sorry to hear about this row with your parents, Darius. Now, the most important thing is to find common ground and compromise, not waste time thinking how unjust everything is! That's the best way to achieve a positive outcome in any dispute. Firstly the issue itself has to be clearly identified and you need to think about how it can be resolved by asking yourself a series of questions. What are the other person's concerns? How can they be addressed? What assurances can you give that those will be addressed? Then, decide how you're going to approach the other party and explain what might be done to come to a compromise. It's important to find the right time for this and it's a good idea to arrange a meeting in advance. People are more accommodating when they know what to expect and not when they're tired or stressed. What you're looking for is collaboration, not confrontation!

A That was excellent! Some great advice there, don't you think?

D Yeah, I guess, but …

A Come on! With those tips it shouldn't be difficult to come to a compromise with your parents!

D That's easy for you to say, but my parents are in the driving seat and they know it! My mum says it's completely non-negotiable. But where's the fairness in that?

A Mmm, I'm sorry to hear that. So Darius, what problem do you have exactly?

D Oh, er, well, I'm supposed to put out the recycling every week, and I keep sort of missing the collection. The problem is it's hard to remember and sometimes it's really cold outside. And wet!

A Er … Darius?

D Yeah?

A I don't think you need advice on conflict resolution. You just need to put out the recycling!

D You sound like my parents! But maybe they have a point …

A They definitely do! Why don't you set up a reminder on your phone. Anyway, that's all we have time for today.

D Thanks for watching guys! Bye!

Unit 3, Lesson 3.1, Track 3.02, page 37, exercise 10

When you find yourself in a situation of conflict or confrontation, the first thing you need to do is find some common ground and not waste time thinking about how unjust something is. If you can find something you agree on, then you will be able to work towards a compromise. It's important to set aside any differences of opinion if you genuinely want to settle your disputes. Collaboration is the key, with both sides ready to be accommodating and everyone involved committed to the same outcome: a solution that works for both sides.

Fairness is also non-negotiable. Both sides need to be given assurances that their rights will be respected. This is particularly important when there is a relationship of dependence, as for example between a teacher and a pupil, or a parent and their child. Conflict in these relationships often has negative side effects, with the "weaker" partner in the relationship worried that they will lose their autonomy and the "stronger" partner worried that they will lose their authority.

Unit 3, Lesson 3.2, Track 3.03, page 38, exercises 9 and 10

***The Art of War* by Sun Tzu**

The Art of War was written by the Chinese military commander Sun Tzu about 2,500 years ago. Sun Tzu's advice about fighting wars is still being used today, not by warriors, but by people who want to gain a competitive edge in life. Apparently, according to Sun Tzu, a conflict should never be entered into before all other possible solutions have been totally exhausted. Furthermore, the greatest victory in war is when an enemy can be defeated without actually having to fight. The book says that generals who know when a battle needs to be fought and when it doesn't are the most successful. Although generals who failed to support their

soldiers weren't approved of by Sun Tzu, he also believed in the importance of iron discipline being used to control them. Finally, Sun Tzu wrote that opponents should always be offered a way of escaping by good generals.

Unit 3, Lesson 3.3, Track 3.04, page 39, exercises 2 and 3

Lecturer I think it's fair to say, that on the whole rebels don't have a good image. There is a tendency to associate the word 'rebel' with vandals, with people who participate in dangerous activities and with uncooperative people who generally cause problems for society. What is more, this negative image carries over to works of fiction. Rebels are often portrayed in literature or films as people who won't follow the rules, and as people who don't care if their own autonomy affects other people's freedom. These stories show them in permanent confrontation with their parents, their teachers and the police because, in their eyes, they aren't allowed to live life as they want. So, not surprisingly, the outcome for rebels in works of fiction is not positive. In fact, reading or watching these stories, you might conclude that their objective is to warn us against rebelling, but I'm here today to say that some experts are beginning to say that it's good to rebel … at least, sometimes! In her book *Rebel Talent,* Harvard behaviourial scientist Francesca Gino says that being a rebel can pay off in certain areas of our lives. But when? Well, I'm going to look at how being a rebel can improve the following five aspects of our lives.

Unit 3, Lesson 3.3, Track 3.05, page 39, exercises 5 and 6

Lecturer Firstly, we should rebel against the routines that we follow every day and learn to think outside the box. Routines are usually done without much thought, but if we actually start studying the things we do automatically, we might find ways of doing them better. In fact, we might even decide that some of our routines don't even need to be done at all and we could end up finding ourselves with more time for other activities.
Secondly, we should rebel against the social bubble that we live in. We're not going to develop our own ideas if we spend all our time with people who think just like us. Having differences of opinion and even friendly disputes with others is good training for our debating skills, for forming our own ideas and for developing a growth mindset.
Next on the list are stereotypes. Fixed ideas and images about other groups of people and organisations are passed on to us by the society we live in and the media we consume and they're difficult to escape. True rebels, however, realise stereotypes are unjust and blind us to reality. Rebels aren't usually quick to make assumptions about other people before they get to know them. They reserve their judgement for when they've given the other person, and themselves, the chance to show who they really are. Above all, rebels tend to recognise that seeing others as rivals is a big mistake. They know that, contrary to what some people think, collaboration, not competition, with others is what gives us a competitive edge.
Next up is authenticity. Rebels are not afraid to reveal their weaknesses as well as their strengths. They don't pretend to be something they aren't, or to know something that they don't. They recognise their dependence on others to progress in life and they know that they have lots to learn.
And that brings us to the last point: learn everything …. and change everything! Rebels know that to create new ideas in a field, you first have to understand everything about that field, so rebels become experts in the subjects that interest them. Once they've achieved that, they can look at how things can be changed in exciting, innovative ways. But they know that to rebel successfully against a way of thinking, first they have to know that way of thinking really well.
So, now you have a good idea of what my image of a rebel is. It's a person who's willing to think for themselves and not follow the crowd. It's a person who doesn't mind feeling uncomfortable occasionally because their ideas are not always the same as everyone else's. A rebel can be accommodating to other people's ideas and will accept compromises, but they won't go against their principles.

Unit 3, Lesson 3.5, Track 3.06, page 41, exercise 6

Professor Alan Duffy is an astronomer and a popular science communicator. He dedicates a lot of his time to making complex scientific concepts accessible to non-scientists and especially to school children. As part of his job, he is asked to answer difficult questions that schoolchildren like to ask their teachers. Often these questions may seem very simple, but they are actually incredibly valid. For example, take the question 'if the sun is so hot, why is space so cold?' This simple question is a favourite with schoolchildren and it is an excellent question and one that scientists were asking in the 18th century. The answer to this question leads to a deeper understanding of how heat travels, and, of course, as each new question is answered, more questions inevitably pop up. It is said that Einstein developed his theory of relativity by asking similarly simple questions.
An important part of Duffy's job is to encourage schoolchildren to ask questions like these and to explore the answers, opening their minds to new worlds and new interests. When he isn't visiting schools, Duffy's work involves using supercomputers to explore his own questions about how galaxies are formed and how to detect dark matter. And apparently, in his free time, he's a fan of science-fiction films!

Unit 3, Lesson 3.7, Track 3.08, page 44, exercises 2 and 3

Harry Hi Bako. You look fed up. What's the matter?
Bako My brother Marius is the matter! We had some differences of opinion about our holiday plans and we ended up arguing … it wasn't nice!
H Well, everybody has arguments. It's said they can be good for a relationship, even between siblings!
B But we can't agree on a holiday plan! I wouldn't mind, but instead of talking to me, he discussed it behind my back and complained about my ideas to Alex … you know … his best friend.
H I suppose Alex must be his third side, then.
B His third what?!
H His third side. It's a concept that was developed by this guy called William Ury.
B Who's he?
H A negotiation expert. He's helped build rapport between people and resolve conflicts in the Middle East, Central America, and Europe.
B OK, I know I said it was a big argument, but I really don't think we need an international negotiations expert to help us! When we've cooled off, I'm sure a compromise will be found!
H Great … that's exactly what William Ury says should be done … if people

have an argument, the first thing to do is to have a break and cool off! His advice is really for all types of conflict … you know … between family members like you and Marius, between bosses and their workers, between political parties …
B So, what's the third side then?
H Well, Ury says we always think of conflict as a disagreement between two sides, but really there is a third side … the friends and family of the people involved, the neighbourhood, fellow citizens … even other countries.
B So, the third side offers mediation?
H Exactly … in the case of international negotiations that can mean reminding both sides about what the consequences of arguing with each other might be and getting them to find some common ground. And, erm, if they can't come up with an immediate solution, then at least get them to agree with each other on the importance of showing willingness to find a solution and to continue engagement and talking.
B That makes sense.
H He also says that in an argument you should separate the problem from the people … er … don't make it personal and avoid causing a loss of face to either side. The outcome should always be a win-win for both sides.
B So that's your advice to me, is it … as my third side!
H It's a start!
B Well, I'll have to tell Marius that we've applied the negotiation skills used in international conflicts to our argument! He'll be impressed!

Unit 3, Lesson 3.8, Track 3.09, page 45, exercises 2 and 3

1
Tom Look, I didn't want to bring this up, but I'm really not happy about the photos from the party that you've uploaded. I was hoping you'd consider removing them.
Miguel Why's that? I mean, I don't think they show anything more than a group of people having a good time. Do you think people will have a problem with that?
T No, it's not that, but at the end of the day I just don't feel comfortable about them.
M Well, perhaps you could have said something at the time? In all fairness, I did say that I was going to upload them.
T I know, you're right, but the truth is I'm looking for a job at the moment and if somebody becomes inquisitive and searches for me online …well, you never know what people might think. They might not think it's a positive online presence and they could affect my career prospects.
M OK, that's understandable. What if I just remove the ones that you're in?
T So, what you're saying is, all the photos that I appear in will be taken down. Am I right?
M Exactly. I'll do it right this minute. So, are you happy with that?
T Yes, it's the perfect compromise! in fact, it's exactly what I'd hoped you'd say! Thanks a lot!
M No problem.
2
Amy Good morning, Ms Patel. I'm sorry to trouble you, but could I just have a word?
Ms Patel Of course, Amy. Tell me how are things going? Are you managing to combine your working hours with your studies?
A Yes, I'm really enjoying learning on the job and what I've done on the internship so far, especially, erm, especially dealing with customers. It's just that, well, erm, as part of the internship, I was, I was given assurances that I would also receive some management training and now I'm, er, I'm halfway through the programme and nobody has mentioned anything about it.
Ms P Yes, Amy. I must apologise for that. I have a meeting scheduled with your college to discuss the situation. Unfortunately, we had an unexpected and very damaging dispute with our suppliers, and a major side-effect of that has been that management staff have had to prioritise sorting that out. Fortunately, the problem has been solved and we can shortly start the training programme.
A Oh, that's good to hear.
Ms P Well, as we're talking now, I might as well tell you what I will be suggesting at the meeting with your tutor. Basically, we're willing to extend the internship into the summer, if of course you can continue.
A Well, that's, erm, great, but that's not exactly what I had in mind for the summer. I was really hoping to find paid work.
Ms P Well, I think we can try and be a bit more accommodating in the circumstances. Would you be satisfied if we offered a salary for the extra period?
A Erm, yes, that sounds like it would be acceptable.
Ms P Excellent. I've had very good reports about your work, Amy, and we'd really like to help you in the start of your career.
A Thank you, Ms Patel. I've really enjoyed my time here, so far.
Ms P That's good. Well, as I said, I still have to speak to the college, but could we say we've reached an agreement?
A Yes, we could. Thank you!

Unit 3, Lesson 3.8, Track 3.10, page 45, exercise 5

1 I **think** we need to talk.
2 I think **we** need to talk.
3 **I** think we need to talk.

Unit 3, Vocabulary Booster, Track 3.11, page 122, exercise 1

1 You are free to act however you like, but you have to accept the consequences of your actions.
2 If you want to be a paramedic or a pilot, you need to be able to make quick decisions and cope under pressure.
3 Sam is finding it increasingly difficult to manage all the demands on his time.
4 The interview task will give you a chance to demonstrate your presentation skills.
5 When they offered him his dream job as a games designer, he didn't hesitate for a second. He accepted straight away!

Unit 3, Vocabulary Booster, Track 3.12, page 122, exercise 5

1 revolutionary – involving great or complete change
2 ministry – a government department that has a particular area of responsibility
3 ambassador – a person who lives in a foreign country as the senior representative of their own country
4 referendum – a public vote on a particular issue
5 republic – a country governed by an elected president and politicians, where there is no king or queen
6 presidency – the job of being president, or the period of time somebody holds this job
7 spin doctor – the job of presenting information to the public about something in the way that seems most positive
8 representation – having people who will speak, vote or act for you

Unit 3, Vision 360°, page 48, exercise 4

Have you ever felt the pressure of routine? You get up at the same time every day and do the same things with the same people. Welcome to 'Escape Attempts'. A podcast about ordinary people who have done extraordinary things to break free from their daily routines. This week's story begins in 1947.

A New York bus driver, William Cimillo, became fed up with the monotony of driving the same route every day. One morning, he got behind the wheel of his bus and turned left instead of right, starting what soon became a 1,300-mile detour. No one heard from him for two weeks, including his wife and children.

Mr Cimillo was a reliable employee, and had worked at the bus company for nearly 17 years. Until that day, he had never missed work or complained.

He drove to Washington and then on to Florida, where he decided to take a moonlight swim in the ocean.

Mr Cimillo was eventually arrested. By the time the police brought him back to New York, he had become a legend. People across the country sent him letters, television shows invited him for interviews and the newspapers portrayed him as a hero.

Instead of going to prison for stealing the bus, his company dropped all charges and even offered him his job back. Do you think he took it?

On next week's show, we'll be hearing about …

Unit 3, Vision 360°, page 48, exercise 5

A

It is said that history is created by the decisions we make. And throughout history, there are many examples of how very small decisions have changed the world.

Just before the Titanic set sail from Southampton to New York in April 1912, a last-minute decision saw the Second Officer David Blair removed from the ship. Unfortunately, he forgot to hand over his keys. Five days later when a watchman was assigned to look out for icebergs, he was unable to get the ship's binoculars, which were locked in a cupboard that only Blair's keys could open.

The watchman had to rely on his eyes, and wasn't able to spot the iceberg until it was too late …

B

Two years later, another last-minute decision changed the entire course of history. On 28th June 1914, Gavrilo Princip was part of a group who wanted to assassinate the Austrian ruler Archduke Franz Ferdinand when he visited the Bosnian capital Sarajevo. Their first attempt failed when the bomb they threw didn't explode under Ferdinand's car but hit one behind him, wounding many people.

Later on that day, the Archduke decided to visit the victims of the attack in a local hospital. On the way, his driver took a wrong turn, and ended up on the same street as before, just as Princip was walking out of a restaurant. Princip took out his gun, and shot the Archduke dead. His death sparked the beginning of the First World War.

C

When Martin Luther King gave his famous speech to 250,000 people in Washington DC on 28th August 1963, he spent a long time preparing it beforehand. However, during the speech, he paused for a moment. At this time, the gospel singer Mahalia Jackson, who was alongside him, turned to King and said 'Tell them about the dream, Martin'. At this point, King left his prepared script and began to improvise around the phrase 'I have a dream'.

The speech that followed went down in history as one of the greatest ever delivered in the English language.

Unit 3, Vision 360°, page 49, exercise 7

Most people assume our universe is special, the only one that exists. But we may be wrong … Many times, throughout history, we have assumed that our place in the universe was 'unique', only later to discover that the opposite is true. What we have, until quite recently, considered to be 'the universe' could be one of an infinite collection of universes.

One interpretation of this 'multiverse' theory is that every time we make a decision or choice, no matter how small, a new universe is created – one where you made this choice, and one where you made the opposite choice. With so many variations, everything that could possibly have happened in our past, but did not, has happened in the past of one of the other universes.

Unit 4, Lesson 4.1, Track 4.01, page 50, exercises 2 and 3

Amira Hi guys, and welcome to the vlog. It's me, Amira …

Darius and me, Darius. And do you know what? It's great to be here in the studio. It's a place where I can 'Think Different'. It feels like nothing is impossible. Or even … 'Impossible is Nothing'!

A What? Here in the studio? Er, that's a bit of an exaggeration, isn't it? And shouldn't you have introduced today's topic? Ah, I see, you're using slogans to do that. Very clever!

D Thank you! As you may have already guessed, today's topic is advertising. We're thinking about how we can advertise this show and I've come up with a new slogan. Now, slogans are all about manipulating language to create a memorable sentence, one that appeals to your target demographic and catches your brand identity. So mine is … 'Darius and Amira - ain't nuthin' better!'

A Really? You could have chosen anything and you chose 'ain't nuthin' better'? That's not even proper English!

D I'm using artistic license! Lots of slogans are grammatically incorrect in order to make them more memorable.

A That may be true, but it still puts my back up!

D Go on, then. Tell us your brilliant idea?!

A I thought you'd never ask. My idea is a jingle that captures how interesting and informative our show is. It goes … 'Darius and Amira – making information clearer'. What do you think?

D You must have been joking when you wrote that, right?

A What?! It's catchy, it rhymes, and it tells people what we do. It couldn't have been better!

D Except it isn't catchy and it doesn't really rhyme, and jingles do my head in anyway, they're so irritating!

A Mmm, that might be true, but I've done some research and they have a fascinating history.

D Go on, then. Give us the low-down!

A OK, well historians believe they might've been first used in the 16th century by street musicians singing to advertise local businesses. They must have been considered successful because by the 20th century, jingles were popular all over the world. But, sadly jingles are becoming less and less popular thanks to the rise of social media marketing over TV or radio,

which is something Darius knows all about.
D That's right. For social media marketers, traditional advertising techniques, like slogans and jingles, are often viewed as old-fashioned. In fact, they sometimes use irony to parody and make fun of them. They usually avoid the hard sell altogether. Instead, they try to build credibility by employing influencers to promote their products … or even creating adverts that copy the exact style of social media posts.
A That can't be legal, can it?
D It isn't, so they include the word 'sponsored' on the post, but a lot of people don't notice it. Another common tactic is to use events and campaigns with a catchy hashtag and a call to action at the end, which usually involves buying their product!
A That's fascinating, and a bit scary too! But it does show how important advertising still is. Although, we still haven't decided how to advertise the show.
D True. Hey, why don't we ask our audience? If you guys have any ideas or suggestions you want to send in, please, don't think about it, just …
A I know what you're going to say …
D Just …
A You can't resist, can you?!
D Just do it!!
A The power of advertising, eh?
D Thanks for watching guys.
A See you next time!

Unit 4, Lesson 4.2, Track 4.02, page 52, exercises 2 and 3

A I love this advert. I think it's such a clever idea. I bet a lot of people must have been stopping on the street to look at it. I wonder how they got it up there.
B Yeah, it's amazing, isn't it? The advertising company must have been really pleased with themselves when they came up with the idea. In fact, I seem to remember it might have won an award of some kind.
A I guess it can't have been easy to find the ideal spot for it either. I mean that's pretty important right? It can't just go anywhere.
B I don't know, I can think of a lot of buildings where it could have been used.
A I guess so.

Unit 4, Lesson 4.2, Track 4.03, page 52, exercise 8

1 The advert could've been for a fast-food chain.
2 Jingles might've been first used in the 16th century.
3 Advertising methods must've been changed.

Unit 4, Lesson 4.3, Track 4.04, page 53, exercises 2 and 3

Presenter The sound of the drum is associated with catchy music, dancing and festivals, but in the days before the internet, the telephone and the telegraph, the drum was much more than a musical instrument; it was a method of long-distance communication. This week, we're looking at attempts made in the past at networking between different communities that lived far apart. One example is the talking drums of Nigeria. The first talking drums appeared over 600 years ago in the Oyo Empire, today part of modern-day Nigeria. Many different local languages were spoken, and still are spoken throughout the area and the drums were used to make sounds which copied the rhythm and stress of these languages so people could 'speak' to each other. Here's historian Ali Aydin to tell us about one such method, the talking drum from Nigeria … So Ali, can you tell us: over what distances could the drums be used to communicate?
Ali Villages might have been as far apart as 30 kilometres and when one village received important news, they would use their drums to pass it on to other villages. I don't think it's an exaggeration to say that the Internet would make a good analogy for the way the network of drums rapidly spread news across the country.
P And what did the drums say?
A The drums were used to invite other villagers to social occasions, to make calls for action or to tell them about dangers.
P Are they still used for sending messages today?
A No, the introduction of modern technology has inevitably put an end to the use of talking drums for sending messages, but if you look on YouTube, you'll see that they are an integral part of the West African music scene. In fact, the success of different types of West African music such as Jùjú, Fuji and Afro Beat has introduced many people to the drums, and musicians all over the world have taken up playing them.
P On the island of La Gomera, one of the Spanish Canary Islands off the west coast of Africa, people have used whistling to communicate with each other for centuries. La Gomera is a mountainous volcanic island with deep rocky valleys and it's difficult to get around. So, the first inhabitants, the Guanches decided to think outside the box and used whistling, what today is known as the *silbo gomero*, to communicate across the island, saving themselves what must have been difficult treks to visit people to tell them the latest news. When the Spanish arrived in the 15th century, they appreciated the effectiveness of the *silbo gomero* for communicating over such difficult terrain and adapted it to the Spanish language. Today, whistled messages rhyme with the way you would say sentences in Spanish that contain the same information. To tell us more about the *silbo gomero*, we have linguist Naira Ramos with us today … Naira, how far can a whistled message travel?
Naira A strong whistler can send a message to someone over three kilometres away, and if they've got the wind behind them, they can send it even further, although of course the reply mightn't be heard because of the same windy conditions!
P Do the people of La Gomera still whistle today?
N The few people using the *silbo gomero* in the 1970s and 80s could have been the last users of the language on the islands, because it was looked down on as something outdated. But then in the 1990s the authorities decided to make it part of the primary school curriculum. Since then, the numbers of people using it has increased dramatically, and in 2009 it was included on UNESCO's list of protected cultural heritage, so today the *silbo gomero* is in extremely good health.
P And with that optimistic message about the survival of the *silbo gomero*, we end this week's look at the history of human communication.

Unit 4, Lesson 4.5, Track 4.05, page 55, exercises 5a and 5b

1 Even Leyla worked out the answers to the maths test.
2 Leyla even worked out the answers to the maths test.

Unit 4, Lesson 4.7, Track 4.07, page 58, exercises 3 and 4

1
I use something that I learned from my sister, who's a salesperson; it's called the 'yes' ladder. There are a few dos

and don'ts and the most important don't is not to ask your make-or-break question until you've gone through a few others. I'll explain – say you want to borrow something from a friend. First, you ask a few questions that they can easily say 'yes' to – you know, things like, 'That was a good match at the weekend, wasn't it?' or 'Wasn't that film we watched in class yesterday absolutely incredible?'. Evidently, what you're doing is manipulating them and walking them up the 'yes' ladder so by the time you get to your real question, there's a much greater chance of them saying 'yes'!

2

If someone says 'no' to a request … you know, like when I'm trying to get into a restaurant without a reservation but I can see there's a free table … first and foremost, I always remain polite and avoid confrontation – after all, the restaurant staff are just doing their job – and then I ask, 'Have you ever made an exception?' Sometimes, only with that question, they'll say, 'No, but I'll make one just this time, but don't tell your friends.' If they answer, 'Look, I'm sorry, I can't', I don't give up and I follow up with, 'Well, would it be possible to make an exception this time?' All in all, it can't have failed more than once or twice, and I usually get a table!

3

Well, I must've used this phrase on and off for a few years now and it's become part and parcel of my persuasion tactics! It's really useful in different scenarios when I'm getting a loud-and-clear non-negotiable 'no'. What I say is, 'Look, if I were in your position, I would probably feel the same.' Then, I give them a list of reasons why I would feel that way; in other words, I spell out their position and I agree with it! But then I give them a list of reasons why they should accept my request, and little by little they see it from my position and the outcome is that they accept my request! Why? Well, I'd say it works because by agreeing with them, you build rapport and it feels like there's a bit of give and take. Also, by explaining my opinion, they realise the situation is more malleable and not as black and white as they originally thought.

Unit 4, Lesson 4.8, Track 4.08, page 59, exercises 3 and 4

Andy OK, so do you think this poster for the college open day is enough? We could publish it in the local newspaper.

Ashu You know, I really like it, and I'm absolutely certain that it'll be great for the local newspaper and also for putting up around the college and other places locally, but I think we need to make different versions for social media too. You know, we need to get our message across on all the digital platforms that we can. We want the college to have a high profile.

Andy But surely the same poster can work on social media too? I mean, I don't see why we need to change it. We're aiming a lot of our advertising at parents and I think the information we have here could be just the thing they're interested in.

Ashu I think you're right that this might be what most parents are looking for, but personally, I think it's a bit of an exaggeration to limit ourselves to just this one poster. It's quite serious after all, and I know it'll appeal to parents, but you also have to take into account that we have to sell the college to the students too. I fully appreciate that parents' opinions will be extremely important, but the students here are between 16 and 20 and they'll possibly make the final decision. So I think it's worth drawing up other versions which appeal more to students, you know with information about accommodation and student clubs, and student discounts and things like that.

Andy OK, that's a good point, I agree. So let's draw up another version of the poster to share on the social media sites that the students use. And we can use hashtags and pin the location …

Ashu Yes, great idea! And, I'm sure you'll agree that if we want to promote the college as a place that uses the latest technology, we also need to show we know how to use it in our advertising. Not to mention the fact that virtually everybody uses social media every day, so it would look a bit strange if we didn't use it to its best, you know, with a series of different posts, all just a little bit different but with the same basic message.

Andy Good point. I hadn't thought about that. It's just that there are also people like my dad – he hates social media and avoids it if at all possible – so I think we should also consider adding a QR code to the original poster that links to a webpage with more information and maybe a video. My dad'd be happy to follow a link to an online page or video or something. I don't want to make assumptions, but I reckon there'll be a few people like that.

Ashu OK, sure. The most important thing to bear in mind is that we should use social media for future students because that is where we're most likely to find them and then I'd go for a poster in the local newspaper, and a QR code that links to a static web page, mainly because, as you say, some parents don't like to use social media. At the end of the day, we've got nothing to lose if we advertise in the local newspaper. Even if not many people see the poster in a printed version, it will also appear in the online version.

Andy That sounds fine to me.

Ashu Great. Now, we need to think about all the different posters. I highly recommend that we use different content for each platform, because, erm, I mean the content that we need for Twitter for example, might not be what we need for Instagram.

Andy True. What we could do is look at some examples of what other colleges have done and …

Exam Skills 3–4,Track 4.09, page 62, exercise 2

The history of advertising is a long and fascinating one. Perhaps surprisingly, its origins can actually be traced back to the earliest civilisations, but it was with the introduction of newspapers and magazines in the 19th century that it became a major power. Radio and television then allowed it to develop further and recently, it has become even more widespread with the rise of new technologies such as the internet and the mobile devices that most of us use.

We know that some of the first advertising was by the Egyptians, who used papyrus, a type of thick paper, to make wall posters and sales messages, and advertisements for lost and found objects were common in Ancient Rome and Ancient Greece. During the Middle Ages in Europe, most people could not read, so tradespeople advertised their businesses with images instead of words – for example a horseshoe for a blacksmith or a bag of flour for a miller. Advertising could also be oral. Town criers were widely used to call out news and official announcements to the public, and travelling salespeople known as hawkers used street cries – phrases often turned into songs, and rather like today's advertising

jingles – to promote their goods in open-air markets.
The first weekly newspaper or 'gazette' appeared in the early 16th century and over the next hundred years, advertising was used in these increasingly popular publications to help cover the cost of their printing. The first commercial advertisements were for books and medicines, but the range of products had grown considerably by the 1650s. By the middle of the 19th century, the middle-class people of Britain were reasonably well off. As a result, they were in search of an even greater variety of products, including fresh foods and drinks. It was an English businessperson who became known as 'the father of modern advertising'. Thomas J Barratt worked for the Pears Soap company in London and introduced many of the key ideas behind successful advertising that we recognise today, such as the use of slogans and specific pictures. He also recognised that advertising needed to keep up with changes in tastes and fashions and to adapt accordingly.
The first advert on television was shown in 1941 in the US before a baseball game: a short commercial for a brand of clocks and watches. While that may have been a moment of great excitement and interest at the time, things are very different today. Many of us are choosing to block adverts while we watch TV or browse the internet, and this has given rise to apps that stop adverts from appearing, as well as pay-to-stream platforms. Not only has this resulted in lost income for many companies, but it also seems that young people today are not so ready to trust adverts and regularly check blogs and social media for real-life reviews of products before they spend money on them. As a result, many brands are now following Thomas J Barratt's advice about keeping up with the times, and are working more closely with the public to build their trust and making them a part of their advertising. The people who are buying the products have now become part of that advertising process.

Unit 4, Vocabulary Booster, Track 4.10, page 123, exercise 1

Words to describe a piece of art
colourful, detailed, dramatic, humorous, realistic, striking, thought-provoking, vivid

Unit 4, Vocabulary Booster, Track 4.11, page 123, exercise 2

1 You won't forget the new art gallery if you've seen it – the architecture is very striking.
2 That TV show really made me laugh. It's a humorous insight into the advertising industry.
3 This artist must have had a lot of patience because it must have taken ages to paint something as detailed as this.
4 The documentary was incredibly thought-provoking. It really made us think.
5 Pop Art uses bright, vivid colours to paint everyday objects.
6 That artist's style is extremely realistic. Her paintings look almost like photographs.
7 I'm not keen on the current trend for black and white room decoration and furniture. I prefer a more colourful style.
8 The exhibition included some dramatic photos of protesters demonstrating.

Unit 4, Vocabulary Booster, Track 4.12, page 123, exercise 6

1 advertising campaign
2 brand loyalty
3 celebrity endorsements
4 mailing list
5 sponsored content
6 target market

Unit 5, Lesson 5.1, Track 5.01, page 64, exercises 2 and 3

Darius Hi everyone, and welcome to the vlog. I'm Darius.
Amira And I'm Amira, and today's vlog is all about screen time.
D And mine has gone through the roof!
A Well, providing you weren't just watching TikTok, I don't see what the problem is!
D Really? Isn't too much screen time always a bad thing?
A Not necessarily – different people have different opinions. Let's hear what Kaya thinks!
Kaya Hi guys – I actually have strong opinions on this! Screen time is considered suspect by some people. They complain about it all the time. But they don't criticise page time, do they? In my opinion, lots of rubbish – and even some dangerous ideas – have been printed on paper! People do all kinds of constructive things online, like learning new skills or building online communities. If anything, many peer-to-peer online activities are more creative and more sociable than just reading.
A Thanks Kaya, that's really interesting. I definitely agree on your last point.
D I don't know, I think you might be getting carried away there. I find that reading empowers me to be creative, and it can sociable too. I actually just signed up to this online forum called The Booklovers Club and it's great. It's a grassroots movement that aims to get people reading more. I've even become a contributor and started writing book reviews.
A That's cool, but that just shows we're on the same page–Did you get that pun there? After all, if online communities hadn't been invented, you wouldn't be able to do that.
D That's true. And writing online book reviews can be a great springboard to other kinds of writing. That's how our friend Ali started doing fan fiction.
A Fan fiction? What's that?
D Er, I'll let him explain. Here's Ali!
Ali Hey guys – thanks for asking! Fan fiction is where you write new stories based on the characters and plots of existing stories. As long as you make it clear that it's your own work and not the original author's, it's completely legal. Also, it's a great way to interact with other members of the fanbase. You post drafts online as you write and you receive mentoring from the more experienced members of the community. They give novices loads of tips, so you get to pursue your interest and meet fellow literature geeks! What's not to like about that?!
A Thanks for the explanation, Ali! That sounds really cool. But I can think of something cooler to do with a screen!
D Let me guess … gaming?!
A You got it in one! I love gaming, especially multiplayer games where you're collaborating with people. You get to debate what to do and see things from alternative perspectives before making decisions. So you really build a rapport with other gamers. Those are all transferable skills you can capitalise on in the, ahem, real world, so gaming is useful for everyday civic life too.
D Mmm, I'm impressed! But the education system is really lagging behind with this. Students spend most of their time at school swotting up for exams, but collaboration should be just as important!
A And you know what? We're the generation that needs to change that!

D Where do I sign up?! Anyway, that's all we have time for. Bye!
A See you next time!

Unit 5, Lesson 5.3, Track 5.02, page 67, exercise 2

I remember my grandma Maisy as a loving woman who was always cooking in preparation for the visits of her many grandchildren. My dad told me, however, that if I had known her when she was younger, I would have a very different image of her today. She was a loving mum, but she was also incredibly independent. Not only did she bring up four children single-handedly, but she also ran her own successful business and even set up a support group for women like herself. This all took place in the 1960s. The singer James Brown had a hit song at the time called *It's a Man's World*, but women like my grandma Maisy were changing that. They pushed society's boundaries by demanding an opportunity to fulfil their potential. Well, today, we look at three communities of women, two traditional and one very modern, that have also done that, providing us with alternative perspectives on the roles of women in civic life. From ABEX Radio, it's the Global Community podcast. I'm Marlon Hart. Stay with us.

Unit 5, Lesson 5.3, Track 5.03, page 67, exercise 3

1 She was a loving mum, but she was also incredibly independent.
2 I would have a very different image of her today.
3 This all took place in the 1960s.
4 We look at three communities of women.
5 From ABEX Radio, it's the Global Community podcast.

Unit 5, Lesson 5.3, Track 5.04, page 67, exercises 4 and 5

Presenter Reporter Lucy Tan is with the Haenyeo Community in South Korea.
Lucy In the province of Jeju in South Korea, the traditional roles of men and women have been reversed since the 17th century, with women doing the tough job of diving for shellfish. They were the first working mothers in South Korea and many of their husbands stayed at home to look after the children. Being a Haenyeo is extremely dangerous – three divers have died this year – and the job involves repeatedly diving 30 metres below the surface of the sea and holding your breath for over three minutes. The women do this for up to seven hours a day, all year long. In the past, novices as young as 11 would learn on the job, and while the economy of Jeju province lagged behind the rest of South Korea, many young women were willing to try diving out. But today, with better opportunities available, not surprisingly, they prefer safer alternatives. Today's generation of Haenyeo are likely to be the last, but they will be remembered for challenging traditional gender roles.
P Next up, here's reporter Ahmed Khan with the Richard Mille Racing Team.
Ahmed Watch motor sports from all around the world on TV and you'll always see male racing-car drivers. Attend the famous Le Mans 24-hour race in France, and you'll see male drivers there, too, but if you're lucky, you might also see the Richard Mille racing team in action. The team, sponsored by watch maker Richard Mille, is made up of three young European women who are changing people's perceptions about who can race by forming the first all-female driving team at Le Mans. The young women are keen to pursue their interest in racing at the highest level, and if it hadn't been for their determination and support from their families and sponsors, it's unlikely they would have got so far because motorsports are still heavily male-dominated. However, as well as developing a competitive edge and winning against men, these women are also steadily building up an international fan base, and their example has empowered women in other countries to set up their own racing teams.
P And finally, let's hear from reporter Mina Dkhar with the Khasi Community in India.
Mina A woman born into the Khasi community in India enjoys rights that almost no other woman in the country enjoys. At birth, she receives her mother's surname, not her father's, and if she marries, her husband comes to live with her and her family. Moreover, if she's the youngest daughter, she inherits the family property when her mother dies and becomes the head of the household. In the Khasi community, men and women share responsibilities equally and it's easier for women to set up a small business, especially one that involves food production. In fact, some local women started a grassroots organisation to promote their successful business model in other communities. However, not everybody in the Khasi Community is happy with the status quo. The irony is that while women all around the world are demanding more autonomy and equal rights with men, a small group of men in the Khasi community is campaigning for equal rights with women!

Unit 5, Lesson 5.5, Track 5.05, page 69, exercise 6

What first comes to mind when you hear that someone works in the fashion industry? It is easy to assume that they are a model, a fashion designer or perhaps a fashion photographer. Furthermore, the common perception is that fashion is a glamorous industry, but this is only partly true. Rarely do people realise that the industry also includes people in less glamorous jobs: the fabric designers, pattern cutters, tailors, hair stylists, make-up artists and many others. What's more, not only is fashion a highly competitive industry, but also the working conditions are often difficult. The supermodels who earn huge sums and are photographed in exotic locations are the exceptions. For the majority of models and the army of people involved in the industry, life can be brutal. Under no circumstances would the average office worker, for example, put up with the long, often anti-social hours, freezing outdoor photo shoots, irregular meals, or the necessity to spend hours on their feet. In addition, many workers in the fashion industry are freelance, which means that when they don't work, they don't get paid. Consequently, weekends, days off and holidays are a luxury. No sooner have they completed one assignment than they must look for another. One model, now retired from the business, confided: 'Had I realised how hard the job would be, I might have done something else with my life.'
Nonetheless, this is an exciting time to be involved in fashion. Before the pre-digital age, little did the great fashion houses (Chanel, Balenciaga, Givenchy, Prada, etc.) imagine that one day bloggers and other influencers would have such a great influence on what they create. In the past, people wore whatever designers decreed they should wear. Today, fashion brands use data to understand customer preferences and create products that meet their needs. The greater prevalence of online shopping also

means that fashion brands will have to focus more on creating exciting digital shopping experiences and even virtual fashion shows. As a result, the lives of the people who work in the industry will also change, but as yet, it is not clear whether this will be for the better.

Unit 5, Lesson 5.7, Track 5.07, page 72, exercise 5

So, here's the point that I want to make. Not only is it understandable, it's also common to feel negative about certain people in society: people who break the law, violent people, anti-social people. We obviously wish they would stop behaving in the way they do, but if they don't, we want the authorities to do something about them. But disliking people or being prejudiced just because they're different from us, all the -isms – racism, sexism, ageism – these aren't reasonable or natural. We've invented them. So, as we've created them, we can also change them, and in my opinion, the process of change involves three steps – providing, of course, we're serious about learning tolerance. First, we have to be honest with ourselves and own up to our prejudices. Now, that is going to make us feel uncomfortable and some people will avoid this internal conflict by saying, 'Oh, that's just the way I am'. That's human nature, but we shouldn't avoid facing up to unpleasant truths about ourselves! Next, we need to ask ourselves: Where does my prejudice come from? Does it come from ignorance, fear or something I've learned from my peer group, home or society? The last step is to actively look for opportunities for engagement and to meet people from the social groups that we have felt prejudiced against. It is this final step that will make us realise just how silly and unjust our prejudices were!

Unit 5, Lesson 5.8, Track 5.08, page 73, exercises 2 and 3

Well, the most obvious similarity between my photos is that they both portray a disparity in wealth. The most noticeable difference is that this disparity is shown through people in one photo and living conditions in the other. What the situations have in common is that the photos appear to have been taken in similar parts of the world. The photo of the man begging and the woman carrying shopping bags looks as if it was taken in a western country, perhaps somewhere in Europe, while the other photo might have been taken in a US city, perhaps Los Angeles or San Francisco.
As I said before, whereas photo A depicts two people – a man and woman – photo C doesn't show anybody, even though the objects on the ground near the tents suggest that there are people living in them. I think it's obvious that anyone who lives in a tent like this must be homeless. In photo A, the man looks like he's given up on life. I'd say it's evident from his expression that he doesn't expect to receive anything from the woman.
In fact, although we can't see the woman's face, she seems indifferent to him, and her body language suggests that she's ignoring him. I think the contrast between poverty and wealth is also clearly present in photo C. In comparison with the tents, which highlight poverty, the luxurious modern buildings behind them show how privileged others are. Poor people, especially in big cities become invisible, and that's the saddest thing of all. In my opinion, both photos portray the invisibility of the poor, but do it in different ways. Photo A shows how we ignore the poor. In contrast, photo C shows how we push them to the edges of our cities, where we literally don't have to see them.

Unit 5, Vocabulary Booster, Track 5.09, page 124, exercise 1

1 passionate – having strong feelings of enthusiasm for something or belief in something
2 sophisticated – clever and complicated in the way it works
3 single-minded – only thinking about one particular aim or goal because you are determined to achieve something
4 aggressive – angry and behaving in a threatening way, with the potential to be violent or attacking
5 sensitive – aware of and able to understand other people and their feelings
6 user-friendly – easy for people who are not experts to use or understand
7 absorbed – very interested in something, to the extent that you aren't paying attention to anything else
8 innovative – introducing new ideas or ways of doing something

Unit 5, Vocabulary Booster, Track 5.10, page 124, exercise 6

1 When you keep something in perspective, you think about it in a reasonable way, without making them seem worse than it is
2 When you know something like the back of your hand, you are very familiar with it.
3 When you learn something by heart, you learn it so you can repeat it from memory.
4 If something puts you at a disadvantage, you will be less able to succeed and make progress.
5 If your mind goes blank, you are not able to remember a particular thing.
6 If you are out of your depth, you haven't got the knowledge or skills to deal with a situation.

Unit 5, Vision 360°, page 76, exercise 4

The word 'tourism was first used in 1811 and today there are 1.32 billion tourists travelling around the planet every year. Tourism accounts for 5% of the world's economy and generates an amazing $8.27 trillion per year! The most visited countries are France, Spain and the USA and the most popular cities are Bangkok, London and Paris. There are also 51 tourist destinations where there are more visitors than local people; the tiny country of Andorra in the Pyrenees receives 33 tourists for each resident every year!

Unit 5, Vision 360°, page 76, exercise 7

Presenter What do you think of apps and websites where you can rent people's homes and spare rooms when you're on holiday?
A
Max I love it. I travelled around Europe last summer and stayed in some amazing places. The truth is I couldn't have afforded to do that if I'd had to stay in hotels. And the apartments are generally in really convenient central locations.
B
Nora For me, it's all about the experience you have. You get to meet local people, spend time in their communities, learn about their culture. And they also benefit too, and not just financially. People take real pride in showing you their homes and communities.
C
Yasmin I'm not a fan. In my city, holiday apartments are big business. So now we have a situation where businesses are buying lots of these beautiful apartments to rent to tourists. And local people just can't afford to live there. It isn't good for communities, it's destroying them.

D
Thomas I lived next door to a holiday apartment for two years and it was awful. Sometimes there would be groups of young people having loud parties, sometimes families with noisy kids, and then sometimes it would be empty for months. And worst of all, you don't get to know your neighbours or build relationships with them.

Unit 5, Vision 360°, page 77, exercise 9

Online reviews of restaurants, hotels and holiday apartments can be a really useful way to find out about a place before you spend your money there. But how do you know if all those reviews are real?
In 2017, the journalist Oobah Butler did an experiment to find out. In April of that year, he registered a restaurant in south east London called The Shed at Dulwich on the most popular review site. You probably know the one I'm talking about!
But The Shed wasn't a restaurant at all. In fact, it was a small hut in his back garden. But of course, nobody knew that. He wrote a menu, bought a cheap mobile phone, and even took some photos of fake dishes, which he made using things he found around his house. And then with the help of friends, started writing reviews. With over 18,000 restaurants in London on the site at the time, you might think getting into the top 1,000 restaurants would be very difficult, but by August, his restaurant was already at number 156, without ever serving a single meal. Unbelievable, really.
At this point, Oobah was receiving phone calls every day from food lovers wanting to book a table at this mysterious restaurant with no specific address, no opening hours and no front door! And this is the brilliant thing: the more he told people it was fully booked for months, the more people phoned, desperate to get a table at London's most exclusive restaurant.
Finally, on 1st November, The Shed at Dulwich was voted number one restaurant in London!
So, what can we learn from Oobah Butler's experiment? Well, first of all, don't rely on just one source of information when you want to find a place to eat. And perhaps put down your phone and instead try asking local people. It's much more fun and you might really find that amazing place that the tourists don't know about!

Unit 6, Lesson 6.1, Track 6.01, page 78, exercises 2 and 3

Darius Hi guys! It's Darius and Amira here, with another edition of the vlog!
Amira Yeah … hi.
D Uh-oh! Looks like somebody got out of bed the wrong side this morning!
A It's a long story.
D Has somebody rubbed you up the wrong way?
A It's not that. It's my sister. Let me explain. My sister and I are really close, but she's just told me that she's going to live abroad. She's emigrating to Australia! A friend of hers suggested going there and my sister is really keen to join her. She's done her research and reckons her career prospects are much better there too. I understand that, but still - I'm really going to miss her.
D I get that. Australia's a cool place to go but I have to admit, it's … er … not exactly close. How do your parents feel about the news?
A They'll miss her too, but they can't exactly complain. After all, they're economic migrants too. It's an interesting story actually. My parents immigrated separately to the UK in the 90s for a better standard of living. But they didn't just find jobs, they found romance too! They met and got married in the melting pot that is London. They often tell us that settling in the UK wasn't easy, but as my dad always says 'when the going gets tough, the tough get going.' So, they worked really hard and while it wasn't exactly a rags to riches story – we're not millionaires - they made a great life here for me and my sister.
D That's such a cool story. I love it every time I hear it!
A Me too, but it isn't that unusual, you know. Did you know that one person in thirty lives outside the country they were born in?
D Really?!
A Yep. Of course, the history of human migration is thousands of years old. Humans have always wanted to control their own destinies. To do this, they've often decided to up sticks and move to another place, especially countries like the United States, Australia and countries in Central and South America. In fact, so many people have put down roots in those countries, that if we all traced our ancestry, a lot of us would discover that we've got distant relatives living there! Why do immigrants decide to uproot their families? Well, take Ireland in the 19th century – a bad potato harvest meant there was no food, which caused a spike in numbers of people wanting to start a new life in the USA. Around 1.5 million Irish citizens settled in cities like Boston and New York, and now their descendants form an important part of US culture.
D That's true, I think most are like your mum and dad; they want to get on in life, and they think that moving to another country will help them succeed.
A And usually it does! And not only do they do well for themselves, but most immigrants make an important contribution to the economy of their new countries. Studies have shown that they contribute more in taxes than they receive.
D But that's not the most interesting thing.
A Isn't it? What is then?
D Pizza, curry and vegetable stir fry!
A What's food got to do with it?
D A lot! Immigrants don't just offer their entrepreneurship. They add to the fabric of a society, introducing new cuisine, art, ideas and innovation. Immigrants are also often young go-getters who want to make careers in cutting edge industries like technology.
A Excellent point! It'll be interesting to see what my sister can add to the fabric of Australian society. She's a computer programmer, so I think she'll be contributing to Australian technology. It certainly won't be cuisine, because she's a terrible cook!
D Well, as long as they let her come back and see her family sometimes!
A I hope so! Well, that's everything for today. Thank you for watching.
D Bye!

Unit 6, Lesson 6.3, Track 6.02, page 81, exercises 2 and 3

Presenter Would you like to live in a world where books are banned? How about a world where there aren't any babies? Or perhaps you'd prefer a world where young people have to compete with each other to the death until there is only one winner left alive? Of course, nobody would choose to live in such worlds, but the irony is that many of us enjoy reading about them and in this week's Bookshelf Podcast, we're talking about these imagined worlds …we're talking about dystopian fiction. In my introduction you may have recognised the plots of *Fahrenheit 451*, *The Children of Men* and *The Hunger Games*, but of course there are lots more examples

of great dystopian fiction. However, do they have any common characteristics? Here's literature professor Lillian Zapiro.
Lilian Zapiro Without doubt, most dystopian novels use analogies with current issues, but place them in imagined worlds in the near future, erm, usually some fifty or a hundred years away, much closer to us than say the imagined worlds of science fiction. And, er, they take these issues and, and create what are the worst-case scenarios! You know, the stories involve environmental disasters that get out of control, or there is social breakdown, with different social groups at war with each other.
P But why do these horrible visions of the future appeal to us? Fiona Alonso, well-known author of fiction for young adults.
Fiona Alonso Well, studies have shown that when we live moments of national or global anxiety, we read and watch more dystopian stories. Perhaps they make us realise that the present isn't so bad after all! I also think that dystopian stories are like a warning. You know, politicians say that they are working for us, but very often they seem to be working for big business, or for their political parties and, in a way, dystopian fiction warns us against ignoring what's happening in society. It's perhaps a criticism that many people don't get involved in civic life and says, you know, if you don't get involved, the problems that you have now, well guess what, they'll become even worse! Yeah, I think these stories are calls for action for people to be more proactive.
P Well, we've heard from the experts, and now we want to hear from you about a dystopian novel that you've read. Send us a voicemail describing the plot and saying whether you would recommend it or not. We'll discuss them next week!

Unit 6, Lesson 6.3, Track 6.03, page 81, exercise 5

Student A The book that I'd really recommend to everyone is *Uglies* by Scott Westerfeld. Although it supposedly foresees our futures, I think it really talks about our obsession today with how we look. The story's set in a world where all the cities have been destroyed because of petrol pollution. And, in the new world, the government looks after everyone – which might be considered good – but in my opinion, it's just a way of controlling people's destinies. Also, all the characters in the story are considered ugly until they're 16, when they are forced to have an operation to become pretty, and after the operation they are settled in New Pretty Town and cut off from the rest of the world. Anyway, the story really made me think about the consequences of society forcing us to follow its ideas about what beauty is.
Student B OK, I'm going to talk about *Divergent* by Veronica Roth, a dystopian novel set in Chicago in the near future. Basically, it's the story of an unjust society where everyone is divided into five groups according to their personality. The basic premise is that these groups stop people from acting independently. The hero, Tris, has to decide which group to join, but she has a personality that matches more than one group and that's when her problems begin. One reviewer's criticism was that the book is simplistic, but I don't agree with that. Erm, in my view, the basic idea is interesting, and the world it conjures up is thought-provoking, though of course there are plenty of aspects that can rub you up the wrong way! And if you asked me whether I'd recommend it or not, I'd have to say yes, I would!
Student C Er, hi! Well, a dystopian novel that really impressed me was *Never Let Me Go* by Kazuo Ishiguro. In fact, I feel it's no exaggeration to say, it's one of the saddest books ever written. Although it's set in a typical English boarding school in the countryside in the near future, there appears to be very little that is futuristic about the story at all. The students, well … their lives seem normal, - normal for a boarding school, I imagine - although throughout the book the teachers tell them that they have to live healthy lifestyles all the time. The reason why becomes clearer when we learn that they are clones – um, like Dolly the sheep and all the other animals that have been cloned – and they have been copied for a purpose. I'll keep the purpose to myself in case people want to read it, but it's a real shock! For me, the story spells out the ethical considerations involved in deciding how we use scientific discoveries. It certainly made me think twice about them and it's a must-read!

Unit 6, Lesson 6.5, Track 6.04, page 83, exercise 8

Patrick So, how was the fundraising event for the youth club?
Grace Well, we rose to the challenge and it was a big success! I think we achieved all our objectives.
P Well, the reason I ask is we're planning our own event to raise awareness about the issue of homelessness and at the same time raise money for A Roof Over Your Head, a charity for the homeless. I was wondering if you had any advice on what to do.
G Well, it helped that we didn't have to spend too much money on organising it.
P Where did you hold it?
G In the town square. Mark spoke to the council and asked them for permission.
P Was that difficult?
G Not at all! Mark told the council that if we raised a lot of money, we would be saving them money!
P Really? Well, A Roof Over Your Head was set up to provide more basic necessities. The council doesn't provide enough.
G Sounds like you could use the same argument as Mark!
P Good idea.
G We also asked local businesses to donate things that we could sell. We said we would give them lots of free publicity when we were promoting the event, and they were happy with that. It helps build their credibility in the neighbourhood.
P Sounds like another good idea!
G And we held the event on a Friday evening, not on a Saturday morning.
P Why?
G The question is: when are people in a really good mood?
P When school and work has finished and the weekend starts?
G Exactly!

Unit 6, Lesson 6.7, Track 6.06, page 86, exercise 2

1
OK … er … just a minute … I can't get this to work … ah, there it is … OK, can everyone read that? There's quite a lot of information there, but it's all relevant to what my presentation is about. Oh, yes … let me introduce myself and tell you a little about what we're going to discuss … now, where did I put my notes … ah, here we are …
2
Good morning everybody / and thank you for coming. / As Amy said in her introduction, / I'm going to be talking about how humanitarian aid works / and looking at the many different jobs /

that volunteer field workers do. There'll also be time for you to ask questions about how to get involved in raising awareness about the work we do. But before we consider why humanitarian aid is needed, I want you to answer the question that you can see behind me on the screen …

Unit 6, Lesson 6.7, Track 6.07, page 86, exercise 3

Good morning, everybody / and thank you for coming / As Amy said in her introduction / I'm going to be talking about how humanitarian aid works / and looking at the many different jobs / that volunteer fieldworkers do.

Unit 6, Lesson 6.7, Track 6.08, page 86, exercises 5 and 6

Kate Now up next is Carl González with our weekly feature 'Students' World.' It's all yours, Carl.

Carl Thanks, Kate. Well, if you're a student, you're probably going to have to give a presentation at some time and obviously it's a killer presentation that you'll want to make, so I've lined up some tips that are going to help you rise to the challenge!

OK, so, I'm going to start with a tip that's universal: you've got to prepare, prepare and prepare! What nobody can do is give a good presentation without putting in some serious preparation time. Study your material, make notes and write various drafts of your speech and then rehearse … rehearse in front of the bathroom mirror, rehearse in front of your family and friends and ask for their feedback … don't stop practising!

Now, if you follow tip number 1, tip number 2 shouldn't be too difficult to follow … don't use any notes. What's much more important is to come across as natural rather than remembering every single word. It'll also make you look competent and confident and allow you to build rapport with your audience and keep their attention.

Tip number 3 will help you present without reading from notes; organise your material into chunks so that you are concise. Short clear sections will make it much easier for you to remember and also easier for your audience to follow, especially if you make it clear when you're changing focus.

Tip number 4 is also about making it easy for your audience; speak at a normal pace! You should be enthusiastic, of course, but while you've studied your material and know it very well, your audience doesn't, so speak steadily and use pauses to allow your audience to take in what you've said.

The next tip, number 5, is related to the vocabulary you choose; try to avoid jargon. Just because you have background knowledge of the topic and know what the specialist vocabulary means, doesn't mean your audience does. You should also avoid using too many informal words and expressions. You want to sound friendly, but giving a presentation is quite a serious business and the way you speak should show this.

Tip 6; choose your slides carefully. What confuses audiences is slides that are not clearly connected to your presentation. Select images that make an impact and help you get your message across and try to avoid cluttered slides that are full of text. You can use headings or short phrases, but don't make your audience read; you want them to listen to you and look at you! Also remember to look at your audience and not your slides, otherwise you'll reduce your engagement with them!

Finally, my last tip; tip number 7, is relax and enjoy your presentation! Naturally, that's easy to say and difficult to do, but if you follow my other tips, then you'll be prepared and if you're prepared, there's a much greater chance of you feeling confident and that is the key to giving a killer presentation! See you next week!

Unit 6, Lesson 6.7, Track 6.09, page 86, exercise 10

Student 1 Well, I don't think that students are going to know much about the work of this environmental charity, so I think first we need to raise awareness of what it does and give some background knowledge. We also need to get across why it was started, erm, its history, and spell out what it does today and things like that.

Student 2 OK, that's, that's a good point, but we don't want to do people's heads in with lots of boring information – we certainly don't want cluttered slides.

Student 1 I agree – we definitely need to be concise and go at a good pace. We also need to choose surprising and unusual facts.

Student 3 Exactly, and each of those facts needs to be accompanied by some images that have real impact … you know, like the aftermath of a disaster or a rescue mission … or, erm, surprising statistics …

Unit 6, Lesson 6.8, Track 6.10, page 87, exercises 3, 4 and 5

I plan to speak about the difficulties of finding clean water in some developing countries, to mention a few of the problems that these difficulties create and to suggest a solution.

First, let's look at some statistics about water in the developing world. UNICEF says dirty water kills about 5,000 children a day and there are 1.1 billion people who don't have easy access to clean water. An example of this can be found in the fact that many children do not go to school because they spend a large part of their day going to get water. On average, they walk 6 km a day to collect water and bring it home. In other words, the lack of availability of services that we take for granted, impacts on the educational opportunities of children in the developing world.

So, what problems does the lack of clean drinking water create? Well, let's now move on to look at a few.

As I mentioned at the beginning, the water that people in the developing world drink or use for cooking is often unfit for human consumption. In simple terms, this means the water is basically so dirty that people shouldn't drink it or cook with it … and that causes death from epidemics that rarely occur in wealthier countries. Furthermore, water is more expensive in poor countries than in rich countries like the USA, so it makes it more difficult for people to improve their lives.

So, as we have seen, not only does the lack of water cause illness and death, but it also makes it difficult for poor people to escape poverty. The question is: what can be done about it? Well, in my opinion, we can conclude that humanitarian aid can only do so much. Humanitarian organisations have raised public awareness of the problem, but it's organisations such as national governments and international organisations like the UN that can really provide people with basic necessities such as access to clean water every day. They are the ones who have the resources on the ground to give people the opportunity to live healthier lives and to spend their time in a more useful way. In short, water should be a basic human right and one that people have easy access to!

Exam Skills 5–6, Track 6.11, page 90, exercise 2

1

Sam Hi Emma, how are things? I haven't seen you for ages.
Emma Oh, hi Sam. Err, actually I've been having a bit of a tough time recently. Ever since I got turned down for that job last month, I've been feeling a bit low. It's really knocked my self-esteem.
S I'm sorry to hear that. I know what you mean though. I went through something similar when I lost my job at the bookshop last summer. It was only a part-time job, I know, and it was never going to be a career, but I absolutely loved working there and the people I met were great. I made so many good friends. I'll always regret having to leave.
E Oh yes, I remember that. But that wasn't your fault. That was all about the company making big changes – and it affected a lot of people, I seem to remember? But this feels more personal to me. It's the third job I've applied for this year and I'm just not getting anywhere. It's making me feel a bit worthless to be honest.
S I think it's difficult for everyone at the moment. And don't underestimate yourself – maybe those just weren't the right jobs for you. You've got so much potential, honestly! Something will turn up eventually, I know it will.

2

A Have you seen this advert about the recent humanitarian crisis? They're looking for volunteers to work with local people there on the ground.
B Oh yes, I saw that. So, are you thinking of getting in touch with them?
A Well, maybe. They really need fieldworkers to help with things like healthcare – and obviously there's a big problem with the ongoing threat from malnutrition. It's such a serious situation. And with my experience, I think I could make quite an important contribution.
B I'm not disagreeing with you there. And I'm not denying that it's a really big issue, of course it is. But are you sure it's the right time for you to be going off and doing something like that? I mean, it would be a really huge step and you'd be away for months, so there's quite a lot at stake personally. And you don't know what the aftermath of the crisis might be. Things could get worse out there quite quickly. Are you sure you've thought it through properly?
A Well no, there's a lot of details that I haven't had time to look into yet. It's just something that my instinct is telling me to consider. And don't worry, of course I won't commit to anything before I talk it over with my family first. You're right that it would be a big decision to make.

3

A Well, I'm just not sure it's possible to have just one favourite novel – do you? I mean, everyone likes different things at different stages of their life, so your favourite is bound to change over time, isn't it? And then there are so many different types of novel, it's not possible to compare ones from different categories in my opinion. I mean, how do you compare a romantic novel with a dystopian one, for example?
B But surely it's OK to have a different favourite at different times? I mean, I've had lots of different ones over the years and I don't have a problem with that. It would be a bit weird to only have one, especially given how many books we both read.
A So, what would you say is top of your list at the moment then?
B Actually, I've just read something that I've been meaning to read for years. I can't believe I've only just got round to it – *Brave New World*.
A You're kidding! You really haven't read that before? It's a classic! And one of the greatest dystopian novels ever written.
B I know, I can't believe it myself. I mean, I did see a film adaptation of it a while back. Maybe that's why I never got round to reading the book, I just didn't think I needed to. But the book is so much better, in my opinion. What did you think of it?

Unit 6, Vocabulary Booster, Track 6.12, page 125, exercise 1

1 To preserve is to keep somebody or something alive, or safe from harm or danger.
2 To threaten is to be likely to harm or cause damage.
3 To coordinate is to organise the different parts of an activity and the people involved in it so that it works well.
4 To distribute is to give things to a large number of people or share something between a number of people
5 To encounter is to experience something, often unpleasant or difficult, while you are trying to do something else.
6 To eliminate is to remove or get rid of something.

Unit 6, Vocabulary Booster, Track 6.13, page 125, exercise 2

1 extended family
2 lifestyle choice
3 standard of living

Unit 6, Vocabulary Booster, Track 6.14, page 125, exercise 6

1 One of the big advantages of living in a multicultural society is that you can learn about different traditions and ways of life.
2 I fear that the opinions driving political discourse are less tolerant than ever.
3 The report shows how much money the arts and culture sector contributed to the economy last year.
4 The country's entrance requirements for higher skilled migrants are different from those for less well qualified workers.
5 The study focused on how strongly first-generation immigrants identified with their parents' culture of origin.
6 There is some evidence that the digital revolution has pushed down wages.

Unit 7, Lesson 7.1, Track 7.01, pages 92 and 93, exercises 2 and 3

Amira Hi guys, and welcome to our vlog! It's me, Amira.
Darius And I'm Darius. Er, Amira, why are you kitted out like that?
A What? Don't you recognise a Morris dancer when you see one?
D Really? I thought Morris dancing had pretty much died out!
A Nope. Ali and I are keeping the tradition very much alive! We even hope to get it on UNESCO's Intangible Cultural Heritage list. You know, so we can safeguard it properly.
D The Intangible Cultural Heritage list? What's that when it's at home?
A Well, I've been researching this with Ali but I'll let him explain!
Ali Hey guys! So, UNESCO's Intangible Cultural Heritage list is similar to its World Heritage list, which you might already know. But instead of protecting buildings and monuments … it protects events like festivals, music, dance and arts and crafts skills. Unesco considers it important to use our cultural events to develop mutual respect between the world's cultures. With this list, it's UNESCO's intention to raise awareness of these events, and, if necessary, help revitalise them. There are loads of great examples, like the Castellers of Catalonia, in the

North East of Spain. They form human towers by standing on each other's shoulders, mostly at large scale events, like festivals, carnivals or processions. The tradition started in the 18th century, so practitioners have a wealth of knowledge that has been passed down from generation to generation. Like with Morris Dancing, at first only men could take part, but now women can too, and they can go as high as ten levels!

D Ten levels! My legs are turning to jelly just thinking about it!

A Ha ha, I know, it is pretty scary. But Ali does have another example that might just be right up your street

Ali That's right. Kumiodori which originated on the southern Japanese islands of Okinawa at the beginning of the 18th century. Also like Morris dancing, it's characterised by traditional music, dancing and costumes. The performances usually are based on traditional rituals and recount legends and local historical events. It was under threat for many years because groups found it difficult to recruit new members. So, it was decided to reverse this situation by joining the UNESCO list and removing sexist restrictions that stopped women from taking part. Today, it's going strong in Okinawa and other parts of Japan.

D Thanks Ali. That sounds so cool!

A It does, doesn't it? But before we finish, I think it's time you learned a bit more about a cultural event closer to home - Morris dancing.

D Oh, thanks!

A Come on – give it a go! Nice one, Darius! You just need a bit of practice and maybe you can join me and Ali.

D Thanks Amira. And thank you for watching guys. See you next time!

A Bye!

Unit 7, Lesson 7.2, Track 7.02, page 94, exercises 6 and 7

On this week's vlog, I want to tell you about a trip I made to Lerwick, in the Shetland Islands to see the *Up Helly Aa* fire festival. From what I saw, it certainly looks like Europe's biggest festival of fire is not in danger of disappearing! In fact, it is encouraging that so many people on the Shetland Islands work hard to keep their tradition alive. It was interesting to learn how much work goes into making the event a success. Although everyone says it's fantastic taking part in the processions and they all love it when they burn the ship, and the fire warms the winter sky, the *Up Helly Aa* is much more than a one-day event. It's a year-round commitment that is characterised by hard work preparing traditional garments, the boat and the thousands of torches that the participants use to light up the winter sky. The locals regard it as an honour to remember their Viking heritage, but it isn't easy to prepare for such a large-scale event, so if someone wants to take part, they have to be prepared to give up a lot of their free time. In fact, the organisers think it's necessary for people to think hard about whether they have time to participate. They don't want people dropping out just when they need them to be working hard!

Unit 7, Lesson 7.3, Track 7.03, page 95, exercises 2 and 3

Presenter Our cities are growing more crowded, and the climate is becoming more extreme, so tonight on *Future Life*, we're asking if it's time for our architects to start thinking about building downwards. To help us answer the question, we have with us in the studio Liam Bracken, professor of architecture, and respected architect Zaha Oxman. Good evening!

Liam Good evening.

Zaha Hello.

P Liam, if I may begin with you … Now, it's often assumed that people have always lived above ground, but that isn't the case, is it?

L No, not all. Thousands of years ago, people rarely built their own shelters and instead took advantage of natural places such as caves – as protection from wild animals and the weather.

Z I would go along with that, but, er, of course, those early humans were also under threat from other humans. It's believed that underground cities such as Derinkuyu in Turkey and the cave homes in Nôk and Mamproug in Togo in Africa were built for defence against attacking forces.

P So, why are we going to go back to underground cities now? Are they the best way to provide growing city populations with housing, and to also safeguard us from extreme weather?

L Yes, I'd totally agree, and that's why we've decided to reconsider building underground. There are some good examples in places with extreme winter weather like Montreal in Canada and Helsinki in Finland …

Z Yes, but having said that, architects certainly regard it as more difficult to build down than up.

P Why's that?

Z Well, for a start, modern architecture is characterised by the use of natural light. Human beings need natural light, and we don't do well without it. I really don't think we can live underground full time.

L You have a point, but I think there are projects that will definitely overcome the problem of natural light and make full-time underground living viable. The Earthscraper project for Mexico City is an example.

P Earthscraper?

L Yes. The design is like an upside-down pyramid. It would have a glass roof, which would let in natural light, and architects are also thinking of other ways for the light to reach the bottom of the pyramid. They're hoping that it would provide homes for 5,000 people.

P I wonder if people might hate it when they're underground, surrounded by walls, and thousands of other people.

Z That is certainly a potential problem, and if underground cities are going to work, they will have to provide the inhabitants with open spaces that are big enough so they don't feel trapped, and where large-scale social or cultural events can be held to encourage civic life.

P So technically speaking, living underground is achievable, but we might not want to, am I right, Zaha?

Z Yes. I'd say we might be happy to spend a day shopping – or we might even be happy to sleep underground, but we would appreciate it if we could spend at least a few hours outside to satisfy our natural instincts for natural light!

L Well, in the end, I'd have to side with Zaha. I think there's a future for underground shopping centres and transport systems. That would allow for good quality housing on the surface, and lots of green spaces so we can have a healthier and more environmentally friendly lifestyle.

P Well, thank you both for providing us with plenty of food for thought. Next on *Future Life*, we're going to look at …

Unit 7, Lesson 7.3, Track 7.04, page 95, exercise 5

1

Well, erm, I've always lived in Coober Pedy, and I can't imagine living any other way, really. When I was a kid, I thought everybody in Australia lived underground! When my cousins used

to visit us from Sydney, they thought it was like living in a cave. Well, what's wrong with that? Temperatures get as high as 50ºC, so I love it when I go down into my house in the summer because it's like walking into an air conditioned space. And the best thing? Our houses stay at a constant 22ºC or 23ºC all year round naturally! We've got underground shops, a hotel, a cinema and swimming pools! We couldn't really live on the surface here, so by living under it, we keep our town alive!
It wasn't always like this, though. The town was founded in 1915, when opal … erm, a precious stone, was discovered here, and people came to work as miners. They realised it was cooler underground, so they started digging underground homes. My great-grandparents came to Australia in 1950, after the Second World War, hoping for a better life for them and their children, and as great-grandad was a miner, they naturally ended up here. So, my family's been in Coober Pedy for a long time. I wouldn't want to live anywhere else.

2

Welcome to Matmata in Tunisia, the home of Luke Skywalker! Yes, it's the town that featured in the first *Star Wars* film in 1977 as a village on the planet of Tatooine! The director, George Lucas, thought Matmata looked as if it was somewhere in outer space! Well, as you can see from here, it's very different. The construction of the houses is quite unusual. First people dig a deep circular hole into the sandstone. Sandstone is quite soft stone, so it's not difficult to do! Then caves are dug out around the edges of this hole, forming underground rooms. The main hole serves as a courtyard. Given the very high temperatures here in the Tunisian desert, these underground houses were perfect for surviving the heat. However, in 1969 it rained and rained for twenty-two days and, because the houses were built to protect people from the sun, not the rain, they were flooded, and many were destroyed. The government then built houses on the surface of the ground for residents, but some people repaired their underground houses and now these houses, er, they attract some tourists. The residents perform traditional rituals for them and recount local legends. Well, the houses are the perfect setting for such events, don't you think?

3

I've worked in the underground city in downtown Montreal for a few years now, and, yeah, in the winter when it's -30ºC, it's good to be down here. However, in the summer, it's a bit depressing, to be honest. I, er, I get the metro into the centre when the sun is just coming up, arrive at the station down here, go to work in an office down here and then sometimes meet friends to go out down here, too! I mean don't get me wrong, there are 32 kilometres of tunnels with shops and restaurants and thirty cinemas, so it's convenient, yeah. There's a popular myth that people actually live here, but just for the record, they don't. The city closes from 1 a.m. to 5.30 a.m., and it operates during the same hours as the metro.
But as I was saying, I sometimes get home and I haven't seen natural light once during the day! You know, half a million people use the underground city every day in the winter, so it keeps the local economy going, but I sometimes wonder if it's at the expense of our health. Well, at least to mine.

Unit 7, Lesson 7.3, Track 7.05, page 95, exercise 6

1 I can't imagine living any other way.
2 I love it when I go down into my house in the summer.
3 These underground houses were perfect for surviving …
4 I get the metro into the centre.

Unit 7, Lesson 7.7, Track 7.07, page 100, exercises 4 and 5

Thank you for that kind introduction from Mr Yates. Mr Yates is right and I am an expert in mistakes … and do you know why? Because mistakes are inevitable and I've made lots of them myself! In fact, in our research at the psychology department, we often talk about our own mistakes, and we've discovered that humans tend to make the same types. Of course, we make them for many reasons, but today we're going to look at four criteria for categorising common mistakes. These are mistakes that we can learn from if we take the time to reflect on what happened and why.
There are mistakes that are a product of carelessness, and there are a couple of things that we can learn here. Firstly, that if we don't give something our full attention, mistakes will occur. It's important to assess how much time is the right amount in order to complete a task well. It's very important not to rush, and to take your time.
In the case of over-stretching, if we're trying out something new but keep making the same mistakes, we need to stop and reflect on what's going wrong – and ask someone you trust what their view is. Asking for help is not a sign of weakness - by getting some constructive feedback, you'll be able to adjust what you're doing – for example, setting realistic goals which you can actually achieve. If you decide not to ask for assistance, you're unlikely to learn anything new and you'll end up experiencing frustration.
Now Aha moments: these are when we set out to do something with a certain plan or expectation, but then things turn out unexpectedly! For example, Alexander Fleming discovered penicillin while conducting an experiment with quite different aims – but he was far from unhappy with the outcome! So … what can we learn from Aha mistakes? Well, that it's often good to be flexible and keep an open mind, and then we can appreciate that a change of outcome can be very positive, even if it's unexpected.
Finally, let's consider big-time mistakes. The importance of big-time mistakes means that they hurt, but once the pain has faded, instead of throwing in the towel, we should realise that nobody gets through their lives without making some significant mistakes – whether it's choosing the wrong career or the wrong partner in life –it's a question of how you deal with them. Firstly, you need to be honest with yourself, and face the problem squarely. Then you can accept what's happened and move on. The second step is to make small steps towards change – trying to correct a big-time mistake all in one go is rarely achievable.
And that, perhaps, should be the message that you take away from this talk. It isn't easy to accept our mistakes, but if you put things into perspective, you'll appreciate that they're a sign that you're prepared to push your boundaries and develop … as they say, a person who can't make a mistake, can't do anything!

Unit 7, Lesson 7.8, Track 7.08, page 101, exercises 3 and 4

Eva So, what are your plans for the next few years?
Alicia Wow, that's a big question! We'll have to wait and see what our exam results are like.

E True, but whatever happens, I really want to leave this place.
A Why? What's wrong with our hometown? You've got all your friends and family here. After taking everything into account, it's the best support system that you'll ever have!
E True, but what I'm trying to say is that I want to have new experiences, meet new friends and discover alternative perspectives, you know, different ways of looking at life. On top of that, I hate it when everyone knows everything about me. Are you with me?
A Yeah, got it. And I suppose that makes perfect sense, the, the idea of discovering new things, but I think you can do that here.
E I'm sorry, I don't follow.
A Let me put it another way, erm, I think our town is big enough for anyone who wants to find groups of people who do different activities, you know, to develop new interests and meet different people.
E Yes, I think that's totally understandable …
A I can sense there's a 'but' coming …
E You're right! But what I'm getting at is I just need to get out and about. I'm tired of seeing the same old faces in the same old places. I want to up sticks, live in a big, multicultural city and experience life in a new way. You know, I'm sure I'd gain confidence and of course, I'd become a lot more independent. To be more precise, it would give me the opportunity to push my boundaries and find out what I can do, you know, if I can survive in a different environment.
A That makes perfect sense! But it's worth remembering that the bright lights of the big city aren't always welcoming. My elder brother Ewan didn't really adapt to London and life there didn't live up to his expectations, and he came back after five years.
E Yeah, I realise it might be difficult and I'll have to think my plans through and set realistic objectives for my big city life. But, you know, we've all got to make our own mistakes. That's how we learn!
A True. And it might not be a mistake. Maybe you'll love it! You've always wanted to see the world!
E I have! Well, wherever I go, you'll have to come and visit me!

Unit 7, Vocabulary Booster, Track 7.09, page 126, exercise 1

1 add a new dimension
2 convey a sense of
3 draw attention to
4 engage with the issues
5 make a contribution
6 provide assistance
7 retain its independence
8 suffer hardship

Unit 7, Vocabulary Booster, Track 7.10, page 126, exercise 5

1 Especially in the past, a peasant is a farmer who owns or rents a small piece of land.
2 Blue blood means being from a royal or noble family.
3 A chronicle is a written record of events in the order they happened.
4 A mythology is ancient stories of a particular culture or society, often told to describe their early history or explain natural events.
5 A demographic shift is a change in the data relating to the different groups within a population.
6 Integration is the action or process of successfully joining or mixing with a different group of people.
7 A person's descendants are their children, their children's children, and all the people who live after them and are related to them.
8 An uprising is the situation where a group of people join together in order to fight against the people who are in power.

Unit 7, Vision 360°, page 104, exercise 4

OK people, listen up! I'm going to mention a few sites that we can see from this observation deck. OK, down below, there is 5th Avenue and it takes us towards the skyscrapers at Lower Manhattan. Look carefully and you'll also see Broadway, which cuts across 5th Avenue diagonally and there you'll see the famous Flatiron building. It was one of the tallest buildings in the city when it was built in 1902. Then at the end of 5th Avenue, you will see what is the tallest building today, the One World Trade Center, which was opened in 2014. Looking behind us, you'll see a small area of trees and grass. That's Bryant Park, the busiest park in the world, and it's behind the famous New York Public Library. Further uptown we can see the trees of Central Park and behind that Harlem. And there over to the right, you'll see a skyscraper with an unusual roof and a long radio antenna on the top. That's the Chrysler Building and it was the world's tallest building in 1930, but only for eleven months. Why? Because this building where we are standing, the Empire State, opened in 1931 and it's 24 meters taller!

Unit 7, Vision 360°, page 104, exercise 7

The first sight of America that millions of immigrants had was of the Statue of Liberty. Their ships passed the statue and left them on nearby Ellis Island, where from 1892 until 1954, 12 million immigrants were welcomed to the United States. About 40% of all American citizens have an ancestor that passed through the island. The reasons they left their homes included war, hunger and persecution, and they all had hopes for greater opportunity in the New World. After a long sea voyage, immigrants arriving at Ellis Island had to wait in long queues for medical and legal inspections to decide if they could enter the United States. A lot of the immigrants decided to stay in New York, while others travelled to a new life in other destinations across the country. Today, Ellis Island is a museum and people who want to immigrate to the US have to contact a US embassy or the US State Department online.

Unit 7, Vision 360°, page 105, exercise 8

Presenter Okay, welcome back to the all-night phone-in on PRNYC with Jack Bronstein. We're asking callers with immigrant backgrounds to tell us their stories? First on the line is Marina.
Marina My family are Montenegrin. If you don't know, Montenegro used to be a part of Yugoslavia. Lots of Montenegrins came to the U.S. in the early 20th century. But my family didn't. In fact, we only came here this century, when I was just a baby. My parents are doctors and got jobs here at a hospital. For me, New York has always been my home. And I feel American. But I'm still proud of my heritage, it's really important to me, and I love going back to Budva in Montenegro where my family is from.
Presenter That's great, Marina. Next on the line is Ricardo. Tell us your story.
Ricardo I'm Colombian. I came here to study English, and then I met my wife here and I stayed. It was tough at the beginning. The culture was so different to home, and my English wasn't so good. And I felt lonely … but I quickly found a job, … not a great job, but it was a start. And I made friends and felt part of a community. It's a very easy

city to feel at home in. I guess because so many of us New Yorkers have immigrant backgrounds.
Presenter That's very true. Finally, let's hear from Emer. What's your story?
Emer I come from a family of Irish Americans. My ancestors emigrated here in the 1850s after the Irish famine. They were really poor and had very little. I can't imagine how hard it must have been for them to leave their families and their homes, get on a ship and travel across the world to start a new life. But I'm so grateful to them that they did.
As you know there is a huge Irish community in NYC! And like most of them, I'm very proud of my Irish heritage. And very interested in the culture and traditions of Ireland.
Presenter And rightly so, Emer! Thanks a lot for your call. Now we're …

Unit 8, Lesson 8.1, Track 8.01, page 107, exercises 4 and 5

Amira Hi guys, and welcome back to the vlog. It's me, Amira …
Darius … and me, Darius. And it's that time of year to make plans for the summer. I don't know about you, but my plans are well under way. I'm going on an inter-rail trip around Europe with my mates!
A That sounds like it'll cost a bomb!
D It is costly but I took the decision to organise the trip at the beginning of last summer. And while I was broke back then, during the year I put aside enough money to splash out on the ticket.
A How did you do that?
D Kaya let me in on her money saving secrets, and they really did the trick!
A Oh, I want to hear these!
D OK. Here's Kaya with her three tips to money saving success.
Kaya Hi guys! My mother is a financial planner and she taught me three really easy steps that have helped me save money, which I want to share with you today. The first is easy–have a clear goal. To be honest, I used to go through my allowance in five minutes, but having a goal gave me a reason to save. At the moment, for example, my goal is to get a really good laptop to do graphic design. I don't want to borrow the money and spend the next few years paying it off so by putting aside some money each week I hope to save enough to buy one by the end of the year. But to be able to do that, step number 2 is really important … get a part-time job. This helps you to pay your way. I work in a fast food restaurant every Saturday. It can be stressful and on Sundays I have to get up early enough to be able to do all my weekend homework. But it's worth it. And when I get my earnings, they go straight into my bank account. And that's step 3 … open a bank account. Most people our age open a current account and they're really useful. When I opened my account, I decided that I wanted to save 70% of my salary every month. That was ambitious because I needed to live on just thirty percent. But I was able to put a limit on my debit card so that my spending never got out of control and that made it way easier. So, those are just three easy steps to take control of your money. But the main takeaway is that saving isn't rocket science, everyone can do it!
A Good to hear, Kaya! I have to admit, I'm not good at saving. How did you find it, Darius?
D It was OK. I did all the things Kaya said and it really helped. I mean, I often had FOMO when I was working and my friends were out having fun, but the fear of missing out on the trip was worse! And in the end, it wasn't too bad, I could still do a lot of things, I just tightened my belt and didn't do anything too extravagant. And now I have enough money to really have a good time this summer!
A You know, listening to all this makes me feel like I should get a job and start saving!
D Sounds like a plan! Good luck! But that's all we have time for today. Thanks for watching and goodbye.
A See you!

Unit 8, Lesson 8.2, Track 8.02, page 108, exercise 6

Woman Hi Jonah, how's the flat-hunting going? It must be exciting, getting ready to move out into your own place!
Jonah It is. I'm so happy to have saved up enough money to afford my own place. And I'm really excited to be looking at flats at last. But it's daunting too.
W Daunting?
J Yes, you know, there are so many things to pay for when you live on your own. I actually did a course last week on personal finance.
W Really?
J Yeah, it was my mum's idea. I thought it was going to be really boring, but actually I'm really glad I did it. I learned a lot about budgets and saving money on everyday things. There were some really useful tips on how not to waste money on basic things like water and electricity.
W Sounds useful.
J It was, but now I have to concentrate on finding the right place!

Unit 8, Lesson 8.3, Track 8.03, page 109, exercises 3 and 4

Speaker A An alternative to money? I don't think there is one, is there? I mean, as they say, money makes the world go round! But, erm, having said that, I did read a book, *The Man Who Quit Money* by a guy called Mark Sundeen. Mark tells the story of Daniel Suelo, a US citizen who decided one day to close his current account, get rid of his debit cards and go and live in the caves in Utah. Pretty brave, eh? In fact, he managed to live quite well. I mean, he had more than enough to eat, and he had a roof over his head even if home was a cave! He was able to pay his way by volunteering to do jobs for others in exchange for food. He also worked at community gardens and took some of the food he helped to grow. It was quite a tough life. At least, it seemed to be to me, but Suelo loved being in contact with nature and he didn't miss the material world. Anyway, he moved back to his hometown in 2016 to look after both his elderly parents, who were in their nineties, and he had to use money once again. I wonder if he misses his cave!
Speaker B Well, where I come from, in Bavaria, you know, in southern Germany, we actually have an unofficial currency, the Chiemgauer, so … along with the Euro we have two types of money, not one! It actually started as a secondary school project … an economics teacher, he's called Christian Gelleri, wanted to teach his 16-year-old students about finance, so they invented a local currency to be used in shops. Well, it's been such a success that there's even a Chiemgauer debit card! But if you want to put money aside, the Chiemgauer isn't for you. The secret of its success is that Chiemgauer bank notes and coins are only valid for three months; after that they lose 2% of their value. So, in a way, this system forces you to splash out. It makes us bigger consumers! However, it has helped the local economy grow, because all the Chiemgauer money stays in the region, and unemployment has fallen. And

another thing, 3% of what you spend goes to local charities, so everybody benefits, not just businesses!
Speaker C Actually, I've tried to live the alternative! A few years ago I lived in Auroville in south east India for a year, and, yeah, it was a pretty cool place to be … for a year, anyway. The whole town is an experiment, you know, a universal town, where men and women from all over the world can come and live away from the pressures of modern life. There's about, I'd say 3,000 people there now … families, people of all ages and from all over the world. Anyway, there's no physical money as such, and you pay your way by working in the community or exchanging things. I volunteered to work on the farm, but other people helped build accommodation from recycled materials or worked in the local villages. I came back because I got homesick, but actually I think Auroville really does work as an alternative and it's definitely worth trying if you're into that sort of thing.

Unit 8, Lesson 8.3, Track 8.04, page 109, exercise 6b

1 **A** And he did that for six months, you say?
B No, he spent a **year** living without money.
2 **A** Did he write his book in a cave?
B No, he wrote a book about **living** in a cave.
3 **A** How many types of money do you have?
B We have **two** types of money.
4 **A** How much money goes to charity?
B **3%** of what you spend goes to local charities
5 **A** Are only parts of the town involved?
B No, the **whole** town is involved in the experiment.
6 **A** Where did you volunteer?
B I volunteered to work on the **farm**.

Unit 8, Lesson 8.3, Track 8.05, page 109, exercise 7

Joe Hi Syed, what are you up to?
Syed What am I up to? Nothing! I'm completely broke.
J Really? Me too! I've already gone through all of my allowance and we're only halfway through the month! Still, we can always get out and about and have a money-free weekend.
S A money-free weekend? What's that when it's at home?
J My sister told me about them. She's at university and can't afford to splash out on anything that's not essential, so she and her friends regularly have money-free weekends.
S That's hard to believe. I mean, there's not much you can do without money.
J That's not true at all! You just need to think outside the box! There are loads of interesting things that you can do without spending a penny, or at least not spending much.
S For example?
J Going to a museum. The museum in town is free on Sundays and there's an exhibition on at the moment about what the local area was like when it was home to dinosaurs.
S Really? Great! I was into dinosaurs when I was a kid, and I would have loved to have visited an exhibition like that. Well, I still would actually.
J You see!
S Well, that's Sunday sorted, but we still need something to do on Saturday.
J OK, how about a factory tour?
S A factory that makes what?
J It depends on what you want to see. The local motorbike company gives free tours and so does the chocolate factory, both on Saturday mornings. Of course, there's a shop at the end of the chocolate factory tour, so we'd have to be disciplined and not buy any!
S I love chocolate, so that could be difficult, although if we go just after breakfast, I should be OK!
J And if you leave your debit card at home! So, a tour of the chocolate factory on Saturday morning and a visit to the exhibition at the museum on Sunday.
S Excellent! Sounds like a plan. You've convinced me about money-free weekends. Thanks!

Unit 8, Lesson 8.5, Track 8.06, page 111, exercises 8a and 8b

A Do you usually like shopping online or do you prefer to go to the shops?
B I guess it depends on what I'm buying. Shopping online is so convenient, and for some things it's so much better. Like electronics and stuff like that. There's so much more choice online and you've got a much better chance of finding a bargain.
A Yeah, I know what you mean. And sometimes it's true for clothes too. But sometimes it can be a disaster.
B Tell me about it! I've made some big shopping mistakes with clothes! I never buy anything without trying it on first anymore.
A I've sent so many things back because they were the wrong size, or the wrong colour, or just plain wrong!
B I'm the same with shoes, I hate being disappointed when they don't fit! And I hate having to take them to the post office to send them back.
A You do that? Don't they usually come to pick them up?
B Not always. It depends on the company, I think.

Unit 8, Lesson 8.8, Track 8.08, page 115, exercises 2 and 3

A Hey, like the new phone!
B Thanks, but erm, actually, it's not brand new.
A What? Oh no, did you buy a second-hand one?
B No, I didn't. But er, why don't you like the idea of buying second-hand?
A Well, who knows how something was used by the previous owner? I mean, it can sometimes be more costly buying second-hand than brand new, because you end up having to replace it so soon.
B Why do you say that?
A I suppose I'm really talking about technology. You don't know if the previous owner has replaced original components or downloaded viruses, and if you have a problem with it, you won't get your money back. I just think it's better to splash out on a new product when it comes to phones and computers.
B But what would be the consequences of replacing everything if we all did that?
A Are you talking about the environment?
B Yes, I am. I mean, what's your view of using up all the world's resources just so we can have new things all the time?
A Look, I agree with recycling, you know. We can recycle the materials from old phones and computers.
B Well, how do you feel about refurbishment?
A Re– what?
B Refurbishment. It's when an old phone or computer is repaired and returned to an almost new condition.
A How does that work, exactly?
B OK, so, the phone I just bought came from the manufacturer, you know, the brand. They take old phones and fix them, replacing old components if necessary.
A Sounds cool. Do they test them?

B Yes, of course. They test them as much as they test new phones.
A So, is yours refurbished?
B It is. Take a look … It looks brand new, doesn't it, but it didn't cost a bomb!
A Does it come with a guarantee?
B It does. So, what do you think of the idea?
A What do I think? To be honest, It's a win-win! It's good for your pocket and good for the environment!

Unit 8, Lesson 8.8, Track 8.09, page 115, exercise 5

1 Did you buy a second-hand one?
2 Are you talking about the environment?
3 How do you feel about refurbishment?
4 Do they test them?
5 Is yours refurbished?
6 What do I think?

Exam Skills 7–8, Track 8.10, page 118, exercise 2

I'm sure most of you will be familiar with stories about the collapse of ancient empires – for example, the Aztecs in Mexico and the Roman Empire. But you may be less familiar with what is known as the Bronze Age Collapse. This was an event that took place over 3,000 years ago in a large area covering much of Mediterranean Europe, North Africa and the Middle East. Major civilisations in Greece and Turkey fell in a very short period of time; ancient cities were abandoned and left in ruins, trade routes were lost and standards of learning fell throughout the region.
But what caused this catastrophic change? Experts have different opinions, although many believe that rather than one single event being to blame, a combination of natural disasters probably contributed. Archaeological evidence shows that there were several severe droughts in the eastern Mediterranean over a period of roughly 150 years from 1250 BCE, but earthquakes, famine, civil disorder and invasion by outside tribes may also have made things worse.
We know that a group of mysterious foreigners known as the Sea Peoples were responsible for the destruction of many cities at the time. The true origins of the Sea Peoples remain unknown, but it is possible that they came from the western Mediterranean, forced out by drought, famine or other climate disasters.
There is also evidence for what historians call an 'earthquake storm' – a series of major earthquakes taking place one after another over a period of 50 years between 1225 and 1175 BCE. And what originally was a strength of the Bronze Age kingdoms may have ultimately led to their collapse, because once their widespread trade routes were broken and cities began to fall, there was a total system collapse. As a result, the building of great monuments came to an end and levels of education in Greece dropped dramatically.
The reason I mentioned the collapse of the Roman Empire earlier is that, like the Bronze Age Collapse, this was also due to a combination of factors. For example, outside tribes were able to invade because the structure of the Roman Empire was weaker than before. Not only had it become too large to support itself and suffered from poor leadership, the climate was also less reliable, with periods of drought and extreme cold.
But what can we learn from all this, and can we see similar patterns in today's world? We are, of course, more technologically advanced, but this does not necessarily mean that we are protected from the threats that faced our ancestors. On the contrary, technology may in fact be introducing new challenges for us. The more sophisticated and complex our global society becomes, the more difficult it may be for us to deal with problems that occur.

Unit 8, Vocabulary Booster, Track 8.11, page 127, exercise 1

1 owe someone money
2 spend your money wisely
3 cut out non-essential items
4 send or receive a confirmation email
5 build up your savings account
6 keep track of your finances
7 get your spending under control

Unit 8, Vocabulary Booster, Track 8.12, page 127, exercise 3

1 Online businesses are constantly having to come up with new ways to attract potential customers.
2 I don't think it's ever worth paying full price for anything – I only buy products on special offer.
3 If you download this app, you can use it to track your package – then you can make sure you're at home when it's delivered.
4 The trainers were the same price on both websites, so Max chose the company with the cheaper shipping costs.
5 Please quote your reference number when making an enquiry about your booking.
6 I managed to pick up a bargain in an online sale last week. I bought a new pair of headphones with a 50% discount!

Unit 8, Vocabulary Booster, Track 8.13, page 127, exercise 6

1 If you pay through the nose for something, you pay too much money for it.
2 If you fork out for something, you spend a lot of money for it, usually unwillingly.
3 If you buy something for peanuts, you pay very little money for it.
4 If something costs an arm and a leg, it's very expensive.
5 If something is dirt cheap, it is very cheap.
6 If you foot the bill for something, you pay for it.
7 If you make a fast buck, you earn money quickly.
8 If you live from hand to mouth, you spend all the money you earn on basic needs without being able to save any.

Workbook answer key

Introduction

0.1

1
1 has changed 2 had been thinking 3 had tried 4 has been trying 5 had just arrived 6 have stayed 7 has been looking 8 had been talking

2
A 1, 6 B 3, 5 C 2, 8 D 4, 7

3
1 've kept 2 've been thinking 3 hadn't heard 4 'd been searching 5 has been 6 had moved 7 has started 8 've been looking forward

4
1 get together 2 bitter 3 make up 4 fall out 5 miserable

5
1 constantly on the go 2 chill out 3 well-being 4 regrets 5 build his confidence

6
Students' own answers

0.2

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

2
1 irresistible 2 challenging 3 enthusiastic

3
1 worked up a sweat 2 enthusiastic 3 takes up 4 challenging 5 fit physical activity into 6 made me aware of 7 maintain my health 8 irresistible 9 had a positive impact

4
1 didn't use to 2 used to / would 3 aren't 4 didn't use 5 get 6 used to 7 were used to

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

6
1 are used to watching 2 didn't use to receive 3 would compete 4 used to / would come 5 didn't use to allow 6 used to have 7 used to be 8 got used to seeing

7
1 did you use to 2 did you use to / would you 3 got used to
Students' own answers

0.3

1
1 spacious 2 a helping hand 3 temporary 4 dependent on 5 appeal to 6 facilities 7 wander 8 central heating 9 support network

2
1 facilities 2 spacious 3 wander 4 a helping hand 5 appeal to 6 central heating 7 temporary 8 support network 9 dependent on

3
1 supposed to 2 don't have to (*shouldn't* also possible contextually) 3 need to 4 shouldn't (*don't have to* also possible contextually) 5 will be able to 6 can't 7 can 8 should 9 could 10 has to

4
1 You don't need to / needn't show your ID to use the library facilities. 2 Students mustn't talk to each other during the exam. 3 It can be useful to go over your notes the night before an exam. 4 I'll be able to give you a helping hand when I get home. / I won't be able to give you a helping hand until I get home. 5 This situation may only be temporary. 6 It can't be easy sharing a bedroom with your brother.

5
Students' own answers

0.4

1
1 deforestation 2 techie 3 artificial intelligence 4 renewable sources 5 Smartwear

2
1 carbon footprint 2 consumption 3 advances in technology 4 environmentally friendly 5 gadget 6 landfill site 7 natural resources 8 alternative energy sources 9 global warming

3
1 as simple as 2 more and more addicted, harder and harder 3 the more devices you own, the less environmentally friendly 4 nowhere near as 5 slightly more concerned 6 just as important as

4
1 longer, more interesting 2 not as expensive, cheaper … cheaper 3 as rapid, less … less predictable 4 as important, more … more urgent

5
1 slightly 2 nowhere near 3 far 4 nearly 5 equally

6
Students' own answers

Unit 1

1.1

1a and 1b
1 gain a foothold 2 overwhelmed 3 achievable 4 inevitable 5 resilient 6 self-motivated 7 resentful 8 at the expense 9 persistent

2
1 growth mindset 2 malleable 3 come up against 4 vulnerable 5 constructive criticism 6 consistency

3
1 self-motivated 2 overwhelmed 3 come up against 4 inevitable 5 resilient 6 achievable 7 vulnerable 8 constructive criticism 9 growth mindset

4
1 rise to the challenge 2 a step in the right direction 3 throw in the towel 4 some downtime 5 got it in one

5
Students' own answers

1.2

1
1 C 2 F 3 E 4 B 5 G 6 A 7 D

2
1 D 2 G 3 F 4 A 5 C 6 E 7 B

3
1 Subject: Zara
Object: me
Subject question: Who helped you write the application?
Object question: Who did Zara help write the application?
2 Subject: Haleem
Object: resentment
Subject question: Who feels resentment at not winning the competition?
Object question: What does Haleem feel at not winning the competition?
3 Subject: Darius
Object: a foothold
Subject question: How did Darius gain a foothold on the career ladder?
Object question: What did Darius gain by working as a volunteer?
4 Subject: Marta
Object: constructive criticism
Subject question: Where did Marta learn to accept constructive criticism?
Object question: What did Marta learn to accept at school?

4
1 does Marina demonstrate in her approach to studying? 2 hopes to gain a foothold in the music business? 3 did Laura learn about the growth mindset? 4 exam do you really need to pass? 5 students came up against the same problem?

5
1 didn't you (tag question) 2 what makes you (subject question) 3 Don't you think (negative question) 4 do you mean (object question) 5 Work on my mindset (echo question) 6 So I need to develop (statement as question) 7 Can't you (short reply question)

6
Students' own answers

1.3

1
1, 2, 4, 6

2
Students' own answers
Suggested answers: 1, 4 and 5

3
A 3 B 1 C 4

4
1 download essays 2 at the expense 3 cheating 4 respect each other 5 hurtful comments 6 bullying 7 vulnerable / unhappy 8 personal attack 9 communication 10 hold different views

5
A, C, E

6
1 C 2 B 3 C

7
1 down 2 up 3 up 4 down 5 up 6 up 7 down 8 down

1.4

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

2
1 variables 2 at stake 3 scenario 4 foreseen 5 assumptions 6 pundit 7 forecasting 8 contradicted

3
1 tendency 2 instincts 3 variables 4 foresee 5 outlook 6 pundits 7 insights 8 scenarios 9 judgements 10 accuracy

4
1 accuracy 2 forecasting / foreseeing 3 insights 4 stake 5 tendency 6 assumptions 7 contradicts 8 calculations / judgements 9 scenarios 10 variables 11 calculations / judgements

5
Students' own answers

1.5

1
1 have completed 2 be trying 3 have improved 4 have been living 5 have changed 6 be using 7 have been working 8 be considering

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

3
1 be spending 2 have been studying 3 have learned 4 have been working 5 have saved 6 be helping

4
1 was due to 2 was on the verge of 3 would get 4 was hoping 5 were going to 6 was about to

5
1 B 2 C 3 A 4 C 5 B 6 B 7 A 8 A 9 C 10 B

6
Students' own answers

1.6

1
1 hormone 2 competent 3 unconsciously 4 mimic 5 contagious 6 pervasive

2
Students' own answers

3
1, 2, 3, 5 and 6

4
1 D 2 E 3 A 5 C 6 B

5
1 B 2 C 3 B 4 A

6
Students' own answers

1.7

1
1 call up 2 come up with 3 go over 4 pick up 5 brush up on 6 fade away 7 sailed through

2
1 storage, recall 2 chunking, spacing 3 memory, brain

3
A 3 B 5 C 1 D 2 E 4
1 selective 2 prioritise 3 tendency 4 recall 5 review 6 achievable 7 retain 8 consistency 9 concentrate 10 instincts 11 distractions 12 resentful 13 expense 14 overwhelmed 15 vulnerable 16 resilient 17 self-motivated 18 relate 19 inevitable 20 persistent

4
Students' own answers

1.8

1
Students' own answers

2
1 C 2 A 3 B 4 C

3
1 How do you feel about that 2 I have no doubt that 3 You've got a point there 4 You aren't being serious, are you 5 From their point of view 6 that isn't how I see it 7 Where do you stand on that

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

5
How ridiculous is that?
What am I supposed to do?
What's not to like about that?
When will we learn that it isn't sustainable?
Are you kidding?

6
1 C 2 E 3 A 4 B 5 D

7 and 8
Students' own answers

1.9

1 and 2
Students' own answers

3
1 D 2 A 3 C 4 B

4
1 To review the strengths and weaknesses of a new language-learning app. 2 To discuss the features of the app and evaluate it in terms of the user experience. 3 Mostly favourable. 4 Use it alongside a more traditional, classroom-based course.

5
A
The purpose of my report is to
In addition, I will go on to discuss … and evaluate …

B
One of the benefits of … is that …
One possible downside is that …
Another clear advantage is that …
… its main weakness is that …

C
As a result,
For this reason,
This means that

D
In the light of my experience, I would say …

6, 7 and 8
Students' own answers

1.10

1
1 Is everything 2 Why do I 3 don't they 4 Do they 5 You think I'm 6 How do you 7 What made you 8 Doesn't it

2
1 was hoping 2 will be working 3 was about to 4 will have completed 5 won't have finished 6 will have been travelling 7 will be wondering 8 would send

3
1 criticism 2 persistent 3 overwhelmed 4 gain a foothold in 5 inevitable 6 self-motivated

4
1 Forecasting, instinct 2 variables, accuracy 3 assumptions, contradicts 4 tendency, scenario 5 consistency, outlook

5
1 B 2 A 3 B 4 C 5 B 6 C 7 A 8 C 9 B 10 A

Unit 2

2.1

1a
1 False: '… A report published last week claimed that holiday jobs, part-time jobs or internships provides a lot more benefits for young adults than just a bit more cash …' 2 True 3 True 4 False: 'Actually, though, it was a great experience because I learned a lot about working in a team and working under pressure.' 5 False: 'At least I know that the corporate finance world just isn't for me' 6 True

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

3
1 try 2 internship 3 career prospects 4 learn on the job 5 prioritise 6 competitive edge 7 word-of-mouth 8 Networking 9 hands-on experience

4
1 career prospects 2 learn on the job 3 hands-on experience 4 a competitive edge 5 fulfil your potential 6 try out 7 push your boundaries 8 think outside the box 9 prioritise

5
1 go after 2 take on 3 have in mind 4 keep your hand in 5 what's not to like

6
Students' own answers

2.2

1
It's one of several internships they offer each year. Missing word: which / that
I don't know anyone else taking part in the programme. Missing words: who is
They have a recruitment policy based on the right values. Missing words: which is / that is
Do you know any other companies offering internships? Missing words: which are / that are
I'll send you a link to the website I got the information from. Missing word: which / that / where

2
1 I'm looking for a new hobby that / which enables me to push my boundaries. 2 This internship is for young adults who / that are interested in gaining hands-on experience. 3 Correct 4 Our school values students who / that are committed to fulfilling their potential. 5 Correct 6 WayUp is a job site that / which is aimed at people from diverse backgrounds.

3
1 Nesrine has applied for an internship at a tech company (which is) based in Stockholm. 2 The careers advisor (who) I talked to promised to improve my career prospects. 3 I've signed up for an online course (which is) offering to develop your networking skills. 4 I managed to recover several documents (which were) accidentally deleted from my laptop. 5 Sam will be joining the team (who are) planning a careers day. 6 The competitive edge (which / that) my exam results gave me was really important.

4
1 for which she has applied 2 I'd like to know by whom it was written 3 The building in which I'm working 4 it explains to whom you should send your application 5 The people with whom I was networking 6 with which you can improve your career prospects

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

2.3

1
1 Natalie and Nina Mallory 2 Theo Rivers 3 Zayn Patel 4 Theo Rivers 5 Natalie and Nina Mallory 6 Theo Rivers 7 Zayn Patel 8 Zayn Patel

2 and 3
Josh mentions 1, 2 and 4

4
1 C 2 B 3 A 4 D (B is also possible) 5 C

5
1 S 2 D 3 E 4 S 5 E 6 D

2.4

1
1 engagement 2 map out 3 online presence 4 be consistent 5 target demographic 6 attributes 7 stand out from the crowd

2
1 map out 2 stand out from the crowd3 online presence 4 attributes 5 engagement 6 be consistent 7 target demographic

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

4
1 carved a niche 2 online presence 3 creates content 4 map out 5 define my audience 6 attributes 7 established your reputation 8 be consistent 9 engagement 10 keep a high profile 11 credibility 12 stand out from the crowd

5
Students' own answers

2.5

1
Sentence 1: watched the talk on developing your personal brand
Sentence 2: (be) a good idea
Sentence 3: it can play an important role (in)
Sentence 4: sign up for it

2
1 When playing sport competitively, it's important to push your boundaries, but ~~it's~~ also ~~important to~~ be aware that this can sometimes lead to injuries. 2 No, I don't ~~have any idea what you should wear~~, I'm afraid. 3 Otis hasn't done any practical training for this programme yet, but he hopes to ~~do some training soon~~. 4 I was planning to ~~go the careers fair~~, but I've got to study this weekend. 5 No, I haven't ~~really maintained my social media presence~~, although I know I should ~~make an effort to do so~~. 6 I know he would like to ~~take the opportunity~~, but I'm not sure if he can afford to do it.

3
1 don't think so 2 hope not 3 imagine so 4 don't expect so 5 appears so 6 suspect not

4
1 I'm afraid not. 2 Not quite, but I'm hoping to in the next few days. 3 Yes, I believe so. 4 Yes, I have. 5 and to keep a high profile 6 It doesn't appear so, no.

5
Students' own answers

2.6

1
1 con artists 2 scam job websites 3 multi-level marketing 4 money mules 5 online job coaches

2
Students' own answers
According to the text, statements 1 and 3 are broadly true, 2 and 4 are broadly false.

3
A 8 B 4 C 6 D 1 E 2 F 5 G 7 H 3

4
Suggested answers:
It helps if you can identify any skills and attributes that might be useful in the future, and [it helps if you can] find ways to develop them.
Try new things: activities like team sports and gaming are good for building skills such as teamwork and collaboration, but so are [activities like] volunteering and holiday work experience.
Choose people who know you in different contexts and [people who] might mention different qualities that you have This may give you a new perspective, and enable you to think differently about the world of work and [enable you to think differently about] your own career goals.
It helps if you are willing to challenge yourself to consider career choices which might seem difficult or push your boundaries, but [it] also [helps if you are] realistic.
For a week, or a month, write down one thing that you have achieved or [one thing that] has gone well each day.
Most of the time, good decisions and sensible career plans don't happen by accident but [good decisions and sensible career plans] require a conscious effort.

5
Students' own answers

2.7

1
1 recruiters 2 human resources 3 accomplishments 4 track record 5 endorsements 6 Keywords

2 and 3
1 B 2 B 3 A 4 B 5 A 6 A

4
1 first person 2 friendly 3 keywords 4 original 5 accomplishments 6 evidence

5
Lucas uses the first person throughout.
Keywords: writing code; C and C++, Java and Python; resource planning program; software designer

Original vocabulary: lit a spark of excitement; imagination and ingenuity
Relevant experience and accomplishments: As part of a community project, I recently designed a resource planning program for a local charity. I've also started teaching basic computing skills to retired people.

6 and 7
Students' own answers

2.8

1
Students' own answers

2
1 She thinks they are in an office or a university study room as it doesn't look like someone's home.
2 She thinks they are enjoying working together because they are all smiling.

3
1, 2, 3, 4, 7, 8, 10

4
1 where 2 that / who 3 where
4 that / who, with whom 5 in which
6 when

5 and 6
Students' own answers

2.9

1
Students' own answers

2
1 C 2 D 3 A 4 B

3
Reasons for writing / biography:
I am writing to apply for …; I am … years old and have just finished …; My intention is to …, but I plan to … in order to …; In addition to my studies …, I worked part-time as …
Relevant experience:
I have had a number of duties, including …; I have also been successful at …
Skills and abilities:
I have used my digital skills to create …; Furthermore, my excellent communication skills assisted in …
Why he deserves a place on the internship
I feel that my skills and experience make me a good candidate for …

4
… improve and extend the charity's online presence.
… maintaining links with existing supporters.
… create a social media marketing campaign …
… assisted in the development of …
As a committed, self-motivated and creative individual …

5 and 6
Students' own answers

2.10

1
1 Anya is really happy in the niche she has carved out for herself. 2 Watching that documentary was the moment I decided I wanted to be a scientist. 3 The role I applied for has already been filled. 4 Resilience is an important attribute for anyone planning a career in business. 5 None of the companies offering internships replied to my email. 6 The person they gave the job to really stood out from the crowd. 7 The course is aimed at applicants interested in improving their career prospects. 8 Adil didn't want to follow the career plan mapped out for him by his parents.

2
A Have you decided what you're going to do after you leave school?
B No, I haven't ~~decided what I'm going to do after I leave school~~. I'm still considering my options.
A Do you think you might apply to university?
B I don't imagine so ~~that I'll apply to university~~. At least not right away.
A So have you started applying for any jobs yet?
B Not yet, but I'm planning to ~~start applying for jobs~~ in the next few days. What about you? Will you go to university?
A I suppose so ~~I'll go to university~~, yes. My parents want me to study business.
B And after that? Will you get a job in your dad's company?
A I really hope not ~~I won't get a job in my dad's company~~.
B Why do you say that?
A Because it's important to me to study something I enjoy and ~~it's important to me~~ to carve my own niche.

3
1 networking 2 fulfil 3 made
4 build 5 try 6 hands-on 7 think
8 push

4
1 B: create content, target demographic, define your audience 2 C: networking, engagement, keep a high profile
3 A: carve a niche, attributes, competitive edge

5
1 B 2 C 3 A 4 C 5 B 6 A
7 B 8 B 9 C 10 A

Exam skills 1–2

1
Students' own answers

2
1 gaps 2 concentrating 3 medical conditions 4 physically 5 sleep
6 sugar 7 memory tests 8 recall
9 effectiveness 10 recharge

3
Students' own answers

4
1 your 2 in 3 out 4 the 5 who / that 6 make / deliver 7 than 8 of
9 have 10 not

5
Students' own answers

6
1 C 2 A 3 C 4 D 5 A

7, 8 and 9
Students' own answers

10 (sample answer)
Nowadays, many people regularly give up some of their spare time to do voluntary work. There are many different opportunities available and everyone should be able to find something that appeals to them. Being a volunteer is particularly useful for young people, so I agree that they should be encouraged to take part in voluntary work before they leave school.
Firstly, being involved in volunteering can improve your social skills. This is because you will probably meet other people who have similar interests to you. You may also have the opportunity to work with many different people as part of a team, and this is good for developing your social skills.
Likewise, it is possible that some of the people you meet will be able to help you in the future when you are looking for work. Besides this, there is a good chance that you will learn more about the world of work, which will be useful experience when you are looking for a job.
In addition, voluntary work usually involves helping other people or even animals, and this can be positive for your mental health. Knowing that you are making a useful contribution to society can boost your well-being and make you feel better about yourself.
In conclusion, I definitely think that young people should be involved in some form of voluntary work for all the reasons above. There are benefits not only for society but also for the young people themselves, and I would therefore recommend it.

Unit 3

3.1

1
1 differences of opinion 2 outcome
3 give assurances 4 compromise
5 be accommodating 6 confrontation

2
1 fairness 2 side effects 3 non-negotiable 4 dispute 5 dependence
6 collaboration 7 common ground
8 autonomy

3
1 side effects 2 dependence
3 collaboration 4 outcome
5 autonomy 6 non-negotiable
7 differences of opinion / disputes
8 fairness 9 common ground

4
1 on bad terms 2 Tell me about it
3 going through a bad patch 4 in the driving seat 5 That's easy for you to say

3.2

1
1 G, F 2 D, C 3 E, B 4 H, A

2
1 have been taken 2 was referred to in the minister's speech 3 should be switched off before entering the classroom 4 were strongly advised to look for a compromise (by their parents) 5 being ridden on the footpath 6 are being monitored closely 7 will not be permitted to enter the concert venue without a ticket 8 were suggested (to the students) by the careers advisers

3
1 had his bike stolen 2 had it translated 3 have the grades checked 4 had her visa application rejected 5 have it cleaned 6 had their house damaged

4
an unfortunate experience: 1, 4, 6
something that is arranged or planned: 2, 3, 5

5
1 can be used 2 are repeatedly acted 3 are being considered 4 have their authority challenged 5 was not allowed to stay 6 was objected to 7 had been asked 8 could have been negotiated 9 is presented 10 have their needs met

3.3

1 and 2
Students' own answers

3
1, 3, 4, 6

4
Students' answers should include some of the following information.
1 Examples of rebels include politicians, military leaders and ordinary people.
2 People rebel because …
they recognise when something in society is wrong.
they decide to challenge the way things are because of a particular situation or experience.they understand that if they want change, they need to make it happen.
3 Women who are seen as rebels have …
fought for what we now consider basic human rights.
challenged unjust laws / customs / actions of the society they live in (things usually decided by men).
brought about many important social changes.

5
1 D 2 F 3 A 4 C 5 G

6
1 B 2 D 3 C 4 B 5 A

3.4

1
1 F 2 C 3 E 4 A 5 G 6 D 7 B

2
1 drone on 2 approachable 3 inquisitive 4 a loss of face 5 build rapport 6 attentively 7 evasive

3
1 pertinent 2 evasive 3 line of inquiry 4 probe into 5 in depth 6 drone on

4
1 approachable 2 build rapport 3 attentively 4 in depth 5 open up 6 drone on 7 probe into 8 effectiveness 9 line of inquiry 10 loss of face 11 evasive 12 stonewall 13 pertinent 14 inquisitive

5
Students' own answers

3.5

1
was supposed to have been 'discovered' D
it is widely recognised that A
is assumed to be B
are believed to have been D
are understood to provide B
are reported to be questioning C
is known to be increasing C
it has been calculated that A

2
1 are expected to provide evidence of their qualifications 2 is recognised that building rapport is important when interviewing someone 3 was reported to have been evasive when answering questions 4 are alleged to be using cyber attacks to undermine democracy 5 was encouraged to open up about her volunteering experience 6 is understood to be considering a change to the law 7 has been known for some time that this drug can cause serious side effects

3
1 The Earth's climate is reported to be warming more rapidly than in the recent past. 2 In the past, it was believed that getting cold and wet caused the common cold. 3 Asking personal questions is known to cause loss of face in some cultures. 4 The light bulb is widely assumed to have been invented by Thomas Edison. 5 Astronomers have been asked to explain why the sky is blue when space is black. 6 No announcement has been made, but the police are thought to be following a new line of inquiry.

4
1 invited to attend 2 thought to be receiving 3 asked to prepare 4 is expected 5 supposed to be getting 6 assumed to have passed

5
Students' own answers

3.6

1
1 eighteen 2 France 3 fourteen 4 the USA

2
1 D 2 E 3 B 4 C 5 – 6 A

3
1 B 2 D 3 A 4 C

4
Suggested answer:
Teenagers became recognised as a separate age group in the mid-20th century. The main effect of this was that children were no longer seen as adults as soon as they left school. The three main influences on the development of 'the teenager' as an idea were education, economic growth and technology. Teenagers' new sense of identity and freedom changed how they looked and behaved. The music and fashion industries identified teenagers as an important target demographic and encouraged them to copy the clothes and hairstyles of their favourite singers and musicians. Some adults and the media were concerned about the way some teenagers behaved. However, it is known that changes taking place in the brain during the teenage years are responsible for some challenging behaviour. Today, the tastes and interests of young people have a lot of influence because they are the most enthusiastic adopters of technology and social media.

5
Students' own answers

3.7

1
1 at the core of 2 go-between 3 establishing some ground rules 4 showing willingness 5 conflicting interests 6 making it personal 7 escalate tensions 8 advance the process 9 summarise

2
Students' own answers

3
1 Mediate in a long-running dispute between his cousin, Oscar, and Oscar's mum, who's Carson's aunt. Oscar gets on well with Carson and respects him. Oscar's mum thinks Carson is a responsible person and she's too close to the problem to be able to reach a solution. 2 Oscar and his mum disagree about how many nights a week Oscar should be allowed to go out with his friends and how late he can stay out. 3 She's tired of the confrontations every time Oscar goes out, and she's afraid that if they don't come to a compromise soon, it will spoil their relationship 4 It's a big responsibility. He wants to help them reach a good outcome and doesn't want to make any mistakes. 5 Students' own answers

4
Students' own answers

3.8

1
Students' own answers

2
1 Dialogue 1: a student and her sports coach. Dialogue 2: two school / college friends 2 Dialogue 1: a student has been told she has lost her place in the team because she missed a training session. Dialogue 2: one student has posted photos of project work online without crediting the people in his group that contributed to it. 3 Dialogue 1

3
1 I'm sorry to trouble you 2 I didn't want to bring this up, but 3 That's not exactly what I had in mind 4 I might be willing to 5 What if we 6 That sounds like it would be acceptable, yes 7 So, could we say we've reached an agreement on this issue

4
8 I think we need to talk 9 You're quite right. I hadn't thought of that 10 I was hoping you'd consider 11 Would you be satisfied if 12 So what you're saying is 13 Are you happy with that

5
A 1, 2, 8 B 3, 6, 9 C 4, 5, 10, 11 D 7, 12, 13

6
Modal verbs: I might be willing to accept that; So, could we say we've reached an agreement on this issue?
Conditional forms: Would you be satisfied if …; What if we say …; That sounds like it would be acceptable
Adverbs to soften criticism: That's not exactly what I had in mind; What I actually said was …; That's not exactly what I was saying.
Polite expressions: You're quite right; I'm afraid that's not quite correct.
Negative questions: Don't you think that it's good that we have an online presence?

7
1 C 2 A 3 D 4 B

8 and 9
Students' own answers

3.9

1
Students' own answers

2
That volunteering should be a matter of choice.

3
1 D 2 B 3 A 4 C

4

1
Arguments agreeing with the statement: volunteering increases awareness of diversity by introducing students to people from different backgrounds, cultures and ages; volunteering may improve students' cognitive ability because they learn useful skills such as collaboration and problem solving, which can lead to improvements in academic performance; volunteering can show students what they are good at and enjoy doing, which can help with career planning.
Arguments disagreeing with the statement: making volunteering compulsory is illogical and will put some people off volunteering in the future; people who are made to take part in an activity gain fewer personal benefits and find it less enjoyable; the time needed for volunteering can be hard to balance with studies and social life; and unpaid work may be a problem for students who need a paid job; volunteering experience looks good on university and job applications so students may feel obliged to do it.

2
A others' opinions or evidence: It is widely believed that; Studies show that; is reported to; According to research; It has been demonstrated that
B their own opinions: On the whole, I agree with the opinion that; It is clear to me that; In my view, the outcome would be
C a concluding opinion: All things considered, it is clear that

5, 6 and 7
Students' own answers

3.10

1
1 they hadn't been given an opportunity to ask questions after the talk 2 can't be relied on to tell the truth 3 the end-of-year celebration needs to be decided soon 4 had his exam results sent to his grandparents' house 5 was specifically asked about the illegal download, he refused to admit it 6 had her bag stolen from her locker 7 being banned from school reduced students' opportunities to learn 8 are being considered by several countries

2
1 are expected to attend 2 is reported to be growing 3 are thought to be recording 4 was believed to have been owned 5 is known that being willing 6 has been invited to apply

3
1 side effects 2 non-negotiable 3 common ground 4 dependence 5 compromise 6 assurances

4
1 approachable 2 evasive 3 loss of face 4 accommodating 5 in depth 6 effectiveness

5
1 C 2 B 3 B 4 A 5 C 6 A 7 B 8 C 9 A 10 B

Unit 4

4.1

1b
1 an exaggeration 2 slogans 3 manipulate 4 artistic licence 5 jingle 6 rhyme 7 call to action 8 hashtag

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

3
1 jingle 2 parody 3 rhyme 4 pun 5 analogy 6 simile

4
1 C 2 A 3 E 4 B 5 D

4.2

1
1 taking part in a group interview for an internship with a marketing company 2 exhausted 3 No. A guy called Stefan got the job. His father is a director at the company.

2
A I can't have been the only one …
B And everyone must have been working hard …
C I think he might have been offered the job because …

3
1 must have been chosen 2 both are possible 3 can't have been given 4 must have been expecting

4
1 must have been 2 could / might have been told 3 may / might have been hoping 4 must have been given 5 can't have included 6 must have been trying out

5
1 can't be 2 may have influenced 3 must have decided 4 may have been trying 5 could have been written 6 must take 7 might not have realised

6
Students' own answers

4.3

1a
Drums: 4, 5, 7; Whistling: 1, 2, 3, 6

2
1 blind or visually impaired: first photo deaf or hearing impaired: second photo non-verbal: third photo 2 non-linguistic

3
A 2 B 4 C 1 D 5 E 3

4
A 1 B 3 C 2 D 4 E 5

5
1 C 2 B 3 C 4 A 5 D

6
1 It must have taken a lot of work to adapt. 2 It would be harder to progress in their education. 3 They may have been hoping this would improve communication more widely. 4 Deaf people in the past must have found it really frustrating.

7
Students' own answers

4.4

1
1 E 2 G 3 A 4 F 5 H 6 D 7 B 8 C

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

3
1 swot up on 2 work out 3 come across 4 taking in 5 capitalise on 6 land … in 7 go through 8 get across 9 cut down on 10 bear out 11 thrash out 12 call up

4
1 get across 2 go through 3 call up 4 capitalise on 5 swot up on 6 take in 7 land in 8 cut down on 9 hold on to 10 thrash out

5
Students' own answers

4.5

1
Surprisingly, Naturally, Obviously, just, Apparently, only, Admittedly, Even, Honestly

2
1 surprisingly, naturally, obviously, apparently, admittedly, honestly
2 just, only, even

3
1 Admittedly 2 Apparently
3 Obviously 4 Surprisingly
5 Naturally

4
1 Just this slogan is memorable – the other ones aren't. 2 Lucia can only speak Mandarin – she can't read or write it. 3 Everyone enjoyed the movie and even Joe said he would watch it again. / Everyone enjoyed the movie and Joe said he would even watch it again. 4 Only Javi can drive the car – no one else is qualified.

5
1, completely, totally 2 a bit, extremely, quite 3 ✓ 4 completely, totally
5 completely, totally 6 ✓ 7 extremely

6
1 completely 2 quite 3 even
4 extremely 5 Admittedly / Obviously
6 Admittedly / Obviously 7 completely / only / totally 8 totally / virtually
9 a bit / quite 10 also 11 Apparently
12 completely / totally

7
Students' own answers

4.6

1
1 D 2 C 3 A 4 E 5 B

2
1 Smell: ants, wasps
Sound: whales, songbirds
Visual signals: chimpanzees, frogs, ants, wasps
2 All of them

3
Touch is not mentioned in the article.

4
1 T 2 F 3 F 4 T 5 F 6 T

5
1 Naturally, animals also have some absolutely fascinating ways of communicating, including some that are not used by humans. 2 Sound is a very common means of communication throughout the natural world; surprisingly, this is even the case in the oceans where sound travels very long distances. 3 However, it would be an exaggeration to say that these animals actually 'talk' to each other. 4 Evidently, visual signals are also important among social species such as chimpanzees for establishing an individual's position in the group. 5 Understandably, they are saying 'don't eat me', and as a strategy it is extremely effective. 6 Apparently, this behaviour is common in social insects such as ants, bees and wasps.

6
Students' own answers

4.7

1
1 E 2 H 3 A 4 F 5 B 6 C
7 G 8 D

2
1 dos and don'ts 2 First and foremost
3 loud and clear 4 make or break
5 give and take 6 black and white
7 part and parcel 8 All in all

3
1 Yasmin is a brilliant singer and actor who has been given the lead role in the school's drama group production of *Grease*. However, she has decided to give up her role in the musical to concentrate on her studies. 2 She did very badly in recent exams. She knows her parents weren't happy about her results and she's desperate not to disappoint them again. 3 Yasmin really loves drama and it is breaking her heart to give up this opportunity.

4
1 They disagree. 2 Be positive and friendly; use the 'yes' ladder technique; show understanding of Yasmin's position.
3 Students' own answers. Suggested answer: Bea's advice is almost certainly more appropriate here. Alok's approach is probably more suited to a 'last resort' scenario when other options have been tried and failed.

5
1 Lots of people do badly in the practice exams – they're always harder than the real thing.
Yasmin is perfect for the role and it's a great opportunity.
Yasmin has told her this was the role she'd always wanted to play.
Yasmin may regret not doing it.
Being in *Grease* will make her parents proud of her.
Lots of people manage competing priorities – Yasmin just need to be organised. She'll feel more positive if she's doing something she loves as well as all the studying.
Lots of people think she's a brilliant actor and it would make all her friends really happy to see her on stage again.
2 Generally very well. She covered all the main points in the guidelines. 3 She is firm in her decision at first, but listens to Carla's questions and little by little is persuaded to think again. 4 She could perhaps have given one or two more reasons why Yasmin should do it (using *because*), rather than mainly reassuring her that it was possible.

6
Students' own answers

4.8

1
It will increase traffic and air pollution, make the roads around the school less safe and destroy one of the few green spaces left in the town.

2
1 Start a campaign (Save The Common), set up a Facebook page with a call to action, stage a protest. 2 That everyone will be on their side. 3 The school, parents, local residents. 4 It could damage the campaign and turn people against them.

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

4
a completely b strongly c totally
d highly e extremely

5, 6 and 7
Students' own answers

4.9

1 and 2
Students' own answers

3
1 B 2 D 3 A 4 C

4
1 As a result, there is a growing belief that social media platforms should take more responsibility for monitoring users' behaviour, particularly when it breaks their own guidelines. 2 It shows that social media platforms have a responsible attitude; it sends a message that this kind of behaviour is unacceptable; it protects other users from harmful content. 3 It is against the principle of free speech; it can make offenders more determined and encourage others to support them; it is difficult and time-consuming to monitor all user activity; offenders can easily open a new account elsewhere. 4 there is a growing belief that; the case for; Another compelling reason is; Having said that; By the same token; in other words; To put it simply

5
5 A ultimately, B arguably, C obviously
Students' own answers

6 and 7
Students' own answers

4.10

1
1 can't have been given the job because of his communication skills 2 must have forgotten she was supposed to meet us 3 could have been trying to connect with people who had the same idea 4 research participants might not have realised the ad was supposed to be funny 5 must have been using artistic licence when she wrote that description 6 may have been manipulated into revealing her bank details

2
1 Apparently 2 quite 3 almost
4 even 5 extremely 6 totally
7 Admittedly 8 obviously

3
1 jingle 2 a simile 3 call to action
4 analogy 5 a proverb 6 slogans

4
1 take in 2 get across 3 spell out
4 capitalise on 5 bear out 6 land in

5
1 B 2 A 3 C 4 A 5 B 6 C 7 A 8 C 9 B 10 B 11 A 12 C

Exam skills 3–4

1
There is not enough information to answer true or false. The answer to question 1 is DS.

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

3
Students' own answers
importance

4
2 later 3 powerful 4 mysterious 5 basic 6 unpleasant 7 eventually 8 happiness 9 destruction 10 criminals

5
Students' own answers

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

7 and 8
Students' own answers

9
Possible answers:
1 excellent 2 fascinating 3 amusing 4 intelligently 5 effectively 6 fast

10 (sample answer)
We are all used to seeing adverts everywhere we look – on television, at the cinema, in magazines and of course on the internet. Most of these adverts are made by big companies who want to sell us their products. They spend a lot of money on advertising campaigns that catch our attention and make us feel that we need to buy whatever is being advertised. However, my favourite advertising campaign isn't selling anything. In fact, its purpose is to warn young people about dangerous behaviour, specifically playing near railway lines. Unfortunately, this is something a lot of children do, either because they aren't aware how dangerous it can be or because they think it makes them look brave.
There are no famous people in these adverts – instead they show different cartoon characters who are very appealing. The characters behave in lots of dangerous ways – for example, making a wild animal angry or not wearing a helmet in outer space. Some of the dangers are real, but most are not. The advert also features a very memorable song.
I think this advertising campaign is extremely successful. It conveys an important message in a way which isn't threatening, because the cartoon characters are appealing and many of the situations are amusing. It is very creative and it is impossible not to like the cartoon characters and feel a connection with them. Because you feel sad when something terrible happens to them, you don't want the same thing to happen to you.

Unit 5

5.1

1
1 peer-to-peer 2 transferable skills 3 contributor 4 screen time 5 alternative perspective 6 lag behind 7 fan base 8 mentoring 9 pursue your interests

2
1 screen time 2 peer-to-peer 3 contributor 4 fan base 5 mentoring 6 alternative perspective 7 pursuing their interests 8 transferable skills 9 lagging behind

3
1 contributor 2 novice 3 geeks 4 fan base 5 alternative perspective 6 pursue your interests 7 signed up to 8 grassroots 9 empower 10 civic life

4
1 go through the roof 2 considers it suspect 3 get carried away 4 a springboard to 5 on the same page

5.2

1
1 Gaming helped him when he moved schools and found it hard to make new friends. Because he was still part of same online community playing Minecraft, he knew he still had a community. Without it, he would have been more lonely and unhappy. 2 It's fun and teaches you transferable skills. 3 If it stops you doing other things, like homework or socialising. Then you have to prioritise and perhaps find another hobby.

2
A 2 I knew that as long as I was still part of same online community …; 6 Gaming isn't a problem provided that you don't let it take over your life. B 1 If anything, I'd say the opposite; 8 If possible, find another hobby you really enjoy …
C 3 So you're saying if it hadn't been for gaming, you'd have been more lonely?; 5 If it wasn't for that, I think my parents would have told me to cut down on my screen time. D 4 If not, gaming wouldn't have become so popular, right?; 7 If so, then you might have a problem.

3
1 necessary B 2 provided that A 3 if not D 4 If possible B 5 but for C 6 as long as A 7 if so D

4
1 it wasn't for 2 will have 3 so 4 as long as / provided that 5 was addicted 6 not 7 possible 8 Provided that / As long as 9 even if 10 in doubt

5
1 If Maryam wasn't a complete novice, she wouldn't have made such a basic mistake. 2 If Syed hadn't paid for a pro subscription, he wouldn't be at a much higher playing level now. 3 If their fan base was bigger, they would have made more money from downloads. 4 If she was a member of the community, she would have taken part in the mentoring session. 5 If I'd known about the film fans community, I would be a regular contributor to their web chats.
6 If Anita hadn't decided to pursue other interests, she wouldn't have a whole new community of friends.

6
Students' own answers

5.3

1
1 extremely dangerous 2 unlikely 3 European 4 inspired 5 more autonomy 6 share responsibilities equally with

2
Students' own answers

3
Amina: 1 S, 2 M, 3 S
Mason: 1 S, 2 S, 3 M
Nola: 1 M, 2 S, 3 S

4
1 action heroes 2 writers, editors 3 270 million 4 the same fee 5 school and university 6 increasing

5
1 However, in non-acting roles, there are far fewer women than men. 2 But only 17% of directors of the top 250 movies were women. 3 In 1991, the first Women's World Cup was held in China and won by the US. 4 However, male players of the World Cup winning team are paid four times as much in prize money as the women's team. 5 The gender gap in the sciences is still very wide – globally, less than a third of researchers are women.

6
Students' own answers

5.4

1
1 expectations 2 potential 3 perception 4 empathy 5 affirmation 6 flaw

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

3
1 insecure 2 tactful 3 considerate 4 self-critical 5 underestimate 6 worthless 7 proactive 8 assertive

4
1 my potential 2 expectations 3 worthless 4 be proactive 5 think they underestimate 6 isn't always considerate of 7 character flaw 8 being assertive 9 perception 10 is very insecure 11 's often self-critical 12 to be tactful 13 empathy 14 affirmation

5
Students' own answers

5.5

1
A 4 B 5 and 6 C 1 and 7 D 3, E 2

2
1 never met someone as assertive as Kylie 2 were so friendly that James felt very welcome 3 rarely look in the mirror without feeling a bit self-critical 4 had realised what was at stake, she would have been more proactive 5 raced through the town, with Enzo lagging behind 6 little understand how important it is to have empathy for others

3
1 Under no circumstances would I ever share my personal details online. 2 Not only is Sami considerate, but he also has empathy. 3 Nowhere was there a place to store our equipment. 4 At no time did she admit to having any flaws. 5 No sooner had I signed the contract than I lost my phone. 6 Not since last season have I watched such an exciting race.

4
1 So boring was the film that I fell asleep. 2 Rarely have I watched a sports event I didn't enjoy. 3 Never before has it been so important to have positive role models. 4 Under no circumstances should you underestimate the ability of gaming to empower people. 5 Little did we realise it would be so difficult to find a sponsor for our team. 6 No sooner had I met Krish than I knew we would be good friends. 7 At no time did Maryam feel she had to live up to her family's expectations. 8 Had I realised she was feeling insecure, I'd have been more tactful. 9 Not only is gaming fun, it can also develop transferable skills.

5
1 Not only 2 Should 3 Little 4 So 5 under no circumstances (also possible: at no time) 6 No sooner 7 At no time (also possible: Never) 8 Never (also possible: at no time / under no circumstances)

6
Students' own answers

5.6

1
1 nobody 2 avoid 3 tactful 4 self-interest 5 succeed 6 White

2
Students' own answers

3
B

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

5
1 This is perhaps why 2 Fact – the evidence is provided by a retired FBI officer 3 It suggests that 4 Presumably 5 Fact – the source is a well-known psychologist 6 It is generally agreed that

5.7

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

2
1 bias 2 tolerance 3 prejudice 4 stereotypes 5 ignorance 6 discrimination

3
Students' own answers

4
A 5 B 3 C 2 D 7 E 6 F 4 G 8 H 1

5
A 3 B 7 C 1 D 5 E 8 F 2 G 4 H 6

6
Students' own answers

5.8

1
Students' own answers

2
1 D 2 F 3 A 4 G 5 E 6 B 7 C

3
1 One image shows a group of older people in comfortable surroundings, the other a single old person busking outdoors. 2 Photo A: They look quite wealthy and are well dressed; it seems as though they have comfortable lives and are happy and healthy. They could be friends or possibly two married couples, sharing a relaxing time together. Photo B: He appears to be playing music in the street to earn money. You can't tell if he is happy or not, but his situation seems less secure compared to the others. He might have had quite a difficult life. 3 People who are fortunate can still have friendships and enjoy life in a comfortable retirement. For others old age can be a time of isolation and relative poverty and they may have to continue working.

4
… there seems to be a big disparity …
Both photos look as if …
… it seems as though they have comfortable lives …
They could be friends …
… an image of someone who appears to be playing music …
He might have had quite a difficult life.
… old age can be a time of …

5
1 She looks as if she is very lonely. 2 They can't be very rich. 3 It seems to be / seems like some sort of shelter. 4 She might have been robbed. 5 It appears as though they have forgotten their key. / They appear to have forgotten their key. 6 That must be a city in the USA.

6 and 7
Students' own answers

5.9

1
Students' own answers

2
1 B 2 C

3
A 4 B 3 C 1 D 2

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

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

6
1 tolerate 2 investigate 3 viewed 4 enforce 5 appalled 6 reassess 7 conform to 8 firm 9 blatant

7, 8 and 9
Students' own answers

5.10

1
1 if not 2 If anything 3 hadn't started 4 would have 5 wasn't for 6 would have tried

2
1 do we meet someone with so many positive attributes 2 will I forget my first day at school 3 did Ada's parents realise she was a successful gamer 4 Bea not been so determined, she wouldn't have succeeded 5 charming was he that everyone believed his lies 6 is Sofia good at sport, she's also a brilliant mathematician 7 could I find their email address

3
1 novice, mentoring 2 contributor, fan base 3 pursue my interest, signed up to 4 grassroots, civic life 5 alternative perspective, empowered

4
1 C 2 A 3 C 4 B 5 B

5
1 behind 2 live 3 worthless 4 was 5 empathy 6 insecure 7 underestimate 8 proactive 9 possible 10 peer-to-peer 11 tactful

Unit 6

6.1

1a and 1b
1 D False: she is going to move to Sydney, Australia. 2 G True 3 B True 4 F False: they found it hard. 5 H True 6 A True 7 C True 8 E False: they contribute a lot.

2
1 innovation 2 get out of control 3 displace 4 trace your ancestry 5 go-getter 6 cutting edge 7 migrate

3
1 uproot 2 emigrate 3 go-getter 4 immigrate 5 spike in 6 out of control 7 fabric of society 8 settled 9 innovation 10 entrepreneurship 11 melting pot

4
1 got out of bed on the wrong side 2 rubbed you up the wrong way 3 up sticks 4 rags to riches 5 when the going gets tough, the tough get going

6.2

1
1 the importance of having a legal identity 2 If you have no birth certificate, technically you have no legal identity – in other words, officially you don't exist. 3 You can't easily get a passport or a SIM card or open a bank

account. You don't have access to basic medical care, education or protection from persecution.

2
A 2 B 4 C 1 D 3 E 5

3
1 people with no legal identity should not be treated like second-class citizens 2 injustice anywhere is a threat to justice everywhere OR injustice anywhere was a threat to justice everywhere 3 during the 19th century millions of Europeans emigrated to America 4 Vancouver is a city she always enjoys visiting because it's such a melting pot OR Vancouver was a city she always enjoyed visiting because it was such a melting pot 5 to prepare for a spike in cases of flu next winter OR that they should prepare for a spike in cases of flu next winter 6 the situation could easily get out of control

4
1 The article discusses / discussed whether the government will / would introduce new regulations. 2 The journalist asked her whether she thought the number of economic migrants would increase or not. OR The journalist asked her whether or not she thought the number of economic migrants would increase. 3 The aid worker talked about whether more people might be displaced or not. OR The aid worker talked about whether or not more people might be displaced. 4 The politician is not interested in whether the situation changes or not. OR The politician is not interested in whether or not the situation changes. 5 The interviewer asked me whether I would describe myself as a go-getter or not. OR The interviewer asked me whether or not I would describe myself as a go-getter. 6 The activist claimed not to care whether or not the fabric of society was damaged. OR The activist claimed not to care whether the fabric of society was damaged or not.

5
Possible answer:
I've just watched a report by the journalist, Linsday Walker, from the scene of serious flooding after the recent storms. She said that hundreds of homes had been flooded and many families have / had been displaced. She explained that the town is vulnerable to flooding because the town is in a deep valley. She referred to one local resident who said the local authorities should do more to prevent flooding. When talking about whether or not there is a solution, she said she suspects it involves sealing off whole areas of the town. Her comment that floods like these could happen more often in future is very worrying. She said it wasn't clear whether people would be able to return to their homes soon or not.

6.3

1
1 True 2 False: they read more.
3 True 4 True

2
Students' own answers

3
Choose a sci-fi movie they hadn't seen before, read some reviews, and then watch it and tell the podcast what they thought.

4
1 Blade Runner 2 Interstellar
3 Interstellar 4 Blade Runner 5 Blade Runner 6 Interstellar 7 Blade Runner
8 Interstellar 9 Interstellar 10 Blade Runner

5
1 F 2 O 3 O 4 F 5 O 6 F
7 O 8 F 9 O 10 O

6
Students' own answers

6.4

1
1 C 2 F 3 E 4 A 5 G 6 B
7 H 8 D

2
1 raise awareness 2 suffering from malnutrition 3 fighting an epidemic
4 offer emergency relief 5 stands up for 6 provide basic necessities
7 organise rescue missions 8 show solidarity with

3
1 aid 2 disaster 3 aftermath 4 on
5 fieldworkers 6 healthcare

4
1 We need to raise awareness of the importance of entrepreneurship among migrants. 2 The charity's work on the ground is essential. 3 One of our roles is to provide basic necessities. 4 There was widespread unemployment in the aftermath of the financial crisis. 5 Extra medical staff are usually needed to fight an epidemic. 6 It's important to stand up for the rule of law. 7 Marc's job is to organise rescue missions. 8 Following the disaster, many children suffered from malnutrition. 9 In 2020, over 150 million people received humanitarian aid. 10 Lexi is a specialist in disaster management.

5
Suggested answers:
1 aftermath of 2 offer emergency relief 3 provide basic necessities
4 humanitarian aid (disaster management also possible) 5 stands up for (shows solidarity with also possible) 6 raise awareness 7 show solidarity with (stand up for also possible)
8 fieldworkers 9 disaster management (humanitarian aid also possible) 10 on the ground 11 preventive healthcare
12 suffering from malnutrition

6
Students' own answers

6.5

1
1 C 2 G 3 E 4 A 5 F 6 D 7 B

2
1 the refugees' willingness to control their own destiny 2 a social media campaign (not something else)
3 setting up a charity to provide basic necessities for homeless people
4 fieldworkers on the ground (not someone / something else) 5 the fact that London is a real melting pot of cultures 6 in the developing world (not somewhere else) 7 providing information and advice is what the organisation does

3
1 fact / truth is 2 thing that
3 question is 4 place where 5 fact / problem / truth is 6 people who
7 reason why 8 fact / problem / truth is

4
1 What people stood up for was the right to protest. 2 It is ignorance that causes a lot of discrimination. 3 What the government did was underestimate the power of social media. 4 It is mostly poor children who suffer from malnutrition. 5 What some people are worried about is a spike in the cost of living. 6 It was New York where a lot of immigrants decided to settle.
7 What preventive healthcare does is protect people from disease. 8 It is a quick response that is important in a humanitarian crisis.

5
1 F 2 H 3 D 4 A 5 G 6 B
7 E 8 C

6
Students' own answers

6.6

1a
1 trigger 2 vital 3 cultural norms
4 Imitating 5 cause 6 tipping point
7 shifts 8 mechanisms

2 and 3
Students' own answers

4
A 3 B 6 C 5 D 2 E 1

5
1 C 2 B 3 A 4 C 5 B

6
Students' own answers

6.7

1
1 draft 2 feedback 3 rehearsed
4 concise 5 chunks 6 pace
7 background knowledge 8 jargon
9 slides 10 cluttered

2
1 good preparation (tip 1), good slides (tip 6) 2 read his notes (tip 2), talked too much (tip 3), spoke too fast (tip 4), used jargon (tip 5), didn't make the key takeaway clear (tip 7)

3
The topic of the presentation: The role of aid in a global economy
The structure of the presentation: two parts – the history of humanitarian

aid and the current system in the 21st century
The key points: 1) the need for humanitarian aid has increased every year since it began; 2) almost 80% of all aid comes from governments, with the rest from charities and corporations; 3) we need to do more to prevent the need for emergency relief and enable countries to avoid the effects of disasters and conflict

4
Students' own answers

5
1 He had a lot of information to get across. 2 He thought this would gain the audience's interest and allow them to listen to what he was saying rather than reading the information from a slide. 3 To summarise each of the three points he wanted to make. 4 He did his research and was well prepared; he was careful about the design and content of the slides; he thinks the audience clearly understood the key takeaways. 5 He should have included less information; he was less concise than he could have been; he spoke too fast (he was nervous).

6, 7 and 8
Students' own answers

6.8

1
Students' own answers

2
1, 2, 4, 5, 7

3
1 The subject of this talk is 2 I plan to speak about 3 First, let's look at 4 An example of this can be found 5 Let's now move on to look at 6 as I mentioned earlier 7 As I mentioned at the beginning 8 In my opinion, we can conclude that 9 I would like to finish by saying that

4
1 C 2 C 3 C 4 A 5 E 6 B
7 B 8 D 9 D

5
The WFP website says over 800 million people across the world experience food insecurity. In simple terms, this means they don't have enough to eat.
Sadly, in 80% of the worst hunger crises, the main cause is conflict – in other words, war.
In my opinion, we can conclude that national governments cannot solve this problem alone, without the necessary expertise. The point I'm trying to make is, in emergency situations, it is aid organisations that provide basic necessities like food, water and shelter.

6, 7 and 8
Students' own answers

6.9

1
Students' own answers

2
She thinks it is a thought-provoking portrayal of a society that has lost hope. She doesn't agree with the director's vision of a dystopian future but thinks he has been successful in meeting his intentions. It also made her think about how we treat migrants and outsiders.

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

4
1 The plot moves at a fast pace and describes … 2 *Children of Men* is a dystopian film directed by Alfonso Cuarón … The film reflects the concerns of the early 21st century … 3 Although I don't share his vision of a dystopian future, the story did make me consider … Overall, I think *Children of Men* … in my view, that makes it a film worth watching. However, one criticism is that … 4 The film is set in the UK in … The film focuses on the loss of hope … 5 The director's intention is to … The issue of what happens to society when hope disappears is undoubtedly thought-provoking. 6 The main character, Theo Faron, is a civil servant who …

5, 6 and 7
Students' own answers

6.10

1
1 explained that the epidemic was not over 2 argument was that economic migrants bring new energy and ideas to a community 3 wondered whether or not to donate to the charity / wondered whether she should donate to the charity 4 claimed that local politicians don't stand up for the rights of migrants

2
1 what 2 that 3 did 4 where
5 who / that 6 was

3
1 disaster management 2 fight epidemics 3 preventive healthcare 4 humanitarian aid 5 on the ground 6 provide basic necessities 7 migrants 8 emigrated 9 entrepreneurship

4
1 aftermath 2 spike 3 getting 4 uprooted 5 suffer 6 organise 7 fieldworkers 8 awareness 9 relief 10 show

5
1 B 2 C 3 A 4 C 5 B 6 A
7 C 8 C 9 A 10 B

Exam skills 5–6

1
the middle

2
1 E 2 H 3 C 4 B 5 G

3
The meaning is the opposite of the first sentence.
You shouldn't keep this to yourself.

4
1 no circumstances would I (ever) 2 in the advert did it 3 parents encouraged her to buy 4 it hadn't been for 5 only did we feel 6 bad terms with

5
Students' own answers

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

7 and 8
Students' own answers

9
Possible answers:
1 I am contacting you because I wish to make a complaint. 2 An item I purchased recently is faulty / not working properly. 3 I would appreciate it if you could let me know what action you suggest. 4 I look forward to hearing from you.

10 (sample answer)
Dear Sir or Madam,
I am writing with regard to a product which I purchased from your website recently. The item is a Snapshutter digital camera (model number XA7-2BF).
My order was delivered as promised on 27 February, but when I opened the packaging, the box containing the camera was clearly damaged. There are some marks on the outside of the camera including several scratches (I attach three photos showing these). When I tried to use the camera for the first time, it was clear that the battery was not charging properly and as a result, it cannot be used.
I must say that I am very disappointed as I have bought other items from you on several occasions in the last year and they have always been of good quality. However, in this case, something has gone badly wrong. I would therefore like to return the camera and all the accessories at your expense and would appreciate a replacement as soon as possible.
I look forward to hearing from you at your earliest convenience.
With best wishes,

Unit 7

7.1

1
A 3 B 1 C 2

2
1 practitioner 2 originated 3 passed down 4 mutual respect 5 safeguard 6 under threat 7 die out 8 wealth of knowledge 9 characterised by 10 recount legends 11 keep these traditions alive 12 large-scale event 13 procession 14 traditional ritual 15 revitalised

3
1 going strong 2 kitted out 3 when it's at home 4 right up your street 5 turn to jelly

4
Students' own answers

7.2

1
1 love it when 2 necessary for
3 regard it as 4 expected that
5 appreciate it if 6 view it as important
7 vital to 8 a good idea to

2
1 It is not permitted to enter the monument without a ticket. 2 It is always better to visit the museum early in the morning. 3 It is well known that some traditional rituals are dying out. 4 It is difficult for some events to obtain a place on UNESCO's list. 5 It is almost impossible to get tickets for the Glastonbury Music Festival. 6 It was accepted in the past that a wealth of knowledge would be passed down to future generations.

3
1 it when 2 it is 3 it as 4 it if
5 it when 6 it as

4
1 G 2 E 3 H 4 A 5 C 6 F
7 B 8 D

5
Students' own answers

7.3

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

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

3
1 They have started to limit the number of visitors that are allowed access to the site. In a few cases, visitors are banned altogether. 2 Students' own answers

4
1 Erosion caused by large numbers of visitors. 2 It's of great cultural significance to the local indigenous people. 3 It might save lives, but it would negatively affect the local economy. 4 There are too many climbers trying to reach the summit at the same time and people occasionally die. And there's the issue of pollution and environmental damage from all those climbers and their equipment. 5 The authorities restrict visitor numbers to protect the environment and local wildlife.

5
1 A 2 B 3 B 4 A 5 A

6
1 Until the 1980s, anyone could approach and walk around the stones
2 Conservationists were worried it was under threat. 3 … and fewer than that for some areas of the site. 4 It seems to me that restricting access out of respect for local people is always justified. 5 But there are still too many climbers trying to reach the summit. 6 But obviously we have to be aware of the impacts.

7
Students' own answers

7.4

1
1 reunion 2 re-enactment
3 commemorate 4 anniversary
5 booth 6 recitation 7 observe
8 cherish

2
1 instil a sense of pride 2 let your hair down 3 spring up 4 dressed to kill
5 light-hearted 6 latch on to

3
1 instilled a sense of pride 2 cherish
3 sprung up 4 recitations 5 re-enactments 6 observe 7 latches on to 8 anniversary 9 commemorate
10 reunion 11 dressed to kill
12 booths 13 light-hearted 14 let her hair down

4
Suggested answers:
1 a re-enactment of a famous historical event by a group of local people 2 a recitation of her own work by the young poet was very moving
3 the anniversary of our country's independence 4 commemorate the signing of the Declaration of Independence every 4 July 5 instilled a sense of pride in us 6 dressed to kill because it was an important event 7 Ade has recently latched on to
8 goes to a reunion with his old school friends

5
Students' own answers

7.5

1 and 2
1 She is an American tennis player. She is using her fame to draw attention to the inequalities in society. 2 Gender and racial inequality. She has spoken out against this publicly and has explained that she aims to support black and female-owned businesses. 3 She has inspired them to use their wealth and fame to address the inequalities of black women in society.

3
A 1 B 5 C 2 D 3 E 4

4
1 the, 2 –, 3 the, 4 an, 5 the, 6 –

5
1 –, a 2 a, – 3 –, an 4 a, – 5 a, –
6 an, –

6
1 C 2 A 3 B 4 C 5 B 6 B
7 A 8 C 9 A 10 C

7
Students' own answers

7.6

1
1 coats of arms 2 beloved 3 unity
4 quintessential 5 eyesore
6 embrace 7 nostalgia

2
1 springbok 2 bear 3 tiger
4 cherry blossom 5 bald eagle
6 kiwi 7 lion 8 rose

3
B

4
Students' own answers

5
Possible answers:
1 in order to understand them. 2 the personal qualities of the people
3 strongly associated with a particular country 4 unity, simplicity and sincerity, and renewal 5 not traditional or official

6
Students' own answers

7.7

1
1 C 2 D 3 A 4 B

2
1 goals 2 time 3 mind 4 feedback
5 problem 6 mistake 7 perspective

3
Students' own answers

4
1 For a recent assignment, he was interested and had lots of ideas and wrote it pretty fast. He sent it to his teacher, then I realised he hadn't checked the spelling, and missed out some important information he should have included. 2 He wants to get on to the next thing. 3 He had to do a lot of research and didn't have much time for other subjects. 4 Realising his friends didn't want to perform in a concert, even though he had planned it all. 5 He's worried about making a really big mistake when it's an important situation like final exams, or a job interview.

5
1 pay attention 2 Take your time
3 think 4 some help and feedback
5 see them through 6 plans are realistic 7 possible consequences
8 Prepare 9 do enough practice
10 over-confident

6
Students' own answers

7.8

1
Students' own answers

2
For: 2, 3, 6, 8, 9
Against: 1, 4, 5, 7, 10

3
They mention them all except 3 and 7.

4
1 I've finally made a decision about
2 after taking everything into account
3 But what I'm trying to say is that
4 Do you see what I mean 5 I can relate to that 6 I'm not sure I quite understand. 7 let me put it this way
8 the reason why I'm doing this is 9 To be more precise 10 I think that's totally understandable

5
Introducing an explanation: 1, 2
Clarifying an explanation: 3, 7, 8, 9
Checking understanding: 4

Showing understanding: 5, 10
Asking for clarification: 6

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

7 and 8
Students' own answers

7.9

1
Students' own answers

2
It should be safeguarded and put in a museum as part of an exhibition about the city's role in the slave trade.

3
1 C 2 E 3 A 4 B 5 D

4
1 The main objective of this proposal is to suggest why … 2 The background to this proposal is the fact that the … At this time, millions of Africans … 3 It is highly recommended that everyone knows … It would be advantageous to move the statue … Supposing these recommendations are carried out, we will have an opportunity to acknowledge …

5, 6 and 7
Students' own answers

7.10

1
1 regard it as unnecessary to have so many public holidays 2 is well known that many traditional languages are under threat 3 is increasingly difficult to instil a sense of pride in our country's history 4 really hate it when people don't respect other cultures 5 has been really valuable for young people to participate in these traditional rituals 6 don't view it as interesting to watch re-enactments of old battles 7 when your brother organises events

2
1 – 2 a 3 a lot of 4 the 5 little 6 a good deal 7 the

3
1 originated 2 characterised by 3 safeguard 4 passed down 5 die out 6 wealth of knowledge 7 revitalised 8 keeping alive

4
1 A 2 C 3 B 4 C 5 B

5
1 anniversary 2 kill 3 few 4 reunion 5 loads / lots 6 leave 7 light-hearted 8 let 9 for 10 a

Unit 8

8.1

1
1 D 2 K 3 K 4 K 5 D

2
1 current account 2 extravagant 3 broke 4 allowance 5 debit card

3
1 F 2 D 3 G 4 B 5 A 6 E 7 C

4
1 current account 2 debit card 3 go through 4 live on 5 allowance 6 earnings 7 put aside 8 pay your way 9 extravagant 10 splashing out 11 costly 12 pay off 13 tighten your belt 14 broke

5
1 under way 2 cost a bomb 3 let you in on 4 do the trick 5 sounds like a plan

6
Students' own answers

8.2

1
1 work 2 know 3 have 4 look for 5 discover 6 expect 7 do 8 invest 9 sum up

2
A 1 B 4 C 2 D 7 E 8 F 3 G 5 H 9 I 6

3
1 D 2 G 3 F 4 B 5 I 6 C 7 H 8 A 9 E

4
1 try not to tell 2 first to have gained 3 seems to be working 4 pretended not to have received 5 best not to splash out 6 happen to be reading

5
1 not to spend 2 to put aside 3 to be working 4 to know 5 to give 6 to be paying 7 to advise 8 to have asked 9 to live on 10 not to consume 11 to buy 12 to have bought

6
Students' own answers

8.3

1 and 2
Students' own answers

3
C

4
1 C 2 B 3 C 4 A 5 D

5
1 huge, every day (indicating what's important) A 2 only (correcting what someone has said) C 3 second-hand, new (making a contrast) B 4 go further (indicating what's important) A

6
Students' own answers

8.4

1
1 promotion 2 nudge 3 bundle 4 shopping basket 5 billing 6 profit margin 7 notification

2
1 browse 2 fierce competition 3 free shipping 4 shopping spree 5 trigger an emotional response 6 make appealing 7 impulse buy

3
Suggested answers:
1 was an impulse buy 2 has caused retailers' profit margins to fall 3 using specific words to trigger an emotional response 4 their customers to go on a shopping spree 5 Fierce competition between producers 6 make their websites appealing to customers

4
1 impulse buy 2 browsing 3 promotion 4 free shipping 5 bundle 6 appealing 7 nudges 8 shopping basket 9 profit margin 10 notifications 11 trigger an emotional response 12 billing 13 shopping sprees

5
Students' own answers

8.5

1
1 opening 2 Realising 3 reducing 4 shopping 5 understanding 6 worrying 7 Working 8 visiting

2
A 4 B 8 C 6 D 3 E 1 F 7 G 5 H 2

3
1 to avoid making 2 about competing with 3 succeeded in getting free shipping 4 their sending me 5 no good complaining 6 started paying off his loan

4
1 Not wanting 2 having been told 3 Having opened 4 Being persuaded 5 not knowing 6 having searched

5
1 D 2 F 3 A 4 E 5 C 6 B
1 Not having my phone, I couldn't call you back. 2 Having been told it would cost a bomb, we decided not to buy it. 3 Sami was broke, having got through all his money. 4 Being invited to give her opinion, Amina submitted a review. 5 Having arrived late, we found the event had already started. 6 Luke doesn't enjoy going to parties, not being very sociable.

6
1 buying 2 Not having 3 to do 4 finding 5 to browse 6 to spend 7 having seen 8 to find 9 wasting 10 to advise

7
Students' own answers

8.6

1
1 consumerism 2 one of many industries 3 faster and cheaper 4 revenue from taxes 5 raise consumer awareness

2, 3 and 4
Students' own answers

5
B

6
Suggested answers:
1 fewer carbon emissions 2 a lot of / a great deal of / between 7,000 and 10,000 litres of / large amounts of water 3 clothes / clothing made from

cotton 4 recycling / using recycled materials 5 purchase / buy and look after / take care of 6 carbon footprint / environmental impact / impact on the environment

7
Students' own answers

8.7

1
1 E 2 C 3 H 4 A 5 G 6 D 7 I 8 B 9 F

2
1 scope 2 milestones 3 constraints 4 delegate 5 micromanage 6 keep track of 7 worst-case scenario 8 agile 9 postpone

3
1 The goals, the key activities, people's roles, the overall timeframe. 2 It means everyone knows what you need to achieve and when you want to achieve it by. 3 Prioritise the most important tasks and make sure they are done first. 4 This shows the team you trust them and value their abilities. If you don't do this, you may have an unhappy team. 5 To keep track of what is happening and get regular updates. 6 So that you know what to do if something goes badly wrong, you can adapt to any unexpected changes, and you can take action quickly to avoid falling behind schedule.

4
1 too unhealthy 2 too expensive 3 run out and are not replaced quickly enough 4 a lot of waste 5 recycle it 6 healthy snacks 7 nuts and seeds 8 juice and water 9 reliable service 10 affordable price 11 the scope of the project 12 the key tasks to prioritise

5
Daniela: Research exactly what snacks and drinks would be most popular with students and how we can make them appealing to as many students as possible.
Jamie: Research the market to find who the best suppliers are, what they can supply, how soon they could install a machine, how often they would restock it, the price.
Layla: Write a detailed plan, work with the college principal to make sure they have the resources to achieve their aims, keep track of the project at every stage.

6
They define the scope of the project, prioritise key tasks and identify constraints. Each team member has actions delegated to them. Layla as project manager will keep track of progress and create a detailed project plan with milestones. She agrees not to micromanage.

7
Students' own answers

8.8

1
Students' own answers

2
1 A 2 B 3 B

3
1, 2, 4, 5, 7, 8, 9

4
Open questions: 1, 5, 8, 9
Follow-up questions: 2, 4, 7

5
1 How do you feel about / What's your view of
2 what would be the consequences of
3 How do you feel about / What's your view of
4 Why do you say that
5 What do you think of the idea of
6 How does that work exactly
7 Who would it appeal to

6
1 What's the problem with your phone? ↗ – checking 2 What is it that you do? ↘ – new information 3 Who do you think it would appeal to? – new information 4 And is that a sustainable solution? ↗ – checking 5 How do you feel about joining us? ↘ – new information

7 and 8
Students' own answers

8.9

1
Students' own answers

2
Agrees, but states there may be other reasons why local shops are declining.

3
1 B 2 D 3 A 4 C

4
1 There is widespread agreement that …; Investigations show that …
2 As proof of that, a recent report revealed that …; This evidence supports the point that …; A case in point is …
3 That is to say …; In other words, …
4 Perhaps the most effective way of … would be …

5
A significant number of people think that … could replace:
There is widespread agreement that / Investigations show that
This point of view is supported by the fact that … could replace:
This evidence supports the point that / As proof of that, a recent report revealed that …
To put it another way … could replace:
That is to say / In other words

6
1 In conclusion, it seems that responsibility for preserving town centres lies with both local authorities and consumers. 2 Perhaps the most effective way of improving the situation would be to make town centres more attractive and easier for shoppers to use. But also, shoppers have to support local businesses, … 3 … otherwise these will disappear. We may all need to start shopping online less and learning to love our local shops again.

7 and 8
Students' own answers

8.10

1
1 to have had / to have 2 to learn 3 to be paying / to pay 4 to discover 5 not to worry 6 to have gone / to go

2
1 their using 2 Having received 3 no use wishing 4 Not owning 5 about applying 6 object to being

3
1 allowance 2 gone through 3 pay off 4 broke 5 earnings 6 live on 7 costly 8 tighten our belts

4
1 browsing 2 impulse buy 3 notifications 4 nudge 5 promotions 6 trigger an emotional response 7 appealing

5
1 C 2 A 3 C 4 B 5 A 6 B 7 B 8 C 9 A 10 A 11 C 12 B

Exam skills 7–8

1
Students' own answers

2
1 D 2 B 3 A 4 C 5 C

3
Students' own answers

4
1 B 2 D 3 B 4 A 5 C 6 C 7 B 8 D 9 A 10 C

5
1 D

6
2 B 3 J 4 A 5 G 6 I 7 E

7
1 feel 2 opinion / view 3 Can / Could / May 4 about

8
Students' own answers

9
1 purpose / aim / objective 2 up 3 On 4 in

10 (sample answer)
What is this purpose of this report?
The purpose of this report is to describe a place in my local area which is free to visit. I will outline what it has to offer and explain who I think it would most appeal to. Finally, I will summarise my reasons for recommending it.
What is the place and who would it appeal to?
The focus of this report is my local park, which is a five-minute walk from my house and one of my favourite places to visit. It is an excellent location for people of all ages because it has many features that will appeal to people with different interests and expectations. For example, there are tennis courts and an open-air swimming pool for anyone who likes being active. In addition, there is a lake where you can go sailing or use a rowing

boat. For young children, there is a play area with a range of equipment such as swings and climbing frames.
The park is also a great place just to walk, especially if you have a pet dog. There are several picnic areas with tables, so families can enjoy spending time together. Nature lovers will particularly enjoy admiring the different trees and flowers and there is plenty of wildlife on the lake.
Would I recommend it?
In conclusion, I would definitely recommend this park to people living nearby as it has something for everyone. It is an excellent place to spend time alone or to socialise and has the advantage that you can do this without spending any money.

How to learn vocabulary

Unit 1

1
1 Forecasting 2 overwhelmed
3 achievable 4 constructive

2
1 self-motivated 2 foresee
3 unconsciously 4 judgement
5 resentful 6 assumption
7 persistent 8 inevitable

3a
1 *fore-* 2 *self-* 3 *un-*
Students' own answers

3b
1 adjective 2 adjective 3 adjective
4 noun 5 noun
Students' own answers

4
1 achievement 2 vulnerable
3 criticism 4 resilient 5 consistency
6 calculation 7 malleable 8 tendency
9 accuracy

5a
1 accuracy 2 achievable
3 consistency 4 constructive
5 criticism 6 motivated 7 resentful

5b
Students' own answers

Unit 2

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

2
1 B 2 C 3 A 4 A

3
1 carve 2 stand 3 map 4 fulfil
5 build 6 think

4a
1 get out and about 2 push your boundaries 3 think outside the box 4 try something out 5 hands-on experience 6 internship
7 networking 8 word-of-mouth
9 attributes 10 engagement
11 online presence 12 target demographic

4b and 5
Students' own answers

Unit 3

1
1 C 2 A 3 B

2a
Suggested answers:
Deliberate learning: looking up a word's meaning in a dictionary, learning new vocabulary with a language-learning app, repeating a word to practise its pronunciation
Incidental learning: seeing a word in an advert, reading a word in a book, hearing a phrase in a podcast

2b
Students' own answers

3
Possible answers:
1 *investigate / investigation* 2 an adverb – it ends in *-ly* 3 a good thing – it's preceded by the word *help*

4
A 3 B 1 C 2

5
Possible answers:
4 opinions or interests that you share with somebody (clue: *in common* can mean shared) 5 friendly and easy to talk to (clue: it's a good thing that shows we care about people and are interested in them) 6 talk in a boring way, perhaps for a long time (clue: it's something no one wants to listen to)

Unit 4

1
1 him come across 2 work it out
3 cut down on it

2
1 go through 2 swot up on 3 bear out 4 land in 5 get across 6 hold on to 7 call up

3
1 get **it** across 2 go through **them**
3 hold on to **them** 4 call **them** up
5 bear **me** out 6 swotting up on **it**
7 land you in **it**

4
1 thrash sth ↔ out – discuss a situation or problem carefully in order to decide something 2 capitalise on – take advantage of 3 spell sth ↔ out – explain clearly and simply

5a
Separable
Verb + particle: bear sth out, call sth up, get sth across, land sb in sth, spell sth out, take sth in, thrash sth out, work sth out
Inseparable
Verb + particle: capitalise on, come across, go through
Verb + two particles: cut down on, hold on to, swot up on

5b
Students' own answers

Unit 5

1a
nov

1b
C

2
1 B 2 E 3 H 4 G 5 F 6 C
7 A 8 D

3
1 considerate 2 pursue 3 mentoring
4 perception 5 stereotype 6 flaw
7 expectations 8 insecure

4
1 feeling 2 other 3 judge 4 give
5 see 6 powerful 7 in 8 across
9 know 10 heavy

5
Possible answers:
1 prejudice, judicial, judgemental
2 establish, establishment, unstable
3 tolerance, tolerant, intolerant
4 civic, civilisation, civilised

Unit 6

1a
in

1b
A 2 B 3 C 4 D 1
C

2
1 get away with 2 fade away 3 bear out, thrash out, work out 4 get out (of bed) 5 send out, spell out 6 get out of control

3a
1 stands up for 2 signed up to
3 come up with 4 calls up / called up
5 swot up on 6 live up to 7 brush up on 8 keep up with

3b
continue a situation: live up to, keep up with
imagine or (make) appear: come up with, call up
increase, advance or improve: swot up on, brush up on
join forces: stand up for, sign up to

4
Students' own answers

Unit 7

1
1 B 2 C 3 A

2
1 in, D 2 of, E 3 through, B 4 to, F
5 at, A 6 on, C

3
1 I love Brazilian samba music – it's right up my street. 2 Thai cuisine is characterised by hot, spicy flavours and fresh fruits, often combined in curries. 3 After the carnival, there was a spike in the number of people signing up for dance classes. 4 Many organisations offered help in the (immediate) aftermath of the floods. 5 The futures of many ancient traditions are under threat.

6 The charity works with people on the ground to protect human life.

4

1 A dedicated … to B latched on to C draw attention to
2 A wealth of B sense of C awareness of
3 A show solidarity with B engage with

5

Students' own answers

Unit 8

1

1 money 2 earnings 3 savings 4 cash

2

1 pay off 2 go through 3 live on
4 pay your way 5 put aside 6 cut out
7 tighten your belt

3a

1 expensive 2 costly 3 a bomb
4 extravagant 5 splash out

3b

Students' own answers

4

1 expensive 2 extravagant 3 splash out 4 costly 5 a bomb

5

Possible answers:
2 promotion, discount 3 trigger an emotional response 4 staff, employees
5 fall, drop

Vocabulary booster

Unit 1

1

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

2

1 insight 2 instincts 3 foresee
4 judgements 5 pundits 6 outlook
7 forecasting

3

1 wire 2 achiever 3 all 4 leader
5 bones 6 off 7 coach 8 person

4

1 show-off 2 people person 3 born leader 4 high achiever 5 know-it-all
6 live wire 7 slowcoach 8 lazybones

5

Students' own answers

Unit 2

1

1 C 2 D 3 B 4 E 5 G 6 A 7 F

2

1 map out 2 attributes 3 be consistent 4 networking 5 carve a niche 6 engagement

3

1 do well for yourself 2 not my thing
3 a burning ambition 4 make your mark 5 get something off the ground
6 show your potential 7 leave your comfort zone

4

1 showed her potential 2 right up her street 3 a burning ambition 4 make her mark 5 leave her comfort zone
6 get it off the ground 7 not their thing
8 do well for herself

5

Students' own answers

Unit 3

1

1 common ground 2 non-negotiable
3 collaboration 4 confrontation
5 accommodating 6 side effect
7 dependence

2

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

3

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

4

1 referendum, representation 2 Spin doctors, revolutionary 3 ambassadors, ministries 4 republic, presidency

5

Students' own answers

Unit 4

1

1 proverbs 2 call to action 3 Irony
4 manipulate 5 artistic licence
6 metaphors

2

1 thrash out 2 swotting up 3 land you in 4 spell out 5 capitalise on
6 bears out

3

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

4

1 celebrity endorsements 2 mailing list
3 sponsored content 4 target market
5 advertising campaign 6 brand loyalty

5

Students' own answers

Unit 5

1

1 B 2 G 3 E 4 C 5 F 6 A 7 D

2

1 perception 2 self-critical 3 insecure
4 affirmations 5 underestimate
6 tactful 7 worthless 8 proactive

3

1 perspective 2 hand 3 heart
4 disadvantage 5 blank 6 depth

The Advanced Workbook audio scripts can be found at **oxfordenglishhub.com**

4

1 'm at a disadvantage, know it like the back of my hand 2 went blank, keep it in perspective 3 be out of my depth, learn it / them by heart

5

Students' own answers

Unit 6

1

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

2

1 malnutrition 2 fighting 3 healthcare
4 necessities 5 stands up for
6 solidarity

3

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

4

1 pushed down wages 2 first-generation immigrants 3 multicultural society 4 drive political discourse
5 contribute to the economy
6 higher-skilled migrants

5

Students' own answers

Unit 7

1

1 B 2 F 3 C 4 E 5 A 6 G 7 D

2

1 reunion 2 instil a sense of pride
3 recitation 4 cherish
5 commemorates 6 latched on to
7 light-hearted

3

1 blue blood 2 a demographic shift
3 integration 4 mythology
5 descendant 6 uprising 7 chronicle
8 peasants

4

1 mythology 2 chronicle 3 peasants
4 uprising 5 demographic shift
6 integration 7 descendants
8 blue blood

5

Students' own answers

Unit 8

1

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

2

1 C 2 E 3 A 4 B 5 D

3

1 nose 2 fork 3 peanuts 4 leg
5 dirt 6 foot 7 buck 8 mouth

4

1 bought it for peanuts, dirt cheap
2 fork out, cost an arm and a leg 3 foot the bill, pay through the nose 4 from hand to mouth, make a fast buck

5

Students' own answers